GCSE Curriculum Booklet

2020-2022

WELCOME

Dear Student

I am pleased to welcome you to the Year 9 Options Evening and I hope the information that you receive tonight will help you to make well informed decisions about which subjects you wish to study over the next two years. We promote a love of learning at Tiffin Girls', encouraging you to take ownership of your learning and to be inquisitive. You now have an opportunity to pursue your passions further and to develop a deeper understanding of the subjects you enjoy. To support you in this, we provide a rich, ambitious and broad curriculum and students go on to achieve highly in all subject areas.

This evening will be followed up by Parents' Evenings in January, at which point you will have the opportunity to discuss in more detail your suitability for the courses you're interested in studying further. Before that, however, there is the opportunity to explore more about the GCSE course content with your classroom teacher or seek advice and guidance from the appropriate Head of Department. We will also be delivering assemblies to the students with more detailed information about the Optional courses.

It is a hugely exciting time in your academic journey at Tiffin Girls', choosing subjects that interest you and being able to study them in greater depth, and I hope that this options process is clear and informative.

Thank you for taking the time to attend this evening's event.

Yours sincerely

I Keary
Headteacher

INTRODUCTION

All students follow a common curriculum during their first three years at The Tiffin Girls' School. In Year 10, however, they are offered an element of choice through an options process, which will enable the students to choose subjects they would like to study in greater depth over the next two years.

The purpose of this booklet is to explain the options process and to provide parents and students with information about the option subjects. If wise choices are to be made, it is essential that the information contained in this booklet is studied carefully, in the light of the aptitudes and interests of each individual, in addition to any particular career aspiration that the student may already have in mind. These courses enable students to vary their curriculum choice and give a wider range of individual curriculum pathways. Students and their parents should consult with teaching staff about these options and curriculum choices.

As well as this Information Evening, parents and Year 9 students will also have the opportunity to discuss the choice of subjects with teaching staff at the appropriate Year 9 Parents' Evening. This year the evening will be held on **Thursday 23 January 2020.**

Every effort is made to enable students to study the subjects that they prefer, but it should be noted the school reserves the right to remove a subject if it is undersubscribed and if there are staffing challenges. Should this situation arise, parents will be informed and students will be counselled about their choice of other options.

Students will be submitting their choices electronically later than **Friday 28 February at 4.00pm**, and instructions on how this is done will be sent to the students nearer the time.

We will build our Key Stage 4 timetable around the students' options from this point. Whilst the school endeavours to provide staffing for all the classes needed to accommodate our students' choices, changes after this date may be harder, or indeed impossible to accommodate. It is important that students are confident about their choices by this date and understand that changes may not be possible beyond the deadline.

Changes to GCSEs

From 2016 students undertaking a GCSE in all subjects will follow the new style GCSE courses, and students will receive grades from 9-1 instead of alphabetical grades. The detail and content of these new courses are outlined in this booklet.

All GCSEs will be sat at the end of Year 11, in order to provide the students with the best opportunity to achieve the highest grades.

For more information regarding GCSE reform please see the linked documents at http://www.tiffingirls.org/Students/GCSE-and-A-Level.aspx

Options Timeline

Date	Event/Action
Monday 20 January 2020	GCSE Options Information Evening
January and February 2020	Options Talks by Heads of Department for students in assembly time
Thursday 23 January 2020 3.00-7.00pm	Parents' Evening for students
January and February 2020	Pastoral support available for students via their tutor and HOY
Monday 10 February 2020	Start of window to select Options
Friday 28 February 2020	Deadline for submission of options choices by 4.00pm

Overview of the Options Process

In Years 10 and 11, students study 10 examined courses.

Over the next two years, every student will study a course that leads to examinations in the following core subjects:

- English Language
- English Literature
- Mathematics
- Biology
- Chemistry
- Physics.

All students must choose four options in addition to the above compulsory courses. These must include a GCSE in a Modern Foreign Language, either French or Spanish.

The Optional subjects include:

- Fine Art
- Computing
- Design and Technology: Graphics or Resistant Materials
- Drama
- Geography
- History
- Latin
- Music
- Physical Education
- Religious Studies

All students will leave Year 11 having gained a GCSE in Mathematics but some will study all of the course in Year 10 and then go on to start studying Additional Mathematics in Year 11. This Fast Track Maths is available to those students for whom teachers consider them to be a sensible pathway. Students' choices in regard to this subject will be monitored by subject staff and eligibility confirmed prior to final completion of their options choice form. Above all, this is subject at the discretion of the Maths Department.

There are many possible permutations of courses that can be followed. This should cater for the needs of the majority of students, though we cannot guarantee to be able to accommodate all choices, and therefore it is important that a reserve is chosen.

We understand that the decision making process is a challenging one and should be given the care and attention that it demands. To support you in the decision making process the following page highlights some advice and guidance that we have put together based upon our experiences, and the frequently asked questions of students and parents that have been through this process.

