



St.Gabriel's

GCSE

**Courses
&
Curriculum
2007-2009**

GCSE Curriculum



St Gabriel's

Core	Options: choose three.	Option D: choose one.
English Language	<u>Creative</u> Technology	Information Technology (Full GCSE)
English Literature	Art Food & Nutrition	Religious Studies (Full GCSE)
Mathematics	Drama Graphic Products	Greek
Double Award Science	Photography Textiles	Fast track GCSE PE
French or German or Spanish	Music	Recreational PE
Information Technology	<u>Physical</u> Languages	Private Study
Physical Education	Performing German	
PSHE	Arts: Dance Latin	
Religious Studies	Physical Education Spanish	

CORE CURRICULUM

ENGLISH LANGUAGE

ENGLISH LITERATURE

MATHEMATICS

SCIENCE

A MODERN FOREIGN LANGUAGE (FRENCH or GERMAN or SPANISH)

INFORMATION TECHNOLOGY

PERSONAL, SOCIAL & HEALTH EDUCATION

PHYSICAL EDUCATION

RELIGIOUS STUDIES

ENGLISH LANGUAGE

COURSEWORK 40%

Speaking and Listening 20%

A range of speaking and listening activities is undertaken during the course. Three to be selected covering a variety of situations and purposes including the use of standard English.

Written Coursework 10%

A selection of four pieces:

- 1 Personal writing
- 2 Discursive writing
Responses to:
- 3 A Shakespeare play
- 4 Prose

Written Examinations 60%

Separate papers for Foundation (C - G) and Higher (A* - D) Tiers.
Papers timetabled on separate days.

First Paper 30% (1 hr 40mins)

Second Paper 30% (1 hr 30mins)

Section A: One question testing reading and response to pre-released media texts and one question testing reading and response to an unseen non-fiction text (15%)

Section A: One question testing reading and response to pre-released and unseen poetry from different cultures (15%)

Section B: One question testing writing in response to the "triplet" argue, persuade, advise (15%)

Section B: One question testing writing in response to the "triplet" analyse, review comment. (15%)

ENGLISH LITERATURE

A minimum of six substantial texts to be studied

Published before 1900

drama
poetry
prose

Published after 1900

drama
poetry
prose



30% Coursework

Identical requirements for both tiers and both syllabus versions.
A selection of 3 pieces including response to one drama, one poetry and one prose text, **none** of which has been studied for the examination.
One piece must demonstrate understanding of literary tradition. A different piece must show appreciation of social and historical influences and cultural contexts. One of the three pieces must explore relationships/comparison between texts.



70% Written Examination

Must cover one drama, one poetry and one prose text **not** studied for coursework.
One paper of 2 hours 15 minutes including reading time.



Texts are available for reference in examination.
Choice of 2 questions per text



Foundation Tier
Grades C to G

One question on each text has a short reprinted extract from the text as a starting point for consideration of the text

Higher Tier
Grades A* to D

Questions require analysis and evaluation of texts and one question on each text refers to a particular section of the text

MATHEMATICS

Edexcel Two-tier Linear Specification - New for Summer 2009.

The syllabus content for this course is taken from the National Curriculum Programme of Study for Key Stage 4.

The content of the National Curriculum can be found on line at www.nc.uk.net

Examinations - 100%

The examinations will consist of two written papers of two hours each. The first paper is without a calculator; the second paper permits calculator use.

There is no coursework requirement for this examination.

There are now two overlapping tiers of entry as in other GCSE subjects:

TIER	TARGET GRADE
Higher	A*ABCD
Foundation	CDEFG

We expect most girls to be entered at the Higher tier.

GCSE SCIENCE

Following the recent changes to the GCSE specifications made by QCA, a new AQA specification is being followed:

AQA GCSE SCIENCE SPECIFICATION B

Examination structure and content

	YEAR 10	YEAR 11
GCSE COURSE TITLE	Core Science	Additional Science
COURSE DESCRIPTION	Biology; Chemistry & Physics topics as well as a new topic relating to "How Science works."	Biology; Chemistry & Physics topics as well as a new topic relating to "How Science works."
CENTRE ASSESSED UNIT (AS WAS COURSEWORK)	1 Centre Assessed Unit	1 Centre Assessed Unit
SUMMER EXAMINATIONS	Core Science 3 x 45 min paper; 1 per Science	Additional Science (3 x 45 min paper; 1 per Science

All girls will complete the above course to achieve 2 GCSE qualifications in Science by the end of year 11.

