



COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

Key Stage 4 Curriculum Guide 2023 - 2026

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Key Dates

Date	Event
Wednesday 29 March	Year 8 Key Stage 4 Information Evening Issue of Parent Guide to Key Stage 4 Courses
Thursday 20 April 8C, 8O, 8L Thursday 27 April 8H, 8E, 8S	Year 8 Parent Consultation Evening
End of April	Link sent out to the Key Stage 4 Courses Form
Tuesday 02 May	Deadline for return of completed Key Stage 4 Courses Form

Curriculum Intent

The curriculum at Colchester County High School for Girls (CCHSG) is designed to enable students to:

- develop depth of knowledge
- have richness of experience
- develop their strength of character

At CCHSG students will develop the knowledge and skills to become life-long learners, to be independent, resilient, successful future leaders and enjoy life. This will enable our students to be prepared for the opportunities, responsibilities and experiences of adult life, and be able to compete in a sustainable global economy whilst making a positive contribution to society. The CCHSG curriculum also aims to promote a love of learning through subject mastery, social, spiritual, moral, and cultural opportunities alongside the mental and physical development of each student.

Year 9 – The Matrix

The Year 9 Matrix blends the transition between the accelerated two year Key Stage 3 programme and the three year Key Stage 4 programme. The Key Stage 3 programme has been designed to provide students with a broad base of knowledge and skills on which to build. The curriculum in Year 9 is “fluid” with the opportunity to explore a different GCSE option if required. The three year Key Stage 4 curriculum enables students time to develop subject mastery, commit knowledge to long term memory, develop connections to new knowledge in order to use this knowledge fluently.

The Matrix consists of a flexible and balanced curriculum, the co-curriculum, STEM opportunities, trips and visits, optional instrument lessons and a programme of enrichment days. The Matrix provides opportunities for students to access subject areas they may no longer be formally studying as part of their GCSE preferences. The enrichment days will focus on Computer Science, Creative Arts, Geography, History, the environment, well-being and Enterprise Education. Selected students will also complete the AQA Level 2 Project Qualification. Some elements of The Matrix may lead to opportunities to take additional qualifications, for example the Level 2 Youth Chinese Test.

Outline of the Key Stage 4 Curriculum

Students in Years 9, 10 and 11 study a wide range of GCSE subjects providing a broad and balanced curriculum. Whilst we recognise the importance of the National Curriculum, we enhance it by providing a distinctive curriculum that allows our students to fulfil their potential and expectations whilst ensuring they are best equipped for Years 12 and 13, University study and their future careers.

All students will follow the Core Curriculum set out below.

The Core Curriculum

Examination subjects:

GCSE English Language

GCSE English Literature

GCSE Mathematics

GCSE Biology

GCSE Chemistry

GCSE Physics

GCSE Religious Studies: Philosophy and Ethics (completed in the May/June of Year 10)

GCSE Geography **or** History

GCSE French **or** German **or** Latin

Non-examination subjects:

Personal, Social, Health and Citizenship Education including Sex and Relationships Education

Physical Education

Enterprise Education

Information and Communication Technology

Careers Education

The Enrichment Subjects

All students **must choose 2** enrichment subjects each of which they would be quite happy to study. All students will be **allocated one** of the subjects **dependent on the demand for the courses, timetabling constraints and the availability of staff. Courses will only run if there is sufficient demand.**

Students can choose History **or** Geography or French **or** German **or** Latin in addition to their choice of these subjects in the Core Curriculum. Therefore, a student can take both History and Geography or both French and German, French and Latin or German and Latin.

List of the Enrichment Subjects

GCSE Art and Design – Fine Art	GCSE German
GCSE Art and Design – Graphic Communications	GCSE History
GCSE Computer Science	GCSE Latin
GCSE Drama	GCSE Music
GCSE French	GCSE Physical Education
GCSE Geography	GCSE Psychology

Course Description

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

Student will learn to:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wider reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

Assessment

Paper 1 – Explorations in Creative Reading and Writing (1 hours 45 minutes)	An external examination worth 50% of the final GCSE mark that assesses both reading and writing of creative texts.
Paper 2 – Writers’ Viewpoints and Perspectives (1 hours 45 minutes)	An external examination worth 50% of the final GCSE mark that assesses both reading and writing of non-fiction texts.
Non-examination assessment: Spoken Language	One internally assessed speaking and listening task worth 0% of the final GCSE mark.

Future Progression

English Language GCSE forms part of the English Baccalaureate and is necessary for any future study and career. The writing skills learned during the course are applicable to almost all courses at A level as well as helping to develop vital life skills. The course offers excellent preparation for the study of both English Literature and English Language at A Level.

**Further details can be obtained from the Acting Head of English – Mrs Laughlin
(blaughlin@cchsg.com)**

GCSE ENGLISH LITERATURE

Examination Board: AQA
Syllabus Number: 8702

Course Description

The course allows students to experience a broad range of English literature with a wide variety of appeal, from the 16th century to the present day. Students will study prose, poetry and drama texts, including *Romeo and Juliet*, *Pride and Prejudice*, *An Inspector Calls* and an anthology of 'Power and Conflict' poetry.

Students will develop a range of skills that will allow them to offer a critical reading of a text. They will also be able to evaluate a writer's choice of vocabulary, grammatical and structural features. Skills of comparison are also explored.

Assessment

Paper 1 – Shakespeare and the 19th-century novel (1 hour and 45 minutes)	An external examination worth 40% of the final GCSE mark that will assess knowledge of two texts.
Paper 2 – Modern texts and poetry (2 hour and 15 minutes)	An external examination worth 60% of the final GCSE mark that will assess knowledge of the poetry anthology, an unseen poem and the modern drama text.

