

KEHS

KING EDWARD VI
HIGH SCHOOL FOR GIRLS

Option Choices Booklet

GCSE Courses and Non-Exam
Courses

2012-2014

INTRODUCTION

In the first three years of education at King Edward VI High School for Girls, choices of subjects are kept to a minimum so that breadth is ensured.

In order to offer sufficient depth of study, some choices do need to be made for the Lower and Upper Fifth years. Our programme is designed to allow girls to take a maximum of 11 GCSE subjects. Experience suggests this is the maximum that is viable (given work loads involved at GCSE level), if girls are to have an opportunity to achieve the highest grades. It is worth bearing in mind that it is much better for girls to achieve 10A* grades than to have 11 GCSE's with fewer top grades. 11 GCSEs exceeds the national number taken, as would be expected in an academically selective school, and is more than any highly respected higher education institution would ever require.

We also feel it is important to offer girls a choice of a non-examination subjects as well. This allows girls more time to pursue subjects in depth, read widely and continue extra curricular interests. This year we are introducing a new non GCSE course entitled: "Thinking, Reasoning and Knowledge" which may very well appeal to girls who are interested in philosophy and reasoning.

There will also be an opportunity for girls to pursue independent research interests by undertaking a level 2 project.

Core

The following subjects are followed by all Lower and Upper Fifth leading to GCSE examinations:- English Language, English Literature, Mathematics, French, Latin, Physics, Chemistry, Biology (8 subjects).

Non-examination work in Personal Decision Making and Physical Education is followed by all and a non-examination Religious Studies programme is followed by those who do not opt for this subject at GCSE.

Options

Girls choose **three** subjects from the following list:

Art & Design
Food Studies (non-GCSE)
Geography
History
Junior Sports Leader (non-GCSE)
Music
New Languages: Greek, Italian or Spanish (only **one** can be taken)
Religious Studies
Thinking, Reasoning and Knowledge (non-GCSE)

Level 2 Project

The Level 2 Project is an opportunity for girls to do some independent work on a topic of interest to them. This involves them choosing a title, researching it independently, writing up their findings and presenting it to their peers and teachers, whilst keeping a record of their planning, decisions and research. It is an excellent preparation for further study. As girls have to manage their own time, learn how to research effectively and motivate themselves. They are allocated a member of staff who will discuss their ideas with them (as well as attending their presentation and marking the project), but the project is always very much under the control of the girl doing it. Most girls so far who have taken this on have done the bulk of the work in the summer holidays between the L5 and U5 years. The opportunity to take on the project is offered to girls who have shown interest in the fields of Mathematics,

the Sciences, Geography, English, History and RS, and are progressing very well in their GCSE courses.

The school tries to meet the choices of all girls, but it is unlikely every single subject combination will be possible. If this happens girls will be informed as early as possible so they can make another choice. If numbers choosing any particular subject are not large enough for a viable group then the option course **will not run**. We will inform girls as soon as it is clear that the numbers for a course are not viable so that girls can also make another choice.

UPPER 4TH OPTION CHOICES

2011 - 2012

Timetable of Key Dates

Wednesday 7th December

- Sarah Evans speaks to the U4th in the lecture theatre
- Option booklets will be given out to the students by form tutors along with an option choices sheet after the meeting
- Girls will be told that from the start of the Spring term departmental areas will be speaking to students during lesson time about their GCSE courses.

Between 4th-20th January:

- There will be an introduction to the new languages offered at KS4: Italian, Spanish and Greek. These will take place in language lessons.
- During the week of the 9th January a session will be arranged for all of the U4th to meet with members of the L5th/U5th to talk about option choice subjects.
- There will also be an opportunity to speak with members of the 6th Form about their experience of the option choices process.

Monday 23rd January:

- The U4ths At Home will provide an opportunity to discuss progress generally and also any issues relating to option choices.

Wednesday 25th January:

- Deadline for the return of Option Choices sheets to form teacher

Monday 20th February

- Mrs Hosty finalises option blocks.
- If students wish to make any alterations to their choices from this point then they must collect and return an alterations slip from Ms Pallister and return it to Ms Pallister; she will then see whether it will be possible to accommodate any changes given the size of particular classes or the position of certain subjects within the option blocks.

ART & DESIGN

Syllabus – Edexcel: the new specification from September 2009.

Aims

The course aims to give students the experience of expressive and experimental work; observational and imaginative drawing; designing; making tactile activities; graphic communication and presentation skills, all within an art historical and contextual framework. It is structured to give all students the opportunity to make a creative and personal journey over two years in which they will develop skills, techniques and ideas through the explanation of the formal elements in art and design.

The course is designed for students who have a commitment to and love of the subject and feel motivated to develop their skills and express their ideas in working through thematic projects and assignments.

The GCSE course is suitable for students who are:

- keen to develop their visual skills
- creative, enthusiastic and imaginative
- able to sustain an investigation
- able to enjoy visits to galleries, museums and workshops
- willing to experiment and take risks in their work
- willing to review their progress and make improvements.

Content

GCSE Art and Design follows on from the foundation Upper Fourth year. As they gain in confidence in their ability and skills throughout the course, pupils are encouraged to take greater responsibility for developing their ideas, working practices and products. The culmination of the course is to present an individual portfolio of work which consists of three components:

- a. A piece (pieces) of work produced at the end of the course – the Externally Set Assignment.
- b. Preparatory work which supports the above.
- c. Coursework produced over the two years. This will be the personal portfolio of work.

