



ST HELEN &
ST KATHARINE

**I/GCSE SUBJECT
AND
COURSE INFORMATION**

**FOR YEARS 10 AND 11
SEPTEMBER 2019**

GCSE/INTERNATIONAL GCSE (IGCSE) CHOICES

This term you will be making choices about which I/GCSE subjects to study in Years 10 and 11. This booklet outlines for you the subjects that are available at I/GCSE level, and tells you something about the courses and the way in which each subject is examined. Some subjects are part of the core curriculum so they are compulsory and in the green section of this booklet. There are others that you may select and these are in the yellow section.

Making Your Mind Up

In general keeping your options broad is a good idea – you will have plenty of opportunity to specialise more in the Sixth Form and beyond. The core subjects are English, English literature, mathematics, sciences and a modern foreign language (all studied to I/GCSE level), as well as Personal Development (PD) and PE. You can see there is a good amount of breadth in that core combination alone - certainly it is sufficient breadth to satisfy the demands of university entrance - so the optional subjects are there to allow you to continue to study subjects you enjoy, subjects you do well and subjects that would be beneficial to you. Every subject we offer at I/GCSE is equally challenging and worth studying so please do not worry about any subject being 'better': you should choose the right subjects for **you**. Remember that it is not possible to continue studying all your subjects from Year 9 and you will need to make choices. This booklet, the choice process and the staff involved will help you to select which subjects you decide to study for I/GCSE.

On the page following this introduction there are some prompts for you when making your decisions about the optional subjects.

Some guidance for particular subjects

- **A Level without I/GCSE**

By individual negotiation with the department concerned, it may be possible for an able and committed student to take geography or history at A level without having studied the subject at IGCSE. Bear in mind, however, that you would be at a disadvantage compared to other students who have done so. Drama and theatre A level does not require prior knowledge of drama at GCSE, though it is beneficial. In exceptional circumstances a musician with good notation and performance skills might be in a position to take up music at A level without having studied it at GCSE level, and whilst it is possible to take art A level without either art, ceramics or DT at GCSE, it is a difficult route. Remember there are other subjects on offer in the Sixth Form which require no background at I/GCSE e.g. psychology, and many new subjects can be studied at university level.

- **Modern Foreign Languages**

- All girls study at least one modern foreign language as part of their GCSE programme.
- Any language you choose to study for IGCSE at school is examined at the end of Year 11. It is not expected that girls will choose to study a language in which they are bilingual or may be studying outside school; if you have any questions about this, please speak to me or Mrs Probert, Head of MFL, for French, German or Mandarin or Mrs Clark for Spanish
- It is not possible to take a language at A level unless you have achieved IGCSE standard in it previously. Anyone aiming to take a language in the Sixth Form may find it beneficial to have studied a second language at IGCSE.

- **Science**

- All students study the three core science subjects – biology, chemistry and physics – to IGCSE. You have the choice between the separate science courses which lead to three separate IGCSE certificates or the double award course which leads to two IGCSEs. The double award course involves less of each subject and so is taught over three periods per week per subject. The separate sciences courses have a more extensive curriculum and therefore involve four periods per week per subject; you use one of your option blocks for this.

- The choice between separate and double award sciences should reflect how you wish to spend your time in Year 10 and Year 11. If you wish to continue with as many different subjects as possible then selecting double award science will enable you to keep an extra option block available. If you enjoy science and do not wish to take an additional subject then separate sciences would be the more appropriate option. The fundamentals of each science are included in both courses and although the double award course has less content than the separate science course and there are some topics you will not cover, that does not in any way prevent you from taking science A levels: all required topics will be covered at A level. Girls have gone on to study science A levels, and then science subjects and medicine at university, having taken double award. Please speak to your science teachers if you have any queries about this.
- Homework is set for all I/GCSE subjects, including creative and practical ones like art and design, ceramics, design technology and drama; bear in mind that these subjects have an ongoing practical/coursework component which will take organisation and time throughout the course.
- In the unlikely event that, having begun your I/GCSE courses, you would like to discuss with me a possible subject change, the **deadline for any such change to be made is the end of September in Year 10**. After this you will have too much material to catch up with in your new subject.

You have enough time this term to consider your choices carefully, take plenty of good advice and make decisions that are right for you. After that, enjoy the rest of Year 9 and go on to Year 10 confident that you have an excellent set of I/GCSEs and that disruptive changes won't be necessary.

Mrs Helen Nash
Head of Middle School

PROMPTS FOR MAKING DECISIONS ABOUT OPTIONAL I/GCSE CHOICES

Below are some questions which you may find useful to ask yourself when trying to decide between optional subjects. Remember that **all** the optional subjects we offer are good, challenging choices, so it is for you to decide what is best for you. Don't choose subjects because of a teacher or because your friend chooses it; choose it because **you** want to carry on studying it for the next two years.

Think too about your extracurricular interests – in school and outside. Make sure that choices you make for I/GCSE will give you time for these; it is really important you get the balance right as there is more to life than just getting good academic results.

What are your likes and dislikes?