The new specifications offer a more practical approach to Science. New topics within the "How Science works" module include:

- Thinking behind the doing
- Observation as a stimulus to an investigation
- Designing an investigation
- Making measurements
- Presenting data
- Using data to draw conclusions
- Social aspects of Scientific evidence
- Limitations of Scientific evidence.

SEPARATE SCIENCES

We now also offer the opportunity to study all three Sciences to the highest possible level at GCSE by opting to take the three separate Sciences. Further topics will be studied in each three Sciences, an additional Centre Assessed unit will be taken and a further 3 x 45 minute examination papers will be sat at the end of year 11. The result will be three individual GCSE qualifications in each of the three Sciences. A fantastic opportunity, particularly for girls considering Science subjects beyond GCSE.

MODERN FOREIGN LANGUAGES (FRENCH or GERMAN or SPANISH)

Girls are given a choice as to which of the two languages that they are currently studying (French or German or Spanish) they would like to continue with as their compulsory language to GCSE. They may, of course, choose to continue with both languages and we encourage all able linguists to do this.

All 3 languages follow the AQA Examination Board Specification A.

The four skills: Speaking, Listening, Reading and Writing, are assessed distinctly at either Foundation or Higher Level and are given equal weighting. In order to achieve grades A*, A or B we recommend entry at Higher level in all four skills.

The themes on which the assessments will be based are:

- My World
- Holiday Time and Travel
- Work and Lifestyle
- The Young Person in Society

These themes are broken down into sub-topics including: Local area, Daily Routine, House and Home, Personal Information, Transport, School, Health and The Environment, to name but a few.

The two year course leads to examinations in all four skill areas.

The timings for the examinations are as follows:

	Foundation Level	Higher Level
Listening	30 mins	40 mins
Reading	30 mins	50 mins
Speaking	8 - 10 mins	10-12 mins

The Speaking examination is conducted by the teacher and recorded for external assessment. This consists of a role-play, a short presentation and discussion on a topic of the candidate's choice and general conversation.

The Writing element is assessed by means of coursework. Candidates are required to submit a total of 3 pieces of written work, each of approximately 200 words in length, which are chosen from a selection of titles prescribed by the Board.

INFORMATION TECHNOLOGY

All girls study Information Technology for two periods per week. They will work towards completion of the AQA GCSE Short Course in Information Technology.

The course consists of one written paper and one piece of coursework.

The areas covered are:

- Hardware, Software and Data
- How ICT affects our lives
- Applications
 - ICT Systems
 - Modelling
 - Spreadsheets
 - Word processing
 - Databases
 - Presenting Text and Graphics

If you wish to turn this short course qualification into a full GCSE, please see the GCSE option D entry for Information Technology.

PERSONAL, SOCIAL AND HEALTH EDUCATION, CITIZENSHIP AND KEY SKILLS

All girls in Years 7 - 11 receive PSHE lessons as a part of their tutorial form time. Many issues are covered and these are selected to coordinate with timetabled lessons in Years 9, 10 and 11.

All pupils in Years 9, 10 and 11 are timetabled for one or two lessons per week of careers education, personal and social education and health education. The girls are encouraged to maximise their potential and to increase their awareness of their strengths and abilities.

The School recognises that in the ever increasingly competitive world of work good careers education and guidance for the students is of great importance. In Year 11 all girls are offered the services of ISCO and are given aptitude tests and careers guidance by its team of experts. There is a Careers Library within the main School Library. A partnership agreement is in operation with the local Careers Service.