Assessment

Each student's work is assessed on its merits; the way the student has coped with the demands of the course, and evidence of sketchbook work and research will also be taken into consideration.

Marks available are divided into two components:

- | | | |
|------------------------------|---|----------------------------------|
| a. Personal portfolio | - | 60% of the total marks available |
| b. Externally Set Assignment | - | 40% of the total marks available |

All work is internally assessed and externally moderated.

Background

The course is concerned with the generation of ideas and the expression of those ideas in a variety of forms. Consequently, work in individual areas of study will overlap. The most successful students will be those who recognise the benefits of approaching the subject in the widest possible manner, always prepared to consider the full range of alternatives and never underestimating the importance of research and investigation.

CLASSICS

GREEK

Syllabus – OCR J291

Aims

- a. To develop a competence in the Greek language, a sensitive and analytical approach to the language generally, and an awareness of the influence of Greek on the language of today.
- b. To develop sufficient reading skill to understand and to make a personal response to literature in the original Greek, with reference to content and literary quality.
- c. To acquire the ability to make an informed response, based on evidence, to the material studied, and to develop an awareness of the similarities and differences between the Classical world and later times.

Content

The course involves the study of Greek language, life and literature. Athenaze (similar in style and format to the Cambridge Latin Course) is used as the course book. This incorporates the grammar and a large amount of lively reading material. Aspects of Greek myth, life, history and thought are studied, illustrated by a variety of visual aids. In the Upper Fifth the literature set in the examination is also studied.

Assessment This is by examination papers. There is no coursework. English-Greek translation is not required.

The examination tests knowledge of three elements: Language, Literature, and Greek life.

- a. *Language*: 2 papers consisting of 2 passages of Greek prose with translation and comprehension questions. The theme of one passage will be mythological or related to Greek domestic life, and the other historical. A vocabulary list (425 words) contains all the words used in the language questions and is learnt in advance.
- b. *Literature*: questions set on prose (135 lines) and verse (135 lines) selections taken from authors such as Herodotus, Plato, and Antiphon in prose, and Homer and Euripides in verse.
- c. *Sources for Greek*: study is made of primary source material (in translation) as evidence for aspects of life in Classical Greece. These are:
 - i) Work and domestic life (houses, women, slaves, relations with men and women, occupations;
 - ii) Social life and citizenship (symposia, aspects of democracy, education, religion and festivals (the theatre and athletics), Sparta.

NB: Candidates must be entered for both language papers and 2 from Prose Literature, Verse Literature, and Sources for Greek.

Background

To study Greek is to study a society which is in itself intrinsically interesting and valuable. Students will acquire a knowledge of the major achievements of the Greeks in such fields as literature, art, architecture, science, medicine, technology and law. The study of Greek involves finding out about the origins of our own society. The Greek world makes a unique contribution to modern society, and helps us to understand where many modern ideas

begin. Our literary, political, philosophical, social, religious, cultural and legal concepts owe much to Classical Greece. Greek helps with learning the structure, grammar, and vocabulary of other European languages. English, French, Italian, Spanish and Portuguese all have their origins in Latin and Greek. Modern Greek is very similar to Classical Greek. Thus Greek has many links with other subjects e.g. English, History, Drama, Art, Science, R.S. etc.

Greek is a highly respected subject for any student to have among a set of GCSEs. The study of Greek imparts a broad mix of transferable skills. In a great range of careers employers look for skills not subject specialities. Those who study Greek at A-level and Classics degrees find employment in a great variety of careers such as management, law, advertising, journalism, civil service, finance industry, education, computer programming.

LATIN

Syllabus – OCR J281 (Higher Tier)

Aims

- To develop an appropriate level of competence in the language studied, a sensitive and analytical approach to language generally, and an awareness of the influence of Latin on the language of today.
- To read, understand and make a personal response to the literature in the original language, with reference to content and literary quality.
- To acquire an understanding of the customs, institutions and historical significance of the Roman civilisation in relation to the language and literature studied, including the ability to evaluate evidence, and draw comparisons between the ancient world and later times.

Content

In the Lower 5th year study of Books 3 and 4 of the Cambridge Latin Course is completed. The GCSE syllabus, covered in the Upper Fifth year, has three elements: language, literature and Sources of Latin.

Assessment - This is by examination papers. English-Latin translation is not required. There is no coursework.

- *Language*: 2 papers consisting of 2 passages of Latin prose with translation and comprehension questions. The theme of one passage will be mythological or related to Roman domestic life, and the other historical. A knowledge of the accidence and syntax found in Books 1-4 of the Cambridge Latin Course is expected. A vocabulary list contains all the words used in the language questions and is learnt in advance (475 words).
- *Literature*: questions set on prose (135 lines) and verse (135 lines) selections taken from authors such as Pliny, Tacitus, Caesar and Cicero in prose, and Virgil, Ovid, Catullus and Horace in verse.
- *Sources for Latin*: study is made of primary source material (in translation) relating to the following aspects of Roman civilisation:
 - i) Work and domestic life (houses, water supply, homes, occupations)
 - ii) Social life and entertainment (food and drink, patronage, baths, religion, chariot-racing, the amphitheatre).

NB: Candidates must be entered for both language papers and 2 from Prose Literature, Verse Literature, and Sources for Latin.