Future Progression

English Literature GCSE forms part of the English Baccalaureate and is necessary for any future study and career. The analytical and writing skills learned during this course will provide students with an excellent foundation for the further study of English Literature at A Level. The ability to write a well-constructed and critical essay is also a skill needed in many other A level subjects.

**Further details can be obtained from the Acting Head of English – Mrs Laughlin
(blaughlin@cchsg.com)**

GCSE MATHEMATICS

Examination Board: Pearson/EDEXCEL
Syllabus Number: 1MA1

Course Description

All students in Years 9, 10 and 11 follow the Edexcel GCSE Higher Tier linear course leading to GCSE entry in June of Year 11. This qualification in Mathematics builds upon the National Curriculum work studied in Years 7 and 8. It encourages students to recognise the importance of mathematics in their own lives and to society. It prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

Students will:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts, including: number, algebra, ratio and rates of change, geometry and measures, statistics and probability
- use their knowledge and understanding to make connections between mathematical concepts
- apply the functional elements of mathematics in everyday and real-life situations
- be encouraged to develop a positive attitude to mathematics, including confidence, enjoyment and perseverance
- develop an ability to think mathematically – precisely and logically
- develop an ability to apply the mathematics they learn to a variety of situations, including across the curriculum
- gain a firm foundation of knowledge to facilitate the further study of mathematics

Assessment

There is no coursework element. Non-calculator work is obligatory. Throughout the course, students will be internally assessed using homework and tests set by their teachers.

Paper 1 - non-calculator (1 hour and 30 minutes)	The external examination comprises three equally weighted written papers at Higher tier. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.
Paper 2 - calculator permitted (1 hour and 30 minutes)	
Paper 3 - calculator permitted (1 hour and 30 minutes)	

Future Progression

A GCSE in Mathematics is vital for progression into higher education (whether you intend to study the subject at A level or not) or into the world of work. The skills that you will acquire on the course are extremely useful and you will be introduced to areas of mathematics that are commonly used in fields as diverse as Biology, Chemistry, Physics, Economics, Psychology and Engineering.

**Further details can be obtained from the Head of Mathematics – Mrs Roshen
(broshen@cchsg.com)**

GCSE BIOLOGY

Examination board: Pearson/EDEXCEL
Syllabus Number: 1BIO

Course description

Through studying a wide range of exciting biological topics from genetics to evolution to homeostasis, the GCSE course aims to develop student knowledge and understanding from Year 7 and 8 Biology. Key concepts of Biology are also explored such as it being an evidence-based discipline, ethical implications of Biology and how and why decisions about science and technology are made. Theory lessons are mixed with practical work and demonstrations to develop practical skills and student understanding of biological topics.

Assessment

Paper 1 (1 hour 45 minutes) 50% of the final GCSE mark	This paper covers topics on overarching concepts in Biology, Cells and Control, Genetics, Natural Selection and Genetic Modification, Health, Disease and the Development of Medicine.
Paper 2 (1 hour 45 minutes) 50% of the final GCSE mark	This paper covers topics on overarching concepts in Biology, Plant Structures and their Functions, Animal Coordination, Control and Homeostasis, Exchange and Transport in Animals, Ecosystems and Material Cycles.

Both papers have a mixture of multiple choice, short answer questions, calculations and extended open response questions.

Core practical work carried out during lesson time is examined within the written papers.

Future progression

The Edexcel GCSE course prepares students for studying Biology at A Level, or to have a sufficient appreciation of the biological world for life. A Level Biology can lead to studying a biologically related degree course at university or college, or into a non-scientific degree. Studying Biology equips students with a wide range of valuable transferrable skills that are valued by employers. Biology is a great choice of subject for students who want a career in health and clinical professions, such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, nursing, microbiology, immunology, neuroscience, physiology, nutrition or forensic science to name but a few. It could also lead to careers in accountancy, journalism, education, agriculture, law and many more options.

**Further details can be obtained from the Head of Biology - Mrs Ukwatte
(mukwatte@cchsg.com)**

GCSE CHEMISTRY

Examination Board: Pearson/EDEXCEL
Syllabus Number: 1CH0

Course Description

Chemistry is everywhere. Everything is made of atoms, ions or molecules. The way things look, the way they behave and the way they change can be explained in terms of chemistry and chemical reactions.

The GCSE course will help you to understand the chemistry of the world around you. The course follows on naturally from Years 7 and 8, developing ideas already met and introducing new ones. We spend Year 9 studying the basic concepts needed in Chemistry, looking at the structures of atom and molecules, chemical formulae and equations. We then continue to study the industrial, economic, environmental and everyday applications of chemistry. Practical work and models are used whenever possible to illustrate each topic and help bring chemistry to life.

Assessment

Paper 1 (1 hour 45 minutes) 50% of the final GCSE mark	Topics covered include States of Matter, Separating and Purifying techniques, Metal extraction, Electrolysis and Chemical Cells, Equilibria, Quantitative Analysis and Chemical Calculations.
Paper 2 (1 hour 45 minutes) 50% of the final GCSE mark	Topics covered include Group Trends, Rates of Reactions, Organic Chemistry, Energy Changes, Qualitative Analysis, Earth and Atmospheric Science and Properties of Matter including Nanoparticles.

Both papers contain a mixture of multiple choice, short answer questions, calculations and extended open response questions.

Core practical work carried out during lesson time is examined within the written papers.

Future Progression

A qualification in Chemistry opens many doors.

Every year more than half of our students choose to continue on to A Level. Many of those then follow chemistry or related subjects at university and some embark on PhD's to become 'Doctors of Chemistry'.

Chemistry is a normal requirement for medicine, dentistry, veterinary science, chemistry, biology, biochemistry, pharmacy, and chemical engineering degree courses. It is valued by many others.

A wide range of other career options are also open to chemistry students. Employers in management, finance and other technical areas value the skills of Chemists.

