



**ST GEORGE'S**  
EDINBURGH

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# **CURRICULUM & SUBJECT GUIDE**

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**FIFTH FORM**



**2025-2027**



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# 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/or Literature)
- Mathematics
- At least one science
- At least one social science
- Project Pathway: Higher Project Qualification
- Plus four other choices

Courses will lead to a General Certificate of Secondary Education (GCSE) qualification, with the exception of Modern Foreign Languages, Latin, Drama, Design and Manufacture, and Physical Education, which are offered at National 5 level. English examination

boards certificate GCSE qualifications and the school will use four boards: Pearson Edexcel, AQA, WJEC 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.

It is important to consider when making decisions about courses in Fifth Form whether a European or other international university will be an option. Entry to these courses often requires English, Mathematics and an additional language up to Higher level.



# GCSE and National 5 Courses for the Fifth Form (S3 and S4)

Each girl takes English Language and English Literature or ESOL (for non-native speakers), Mathematics, at least one Science, at least one Social Science, and the Project Pathway: Higher Project Qualification and four other subjects, which can include Support for Learning.

| Curriculum Area                      | Courses Offered                |
|--------------------------------------|--------------------------------|
| <b>Language</b>                      | English Language               |
|                                      | English Literature             |
|                                      | Chinese                        |
|                                      | French                         |
|                                      | German                         |
|                                      | Latin                          |
|                                      | Spanish                        |
| <b>Mathematics</b>                   | Mathematics                    |
| <b>Sciences</b>                      | Biology                        |
|                                      | Chemistry                      |
|                                      | Physics                        |
|                                      | Science Certificate            |
| <b>Social Sciences</b>               | Geography                      |
|                                      | History                        |
|                                      | Religious Studies              |
|                                      | Business                       |
| <b>Expressive Arts</b>               | Drama                          |
|                                      | Music                          |
| <b>Art and Creative Technologies</b> | Art                            |
|                                      | Design and Manufacture         |
|                                      | Computer Science               |
|                                      | Food Preparation and Nutrition |
| <b>Project Pathway</b>               | Higher Project Qualification   |
| <b>Health &amp; Well-being</b>       | Physical Education             |

*Please be aware that some courses will only be offered if there is sufficient interest and the timetabling process allows.*

# CAREERS DEPARTMENT

## Careers Base

The Careers Base, on the top floor of Upper School is open throughout the school day. Students of all ages are welcome to drop-in or make an appointment with the Head of Careers. Parents may also take advantage of a meeting before the day starts or after 3.50pm: this may be particularly important when students make subject choices at key transition stages in Upper 4, Upper 5 and the Sixth Form.

The Base has up-to-date resources to research courses and career options, on-line and off-line, and discuss next steps, including gap years and apprenticeships. The Head of Careers works closely with the Sixth Form team and promotes close links with further and higher education institutions, near and far. All students from U5 – U6 are given access to Unifrog, the universal destinations platform where students can explore their interests, then find and successfully apply for their next best step after school. The platform also offers an on-demand webinar series for students and families, as well as resources libraries for applications to apprenticeships and institutions both in the UK and abroad.

As part of the student welfare team, the Head of Careers takes great pride and pleasure in helping individuals to explore options and tries to ensure that everyone gets the information and time they require to make that next step.

## Resources

To help each student with thoughts about subject choices, university and college courses and gap years, St George's provides:

- Career Lunches
- Lunchtime and after school speakers
- A regular Careers Newsletter with up-to-date information on an extensive range of courses and other opportunities
- A well-stocked Careers Base

- Guidance and preparation for UCAS, college, jobs and apprenticeships

## Drop-In Sessions

- Students from U4-U6, staff and parents and guardians are welcome to any drop-in sessions and Career Breakfasts on offer.

## Education for Work

- Lower School students focus on core skills necessary for learning, life and work and PSE sessions include, for example, Careers and Communication and Leadership with Dragons' Den-style event for Lower 4 to test decision making, culminating in collaborative and creative presentations.
- Upper 4 have a series of sessions preparing them to make subject choices and well-informed choices about career options. Reinforcement of key skills and self-awareness forms part of the process.
- Lower 5 explore becoming more aware of what skills and strengths that employers want, including how to broach difficult situations and conversations.
- Upper 5 – Upper 6 benefit from the Unifrog platform, profiling, resources and CV and interview preparation.
- Lower 6 participate in Insights and Experience, a week of events designed to help student prepare for the future and have sessions that look at the importance of volunteering and experience.
- Mock interviews are offered to all Upper 6 students.

## Community Partnerships

St George's has links with many organisations which provide invaluable career support and opportunities.







# Art

## What can you expect?

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 throughout the course. 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 drawing, painting, mixed-media, three-dimensional work and printmaking. 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.

## 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 and A Level, whilst providing other students with a genuinely rigorous, creative and rewarding Art education.





The assessment of GCSE is completed using four clear assessment objectives which students have used to develop their artwork 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.