Background

In studying GCSE Latin pupils continue to develop their knowledge and understanding of our cultural, literary and linguistic heritage. Pupils are encouraged to appreciate further the unique contribution made by the Roman world to modern society. This aids understanding of the origin of many concepts in areas such as literature, politics, philosophy, society, religion and law. General language skills continue to be enhanced, and this helps to reinforce language learning, particularly, but not solely with reference to the Romance Languages (English, French, Spanish, Italian, Portuguese, Romanian) into which Latin evolved. Pupils are introduced to selections of Latin literature, among the finest ever written. Intrinsically interesting and valuable in content this study of literature also allows pupils to acquire skills of literary appreciation, analysis and comment. Since GCSE Latin comprises language work, literary appreciation and work on historical background it provides excellent support for many other subjects. Those who continue to A-level combine Latin with a wide variety of other subjects. Graduates who have studied for a classical degree such as Classics, Latin and French, Latin and English, Archaeology, Ancient History etc. find employment in an enormous variety of fields; some vocational (research, teaching librarianship, archive and museum work etc.), many in the public sector (civil service, local government, social work, health service etc.) and most in the private sector (managerial, public relations, accounting, banking, computer analysis, law, publishing, journalism, advertising etc.) The study of Latin involves a broad mix of transferable skills. In a great range of careers employers look for skills not subject specialities.

ENGLISH LANGUAGE AND ENGLISH LITERATURE

The English Language and English Literature IGCSE specifications offered by Edexcel are designed to be complementary. Candidates are entered for both English Language and English Literature.

ENGLISH LANGUAGE

Specification - EDEXCEL (4EAO)

Aims

The specification aims to develop candidates' abilities in the three key areas of **reading**, **writing**, and **speaking and listening**.

Content

Candidates must demonstrate their ability in the three key areas as follows:

Speaking and Listening

- communicate clearly, structuring and organising their talk and adapting to different situations, using standard English appropriately;
- participate in discussion both speaking and listening, judging the nature and purposes of contributions and roles of participants;
- adopt roles and communicate with audiences using a range of techniques.

Reading

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- distinguish between fact and opinion and evaluate how information is presented;
- follow an argument, identifying implications and recognising inconsistencies;
- select material appropriate to their purpose, collate material from different sources, and make cross references;
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and changes.

Writing

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes;
- organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features;
- use a range of sentence structures effectively, with accurate spelling and punctuation.

Assessment

Girls are assessed by one exam paper (70%) and coursework (30%)

Examination: 2hrs 15 minutes – Non fiction and writing

Coursework:

- Reading and writing made up of 2 units:
 1. Personal and imaginative writing
 2. Response to reading
- Speaking and listening (10%)

Girls are assessed throughout the course and must meet the assessment objectives outlined above. There is no oral examination. Each girl must be assessed in each of the following contexts:

 1. Extended individual contribution
 2. Paired discussion
 3. Group discussion and interaction

ENGLISH LITERATURE

Specification – EDEXCEL (4ETO)

Aims

The specification aims to give candidates opportunities to explore their literary interests and to learn the skills necessary for literary study. The specification encourages them to develop:

- the ability to read, understand and respond to a wide range of types of literary text, to appreciate the ways in which authors achieve their effects;
- awareness of social, historical and cultural contexts and influences in the study of literature;
- the ability to construct and convey meaning in speech and writing, matching style to audience and purpose.

Content

Candidates must demonstrate their ability to:

- respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate;
- explore how language, structure and forms contribute to the meaning of texts, considering different approaches to texts and alternative interpretations;
- explore relationships and comparisons between texts, selecting and evaluating relevant material.
- relate texts to their social, cultural and historical contexts and literary traditions.

Assessment

Girls are assessed by one exam paper (60%) and coursework (40%)

Examination: 1hr 45 minutes - Drama and Prose

Coursework: Poetry – x 1 analytical essay

GEOGRAPHY

Syllabus – Edexcel IGCSE in Geography

Aims

- To stimulate your curiosity in geography, to develop a sense of place and 'awe and wonder' which will allow you to fully appreciate and learn from the world around you.
- To learn about the global challenges which face us all, such as population growth, dwindling environmental resources, energy issues, the impact of rapidly developing economies, plus the complexities of physical systems such as river and coastal flooding, earthquakes, volcanoes and climate change.
- To enable you to acquire knowledge and understanding of a range of places, environments and geographical processes operating at local through to global scales.
- To develop your awareness of the way in which people and environments interact, and appreciate the opportunities, challenges and constraints that face people in different places, encouraging your development as citizens in the rapidly changing 21st Century.
- You will acquire and apply the range of geographical skills that is needed to conduct geographical enquiry, including those of fieldwork, independent research, ICT and map work.

Overview of content

- **Section A – The natural environment and people**

Two of three topics will be completed:

1. River environments
2. Coastal environments
3. Hazardous environments

- **Section B – People and their environments**

Two of three topics will be completed:

4. Economic activity and energy
5. Ecosystems and rural environments
6. Urban environments

- **Section C – Global issues**

One of the three topics will be completed:

7. Fragile environments
8. Globalisation and migration
9. Development and human welfare

Overview of assessment

- The assessment of this qualification is through a single 2-hour and 45-minute examination paper, set and marked by Edexcel.
- There is **NO** assessed coursework as part of this syllabus, nor is there any controlled assessment.
- There is a compulsory 4-day residential field course in the Lake District, which gives an exciting opportunity to explore real geographical issues and learn some important data collection and analytical techniques. In addition, there will be a day visit to locations within Birmingham. Fieldwork experiences will be assessed within the single written examination paper.