- The subjects you enjoy are generally the subjects that you will do best, so play to your strengths and pick the things you enjoy.
- Do you really enjoy essay writing, numerical work, practical work, visual work? Do you love the opportunity to be expressive and creative? Are you methodical and precise? Do you like to find the right answer or prefer to explore lots of different ideas?
- Which combination of subjects will make a varied and interesting timetable for you?
- Ask yourself: which subject would you really miss if you were no longer taking it?

What are your skills and which subjects provide the opportunity to develop them?

- Do you have a good memory for facts and figures?
- Do you enjoy problem solving?
- Do you enjoy lots of discussion and debate?
- Do you enjoy practical work?

What might your future plans be?

- What subjects might you like to study in the Sixth Form? Do they require an I/GCSE in that subject?
- What career might you have in mind at this stage? It is likely that you have no idea so keep your options open and be informed so you can make choices that don't close any doors for you.

Who is available for discussion?

- Your form tutor and support tutor during form time and tutor interviews.
- Your subject teachers after lessons or during break and lunchtime.
- Heads of Department, particularly for questions related to studying their subject at university.
- The careers staff during PD lessons, break and lunchtime.
- Girls in Years 10 and 11 who are doing these subjects – but don't forget that they are not you and may have different preferences and work styles.
- Your parents, who know you best of all!

CORE SUBJECTS

The Course

Both English language and English literature are compulsory subjects at St Helen's. The courses build on pupils' work in Years 7-9, and demand detailed reading and writing skills alongside precise and increasingly sophisticated analysis of literary texts.

The English language and English literature courses are taught together. Work on the English language side involves comprehension and evaluation of non-fiction texts, as well as a range of writing activities that teach pupils to adapt their register and style for different audiences, purposes and genres. The GCSE in English language also includes a Speaking and Listening component, which is a separate accreditation that sits alongside the GCSE grade. Study for the English literature IGCSE consists of a Shakespeare play, a novel, and a collection of poetry, as well as skills for analysing unseen poetry and prose.

Assessment

English Language – 2 written papers, plus a speaking and listening assessment (separately endorsed)

The English language papers comprise reading tasks in response to fiction and non-fiction texts from the nineteenth and twentieth centuries, and writing tasks demanding creativity, ambition and accuracy. Spelling, punctuation and grammar are assessed.

English Literature – 3 written papers

The English literature papers include passage-based and whole-text essay questions on the set texts, as well as some analysis of unseen material.

The Course

We follow Edexcel's International GCSE (IGCSE) in Mathematics. The course continues to build upon much of the mathematics that is done in previous years at SHSK. It covers a wide range of basic mathematical knowledge and skills that you will need to use in a variety of ways throughout your life. The four main strands are:

1. Number
2. Algebra
3. Shape, space and measure
4. Data handling

During the course you will be using and applying the mathematics contained in these areas to a range of problems. While studying mathematics you will be expected to:

- use mathematical skills and knowledge to solve problems.
- use logic and reason to solve problems and prove results.
- break problems down into small steps in order to solve them.
- use the mathematics that you learn to solve problems that might happen in real life.
- learn how to use a calculator to solve problems quickly and effectively as well as to check.

All students are given appropriate opportunities to extend and strengthen their mathematical reasoning to prepare them for the final examinations and further study of mathematics in the sixth form.

Assessment

Assessment of the course is by two examinations at the end of the course, which are each 2 hours in length and carry equal weighting. Calculators can be used in both examinations.

You might be asked to solve a problem on either paper about anything you have studied.

The questions on the examination papers are often arranged so that the easiest ones come first and then gradually get harder. There will be a mixture of shorter and longer questions. Many of the longer questions will be more unstructured and you will have to make decisions about what mathematics is needed and how to structure your answer, with appropriate working.

All students usually take the higher tier papers with grades 9-4 available.

MODERN FOREIGN LANGUAGES

Mrs L. Probert

All students are required to take at least one modern foreign language and many take two. St Helen's offers the following modern languages:

- French
- German
- Mandarin
- Spanish

Please see the individual subject entries, in the yellow optional subjects section, for course details and more information.

Students who wish to continue with two modern foreign languages are encouraged to do so by using one of their optional subject choices. Languages are becoming increasingly important in the workplace and less commonly taught in many schools; therefore one or more languages would be a significant advantage in life after leaving school.

Students opting for a language are required to buy a personal copy of a Collins medium-sized dictionary.

Students have a choice of either opting for three separate sciences (on 12 periods per week) resulting in three IGCSE grades, or double award science (on 9 periods per week) resulting in two IGCSE grades. For further information about separate sciences, please see the subject entry in the optional subjects section of this booklet.

The Course

This is a two year course which combines the study of the three sciences and results in two IGCSEs of the same or adjacent grades being awarded. The core content of each separate science syllabus is covered. The biology, chemistry and physics components are taught separately by subject specialists. The course gives a secure foundation in each science and sound preparation for A level in any of the science subjects.