There is a vast choice of careers open to the well qualified Chemist!

Further details can be obtained from the Head of Chemistry – Miss Moore
(amoore@cchsg.com)

GCSE PHYSICS

Examination Board: Pearson/EDEXCEL
Syllabus Number: 1PH0

Course Description

This GCSE course covers a wide variety of topics that build on the topics covered in Years 7 and 8. Theory is mixed with practical work and demonstrations to encourage students to develop their curiosity about the physical world and provides insight into and experience of how science works.

Assessment

Paper 1 (1 hour 45 minutes) 50% of the final GCSE mark	This paper covers topics on: Motion and Forces, Conservation of Energy, Waves, Light and the Electromagnetic Spectrum, the Particle Model of Matter, Radioactivity and Astronomy.
Paper 2 (1 hour 45 minutes) 50% of the final GCSE mark	This paper covers topics on: Energy and Work, Forces and their effects, Electricity and Circuits, Static Electricity, Magnetism and Motors, Electromagnetic Induction, Gases and Pressure.

Both papers contain a mixture of multiple choice, short answer questions, calculations and extended open response questions.

Core practical work carried out during lesson time is examined within the written papers.

Future Progression

GCSE Physics provides a very good basis for further study of Science at A Level and prepares students well for at Physics A Level. Further study of Physics allows access to a wide variety of Science and Engineering degree courses as well as being highly valued by employers in all sectors as it demonstrates numeracy, logic and problem solving skills.

**Further details can be obtained from the Head of Physics – Mrs Swannell
(aswannell@cchsg.com)**

GCSE RELIGIOUS STUDIES

**Examination Board: OCR
Syllabus Number: J625**

Course Description

The course focuses on learning about the beliefs, teachings and practices of two religions: Christianity and Islam. The emphasis is on how these religions are lived in the modern world and the diversity of belief and practice within the religions themselves, giving students a well-rounded understanding of the religions in their contemporary context. The Philosophy and Ethics from a Christian Perspective half of the course gives students a chance to think about and debate modern ethical issues such as warfare, relationships and families, dialogue between religious and non-religious groups and the existence of God. This course offers students an opportunity to examine difficult and complex issues which will enhance their moral and spiritual development, and ensure that they enter adulthood as informed young people with strong critical and evaluative writing and speaking skills.

Year 8 Content

Paper 2: Islam Beliefs, Teachings & Practices

Year 9 Content

Paper 1: Christianity Beliefs, Teachings & Practices
Paper 3: 'Relationships and Families'

Year 10 Content

Paper 3: 'Religion, Peace and Conflict', 'Dialogue between religious and non-religious groups' and the 'Existence of God and ultimate reality'.

Assessment

There are **no** controlled assessments or coursework. This course is examined through three papers, two examinations lasting one hour each and the third lasting two hours. The examinations are taken at the end of Year 10.

Future Progression

This course is an excellent foundation for the A level of Philosophy of Religion, Philosophy and Ethics which is currently offered in Years 12 and 13 as well as A Level History, English Language and any other A Levels in which analytical thinking and essay writing are key skills. This A level gives a solid foundation of high level skills desired by top universities such as critical evaluation, building a strong line of argument, and general essay technique. It is especially desirable when progressing on to University to study theology, philosophy, law, medicine and humanities.

**Further details can be obtained from the Head of Religious Studies –
Mr Summers (msummers@cchsg.com)**

Personal, Social, Health and Citizenship Education (PSHCE) including Relationships and Sex Education

This forms part of a programme of learning that begins in Year 7 and continues throughout the school into Years 12 and 13. Students receive guidance, information and advice on a number of areas in order to equip them to deal with the many problems they will have to face in the increasingly complex world in which they have to make their way.

The aims of the PSHCE Curriculum at CCHSG are to develop:

Depth of knowledge – Equipping students with knowledge and skills and that are appropriate for their age that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Richness of Experience – Expanding horizons and gain cultural capital experiences through the delivery of a diverse tutor programme.

Strength of Character – Develop students' capacity to make sound decisions when facing risks. Support students to develop resilience, to know how and when to ask for help and to know where to access support.

The Relationships and Sex Education (RSE) programme builds on foundations from Key Stage 3, equipping students with both the knowledge and skills required to make informed and responsible decisions.

Physical Education Core

The emphasis is placed on participating in health-promoting activities and on allowing students to take on a variety of roles – performer, umpire and official. Compulsory National Curriculum activities are covered along with some optional elements which allow students to understand the principles of a healthy lifestyle and resilience. The aim is to show that with a positive attitude exercise can be a pleasant enjoyable experience with enormous long term benefits to physical, social and mental well-being.

Enterprise Education

A statutory requirement of the key stage 4 curriculum enterprise education helps students develop financial capability, business and economic understanding and entrepreneurial skills. It is delivered through a combination of specific discrete events and normal PSHCE curriculum activities, all of which are designed with the high level of ability and career aspirations of our students in mind.

Computing

Students who do not specifically choose to study Computer science GCSE will have exposure to computing devices and software relevant to each of the subjects they study – the use of technology in each of these subject areas will provide them with the opportunity to build on skills developed in Key Stage 3 Computing. In Year 9 students will participate in two Computing Matrix days. One Matrix day will focus on developing their programming skills and career opportunities within programming and software development, the second Matrix day will explore more general computer science concepts and alternative careers that rely on the use of computing skills. In Year 10 students will have the opportunity to gain a programming qualification. This will be delivered and assessed via two drop down days in the summer term. In Year 11 students will have further opportunities to complete programming skills via drop down days and remote learning opportunities.

Careers Education

The school attaches great importance to Careers Education. Students have access to a regularly updated Careers programme and a dedicated Careers Resources Area in the Library. Students have the opportunity to have individual careers counselling sessions with Ms Rampling, our impartial Careers Adviser.