Background

Geography is concerned with the real world - past, present and future. Geographers employ a variety of skills in their studies – such as literacy, numeracy and graphicacy -and aim to discuss their subject matter in an articulate way. Geographers are analytical in their approach: problem-solving is an integral part of geographical study involving identification of key issues, data collection, information retrieval, data presentation, analysis, synthesis and evaluation.

A geographical education develops knowledge, and skills useful in careers such as:

Administration	Information Industries
Medicine	Marketing
Computing	Planning
Education	Personnel
Finance	Research
Cartography and Surveying	Publishing
Armed Services	Leisure and recreation work
Law	Transport

At Advanced Level (AS and A2), the breadth of skills and content of Geography will allow you to study it as part of any subject combination (along with sciences, maths, arts, or humanities).

HISTORY

Syllabus – Edexcel International GCSE (IGCSE) in History (4HI0)

Aims – to enable students to:

- acquire knowledge and understanding of important periods and aspects of the past;
- explore the significance of historical events, people, changes and issues;
- use historical sources critically, in context, to reach reasoned conclusions;
- organise and communicate their knowledge and understanding of the past;
- draw conclusions and make historical judgments;
- gain an appreciation of key historical developments during the twentieth century;
- develop an enhanced framework for understanding the twenty-first century world;
- build upon the knowledge, skills and enjoyment of History developed in the previous three years.

Content

- **Section A: Thematic Studies** (*Two topics are studied in this section*)
 - A World Divided: International Relations between the Wars, 1919-39
 - The Versailles Settlement
 - International co-operation in the 1920s
 - The Breakdown of co-operation in the 1930s
 - Appeasement, 1935-39
 - Reasons for the outbreak of the Second World War
 - Development of Dictatorship: Germany, 1918-45
 - The Establishment of the Weimar Republic and its early problems
 - The Recovery of Germany, 1924-29
 - The Rise of Hitler and the Nazis
 - Life in Nazi Germany
 - The Impact of the Second World War on Germany
- **Section B: Depth Study** (*One topic*)
 - Colonial Rule and the Nationalist Challenge in India, 1919-47
 - The Rowlatt Acts, Amritsar and the Government of India Act, 1919
 - Gandhi and Congress, 1917-29
 - Key Developments in the 1930s
 - The Impact of the Second World War on India
 - The Growth of communal violence, 1946-47
 - Independence and Partition
- **Section C: Study in Change** (*One topic*)
 - Conflict, Crisis and Change: China, c.1934-c.1989
 - The Triumph of Mao and the CCP, 1934-49
 - Change under Mao, 1949-63
 - The Impact of the Cultural Revolution
 - Change under Deng Xiaoping
 - The Development of the Democracy Movement

Assessment

This course is assessed by a single examination of 2 hours 30 minutes taken in the summer of the Upper Fifth year. The examination is divided into three sections as above, and each of the four topics studied contributes equally to the overall result:

- Section A: Two Thematic Studies (50% total; 25% each)
- Section B: Depth Study (25%)
- Section C: Study in Change (25%)

There is no coursework or controlled assessment.

Background

From September 2012 the History Department will offer the Edexcel International GCSE (IGCSE) in History. At this level we approach twentieth-century History from a global perspective, and girls electing to study the subject will gain a broad knowledge and understanding of international relations between the two world wars; of Weimar and Nazi Germany; and of the modern emergence of two states that are set to wield great economic and political influence in the twenty-first century, China and India. Thus, chronologically this distinctive and ranging course begins at Versailles in 1919 and ends in Tiananmen Square in 1989, taking in many important aspects of the twentieth-century world, such as competing political ideologies and systems; international cooperation, crises and conflicts; nationalism and its consequences; and colonial rule and decolonisation. Overall, this course is designed to aid girls' abilities to interpret elements of the past that both have shaped and continue to influence the twenty-first century world that they will inhabit.

History is an option from the Lower Fifth. Most girls continue to study History at this level because of the relevance of the course, and of the concepts and themes it introduces, to the world in which we live, while also enjoying the challenges and skills of the discipline of History. The IGCSE course is sound preparation for further study of the subject at A-level, and although it is possible to study A-level History without having taken the IGCSE course, experience has shown that there is substantial ground to make up in terms of skills if girls have not done so.

MATHEMATICS

We follow the London Examination Board International GCSE (4400) administered by Edexcel. Details of the specification can be found on the internet at <http://www.edexcel-international.org/VirtualContent/83089/Maths.pdf>

The aims of the course are to explore mathematics through practical tasks, to work on problems which pose a challenge and to encounter and consider different lines of mathematical argument.

The content of the course can be separated into four strands in which candidates are expected to demonstrate their ability to

Number

- . use numerical skills in a purely mathematical way and in real life situations

Algebra

- . use letters as equivalent to numbers and as variables
- . understand the distinction between expressions, equations and formulae
- . use algebra to set up and solve problems
- . demonstrate manipulative skills
- . construct and use graphs
- . calculus

Geometry

- . use properties of angles
- . understand a range of transformations
- . work within the metric system
- . understand ideas of space and shape
- . use ruler, compasses and protractor appropriately
- . use geometrical theorems in proofs

Statistics

- . understand basic ideas of statistical averages
- . use a range of statistical techniques
- . use basic ideas of probability.