The PSHE course covers subject areas of money management, personal relationships, health and fitness, assessment of strengths and weaknesses, environmental issues, rights and responsibilities and general issues of interest. Citizenship at local, national and international levels is also embraced with an aim to initiate activity in the local community. Links have been forged with PALs and other charitable organisations.

PHYSICAL EDUCATION

Ethos and Philosophy

The school recognises and values the importance of competitive games as fostering the values of teamwork, commitment, competitiveness and co-operation. Through a variety of activities both in and out of the curriculum time, pupils have the opportunity to develop these skills and through developing personal skills increase their self confidence. Differentiation takes place in some lessons. When the whole year group are being taught together, pupils may be taught in forms of ability groups when it is appropriate.

Pupils take part in hockey, netball, gymnastics, dance, cross country, athletics, swimming, rounders, tennis, badminton, volleyball and aerobics. These activities are extended into clubs which also include judo and climbing. Pupils are encouraged to participate in house competitions throughout the year and many enjoy playing for many successful school teams after school. The department is committed to running teams for hockey, netball, cross country, tennis and rounders, for all years, and has a strong inter school fixture list. A good proportion of pupils compete at county level and a few are involved at national level.

In years 10 and 11 pupils are taken to the local leisure centre where they have the opportunity to take part in swimming through the winter terms and also alternative activities such as aerobics, multi-gym, squash, badminton and sometimes trampolining. In years 12 and 13 other facilities are used such as the Rugby Club and local private gyms. In the sixth form other choices include kick boxing and yoga.

Taking part is as important as winning and as well as fostering a competitive ethos, the department also encourages mass participation and the house system encourages non school team members to play in competitive situation. As the school has grown, more second team fixtures have been included in the fixture list, allowing more pupils to be part of a team and take pride in representing their school. B teams have also been added to the Inter-house competitions for the junior which allows all members of years 5 and 6 to take part without exception.

The Physical Education curriculum has a broad range of activities including both competitive and non competitive activities to cater for all ranges of ability and interest. The department's philosophy is to develop every pupil to their full potential.

RELIGIOUS STUDIES

The new core RS course provides 50% of the course requirement for the full GCSE in Religious Studies. Students who do not choose the full GCSE option will therefore be working towards a short course qualification. The following topics are studied and assessed by a 1¾ hours examination in year 11.

YEAR 10 CORE RS TOPICS

Section A: Truth and Spirituality

- Different types of truth
- The place in religious faith of belief, trust, reason and experience
- Nature of Spirituality
- Ways of expressing spirituality in society. Expression of individual commitment; support of voluntary organisations; membership of a faith community.

YEAR 11 CORE RS TOPICS

Section B: Contemporary Issues

Religious responses to contemporary issues:

- matters of life;
- matters of death;
- drug abuse;
- media and technology;
- crime and punishment;
- rich and poor in society.

This module provides study of citizenship, morality and the nature of spirituality.

If you wish to turn this short course qualification into a full GCSE please see the GCSE option entry for Religious Studies.

O P T I O N S

ART

ART WITH PHOTOGRAPHY

BUSINESS STUDIES

CLASSICAL CIVILISATION

DESIGN & TECHNOLOGY: GRAPHIC PRODUCTS

DESIGN & TECHNOLOGY: TEXTILES TECHNOLOGY

DRAMA AND THEATRE ARTS

GEOGRAPHY

GERMAN

HISTORY

HOME ECONOMICS: FOOD & NUTRITION

LATIN

MUSIC

PERFORMING ARTS: DANCE

PHOTOGRAPHY

P.E.

SPANISH

3 SEPARATE AWARD SCIENCES

You will be required to choose 3 of these options

ART

Coursework and exam work is to be completed in five terms, coursework to be submitted by the end of January. The exam will take place during February and March. The exam preparation work and final piece are to be submitted at the end of March.