In Year 9 students cover a finance module, participate in an Enterprise day and undertake a review employability skills. During Year 10 students are introduced to the curriculum vitae, telephone skills, interview skills, speculative applications for employment and health and safety issues in the workplace and the option of taking up apprenticeships. In the Autumn Term of Year 11 students focus upon options at 16+ and 18+.

The Years 12 and 13 Careers Programme covers all aspects of choosing and planning for 18+ options, with a full university and Oxbridge mock-interview programme. Students are supported in setting up a wide range of work-shadowing and work-experience placements, or appropriate extra-curricular activities, to provide a strong basis for their Year 13 university/employment applications.

GCSE GEOGRAPHY

Examination Board: AQA
Syllabus Number: 8035

Course Description

The course content ranges from local studies to issues of global concern. It builds upon the geographical skills that have been developed in Years 7 and 8 and helps to prepare students for the study of Geography beyond GCSE level. Students will study a combination of familiar and entirely new topics during the course, details of which are outlined in the table below.

In addition to both physical and human topics studied, geographical skills form an essential aspect of the course. This ensures that students are given the opportunity to consolidate and extend their achievement by relating learning to real experiences of the world, through both fieldwork and issue evaluations. Students will undertake two geographical enquiries in contrasting environments, each of which must include the use of primary data, collected as part of a fieldwork exercise.

Assessment

This linear course is assessed by three written examination papers at the end of the two year course.

Unit 1 (1 hour 30 minutes) 35% of the final GCSE mark <u>88 marks</u>	Living with the Physical Environment <ul style="list-style-type: none">• 3.1.1 The challenge of natural hazards• 3.1.2 Physical landscapes in the UK• 3.1.3 The living world• 3.4 Geographical skills
Unit 2 (1 hour 30 minutes) 35% of the final GCSE mark <u>88 marks</u>	Challenges in the human environment <ul style="list-style-type: none">• 3.2.1 Urban issues and challenges• 3.2.2 The changing economic world,• 3.2.3 The challenge of resource management• 3.4 Geographical skills
Unit 3 (1 hour 15 minutes) 30% of the final GCSE mark <u>76 marks</u> Pre-release resources are made available 12 weeks prior to the examination.	Geographical applications <ul style="list-style-type: none">• 3.3.1 Issue evaluation• 3.3.2 Fieldwork• 3.4 Geographical skills

Future Progression

This GCSE course provides students with an excellent foundation in developing critical analysis of current local, national and global issues in addition to developing many transferable skills. Many students go on to study A Level Geography which combines well with the Sciences and Economics, as well as Arts and Humanities A Levels. Year 13 students have gone on to study a variety of Geography based degrees such as: Environmental Science, GIS, Urban Planning, Social, Political & Economic Geographies, Sustainable Development, Global Development, Health Issues, the Geography of Cyberspace and Population Studies. Geography graduates are some of the most highly sought after graduates by employers due to the wealth of transferable skills gained in this subject. Graduates often enter careers in town planning, hydrology, transport, energy, education as well as politics and international relations. Others find Geography provides a solid background for marketing, finance, management and administration in business or the public sector.

**Further details can be obtained from the Head of Geography – Mr King
(jking@cchsg.com)**

Course Description

History is not just a fascinating subject, it is a valuable way to increase our understanding of the world in which we live. It teaches us what the modern world is like, who we are and gives insights into the values on which our modern lives are based. Through the study of History, students will engage with key issues such as conflict, understand what drives change and how the past influences the present. Studying History also sharpens the ability to think carefully and critically, as well as developing the ability to write analytically and to argue effectively.

As part of the History GCSE course students will consider the development of British, European and World History, from the Early Modern Period to the Twentieth-First Century, with a combination of thematic and depth approaches. To develop understanding of the Modern World, we begin with the depth study on Germany from 1890 to 1945. As part of this unit, students' focus on the failures of German democracy in the wake of the impact of the Great War and the rise of the Nazi dictatorship, exploring their impact on people and society. We then compare and contrast this with the problems following the Second World War, which gave rise to the Cold War and some of its key developments, such as the Korean War and the Vietnam War.

The second part of the History GCSE is dedicated to units focused on Shaping the Nation. As part of this we look at how medicine and public health has developed in Britain from the legacy of the Ancient World compared to the Twenty-First Century. Following on from this, we study in depth the last 35 years of Elizabeth I's reign, focusing on major events from the economic, religious, political, social and cultural standpoint and arising controversies.

Assessment

The History GCSE qualification is linear. Students will sit two written examination papers at the end of the three year course.

<p>Paper 1 - Understanding the Modern World (2 hours)</p> <p>50% of final GCSE mark</p>	<p>Two sections each worth 25% of the final GCSE mark:</p> <ul style="list-style-type: none"> • Section A: 1B Germany, 1890-1945: Democracy and dictatorship • Section B: Conflict and tension in Asia, 1950-1975 <p>The examination is a mixture of source skills, short answer questions and more extended writing to assess the ability to make historical judgements and analyse evidence.</p>
<p>Paper 2 – Shaping the Nation (2 hours)</p> <p>50% of final GCSE mark</p>	<p>Two sections each worth 25% of the final GCSE mark:</p> <ul style="list-style-type: none"> • Section A: 2A Britain: Health and the People • Section B: Elizabethan England, c1568-1603 <p>The examination is a mixture of source skills, short answer questions and more extended writing to assess the ability to make historical judgements and analyse evidence.</p>

Future Progression

People who study History develop a wide range of skills, which are highly valued and are useful in many other subjects. History teaches you to think critically and to analyse both the past and the present. History can be used directly in further study and lead to careers in areas such as teaching, museum and heritage work. It is also incredibly valuable to prepare people to study subjects such as Law and Politics, work in the media or journalism and the ability to analyse evidence is also highly valued in many scientific careers.