Deciding Wisely

Please be very careful about what you are choosing. You need to make sure YOU have made the best possible choices. The following is a summary of the key points to consider that we feel are most noteworthy whilst making your possible choices:

- It is important that you have a balanced curriculum to keep your options open for the future
- Choose to study those subjects that you enjoy the most and that you are good at
- You will be studying your options for two periods per week for two years; make sure you pay attention to the previous point
- Extended writing subjects are helpful on your academic profile because they will help you to develop analytical and reasoned arguments and writing styles. We would therefore encourage you to choose at least one humanities subject
- Creative subjects are helpful on your academic profile as they demonstrate an ability to problem solve. We would therefore encourage you to choose at least one creative subject
- Choose subjects that complement and will develop the skills that you enjoy using and are good at
- Ensure that you understand the different practical and theoretical demands of the subjects
- There is no guarantee that teachers of particular subjects now will continue to teach your class at GCSE next year
- The decisions that your friends make are based upon their personal evaluation of their own strengths, ambitions and skill sets. Ensure that your decision is informed in the same way and not simply a reflection of what your friends will be studying
- Ask yourself some testing questions when making decisions e.g. Will I enjoy this subject more than the other? What subjects do I need to study for my future career aspirations?
- Use the exam board website to explore the specification (content and assessment) on offer

Exam Board websites

AQA www.aqa.org.uk
Edexcel www.edexcel.com
OCR www.ocr.org.uk

Additional examination entries

On occasion parents may feel the need to seek external entry for a subject that their child is not studying at the school. The school operates a strict policy for external entries the details of which are below. This ensures that the workload of students is not unnecessarily increased and ensures that examination provision is focused on the offered curriculum. Should you have any requests in regard to this, please write in the first instance to the Exams Office

After considering the educational implications of early entry for GCSE, AS Level or A Level and other external examinations, the governors have agreed that:

1. Internal candidates studying for subjects which are outside the curriculum offered at The Tiffin Girls' School may be offered the opportunity to sit for qualifications in Year 10 and above. For languages they will need to provide their own oral examiner. We are unable to make provision for any candidate to sit any subject which includes a unit of Controlled Assessment.

2. A decision will be taken based on each candidate's individual circumstances, taking into account the professional judgement of the staff and the availability of resources. Administration and invigilation fees may be payable.

3. If a candidate is to sit an examination in a centre other than The Tiffin Girls' School, parents need to inform us via the absence request form. The candidate will then need to collect her UCI number from the exams office to give to the entering centre.

4. If candidates wish to sit the examination at our centre, providing they fulfil the requirements of paragraph 1, 2 and 3, please notify the Deputy Head Teacher (Academic) in writing by the end of January in the year in which they wish to sit the examination. This ensures that GCSE entries are made to the examination boards without a charge for late entry being incurred.

5. Candidates who are not pupils at The Tiffin Girls' School will not be catered for in our examination arrangements.

GCSE Options Planning Sheet

This sheet is for you to use as a planning/thinking tool. We will use an electronic method to collect your option choices (details to follow) by Friday 28 February 2020.

You must choose for courses and one reserve from the options below, and then put them into a priority order. **All students must study either French or Spanish.**

Type of subject	Course	Option (Rank 1)
Language	French (GCSE)	
	Spanish (GCSE)	

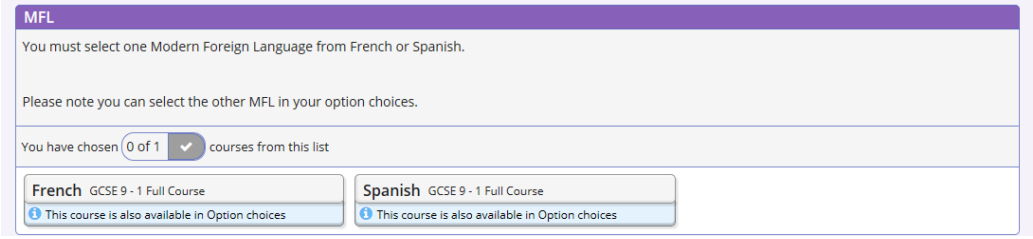
- Try to ensure there is breadth and balance across all your GCSE subjects e.g.mathematical/scientific/language/humanity/creative focussed
- You are strongly recommended to include an extended writing subject amongst your options to go along side your English (e.g. Geography, History, Religious Studies)
- Think seriously about including a creative subject amongst your options
- You cannot study both DT options

Type of subject	Course	Option (Rank 1-3 + Reserve)
Creative	Art and Design (GCSE)	
	D&T Resistant Materials (GCSE)	
	D&T Graphics (GCSE)	
	Drama (GCSE)	
	Music (GCSE)	
Languages	French (GCSE)	
	Latin (GCSE)	
	Spanish (GCSE)	
Humanities	Geography (GCSE)	
	History (GCSE)	
	Religious Studies (GCSE)	
Technical	Computing (GCSE)	
Scientific	Physical Education (GCSE)	

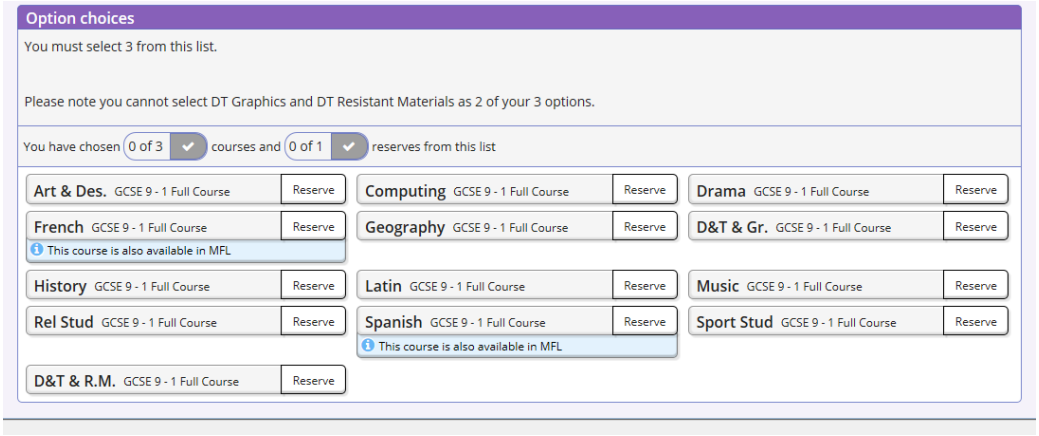
GCSE Options Online

The following is a step-by-step guide of how to select your GCSE Options, using the Options Online programme.

