



Saint Martin's

GCSE Options 2019



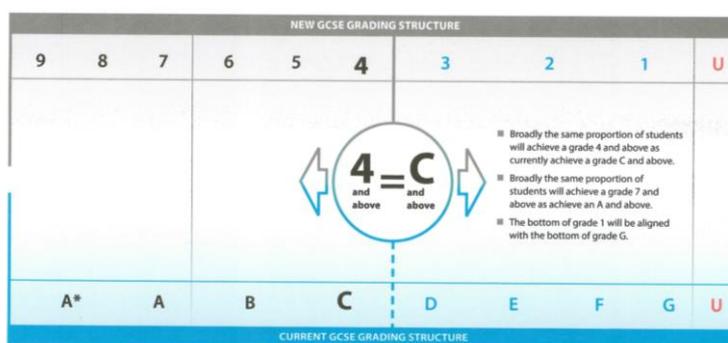
Contents

AN INTRODUCTION TO GCSEs	4
MAKING CHOICES AND DECISIONS	5
ENGLISH LANGUAGE (AQA)	7
ENGLISH LITERATURE (AQA)	8
MATHEMATICS (Edexcel).....	9
SCIENCES – Biology, Chemistry & Physics (Edexcel iGCSE).....	10
ART AND DESIGN (OCR).....	12
CLASSICAL CIVILISATION (OCR).....	13
DRAMA (OCR).....	14
MODERN FOREIGN LANGUAGES – French, German, Spanish (AQA)	15
GEOGRAPHY (Edexcel B)	16
HISTORY (Edexcel).....	17
FOOD PREPARATION AND NUTRITION (AQA)	18
LATIN (OCR).....	19
MUSIC (Eduqas).....	20
RELIGIOUS STUDIES (AQA)	21
DANCE (AQA).....	22
OPTIONS FORM	23

AN INTRODUCTION TO GCSEs

You may be aware that GCSEs have undergone some changes in the last few years. All GCSEs are now linear with all formal external exams being sat in May/June of Year 11. This is a return to the “old” system and Saint Martin’s teaching staff have experience of teaching in this format.

The reform of GCSEs has included the introduction of a new grading system. Maths and English moved to the new 9 to 1 grading system in September 2015 and the majority of all other subjects moved to that system from September 2016. For current Year 9, all courses will be brand new and graded 9 to 1 with 9 being the higher grade, 1 being the lowest and 4 being the equivalent of the old “C” grade i.e. a “good pass”.



The government’s stated intention is that the same percentage of pupils who achieved C and above will achieve 4 and above. The same percentage who got A/A* will get 7 to 9 but only half of those who achieved A*s will get a 9.

Some GCSEs involve controlled assessments. This means that staff teach a topic to a group which includes planning and preparation of a piece of work. That piece of work is then completed under teacher supervision in class time. It is not permissible for a girl to work on it at home once the controlled assessment begins. Subjects have different arrangements for controlled assessments and subject staff will be able to advise on these differences.

Please do not hesitate to contact Mrs Jones or myself if you would like any further explanation about the content of this booklet.

L Blackburn

Mrs L Blackburn
Deputy Head

Please note: it is the aim of Saint Martin’s to run all the courses listed in this booklet. In the event of a very small take up Saint Martin’s reserves the right to withdraw the course from those on offer.

MAKING CHOICES AND DECISIONS

This booklet has been prepared to help girls make up their minds which subjects to study at GCSE.

From next September, girls will no longer go to exactly the same lessons as everybody else throughout the day. Although much of what they do, the **core subjects**, will be the same as the rest of the year group, they will be able to make some choices of their own. These are referred to as the **option subjects**.

The **core subjects** are compulsory and total 6 GCSEs (or 5 if Dual Science is taken). They are:

English and English Literature
Mathematics
Biology, Chemistry, Physics (3 GCSEs) or Dual Science Award (2 GCSEs)

The other 4 GCSEs that they will take are chosen by them from the list of **option subjects**, which are detailed later in the booklet. These include most of the subjects they have studied since joining Year 7. For most girls their choice **must include a Modern Foreign Language** (and it is possible to take more than one Modern Foreign Language). The 6 GCSEs in the core plus the 4 they choose gives girls a total of 10 GCSEs. More than 10 is not advisable.