Further details can be obtained from the Acting Head of History – Mr Paz (ipaz@cchsg.com)

GCSE FRENCH

**Examination Board: AQA
Syllabus Number: 8658**

Course Description

During Years 9, 10 and 11 students will continue to learn to listen, speak, read and write in French.

Students will have contact with the French Assistant to help boost their confidence in speaking.

The following topics will be covered:

- Me, my family and friends
- Technology: social media, mobile technology
- Free time activities: music, cinema, TV, sport, food and eating out
- Customs and festivals in French-speaking countries
- Home, town, neighbourhood and region
- Social issues: charity / voluntary work, healthy / unhealthy living
- Global issues: the environment, poverty / homelessness
- Travel and tourism
- My studies, life at school, education post 16, career choices and ambitions

There will be a weekly vocabulary test throughout Years 9, 10 and 11.

Trips and visits: GCSE students will have the opportunity to visit France and benefit from language and cultural immersion.

Assessment

Listening Paper (45 minutes) 25% of the final GCSE mark	Involves listening for, identifying and noting main points and extracting details from spoken passages of increasing length and complexity including authentic sources.
Speaking Paper (10 – 12 minutes + preparation time) 25% of the final GCSE mark	Students will take part in a role play, talk about a photo card and participate in a conversation based on two of the GCSE topics studied.
Reading Paper (1 hour) 25% of the final GCSE mark	Involves reading, identifying and noting the important points and extracting some details from written texts of increasing length and complexity including authentic sources. Translation from French into English.
Writing Paper (1 hour 15 minutes) 25 % of the final GCSE mark	Involves writing effectively in French producing short written texts and extended texts making accurate use of a variety of vocabulary and grammatical structures. Students will also translate sentences and short texts from English into French applying grammatical knowledge and structures in context.

Future Progression

We offer A Level French in Years 12 and 13. French can be combined successfully with any other subject. Many university courses will allow and encourage you to continue learning a foreign language along with your chosen course of study, from law to business studies or computer science to medicine. Most university courses include the possibility of students studying abroad for a year as part of their degree.

In today's world, employers are very keen to take on people who have qualifications in a foreign language as so many companies and businesses trade with other countries. There is a severe shortage of linguists in the United Kingdom and French will open countless doors for you.

Further details can be obtained from the Acting Head of French – Mr Snow (ssnow@cchsg.com)

GCSE GERMAN

Examination Board: AQA
Syllabus Number: 8668

Course Description

During Years 9, 10 and 11 students will continue to learn to listen, speak, read and write in German. Students will have contact with the German Assistant to help boost their confidence in speaking.

The following topics will be covered:

- Theme 1 – Identity and culture (Me, my family and friends, technology in everyday life, Free-time activities, customs and festivals)
- Theme 2 – Local, national and international areas of interest (home town, neighbourhood and region, social issues, global issues, travel and tourism)
- Theme 3 – Current and future study and employment (life at school / college, jobs, career choices and ambitions)

There will be a weekly vocabulary test throughout Years 9, 10 and 11.

Opportunities for students to immerse themselves in their target language will occur throughout the GCSE course.

Assessment

Listening Paper (45 minutes) 25% of the final GCSE mark	Section A – questions in English, to be answered in English or non-verbally. Section B – questions in German, to be answered in German or non-verbally.
Speaking Paper (10 – 12 minutes + preparation time) 25% of the final GCSE mark	Students will take part in a role play, talk about a photo card and participate in a conversation based on two of the GCSE topics studied.
Reading Paper (1 hour) 25% of the final GCSE mark	Section A – questions in English, to be answered in English or non-verbally Section B – questions in German, to be answered in German or non-verbally Section C – translation from German into English (a minimum of 50 words)
Writing Paper (1 hour 15 minutes) 25 % of the final GCSE mark.	Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) Question 3 – translation from English into German (50 words minimum)

Future Progression

We offer A Level German in Years 12 and 13. German can be combined successfully with any other subject. Many university courses will allow and encourage you to continue learning a foreign language along with your chosen course of study, from law to business studies or computer science to Medicine. Most university courses include the possibility of students studying abroad for a year as part of their degree. In today's world economy, employers are very keen to take on people who have qualifications in a foreign language because so many companies and businesses trade with other countries. There is a severe shortage of linguists in the United Kingdom and German will open many doors for you.

Further details can be obtained from the Head of German – Mr Page (spage@cchsg.com)

Course Description

The purpose of the Latin course is to acquire an understanding of some of the elements of classical civilisation, literature and language which have had a profound influence on modern societies, to fire imagination and to deepen and develop experience by considering a wide range of issues, such as aesthetic, ethical, linguistic, political, religious and social questions.

The course is divided into three basic areas :

- **LANGUAGE:** Basic grammar and vocabulary will be covered to enable students to translate unseen passages of Latin with confidence and accuracy.
NB A Defined Vocabulary is provided containing all the vocabulary needed for the course.
- **VERSE LITERATURE:** As competency increases we will study, in Latin, a relatively short section of Vergil's 'Aeneid', the legend of the hero, Aeneas, escaping from the Trojan War to found the future Rome. Areas for study include the language, metre, background and literary, cultural and historical matters relevant to the text.
- **PROSE LITERATURE:** We will also study a set prose text which will relate to both the Roman way of life and culture. Students are encouraged to explore these areas not only on a factual basis but also to develop an awareness of the time and to draw comparisons between life in modern and classical times.

Assessment

The course is assessed solely by examination in May/June of Year 11.

