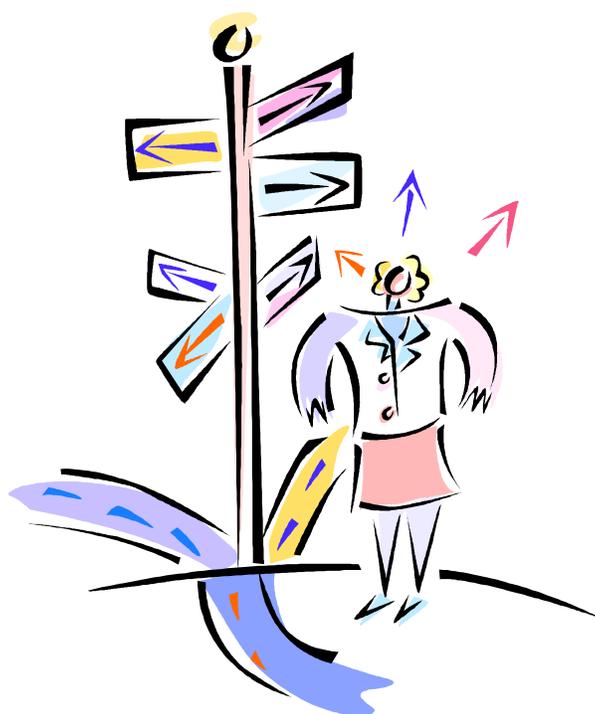


**TUNBRIDGE WELLS
GIRLS' GRAMMAR
SCHOOL**



**GCSE OPTIONS
2019-2021**



Year 9 and beyond.....

Year 9 is an important time for you. Major decisions concerning your future and the GCSE courses you will follow in Years 10 and 11 have to be made. This booklet will give you the basic information you need to assist you in your selection. However, do remember that we are here, along with your parents, to help you make the right choices.

Your subject teachers will be available on the evening of Thursday 17th January 2019 to discuss your suitability for their GCSE course. Senior staff will also be present to answer any questions about the KS4 curriculum.

You will find at the back of this booklet an **OPTIONS FORM**, to be completed and returned to school by Monday 28th January 2019. The form has been designed to give you a broad academic education and therefore certain subjects are compulsory.

COMPULSORY SUBJECTS

- ◆ English Language and Literature
- ◆ Mathematics
- ◆ Science - which will count as three GCSEs for most pupils, two for some
- ◆ P.E. (Non-examination)
- ◆ Religious Studies (Non-examination)

Choose **either Geography or History** (you may take both) and **one** modern language from **French, German and Spanish (you may choose more than one)**.

In addition, you can select **two** subjects as grouped on the options form. (**See back of booklet**)

HOW DO YOU CHOOSE?

- ◆ Read the following information for each subject
- ◆ Discuss the course requirements with your subject teachers and listen to individual advice during the Parents' Evening in January
- ◆ Mrs Vallely and Mrs Elinson, our Careers Advisers, are available for advice in the Careers Office
- ◆ Discuss your choices with your parents
- ◆ Do not choose a subject simply because your close friend has chosen it
- ◆ Do not choose a subject simply because you like your present teacher; you may have a different teacher for the GCSE course

HOW ARE GCSEs ASSESSED?

Most subjects will now be assessed solely by examinations following changes introduced from 2016. Controlled Assessments and coursework assignments will remain as part of the formal assessment process in practical subjects.

CONTROLLED ASSESSMENT AND COURSEWORK

- ◆ May be done at any stage of the course
- ◆ Will be completed in school under supervision (Controlled Assessment)
- ◆ Can be written, oral or practical work
- ◆ Is assessed by teachers
- ◆ Is moderated by the examination board

The proportion of marks allocated respectively to examination, controlled assessments and coursework for each subject is shown in the booklet.

A coursework (Controlled Assessment) timetable, giving submission deadlines in relevant subjects, will be issued in September. It is important to plan your work in order to meet these deadlines.

EDUCATIONAL VISITS

A reminder that The Southfield Fund is available to provide financial support for course-related visits and fieldtrips. Please contact Mrs Wybar should you wish to apply for assistance. Any requests will be dealt with in complete confidence. Pupils in receipt for Pupil Premium receive support with curriculum trips and any related required items.

ART



Specification: Edexcel

Examination: 10%

Coursework: 90%

GCSE Fine Art begins with an induction course enabling pupils to gain the necessary skills they need to express themselves in a visual form, and equip them with the concepts needed to embark on a personal project and outcome. This involves: exploring, learning visual and analytical skills, researching, investigating, learning methodology, responding to contextual references, reviewing and evaluating, producing and presenting. The assessment objectives are the focus for learning, to ensure understanding of the essential elements for future project development.