Candidates may choose to follow either:

Fine Art:-work in one or more of the areas listed below:

- drawing and/or painting
- sculpture
- mixed-media, including collage and assemblage
- printmaking

or

Unendorsed: choose at least two of the following areas:

(they may explore overlapping areas and combinations of areas)

- Fine Art- drawing, painting, sculpture, mixed media, printmaking
- textiles (dyed, printed, stitched, constructed); textile art
- three-dimensional studies (ceramics, sculpture, jewellery)

Paper I Coursework - 60% of the total marks

Each candidate must present three identifiable units of work for assessment. The units should reflect the breadth of the course and include evidence to show that all the assessment objectives have been fulfilled. Work may be carried out in class and elsewhere. Each unit must be accompanied by relevant preliminary/supporting studies. The three units will be marked together as a whole.

Paper II Controlled Test - 40% of the total marks

Pupils work from one starting point. A maximum of four weeks preparation time is given, plus 10 hours supervised in school. Candidates must produce **unaided and supervised**, work accompanied by preliminary/supporting studies. The latter must be produced at School and home, during the preparation time.

For Coursework and Controlled Test

Students must show visual evidence of their ability to:

- record responses to direct experience, observation and imagination, creatively;
- develop and express ideas and feelings skilfully, fluently and imaginatively, investigating visual and other sources of information;
- explore and use a wide range of media for working in two and/or three dimensions, analysing methods and outcomes;
- use the visual elements: line, tone, colour, texture, shape, form, space, and structure;

- use the practical elements: proportion, scale, plane, volume and light;
- use of the conceptual elements: representation, meaning and function;

- review, modify and refine work as it progresses and realise intentions;
- identify the distinctive characteristics of art, craft and design and relate them to the context in which the work was created, making connections with their own work;
- show knowledge of specific times and places, styles, traditions and changes in art, craft and design;
- assess images and artefacts critically, articulating opinions and preferences using a specialist vocabulary.

Preliminary/supporting studies for the exam

These should be carried out in a diary/sketchbook, and should include:

- analysis of the question and planning
- linked studies showing sequential development
- evidence of reviewing, modifying and refining work, showing alternative ideas and solutions
- evidence of art/craft/design historical or cultural examples referred to, showing the candidate's response and the knowledge gained
- evidence of responses to direct experience, observation, memory and imagination
- examples of research and source material
- trials and experimentation with materials and processes
- use of Information Technology
- studies for the final piece.

All this and the final piece/s should be submitted for assessment.

ART WITH PHOTOGRAPHY

Coursework and exam work is to be completed in five terms, coursework to be submitted by the end of January. The exam will take place during February and March. The exam preparation work and final piece are to be submitted at the end of March.

Candidates would work in the following areas:

- Fine Art- drawing, painting, sculpture, mixed media, printmaking
- textiles (dyed, printed, stitched, constructed); textile art
- three-dimensional studies (ceramics, sculpture, jewellery)
- photography (black and white, digital)

Paper I Coursework - 60% of the total marks

Each candidate must present two identifiable units of work for assessment; one unit of photography-based work and one unit of Fine Art. The units should reflect the breadth of the course and include evidence to show that all the assessment objectives have been fulfilled. Work may be carried out in class and elsewhere. Each unit must be accompanied by relevant preliminary/supporting studies. The three units will be marked together as a whole.

Paper II Controlled Test - 40% of the total marks

Pupils work from one starting point. A maximum of four weeks preparation time is given, plus 10 hours supervised in school. Candidates must produce **unaided and supervised**, work accompanied by preliminary/supporting studies. The latter must be produced at School and home, during the preparation time.

For Coursework and Controlled Test

Students must show visual evidence of their ability to:

- record responses to direct experience, observation and imagination, creatively;
- develop and express ideas and feelings skilfully, fluently and imaginatively, investigating visual and other sources of information;
- explore and use a wide range of media for working in two and/or three dimensions, analysing methods and outcomes;
- use the visual elements: line, tone, colour, texture, shape, form, space, and structure;
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- use of Information Technology
- studies for the final piece.

All this and the final piece/s should be submitted for assessment.