Latin Language (1 hour 30 minutes) 50% of the final GCSE mark	Students will be required to translate into English passages of graded difficulty and answer a variety of comprehension questions in English, including questions about the derivation of English words from Latin.
Verse Literature (1 hour) 25% of the final GCSE mark	We will study a relatively short section of <i>Virgil's Aeneid</i> , in which he recounts the story of the Trojan War and the hero, Aeneas' escape. Students will be assessed by their responses to set passages, answering a variety of questions.
Prose Literature (1 hour) 25% of the final GCSE mark	We will study a relatively short section of prose literature. Students will be assessed on their response to a number of passages, requiring both factual knowledge of the set text and a response to literary techniques.

Future Progression

For those wishing to continue Latin into Years 12 and 13 it combines well with most A Level subjects, especially English, History and Modern Foreign Languages. Knowledge of Latin also helps to make sense of the terminology of Science, Technology and Law.

Classics' Departments in many British universities offer a wide range of courses, some involving special study of art, architecture, archaeology, ancient history or linguistics, others combining Latin with other disciplines such as History, Law etc. Students with these Latin-based degrees embark on a wide variety of professional careers including business and the Civil Service. Some even find themselves teaching Classics to the next generation!

Further details can be obtained from the Head of Classics – Miss Hodgkinson (bhodgkinson@cchsg.com)

GCSE ART AND DESIGN: FINE ART

Examination Board: Pearson/EDEXCEL

Syllabus Number: GCSE 9 – 1 Fine Art FA0

Course Description

“Art is not what you see, but what you make others see.” Georgia O’Keefe

The GCSE 9 – 1 course builds upon the National Curriculum Key Stage 3 course studied in Years 7 to 8, promoting a wider range of creative, exciting and stimulating opportunities to explore individual interests in Art and Design in ways that are personally relevant. The skills acquired on this course are transferable and relevant to a range of subjects and careers.

GCSE study in this subject requires not only practised artistic skills and abilities but also the study of Art and its various contexts that should form part of any student’s education. It could be said that students are both practitioners and critics. Students are encouraged to explore their own personal and sustained artistic journey that reflects their research, reflections and responses to a set theme.

This is a broad course exploring practical and critical/contextual work through a range of processes and practical application of media and digital technologies. Students produce both practical and contextual work, exploring relevant images, artefacts and resources relating to a range of Art and Design from the past and from recent times, including European and non-European examples which are integral to the investigating and making process. Responses to these examples must be shown through practical and critical studies showing their understanding of different types of art and artists.

Assessment

GCSE Art and Design will comprise **two** components: a coursework component worth 60% and an externally set assignment component worth 40% of the final grade.

Students are required to:

- submit evidence of using **drawing** to support the development process in both components.
- use **written annotation** and appropriate **specialist terminology**.

Component 1 - Personal Portfolio Worth 60% of the final GCSE mark	A personal portfolio is a body of practical research and contextual development relevant to a set theme. This component involves students in generating ideas and showing progress through the use of sketch-books, worksheets and a broad variety of media. Each project is marked as completed and together makes up the personal portfolio of work.
Component 2 - Externally Set Assignment Preparation time 20 hours (approximately) timed examination 10 hours 40% of the final GCSE mark	This assignment is set by the examination board. Students are given a pre-release paper in the January of their final year of the course. Preparation time is used to develop a supporting sketchbook of ideas/studies towards a 10 hour sustained focus period in which students create a personal response to their thematic starting point. <i>All work is internally marked and externally moderated.</i>

Future Progression

GCSE Art and Design is appropriate for further progression to any Art and Design related courses such as A Levels, BTEC and Creative Art and Media Diplomas and enhanced vocational and career pathways including University entry.

Combining GCSE Art and Design with other GCSE options could lead to careers in architecture, interior design, product design, graphics, fashion, textiles, photography, animation, game design, web design, textiles and design for theatre, film and television to name only a few. We are living in a time of global transformation, new technologies are creating a whole range of courses and creative careers where Art is being used in innovative and exciting ways.

Further details about this course can be obtained from the Head of Art - Mrs Saunders (msaunders@cchsg.com)

Course Description

“There are three responses to a piece of design. Yes, no and wow! Wow is the one to aim for.” Milton Glaser

Graphic Communication introduces students to a visual way of conveying information, ideas and emotions using a range of graphic media, processes, techniques and elements such as colour, icons, images, typography and photographs. Students will conduct primary and secondary investigations during their design development, and explore both traditional and new technologies. They will consider the use of signs and symbols, and the balance between aesthetic and commercial considerations when working to a design brief.

Projects will be undertaken in the areas of advertising, graphic illustration, design for print, packaging design, signage, web-based media and typography, and students will develop a practical knowledge and understanding of the formal elements of art.

Students will learn that Graphic Design practitioners may work within a small team environment or work as freelance practitioners. They may be responsible for a particular aspect of the design or production process or for the entire design cycle, and that they will need good communication skills in order to liaise with clients and to promote themselves as graphic designers.

Assessment

GCSE Graphic Communications will comprise **two** components: a coursework component worth 60% and an externally set assignment component worth 40% of the final grade.

Students are required to:

- submit evidence of using **drawing** to support the development process in both components.
- use **written annotation** and appropriate **specialist terminology**.

<p>Component 1 - Personal Portfolio Worth 60% of the final GCSE mark</p>	<p>A personal portfolio is a body of practical research and contextual development relevant to a set theme. This component involves students in generating ideas and showing progress through the use of sketch-books, worksheets and a broad variety of media. Each project is marked as completed and together makes up the personal portfolio of work.</p>
<p>Component 2 - Externally Set Assignment</p> <p>Preparation time 20 hours (approximately) timed examination 10 hours</p> <p>40% of the final GCSE mark</p>	<p>This assignment is set by the examination board. Students are given a pre-release paper in the January of their final year of the course. Preparation time is used to develop a supporting sketchbook of ideas/studies towards a 10 hour sustained focus period in which students create a personal response to their thematic starting point.</p> <p><i>All work is internally marked and externally moderated.</i></p>

Future Progression

GCSE Graphic Communications is appropriate for further progression to any Art and/or Design related courses such as A Levels, BTEC and Creative Art and Media Diplomas and enhanced vocational and career pathways including University entry.