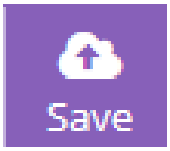
1. You will be sent an email to your school email address from noreply@sims.co.uk with joining instructions for Options Online.
2. Sign in with Google (our provider) and use your Google username, password and the verification code given in your invitation email.
3. You then have to be given the correct permissions for students. This can take up to 72 hours.
4. Sign into Options Online.
5. Select your 4 Option choices.
   You will be asked to select your MFL choice first (French or Spanish)



   Then select your 3 other Option choices.
   Prioritise these from 1 (most preferred) to 3.
   Select 1 reserve choice subject.
   You cannot select both DT Options (Graphics and Resistant Materials).
   You can select both MFL Options by selecting 1 as your MFL Option and 1 as another Option.



   Your selection is displayed on the right hand side of the screen.
6. You can save your Options at any time and return to the web page if you like.



7. NB There is NO submit button to press.
8. Sign out of Options Onlines

If at any time you get stuck, or submit the form too early, then it can be returned it to you. Just email Mrs Harris (a.harris@tiffingirls.org)

Core Subject Information 2020-22

Contents

English Language & English Literature

Examination Board: AQA 8700 (Language) AQA 8702 (Literature)

Course Content:

English Language and English Literature will be studied in an integrated course leading to two GCSEs. In order to fulfil the specification requirements all assignments set must be completed. All students in all groups are prepared for the same examinations: the higher tier for both English Language and English Literature.

English Literature is based on the study of all three genres: drama, poetry and prose. The course will give you the opportunity to read and enjoy a selection of Shakespeare, Literary Heritage and modern texts.

You will also have opportunities for creative writing and the study of non-fiction writing. You will produce assignments written in a wide variety of forms.

Speaking and Listening work is common to both subjects. This will extend the skills and experience you gained during Key Stage 3. An important aim is to develop your ability to express yourself effectively, adapting both language and approach. The marks awarded for Speaking and Listening do not contribute to the final GCSE grades but will appear as a separately graded component on GCSE certificates.

Assessment:

English Language The exams will account for 100% of the final result. There are two papers, both one hour and forty five minutes in duration. The reading questions in each paper will test your ability in understanding and analysing the language used by writers; the writing questions will test your ability in creative and discursive writing.

English Literature The exams will account for 100% of the final result. There are two papers, one lasting one hour and forty five minutes, the other lasting two hours and fifteen minutes. The first paper examines the Shakespeare play and 19th Century novel; the second paper examines the modern novel, modern poetry and unseen poetry.

Careers:

A minimum of a Grade 5 in English is vital for any higher education and therefore any career. High English grades are welcomed by all higher education institutions, including for students choosing careers in science and engineering. Universities and employers consider English skills to be of vital importance therefore English students go on to careers in the media, education, law, accountancy, advertising, marketing (amongst many others).

Mathematics

Examination Board: Edexcel (1MA1)

Course Content:

The GCSE course in Years 10 and 11 builds on the work done in previous years. There are six areas of study.

1. Number
2. Algebra
3. Ratio, proportion and rates of change.
4. Geometry and measures
5. Probability
6. Statistics

Whilst there are two tiers of entry for this subject, we will only be entering pupils for the Higher Tier where grades 4 to 9 are available.

Students are allocated to new sets at the start of Year 10 with this setting continuing throughout Years 10 and 11. A few students may move between sets depending on how well they are coping with the pace of their class. Two fast track classes are created at the start of Year 10.

Assessment:

There are three examination papers of 1 hour 30 minutes each

- Paper 1 is a non-calculator paper
- Papers 2 and 3 are calculator papers

Each paper has a range of question types; some questions will be set in both mathematical and non – mathematical contexts.

Careers:

A pass in GCSE Mathematics is vital for any higher education course and therefore to most careers. A good qualification in Mathematics at A Level is welcomed for admission to degrees in the Sciences, Engineering, Computer Science, Geography, Economics and Business Studies.

Mathematics Fast Track

Examination Board: Edexcel (1MA1)

Course Content:

It is anticipated that students who pursue the fast track option will study the majority of the GCSE content in Year 10 and study OCR's FMSQ Additional Mathematics in Year 11. Additional Mathematics provides extension to GCSE mathematics.

Assessment:

GCSE: As above, sitting the GCSE examination at the end of year 11.
Additional Mathematics (6993): A 2 hour paper sat at the end of year 11.

Careers:

See above.