For all disciplines, pupils should:

- ◆ **AO1** – develop their ideas through investigations, demonstrating critical understanding of sources
- ◆ **AO2** – refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- ◆ **AO3** – record ideas, observations and insights relevant to intentions as work progresses
- ◆ **AO4** – present a personal, informed and meaningful response that realizes intentions and demonstrates understanding of visual language

The areas of study can include: drawing, painting, sculpture, printing, mixed media, lens-/light-based media, textiles, land art and installation. Work is not limited to one area of study, and pupils could develop work in at least one.

The GCSE is made up of:

COMPONENT	WEIGHTING	ASSESSMENT	REQUIREMENTS
Coursework UNIT 1 Personal Portfolio 2 Projects	60%	Internally set Internally marked Externally moderated	Must show evidence of all assessment objectives and include a work journal or a collection of related studies.
Externally Set Assignment UNIT 2	40% (30% coursework and 10% exam)	Externally set Internally marked Externally moderated Eight weeks preparation time 10 hours timed examination	Must show evidence of all assessment objectives and include a work journal or a collection of related studies.

Materials are mostly provided by the Art Department. It is the aim of the department to organise one Art trip to a venue in London during the two year course, and pupils should take every opportunity to visit other exhibitions. Last year we visited the Tate Modern to look at a wide range of works in their collection, as well as the Rauschenberg and Radical Eye Exhibitions. The cost of this trip was £15 and covered transport costs.

COMPUTER SCIENCE

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Specification: OCR J276

Examination: 100%

What is Computer Science?

Computer Science is the study of how computer systems work and how they are constructed and programmed. It explores a set of techniques for solving problems and requires logical thinking to be developed to understand programming. These are valuable transferable skills.

Course content

<u>Unit 1</u> Computer Systems	<u>Unit 2</u> Computation Thinking, Algorithms & Programming	<u>Unit 3</u> Programming Project
50% of the total GCSE	50% of the total GCSE	
1 hour and 30 mins Written paper	1 hour and 30 mins Written paper	20 hour project – completed in lesson time
<ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concern 	<ul style="list-style-type: none"> • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation 	<ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions <p>*This practical programming project helps pupils prepare for the Unit 2 exam</p>

Where can I find out more?

<http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

DESIGN TECHNOLOGY

Specification: OCR

Coursework: 50%

Examination: 50%

Design and Technology prepares pupils to participate in today's rapidly changing world of technology. This subject asks for pupils to become creative problem solvers, as individuals and members of a team. During the GCSE course, pupils will take part in design and technology projects which are linked to their own interests and industrial practice.

What's included?

During the two year course pupils will develop a knowledge and understanding of specific materials, related techniques and manufacturing processes, in order to construct working prototypes and achieve functioning design solutions.

They will complete a design challenge that will allow them to explore and identify real needs and contexts - creating viable solutions and evaluating how well the needs have been addressed.

Explore, create, evaluate is a process that occurs repeatedly as design solutions are developed, continually improving the outcome and building clearer needs and better solutions. Ideas and prototypes can then be developed into successful products in the future.

The course content reflects the importance of Design & Technology as an integral part of the STEM framework.

How will pupils be assessed?

Design Challenge 50%

Examination 50%

The Design Challenge will help develop understanding of the design and manufacture of existing products. A range of creative processes will be explored, developing sketching techniques and the use of digital technologies in communication, design and manufacture. Work will be collated in a design portfolio which will form an integral part of the coursework.

Pupils will develop their understanding of ICT to enhance their design portfolios, including the use of computer aided design (CAD) software, control programs and ICT based sources for research. The use of 3D modelling software (Google SketchUp) will be used to test and communicate ideas.

The laser cutter will provide the potential to explore computer aided manufacturing (CAM) techniques to a professional standard. The laser cutter can be used with textiles, graphic products and resistant materials.

Pupils will also learn about iterative design practices and strategies used by the creative, engineering and manufacturing industries.

50% of the qualification covers the principles of Design and Technology in an examination. Pupils will learn about important issues that affect design in the wider world such as sustainability, global issues and user-centered design. They will learn about a range of materials and components that can be used to create products including smart materials that respond to changes in light, temperature or pressure.

What are the benefits?

Pupils will gain skills relevant to a wide range of occupations, further education and in their personal lives; developing decision making skills, including the planning and organisation of time and resources when managing a project.

They will become independent and critical thinkers who can adapt their technical knowledge and understanding to different design situations.

They will learn to be ambitious and open to explore and take design risks in order to stretch the development of design proposals.

They will develop an awareness of the implications of cost, commercial viability and product marketing.

Where can the qualification take me?