## GCSE Assessment

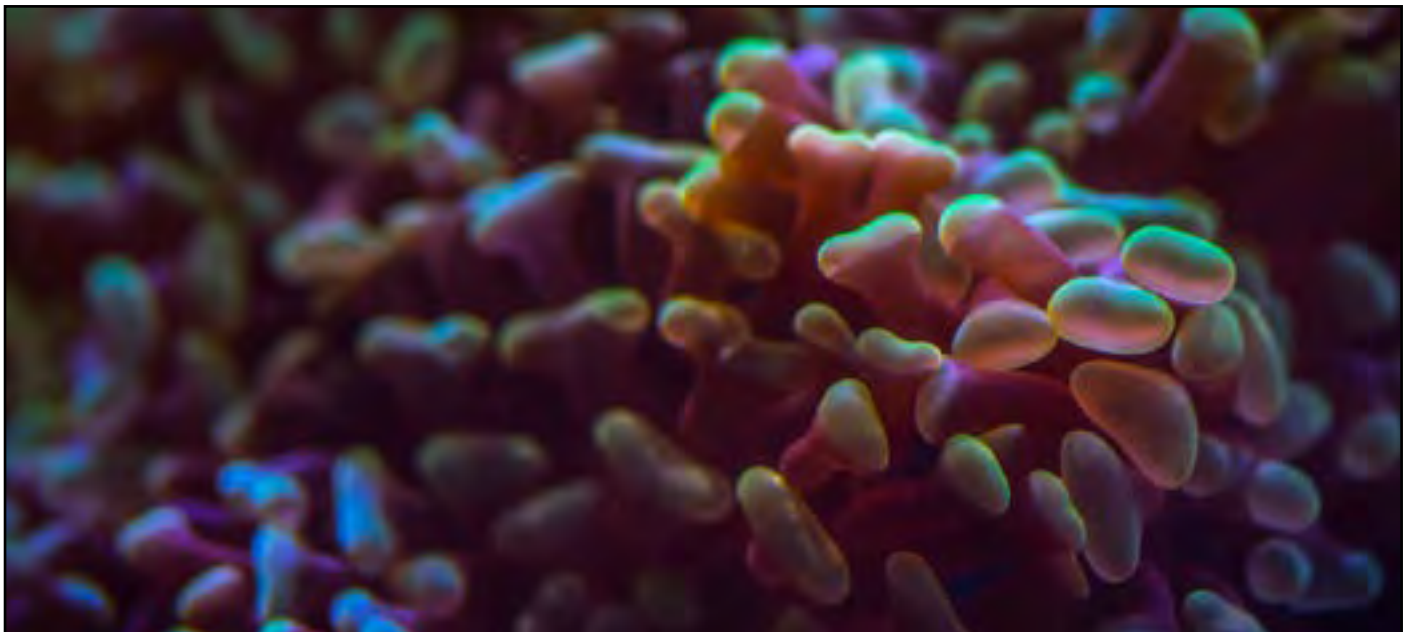
**Portfolio - 60%**

**Internally marked (externally moderated)  
96 marks**

**Externally Set Assignment - 40%**

**Internally marked (externally moderated)  
96 marks**





# Biology

## What can you expect?

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:

1. Cell level systems - cell structures; what happens in cells; respiration; photosynthesis
2. Scaling up - supplying the cell; the challenges of size

3. Organism level systems - coordination and control; the nervous system and endocrine system; maintaining internal environments
4. Community level systems – ecosystems
5. Interaction between systems - inheritance; natural selection and evolution
6. Global challenges - monitoring and maintaining the environment; feeding the human race; monitoring and maintaining health
7. Practical skills – integrated within the theoretical topics and assessed through the written papers

## Progression

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

## GCSE Assessment

**Exam Paper 1: Topics 1 - 3 and 7**  
**(1 hour 45 min) 50%**

Section A - multiple choice questions (15 marks)

Section B - structured questions including extended response (75 marks)

**Exam Paper 2: Topics 4 - 6 and 7**  
**(1 hour 45 min) 50%**

Section A - multiple choice questions (15 marks)

Section B - structured questions including extended response and synoptic questions



# Business Education

## What can you expect?

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

The course requires students to draw on the knowledge and understanding to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision-making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

## The Course

In Lower 5 student's study:

- Business in the Real World
- Influences on Business
- Business Operations

In Upper 5 student's study:

- Finance
- Marketing
- Human resources

## Progression

Students will be in a good position to progress to Higher Business Management and/or Higher Economics, with the opportunity to continue to Advanced Higher Business Management and/or Advanced Higher Economics in Upper 6.

## GCSE Assessment

|   |  |
|---|--|
| <p><b>Paper 1: Influences of operations and HRM on business activity</b></p>    | <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul> |
| <p><b>Paper 2: Influences of marketing and finance on business activity</b></p> | <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul> |

|                         |  |
|-------------------------|--|
| <p><b>Questions</b></p> | <ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li> <li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li> </ul> |
|-------------------------|--|





# Chemistry

## What can you expect?

Chemistry GCSE encourages students to be inspired, motivated and challenged by following a broad, coherent and practical course of study

## The Course

The course consists of the following seven topics:

1. Particles - the particle model, atomic structure
2. Elements, compounds and mixtures- purity and separating mixtures, bonding, properties of materials
3. Chemical reactions – introducing chemical reactions, energetics, types of chemical reaction, electrolysis
4. Predicting and identifying reactions and products
5. Monitoring and controlling chemical

reactions, equilibria

6. Global challenges- improving processes and products, organic chemistry, interpreting and interacting with Earth systems
7. Practical skills - Integrated within the theoretical topics and assessed through the written papers

## Progression

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

## GCSE Assessment

**Exam Paper 1: Topics 1 - 3 and 7**  
**(1 hour 45 min) 50%**

Section A - multiple choice questions (15 marks)

Section B - structured questions including extended response (75 marks)

**Exam Paper 2: Topics 4 - 6 and 7**  
**(1 hour 45 min) 50%**

Section A - multiple choice questions (15 marks)

Section B - structured questions including extended response and synoptic questions



# Computer Science

## What can you expect?

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 1, 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 2, 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.