Biology

Examination Board: AQA 8461

Course Content:

1. **Cell biology.** Exploration of how structural differences between types of cells enable them to perform specific functions within the organism. We also study cell division and stem cell technology, this is a new branch of medicine which could potentially allow doctors to repair damaged organs by growing new tissue from stem cells.
2. **Organisation in living things.** In this section we will study the digestive system, the respiratory system and the circulatory system. We will look at how they function and what can go wrong. We will study the plants transport system and how that enables it to do photosynthesis.
3. **Infection and response.** In this section we will study pathogens which affect plants and animals. We will explore both how our body prevents us from becoming infected and how our immune system responds after infection. We will study the development and importance of vaccinations as well as the rise and fall of antibiotics.
4. **Bioenergetics.** In this section we will study photosynthesis and respiration in plants and animals.
5. **Homeostasis and response.** In this section we will study homeostasis; the maintenance of a constant pH, temperature and water level. We will study the structure and function of the nervous and hormonal systems, looking in particular at the menstrual cycle and how our understanding of this has enabled us to develop both contraceptive pills and fertility drugs.
6. **Inheritance, variation and evolution.** In this section we will study how gametes are produced and how unique offspring are formed during sexual reproduction. We will look at mutations and their effects, both negative and positive. We will look at the theory of natural selection and also how humans have used artificial selection to produce livestock with favourable characteristics.
7. **Ecology.** We will study the carbon and water cycle as well as the negative effects human activities are having on the delicate balance of ecosystems around the planet. We will consider actions that need to be taken to ensure our future health, prosperity and well-being.
8. **Required practicals.** Throughout the course we will complete 8 required practicals to support and consolidate understanding of scientific concepts and to develop and master investigative and practical skills.

Assessment :

Paper 1	Topics 1-4	1 hour 45 minute written exam	100 marks	50% of GCSE	Questions will be a mix of multiple choice, structured, closed short answer and open response.
Paper 2	Topics 5-7	1 hour 45 minute written exam	100 marks	50% of GCSE	Questions will be a mix of multiple choice, structured, closed short answer and open response.

Careers :

Biology is not just important for your chosen career, rather scientific literacy is an essential tool for the modern age. A science education opens up innumerable fields to you for the future, including medicine, ecology, marine studies, genetics, psychology, forensics, economics, politics, teaching, horticulture, astronomy and many more!

Chemistry

Examination Board: AQA 8462

Course Content:

1. Atomic structure and the periodic table
   Students learn models of the structure of the atom and link electronic structure to the development of the Periodic Table
2. Bonding, structure, and the properties of matter
   Students learn about ionic, covalent and metallic bonding and how bonding type is linked to the physical properties of substances, such as their boiling and melting points and conductivity
3. Quantitative chemistry
   Students learn to use a range of chemical calculations from empirical and molecular formula calculations to mole calculations, gas volume calculations and percentage yield
4. Chemical changes
   Students learn about key categories of chemical reactions; reactions of metals, acid-base reactions and electrolysis
5. Energy changes
   Students learn about how to measure and interpret energy changes in reactions, using calorimetry and energy profile diagrams
6. The rate and extent of chemical change
   Students learn how to measure rates of chemical reactions and study the factors affecting rate, such as concentration, pressure, temperature, surface area and the presence of catalysts
7. Organic chemistry
   Students learn about the use of crude oil as a source of hydrocarbons, and study the properties and reactions of compounds containing the functional groups alkane, alkene, alcohol, carboxylic acid, ester and amino acid
8. Chemical analysis
   Students learn chemical tests for laboratory gases and common cations and anions. They also study techniques such as chromatography and flame emission spectroscopy
9. Chemistry of the atmosphere
   Students study the evolution and composition of the Earth's atmosphere and learn about the effects of atmospheric pollutants
10. Using resources
    Students learn about how the Earth's resources such as metals, fossil fuels and water can be used sustainably. They also study use of resources to produce key products such as fertilisers, ceramics, composites and polymers

Assessment:

- Chemistry 1 (Topics 1-5): 50% (1 hour 45 minute written paper)
- Chemistry 2 (Topics 6-10) 50% (1 hour 45 minute written paper)

Both papers will contain multiple choice, structured, closed short answer and open response questions

Careers:

The range of careers requiring qualifications in science is vast. It includes astronomy, biochemistry, ecology, electronics, the entire range of engineering, forensic science, geology, horticulture, all medical careers, optics, pharmacy, psychology, speech therapy and veterinary work.

Physics

Examination Board: AQA 8463

Course Content:

1. Forces. Students will learn: How forces are represented; how to calculate a resultant force; Newton's laws of motion; how to calculate speed, velocity and acceleration; what momentum is; how forces can be used in gears and levers
2. Energy. Students will learn: how energy is stored and transferred; how to calculate the energy needed to heat an object; What thermal conductivity is and how we compare different energy resources
3. Waves. Students will learn: the properties of mechanical and electromagnetic waves; the law of reflection; where colour comes from; how lenses work and how waves are used in communications.
4. Electricity. Students will learn: What an electric field is; What current, voltage and resistance is; how we use series and parallel circuits to make things work; how we use electricity in the home safely.
5. Magnetism and Electromagnetism. Students will learn: What a magnetic field is; how to make an electromagnet; how we use electromagnetism in various devices; how electricity is generated; why transformers are so useful in the national grid.
6. Particle model of matter: Students will learn: the difference between solids, liquids and gases; what happens when substances change state; how to measure and calculate density; things that affect pressure in gases
7. Atomic Structure. Students will learn: How our knowledge of the atom developed over the centuries; how some atoms are unstable; what radioactivity is; how to calculate the half-life of a radioactive substance; the dangers and uses of radioactivity
8. Space Physics. Students will learn: the lifecycle of a star; how planets orbit; what the solar system contains; how satellites stay up; how the universe was formed.
9. Required practicals. Throughout the course we will complete 10 required practicals to support and consolidate understanding of scientific concepts and to develop and master investigative and practical skills.

