

# **ST GEORGE'S SCHOOL FOR GIRLS**



## **FIFTH FORM HANDBOOK 2021-2023**

## Introduction

The Fifth Form offers the first real opportunity for you to make informed choices about the courses you want to study. Some of you may already have a clear route you wish to follow but the majority will not, so at this stage the emphasis is on breadth and balance. Through a range of different subject areas, you will develop the skills that will help you become a successful learner, a confident individual, an effective contributor and a responsible citizen.

### Fifth form courses and curriculum structure

In the Fifth Form, everyone studies:

- English Language
- English Literature
- ESOL (in place of English Language and Literature)
- Mathematics
- at least one science
- at least one social science
- at least one language other than English
- Elective programme
- plus three other choices.

All courses will lead to a General Certificate of Secondary Education (GCSE) qualification, with the exception of Physical Education, which is offered at National 5 level. English examination boards certificate GCSE qualifications and the school will use three boards: Pearson Edexcel, AQA and OCR. The 9-1 grading system (with 9 being the highest grade) is used for all GCSE courses. Departments have selected the GCSE courses to best suit the needs of our students and to articulate with courses in the Sixth Form. National 5 is certificated by the Scottish Qualification Authority (SQA) and is graded A, B, C or D. Details of the examination board for each course are provided at the end of this document.

The grades you finally receive will be the result of a system of assessment that measures your attainment in each subject against an externally set standard. The qualifications you achieve will be valid and important for the next stage of your education.

Each area of learning, sometimes known as curriculum area, will be useful to you at some time in the future and will help you to become a well-educated and rounded individual with a wide range of skills and interests.

Please be aware that some courses will only be offered if there is sufficient interest.

## **CURRICULUM AREAS**

<b>Curriculum Area</b>	<b>Courses offered</b>
Language	English Language, English Literature, Chinese, French, German, Latin, Spanish
Mathematics	Mathematics
Sciences	Biology, Chemistry, Physics, Food Preparation and Nutrition
Social Sciences	Geography, History, Latin, Religious Studies, Business, (Classical Greek)
Expressive Arts	Drama, Music
Art and Creative Technologies	Art, Design and Technology, Computer Science
Health and Wellbeing	Physical Education

*Some courses will only run if there is sufficient interest.*

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# Faculty of English and Drama



# ENGLISH LITERATURE

## GCSE

### Aims

The Edexcel GCSE in English Literature qualification enables students:

- to understand that texts from our literary heritage have been influential and significant over time, and explore their meaning today
- to connect ideas, themes and issues, drawing on a range of texts
- to become critical readers of prose fiction and non-fiction, poetry and drama
- to develop awareness of the significance of the contexts of literary texts

### The Course

Over the two-year course, students will study a Shakespearean play, a post-1914 British drama or novel, a 19<sup>th</sup> Century novel and an anthology of poetry, in addition to practising their skills of analysing and evaluating unseen poetry.

### Assessment

**Paper 1:** 1 hour and 45 minutes closed book examination (50%)

- Section A: Shakespeare
  - One question on an extract of approximately 30 lines
  - One question on the play as a whole
- Section B: Post-1914 British play or novel
  - One essay question on the play/novel

**Paper 2:** 2 hour and 15 minute closed book examination (50%)

- Section A: 19<sup>th</sup> century fiction
  - One question on an extract of approximately 400 words
  - One question on the novel as a whole
- Section B:
  - One question comparing one printed poem from the anthology to another poem from the anthology
  - One question comparing two unseen poems

### Progression

Students will progress to SQA Higher in the Sixth Form. They will either study Higher English in Lower 6, with the option of continuing to study Advanced Higher in Upper 6, or they may opt for a two-year approach to Higher, sitting National 5 English in Lower 6 to prepare them for sitting Higher English in Upper 6.

SQA English Courses combine literature and language at all levels.

# ENGLISH LANGUAGE

## GCSE

### Aims

The Edexcel GCSE in English Language qualification enables students:

- to read a wide range of texts fluently and with a good understanding
- to read critically and use knowledge gained from wide reading to inform and improve their own writing
- to write effectively and coherently using Standard English appropriately
- to use grammar correctly, punctuation and spell accurately
- to acquire and apply a wide vocabulary alongside knowledge of terminology and linguistic conventions for reading, writing and spoken language
- to listen to and use spoken language effectively

### The Course

Over the two-year course, students will practise reading, analysing and evaluating extracts from a range of different, previously-unseen texts, including fiction from the 19<sup>th</sup> Century and non-fiction from the 20<sup>th</sup> and 21<sup>st</sup> Centuries. Students will also have the opportunity to practise writing in a range of genres, both creative (personal, descriptive, fiction etc.) and transactional (letter, news article, speech etc.).