Combining GCSE Graphic Communications with other GCSE options could lead to careers in graphic design, advertising, PR, interior design, product design, fashion, textiles, photography, animation, game design, web design, textiles and design for theatre, film and television to name only a few. We are living in a time of global transformation, new technologies are creating a whole range of courses and creative careers where design is being used in innovative and exciting ways.

Further details about this course can be obtained from the Head of Art - Mrs Saunders (msaunders@cchsg.com)

Course Description

This course is suitable for those who have excelled in their Computing studies in Years 7 and 8 and have a genuine interest in technology and computers. The course is a student centred academic qualification that engages learners, allowing them to build a solid understanding of Computer Science and its applications in the real world. The qualification encourages learners to be inspired, and challenged through completing a coherent, satisfying and worthwhile course of study. The specification will help learners to gain an insight into related sectors. It will prepare learners to make informed decisions about further learning opportunities and career choices.

Student will learn to:

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

Assessment

Paper 1 – Computer Systems (1 hours 30 minutes)	An external examination worth 50% of the final GCSE mark that assesses the students' understanding of computer systems. Written examination not allowing the use of calculators.
Paper 2 – Computational thinking, algorithms and programming (1 hours 30 minutes)	An external examination worth 50% of the final GCSE mark that assesses the students' understanding of computational thinking, algorithms and programming. Written examination not allowing the use of calculators.
Programming project	A project based assignment is completed and whilst this does not contribute to overall marks it is an essential part of the course and will underpin students understanding and application of many of the Paper 2 concepts.

Future Progression

Although currently not essential as an entry requirement to further or higher education in this field of study, learners with a strong grade in GCSE Computer Science will be more likely to be accepted onto a course and will have a more solid basis for studying the topic at a more advanced level. Studying GCSE Computer Science is advisable for any student who intends to choose a career in technology, engineering, product design or manufacturing.

**Further details can be obtained from the Head of Computing – Mr Nachman
(cnachman@cchsq.com)**

GCSE DRAMA

Examination Board: WJEC Eduqas
Syllabus Number: C690QS

Course Description

The WJEC GCSE in Drama is an exciting, inspiring and practical course. The course promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Study of GCSE Drama also gives students the opportunity to develop their self-confidence when speaking in front of others; a vital skill for a range of other subjects. Students need to support extra-curricular Drama in the school.

GCSE Drama will enable students to:

1. apply knowledge and understanding when making, performing and responding to drama
2. explore performance texts, understanding their social, cultural and historical contexts including the theatrical conventions of the period in which they were created
3. develop a range of theatrical skills and apply them to create performances
4. work collaboratively to generate, develop and communicate ideas
5. develop as creative, effective, independent and reflective learners able to make informed choices in process and performance
6. contribute as an individual to a theatrical performance
7. reflect on and evaluate their own work and that of others
8. develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice

Assessment

UNIT ONE – DEVISING THEATRE <ul style="list-style-type: none">• in groups, students participate in the creation, development and performance of a piece of devised theatre based on either the work of a theatre practitioner or a genre in response to a stimulus set by WJEC• students complete a written evaluation of the devised performance under formal supervision• students are assessed on either acting or design	Non-examination assessment: internally assessed, externally moderated. 40% of qualification. 60 marks
UNIT TWO – PERFORMING THEATRE <ul style="list-style-type: none">• in groups students participate in a performance based on two 10 minute extracts from a performance text of their own choice• students will be assessed on either acting or design	Non-examination assessment: externally assessed by a visiting examiner. 20% of qualification. 60 marks
UNIT THREE – INTERPRETING THEATRE <p>Section A: Set text A series of questions on one set text explored as an actor, designer and director.</p> <p>Section B: Live Theatre Review. One question, from a choice of two, requiring analysis and evaluation of one live theatre production seen during the course.</p>	Written examination: 1 hour 30 minutes. 40% if qualification 60 marks

Future Progression

This GCSE provides a strong and appropriate foundation for further progression to Drama courses, including A Level Drama and Theatre Studies. This is also a course that enables you to think creatively- a skill used in a broad range of subjects. The improved confidence you gain and performance aspects you will learn can be applied to the presentation elements of many subjects on offer in the sixth form and eventually at university, including for those wishing to study medicine as some courses involve role play as part of their interview process. Many careers and jobs in today's society demand presentational skills and Drama GCSE could help lay the foundation for this aspect of modern working life.

Further details can be obtained from the Head of Drama – Mrs Cudmore-Rice (mcudmore@cchsg.com)

Course Description

The study of Music is wonderfully diverse, inspires creativity and develops students' self-expression. This GCSE qualification offers students the chance to perform, compose and study a wide range of different styles music. The course covers a breadth of musical skills and instruments, allowing for a variety of different learning styles, which can be adapted to the musical tastes of the students. The school aims to use this course to broaden students' minds and foster a love of all music.

Students are expected to have instrumental or voice tuition if taking GCSE Music and should have achieved at least Grade 3 ABRSM or equivalent by the start of the course. Students must also attend a suitable extra-curricular group to develop their ensemble and performance skills.