Assessment:

Physics 1 (Topics 2, 4, 6 and 7): 50% (1 hour 45 minute written paper)

Physics 2 (Topics 1, 3, 5 and 8): 50% (1 hour 45 minute written paper)

Both papers will contain multiple choice, structured, closed short answer and open response questions. Practical skills will be assessed in the written papers.

Careers:

Studying Physics gives us an understanding of the world around us that is invaluable. It opens us up to the possibilities of the incredibly small sub atomic world and the unbelievably large cosmos. Skills developed are transferable to many careers such as astronomy, computing, communications, electronics, the entire range of engineering, forensic science, geophysics, all medical careers, Nuclear Physics, optics, and many more.

French

Examination Board: AQA 8658 (French)

Course Content:

The course covers the four skills of listening, speaking, reading, and writing.

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Assessments:

Paper 1: Listening
• 25% of GCSE
Paper 2: Speaking
• 25% of GCSE
Paper 3: Reading
• 25% of GCSE
Paper 4: Writing
• 25% of GCSE

Careers:

Many universities offer courses combining languages with other subjects, such as law or business studies. Language skills are a valuable extra qualification for many careers. There are opportunities in fields such as broadcasting, advertising, publishing, teaching, commerce and the travel business. Many universities offering degrees in medicine like candidates to have a wide range of subjects; a modern foreign language is considered an excellent complement.

Spanish

Examination Board: AQA 8698 (Spanish)

Course Content:

The course covers the four skills of listening, speaking, reading and writing.

The specification covers three distinct themes. These themes apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Assessment:

Pupils are tested in the four skills, as with the examinations in Years 7-9. At the highest levels, candidates need to demonstrate a good level of fluency, accuracy and comprehension.

Paper 1: Listening
• 25% of GCSE
Paper 2: Speaking
• 25% of GCSE
Paper 3: Reading
• 25% of GCSE
Paper 4: Writing
• 25% of GCSE

Careers:

Many universities offer courses combining languages with other subjects, such as law or business studies. Language skills are a valuable extra qualification for many careers. There are opportunities in fields such as broadcasting, advertising, publishing, teaching, commerce and the travel business. Many universities offering degrees in medicine like candidates to have a wide range of subjects; a modern foreign language is considered an excellent complement.

Optional Subject Information 2020-22

Contents

Fine Art

Examination Board: Edexcel 1AD0

Course Content:

Art is a creative and conceptual subject. GCSE Art and Design is your chance to use analytical and thinking skills to express yourself practically. We expect students to have a high level of self-motivation and initiative. The course enables you to expand and develop the skills and interests you have acquired over the last three years. You will be encouraged to experiment with ideas and processes in order to produce original and imaginative work. You will carry out research and practical work as homework, keep a sketchbook of drawing and ideas, and at all times be resourceful.

Art teaches you practical skills as well as research and analytical skills. This allows you to look at the social and moral codes of many art periods and cultures alongside the practical applications that are relevant to these. The course will allow work in a wide range of media, techniques and process in order to explore your ideas. Initially to build up your skill-base you will be guided by your teacher, but as your confidence and skills improve you will work to a theme by developing your own ideas and be expected to make decisions with regards to your own art-making.

Assessment:

There are two components to the course; Controlled Assessment (Coursework) which carries 60% of the marks, and a Controlled Test (Exam project) at the end of the course, which carries 40% of the marks.

Controlled Assessment: You will enter coursework completed over Year 10 and Year 11 for final assessment. Your coursework will address a particular theme which will be approached in a number of interesting ways over the two years.

Controlled Test: This is an externally set question paper. It contains a theme which you will interpret in a medium of your choice. You will have eight weeks to carry out a mini project in response to the brief and then produce the final piece to your project in a ten hour session under examination conditions.

Careers:

Creative thinking is encouraged by analysing a number of different sources and learning to apply reasoning beyond the obvious and what is tangible. This is an excellent education and life skill, relevant to any number of careers. More obvious careers that include the application of artistic and practical skills include: graphic design, fashion/textile design, 3D/product design, magazine illustration, photography, interior design, theatre design and architecture. Other fields include; advertising, marketing, publishing, public relations, arts administration, museum/gallery curating.

Computing

Examination Board: OCR J276

Course Content:

The course is essentially divided into two areas :

- The theory component deals with how computers work, and how they make possible the things that we all do with them. For example we will look at :
    - How computers and the internet work. What happens when you press a key or click on a link?
    - Security issues. How was a 15-year-old student able to access personal details of 20,000 customers of TalkTalk?
    - The issues that arise from the use of computers. For example, is it OK for the police and others to have access to a list of all websites you have accessed?
- The programming component, which will involve you getting to grips with a real programming language and learning how to solve problems, for example by :
    - Manipulating numbers and words to produce the answers you want
    - Repeating actions lots of times to manipulate lots of data at once
    - Breaking complex problems into smaller chunks so that you can solve them
    - Reading and writing data from files

The programming course is very practical. You will have to write a program to solve a problem in Unit 3, and this will give you the opportunity both to demonstrate the skills you have learned and also show some creativity in devising extensions to the program.

The skills from the Python work at the start of the year – trying things out to see how they work, learning to write precisely and in the right sequence – will be useful in this course.