Andrew Hall, Chief Executive of the AQA Examination Board said: “Some students are encouraged to think that 14 or 15 GCSEs is a good thingit is not.”

A Department of Education spokesman said “our new ‘best eight’ measure will ensure that secondary schools focus on the progress and performance of pupils in a broad range of GCSE subjects” including core academic subjects.

In our experience at Saint Martin’s, universities are interested in the best 8 results and specifically, in how many A or A* grades a student has. After that it is their personal qualities and extra-curricular achievements that impress and secure university places. These are evidenced in their personal statement and reference.

How do I make my decision?

In making choices, it is important to consider the following:

- *Do I enjoy the subject?*
There is no point in choosing a subject that you really do not enjoy. You are going to have to study it for 4 periods per week for the next 2 years!
- *Am I good at the subject?*
If you are not sure whether you are good enough at a particular subject, talk to the person who teaches you and ask for advice. Do not rely on exam results alone to help you decide. You may be very good at a subject but have timed the exam poorly for example.
- *Do I need a particular subject for the career I have in mind?*
If you are unsure about the subjects needed for a particular career, please ask the advice of Mrs Blackburn or Mrs Jones. Helpful resource material on careers is found in the Learning Hub.

Broadly speaking there is no ‘bad choice’ at GCSE. If you have English, Maths, a Modern Foreign Language and some Science any other combination of subjects will only enrich this good base.

- *Have I chosen a sensible balance of subjects?*

You need to consider the amount and type of work associated with your subject choices. It is also sensible to consider choosing from different categories of subjects (see below). This will give you a wide breadth of knowledge and keep as many options as possible open to you at A level. It may not be advisable to choose all 3 subjects from one category. However if you are creative, Art, Drama and Music is a good combination and if you like words Geography, History and Religious Studies would suit you well.

The subject categories are as follows:-

Languages:	French, German, Latin, Spanish
Humanities:	Classics, Geography, History, Religious Studies
Creative subjects:	Art, Drama, Music
Practical subjects:	Home Economics (Food Preparation and Nutrition)

How will all the subjects be fitted into the timetable?

The subjects will be timetabled into 4 groups called **option blocks**, each taking up 4 periods in the timetable. In some schools, pupils are presented with 4 groups of subjects and told to choose one subject from each. This does not always allow all the combinations of subjects that everybody wants. At Saint Martin's, we ask girls what they want to do and then write the timetable to accommodate these choices in the best way possible. Experience has shown us that far more pupils are able to do their preferred combinations this way. **As almost every girl chooses a different combination of subjects, it is not always possible to write a timetable that allows every set of choices. We therefore ask girls to choose 5 subjects, in order of preference, so we are able to produce the best option blocks possible. This means that some might be timetabled for their first, second and fourth choices. It is therefore crucial that individuals think carefully about all of their choices.**

Will I lose out by dropping some subjects now?

No. The 6 core GCSEs (or 5 with Dual Science) that are taken give a broad educational base. We will ensure that the 4 chosen give a balanced curriculum.

Is it risky to drop subjects at this stage?

If you decide to discontinue a subject because you don't like it now, it is extremely unlikely that the career that you finally embark upon will involve that subject. You will almost certainly find that those subjects that you like now are also the subjects that you are good at and these will be the ones that you will continue to study in the future. It is possible to take e.g. History, Geography, Religious Studies, Art Drama or Classics at A Level even if you have not taken them at GCSE.

ENGLISH LANGUAGE (AQA)

Course

This specification encourages students to read fluently and write effectively. They should be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and analyse texts.

Courses based on this specification enable students to:

- Read a wide range of texts, fluently with good understanding
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide range of vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Listen and understand spoken language, and use spoken Standard English effectively.

The Spoken Language endorsement will be reported as part of the qualification, but it will not form part of the final mark and grade.

The course is assessed on a numerical 1 to 9 system.