## Progression

This course may lead to studying Higher Computing Science in Lower and Advanced Higher in Upper 6.

| GCSE Assessment      |  |
|----------------------|--|
| <b>Paper 1 - 50%</b> | <b>Written paper on computer systems</b>                                   |
| <b>Paper 2 - 50%</b> | <b>Written paper on Computational thinking, Algorithms and programming</b> |



# Design & Manufacture National 5

## What can you expect?

This course allows students 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 Manufacture 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 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

Design and Manufacture will encourage students to:

- Develop an understanding of design within real-world life contexts.
- Develop an understanding of the design process and its relevance to commercial manufacture.
- 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 such as modelling, perspective drawing and use of Computer Aided Design
- Develop decision making skills and project management skills.
- Develop a broad knowledge of materials, manufacturing processes 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 Manufacture.
- Develop an understanding of how Design and Manufacture impacts the environment and ways how this impact can be mitigated.
- Develop an understanding of the impact that Design and Manufacture has on society.
- Use subject specific terminology including those related to designing, innovation and communication; materials and technologies; making, manufacture and production.

## Progression

This course may lead to Higher and Advanced Higher Design and Manufacture.





## National 5 Assessment

**Assignment - 55%**

**Practical (done over an extended period of time)**

**Design (done over an extended period of time)**

**Question Paper - 45%**

**1 hour and 45 minutes duration**





# Drama Core Curriculum

## What can you expect?

The aim of the Drama Department is to equip students with the core life skills needed for them to thrive in the world today. Through the drama curriculum, we develop creative individuals, who can be successful leaders, with the resilience to tackle challenges they face. We want our students to be critical thinkers, who can consider all sides of an argument and respond with emotional intelligence to those around them. We endeavour to encourage students who can present with confidence and communicate their ideas in an intelligent and articulate manner.

The Drama Department thrives on installing a lifelong love and passion for the theatre and enabling students to understand and respect its value and position in society.

All students in Lower 5 and Upper 5 receive two double lessons a week.

## Lower 5

In Lower 5, students will follow an enriching curriculum designed to expose them to a vast range of drama styles, genres, playwrights and practitioners. The theory of drama will be heavily embedded in practical work, reinforced by written tasks. Students will learn the theory

and practice of all theatre arts, including lighting, sound, set design and costume. They will learn acting technique and performance skills, which will provide a solid foundation for the National 5 course in Upper 5. Regular theatre trips and professional workshops will enrich their knowledge and understanding. Performances of their own work to an invited audience will encourage confidence and improve performance skill.

## Upper 5

In Upper 5, students will begin preparation for the National 5 qualification. The breadth and depth of experience they have acquired in Lower 5 will see them ready to tackle the assessment requirements of the National 5 course. They will hone their creative practical skills, applying their knowledge of the various drama elements into devised pieces and performances of textual extracts. They will continue to analyse and reflect on the practical work they are doing, and they will consider how to clearly articulate these ideas into the written word.



# Drama National 5

## What can you expect?

This course aims to encourage students with a passion for drama and performance to explore the world around them and appreciate cultural values, individuality, and expression. Through practical work, the course encourages the development of important life skills: presentation, teamwork and communication, creativity, critical thinking, and emotional intelligence. Students will gain knowledge and insight into the theory of drama and will be expected to practically execute their theoretical understanding at a high-performance level.

## The Course

National 5 Drama is a perfect choice for any student with a love for drama and performance. It is particularly suited to students who want to learn more about drama and theatre through the honing of practical skills. The very nature

of the subject encourages students to improve core life skills essential to thrive in today's world. This course will be enriched by professional workshops and regular theatre trips to experience a variety of different theatre genres and styles. In Lower 5, the students will follow a curriculum designed to prepare them for the National 5 course in Upper 5. Drama in Lower 5 will be an enriching and insightful experience with a focus on developing core skills and giving them an in-depth study of all aspects of drama and the theatre. Drama in Upper 5 will be focused on preparing students for the National 5 assessment.

## Progression

Students completing National 5 Drama will have acquired the knowledge and skill to be able to continue with their study of drama through Higher and Advanced Higher Drama in the Sixth Form.