### Assessment

**Paper 1:** 1 hour and 45 minutes examination (40%)

- Section A: Unseen 19<sup>th</sup> Century Fiction
  - One extract of approximately 650 words
  - Questions focused on language and structure of an extract
- Section B: Creative Writing
  - Choice of tasks thematically linked to 19<sup>th</sup> Century fiction
  - Writing assessed on purpose, tone, style and register, as well as grammar, structure, spelling, punctuation etc.

**Paper 2:** 2 hour and 5 minutes examination (60%)

- Section A: Comparison of two unseen texts from the 20<sup>th</sup> and 21<sup>st</sup> Century
  - One extract non-fiction, one literary non-fiction, up to 1000 words in total
  - Questions on language and structure of each extract, as well as comparison questions asking students to compare ideas, language and structure
- Section B: Transactional Writing
  - Choice of tasks thematically linked to the comparison texts
  - Writing assessed on purpose, tone, style and register, as well as grammar, structure, spelling, punctuation etc.

### Spoken Language

Spoken Language is a compulsory element of the course, but does not contribute to the overall course grade. Students will demonstrate their presentation skills and command of spoken English in a formal setting, and refine their ability to listen and respond to spoken language. They will be internally assessed within class time.

### Progression

Students will progress to SQA Higher in the Sixth Form. They will either study Higher English in Lower 6, with the option of continuing to study Advanced Higher in Upper 6, or they may opt for a two-year approach to Higher, sitting National 5 English in Lower 6 to prepare them for sitting Higher English in Upper 6.

SQA English Courses combine literature and language at all levels.



# DRAMA

## GCSE

### Aims

The Edexcel GCSE in Drama encourages students to:

- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- consider and explore the impact of social, historical and cultural influences on drama texts and activities
- reflect on and evaluate their own work and the work of others
- develop and demonstrate competence in a range of practical, creative and performance skills
- actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

### The Course

#### Unit 1: Devising

- Students create and develop a devised piece from a stimulus, which they then perform. They will analyse and evaluate the devising process and performance. Alternatively, this can be a design project.

#### Unit 2: Performance from Text assessed

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

#### Unit 3: Theatre Makers in Practice

##### Section A

- Students will practically explore and study one complete performance text.

##### Section B

- Students will complete a full analysis on one piece of live theatre.

### Assessment

#### Unit 1 (40%) Devising

- A portfolio covering the students devising journey: creation, development, analysis and evaluation.
- Can be handwritten/typed/verbal, or a combination of all three.
- A devised performance/design realisation
- Internally assessed and moderated

#### Unit 2 (20%) Performance from Text

- Externally assessed by a visiting examiner

#### Unit 3 (40%) Theatre Makers in Practice

External examination, divided into two sections:

##### Section A

- A question broken into six parts based on an extract from the centre's chosen text
- This section of the examination is closed book

**Section B**

- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen
- For this section of the examination, students are allowed to bring in their theatre evaluation notes, up to a maximum of 500 words



# Faculty of Mathematics



# MATHEMATICS

## GCSE

### Aims

Students are equipped to solve problems using mathematical knowledge and skills and are encouraged to adopt an investigative approach to the subject wherever possible. This stimulating approach is backed up by the careful development and practice of basic skills in Algebra, Geometry, Trigonometry, Statistics and Arithmetic.

### The Course

The GCSE course content is split into six main areas: Number, Algebra, Ratio and Proportion, Geometry, Probability and Statistics. This content is covered at two levels, Foundation Tier and Higher Tier. The Higher Tier includes all that is in the Foundation Tier course with the addition of a selection of more complex mathematical concepts. Problem solving forms an integral part of Mathematics and the GCSE course. The students are trained in the relevant skills and are encouraged to discuss problems and share ideas. Access to and use of technology is encouraged where appropriate, including an online resource which is available to all students in and out of school.

### Levels of Presentation

#### Foundation or Higher?

In Lower 5 and Upper 5, the students are usually taught in five sets. All students follow a common course throughout Lower 5. A decision as to whether they will follow the Foundation or Higher tier course in Upper 5 is taken towards the end of Lower 5 but can be decided as late as February of Upper 5. For those students following the Foundation course there is also the opportunity to complete the Scottish National 4 qualification. This ensures that each student not only follows an accessible course but is also given the opportunity to fully develop their mathematical potential.

### Assessment

The GCSE Mathematics course is examined externally with the pupils sitting three separate papers. Foundation Tier is graded from 5 – 1 and Higher Tier is graded 9 – 3, with 9 being the highest achievable grade.