Assessment:

There are three units, which are assessed as follows :

- Unit 1 : a written exam, which covers all the theory work (40%)
- Unit 2 : another written exam which tests your understanding of programming concepts (40%)
- Unit 3 : a practical task done as an NEA over a period of some weeks. (20%)

Careers:

All major businesses require people with higher level technical skills, and there is a grave shortage of candidates, especially women and those with ‘soft skills’ such as literacy, people skills and teamwork. There are new opportunities in a wide range of fields such as mobile phone and tablet applications, virtual reality, artificial intelligence, cybersecurity, smart devices and social media. As well as working with mainstream businesses, new startup businesses can take off quickly, earning huge sums with a single new idea.

Design and Technology

Examination Board: AQA 8552

Course Content:

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Students will choose to study D&T Resistant Materials or D&T Graphic Products.

Both courses are divided into two areas: theory and coursework.

The theory component covers a broad range of topics such as new and emerging technologies, developments in new materials, mechanical devices and materials and their working properties.

The coursework component comprises of two projects, one carried out in Year 10, one in Year 11. These are design and make projects in either resistant materials or graphic products, depending on the GCSE course chosen. Resistant materials projects are largely made in the workshop, using timber-based materials, whereas graphic product projects are largely made in the design studio using paper-based materials. Students are however encouraged to work with a broad range of alternative materials including metals, plastics, textiles and more. Both courses ask students to use their imagination and experiment, communicate design ideas and decisions using different media and techniques, and develop a broad knowledge of materials and practical skills to develop high quality, imaginative and functional prototypes.

Assessment:

Exam Paper

Written exam: 2 hours (100 marks), 50% of GCSE

- Section A – Core technical principles (20 marks)
  A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles (30 marks)
  Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.
- Section C – Designing and making principles (50 marks)
  A mixture of short answer and extended response questions including a 12 mark design question

NEA (Non-exam assessment)

Substantial design and make task, 30–35 hours approx. (100 marks), 50% of GCSE

Students will produce a prototype and a portfolio of evidence. This is the second of the two projects which starts at the end of Year 10 and carries through to Year 11.

Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

Careers:

Creative problem solving, project management and attention to detail are skills for life that could be applied to any career path. More obvious careers include: architecture, engineering, set design, packaging design, furniture design, interior design, film, TV and advertising, illustration, marketing, product design, design management

Drama

Examination Board: AQA 8261

Course Content:

An intrinsically enriching subject, Drama at GCSE develops the following skills: creative thinking, analysis and critical evaluation, self-discipline, organisation and planning, presentation skills, research skills, teamwork, and the ability to work to a deadline. Students also build their confidence. The GCSE course builds on existing performance skills and introduces new techniques and styles.

Component 1: Understanding Drama

- Study of **one** set play from a choice of **six**
- Analysis and evaluation of the work of live theatre makers

Component 2: Devising Drama

- Performance of **one** piece of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

Component 3: Texts In Practice

- Performance of **two** extracts from **one** play
- Students may contribute as performer or designer
- Free choice of play

For practical components, you can work as a performer (actor) or explore an area of theatrical design:

- Lighting
- Sound
- Set
- Costume
- Puppetry

Assessment:

Practical work is worth 60% of the final mark and comprises components 2 and 3 (above). You are marked individually on preparation/process and final performance.

Written exam worth 40% of the marks. Component 1 (above).

The written paper comprises three sections:

Section A – Theatre roles and terminology (multiple choice)

Section B – Study of a set text (from a choice of six)

Section C – Study of a live theatre production

Careers:

The skills developed through the study of Drama lead into careers in performance, theatre, arts administration; careers based on people skills and interacting with others, such as personnel or social work and careers associated with presentation skills such as marketing, media and the law.

Geography

Examination Board: AQA 8035

Course Content:

The course examines the rich diversity of physical and human environments found in the world, the processes and factors which shape them and the issues that arise within them. The interrelationships between different environments are studied at a variety of scales from global to local.

There are three taught units:

Paper 1: Living with the Physical Environment. There are three sections to this paper:

a) Natural Hazards - tectonic and meteorological hazards
b) Physical Landscapes - the physical landscape of the UK, rivers and coasts
c) The Living World - ecosystems, tropical rainforests and hot deserts

Paper 2: Challenges in the Human Environment. There are three sections to this paper:

a) Urban issues and challenges – the causes and consequences of urban growth in different countries and ways to manage this
b) The Changing Economic World – global developmental issues and the economy of the UK
c) Resource Management – issues surrounding the supply and demand of food, water and energy

Paper 3: Geographical Applications. There are two sections to this paper:

a) Issues evaluation – questions based on a resource booklet that is released 12 weeks before the exam.
b) Fieldwork – questions about 2 geographical investigations undertaken over the course of two years.

Assessment:

Paper 1: Living with the Physical Environment. 1 hour 30 minutes. 35% of the GCSE.
The paper is split into three sections. Candidates answer all the questions in Section A and two out of three questions in Sections B and C. Question types include: multiple choice, short answers and extended prose.

Paper 2: Challenges in the Human Environment. 1 hour 30 minutes. 35% of the GCSE. The paper is split into three sections. Candidates answer all the questions in Sections A and B and two out of four questions in section C. Question types include: multiple choice, short answers and extended prose.

Paper 3: Geographical Applications. 1 hour. 30% of GCSE.
Candidates will answer all the questions on this paper. Question types include: multiple choice, short answers and extended prose.

Careers:

Geography incorporates and combines elements of both Arts and Sciences. Wide ranging content and skills provide varied and flexible career options. Common destinations include Law, Banking and Finance, Accountancy, business, journalism, tourism, planning, conservation, the civil service, academic research.