Assessment

Written Examination 100% at the end of two year course

Paper 1 : Explorations in Creative Reading and Writing

What is assessed Section A: Reading - One Literature fiction text
 Section B: Writing - Descriptive or narrative writing

Assessment Written exam: 1 hour 45 minutes
 80 marks (50% of GCSE)

Paper 2 : Writers' Viewpoints and Perspectives

What is assessed Section A: Reading - One non-fiction text and one literacy non-fiction text
 Section B: Writing - Writing to present a viewpoint

Assessment Written exam: 1 hour 45 minutes
 80 marks (50% of GCSE)

Non-examination Assessment: Spoken language

What is assessed (AO7 – AO9) – Presenting, responding to questions and feedback and
 Use of Standard English

Assessment Teacher set throughout course and marked internally.
 Separate endorsement (0% weighting of GCSE)

ENGLISH LITERATURE (AQA)

Course

This specification encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Courses based on this specification should also encourage students to:

- Read a wide range of classic literature fluently with good understanding, and make connections across their reading
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- Develop the habit of reading widely and often
- Appreciate the depth and power of the English Literary Heritage.
- Write accurately, effectively and analytically about their reading, using Standard English
- Acquire and use a wide vocabulary, including literary terminology

The course is assessed on a numerical 1 to 9 system.

Assessment

Written Examination 100% at the end of two years

Paper 1: Shakespeare and the 19th Century novel

What's assessed **A Shakespeare play**
 A 19th Century novel

Assessments Written exam: 1 hour 45 minutes
 64 marks (40% of GCSE)

Paper 2: Modern Texts and Poetry

What is assessed Modern prose or drama texts
 The Poetry Anthology
 Unseen poetry

Assessments Written exam: 2 hour 15 minutes
 96 marks (60% of GCSE)

MATHEMATICS (Edexcel)

Course

Mathematics GCSE covers the following five areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics and probability

The Mathematics GCSE specification provides a broad, coherent, satisfying and worthwhile course of study. It has been designed to encourage students to develop confidence in a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society. It also provides a strong mathematical foundation for students who go on to study mathematics at a higher level post-16.

The course is designed to enable students to:

1. develop fluent knowledge, skills and understanding of mathematical methods and concepts
2. acquire, select and apply mathematical techniques to solve problems
3. reason mathematically, make deductions and inferences and draw conclusions
4. comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Year 9 have been working towards the GCSE since the beginning of the year; some of the new topics have already been covered and internal assessments have used a greater proportion of more demanding questions.

AQA Level 2 Further Mathematics is offered as an extra to the most able mathematicians. This course develops GCSE skills by working on much more complicated problems as well as introducing some of the big ideas from A-level Mathematics including calculus and trigonometric identities. The course is covered through one lunchtime lesson each week in Year 10 and two lessons, often taught after school, in Year 11.

Assessment

Assessment measures the pupils' ability to:

- Use and apply standard techniques
- Reason, interpret and communicate mathematically
- Solve problems within mathematics and in other contexts

Assessment is 100% exam based with pupils sitting three 1½ hour papers, one without a calculator and two with calculator allowed.

There are two tiers of entry: higher covers grade 9-4, foundation covers grade 5-1.

Pupils in Sets 1 and 2 will be prepared for Higher Tier and other pupils in Set 3 will be prepared for Foundation.

SCIENCES – Biology, Chemistry & Physics (Edexcel iGCSE)

Course

Saint Martin's pupils sit the Edexcel International GCSEs in three separate sciences (Biology, Chemistry and Physics) which are studied over three years (from Year 9-11). The sections of content for the three sciences can be found below.