#### Foundation

External:	Paper 1 (80 marks)	Calculator Not Allowed	90 minutes
	Paper 2 (80 marks)	Calculator Allowed	90 minutes
	Paper 3 (80 marks)	Calculator Allowed	90 minutes

#### Higher

External:	Paper 1 (80 marks)	Calculator Not Allowed	90 minutes
	Paper 2 (80 marks)	Calculator Allowed	90 minutes
	Paper 3 (80 marks)	Calculator Allowed	90 minutes

### SQA National 4/National 5 Applications

National 4 is assessed throughout its duration with one final assessment covering the whole course. All assessments are completed internally. National 5 Mathematics follows on from National 4 and assessed externally.

**Progression**

Students may progress to Higher, followed if desired, by Advanced Higher Mathematics. Advanced Highers are also currently offered in Statistics and Mechanics.



# Faculty of Science



## **BIOLOGY**

### **GCSE**

#### **Aims**

The aim of this course is to build on the students' experiences in Lower School Science and Upper 4 Biology. It encourages students to develop their curiosity about the biological world and provides insight into and experience of how science works. Students will learn about a range of interacting biological systems and develop analytical and investigative skills.

#### **The Course**

The course consists of the following seven topics:

B1: Cell level systems - cell structures; what happens in cells; respiration; photosynthesis.

B2: Scaling up - supplying the cell; the challenges of size

B3: Organism level systems - coordination and control; the nervous system and endocrine system; maintaining internal environments

B4: Community level systems – ecosystems

B5: Interaction between systems - inheritance; natural selection and evolution

B6: Global challenges - monitoring and maintaining the environment; feeding the human race; monitoring and maintaining health

B7: Practical skills – integrated within the theoretical topics and assessed through the written papers

#### **Assessment**

The course will be assessed by two written examination papers:

**Paper 1:** (Duration: 1 hour 45 minutes, 50% weighting)

- Topics B1 to B3 and B7
- Section A – multiple choice questions (15 marks)
- Section B – structured questions including extended response (75 marks)

**Paper 2:** (Duration: 1 hour 45 minutes, 50% weighting)

- Topics B4 to B6 and B7 with assumed knowledge of Topics B1 to B3
- Section A – multiple choice questions (15 marks)
- Section B – structured questions including extended response and synoptic questions  
(75 marks)

#### **Progression**

Students can progress to National 5 Biology or Higher Biology in Lower 6. Advanced Higher is offered in Upper 6.

# CHEMISTRY

## GCSE

### Aims

Chemistry GCSE encourages students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It encourages students to develop their curiosity about the material and physical worlds and provides insight into and experience of how science works. It enables students to engage with Chemistry in their everyday lives and to make informed choices about further study.

### The Course

The course consists of the following seven topics:

C1: Particles - the particle model, atomic structure

C2: Elements, compounds and mixtures- purity and separating mixtures, bonding, properties of materials

C3: Chemical reactions – introducing chemical reactions, energetics, types of chemical reaction, electrolysis

C4: Predicting and identifying reactions and products

C5: Monitoring and controlling chemical reactions, equilibria

C6: Global challenges- improving processes and products, organic chemistry, interpreting and interacting with Earth systems

C7: Practical skills - Integrated within the theoretical topics and assessed through the written papers

### Assessment

The course will be assessed by two written examination papers.

**Paper 1:** (Duration: 1 hour 45 minutes, 50% weighting)

- Topics C1 to C3 and C7
- Section A – multiple choice questions (15 marks)
- Section B – structured questions including extended response (75 marks)

**Paper 2:** (Duration: 1 hour 45 minutes, 50% weighting)

- Topics C4 to C6 and C7 with assumed knowledge of Topics C1 to C3
- Section A – multiple choice questions (15 marks)
- Section B – structured questions including extended response and synoptic questions  
(75 marks)

### Progression

Students can progress to National 5 Chemistry or Higher Chemistry in Lower 6. Advanced Higher is offered in Upper 6.



# PHYSICS

## GCSE

### Aims

The aims of the course are to enable students to engage with Physics in their everyday lives and encourage them to develop their curiosity about the physical world. They will also develop their theoretical and practical skills, including the ability to:

- develop hypotheses and plan practical work to test them.
- use scientific theories, models and evidence to explain systems, processes and abstract ideas.
- communicate scientific information using technical and mathematical language, conventions and symbols.

### The Course

The course consists of the following nine topics:

P1: Matter - the particle model, changes of state, pressure.