The study of Design and Technology can lead to careers in product design, engineering, architecture, fashion and graphic design. The subject will develop creative and strategic thinking, while developing an awareness of the opportunities that exist within the design community.

Pupils will build and develop a broad knowledge and understanding of the subject, whilst also having the freedom to focus on areas of Design and Technology that most interest them. Skills will be developed through working with materials and technologies appropriate to the task.

To enable the pupils to work in a field that meets their interests, they select one of the options listed below. This will ensure each pupil has access to the equipment and resources that best reflect their interests:

Graphics

Pupils will be required to explore many design issues relating to advertising, packaging design, promotional work, illustration and visual communication. A typical project could be focused on promoting a new restaurant, designing menus, posters, fliers, and additional stationery. Graphics will be taught in the Design and Technology block, which is equipped with a range of modern facilities. Each pupil will have an A2 workstation, with a reversible desk unit and access to a suite of computers. Pupils will learn how to produce two and three dimensional illustrations using 2D Design Tools, Google SketchUp and Photoshop.

Textiles

Pupils will develop their understanding and confidence when creating products with a range of materials. A typical project could be focused on designing a textile item based on research into a culture of their choice or designing an item for a teenager. Pupils will work in the Design and Technology block, within a purpose built room which accommodates all of their needs. They will have access to a variety of sewing machines, over-lockers, sublimation printing techniques and a range of other facilities. The nature of the course will encourage creative thinking.

Resistant Materials

Pupils will be asked to create design ideas to meet a need; they will then progress to making the item from wood, plastic or metal. For example, a typical project could be focused on jewellery or furniture design. Pupils will be based in the workshop; this room is equipped with a laser cutter, computer numerically-controlled milling machines, networked computers, a lathe, pillar drills, a vacuum former and a range of other facilities. Pupils will also learn how to use hand tools in addition to the more complex machines, in order that they develop a sense of enjoyment and pride in their ability to design and produce outcomes of high quality.

Pupils interested in following a course in Design and Technology should circle 'Design and Technology' on the options form. They should also indicate an order of preference (where applicable).

Example

1. Textiles
2. Graphics
3. Resistant Materials

Please note that pupils who are only interested in one option should indicate this as follows:

Example

1. Textiles
2. N/A
3. N/A

Pupils can only study one area of D&T and the preference list was introduced to allow as many pupils as possible the chance to follow their chosen subject in the range. D&T has proven to be popular and many pupils continue to pursue it at A Level.



DRAMA

Specification: AQA

Component 1: Understanding Drama 40%

Component 2: Devising Drama 40%

Component 3: Texts in Practice 20%

	CONTENT	ASSESSMENT
Component 1 (40%)	Understanding Drama (written) Pupils will explore a range of drama, including one set text and live theatre, in order to answer a range of questions in a final written examination.	1 ¾ hour written exam (80 marks). Pupils are allowed to take notes into the examination.
Component 2 (40%)	Devising Drama (Practical) Pupils will devise and perform a piece of original drama, keeping a log of the process so that they can complete a written evaluation of the work carried out.	Devising log (60 marks) Devised performance (20 marks) is marked by teachers and moderated by AQA.
Component 3 (20%)	Texts in Practice (Practical) Pupils will perform 2 extracts from one published play.	Final performance (50 marks) is examined by AQA.

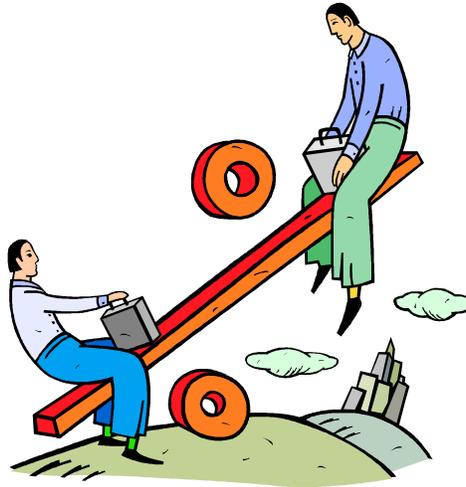
GCSE Drama is suited to pupils interested in the practical and theoretical exploration of plays, themes, situations and relationships. Although the focus is largely on performance, there are opportunities to learn about stage lighting and set design for those pupils who wish to do so. Group work is an essential element of this course, as is a commitment to attend after school rehearsals, so it is essential that pupils feel comfortable working collaboratively.

Pupils will be carefully prepared for the written examination, ensuring they feel confident writing on the set text (to be selected from a choice of six outlined by AQA) and live theatre (following a London theatre trip of our choice). Practical sessions, teacher led activities and practice papers will ensure pupils enjoy the process of preparing for this aspect of the course.