## National 5 Assessment

|  |  |   |
|--|--|---|
| <b>Question Paper</b><br><b>60 marks (40%)</b> | <b>Section 1</b>                                       | Assesses the candidate's ability to evaluate their own work and the work of others                                  |
|  | <b>Section 2</b>                                       | Assesses the candidate's ability to respond to stimuli and create their own piece of drama suitable for performance |
| <b>Performance</b><br><b>60 marks (60%)</b>    | <b>Written Assignment: Preparation for performance</b> | (10 marks)  |
|  | <b>Practical performance</b>                           | (50 marks)  |





# English Language

## What can you expect?

The GCSE English Language qualification encourages students to do the following:

- Read a wide range of texts and extracts to gain a good understanding.
- Read texts critically to both analyse and evaluate their effect on the reader.
- Learn how to adapt their writing to produce effective and coherent texts for a range of purposes.
- Use grammar and punctuation with accuracy and employ a wide range of vocabulary.
- Listen to and use spoken language effectively.

The course follows the Edexcel exam board.

## 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 19th Century and non-fiction from the 20th and 21st 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.).

## Spoken Language Endorsement

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 questioning.

## GCSE Assessment

|  |                           |  |
|--|---------------------------|--|
| <b>Exam Paper 1: 40%</b><br><b>(1 hr and 45 min)</b>   | <b>Section A: Reading</b> | Analyse and evaluate an unseen 19th century fiction extract.   |
|  | <b>Section B: Writing</b> | Produce a piece of imaginative fiction writing from a choice of tasks.                                   |
| <b>Exam Paper 2: 60%</b><br><b>(2 hour and 15 min)</b> | <b>Section A: Reading</b> | Complete a series of reading questions analysing, evaluating and comparing two unseen non-fiction texts. |
|  | <b>Section B: Writing</b> | Produce a piece of non-fiction writing from a choice of tasks.   |



# English Literature

## What can you expect?

The GCSE English Literature qualification enables students to do the following:

- Explore ideas, themes and issues across an exciting range of texts.
- Become critical readers of prose fiction, poetry and drama.
- Understand how texts from our literary heritage are influenced by context.

English follow the Edexcel exam board.

## The Course

Over the two-year course, students will study a Shakespearean play, a post-1914 British drama

or novel, a 19th Century novel and an anthology of poetry, in addition to practising their skills of analysing and evaluating unseen poetry.

## 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.

## GCSE Assessment

|  |   |   |
|--|---|---|
| <b>Exam Paper 1: 50%</b><br><b>(1 hr and 45 min)</b>   | <b>Section A: Shakespeare</b>                     | Part A: Close analysis of an extract from the play.<br>Part B: A question exploring a theme in the text as a whole. |
|  | <b>Section B: Post-1914 British play or novel</b> | An essay question exploring the play/novel as a whole.  |
| <b>Exam Paper 2: 50%</b><br><b>(2 hour and 15 min)</b> | <b>Section A: 19th Century Fiction</b>            | Part A: Close analysis of an extract from the text.<br>Part B: A question exploring the text as a whole.            |
|  | <b>Section B: Poetry</b>                          | An essay comparing two poems from the anthology students have studied.  |
|  |   | An essay comparing two unseen poems.  |



# Food Preparation & Nutrition

## What can you expect?

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.





## GCSE Assessment

|  |  |
|--|--|
| <p><b>Question Paper - 50%</b><br/><b>(1 hour and 30 min)</b></p>                            | <p><b>Food Preparation and Nutrition (100 marks)</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>Food Investigation Tasks Coursework - 15%</b><br/><b>Set by exam board</b></p>         | <p><b>Food Investigation Tasks (45 marks)</b></p> <p>Learners should complete two 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>Food Preparation Tasks Practical Coursework - 35%</b><br/><b>Set by exam board</b></p> | <p><b>Food Preparation Task (105 marks)</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>   |



# Geography

## What can you expect?

Geography helps you make sense of the world around you. The GCSE course will develop your understanding of the social, economic, and physical forces which shape and change our world. Through the study of local and international examples, the course highlights the critical importance of Geography for understanding the world and hopes to inspire you to become global citizens.

## 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. Topics covered include Natural Hazards, Climate Change, Glaciation, Rivers, Tropical Rainforest and Hot Deserts.

Unit 2: Challenges in the human environment – A study of the similarities and differences 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. Topics covered include Urban Issues and Challenges, Resource Management, and the Changing Economic World.

Unit 3: Geographical applications - This unit is designed to be synoptic. Students are required to draw on knowledge, understanding and skills from the full course. They will research a contemporary geographical issue based on pre-released material. Students will also learn a range of geographical skills. Fieldwork is an integral part of the course. There is a field trip to the Isle of Arran in the summer term of Lower 5 to enable hands-on experience of a wide range of data collection techniques.

## Progression

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

## GCSE Assessment

**Paper 1 - 35%**  
**(1 hour and 30 min)**

Living with the physical environment. (88 marks)

**Paper 2 - 35%**  
**(1 hour and 30 min)**

Challenges in the human environment (88 marks)

**Paper 3 - 35%**  
**(1 hour and 30 min)**

Geographical applications and skills (76 marks)



# History

## What can you expect?

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.