P2: Forces- motion, Newton's laws, forces in action

P3: Electricity – static and charge, simple circuits

P4: Magnetism and magnetic fields- magnets and magnetic fields, uses of magnetism

P5: Waves- wave behaviour, the electromagnetic spectrum, wave interaction

P6: Radioactivity- radioactive emissions, uses and hazards

P7: Energy- work done, power and efficiency

P8: Global challenges- Physics on the move, powering Earth, beyond Earth

P9: Practical skills – integrated within the theoretical topics and assessed through the written papers

### Assessment

Students will sit two papers in the end of course examination:

**Paper 1:** (Duration: 1 hour 45 minutes, 50% weighting)

- Topics 1 to 4 and 9
- Section A – multiple choice questions (15 marks)
- Section B – structured questions including extended response (75 marks)

**Paper 2:** (Duration: 1 hour 45 minutes, 50% weighting)

- Topics 5 to 8 and 9 with assumed knowledge of Topics 1 to 4
- Section A – multiple choice questions (15 marks)
- Section B – structured questions including extended response and synoptic questions (75 marks)

### Progression

Students can progress to Higher Physics in Lower 6. Advanced Higher is offered in Upper 6.

# **FOOD PREPARATION AND NUTRITION**

## **GCSE**

### **Aims**

This exciting qualification is relevant to the world of food today. This course aims to equip girls with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The qualification will encourage pupils to cook and make informed decisions about a wide range of further learning, opportunities and career pathways as well as develop life skills that enable them to feed themselves and others affordably, now and in later life. The emphasis is on the development of strong practical cookery skills and techniques, as well as a good understanding of nutrition. Students will learn about the huge challenges that we face globally to supply the world with nutritious and safe food.

### **The Course**

The course has four sections:

Section A - Nutrition

Section B - Food: food provenance and food choice

Section C - Cooking and food preparation

Section D - Skills requirements: preparation and cooking techniques

During the course, you will:

- learn and demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- learn and understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- learn and understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices
- learn and demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- learn about and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

## Assessment

<p><b>Food Preparation and Nutrition (01)*</b></p> <p>The following types of question will be asked:</p> <ul style="list-style-type: none"><li>• ten compulsory questions including structured and free response questions</li><li>• some questions that include stimulus material</li><li>• synoptic questions are included.</li></ul>	<p><b>50%</b> of total GCSE 100 marks** 1 hour 30 minutes written examination paper</p>
<p><b>Food Investigation Task (02 or 03)*</b></p> <p>Learners should complete <b>two</b> tasks. In the two tasks, learners should demonstrate their ability to:</p> <ul style="list-style-type: none"><li>• make and justify suitable choices in response to their task</li><li>• review all aspects of their work, identifying strengths and weaknesses in each area of the content</li><li>• refer to and justify any changes they have made whilst carrying out the task</li><li>• suggest and/or justify improvements to their work</li><li>• draw conclusions referring back to their task title</li></ul>	<p><b>15%</b> of total GCSE 45 marks Coursework – set by the exam board</p>
<p><b>Food Preparation Task (04 or 05)*</b></p> <p>Learners are required to prepare, cook and present three dishes within a single period of no more than three hours and plan, in advance, how this will be achieved.</p> <p>This is a set task from the examination board (OCR)</p>	<p><b>35%</b> of total GCSE 105 marks Practical Coursework – set by the exam board</p>

## Progression

Food Preparation and Nutrition can lead to Higher Health and Food Technology.



# Faculty of Languages



## **MODERN LANGUAGES**

### **(Chinese, French, German, Spanish GCSE)**

#### **Aims**

- To help each student develop competence and, just as important, confidence in speaking, listening, reading and writing in the foreign language in a broad variety of everyday contexts
- To help each student acquire a sound knowledge and understanding of grammar and structures to enable confident and accurate communication and comprehension
- To enable students to share their ideas and opinions with other people who speak the language
- To help each student learn about countries where the language is spoken, thus adding an international dimension to their studies, an important aspect nowadays for future success in the world of work
- To help each student develop skills useful in a wide range of careers: clear communication, public speaking and problem solving

#### **The Course**

Students build on the knowledge and language skills they have already acquired. Course books are supported by a variety of lively and authentic materials including up-to-date audio, DVD and IT resources, film and fiction. The substantial amount of oral work demanded by the course is supported by Foreign Language Assistants who work with small groups and individuals. The Languages Faculty enjoys its own computer suite and digital language laboratory.

#### **Assessment for GCSE French, German, Spanish, Chinese**

There are four assessable elements: Listening, Speaking, Reading and Writing. Each contributes 25% to the course assessment. The GCSE can be accessed either at Foundation Tier grades 5-1 or Higher Tier grades 9-4, with 9 being the highest grade.

External assessment: 75% Reading, Listening and Writing (separate papers)

25% Speaking (Internally conducted under controlled conditions and marked externally)

#### **Progression**

Each course provides articulation with the corresponding SQA Higher and Advanced Higher courses in the Sixth Form.

#### **Trips and exchanges**

There are various visits and excursions offered allowing the opportunity to participate in trips and/or exchanges, giving them language skills so useful later in life as well as for the examination.