Chemistry

Principles of chemistry	States of matter; Elements, compounds and mixtures; Atomic structure; The Periodic Table; Chemical formulae, equations and calculations; Ionic bonding; Covalent bonding; Metallic bonding; Electrolysis
Inorganic chemistry	Group 1 (alkali metals) ; Group 7 (halogens); Gases in the atmosphere; Reactivity series; Extraction and uses of metals; Acids, alkalis and titrations; Acids, bases and salt preparations; Chemical tests
Physical chemistry	Energetics; Rates of reaction; Reversible reactions and equilibria
Organic chemistry	Crude oil; Alkanes; Alkenes; Alcohols; Carboxylic acids; Esters; Synthetic polymers

Biology

The nature and variety of living organisms	Characteristics of living organisms; Variety of living organisms
Structure and functions in living organisms	Level of organisation; Cell structure; Biological molecule; Movement of substances into and out of cells; Nutrition; Respiration; Gas exchange; Transport; Excretion; Co-ordination and response
Reproduction and inheritance	Reproduction; Inheritance
Ecology and the environment	The organism in the environment; Feeding relationships; Cycles within ecosystems; Human influences on the environment
Use of biological resources	Food production; Selective breeding; Genetic modification (genetic engineering); Cloning

Physics

Forces and motion	Movement and position; Forces, movement, shape and momentum
Electricity	Mains electricity; Energy and voltage in circuits; Electric charge
Waves	Properties of waves; The electromagnetic spectrum; Light and sound
Energy resources and energy transfers	Energy transfers; Work and power; Energy resources and electricity generation
Solids, liquids and gases	Density and pressure; Change of state; Ideal gas molecules
Magnetism and electromagnetism	Magnetism; Electromagnetism; Electromagnetic induction
Radioactivity and particles	Radioactivity; Fission and fusion
Astrophysics	Motion in the universe; Stellar evolution; Cosmology

Students will develop knowledge and understanding of experimental skills through the context of the science they are learning. Experimental skills are assessed through written examinations.

All sciences allow students to evaluate the benefits and drawbacks of real-life applications of science. These courses also provide a sound foundation for progression to A Level for those students who wish to continue their study post-16.

Assessment

The Edexcel International GCSEs are linear qualifications and the specifications are assessed through two examinations for each science with no coursework.

Both papers are un-tiered and cover the range of grades from 9-1. All questions on both papers are structured and compulsory.

Paper 1 is assessed through a 2 hour written examination paper (110 marks). It will be a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. This accounts for 61.1% of the final GCSE.

Paper 2 is assessed through a 1 hour and 15 minutes written examination paper (70 marks). It will be a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. This accounts for 38.9% of the final GCSE.

Double Award

For students where the Dual Award course is most appropriate, girls will complete Paper 1 for each of three Science subjects.

ART AND DESIGN (OCR)

Course

There are two specification titles available for study at Saint Martin's:

- Art, Craft and Design (J170)
- Photography (J173)

The GCSE (9-1) has TWO components

Component 1: Portfolio - 60% - Learners should produce a portfolio of practical work showing their personal response to either a centre or learner set starting point, brief, scenario or stimulus.

Component 2: Externally set task – 40% - the early release paper will be issued in January of Year 11 and will provide learners with five themes, each with a range of written and visual starting points and stimuli. A response should be based on one of these options.

Part of the syllabus will be concerned with the critical aspect of the subject. This means looking at other art work and appreciating it. There will be gallery visits to provide enrichment and further study opportunities for the girls.

The Art course during Year 10 and Year 11 enables girls to master many new skills and techniques. Pupils will be encouraged and expected to take the fullest advantage of the department's facilities and to explore the potential of the wide range of media at their disposal.

Exploration and experiment will be the mainspring of the course and originality and skill will be the standard by which pupils' work will be measured. Girls will be given the opportunity to formulate and develop ideas, to choose the appropriate media and to produce a well finished piece of work.

Assessment

The requirements of the Art and Design syllabus are that each candidate must stage an exhibition, which incorporates both a controlled assessment portfolio and a timed externally set task. This means that pupils will have to work hard throughout the whole course to do well in the continuous assessments and to progress to a high standard to do well in the final examination.

CLASSICAL CIVILISATION (OCR)

Course

How can we know who we are if we don't know where we come from? So much of Western Civilisation comes from the Greek and Roman World and this course gives students the chance to explore these societies as well as learning more about ourselves.

In lessons and for homework girls will use a range of literary, visual and material sources in order to explore the ancient world. They will learn to interpret the information and consider any limitations of the sources in order to make judgements about these societies. Girls will develop the skills to answer both concise factual questions and synthesise their knowledge to construct essays.