Calculators and computer software will be used where appropriate throughout the course, but mental calculation and estimation will be encouraged.

Each candidate needs a full set of mathematical equipment, i.e. a ruler, pair of compasses, protractor and their own scientific calculator.

The IGCSE is examined through two examination papers each lasting 2 hours. The course has no coursework component. All girls will work towards the Higher Tier examination which is targeted at grades A* - D.

In addition the girls are offered the opportunity to work towards the Free Standing Mathematics Qualification in Additional Mathematics (6993), offered by OCR. This course is intended as a bridge between GCSE and A Level Mathematics. Details of the specification can be found at

http://www.ocr.org.uk/OCR/WebSite/docroot/qualifications/qualificationhome/showQualificati on.do?qual_oid=9709&site=OCR&oid=9709&server=PRODUKTION

MODERN LANGUAGES

GENERAL INFORMATION

Aims

- to develop the ability to use the foreign language effectively for purposes of practical communication;
- to offer insights into the culture and civilisation of the respective countries;
- to encourage positive attitudes to foreign language learning and to speakers of foreign languages and a sympathetic approach to other cultures and civilisations;
- to develop an awareness of the nature of language and language learning;
- to provide enjoyment and intellectual stimulation;
- to provide a sound basis for study at a higher level.

MODERN LANGUAGES

FRENCH

Syllabus - AQA Code No. 4655

Content

French is taught through a range of topics relevant to everyday life. Our aim is to teach language skills (listening, reading, speaking and writing) in a variety of context such as

- **Lifestyle**
 - Health
 - Relationships and Choices
- **Leisure**
 - Free Time and the Media
 - Holidays
- **Home and Environment**
 - Home and Local Area
 - Environment
- **Work and Education**
 - School/College and Future Plans
 - Current and Future Jobs

The culture of French speaking countries is introduced gradually.

Assessment

Listening (40 minutes) 20%

Reading (50 minutes) 20%

Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English. Students will be expected to understand material on a wide range of issues. The use of dictionaries is not permitted. For the listening comprehension each item will be heard twice.

Speaking (4- 6 minutes per task) 30%

Two controlled assessment tasks. Both tasks will be in the form of a dialogue.

Writing (60 minutes per task) 30%

Two controlled assessment tasks. Students have access to dictionaries when writing up their final version under supervision.

MODERN LANGUAGES

SPANISH

Syllabus – AQA GCSE Spanish 4695 Full course

Aims

- To understand and respond, in speech and writing, to spoken and written Spanish.
- To learn about the culture and everyday life in Spain, Latin American and other Spanish speaking communities.
- To make language learning an enjoyable and intellectually stimulating experience

Content

The new syllabus introduces a range of topics relevant to everyday life. You will develop language skills in a variety of contexts and learn to express yourself in Spanish and to understand others. You will learn about life and customs in Spanish speaking countries. The topics include: **Lifestyle, Leisure, Home, Environment, Work and Education.**

A useful and an important language

Spanish is the second most internationally spoken language in the world. It is spoken by 430 million people worldwide and growing at a million a year in the USA. It is one of the five official languages at the United Nations.

The emergence of the global economy means that there are more opportunities to use the language and more economic incentives. Spain is one of the UK's major trading partners and it is the country most visited by UK tourists. The value of trade between the UK and Spanish-speaking Latin America is growing rapidly.

MODERN LANGUAGES

ITALIAN

Syllabus – AQA GCSE Italian 4630 Full Course

Aims

- Develop understanding of the spoken and written forms of Italian in a variety of contexts;
- Develop the ability to communicate effectively in Italian, through both the spoken and written word, using a range of vocabulary and structures;
- Develop knowledge and understanding of the Italian grammar, and the ability to apply it;
- Develop knowledge and understanding of Italian culture;
- To make language learning an enjoyable and intellectually stimulating experience.

Content

The new syllabus introduces a range of topics relevant to everyday life. Within these topics, you will learn to express yourself in Italian and to understand others. You will learn about life and customs in Italian speaking countries. The topics include: Lifestyle, Leisure, Home and Environment, Work and Education.

Background information

Italian-a language for everybody. Italian is very closely related to Latin and has many similarities to English as well as French and Spanish. Also, Italian is a phonetic language. Follow simple rules and you will be able to pronounce what is written from day one.

Italian is also spoken in Switzerland, parts of Africa, the Balkans, and the island of Malta.

Italy is one of the top five economies in the world. A knowledge of Italian is important for people in the arts, technology, business and many professions. It is also useful for students planning careers in art, history, music, linguistics, education and international relations.

Finally by studying Italian you can learn some surprising things about your own culture.