History

Examination Board: OCR History A (Explaining the Modern World) J410

Course Content:

1. **International Relations 1918- c.2001.** This unit focuses on the events of the 20th and early 21st centuries. We will examine the conflict and cooperation that existed between 1918 and 1939, the impact of WW2 and the changing international situation leading into the Cold War, as well as the end of the Cold War and the emergence of new challenges within the world. We will consider how these events and forces have come to shape the world we live in today.

2. **China 1950-1981: The People and the State.** Here we study the establishment of communism in China under Mao, the reasons for and impact of the cultural revolution in China, and the continuation of communism in China after the death of Mao.

3. **Migration to Britain.** We will explore the role that migration has played in the shaping of our society. We will begin by looking at the diversity of the country in 1066, and then the treatment of migrants during the medieval period. We will then explore the impact of groups, from the sixteenth century onwards, who came from Africa and Asia. Finally, we will assess the impact of the government on immigration in the 20th Century.

4. **The impact of Empire on Britain 1688-1730.** This study will examine the impact that British expansion overseas had on Britain. We will study the impact of trade and the social consequences, including the emergence of consumerism and the slave trade.

5. **Study of a historical environment:** The unit will investigate the impact that immigration and migration have had on a specific environment throughout history, and the experiences of migrants to that area.

Assessment:

Component 1: 1 hour and 45 minutes (50%). Section A will assess the International Relations unit. Section B is based upon the Depth study of China. Both sections will include both content and source questions.
Component 2: 1 hour exam (25%). This will be based upon the thematic study of migration to Britain. It will involve questions about key concepts such as continuity, causation and significance.
Component 3: 75 minutes (25%). Section A will assess the study of the impact of the Empire on Britain. Section B will involve questions on the study of an historic environment.

Candidates have considerable practice in acquiring the necessary skills tested in the assessments over the two years of the course.

Careers:

History teaches you skills, such as research and the analysis and evaluation of evidence, which are widely respected by many different employers. As a result History provides a route into a wide range of careers, including law, accountancy, business management and the media, the civil service, government, heritage management, journalism and many more.

Latin

Examination Board: OCR J282

Course Content:

Language:
You will study more complex grammatical features at GCSE. We shall be working from the 'Latin to GCSE' book which follows the story of the epic hero Aeneas. The language will also feature Latin to English sentences. These sentences will be no more challenging than what you study in Year 9. Latin not only opens many linguistic doors but also has links with Science, Maths and English. Being able to translate Latin is like solving a complex puzzle and will demonstrate your ability to pay close attention to detail.

Literature:
We shall be able to read and enjoy some Roman literature in the original language, by studying and discussing set texts (the total number of lines to be studied is around 270). The wide-ranging subject matter includes mythology, love affairs, famous personalities, and historical events. The issues are often surprisingly modern, and throw light on concerns of our own day.

You will read original Latin texts. For example, an account of what happened with the Druids in Roman Britain and Boudicca's rebellion. You will also study an extract from 'The Aeneid', Virgil's famous epic poem.

Assessment:

The course is assessed by three papers.

Paper 1 – Language; translation, comprehension and prose composition. (50%) (1hr 30mins)

Paper 2 – Prose Literature; discussion of set text (Cambridge Latin Anthology). (25%) (1hr)

Paper 3 – Verse Literature; discussion of set texts (Virgil's Aeneid Book IV) (25%) (1hr)

Careers:

GCSE Latin is a highly regarded qualification for most university courses, and for any profession which requires clear communication and precision. It is especially useful for students of English, Modern Languages, History, and Law, and can also prove helpful for careers in medicine, science, or business. Latin on your CV may make you look intelligent and attractive to potential employers and puts you at the head of the queue for university entrance.

Music

Examination Board: Eduqas

Component 1: Performing (30%)

- Candidates must perform a minimum of two pieces, one of which must be an ensemble performance of at least one minute's duration.
- The other piece(s) may be either solo and/or ensemble, and must be no less than a minute's duration.
- Total duration of performances: 4–6 minutes
- One of the pieces performed must link to an area of study of the learner's choice (eg Classical Music, Pop Music).
- Non-exam assessment: internally assessed, externally moderated

Component 2: Composing (30%)

- Total duration of compositions: 3–6 minutes.
- Two compositions, one of which must be in response to a brief set by WJEC at the start of Year 11. Learners will choose one brief from a choice of four, each one linked to a different area of study.
- The second composition is a free composition for which learners set their own brief.
- The two pieces, in combination, must last a minimum of three minutes.
- Non-exam assessment: internally assessed, externally moderated.

Component 3: Appraising (40%)

- Candidates study a wide variety of music across four areas:
    - Area of study 1: Musical Forms and Devices (primarily Classical)
    - Area of study 2: Music for Ensemble (Jazz, Blues, String Quartets, etc.)
    - Area of study 3: Film Music
    - Area of study 4: Popular Music
- There are two set works, set by Eduqas:
    - **WA Mozart**: Minuet & Trio from *Eine Kleine Nachtmusik*
    - **Rainbow:** *Since You Been Gone*
- This component is assessed via a listening exam, 1h15' long.
    - Eight questions in total, two on each of the four areas of study.
    - Two of the eight questions are based on extracts set by WJEC.