Classical Civilisation GCSE compliments a wide range of other GCSE subjects and encourages girls to become perceptive thinkers whose arguments are rooted in evidence.

Component 1: Thematic Study, 50% of GCSE, 1 hour 30 minute exam

A comparative study of Greece and Rome focused on Myth and Religion.

Component 2: Literature and Culture, 50% of GCSE, 1 hour 30 minute exam

An in-depth study of both the literature and culture, of the Homeric World, studying extracts from the 'Odyssey' and the culture of Mycenae.

Classical Civilisation is reformed from 2017 and girls will receive a grade 9 – 1 at the end of the course.

The course is open to those who have studied Classics, Latin or neither in Years 8 and 9. It can be combined with Latin at GCSE.

DRAMA (OCR)

Course

The course is a mixture of practical and written tasks, which require students to study a wider range of Drama skills and genres.

Assessments

Component 1: Devising Drama (60 marks)

Students will create their own devised performance based on a stimulus, which they will perform. Students can choose to work as a performer or designer in this component. In addition to the performance, students will be marked on an accompanying portfolio with evidence and analysis of the process and decisions made whilst creating and developing their performance. They will also produce an evaluation of their final performance.

This component is internally assessed by the teacher and externally moderated.

40 marks: For the evidence in the portfolio

20 marks: For the final performance.

Component 2: Text Performance (60 marks)

Students will either perform in and/or design for two key extracts from a performance text.

Students will be required to produce an accompanying concept document which outlines their intentions for the performance.

20 marks: Interpretation of the text and creating an intention for performance

40 marks: For the demonstration of the chosen theatrical skill in the final performances.

This component is externally assessed by a visiting examiner.

Component 3: Performance and Response (80 marks, written exam)

The exam is 1 hour and 30 minutes in length. Students have to complete two compulsory sections.

Section A (50 marks): Students study one performance text in detail from a set list given by the exam board. This section of the paper will contain questions which require short and medium length answers. The questions will focus on the process of creating and developing a performance, working as a director, performer and designer, as well as the performance of a character from the text.

Section B (30 marks): Students will be required to analyse and evaluate a live theatre performance they have seen, using accurate subject-specific terminology and theatrical knowledge.

MODERN FOREIGN LANGUAGES – French, German, Spanish (AQA)

Course

Girls may opt for either or both of the languages they have been studying in Year 9. Obviously, girls who have studied a language since Year 7 should have a broader vocabulary but those studying a second language in Years 8 and 9 will have covered the core skills required for GCSE success. Able linguists can realistically do two languages at GCSE and many have done so with distinction.

There are 3 key areas of study:

Theme 1: Identity and culture

For this theme, you will cover the traditional topics such as yourself and your family, hobbies and free time activities as well as going into more depth about attitudes to different family structures and different customs and traditions. You will also learn about new technology and social media. Transactional language includes eating out and making complaints, so you may well get to test out your skills in real situations.

Theme 2: Local, national, international and global areas of interest

Here, you will do the topics of health, your home town, travel and tourism and ecology. You will get to talk at length about problems and solutions concerning the local and global environment. You will also do hotel and tourist based role-plays.

Theme 3: Current and future study and employment

As the title suggests, you will talk in detail about your current education and your long term plans for the future. You will learn how to write a job application and handle yourself at an interview abroad.

As you can see, the course offers something for both the casual traveller and the serious globetrotter. It will be a good test of your comprehension and communicative skills and is a highly regarded GCSE subject.

Girls will be supported in their learning through a range of textbook, audio-visual and online material targeted at the new specification material for this examination board. We will also look for opportunities for girls to use their languages in authentic settings through trips abroad, including, of course, the long standing German Exchange with our partner school in Hofheim.

Assessment

Listening	25%
Reading	25%
Speaking	25%
Writing	25%

Each MFL is a reformed subject graded 9-1. Each unit is assessed by examination at the end of the course. The oral will require candidates to perform a transactional role-play, a response to a visual stimulus and a conversation. The writing paper will have an element of translation as well as extended responses. The other skills are assessed through comprehension tests with a translation into English in the Reading paper.