Unit 1:

- › Period Study – Understanding the Modern World: Germany 1890-1945
- › Wider World Depth Study – Conflict and tension in Asia, 1950-1975

Unit 2:

- › British Depth Study and the Historic Environment: Norman England, 1066-

c.1000

- › Thematic Study - Shaping the Nation: Migration, Empires and the People, c.790 to the present

Students' study of the historic environment of Norman England will be enhanced by a site visit in the Autumn Term of Upper 5.

## 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.

## GCSE Assessment

**Unit 1 paper - 50%**  
**(2 hours)**

Understanding the modern world (with wider world depth study)  
Written examination (84 marks)

**Unit 2 paper - 50%**  
**(2 hours)**

Challenges in the human environment (88 marks)





## Latin National 5

### What can you expect?

Students are encouraged 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 National 5 course has two components: Translating and Literary Appreciation.

The Translating component aims to equip you with the knowledge and skills needed to understand and translate a wide range of texts in Latin.

By building up your knowledge of accidence ('endings') and syntax (grammar) and learning to apply it in context, you will develop your translating skills and gain a deeper understanding of the way the language works. The examination

paper will ask you to demonstrate your skills by translating an unseen passage of Latin into English with the support of an appropriate word list.

The Literary Appreciation component introduces you to the study of literary texts in prose and verse by Roman writers. By reading and discussing selected poems by Catullus (verse) and letters by Pliny (prose), you will explore the insights these texts give us into life in the Roman world and learn how to analyse and evaluate aspects of content and literary style. In the examination paper, you will have a chance to demonstrate your skills by answering a range of questions on the texts you have studied, including questions on content, style and Roman culture.

### Progression

The National 5 course articulates well with SQA Higher Latin. Students may then progress to Advanced Higher in Upper 6.

Studying Latin also provides a firm foundation for progression into Classical Studies which is offered in sixth form at Higher and Advanced Higher Level.

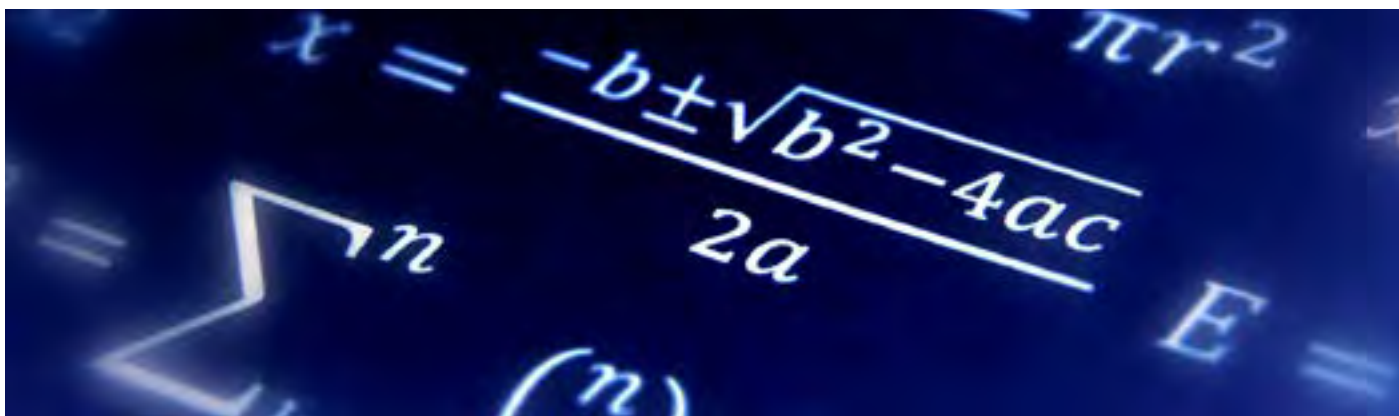
## SQA National 5 Assessment

**Translating Paper - 50%**

1 hour duration

**Literary Appreciation Paper - 50%**

1 hour and 45 minutes duration



# Mathematics

## What can you expect?

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 supported by the careful development and practice of basic skills in Algebra, Geometry, Trigonometry, Statistics and Arithmetic.

## The Course

The International GCSE course content is split into four main areas: Number, Algebra, Geometry 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 International 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 online resources which are available to all students in and out of school.

## Levels of Presentation

### **Foundation, Higher and SQA National 4**

In Lower 5 and Upper 5, the students are usually taught in four or 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 some students there is also the opportunity to complete the Scottish National 4 qualification alongside the International GCSE. This ensures that each student not only follows an accessible course but is also given the opportunity to fully develop their mathematical potential.

National 4 is assessed throughout its duration with one final assessment covering the whole course. All assessments are completed internally.

## Progression

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

## International GCSE Assessment

|                                  |                     |                              |
|----------------------------------|---------------------|------------------------------|
| <b>Foundation<br/>(External)</b> | Paper 1 (100 marks) | Calculator allowed (120 min) |
|                                  | Paper 2 (100 marks) | Calculator allowed (120 min) |
| <b>Higher<br/>(External)</b>     | Paper 1 (100 marks) | Calculator allowed (120min)  |
|                                  | Paper 2 (100 marks) | Calculator allowed (120 min) |



# Modern Foreign Languages National 5

## French, Spanish, German, Chinese

### What can you expect?

In National 5 Modern Foreign Languages courses, students build on the knowledge and language skills that they have already acquired, improving their confidence and proficiency in communication. They will also gain a wealth of cultural knowledge and understanding. With components focused on employability, students prepare for the world of work and provided with opportunities to develop their independence alongside a wide range of key, transferable skills including problem solving, conceptualising, reasoning, and public speaking.