The practical units require a disciplined and enthusiastic approach to rehearsal. Given the time allocated to GCSE Drama (5 hours a fortnight), pupils should enjoy the prospect of working with like-minded individuals passionate about performance.

The course will appeal to those who enjoy the theatre, like devising their own plays and want to develop their acting repertoire. Transferable skills, including public speaking, developing confidence and teamwork, should not be overlooked as key benefits of this GCSE. Pupils are invited to participate in workshops with professional actors and practitioners to enrich their understanding and enjoyment of the subject. Pupils are also expected to attend at least one theatre trip in London costing no more than £40.

ECONOMICS



Specification: OCR GCSE
Examination: 100% in two papers of 90 minutes each

Economics is a relevant, academic and challenging subject. It investigates and analyses real world issues.

Content of the course will include:

- ◆ How resources are allocated
- ◆ How prices are determined in a free market
- ◆ How producers interact with consumers
- ◆ The operation of businesses
- ◆ The role of government in an economy
- ◆ Issues such as unemployment, poverty, growth and inflation
- ◆ The developing world

The subject will give pupils an understanding of the British economy in a globalized world and might prove useful for career options such as Banking, Politics, Accountancy, Law, Marketing and Advertising. It might also attract those willing to become a successful entrepreneur!

The examination includes data response work and multiple choice questions and is taken at the end of Year 11.

Lessons are taught formally but there is ample opportunity for pupils to ask questions and debate the effects of political decisions on all parts of society and what this may mean for the world economy e.g. Brexit. Relevant current events are constantly used to show the actions of theory in a real world setting.

The ability to write succinctly and accurately is crucial. While this is largely a written course, there is some mathematical content. Pupils must have some confidence with the four functions of arithmetic: addition, subtraction, multiplication and division, and the use of a calculator. They must also be able to read some basic numerical data and will be taught how to read, analyse and make some evaluations from that material.

ENGLISH LANGUAGE

Specification: AQA Examination: 100%

All assessment is through external examination at the end of the course and teaching will be towards this. There are two examination papers. Each is equally weighted, and worth 50% of the overall marks (80 marks per paper). 1¾ hours is the time allowed for each paper.

UNIT 1: Explorations in Creative Reading and Writing

Section A: Reading (40 marks)

4 questions, ranging from short, simple comprehension to extended analysis of the writer's crafts and techniques. These will be based on a single, previously unseen extract from a work of literary fiction.

Section B: Writing (40 marks)

One extended writing task, marked for content, style and accuracy. The skills tested will be description and/or narration.

UNIT 2: Writers' Viewpoints and Perspectives

Section A: Reading (40 marks)

4 questions, ranging from short, simple comprehension to extended analysis of writers' craft and critical comparison between texts. These will be based on two previously unseen extracts, one non-fiction (eg a newspaper article) and one literary non-fiction (eg biography).

Section B: Writing (40 marks)

One extended writing task, marked for content, style and accuracy. The skills tested will be writing to argue, to inform or persuade.

SPEAKING AND LISTENING

The assessment and grading of this skill is entirely separated from the English Language assessment. The Speaking and Listening grade will appear on the final GCSE certificates.

Three main tasks will be set and assessed by the English teacher over the course of the two years, testing pupils' presentation skills, ability to respond to others/discuss and their use of standard English. These tasks will involve particular skills, such as delivery of dramatic monologue, debating and group discussion.

ENGLISH LITERATURE

Specification: AQA Examination: 100%

All assessment is through external examination at the end of the course. The examinations are "closed book", which means no copies of studied texts will be available during the examination.

There are two examination papers.

UNIT 1: Shakespeare and the 19th Century Novel (1¾ hour examination/64 marks/40% of English Literature GCSE)

Section A: Shakespeare

Pupils will study one Shakespeare play. The examination question will ask them first to write critically and analytically about an **extract** (printed on the paper) from this play and then use the extract to write a critical piece about the play as a whole. There are 30 marks for the content of this question and a further 4 for the accuracy of the writing.

Section B: 19th Century Novel

Pupils will study one 19th century novel. The examination question will ask them first to write critically about an **extract** (printed on the paper) from this novel and then use the extract to write a critical piece about the novel as a whole. There are 30 marks for the content of this question.

UNIT 2: Modern Texts and Poetry (2¼ hour examination/96 marks/60% of English Literature GCSE)

Section A: Modern Texts

Pupils will study one modern novel or play. They will choose **one** question from a choice of two and write an essay response to this question. There are 30 marks for the content of this question and a further 4 for the accuracy of the writing.

Section B: Poetry

Pupils will study a selection of poetry from an anthology provided by the board (including poetry from different eras and cultures). The examination question will ask them to compare one named poem from the collection (this text will be printed on the paper) with another poem of their choice. There are 30 marks for the content of this question.