The core content of each discipline is as follows:

Biology

1. The nature and variety of living organisms
2. Structures and functions in living organisms
3. Reproduction and inheritance
4. Ecology and the environment
5. Use of biological resources

Chemistry

1. Principles of chemistry
2. Inorganic chemistry
3. Physical chemistry
4. Organic chemistry

Physics

1. Forces and motion
2. Electricity
3. Waves
4. Energy resources and energy transfers
5. Solids, liquids and gases
6. Magnetism and electromagnetism
7. Radioactivity and particles
8. Astrophysics

Assessment

Three theory examination papers:

Biology	2 hour paper	33.3%
Chemistry	2 hour paper	33.3%
Physics	2 hour paper	33.3%

There is no practical coursework component and the written papers examine practical and investigative skills alongside the theory content. This means that a wide and varied range of practical activities are incorporated into the course.

PHYSICAL EDUCATION

Mrs L. Trumper

Students undertake a rotation of PE activities in Years 10 and 11 encompassing a broad range of sports many of which are new additions to their curriculum. The aim is to engage the girls in enjoyable physical activities that not only promote health and well-being but also provide them with options for active lifelong participation.

Example activities include:

- Athletics
- Badminton
- Basketball
- Bouncercise
- Cheerleading
- Circuit training
- Cricket
- Dance
- Fitness
- Football
- Group cycle
- Indoor rowing
- Lacrosse
- Netball
- Rounders
- Rugby
- Softball
- Strength and conditioning
- Tennis
- Touch rugby
- Trampolining
- Ultimate Frisbee
- Volleyball

OPTIONAL SUBJECTS

The Course

Is this the right subject for me? You should have a commitment to and a love of the subject and feel motivated to develop your visual skills and express your ideas in working through projects and assignments.

The course is suitable for students who are:

- Keen to develop their visual skills
- Creative, enthusiastic and imaginative
- Able to sustain an investigation over a period of time and reach a successful conclusion
- Able to enjoy visits to museums, art galleries and studios. Over the 2 years of the GCSE course there are research visits to galleries and museums and there is a 4 day residential trip to Cornwall at the end of Year 10.
- Able to enjoy opportunities to work with visiting artists, designers and makers
- Willing to take risks in their work
- Willing to review their work and make improvements

What will I learn? The GCSE course covers a range of activities and in-depth assignments. You will have the opportunity to experiment with different media in order to explore your strengths and preferences. The main aim of the course is to develop your visual language skills and for you to build up a comprehensive portfolio of work to progress to A level art and design.

Creative thinking and presentation skills are required in many careers. Art and design is especially useful for a range of courses such as advertising, architecture, arts administration, Fine Art, film/TV/video, journalism and writing, photography, retail etc.

Assessment

The GCSE art and design course is practically based, but links skill development with art, design and contextual referencing. Each component is assessed separately out of 72 marks.

- Component 1: personal portfolio (60% of the total marks)
- Component 2: externally set assignment (40% of the total marks)

All work is marked according to four assessment objectives:

- Developing and generating ideas.
- Refining ideas through experimenting with media and developing and applying skills.
- Researching and recording ideas, analyzing and reviewing your own and others' work.
- Selecting, creating, realising and presenting personally developed outcomes.

They are demonstrated with both two and three dimensional methods and presented for marking and final moderation at the end of the course.

Component 2 of the externally set assignment is set by the examination board and started in January of Year 11. Students have eight school weeks in which to prepare a body of work that will direct them during ten hours of independent and monitored work. Both the preparation and the outcome will form the assessment for the examination which will take place at the start of the Trinity term.

Students' work is internally standardised, then moderated by Edexcel in June of Year 11.

(CERAMICS)

The Course

Is this the right subject for me? You should have a commitment to and a love of the subject and feel motivated to develop your visual and practical skills expressing your ideas by working through projects and assignments.

The course is suitable for students who are:

- Keen to develop their visual and practical skills
- Creative, enthusiastic and imaginative
- Able to sustain an investigation over a long period of time and reach a successful conclusion
- Able to enjoy visits to museums, art galleries and studios as well as research visits organised by the department in the Michaelmas and Lent terms. There is also a 4 day residential trip to Cornwall at the end of Year 10.
- Willing to take risks in their work
- Willing to review their work and make improvements

What will I learn? The GCSE course covers a range of skill based activities and in-depth assignments. You will have the opportunity to experiment with different ceramic and other media in order to explore strengths and preferences. The main aim of the course is to develop your visual and practical communication skills and for you to build a comprehensive portfolio of work to progress to A level Art and Design.

Creative thinking and presentation skills are required in many careers. Three dimensional skills are especially useful for design courses: architecture, dentistry, physiotherapy, modelling, physio and art therapy and any careers that require creativity and dexterity.

Assessment

This GCSE is practically based, but links skill development with design and contextual referencing and is underpinned with drawing. Each component is assessed separately out of 72 marks.

- Component 1: personal portfolio (60% of the total marks)
- Component 2: externally set assignment (40% of the total marks)

All work is marked according to four assessment objectives:

- Developing and generating ideas.
- Refining ideas through experimenting with media and developing and applying skills.
- Researching and recording ideas, analyzing and reviewing your own and others' work.
- Selecting, creating, realising and presenting personally developed outcomes.

They are demonstrated with both two and three dimensional methods and presented for marking and final moderation at the end of the course. All students will need to use drawing to support the development of their work.

The externally set assignment is set by the examination board and started in early February of Year 11. Students have eight school weeks in which to prepare a body of work that will direct them during ten hours of independent and monitored work. Both the preparation and the outcome will form the assessment for the examination which will take place at the start of the Trinity term.