*GCSE courses in Chinese, Italian and Russian are also available to interested Native Speakers. Please see the Head of Faculty for more details.*



# Faculty of Social Sciences



# GEOGRAPHY

## GCSE

### Aims

The aim of the GCSE Geography course is to give students an understanding of the fascinating diversity of environments within the United Kingdom and worldwide, and to show how human beings interact with their different environments. The course highlights the critical importance of Geography for understanding the world; it will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment.

### The Course

The course includes three units:

**Unit 1: Living with the physical environment** – An exploration of our restless earth leading to an understanding of physical processes that produce diverse and dynamic landscapes.

**Unit 2: Challenges in the human environment** – Students will learn to appreciate the differences and similarities between people, places and cultures which will help to develop an improved understanding of societies and economies and the need for sustainable management of both physical and human environments.

**Unit 3: Geographical applications** - This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. They will research contemporary geographical issue based on pre-released material. Students will also learn a range of geographical skills through fieldwork enquiries.

Fieldwork is an integral part of the subject and opportunities include local field studies to enable hands-on experience of the techniques necessary to underpin the requirements of the course. There is a field trip to Arran which takes place in the summer term of Lower 5.

### Assessment

The course is assessed by means of written examinations:

Paper 1: Living with the physical environment (35%) - 1hr 30mins - 88 marks

Paper 2: Challenges in the human environment (35%) - 1hr 30mins - 88 marks

Paper 3: Geographical applications and skills (30%) - 1hr 15mins - 76 marks

### Progression

Students may progress to Higher Geography. Advanced Higher is offered in Upper 6.

# HISTORY

## GCSE

### Aims

The course gives students the opportunity to explore how events over an extended period of time, both in Britain and in the wider world, have shaped the context in which we live. Students will develop transferable skills for life, which foster independent learning, a questioning approach to evidence and critical thinking.

### The Course

The course's two units will be taught chronologically to enable students to gain a good understanding of national and international developments and relations over time.

#### Paper 1

Understanding the modern world

Period Study – Germany 1890-1945: democracy and dictatorship

Wider World Depth Study – Conflict and tension in the inter-war years, 1918-1939

#### Paper 2

Shaping the nation

Thematic Study – Migration, empires and the people, c.790 to the present

British Depth Study and the Historic Environment - Norman England, c.1066-c.1100

### Assessment

The contents of Units 1 and 2 are assessed by means of written examinations:

Paper 1- Unit 1: Understanding the modern world (with wider world depth study)  
Written examination: 1 hour 45 minutes (84 marks, 50%)

Paper 2 - Unit 2: Shaping the nation (with British depth study)  
Written examination: 1 hour 45 minutes (84 marks, 50%)

### Progression

The course articulates with Higher History and would also provide background information and skills for Higher Modern Studies and other Social Science Highers. Advanced Highers are offered in History and Modern Studies in Upper 6.



## LATIN GCSE

### Aims

The aims of the course are to develop deeper understanding and appreciation of Latin language and literature, including:

- an appropriate level of competence in the Latin language
- a sensitive and analytical approach to Latin literature
- active engagement in the process of enquiry into the Classical World
- an awareness of the continuing influence of the Classical World on later times
- the skills to become critical, reflective thinkers

### The Course

The course is composed of three components: one Language component and two Literature components.

In the Language component, learners study texts and stories in Latin to build knowledge and understanding of Latin vocabulary, accidence and syntax. The examination paper requires learners to translate a passage of Latin, answer comprehension questions and **either** answer questions on syntax and accidence **or** translate short English sentences into Latin.

In the Literature components, learners study Latin set texts and answer questions in English on aspects of content and literary style. The examination paper requires learners to draw together their knowledge and understanding of the texts studied and demonstrate this through written responses.

### Assessment

Each component is assessed by means of an external written examination:

The Language paper is 1 hour 30 minutes in duration and is worth 50% of the total GCSE.

Each Literature paper is 1 hour in duration and is worth 25% of the total GCSE

### Progression

The course articulates with SQA Higher Level Latin. Advanced Higher Latin is offered in Upper 6.

## CLASSICAL GREEK

**Classical Greek** is also available as an extra subject taught after school, with the option of sitting an external examination either at the end of Upper 5 or in the Sixth Form.

# RELIGIOUS STUDIES

## GCSE

### **Aims**

Religious Studies encourages candidates to be inspired, to be moved and to reflect by following a course of study that challenges them and equips them to lead constructive lives in the modern world.

They will be encouraged to adopt an enquiring, critical and reflective approach to the study of religion, to explore religions and beliefs, to reflect upon fundamental questions, engage with them intellectually and to respond personally to help them reflect upon and develop their own values.