Section C: Unseen Poetry

Pupils will be asked to write a critical analysis of a previously unseen poem (24 marks). They will then be asked to compare this briefly with a second, previously unseen poem (8 marks). Both poems will be printed on the examination paper. There are 32 marks in total for the content of this section.

GEOGRAPHY



Specification: Edexcel B – Investigating Geographical Issues
Examination: 100%

GCSE Geography is an exciting, relevant, issues-based course. It allows pupils to investigate many of the world's varied environments, from the teeming life of rainforests to booming megacities. The specification is designed to be engaging and provide pupils with valuable skills they could use at A Level and in the world of work.

PAPER	TOPICS	ASSESSMENT
<p>1 Global Geographical Issues</p>	<p>Hazardous Earth: Extreme weather and tectonic hazards. Development Dynamics: Global inequality with a study of an emerging power. Challenges of an Urbanising World: Causes and challenges of rapid urbanisation with a focus on a megacity.</p>	<p>1½ hour examination: multiple-choice, short and extended answers (8 marks maximum)</p> <p>94 marks 37.5%</p>
<p>2 UK Geographical Issues</p>	<p>UK's Evolving Physical Landscape: The varied physical environment of the UK with a focus on coasts. UK's Evolving Human Landscape: The changing way we live with a focus on a dynamic UK city. Geographical Investigations: Based on both human and physical fieldwork. (Plenty of support and guidance is given).</p>	<p>1½ hour examination: multiple-choice, short and extended answers (8 marks maximum)</p> <p>94 marks 37.5%</p>
<p>3 People and Environment Issues</p>	<p>People and the Biosphere: Global ecosystems, their importance to humans and how humans modify them. Forests Under Threat: Tropical rainforests and the Taiga. Issues related to their sustainable management. Consuming Energy Resources: Supply, demand, access, use and security of renewable and non-renewable energy sources. Making a Geographical Decision: Using a resource booklet that draws on ideas from units learned.</p>	<p>1½ hour examination: multiple-choice, short and extended answers – 8 marks in Section C and 12 marks in Section D based on a choice of potential decisions.</p> <p>64 marks 25%</p>

There is a three day fieldtrip based in the local area. Fieldwork is an essential part of Geography and this trip allows pupils to study a range of coastal, rural and urban environments covered in the exam, and to collect appropriate data to use in Paper 2. The approximate cost of the fieldtrip is £30. A magazine which supports the GCSE course is available at a cost of approximately £10.

HISTORY



Specification: Edexcel

Examination: 100%

GCSE History involves studying a range of different historical periods. The course combines international and political History with social History and the History of Science.

The specification includes:

- Medicine in Britain, c1250 to present, involves a study of the key factors influencing change in medical science. Topics include: Religion and the Black Death, William Harvey and the circulation of blood, Florence Nightingale and nursing, Surgery in the 18th century, Cholera in the 19th century, and Fleming's discovery of Penicillin. The course covers the British sector of the Western Front focussing on the injuries of soldiers and their treatment, as well as life in the trenches
- Weimar and Nazi Germany (1918-39), involves the study of Germany in the 1920s, Hitler's rise to power and the nature of life in Nazi Germany.
- Early Elizabethan England (1558-88) involves the study of the Virgin Queen, Mary Queen of Scots, the Spanish Armada, Francis Drake and ordinary life in the 16th century.
- Superpower relations and the Cold War (1941-91), involves an overview of the key events in the rivalry between Russia and America that often came close to the outbreak of World War Three. We study the nuclear arms race, Berlin Wall and the Cuban Missiles Crisis and look at key figures such as Stalin, Truman, Kennedy, Khrushchev, Reagan and Gorbachev.