GEOGRAPHY (Edexcel B)

Course

Geography has been termed 'the subject of our times' (The Guardian, 2016). Spanning both the social and physical sciences, Geography explores a vast array of contemporary topics; students can be tasked with exploring the impacts of climate change on Arctic sea ice, before analysing global migration patterns or the ever-changing geopolitical landscape. As a consequence, Geography is now viewed as one of the most employable subjects to read, providing those who study it with the attributes required to understand the increasingly complex world in which we live.

The Edexcel B specification offers an issues-based approach, with content organised by UK and global geography. It's wide ranging and topical style keeps the subject relevant and interesting, and equips girls to be global citizens. Fieldwork in two locations is compulsory. We run a residential visit to the Dorset coastline and undertake local fieldwork in and around Birmingham. A biennial (optional) fieldtrip is organised to Iceland.

Geography GCSE synthesises skills from a range of curriculum areas and compliments a wide variety of subjects at this level, and beyond. In recent years, higher education institutions and employers have highlighted the need for students to develop a **range of transferable skills**, to enable them to respond with confidence to the demands of undergraduate study and the world of work. Transferable skills from Geography include problem solving and decision making, critical thinking, the use of ICT and GIS, data analysis and team work.

Assessment

Unit 1: Global Geographical Issues (37.5%)

- Topic 1: Hazardous Earth - climate and plate tectonics.
- Topic 2: Development dynamics including an in-depth study of one country (India).
- Topic 3: Challenges of an Urbanising World – causes and challenges of rapid urbanisation across the world.

Unit 2: UK Geographical Issues (37.5%)

- Topic 4: The UK's evolving physical landscape - geology, rivers and coasts.
- Topic 5: The UK's evolving human landscape - the impact of migration and globalisation, including in-depth study of Birmingham.
- Topic 6: Geographical investigations - questions based on fieldwork.

Unit 3: People and Environment Issues – Making Geographical Decisions (25%)

- Topic 7: People and the Biosphere
- Topic 8: Forests under threat including the tropical and boreal forests
- Topic 9: Consuming energy resources

Each Unit is assessed with a 1 hour 30-minute written examination consisting of multiple-choice questions, short open, open response, calculations and extended writing questions.

HISTORY (Edexcel)

GCSE History comprises of four topic areas and is assessed in three exam papers.

<p>Paper 1: Thematic study and the historic environment</p> <p>Medicine in Britain c1250-present An overview of the development and evolution of modern medicine exploring treatment from attempted remedies for the Black Death to heart transplants and surgery in the 21st Century.</p> <p>The British sector of the Western Front, 1914–18: injuries, treatment and the trenches An insight into the conditions in which medics operated in close proximity to the Front lines. A study of the advances and limitations of medicine during the First World War.</p>	<p>Exam -1 hour and 15 minutes 30% of the course</p> <p>Section A: Historic environment One question that assesses knowledge, plus a two-part question based on two provided sources.</p> <p>Section B: Thematic study Three questions assessing knowledge and understanding.</p>
<p>Paper 2: Period Study and British Depth Study</p> <p>Superpower relations and the Cold War 1941-91 Exploring the conflict between USA & the USSR, which defined the second half of the 20th Century and brought the world to the brink of nuclear destruction. A consideration of the roles played by Churchill, Truman, Stalin, Kennedy, Khrushchev, Reagan & Gorbachev.</p> <p>Early Elizabethan England 1558-88 A study of the challenges, conflicts and plots facing Queen Elizabeth I. From her release as a prisoner to take the throne to dealing with the attack of the Spanish Armada.</p>	<p>Exam - 1 hour and 45 minutes 40% of the course</p> <p>Section A: Period study Three questions that assess knowledge and understanding.</p> <p>Section B: British depth study A three-part question assessing knowledge and understanding.</p>
<p>Paper 3: Modern Depth Study</p> <p>Weimar and Nazi Germany 1918-39 A study of how and why democracy failed in Germany in the early 1930's leading to the rise of the Nazi party and Adolf Hitler and the study into the establishment of a dictatorship and what life was like in Nazi Germany for different groups.</p>	<p>Exam - 1 hour and 20 minutes 30% of the course</p> <p>Section A One question based on a provided source and a question assessing knowledge and understanding.</p> <p>Section B A four-part question, based on two provided sources and two provided interpretations.</p>

History is a reformed GCSE from 2016 and girls will receive a grade of 9-1 at the end of the course. The course is complemented by a 4-day visit to the WWI Battlefields in France & Belgium in June of Year 10.