Assessment Objectives

A syllabus must require candidates to demonstrate their ability to:

1. Record from direct experience, observation and imagination.
Select and record appropriate subject matter, showing practical understanding of imaging techniques; appropriate use of processes e.g. depth of field; shutter speed; film speed; lighting; effective use of exposure controls; practical understanding of viewpoint to control perspective.
2. Analyse and evaluate images by artists/photographers as well as their own.
Discuss the work in terms of skills, techniques and media used. Show understanding of characteristics such as realism; freezing of motion; depth of field; selective focus; distortion; selective cropping; enlargement; viewpoint; perspective; show an example of a genre; style of work; the context of work and connections with other art forms and own work; two way influences.
3. Develop and explain ideas using a range of films, lenses and, if possible, cameras.
Use of: - camera controls and light metering systems; shutter and aperture settings with knowledge and understanding. Review, modify and refine work as it progresses and realise intentions; process and print negatives; identify and rectify print faults; produce photograms; test strips; contact prints; enlargements; show practical understanding of lighting techniques in relation to visual elements; select and compose images and use viewpoints.
4. Present a personal (series of prints- silver halide and digital) demonstrating significant and discriminating connections with the work of others (research).
Students must demonstrate that research has clearly enriched and informed the personal responses and fully supports the final pieces.

Girls wishing to take this course will have to have a manual camera of their own,

which they can use in School and at home. Due to the cost and unavoidable wastage of photographic paper, girls would have to buy their own paper after they have undergone the initial learning process and begun their coursework for assessment. Girls must also provide their own film. We can purchase film and paper at reduced cost for the girls. Chemicals would be provided by the School throughout the course. Girls may also use a digital camera (either the school's or their own) to produce computer manipulated images.

Candidates will be introduced to a variety of experiences exploring a range of photographic techniques, processes and equipment. Candidates will be introduced to a range of art and photographic works from the past and recent times, including European and non-European examples. The girls must use the works they look at to help them develop their own work. Their response to the works they look at must be shown through practical work and through critical analysis, which demonstrates their understanding.

Candidates will be introduced to the potential of still photography through:

- the use of the camera, film, lenses, filters, lighting
- developing and printing
- viewpoint, composition, depth of field
- presentation, layout, mounting
- working to a brief, theme or topic

The areas of study include:

- portraiture, documentary and/or photo-journalism
- environmental photography
- experimental photography
- working from objects, still life and/or the natural world

BUSINESS STUDIES

Are you interested in finding out about the world we live in?

Would you like to know how to run a business profitably, motivate staff to get the best out of them, manage cash flow or launch a new product successfully?

If so Business Studies could be the subject for you at GCSE.

You will study the main business functions:

Finance	Production
Marketing	Personnel

As well as considering the external factors that affect business decision-making

Competitors	Law
Economic Conditions	Pressure Groups
Social Trends	Government Aims

The course is assessed as follows:

Written Examination Paper	75%
Coursework Assignment	25%

The course can be examined at Higher or Foundation Tier.

CLASSICAL CIVILISATION

Classical Civilisation offers pupils the opportunity to study the civilisation and culture of the ancient Greek and Roman worlds within an historical context. All material is accessed in translation and although a knowledge of Latin and/or Greek is useful it is by no means a requirement of the course. Five topics are studied:

- Three “civilisation” topics: these might include subjects such as the myths and legends of Greece and Rome, the Olympic Games, the gladiator shows, the theatre, and the role played by women within the home and society.
- Two “literature” topics: the works of two authors are read in translation; pupils might read about, for example, the story of Odysseus and the Cyclops, Dido and Aeneas, Medea, Electra and Oedipus. Some of the most exciting and moving stories of the ancient world are therefore accessible to the girls as worthwhile literature in translation.

Coursework may be offered as an alternative to sitting an examination in one of the five topic areas.

Most girls at St Gabriel’s will have already studied some Latin and some Classical Civilisation and will be aware of the diversity of engaging material that a study of the ancient world offers. GCSE Classical Civilisation allows those girls, for whom the language work holds less appeal, to pursue their interest in the subject in a way that is more accessible.

DESIGN & TECHNOLOGY: GRAPHIC PRODUCTS

The distinguishing feature of this D&T course is its **creative and practical nature** and this course will encourage girls to combine designing and making skills with knowledge and understanding to produce real life prototype products.