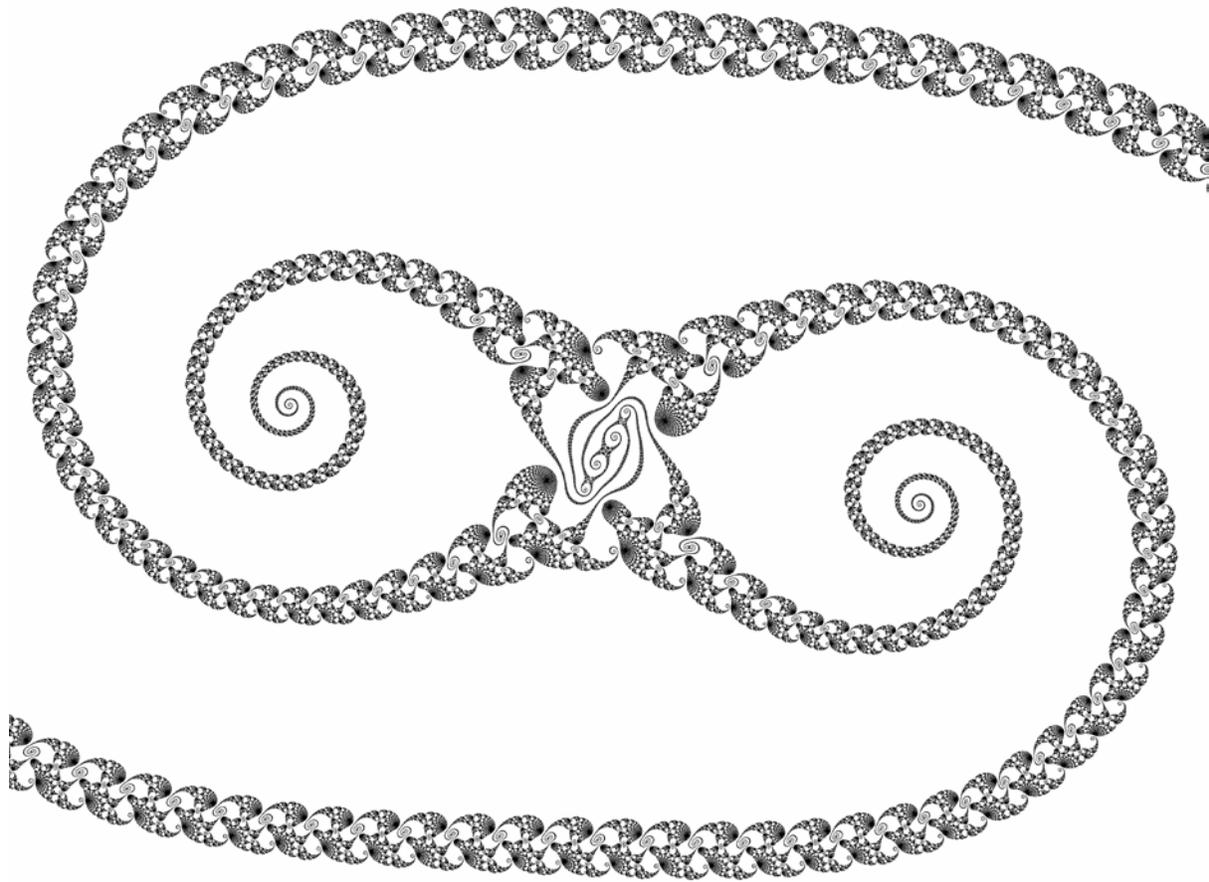
The examination consists of:

Three written papers at the end of the course

- ◆ Paper 1 – 30% British Thematic Study with Historic Environment (1¼ hour examination)
- ◆ Paper 2 – 40% Period Study and British Depth Study (1¾ hour examination)
- ◆ Paper 3 – 30% Modern Depth Study (1¼ hour examination)

The historical skills required at GCSE are a development of those acquired at KS3. This includes the examination of why events take place, the process of change, the impact of key events and individuals, and the evaluation of evidence. The understanding of different views or interpretations of the past is also vital. Pupils are encouraged to develop both oral and written skills through a variety of activities such as group/class discussion, research, extended writing, source investigations, and presentations.

GCSE History provides a firm grounding in the skills necessary for more advanced study. It teaches skills of research, analysis, debate and exposition that are highly valued by employers. These skills help in a variety of professional careers such as law, management, education and journalism.



MATHEMATICS

Specification: Edexcel

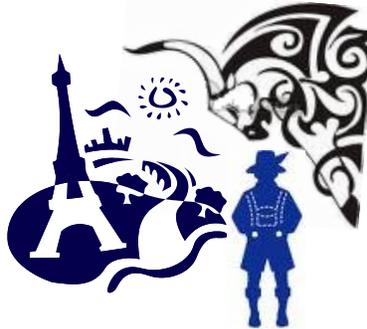
Examination: 100%

GCSE Mathematics is now a three year course that starts at the beginning of Year 9. We currently follow the Edexcel curriculum.

GCSE Mathematics is divided into two tiers of entry, however, all pupils are entered for the higher tier. There will be three examination papers, all taken at the end of Year 11, the first of which will be a non-calculator paper, followed by two calculator papers. Each paper will be 1½ hours long and cover curriculum material ranging from Level 4 to 9 (previously Grade C to A*, although Level 9 is higher). There is no coursework or controlled assessment for GCSE Mathematics.

The KS4 curriculum will build on the work covered at KS3 when the GCSE programme started. The course is designed to develop thinking skills to solve mathematical problems, which is promoted in the new curriculum, and will be tested in the three GCSE papers. Pupils in set A1 also have access to an extension award which will be similar to the AQA Further Mathematics Level 2 award. This is designed to give talented pupils a taste of A Level Mathematics. Many Sixth Form pupils have reflected back on this award saying that it helped them prepare for the transition into A Level. Success at GCSE usually means there is a considerable amount of interest in studying Mathematics at A Level.