MUSIC

Syllabus - Edexcel

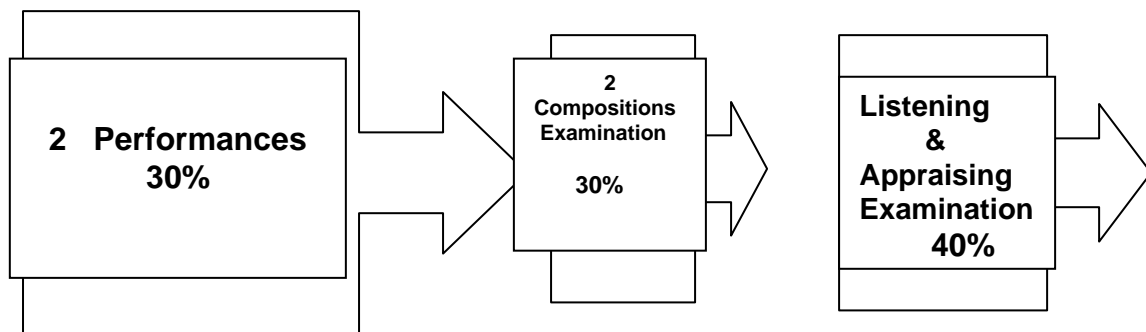
Content

The format of the course in Music continues to build on the work in Listening and Appraising, Composing and Performing that is done in years 7 to 9.

Assessment

During the two years of the course we will-

- Prepare the Performance of two pieces of music - one solo and one ensemble. These performances are recorded after thorough rehearsal.
A standard roughly equivalent to Grade 4 will achieve the highest grade.
- Compose two pieces of music, each lasting about three minutes. This is coursework which is marked in school in 'Controlled' Time and sent on for external moderation.
- Prepare for a Listening & Appraising examination, based on 12 set works which provide pupils with a focus for their learning. The Listening test is a formal examination with taped extracts, based on the set works.



Background

You must have studied some music theory alongside your instrumental lessons before this course, because this will assist your understanding in all aspects of the examination. We shall nevertheless cover in class some of the relevant theory and musical technical vocabulary (such as tonic, dominant, cadences, intervals, ornaments etc.) required.

We shall learn some of the following compositional 'tools' to help you organize your compositions and maximize your marks:

- Form and structure
- Good melody plans – AABA, ABBA, etc
- How chords work
- Writing cadences
- Turning chords into an accompaniment
- Writing for your own instrument
- Setting words to music
- Some basic music history
- Some world music

This is an **ideal** option for you if you play an instrument or sing, and either are at / will be at, a Grade 4 standard by the Upper Fifth (so you are at Grade 3 or 4 now). You can easily use exam pieces in the performing component, so why not get credit for them a second time?...

RELIGIOUS STUDIES

Specification – AQA Specification A

Content – Judaism (Unit 10) and Luke’s Gospel (Unit 6)

Christianity and Judaism are two of the major world religions and students will have the opportunity of gaining an insight into their beliefs and practices.

Based on a study of Luke’s gospel, students will consider and evaluate the importance of Jesus and his teachings for Christians today. Key themes include social justice especially for those who are marginalized, the importance of women in religious faith and the challenge of being a Christian in the modern world.

Judaism, a fascinating tradition in its own right, may also be regarded as the ‘parent’ faith of both Christianity and Islam and, as such, has been enormously influential in the development of religious ideas. The nature of God, festivals, pilgrimage, places and forms of worship, family life and personal lifestyle are just a few of the topics under consideration.

Because students will have met and studied these two faiths earlier in the Religious Studies curriculum, the transition to G.C.S.E. work is usually most straightforward.

Assessment

There is no coursework at GCSE level. There will be two terminal examinations, each of 1 hour 30 minutes, one on each area of study.

Girls will be encouraged to develop skills of empathy, and the appreciation of a variety of religious and cultural standpoints as well as the ability to explore, analyse and interpret ideas.

Background

Universities and major employers recognise Religious Studies as a challenging, academic subject which offers an insight into world views, values, and the human desire to search for meaning. Candidates with both GCSE and A level Religious Studies have accessed places at ‘top flight’ universities to read subjects as varied as Theology, Philosophy, English, Psychology, Law, Classics, Pharmacy, Dentistry and Medicine!

The analytical and evaluative skills required at both GCSE and A level make this an excellent subject for those pursuing Law, Philosophy and the Arts.

The Biblical content of the GCSE course provides excellent background material for those wishing to study English Literature at both Advanced and University level. For those considering AS Religious Studies, the GCSE programme is an excellent springboard into AS level study. Equally, many students studying Sciences at A-level also study Religious Studies alongside them, many girls going on to read Medicine or related subjects. All universities recognise the worth and academic rigour of Religious Studies. The Department has a stunning record of success at both GCSE and Advanced level.

The course incorporates visits to a local Synagogue and Beth Shalom Holocaust Memorial Centre; it also offers opportunities to talk to those living the faiths of Judaism and Christianity. It is envisaged that students following this course will not only learn about the faiths under consideration but also learn from them.

This course tests knowledge, understanding and evaluation skills, not an individual girl’s faith-stance; girls of all faiths or none have studied and continue to study this subject – all are welcome. Work is carefully paced and structured so that no girl should feel overburdened by this GCSE course, but should, instead, feel challenged and stimulated.

SCIENCE

BIOLOGY

Specification – This is OCR Gateway Biology.

Aims

GCSE Biology aims to give students opportunities to:

- develop their interest in, and enthusiasm for, Biology;
- develop a critical approach to scientific evidence and methods;
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society;
- acquire scientific skills, knowledge and understanding necessary for progression to further learning.