Students' work is internally standardised, then moderated by Edexcel in June of Year 11.

The Course

Have you ever wondered how computers work? Have you wanted to learn how to code and create your own applications? If so, computer science is the subject for you.

Studying this course you will learn about algorithms and programming techniques, develop coding skills and apply them to practical problems. You will learn about how computer systems and networks function, as well as the fundamentals of cyber security and encryption.

Computer science is both a relevant and important discipline in itself and a useful underpinning subject for the study of science. In the wider world, computer science is of vital importance to our economy; as the pace and scope of technological innovation grows, employers in a growing range of professions and businesses will increasingly need technically aware people who understand the nature of computer technology and coding.

This course is a great way of starting to develop that sort of insight. It encourages hard thinking, insightful problem solving, creativity and innovation – and there's a lot of fun in the process too.

Assessment:

Paper 1: Computer systems

Written examination lasting 1 hour 30 minutes

80 marks

50% of GCSE

A mix of short-answer and longer-answer questions, as well as some extended response questions. Questions assess a student's theoretical and technical knowledge of computer systems and how they work. Questions are often based on given situations and answers may need to be adapted to most appropriately match the scenario.

Paper 2: Computational thinking, algorithms and programming

Written examination lasting 1 hour 30 minutes

80 marks

50% of GCSE

A mix of short-answer and longer-answer questions. Questions assess a student's practical problem solving and computational thinking skills. Scenarios may be taken from a series of pre-release programming exercises.

Project: Programming

20 hours of work

The students use the pre-release coding exercise to practise the knowledge and skills gained throughout the course.

Design and technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them.

An important part of the work is research which can involve investigating printed matter and people's opinions but can also involve practical investigations into proportions, adhesives, colour, structures, circuits and materials.

Students will be required to analyse and evaluate products and processes and consider how past and present design and technology affects society. They are required to consider the moral, cultural and environmental issues inherent in design and technology.

If you enjoy learning practical skills, doing research and design work, you will enjoy design technology and gain very valuable, transferable life skills.

Assessment

Controlled Assessment 30-35 hours 1st June of Year 10 – March Year 11 50%

Candidates are required to submit a concise design folder and/or the appropriate ICT evidence and a 3-dimensional outcome. Design briefs will be set by the examination board. Guidance will be given for individual development.

One written paper 2 hours May/June Year 11 50%

Questions will test the application of knowledge and understanding of a range of materials, components, processes, techniques, technologies and the evaluation of commercial products.

'Inspiring creativity and confidence'**The Course**

If you can answer 'yes to the questions below, then Drama GCSE could be a good choice for you:

Do you enjoy working as part of a team?

Do you enjoy creating original plays?

Do you enjoy studying play texts and interpreting them as an actor and designer?

Do you enjoy being on stage and entertaining an audience?

Do you enjoy going to the theatre?

Do you like writing about drama and theatre?

Do you have a good eye for detail and flair for evaluation?

Would you like to develop your presentation skills and your communication skills?

Would you like to build your confidence?

Assessment

The course is designed to offer as much practical work as possible. However, there is a written exam at the end of Year 11 and written coursework runs alongside the devising unit. Students study a full length play text in Year 10 as actors, directors and designers, and they perform two extracts from a second contrasting performance text in Year 11.

Component 1: *The Devising Process 40%* (internally assessed by your teacher in September of Y11)

Students undertake a devising project (in groups of 3-6) in which they create and perform an original piece of theatre. They record the process in a portfolio of six short essays (total 2000 words)

Component 2: *Text for Performance 20%* (externally assessed by a visiting examiner in March of Y11)

Practical: Performance of two extracts from a play text, either monologues, duologues or groups of 3-6. Students are marked individually for their contribution, never as a group.

Component 3: *Theatre makers in practice 40%* (written exam – 1 hour 30 minutes at the end of Y11)

Section A: 5 Questions on a set text, which has been explored practically.

Section B: 2 Questions evaluating a piece of live theatre seen during the course.

The Course

French is spoken across the world in countries as different as Canada and Morocco. An official language of the UN and the EU, it is a language of economic and diplomatic importance. Many of you will have spent holidays in France and can take pleasure in having the necessary skills to get to know people during your stay.

During the course you will improve your spoken and written French further, giving you the ability to communicate effectively on holiday and to use language skills as adults in the workplace or leisure time. We will cover a range of practical topics including personal information, future plans, education, work, media, travel, culture, sport and leisure.

Grammar is considered important and more general language skills such as reporting and identifying points of view are also developed.

The creative and imaginative side of language learning is enjoyed through short stories, poems and drama. The course also offers insights into the culture and civilisation of countries where French is spoken.

A French assistant helps with oral work in small groups in the Trinity Term of Year 10 and then in Year 11 until their oral exam just before Easter. We hope that students will visit France whenever possible.

The syllabus content is organised around broad topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures.