<u>Assessment</u>	
<p>Component 1: Performing Music (2 pieces - total duration 4-6 minutes)</p> <p>30% of the final GCSE mark</p>	<p>Students will perform a minimum of 2 pieces, one of which must be an ensemble performance of at least one minute duration. The other may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice. The performances will take place in Year 11 and are internally marked then externally moderated.</p>
<p>Component 2: Composing Music (2 compositions – total duration 3-6 minutes)</p> <p>30% of the final GCSE mark</p>	<p>The composing element of the Music GCSE will be assessed through two compositions, one that is written to a brief released by WJEC in Year 11, and the other is a free composition, for which the learners set their own brief. The compositions are internally marked by the teacher and then externally moderated by the exam board.</p>
<p>Component 3: Appraising Music (Written examination: 1 hour and 15 minutes (approximately))</p> <p>40% of the final GCSE mark</p>	<p>This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study.</p> <ul style="list-style-type: none"> - Area of study 1: Musical forms and devices - Area of study 2: Music for ensemble - Area of study 3: Film music - Area of study 4: Popular music <p>Two of the eight questions are based on extracts set by WJEC.</p>

Future Progression

Students will have the opportunity to study A Level Music in Years 12 and 13 where they can continue to develop their skills as a musician as well as prepare to study Music at university. Music is a unique subject where students demonstrate a high level of self-discipline and independent learning over a wide range of skills. This makes it a very attractive subject on university applications. The Music industry also offers wide-ranging opportunities with roles including performer, composer, music publisher or music journalist. If students choose not to follow a career in Music, the subject still offers a multitude of transferrable skills including creativity, all of which will benefit the students in both their short-term and long-term academic careers.

Further details can be obtained from the Head of Music – Mrs Jefferies (fjefferies@cchsg.com)

Course Description

The examination course is very broad based with the emphasis on application of theory and practical performance. New and contemporary topics included in the specification will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies.

Subject content

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

Practical performance in physical activity and sport

Students are required to be assessed in **three** different activities in the role of player/performer only. One of these assessments must be in a team activity, one assessment must be in an individual activity and the third assessment can be in either a team or individual activity.

It is essential that students commit to school sport and/or external clubs and are already competing or training at club level in at least two activities and are competent in a third to develop the necessary skills to reach the highest marks in their practical assessments.

Assessment

Paper 1: The human body and movement in physical activity and sport
How it is assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of the final GCSE mark
Paper 2: Socio-cultural influences and well-being in physical activity and sport
How it is assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of the final GCSE mark
Non-exam assessment: Practical performance in physical activity and sport
How it is assessed <ul style="list-style-type: none"> • Assessed by teachers • Moderated by AQA • 100 marks • 40% of the final GCSE mark

Future Progression

This course provides a very useful base for continuing this subject at A Level. For those thinking of careers in medicine, physiotherapy, teaching, sports psychology, the Armed Forces, sport nutrition, sport technology or sport development this subject offers an academic and rigorous challenge.

Further details can be obtained from the Head of Physical Education – Mrs Knight (nknight@cchsg.com)

Course Description

This GCSE specification has been designed to draw on five core topics within Psychology (primarily tested in Paper 1) and provides a platform to explore current debates including nature-nurture, ethical issues and cultural differences. Skills of investigation, interpretation, evaluation, knowledge application and analysis skills are developed across the course. The course sets a foundation in the subject, but is not essential for A Level study. Paper two explores some key contemporary topics and contains a research methods paper requiring the use of mathematical skills.

Paper 1 (Paper code: 1PS0/01)

Five compulsory topics:

- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you?

Paper 2 (Paper code: 1PS0/02)

Three topics:

- Topic 8: Perception – How do you interpret the world around you?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 11: Research methods – How do you carry out psychological research?

Assessment

<p>Paper 1 (1 hour and 45 minutes)</p> <p>55% of the qualification (98 marks)</p>	<p>The paper consists of six sections. The first five sections each cover one of the topics. The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of Psychology. A mixture of multiple-choice, short-open and open-response questions.</p>
<p>Paper 2 (1 hour and 20 minutes)</p> <p>45% of the qualification (79 marks)</p> <p>Calculators may be used in the examination.</p>	<p>Section A: Research methods – How do you carry out psychological research? Calculations, multiple-choice, short-open and open response questions, and one extended open-response question Sections D to F: Each section will include multiple-choice, short-open and open-response questions, and one extended open-response question.</p>

Future Progression

This GCSE provides an introduction to the key concepts and contexts of psychology and is a useful introduction to the A Level course. The course provides a fantastic insight into our understanding of human behaviour and is useful in many professions including a range of careers including medicine, dentistry, psychiatry, clinical psychology, academic psychology, forensic psychology, educational psychology, health professionals, social work, teaching, professional counselling, marketing, the police force and human resource management.

Further details can be obtained from the Head of Psychology – Mrs Bridge (sbridge@cchsg.com)

Key Stage 4 Courses Form 2023-2026

Name: _____ Form: _____

Everyone will study English Language, English Literature, Mathematics, Chemistry, Biology, Physics, and Religious Studies.

STAGE 1

You must take French or German or Latin: please tick one box. French German Latin

STAGE 2

You must take Geography or History: please tick one box. Geography History

STAGE 3

You must choose two Enrichment Subjects each of which you would be happy to study. These choices should be in order of preference, so please number them 1 and 2.

GCSE Art and Design: Fine Art		GCSE German	
GCSE Art and Design: Graphic Communications		GCSE History	
GCSE Computer Science		GCSE Latin	
GCSE Drama		GCSE Music	
GCSE French		GCSE Physical Education	
GCSE Geography		GCSE Psychology	

N. B. You can select the alternative subject not chosen in Stage 1 or Stage 2 when completing Stage 3.

For example, if you wish to take French or German or Latin, choose one of them in Stage 1 and the other in Stage 3. Similarly, if you wish to take both Geography and History, choose one in Stage 2 and the other in Stage 3.

Please note that, whilst every effort is made to fulfil your chosen programme of study, with 1 of your 2 enrichment subjects above, the final programme we offer is dependent on the demand for courses and the availability of staff.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Please return the online form by the end of Tuesday 02 May 2023. The link to the online form will be sent at the end of April.