### **The Course**

The course consists of two units:

#### **Study of Religions**

For each of the issues in this unit, candidates will gain an understanding of the beliefs, teachings and practices (such as worship and festivals) of 2 major world religions: Christianity and Islam.

#### **Thematic Studies**

In this unit, candidates will gain awareness of religious teachings about four ethical issues as well as different religious and non-religious beliefs about, and attitudes to, those issues found in contemporary British society.

#### **Assessment**

Students will sit two 1 hour and 45 minutes examinations, one for each unit. Assessment is 100% weighted on final papers in the summer. Each paper will consist of 96 marks (plus 3 marks for Spelling, Punctuation and Grammar (SPAG)).

#### **Progression**

Students may progress to Higher Religious, Moral and Philosophical Studies. Advanced Higher is offered in Upper 6.

## **BUSINESS STUDIES**

### **GCSE**

#### **Aims**

The Edexcel GCSE in Business qualification enables students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

#### **The Course**

The course is composed of two units of work.

- The unit 1 theme is investigating a small business. The topics covered are concentrating on enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective and understanding external influences on business.
- The unit 2 theme is building a business. The topics covered are growing the business, making marketing decisions, making operational decisions, making financial decisions and making human resource decisions.

#### **Assessment**

The course will be assessed by two written examination papers. Both are 1 hour 30 minutes long and each is worth 50% of the final mark.

#### **Progression**

Students will be in a good position to progress to Higher Business Management and/or Higher Economics, with the opportunity to continue on to Advanced Higher Business Management and/or Advanced Higher Economics in U6.



# Faculty of Art and Creative Technologies



## **ART GCSE**

### **Aims**

The Art Department offers Lower and Upper 5 students the opportunity to take the Art and Design (Fine Art) GCSE Course over two years. With a clear shift towards exploring, experimenting and taking risks, students embark on a journey of discovery in the Faculty of Art. They are encouraged to choose directions of their own, exploring a great variety of media and embrace, respond to and become inspired by the work of artists, craftspeople and designers.

The GCSE course is exciting and varied and comprises units of coursework in a number of Art and Design disciplines such as Painting, Sculpture, Printmaking, Textiles, and Design. Students may eventually produce work in appropriate media of their own choosing.

### **The Course**

Students will focus initially on core skills in a range of materials and disciplines. They will aim to complete one portfolio of coursework over the two years. Sketchbooks as ever play an important role in the background research and development of GCSE coursework and students will be encouraged to use these visual diaries to record, analyse and evaluate both their own work and that of appropriate artists and designers. There is an emphasis on experimentation and exploration.

A mock examination is held before Christmas in Upper 5. Students will be able to make personal choices and to work more independently during this time. Research work will be carried out in sketchbooks and students will learn how to present their preparatory studies appropriately.

Towards the middle of the Upper 5 year students will work on the externally set task which they will choose one stimulus from which to observe, record, analyse and develop ideas, then under timed conditions (ten hours) they will produce a two or three dimensional outcome in media of their choice.

### **Assessment**

The assessment of GCSE is done alongside four clear assessment objectives that the students are taught to understand from the beginning of the course. Students are required to participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry. The portfolio and the externally set task are internally marked and all elements are externally moderated.

The breakdown of the marks awarded is as follows-

Component 1: Portfolio	96 marks	60%
Component 2: Externally-Set Assignment	96 marks	40%

### **Progression**

The breadth of the GCSE course allows students who wish to pursue this subject in the Sixth Form to prepare thoroughly and appropriately for the Higher, AS and A Level, whilst providing other students with a genuinely rigorous, creative and rewarding Art education.

# DESIGN & TECHNOLOGY

## GCSE

### Aims

This course allows you to explore the multi-faceted world of product design and manufacturing. Creativity is at the heart of this course and its combination with technology makes it exciting and dynamic.

Design and Technology is a subject that brings learning to life, requiring learners to apply their learning to real-life situations. This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Learners will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

**The Course** will encourage students to:

- develop an awareness and understanding of real-life experiences in designing and in the developments and opportunities seen in creative, manufacturing and engineering industries.
- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop an understanding of an iterative design process and the relevance of these to industry practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' (and stakeholders) needs, wants and values
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills and project management skills.
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in Design and Technology
- use key Design and Technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics

### Assessment

The course assessment for this course consists of **two** components:

- 40 Hour Iterative Design Project 50%
- Question paper on Principles of design and technology 50%

### Progression

This course may lead to Higher Product Design and Higher Graphic Communication, Advanced Higher Product Design and Advanced Higher Graphic Communication.

# COMPUTER SCIENCE

## GCSE

### Aims

Throughout the Computer Science GCSE, you will focus on developing your computational thinking skills and will be encouraged to learn independently and deeply through the use of online independent learning resources and classroom based activities including practical programming work and theory work.

- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

The skills you will learn during this course are wholly relevant to many aspects of the modern world in which we all live - computational thinking transcends all aspects of our everyday life, both now and in the future.

### The Course

*For Paper 01*, you will study the structure and components which make up computer systems, including CPU architecture, memory and storage. The ways in which computer systems are networked including aspects of security, ethical, legal, cultural and environmental concerns will be addressed. You will be examined on your knowledge and understanding through an external examination.

*For Paper 02*, you will study the algorithms, programming techniques and computational logic required to solve problems using computers. You will also learn about the ways in which data, in all its forms, can be represented inside a computer system including number, image and sound. You will be examined on your knowledge and understanding through an external examination.

There is also a component of *Non-exam assessment* (NEA) called a 'Programming project' in which you will be given a practical problem to solve to demonstrate your skills in programming and all aspects of software development. You will learn to write software using a programming language called Python. Your skills will be assessed through a 20 hour practical project carried out under examination conditions and assessed by your teacher.

### Assessment

<i>Paper 01:</i>	Written Paper on Computer Systems	40%
<i>Paper 02:</i>	Written paper on Computational thinking, algorithms and programming	40%
<i>Programming Project:</i>	Non-Exam Assessment (NEA)	20%

### Progression

This course may lead to studying Higher Computing Science in either Lower 6 or Upper 6.



# Faculty of Music





# MUSIC

## GCSE

### Aims

- to encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study
- to develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation
- to enable students to engage actively in the study of music
- to develop musical skills and interests, including the ability to make music individually and in groups
- to enable students to understand and appreciate a range of different kinds of music

### Specification

This qualification is linear which means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

### Subject content

#### Core content

- 1. Understanding Music
- 2. Performing Music
- 3. Composing Music

#### Assessments

##### What is assessed

- Listening
- Contextual understanding

##### How it is assessed

Exam paper with listening exercises and written questions using excerpts of music.

##### Questions

- Section A: Listening – unfamiliar music (68 marks)
- Section B: Study pieces (28 marks)

##### The exam is 1 hour and 30 minutes.

This component is worth 40% of GCSE marks (96 marks).

##### What is assessed

Music performance

##### How it is assessed

As an instrumentalist and/or vocalist and/or via technology:

- Performance 1: Solo performance (36 marks) Performance 2: Ensemble performance (36 marks).

**A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.**

This component is 30% of GCSE marks (72 marks).

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification.

### **What is assessed**

Composition

### **How it is assessed**

- Composition 1: Composition to a brief (36 marks)
- Composition 2: Free composition (36 marks).

**A minimum of three minutes of music in total is required.**

This component is 30% of GCSE marks (72 marks).

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

### **Progression**

This course will help the student to develop their listening skills, performing and creative skills so that they may be ready to follow successfully a music course at SQA Higher and Advanced Higher.



# **Faculty of Physical Education and Sport**



## PHYSICAL EDUCATION NATIONAL 5

### Aims

This course aims to support students with a passion for physical activity to explore and develop the physical, social, mental and emotional factors which have an impact on personal and group performance. Students will be encouraged to develop and perform to a high level at their specialised activities and to respond positively to new and exciting challenges. Practical experiential learning and an integrated, holistic approach will allow the theoretical aspects of the course to be embedded in the practical activities; this will achieve deeper understanding and maximal performance development. Students will be encouraged to work independently and co-operatively in order to develop resilience and confidence.

### The Course

National 5 Physical Education is an excellent choice for any student with a broad interest in physical activity. It is especially suited to those who strive for continued performance improvement through development and application of skills, knowledge and understanding. This course may be supported and enriched by additional experiences e.g. residential performance experience and/or outdoor education events.

### Assessment

Performance 50%      Internal assessment – subject to external moderation

The students select two activities for this assessment.  
Assessment for each activity takes place during a single event.

Students are expected to demonstrate:

- a broad and well-established performance repertoire
- control and fluency
- decision-making and execution
- adherence to rules, regulations and etiquette

Portfolio 50%      External assessment

In the portfolio, which will be completed throughout the Upper 5 year, the students are required to demonstrate the following:

- understanding the physical, mental, social and emotional factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem-solving

### Progression

Students completing National 5 will be ideally placed to continue their study of Physical Education with Higher and Advanced Higher Physical Education in the Sixth Form.

## CORE CURRICULUM

### Aims

All students participate in one double lesson of Physical Education.

In Lower 5 the lesson consists of four compulsory elements – Hockey, Lacrosse, Tennis and Athletics, plus up to four additional activities which include Dance, Football, Touch Rugby, Basketball, Gymnastics, Aerobics, Golf, Squash and Badminton.