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

Assessment**Paper 1 Listening** approximately 45 minutes

Candidates listen to a number of recordings and answer questions testing comprehension.
Paper worth 25%

Paper 2 Reading 1 hour

Candidates read a number of texts and answer questions testing comprehension.
Paper worth 25%

Paper 3 Speaking approximately 15 minutes

Candidates complete two role plays, a topic presentation/conversation and a general conversation.
Paper worth 25%

Paper 4 Writing 1 hour

Candidates respond in the target language to three tasks.
Paper worth 25%

The Course

Having studied German to Year 9 you will already have a good understanding of the language and its structure.

In Years 10 and 11 you will concentrate on deepening your understanding of topic areas such as travel, holidays and food and, most importantly, on developing your oral skills through weekly conversation classes in small groups with our German assistant. These take place in the Trinity Term of Year 10 and then in Year 11 until your oral exam just before Easter. You will also have the opportunity in Year 11, together with Abingdon School, to take part in our German exchange, attending a co-educational German school. This is a very enjoyable and rewarding experience where you will be able to put into practice everything you have learned throughout the course. Over 100 million people speak German and by joining them you will improve your employment prospects not just in Britain but globally. As a Teutonic language German also opens the door to a new "family" of languages, should you wish to study any one of these later on in life.

Through a range of practical topics and continuous grammar revision you will thus extend your abilities to communicate in spoken and written German, whilst learning more about the culture of the German-speaking countries which have produced some of the world's greatest philosophers, musicians, scientists, psychologists, inventors and writers. You will also develop useful transferable skills.

The syllabus content is organised around five broad topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures.

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world.

Assessment**Paper 1 Listening** approximately 45 minutes

Candidates listen to a number of recordings and answer questions testing comprehension.
Paper worth 25%

Paper 2 Reading 1 hour

Candidates read a number of texts and answer questions testing comprehension.
Paper worth 25%

Paper 3 Speaking approximately 15 minutes

Candidates complete two role plays, a topic presentation/conversation and a general conversation.
Paper worth 25%

Paper 4 Writing 1 hour

Candidates respond in the target language to three tasks.
Paper worth 25%

The Course

Never a day goes by without a geographical issue in the news – spectacular volcanic eruptions, uncontrollable hurricanes, and rapid global population growth to name but a few. Geography allows students to understand and engage in discussion about the issues of local, national and global importance: what are the global implications of China's rapid economic development; how will climate change impact upon indigenous Arctic communities; should we allow deforestation in the Amazon rainforest?

Students will study AQA's GCSE specification. This course is particularly suited to students at St Helen's as it is designed to reward greater depth and understanding, discussion and analysis. This also means that it is excellent preparation for A level as it allows students to develop as independent learners and as critical and reflective thinkers with enquiring minds. The teaching style of the department allows for plenty of debate and independent research, for students to work together in teams and for them to use their presentation skills to feedback to others.

The following topics will be studied at GCSE:

Unit 1: Living with the Physical Environment

- The Challenge of Natural Hazards (started in Year 9)
- Physical Landscapes in the United Kingdom (Rivers and Glaciers)
- The Living World (Tropical Rainforests and Cold Environments) (started in Year 9)

Unit 2: Challenges in the Human Environment

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

There is no coursework but practical fieldwork remains an integral part of the subject. Students learn to use geographical skills of enquiry and analysis with many opportunities to embark on fieldwork in human and physical topics. A short residential fieldtrip is arranged for all Year 10 geographers to Snowdonia, North Wales during the Trinity Term of Year 10. Here students will study rivers, glaciated landscapes and the impact of tourism. With so many new online resources, the geography department is fortunate to be able to access a wealth of up to date information such as GIS, Digimaps and Gapminder. The department's iPads allow this to be an integral part of lessons and we encourage students to follow the geography department Twitter feed (@SHSKGeog) and recommended tasks and reading on Going Beyond.

Geography is both a key academic subject in its own right and a strong addition to either an arts or science programme. Geographers are literate, numerate, well informed of current affairs and good communicators!

Assessment

Assessment of the GCSE is through three examination papers. Unit 1 is a physical geography paper (1 hour 30 minutes) and Unit 2 tests the human geography topics (1 hour 30 minutes). Each paper is worth 35% of the final grade. There is no coursework but geographical skills are tested in the Unit 3 geographical applications paper (1 hour 15 minutes). This paper is worth 30% of the GCSE grade and therefore, attendance on the May field trip is essential. Question styles are varied from short to extended answers, graphical and data responses as well as the use of maps, satellite imagery and photographs.

The Course

If you enjoy classical languages, you can choose to take the joint Latin and Greek option. Both languages are taught in a four lesson block and this leads to two separate GCSEs. It isn't possible to study Greek without Latin. This is a fast paced course, and designed for those who are confident in their ability to learn these demanding languages.

If you have studied Greek in Year 9, you will have laid an excellent foundation for studying Greek at GCSE. Greek is hardest at the beginning – the alphabet is quite a challenge, but you will know this well by the time you enter Year 10. You will know well over half of the vocabulary required for the GCSE, and you will know a similar proportion of the grammar. This GCSE course will offer you the opportunity to develop your knowledge further, and to use it to read some original Greek texts written by such authors as Herodotus 'father of history' and the great tragedian Euripides. This is a great opportunity to do something a little different, which will make your GCSE profile particularly special. It is also great fun.