FRENCH GERMAN SPANISH



Specification

French: AQA – Examination: 100%

German: AQA – Examination: 100%

Spanish: AQA – Examination: 100%

At KS4, it is compulsory to study **at least** one modern language from French, German or Spanish.

During the course pupils will be encouraged to work independently at comprehension skills. They will be encouraged to learn vocabulary regularly: dictionaries are not allowed in the examination, and translation is an important part of the examination. In all three languages the examination consists of four skill areas: Listening, Reading, Speaking and Writing. The language content will prepare pupils to cope with everyday situations and to communicate effectively when travelling abroad. Pupils will be advised on revision techniques using CD Roms, videos, websites and conventional guides, as appropriate. Pupils will have conversation sessions with our Language Assistants, in German.

EDUCATIONAL VISITS

FRENCH

There is an exchange to France in Year 10 with Collège Champfleuri in Avignon. Approximate cost £350

GERMAN

There will be the opportunity to take part in the Exchange with Clara-Fey-Gymnasium in Bonn. Approximate cost £280

SPANISH

There is an exchange to Real Colegio Alfonso XII in Madrid. Approximate cost £350

(Despite the school's best efforts to extend these, there may not be enough places on the exchange visits to meet the demand of the cohort.)

MUSIC



Specification: Edexcel
Examination: 40%
Coursework: 60%
(Performing 30% Composing 30%)

This course is designed for anyone with a keen interest in and a commitment to Music. There are three main components in this examination.

Component 1 – Performing

For this component, pupils will perform for at least four minutes combined duration. One performance should be a solo of approximately Grade 5 standard. For the other performance, pupils will need to sing or play in an ensemble. Performing is worth 30% of the GCSE.

Component 2 – Composing

For this part of the course, pupils will be asked to compose two compositions of at least three minutes combined duration. One composition will be to a brief set by Edexcel and the other one will be a free composition in any style. Composition is worth 30% of the GCSE

Component 3 - Appraising (Written Examination 1½ hour examination)

The examination paper is made up of two sections with questions based upon both familiar (set) works and unfamiliar music. Appraising is worth 40% of the GCSE.

There are four areas of study:

Area of Study 1: Instrumental Music 1700-1820

For this area of study pupils will analyse the 3rd Movement from J S Bach's *Brandenburg Concerto no. 5 in D major* and the 1st Movement from L van Beethoven's *Piano Sonata no. 8 in C minor*.

Area of Study 2: Vocal Music

For this area of study pupils will analyse H Purcell's *Music for a While* and *Killer Queen* by Queen

Area of Study 3: Music for Stage and Screen

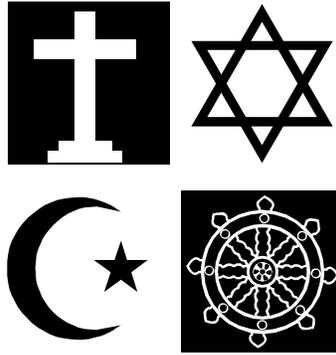
For this area of study pupils will analyse S Schwartz's *Defying Gravity* from the musical *Wicked* and J Williams's *Main title/rebel blockade runner* (from the soundtrack to *Star Wars Episode IV: A New Hope*)

Area of Study 4: Fusions.

For this area of study pupils will analyse Afro Celt Sound System's *Release* (from the album *Volume 2: Release*) and Esperanza Spalding's *Samba Em Preludio* (from the album *Esperanza*)

It is expected that pupils opting to take Music for GCSE will commit fully to the department's extra-curricular programme, as this will enhance their enjoyment of the subject and their chances of success.

RELIGIOUS STUDIES



Specification: OCR
Examination: 100%

The GCSE syllabus at TWGGS has been deliberately chosen to prepare the pupils for the world they will live in, so that they can take part in it as active citizens. OCR's GCSE (9–1) in Religious Studies consists of two Component Groups, each comprising 50% of the GCSE.

Component Group 1 – Beliefs and teachings and practices of two religions

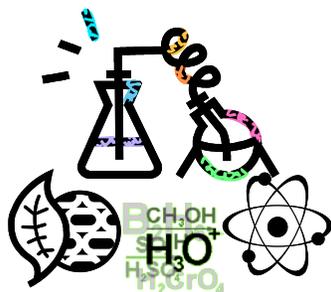
For the first component group, pupils are required to learn about two religions, Christianity and Judaism. Christianity has traditionally been the major religion of the British Isles and an understanding of its beliefs, doctrines and practices is arguably central to understanding our national history and culture. Judaism is one of the oldest of the major world religions. All the other major monotheistic religions claim descent from it. Its influence on western civilisation has been incalculable and it continues to be a major presence in current affairs.