As well as developing confidence and competence in speaking, listening, reading and writing, students are able to share their ideas and opinions on a broad variety of topics from a range of everyday contexts. The opportunity to take part in digital exchanges also allows students to share these ideas with other people their own age, who speak the language.

Learning about countries where the language is spoken gives an international dimension to their studies and enhances understanding of the world around them, allowing them to appreciate and celebrate differences. This is especially important for future success in the world of work and to help build harmonious societies.

### The Course

At St George's, our National 5 course provides learners with the opportunity and confidence

to use their languages in authentic scenarios. Students take part in a rich variety of activities and course books are complimented by a variety of lively and authentic materials, including up to date audio, news and magazine articles, film and literature. The topics covered are relevant to young people today with global issues embedded in the course. Classes are supported by Foreign Language Assistants who work with small groups and individuals to build students' resilience and self-belief in understanding and communicating in the language.

### Progression

Each course can lead on to SQA Higher and then Advanced Higher courses in the Sixth Form.

### Trips and exchanges

Various visits, excursions and exchanges both within this country and abroad are offered. These allow students the opportunity to put their language skills into practice as well as building their confidence and capabilities through experiencing new cultures and situations.







## National 5 Assessment

|  |   |
|--|---|
| <b>Paper 1 (1 hour and 30 min) 37.5%</b> | Reading (30 marks)<br>Writing (20 marks scaled to 15)<br>Dictionary allowed     |
| <b>Paper 2 (30 min) 25%</b>              | Listening (20 marks scaled to 30)   |
| <b>Assignment-writing 12.5%</b>          | Coursework (20 marks scaled to 15)<br>Dictionary allowed<br>Internally Assessed |
| <b>Performance-talking (6-8 min) 25%</b> | Internally Assessed (30 marks)  |





# Music

## What can you expect?

Studying music at a GCSE level encourages students to be inspired, moved and changed by following a broad, coherent and worthwhile course of study. The study of music helps students to develop broader life skills and attributes critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self confidence and self-motivation.

The course is aimed at enabling students to engage actively in the study of a wide range of musical styles. Students actively participate in performance, listening and composition, allowing them to develop their own musical skills and interests, including the ability to make music individually and in groups.

## The Course

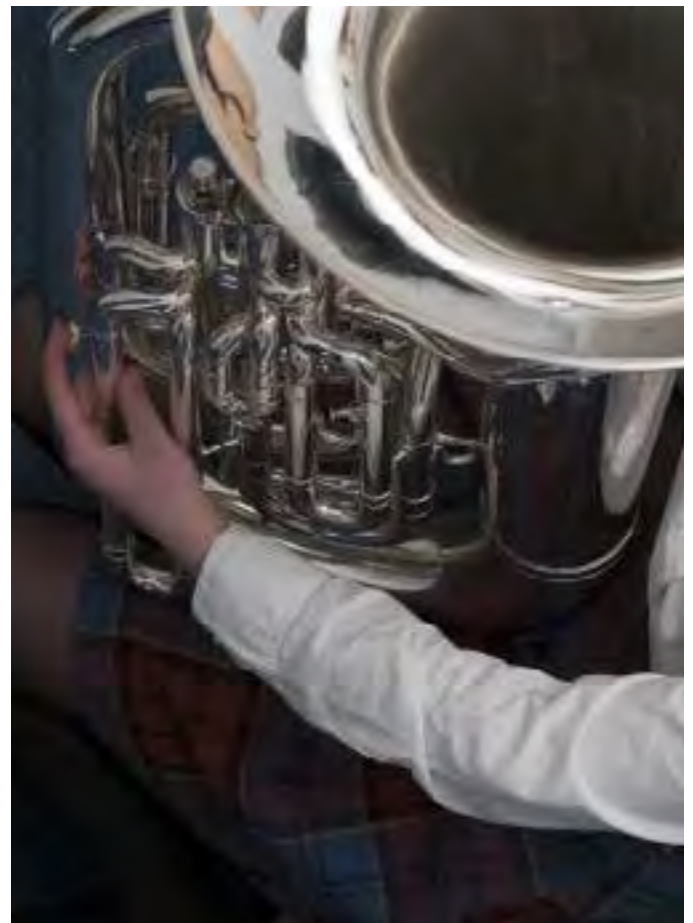
This qualification is linear which means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

The core content of the course:

- Understanding Music
- Performing Music
- Composing Music

## Progression

This course will help the students 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.







## GCSE Assessment

**Exam Paper - 40%**  
**Understanding Music**  
**(1 hour and 15 minutes)**

This component is assessed via a listening examination.  
 Eight questions in total, two on each of the four areas of study.  
 Area of study 1: Musical Forms and Devices  
 Area of study 2: Music for Ensemble  
 Area of study 3: Film Music  
 Area of study 4: Popular Music  
 Two of the eight questions are based on extracts set by WJEC.