Assessment:

Composing and Performing are both assessed internally as controlled assessment and externally moderated. The listening paper is assessed externally in an examination. **Requirements:** By the start of Year 11, students opting for Music must be a *minimum* of ABRSM Grade 4 in their first study instrument, or voice, and should ideally have passed ABRSM grade 5 theory, or be about to take it. It is compulsory for GCSE Music students to take part in at least one school co-curricular musical activity for the whole two years unless special permission is obtained. Students who study the piano but not an orchestral instrument are expected to audition for The Tiffin Girls' Choir which rehearses on Tuesdays until 4.45pm.

Careers:

GCSE Music is a highly regarded qualification for university course and a good foundation for AS or A Level Music. It is notable that you can study Music at virtually all of the Russell Group universities, including Oxford and Cambridge. Students taking GCSE Music often go on to study A Level Music during Sixth Form. Music as an academic subject is very highly regarded by universities, in particular Oxbridge and leading Russell Group university admissions departments. Music helps students develop a vast range of skills, particularly in independent research and analysis which will be of great value in study of any subject at university and indeed in any career path.

A strong number of our KS5 Music students from The Tiffin Girls' School have gone on to obtain first class degrees from Oxbridge and several of our students have also gone on to obtain choral or instrumental scholarships.

Recent KS5 Music students from The Tiffin Girls' School have gone on to study Maths, Medicine, Physics, Law and History of Art at Oxbridge and leading Russell Group universities and have gone onto a variety of careers including Medicine, Law, Accountancy, Engineering as well working in the creative and music

Physical Education

Examination Board: Edexcel 1PE0

The Sports Studies GCSE course builds on existing practical performance skills whilst, offering students the opportunity to learn new theory content surrounding the 'fitness and body systems' and 'health and performance'. Students further develop their research skills, communication, self-discipline, organisation and planning, presentation skills and teamwork. The mix between practical, theory and coursework content ensures lessons are stimulating and helps build on students' knowledge in other subject areas such as maths and biology.

- **Component 1: Fitness and Body Systems**
  - Topic 1: Applied anatomy and physiology
  - Topic 2: Movement analysis
  - Topic 3: Physical Training
  - Topic 4: Use of Data
- **Component 2: Health and Performance**
  - Topic 1: Health, fitness and well-being
  - Topic 2: Sport psychology
  - Topic 3: Socio-cultural influences
  - Topic 4: Use of Data
- **Component 3: Practical Performance**
  Students need to choose three activities in total and you will need to perform three different physical activities, in the role of player/performance. You can choose either:
  - **Two** team activities and **one** individual activity, **<u>or</u>**
  - **Two** individual activities and **one** team activity.

  Students can choose whether they wish to participate in activities in or outside of school.
  Please collect a list of eligible sports from Miss Boiling.
- **Component 4: Personal Exercise Programme (PEP)**
  This is the only coursework aspect of the course which is completed during lesson time.

Assessment:

Component 1: Examination (1 Paper x 1hr 45min)

C1 is externally assessed through one written examination paper. This will contribute a maximum of 36% towards your total marks.

Component 2: Examination (1 Paper x 1h 15min)

C2 is externally assessed through one written examination paper. This will contribute a maximum of 24% towards your total marks.

Component 3 and 4:

C3: Three practical performances in the role of the player. You can achieve 30% of the marks from your three performances. This is moderated on a moderation day in your final year of assessment and through video evidence.
C4: Personal Exercise Programme. This will be worth 10% of the marks and includes devising a training programme to improve two elements of fitness.

Careers:

With the shift of focus in the assessed GCSE to a theoretical understanding of Sport and Sports Performance, the PE GCSE is becoming increasingly well regarded by university institutions as a subject which supports a number of other curriculum areas and careers. Such as careers in science, medicine, sport management, physical education, sport science, sport rehabilitation and physiotherapy. The PE GCSE is also well regarded for its development of key academic skills necessary for independent study such as research methodology, analytical thinking, and investigative work.

It should not be overlooked that the sports industry is one of the largest in the world with careers in sport, engineering, health and wellbeing increasing in funding and prominence. Also, a growing media coverage of key social issues such as obesity, health and drugs in sport make it a very relevant and topical subject to study in the modern 21st century.

Religious Studies

Examination Board: AQA 8062/3

Course Content:

Module 1: The Study of Religions
Students will study **Christianity** and **Islam**. They will learn about the influence of the beliefs, teachings and practices studied on individuals, communities and societies. These will include the nature of God, worship and festivals, key beliefs specific to each religion and how these may impact on people's lives.

Module 2:
There are FOUR themes covered in this module.

1. The first deals with **Crime and Punishment** and focuses on the causes of crime and subsequent types of punishment. Arguments are raised about the treatment of criminals including prison, corporal punishment, community service and the death penalty.
2. The second theme is **Religion and Life** and concentrates on the origins and value of the universe and human life. The relationship between scientific views such as the big bang theory and religious ideas is explored. Also included are issues about the environment, animals and scientific views such as evolution. Attitudes to euthanasia and the afterlife are also covered in this unit.
3. **Religion, peace and conflict** is the third topic. The students will explore beliefs and attitudes about the significance of peace, justice and forgiveness, and the reasons for 21st century conflict.
4. The last topic is **Religion, Human Rights and Social Justice** and includes attitudes to wealth and poverty in society.

Assessment:

Both modules are assessed by a written paper of one and three quarter hours. Each module is worth 50% of the final marks.

Careers:

This course is a solid foundation for AS levels and degree courses which students can enjoy whether or not they have a religious faith. The subject provides a valuable background for many careers in which you have to deal with people- e.g the legal profession, journalism, management and teaching. Those students considering medicine will benefit from a grounding in the study of medical ethics that are covered in this GCSE.

Notes