FOOD PREPARATION AND NUTRITION (AQA)

Course

This is a reformed GCSE subject with first teaching from September 2016. The course builds on the techniques and skills learnt in food lessons in Key Stage 3. It is an exciting and creative course which focuses upon students developing a thorough understanding of nutrition and food provenance as well as the scientific and working characteristics of ingredients. This qualification nurtures student's practical skills whilst developing a strong understanding of nutrition.

The course consists of five core topics:

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance.

Throughout the course further "soft skills" will be developed; time management, meticulous planning, reasoning, knowledge application, research methods, adaptation of ideas and critical evaluation skills. Refining these skills can further enhance knowledge of performance in all subjects of the curriculum.

Assessment

2 pieces of Non-Examination Assessment (50%)

1 examination paper (50%)

Assessment takes place through two non-examination tasks (previously termed Controlled Assessment) and a single examination paper assessing theoretical knowledge of food preparation and nutrition. All assessment tasks are set by AQA board and are completed during Year 11.

Non Examined Assessment 1: The Food Investigation (15%) - A 2000 word report to show understanding of the working characteristics and, functional and chemical properties of a given ingredient.

Non Examined Assessment 2: Food Preparation Assessment (35%) - A 15 page document to display knowledge, skills and understanding in relation to planning, preparation and cooking as well as the application of nutrition to a given task title.

Candidates prepare, cook and present a final menu of three dishes which have been planned in advance.

LATIN (OCR)

Course

The GCSE course in Latin builds upon the language foundation students have developed in their first three years of study. Their knowledge of the language and skill in translating is built throughout the GCSE course with thorough and systematic language teaching. Students use their knowledge of Latin to study Latin literature in its original form and thereby to study Roman culture and society.

This study greatly enriches girls' understanding and appreciation of the cultural, linguistic and literary heritage of Western civilisation. Latin offers a wealth of cross-curricular opportunities and will help girls in their study of any modern language as well as their understanding of English. Furthermore, the Roman world is distanced from us in both time and place, which makes it an ideal arena for the exploration of fundamental issues still affecting society today: beliefs about life after death; systems of government; the position of women in society; religious and social prejudices.

The Latin language is undeniably a rigorous academic discipline, but teaching staff work hard to ensure that it is made accessible and interesting to all our girls, who enjoy a rare opportunity to study this academically elite subject.

The course is only open to those who have studied Latin previously but it can be combined with Classical Civilisation at GCSE.

Assessment

Latin Language 50%

Prose Literature 25%

Verse Literature 25%

Language Paper (50%, 90 minute paper)

The language paper comprises both translation and comprehension exercises. There is a defined vocabulary list of 450 words and a specified list of what grammar students must know. All the language content will be delivered by the end of year 10.

Students will also need to answer grammar questions or translate basic sentences from English to Latin. There is a restricted list of 125 words that can be used for this.

Prose Literature Paper (25%, 60 minute paper)

Students will study a selection of prose literature in the original Latin, developing their skills of translation as well as literary analysis. They will also explore the context in which Roman authors produced their work.

Verse Literature Paper (25%, 60 minute paper)

Students enjoy a rare opportunity to study Latin poetry and appreciate the beauty of Latin in its original form. The reason we learn Latin is so that we can read what the Romans wrote and understand how it influenced generations of literature; this paper gives students that opportunity.

MUSIC (Eduqas)

Course

GCSE music will appeal to you if you have experience of playing an instrument or singing to around Grade III standard and enjoy performing in different musical ensembles. The music you choose to perform can be in any style. The course will also give you the opportunity to explore music written for films, in addition to pop music and music in classical styles. You will also learn how to compose in these styles, and to compose music based on areas you are interested in.