Component Group 2 – Religion, philosophy and ethics in the modern world from a religious perspective

Pupils will study different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of Christianity. We examine such diverse subjects as marriage and divorce, war, the philosophical question of God's existence and the relation of Christianity to its critics, including secularism. Christianity is used as a *starting point* for a consideration of moral issues, and pupils are not expected to agree with its perspectives, although the views of all pupils are respected. By ranging across a wide variety of moral topics and considering them from a wide variety of angles, pupils are enabled to develop their analytical skills and broach a number of issues that will undoubtedly continue to pose a dilemma for society throughout their lives.

The skills developed by the course include debating, empathising, evaluating and the production of extended writing.

SCIENCE



Specification: Edexcel

Examination: 100%

From Year 9 all pupils follow Biology, Chemistry and Physics as separate and independent GCSE subjects and have two lessons in each subject per fortnight. In KS4, they have four lessons per fortnight in each separate science subject.

Each subject is divided into 9 or 10 units which will be assessed across two 1 ¼ hour examinations per subject combined.

Most pupils will continue to follow the separate Science course, achieving three GCSEs in Biology, Chemistry and Physics, but some will follow the Combined Science route if, in their teachers' opinion, they are finding the pace challenging. These pupils will attain two GCSE grades which will still cover all three sciences but involve less content; this will not affect the total number of lessons per fortnight. This decision will be made at the end of Year 9.

There is no controlled assessment. Pupils' practical skills will be assessed internally across 8 core practicals in each subject.

NEW GCSE GRADING STRUCTURE- FROM A*- G TO 9 - 1

A new grading scale that uses numbers 1-9 to identify levels of performance was phased in from 2015 to replace the current grades of A*-G. Level 9 is the highest and 1 the lowest levels awarded, with a U signifying ungraded.

The new Level 9 is reserved for exceptional performances and is awarded to the top candidates. The bottom of new Level 7 is fixed to the standard of the bottom of current grade A, and the bottom of Level 4 to the bottom of the present C grade, although some current C grades will now be awarded 5. We anticipate that a Level 5 will come to replace what is currently considered to be a 'good pass' or C grade.

By 2019, all GCSE results will be using the new system of 1-9.



**TUNBRIDGE WELLS GIRLS'
GRAMMAR SCHOOL**

YEAR 10 CURRICULUM OPTIONS FORM FOR SEPTEMBER 2019

PLEASE COMPLETE IN BLOCK CAPITALS

SURNAME:

FIRST NAME:

FORM:

ALL PUPILS TAKE THE FOLLOWING SUBJECTS:

ENGLISH LANGUAGE, ENGLISH LITERATURE, MATHEMATICS, PHYSICAL EDUCATION, SCIENCE

ALSO

You must choose four subjects from the lists below. You must choose one from Geography or History (you may choose both). You must choose at least one from French, German or Spanish (you may choose more than one).

Please indicate your choices, in rank order, with a number in a circle from 1 - 4. Please also indicate a reserve choice as a number 5 (which cannot be the only one of a language or History/Geography choice).

GEOGRAPHY	FRENCH	ART
HISTORY	GERMAN	DRAMA
	SPANISH	DESIGN TECHNOLOGY*
		ECONOMICS
		COMPUTING
		MUSIC
		RELIGIOUS STUDIES

***Design Technology**

If you wish to take DT, please indicate your subject preferences, in rank order, in this space (you may indicate one, two or three preferences from Graphic Products, Textile Technology and Resistant Materials).

PLEASE NOTE THAT SUBJECTS WILL NOT RUN IF THERE IS INSUFFICIENT DEMAND. THE ONLY DESIGN TECHNOLOGY SUBJECT AVAILABLE AT THIS SCHOOL TO A LEVEL IS PRODUCT DESIGN: GRAPHIC PRODUCTS.

Please note that whilst every effort is made to meet requests, this is not always possible. Once final classes have been determined, there may be little opportunity to change options. (This is particularly the case after you begin your GCSE courses in September.)

PLEASE RETURN THIS FORM TO YOUR FORM TUTOR BY MONDAY 28TH JANUARY 2019.

NB. Please note that if you would like to change your mind, you must discuss this with Mr Corse, Timetable and Options Manager.

Parent's signature:

Note:

The Contents of this Options booklet are correct at the time of going to press. However, all aspects of GCSE provision at TWGGS are under a continuing review in order to effect the greatest refinement and efficiency. Parents and pupils will be informed before the start of the new academic year of any major changes to be introduced.