The GCSE course builds on your existing knowledge of the languages, and requires you to learn a clearly defined list of vocabulary which will be used for the language paper. You will be offered the opportunity to translate some simple sentences into Greek in the final examination, but these are not that much harder than those which you are already doing in Year 9. Alternatively you may answer questions about Greek grammar.

You will also study both verse and prose literature. This will include a section of Euripides 'Electra', a Greek tragedy exploring ideas of revenge, justice and family relationships. You will also study the historian Herodotus, an extraordinary story-teller, who is particularly fascinated with bizarre customs and traditions.

Greek is an excellent foundation for the study of other subjects. Many scientific terms, especially in chemistry, are Greek in origin. It is a culturally inspiring course – you may even have the opportunity to visit Greece. The course will give you a different perspective on European culture and languages.

Oxford is a hub of Classics and there are lots of opportunities to attend lectures, plays and exhibitions. We also take part in Oxford Classics Faculty annual classics reading competition.

Please see the Latin page for information about the Latin GCSE.

Assessment

The final examination at the end of Year 11 consists of one 1 hour 30 minute paper, which is worth 50% of the GCSE, and two other 1 hour papers, each worth 25%.

The first paper is a language exam which requires comprehension and translation of Greek stories, together with the simple translation into Greek or grammar questions. All vocabulary is taken from the defined vocabulary list which you will have already learned and thoroughly revised. Any additional words are given on the question paper.

The literature papers have passages taken from the set texts which you will have studied in detail in class. The questions aim to test your understanding and appreciation of the texts.

The Course

We follow the Edexcel IGCSE Modern World History specification and we concentrate on some of the key events and movements from the twentieth century. Overall, the course should provide students with a firm understanding of the world in which they are living and enable them to appreciate the problems facing countries today. The course is divided into 2 sections:-

- 1) **Paper One** – students undertake two depth studies.
 - a) **Development of Dictatorship: Germany 1918 - 1945.** We chart German history from the birth of the Weimar Republic at the end of the First World War, through the problems which successive governments had to deal with during the 1920s and the rise of extremism in the country leading to the rise of the Nazis and Hitler's coming to power in 1933. We look at the nature of the Nazi regime, Hitler's foreign policy leading to World War Two and then finally the events of the war from a German perspective.
 - b) **A World Divided: Superpower Rivalry 1937 - 1972.** We look at the causes of the Cold War, the major events of the conflict from 1945 onwards focusing particularly on the Berlin Blockade, the Korean War, the Hungarian Uprising of 1956, the building of the Berlin Wall, the Cuban Missile Crisis, the Soviet invasion of Czechoslovakia in 1968, the 'Thaw' and start of Détente in 1972.
- 2) **Paper Two** – students undertake one historical investigation and one breadth study in change.
 - a) **Russia and the Soviet Union 1905 - 1924** We look at the causes of the end of Imperial rule in Russia, the impact of WW1 on the country and the rise of opposition to Tsar Nicholas II, the causes of the February and October revolutions of 1917, the reasons why the Bolsheviks were able to seize power in Russia. We then consider the Bolshevik consolidation of power and the civil war from 1918 – 1921 and the establishment of the first Communist regime upto Lenin's death in 1924.
 - b) **Conflict, crisis and change: China 1900 - 1990.** We look at the end of Imperial rule in China, the triumph of Mao and the Communist party in China 1934 - 1949, changes under Mao 1949 - 1963 and the nature of Chinese communism, the impact of the Cultural Revolution, the changes under Deng Xiaoping and the Democracy Movement of the 1980s.

Assessment

There are two examination papers, each of 1 hour and 30 minutes.

Candidates will answer one question on each of the topics studied through the course. Questions will not only test their recall and understanding of factual content but source evaluation and analytical skills.

The Course

In your early years at St Helen's you have built an excellent foundation for the study of Latin at GCSE and beyond. You have already learned well over half of the vocabulary required, and much of the grammar needed for the final examination.

This is the point at which you can put your Latin to use, and begin to read some original literature written by the Romans. The set texts, which include some of the most famous authors from the ancient world such as Virgil, Ovid, Catullus, Tacitus and Pliny, will not only entertain you, but also challenge you to think about the flexibility and subtlety of the Latin language. To understand these properly we spend some time looking at the beliefs that the Romans held, and how Roman society worked. We go through the literature carefully together in class, so that you feel confident about the Latin and understand the characters and myths involved.

The study of the Latin language continues, with a defined vocabulary list which is learned during the first year of the course, and further linguistic structures required for GCSE. These are covered by using *Cambridge Latin Course IV* and *V* and other course materials. The final examination requires you to answer comprehension questions and translate from Latin to English. There is an option for translation from English into Latin at GCSE, but the sentences are very straightforward, and will make use of a limited subsection of the defined vocabulary.

Latin is not only great fun, but it also makes you think carefully about your own language and how English works. It develops your ability to look at the meaning of words, and encourages you to think precisely about how sentences are constructed, and what they mean. It is also an excellent support for those wishing to study modern languages, as it combines a rich variety of words at the root of Italian, Spanish and French, with a grammatical system and precision which will help those pursuing the study of German. In a wider context it also helps you to see historical and philosophical questions from a different perspective, and encourages you to think more deeply about the world around you. Latin requires you to think analytically about language, and is an excellent support to those studying sciences, music or humanities.