Assessment

Component 1: Two Performances (30%)

- One solo
- One ensemble

Grade III standard expected level of difficulty. More marks are available for playing music of a harder standard.

Component 2: Sample composing briefs set by the exam board: Two Compositions (30%)

- One free choice
- One to a brief set by the board linked to one of the four areas of study.

For example:

1. Compose a piece in ternary form that is to be performed at a school awards ceremony;
2. Compose a piece for three instruments to be performed in a showcase event at the local music college;
3. Compose music for the opening sequence/scene in a new action movie to be premiered at the local cinema;
4. Compose a pop song aimed at raising money for charity in a local Music for Youth concert.

Pupils can use *Sibelius* to notate and perform the piece, or a recording package such as *Garageband*.

Component 3: Exam Paper (40%)

- Based on two set works Mozart and Rainbow
- Four areas of study:
 1. Musical forms & devices;
 2. Music for ensemble;
 3. Film music;
 4. Popular music.
- The set works will account for two of the eight questions.
- The other six extracts will be on unprepared musical extracts.

RELIGIOUS STUDIES (AQA)

Course

Religious Studies at GCSE covers a study of two of the major world religions, Christianity and Buddhism, and four contemporary ethical themes ensuring girls have a variety of intriguing subjects to explore.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Girls will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. There will be a range of relevant and contemporary themes to study that will promote awareness of modern-world issues

Girls of all abilities will be challenged and inspired, whilst developing valuable skills such as analytical and critical thinking skills; the ability to work with abstract ideas; leadership and research skills. All these skills will help prepare our girls for higher education and employment.

Assessment

Component 1: The study of Christianity and Buddhism: beliefs, teachings and practices

- Assessment by one written exam: 1 hour 45 minutes

Component 2: Thematic studies: Religious, philosophical and ethical studies

- Relationships and families (including marriage, divorce, gender inequalities)
 - Religion and life (including the origins of the universe and life, abortion, euthanasia and environmental issues)
 - Religion, peace and conflict (including war, justice and forgiveness)
 - Religion, human rights and social justice (including prejudice and discrimination, wealth and poverty)
- Assessment by one written exam: 1 hour 45 minutes

DANCE (AQA)

GCSE Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This qualification is linear, therefore students will sit their exams and submit all their non-exam assessment at the end of the course.

This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works.

Assessment

Component 1: Performance and choreography

60% of GCSE

What's assessed

Performance

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)
- 30% of GCSE 40 marks

Choreography

- Solo or group choreography- a solo (two to two and a half minutes) or a group dance for two to five minutes (three to three and a half minutes)
- 30% of GCSE 40 marks

Component 2: Dance Appreciation Written Exam

40% of GCSE (1 hour 30 minutes)

What's assessed

Knowledge and understanding of choreographic processes and performing skills

Critical appreciation of own work

Critical appreciation of professional works

OPTIONS FORM

CORE CURRICULUM

English
English Literature
Mathematics
Biology
Chemistry
Physics

OPTIONS

Please list five subjects, in order of preference from:

Art and Design, Classical Civilisation, Drama, French, Geography, German, History, Food Preparation and Nutrition), Latin, Music, Religious Studies, Dance and Spanish.

The majority of girls **MUST** choose at least 1 of French, German or Spanish

Option 1 (Modern Foreign Language)

Option 2

Option 3

Option 4

Option 5

We ask you to choose 5 subjects, in order of preference, so we are able to produce the best option blocks possible. This means that some girls might be timetabled for their first, second, fourth and fifth choices. It is therefore crucial that you think carefully about all of your choices. **YOU WILL STUDY 4 OF THESE 5 CHOICES AND WE AIM TO BLOCK FOR THE TOP 4 AS FAR AS POSSIBLE.**

NB Saint Martin's reserves the right to withdraw a subject from the timetable if there is a small take up of pupils selecting it.

Complete this page for your records and return the blue insert to Mrs Blackburn by Monday 11 March



Saint Martin's



Saint Martin's School, Malvern Hall
Brueton Avenue, Solihull, West Midlands, B91 3EN

Tel: 0121 705 1265
Email: mail@saintmartins-school.com
www.saintmartins-school.com

Updated: February 2019