Content – Teaching Modules

B1 – Understanding Organisms <ul style="list-style-type: none">• Fitness and Health• Human Health and Diet• Staying Healthy• The Nervous System• Drugs and You• Staying in Balance• Controlling Plant Growth• Variation and Inheritance	B4 – It’s a Green World <ul style="list-style-type: none">• Ecology in the Local Environment• Photosynthesis• Leaves and Photosynthesis• Diffusion and Osmosis• Transport in Plants• Plants need Minerals• Decay• Farming
B2 – Understanding Our Environment <ul style="list-style-type: none">• Classification• Energy Flow• Recycling• Interdependence• Adaptations• Natural Selection• Population and Pollution• Sustainability	B5 – The Living Body <ul style="list-style-type: none">• Skeletons• Circulatory Systems and the Cardiac Cycle• Running Repairs• Respiratory Systems• Digestion• Waste Disposal• Life Goes On• Growth and Repair
B3 – Living and Growing <ul style="list-style-type: none">• Molecules of Life• Proteins and Mutations• Respiration• Cell Division• The Circulatory System• Growth and Development• New Genes for Old• Cloning	B6 – Beyond The Microscope <ul style="list-style-type: none">• Understanding Microbes• Harmful Microorganisms• Useful Microorganisms• Biofuels• Life in Soil• Microscopic Life in Water• Enzymes in Action• Gene Technology

Assessment

In each specification there are three units of assessment:

External Unit Exam to test teaching modules B1, B2, B5

1 hr 15 minutes - 35%

External Unit Exam to test teaching modules B3, B4, B6

1 hr 30 minutes – 40%

Biology Controlled Assessment approx 4 hrs – 25%

This involves written and practical tasks, mostly undertaken in class

Background

This science, dealing with living systems, enables students to appreciate and evaluate major developments occurring in the real world from a position of knowledge. Topics ranging from stem cell research and genetic engineering to greenhouse effect and global warming, profit by examination from a biological perspective. Biotechnological advances from vaccines to novel microbe foodstuffs are having a profound effect on our lives now, and the twenty-first century will need an informed general public as well as specialists. This science is an essential basis for Medicine, Veterinary Science, Psychology, Dentistry and a whole range of Bio-Science from Biochemistry to Agriculture.

SCIENCE

CHEMISTRY

These details may change, but the content of the course is unlikely to be vastly different to the below.

Syllabus – AQA Chemistry

Aims

- To stimulate curiosity, interest and enjoyment in Chemistry.
- To acquire knowledge of Chemistry its principles and vocabulary.
- To enable students to understand and use scientific method, with safety being a major consideration.
- To enable students to see Chemistry in the context of a wider body of knowledge and skills.
- To develop wider scientific understanding and for students to be able to support their views with reasoned arguments.
- To look at the implications of Chemistry on environmental, technological, economic, ethical and social issues.

Content – The specification is currently in three parts as detailed below:

GCSE Chemistry Unit 1

- The fundamental ideas in chemistry
- Rocks as a provider of building materials
- Metals and their uses.
- Getting fuels from crude oil
- Getting useful substances from oil
- Plant oils and their uses
- Changes in the Earth and its atmosphere

GCSE Chemistry Unit 2

- Sub-atomic particles and the structure of substances
- How structure influences the properties and uses of substances
- How knowledge of atomic structure can help us to analyse substances and calculate the yield of reactions
- Controlling the rates of chemical reactions
- Energy and chemical reactions
- Using ions in solutions
- Making different kinds of salts

GCSE Chemistry Unit 3

- The periodic table and its development
- The water we drink
- The energy involved in chemical reactions

- Identifying and analysing substances
- The production of ammonia
- The properties and uses of alcohols, carboxylic acids and esters

Assessment

Written assessment will take place at the end of Year 11

Background

There is hardly an area of our lives that is not touched by Chemistry: food; pharmaceuticals; materials; the environment; and much more. Life is what it is due to atoms and molecules and chemistry explains much of this and more. In a technologically advancing world Chemistry is a necessity for a future scientifically literate society.

Chemistry is essential for careers in medicine, veterinary science, dentistry, pharmacy, forensic science, materials sciences and food sciences.

SCIENCE

PHYSICS

Syllabus – This is the International Edexcel GCSE Physics Specification. We have chosen this course as it is less prescriptive than the other specifications so we are able to enrich the content using a wide range of resources and learning experiences. The GCSE course is started in the Upper Fourth and the examination is sat at the end of the Upper Fifth.

Aims

GCSE Physics aims to give students opportunities to:

- develop their interest in, and enthusiasm for, Physics;
- develop a critical approach to scientific evidence and methods;
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society;
- acquire scientific skills, knowledge and understanding necessary for progression to further learning

Teaching Areas

Area 1 Forces and Motion

- Movement and position
- Forces, movement and shape
- Astronomy

Area 2 Electricity

- Mains electricity
- Energy and potential difference in circuits
- Electrical charge

Area 3 Waves

- Properties of waves
- The electromagnetic spectrum
- Light and sound

Area 4 Energy resources and Energy transfer

- Energy transfer
- Work and power
- Energy resources and electricity generation

Area 5 Solids, liquids and gases

- Density and pressure
- Change of state
- Ideal gas molecules

Area 6 Magnetism and electromagnetism

- Magnetism
- Electromagnetism
- Electromagnetic induction

Area 7 Radioactivity and particles

- Radioactivity
- Particles

Assessment

Paper 1 Examination Paper Two hours Weighting 66.6%
A written paper that tests the knowledge, the understanding of the theory and the investigative skills developed during the course

Paper 2 Examination Paper One hour Weighting 33.3%
A written paper that tests the knowledge, the understanding of the theory and the investigative skills developed during the course.