There are opportunities to attend lectures and days and to take part in the annual reading competition run by the Oxford Classics Faculty. You might even have the opportunity to visit Italy.

Assessment

There is no coursework. The final examination at the end of Year 11 consists of one 1 hour 30 minute paper (50%) and two 1 hour papers (25% each).

There is one language paper, containing passages for translation and comprehension. All vocabulary is taken from the defined vocabulary list which you will have already learned and thoroughly revised. Any additional words are given on the question paper.

The literature papers have passages taken from the set texts which you will have studied in detail in class. The questions aim to test your understanding and appreciation of the texts.

The Course

The course in Mandarin offers students an opportunity to learn what is rapidly becoming one of the most prominent business languages in the world. The focus is on developing the breadth and depth of students' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary.

The course aims to develop students' ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy. By the end of Year 11 students should be able to listen to and understand clearly articulated, standard speech at near normal speed and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts.

A wide range of class activities and learning resources continue to develop students' language skills. Lessons are structured and lively, using a variety of resources. New sentence patterns are assimilated through practice and real world contexts. Use of ICT resources and authentic learning materials allows students to develop their language proficiency. Mandarin is used as the main language of communication in the classroom.

The syllabus content is organised around three broad themes which provide contexts for the acquisition of vocabulary and the study of grammar and structures.

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Assessment**Paper 1 Listening (25% of the marks) externally assessed**

Candidates listen to a number of recordings and answer questions testing comprehension.

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

Paper 2 Speaking (25% of the marks) externally assessed

Candidates complete a role play, a photo card conversation and a general conversation based on two themes.

Foundation Tier 60 marks; 7-9 minutes Higher Tier 60 marks; 10-12 minutes

Paper 3 Reading (25% of the marks) externally assessed

Candidates read a number of texts and answer questions testing comprehension.

Foundation Tier 60 marks; 45 minutes Higher Tier 60 marks; 1 hour

Paper 4 Writing (25% of the marks) externally assessed

Foundation Tier 50 marks; 1 hour Higher Tier 60 marks; 1 hour 15 minutes

Foundation Tier: Producing short passages, translating from English to Chinese and a 75-character passage

Higher Tier: Producing a 75-character passage, an open-ended writing task and translating from English to Chinese.

The Course

The GCSE music course is designed to allow students to study music through the integration of performing, composing, listening and appraising. The Music Technology Suite enables them to develop their ICT skills in a musical context and our recording facilities are invaluable for the recording of student compositions.

Performing:

Wide experience as a performer is gained through each student's individual study and her involvement in choral and instrumental ensembles, and this is complemented through informal solo performances during the course.

Composing:

Students will develop their understanding and use of compositional techniques and are required to submit two compositions of at least three minutes' combined duration.

Listening and appraising:

Set works taken from four areas of study are specified for listening and appraising, through which students develop an understanding of music from a wide variety of musical styles and traditions:-

- a) Instrumental Music 1700-1820
- b) Vocal Music
- c) Music for stage and screen
- d) Fusions

Assessment

Performing: 2 pieces 30%
Candidates play or sing one solo piece and one ensemble piece, the recordings of which must last no less than 4 minutes.

Composing: 2 pieces 30%
Two pieces will be submitted one to a set brief and one free composition. The submission pieces will be produced during lessons in Year 11 and the combined length must be no less than 3 minutes.

Listening and Appraising: 40%
A 1 hour and 45 minute written paper relating to the set works in two sections.
Section A: six questions related to the set works, one short melody/rhythm completion exercise and one question on an unfamiliar piece (68 marks).
Section B: one question from two optional questions on the set works, requiring extended writing (12 marks).

All details regarding the specification can be found on the Edexcel website.

The course

Do you...

- Find the human body fascinating?
- Think that physiotherapy or a career in sports science might be for you?
- Want the knowledge to keep yourself fit, healthy and active for life?
- Want to become a Personal Trainer or Sports Coach?
- Want to learn how to train SMART, not just train harder?

Or, do you just want to develop the knowledge to get better in the sport or activity you take part in? If so, GCSE Physical Education is for you.

What are the benefits?

- This is an interesting and challenging learning experience. In it we introduce key sporting ideas and show how these interact with practical performance; you will gain insights into the relationships they have with each other throughout the course.
- The development of transferable skills including decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking, acting and reacting under pressure.
- The study of GCSE Physical Education opens up a range of possibilities for further study and also into careers associated with the subject.

Where can GCSE Physical Education take me?

GCSE Physical Education is not just an excellent foundation for the A level in Physical Education, it can take you much further. For those of you fascinated by the human mind, why not carry on to study psychology? This is also an excellent additional qualification for those undertaking the sciences with the intention of studying medicine or physiotherapy.

Beyond A level, the study of physical education can lead on to university degrees in sports science, sports management, healthcare, or exercise and health. It can also complement further study in biology, human biology, physics, psychology, nutrition, sociology, teacher training and many more areas. The transferable skills you learn through your study of physical education, such as decision making and independent thinking, are also useful in any career path you choose to take.

Assessment

Non- Examination Assessments (NEA):

Three practical performances and one performance analysis task.