**\*Music Performance:**  
**Instrument/Vocalist/Technology - 30%**  
**(4 minutes total performances)**

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble.  
 One of the pieces performed must link to an area of study of the learner's choice.

**Composing Music - 30%**  
**(3 minutes total for both compositions)**

Two compositions, one of which must be in response to a brief set by WJEC.  
 Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken.  
 The second composition is a free composition for which learners set their own brief.

**\* Performances must be completed in the year of certification.**







## PE Core Curriculum

### What can you expect?

The aim of Physical Education at St George's is to instil lifelong engagement in sport and physical activity, and to embed an understanding of the benefits of a healthy, active lifestyle. In this regard, we are committed to developing an environment in which pupils work outside of their comfort zone, taking on new opportunities and embracing mistakes as a method of improvement.

We strive to deliver a Physical Education curriculum that develops young people's confidence, emotional well-being, physical health and life skills. Physical Education at St George's is a vehicle through which a joy of movement is established, leadership skills are developed and a love for sport and physical activity is fostered.

Our goal is that upon leaving St George's, every pupil should have developed a personal commitment to, and genuine passion for, maintaining their health and well-being into adult life.

**All students participate in one double lesson of Physical Education.**

### Lower 5

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, Netball, Fitness, Table tennis, Touch Rugby, Basketball, Volleyball, Gymnastics, Fitness, Golf, and Badminton.

### Upper 5

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

- Lacrosse
- Hockey
- Volleyball
- Golf
- Badminton
- Fitness
- Yoga
- Fitness
- Basketball
- Tennis
- Athletics
- Football
- Table Tennis
- Netball
- Dance
- Orienteering





# Physical Education National 5

## What can you expect?

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 in 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 and sport. 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.

## 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.







## National 5 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



# Physics

## What can you expect?

GCSE Physics will challenge students to gain a fundamental understanding of the world around them.

In doing so, they will develop their use of modelling, problem solving and the scientific method. They will consider abstract concepts ranging from the nature of the atom to the Big Bang and the formation of the universe. They will develop their Mathematical and technical skill-sets in a hands-on, interactive course which develops a strong grounding in the subject.

## The Course

The course consists of the following nine topics:

- 1. Matter** - the particle model, changes of state, pressure.
- 2. Forces** - motion, Newton's laws, forces in action
- 3. Electricity** - static and charge, simple circuits
- 4. Magnetism and magnetic fields** - magnets and magnetic fields, uses of magnetism
- 5. Waves** - wave behaviour, the electromagnetic spectrum, wave interaction
- 6. Radioactivity** - radioactive emissions, uses and hazards
- 7. Energy** - work done, power and efficiency

**8. Global challenges** - Physics on the move, powering Earth, beyond Earth

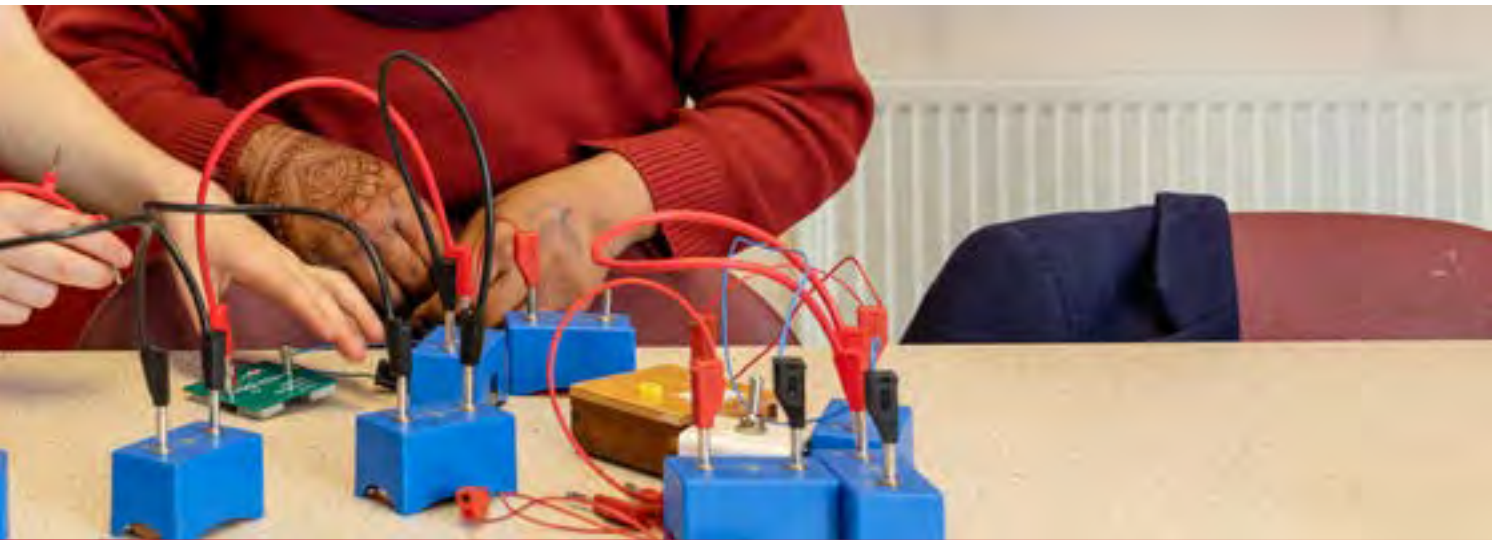
**9. Practical skills** - integrated within the theoretical topics and assessed through the written papers

## Progression

Students can progress to Higher Physics in Lower 6.