Upper 5 students choose a group of activities from a selection which includes:

Lacrosse	Hockey	Squash	Volleyball
Golf	Swimming	Badminton	Aerobics Yoga
Fitness	Basketball	Tennis	Athletics
Football	Netball	Dance	Orienteering

Alternatively, they can complete the SQA Higher Unit – ‘Group Dance Performance’



# **Faculty of Support for Learning**



## **SUPPORT FOR LEARNING**

### **Learning Support**

#### **Aims**

To develop skills and strategies that will enhance access to the curriculum and examinations.

#### **The Course**

The course is divided into two parts: mathematics support and learning support. In mathematics support the students have two periods a week with a mathematics teacher, to review and practise mathematical skills and concepts at the level they are studying in their mathematics lessons. The learning support periods are designed to provide the student with the skills required to access her courses and a comprehensive programme of study skills is offered to enhance her preparation for examinations. In addition, the learning support time is designed to offer each individual student support in areas of the curriculum where they are experiencing difficulty.

#### **Progression**

Students who may further benefit from support in the Sixth Form are invited to attend a weekly tutorial with a member of Support for Learning staff.

## **SUPPORT FOR LEARNING ESOL**

### **Aims**

- to help students achieve a high standard of English
- to support students on an individual or small group basis
- to support curriculum areas
- to prepare students for the appropriate University of Cambridge ESOL Examinations.

Students have access to excellent ESOL facilities. There is a library with graded reading texts and tapes/CDs/DVDs, as well as ESOL multi-media resources which are available for independent learning.

ESOL tuition supports curriculum lessons and the Head of ESOL liaises with all Heads of Departments and subject teachers to help students with particular concerns.

ESOL is available at all levels:

- Elementary
- Pre-Intermediate
- Intermediate
- Upper Intermediate
- Advanced

Students are assessed in speaking, listening, writing, reading and grammar before decisions are taken regarding the right ESOL level and most appropriate curriculum areas to be studied. It is important to join the group which works at the right level for each student.

At the start of each new academic session students have an interview with the Head of ESOL to ensure continuity of provision.

### **Assessment**

Most ESOL classes lead to entry for The University of Cambridge ESOL examinations. These are English Language qualifications recognised by Universities worldwide:

- Key English Test (KET)
- Preliminary English Test (PET)
- First Certificate in English (FCE)
- Certificate in Advanced English (CAE)
- International English Language Testing System (IELTS)

Students are entered for the appropriate examination when they have reached the required level. After students reach First Certificate in English level they may join an IELTS course. It is deemed important for students to have ESOL lessons until they have received a 6.5 in IELTS in all skills.





# Elective Programme



## ELECTIVE PROGRAMME

The Elective programme will run for a double period each week. Students choose **one** of two options. It is recommended that very able students select Elective B.

### **Elective A:**

Students follow a set of four blocks on

- Practical IT skills
- Philosophy
- Physical Education
- Supervised self-study

The supervised self-study block will be in the Spring term of Upper 5 in the run up to the GCSE examinations.

In Practical IT skills, girls will develop advanced skills in using standard Microsoft packages, in addition to exploring the creative use of information technologies.

In Philosophy, students will study a selection of philosophical dilemmas, engage in critical discussion, identifying why they disagree with the opposing stance, as well as outlining their own positions.

In Physical Education, students will be offered a choice from a range of activities.

The courses in this block will not be formally assessed and do not lead to any externally assessed qualification.

### **Elective B: Higher Project Qualification (HPQ)**

Students will develop a range of research and project management skills, along with relevant IT skills, while completing a personal project. There is considerable flexibility in the topic chosen for the project, but it provides an ideal opportunity for girls to develop an academic interest that does not fall within the curriculum of other GCSE courses. The project will run through Lower 5 and be completed in the Autumn term of Upper 5.

This may lead to the HPQ awarded by AQA.

### **Assessment:**

The assessment includes the completion of a Production Log, an Assessment Record and Project Report. Each student will also give a presentation of their project findings.

There are four assessment objectives with the weightings as shown below:

- Managing the project (20%)
- Using resources (20%)
- Develop and realise (40%)
- Review (20%)

There will be a block of supervised study for all students during the Spring term of Upper 5 in preparation for the GCSE examinations.

## Course by Examination Board

The examination board used to certificate each course is listed below.

<b>Edexcel</b>	<b>AQA</b>	<b>OCR</b>	<b>SQA</b>
English Language English Literature	Geography	Biology	Physical Education
Business	History	Chemistry	
Drama	Religious Studies	Physics	
	Sociology	Latin	
	Mathematics	Food Preparation and Nutrition	
	Modern Languages	Design and Technology	
	Art and Design	Computer Science	
	Music		