There is no coursework component

Background

Physics is an exciting and fascinating subject. It provides explanations for almost all that is around us in the world, and in the worlds beyond. It helps us to an understanding of every aspect of our lives from the tiniest parts of the matter of which we are made, to the great clusters of galaxies. It is fascinating too in terms of the time scales that it encompasses, from the minute to the immense, and its ability to predict some future events as well as to explain something of the origins of the Universe. The fundamental ideas of physics – matter, force and energy – are the basis of all other sciences and most of our modern technologies. Through appropriate applications of physics and the technologies that it underpins, we should be able to create better conditions of life for all. Although you may not yet realise it physics affects every aspect of our lives – work, travel, communications, our environment, health care, hobbies, recreation etc. Physics is important for a range of careers in industry and commerce, transport, health and medicine, leisure, communications, energy, the environment and space.

Thinking, Reasoning and Knowledge

This is a one year course and has been designed in the belief that self-knowledge is the key to empower girls at KEHS to fulfil the tremendous potential they bring to their learning in all aspects of the school curriculum. As such, students will be encouraged to challenge what they already know in an effort to broaden their questioning skills in an effort to understand the differences between knowledge and information; belief and opinion; value and fact.

Aims and Objectives

As a course that runs parallel to the existing curriculum, its main aim is to enable students to think for themselves; to create an infinite flexibility of mind as a way of adapting to the greater technological and academic pressures in a rapidly globalised environment. To facilitate this aim, the course presents a five step process to a greater suppleness of the brain:

1. To engage students in self-reflection about themselves as knowers and thinkers
2. To open students' thinking to different beliefs and values
3. To explore the relationship between academic work in school and life skills needed in the world outside
4. To engage students in decent discussion about meaningful and contemporary topics
5. To encourage students to take intellectual risks as a way of building self-confidence

The Course

Teaching and learning will take place in various ways:

- Thought experiments and role plays
- Moral dilemmas and knowledge games
- Exploring books and articles
- Informal presentations and formal lectures
- Class debates/discussions

The emphasis will be on learning through 'play' in an environment which liberates students from any fear of failure and also encourages them to expand their intellectual boundaries safely and creatively.

Student assignments

- 1 piece of written work: 750-1000 words
- 1 individual presentation: 10 minutes
- 1 mini community based project

Expectations

- Be open minded and prepared to take risks
- Be creative and caring

L5 FOOD STUDIES – Non Exam Option

The course aims to build your confidence in handling food and applying skills and knowledge acquired in a practical way. We emphasise trying out new ideas and having fun whilst learning creatively.

The first part of the course covers many practical skills and techniques – from pastry making to stir-fry, pasta sauces to marzipan modelling – and much in between! There is occasional background experimental work but this is always based around practical cookery.

Nutritional knowledge is built on so that you can take a realistic approach to feeding yourself and others. Topical issues such as healthy eating information / food allergies / food labelling etc, will be considered and, again, a practical approach can be taken so that you can tackle an apparent challenge confidently. There should also be the opportunity to explore cookery from other countries.

We include food-themed visits, including to the BBC Good Food Show, seeing the Food Celebrities and sampling lots of food and the Three Counties Show, where we can see the whole food journey from farm to plate. Our own KEHS version of Ready Steady Cook is always enjoyable.

Costing ingredients, wise shopping choices and the ability to adapt a basic recipe to suit circumstances are on-going factors in the course. Safety, hygiene and the widest use of kitchen equipment, eg, food processors, microwave ovens, blenders, as well as more basic tools, are encouraged.

During the course all pupils will take the Level 2 Award in Food Safety & Catering, a nationally recognised award from the Chartered Institute of Environmental Health. Most commercial food outlets, from 'take-aways' to cafés and restaurants now require all staff to have this qualification so girls find it useful when taking up casual holiday work.

Throughout the course, practical work will be undertaken most weeks.

PDM (Personal Decision Making)

This course continues throughout the L5 and U5.

The L5 programme includes:

- Mental health
- Values and choices in relationships
- 'Money Matters' (a 7 week course covering aspects of personal finance and the business world)
- Female health (this includes talks delivered by health experts on contraception, sexual health and breast awareness)
- Autism
- Adoption
- Deaf awareness

The U5 programme includes:

- HIV education and awareness
- UK Law and Parliament
- Drugs education (looking at issues raised by the video of the novel 'Junk')
- Yoga for relaxation
- Alcohol awareness
- Road safety
- Personal banking
- Women in work
- Amnesty International

- Samaritans

PHYSICAL EDUCATION

General Curriculum

The aim of the Physical Education curriculum in the Lower and Upper Fifth years is to give the pupils an opportunity to experience a range of skills and techniques appropriate for different sports. This includes Dance, Basketball, use of the fitness suite, Volleyball, Badminton, Lifesaving, Leadership skills, Rounders, Tennis and Softball.

Through delivering a variety of sports, pupils are able to work with their peers and experience various roles within a sporting context from coach to official.

Junior Sports Leader Award

This is a practical based course which leads to an OCR recognised qualification. The aim of the course is to develop individual leadership skills and does not necessarily require the candidates to be good at sport.

The course gives the pupils an opportunity to develop organisational and communication skills as well as examining health and fitness, fair play and the role of the umpire. Pupils also have to put this knowledge into practice through a series of practical sessions. The course is completed once the candidates have led a group of children from a local primary school and all units have been understood. Once the pupils have been moderated a certificate of qualification is awarded.