Examinations:

Two examination papers, each of 1 hour 15 minutes will be taken at the end Year 11.

There will be a wide range of question types including: multiple choice, single mark, short answer and extended response questions.

There will be the opportunity to demonstrate your knowledge of the theory and performance skills through both your NEA and the examinations.

Studying religion, philosophy and ethics gives you the opportunity to think deeply about some of the major issues facing both individuals in their own lives and the world as a whole. Current affairs are dominated by social issues and moral dilemmas and our response to these helps to define who we are as people.

As well as gaining an in-depth knowledge and understanding of secular, Christian and Buddhist responses to ethical and philosophical issues, you will acquire a broad range of transferable skills. You will learn how to:

- formulate, critically analyse and assess the validity of different arguments.
- write succinctly, condensing arguments to their most basic form.
- argue convincingly in debates on theological, philosophical and ethical issues.

The Course

Component 1: The study of religions – beliefs, teachings & practices

Christianity: the nature of God, different beliefs about the afterlife, Jesus Christ and salvation, worship & festivals, the role of the Church in the wider community.

Buddhism: the Buddha's life & enlightenment, the Dhamma, human personality & destiny, worship & festivals, Buddhist ethics.

Component 2: Thematic studies

Religion and life: religious & scientific accounts of the origin of the universe and human life, the value of the world and the duty of human beings to protect it, the use and abuse of the environment and animals, the concepts of sanctity and quality of life, ethical issues: abortion, euthanasia and animal experimentation.

Religion, peace and conflict: the role of religion in modern conflict, concepts of war: holy war, Just War Theory, pacifism, responses to conventional, technological and apocalyptic warfare, responses to terrorism, religion & peace-making in the contemporary world.

Religion, crime and punishment: reasons for crime, aims of punishment, treatment of criminals, corporal and capital punishment, forgiveness & reconciliation.

Religion, human rights and social justice: prejudice & discrimination, the status and treatment of women, the status and treatment of homosexuals, racial discrimination, issues of equality, freedom of religion & freedom of religious expression, social justice: wealth & social responsibility, exploitation of the poor: pay, loans, people-trafficking, charitable work.

Assessment

The course is assessed by two written papers worth 50% each. Each paper will consist of structured questions on the topics given above.

Spanish is the 4th most spoken language in the world and is spoken as an official language across twenty different countries. The opportunities that arise from learning this dynamic language are varied: from travelling across Central and Latin America to working in one of Europe's major institutions, Spanish speakers literally have the world at their fingertips. Many of our students are also surprised to learn how varied Spain is itself as a country in terms of politics, culture, language and geography.

Topics covered in Years 8 and 9 will be revised, extending the range of vocabulary and reinforcing the grammatical forms. New topics and language structures will be introduced so that students will be able to communicate confidently and accurately in a variety of everyday situations.

The course will prepare you in the four skills of listening, reading, speaking and writing. The course covers a wide range of topics with an emphasis on accurate oral and written communication. A weekly session, in small groups, with our Spanish assistant will help to enhance your oral skills. These take place in the Trinity Term of Year 10 and then in Year 11 until your oral exam just before Easter.

The syllabus content is organised around five broad topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures.

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

Assessment

Paper 1 Listening 45 minutes

Candidates listen to a number of recordings and answer questions testing comprehension.

Paper worth 25%

Paper 2 Reading 1 hour

Candidates read a number of texts and answer questions testing comprehension.

Paper worth 25%

Paper 3 Speaking approximately 15 minutes

Candidates complete two role plays, a topic presentation/conversation and a general conversation.

Paper worth 25%

Paper 4 Writing 1 hour

Candidates respond in the target language to three tasks.

Paper worth 25%

The Course

The topics have the same titles as in double award but allow for study in greater breadth and depth with more time for practical work. To get the most from this course a student should enjoy science and want to study each of the subjects in some depth.

Biology

The course encourages students to acquire a broad knowledge base as well as the skills needed to apply biological principles and concepts to solving problems in unfamiliar situations. It is a fascinating journey into the physiological interactions within organisms and their relationship with each other and their environment.

Chemistry

The course aims to give a thorough and enjoyable introduction to the subject, providing a systematic body of knowledge as well as developing experimental and investigative skills. The principles of chemistry are explored within the context of the role of chemistry within society. Everyday applications such as plastics, fertilisers and fuels provide interesting examples of the relevance of the subject.

Physics

The course is designed to help students acquire a systematic body of physics knowledge and to develop an understanding of physics together with useful scientific skills. The course is designed to show students how large a part physics plays in everyday life and wherever possible examples are used to illustrate this happening in the home, in sport and using machinery and technology with which students will be familiar.

Assessment

Each subject has one paper in common with double award (Paper 1) and one extension paper (Paper 2) which gives the pupil an IGCSE in each science.

Biology	Paper 1	2 hours	61.1%	Paper 2	1 hour 15 minutes	38.9%
Chemistry	Paper 1	2 hours	61.1%	Paper 2	1 hour 15 minutes	38.9%
Physics	Paper 1	2 hours	61.1%	Paper 2	1 hour 15 minutes	38.9%

There is no practical coursework component but the theory papers examine practical and investigative skills. A wide range of practical activities are incorporated into all three of the courses.