Advanced Higher is offered in Upper 6.





## GCSE Assessment

**Exam Paper 1: Topics 1 - 4 and 9**  
**(1 hour 45 min) 50%**

Section A - multiple choice questions (15 marks)

Section B - structured questions including extended response (75 marks)

**Exam Paper 2: Topics 5 - 8 and 9**  
**(1 hour 45 min) 50%**

Section A - multiple choice questions (15 marks)

Section B - structured questions including extended response and synoptic questions (75 marks)







# Project Pathway: Higher Project Qualification

## What can you expect?

All students will commence the Higher Project Qualification in Lower 5 and complete their individual projects at the end of the Autumn term in Upper 5.

## 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.

***There will be a block of supervised study for all students from January to commencement of GCSE examinations in Upper 5 to aid preparation for the summer examinations.***

## Higher Project Qualification Assessment

|                          |                                  |
|--------------------------|----------------------------------|
| <b>Production Log</b>    |                                  |
| <b>Assessment Record</b> | Managing the project 20%         |
|                          | Using Resources 20%              |
|                          | Develop and Realise 40%          |
|                          | Review 20%                       |
| <b>Project Report</b>    |                                  |
| <b>Presentation</b>      | Presentation of project findings |



## Course by Examination Board

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

| Person<br>Edexcel  | WJEC  | AQA               | OCR                          | SQA                      |
|--------------------|-------|-------------------|------------------------------|--------------------------|
| English Language   | Music | Geography         | Biology                      | Design & Manufacture     |
| English Literature |       | History           | Chemistry                    | Drama                    |
|                    |       | HPQ               | Physics                      | Physical Education       |
|                    |       | Religious Studies | Food Preparation & Nutrition | Modern Foreign Languages |
|                    |       | Mathematics       | Computer Science             | Latin                    |
|                    |       | Art and Design    |                              |                          |
|                    |       | Business          |                              |                          |



# Religious Studies

## What can you expect?

Religious studies challenges students to grapple with the fundamental questions of life: Who are we? Where do we belong? How should we live our lives?

It encourages students to engage with religious beliefs, to interrogate their own values and assumptions and explore questions of meaning, purpose and truth. It also enables them to gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

Students will develop analytical and critical thinking skills and an ability to work with challenging ideas.

## The Course

The course consists of two units:

Unit 1: Study of Religions - In this unit, candidates will gain an understanding of the

beliefs, teachings, and practices of 2 major world religions: Christianity and Islam. Topics include beliefs about the afterlife, the meaning of religious festivals and rituals, and the role of prophets.

Unit 2: Thematic Studies - In this unit, candidates will explore four aspects of contemporary British life, the ethical questions they raise, and religious and non-religious responses to them. Topics include debates about the origin of life, the morality of the death penalty, and whether the existence of suffering proves there is no God.

## Progression

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

## GCSE Assessment

**Unit 1 paper**  
**(1 hour and 45 minutes)**

Topic 1 - 96 marks (50%)

**Unit 2 paper**  
**(1 hour and 45 minutes)**

Topic 2 - 96 marks (50%)





# Science

## What can you expect?

Scientific understanding is changing our lives and is vital to the world's future prosperity.

All learners are taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked and are of universal application. OCR Entry Level Certificate in Science provides an entry into the understanding of the physical, chemical and biological world.

Among other skills, they will also develop and learn to apply observational, practical and problem-solving skills, both in the laboratory and in other learning environments.

They will also develop their ability to question claims based on science through analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

## The Course

There are a total of 36 possible topics. The course is assessed with short end of topic tests, can-

do activities and an assessed practical activity. Students can achieve level 1, 2 or 3 depending on the number of topics completed and the marks achieved.

## Progression

Most students would be expected to complete level 2 with level 3 available for stretching some. There is also a system of bronze to diamond certificates to celebrate interim progress during the course and motivate students to achieve more.

### OCR Progression

Level 1:

Minimum 25%, which should be achievable with around 10 topics, the assessed practical and can-do tasks.

Level 2:

Minimum 50%, which should be achievable with around 20 topics, the assessed practical and the can-do tasks.

Level 3:

Minimum 75%, which would be around 30 topics, the assessed practical and the can-do tasks.



# Support for Learning

## What can you expect?

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

## The Course

The course is divided into two parts: learning support and mathematics support.

The learning support periods are designed to provide the students with the skills required to access their 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.

In mathematics support the students have two periods a week with a mathematics teacher who works within the Faculty of Support for Learning. The lessons are used to review and practise mathematical skills and concepts at the level they are studying in their mathematics lessons and support mathematical requirements in other courses.

## 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

### What can you expect?

- 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 audio recordings, as well as ESOL multi-media resources which are available for independent learning.

### The Course

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.

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.

### Progression

Most ESOL classes lead to entry for The University of Cambridge ESOL examinations.

## Assessments

**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) |