There is a mix of theory, design and practical work, with the emphasis on Design and Make projects throughout the course. This will help girls to understand and appreciate the design and manufacture of commercially produced products and to be creative in their approach to solving problems.

They will use computers to help with their design ideas and in creating a 3D quality graphic product prototype, as well as using a wide range of media, materials and equipment.

The course will involve:

- Product analysis: How have designers solved a similar problem before?
- Design and Make assignments: including packaging, point of sale displays, pop up books for children etc.
- Focused practical tasks that develop a range of techniques, skills, processes and knowledge of materials
- Supporting theory

Final GCSE grades are based on two areas of assessment:

- 1 INTERNAL ASSESSMENT (Coursework) - 60% of marks
This will consist of **one** project where girls will be expected to Design and Make a quality graphic product. The project requires a Design and Make activity related to industrial/commercial practices and can be linked to their own interest(s). The evidence required to be submitted for this project must include a 3 dimensional product and prototype, and a concise design folder portfolio with appropriate evidence of using various ICT software programmes.
- 2 FINAL EXAMINATION - 40% of marks
There are two final papers, each of 1½ hours and both worth 20% of the final marks. The papers will test knowledge and understanding of graphic products through questions on designing and making.

For further information on this course, please contact Mr. Drew.

DESIGN AND TECHNOLOGY: TEXTILES TECHNOLOGY

Textiles Technology builds on skills developed in Years 7, 8 and 9. It is a good choice for students who enjoy textiles and includes designing and making textile items. It could lead to a wide range of worthwhile careers in the fashion and textiles industry.

This course will enable students to analyse existing textile products, practice and experiment with various textile techniques along with designing and making quality textile items.

Practical and theory work will cover a range of topics including:

- Fibres, fabrics and components - how they are produced, their properties and uses
- Fabric construction methods and decorative techniques
- Fabric printing and dyeing
- Using a commercial pattern
- Design, fashion and changing technology
- Fabric and garment technology

COURSEWORK

This takes the form of a Design and Make project, where students choose their own topic from an area of the syllabus which really interests them. It is worth 60% of the total marks.

For further information on this course, please contact Mrs. Vines.

DRAMA AND THEATRE ARTS

People often assume that GCSE Drama is a course for aspiring actors, but the skills developed are much more far-reaching than that. It is widely recognised that Drama can make an enormous contribution to personal development. Today's employers are looking for mature, confident, creative people who can communicate effectively and work as part of a team - precisely the qualities and skills that Drama develops. GCSE Drama is practical, rewarding and fun!

The course gives pupils the opportunity to understand different points of view, to form their own opinions, to listen purposefully and to develop their language and communication skills. They are also given responsibility for planning and research and will experience working to a real deadline - the arrival of an audience!

In addition GCSE Drama develops performance techniques and gives pupils an understanding and appreciation of Drama as an art form and of its place in our culture.

60% of the marks are allocated for coursework

Pupils work on a range of assessed projects and the best two marks are submitted at the end of the course. Projects can be drawn from a range of practical components that may include performances and design skills. However, potential candidates should be aware that they will be required to perform for at least one component and that two components must be submitted for final assessment.

40% of the marks are awarded for the final written examination

The examination assesses pupils' appreciation of a performance they have seen and/or of a set text that they have studied.

GCSE Drama is very enjoyable and rewarding for pupils who are interested and enthusiastic. It is very much a practical subject and pupils tend to get out what they put in. The demands of the course require a high degree of commitment and self-discipline but it is also very satisfying.

GEOGRAPHY

Method of Examination: Two written papers and an enquiry worth 25% of the total mark. The enquiry is approximately 2500 words and must be original field work and collection of data.

The aim is:

- i) To develop a sense of relative location and maps of various scales are used including Ordnance Survey.
- ii) To develop an appreciation of the significance of change on the earth's surface.
- iii) To develop an awareness of the opportunities and constraints put on people by their environments.
- iv) To develop skills through field work.

The two written papers are set at two tiers (Foundation and Higher). Candidates must enter for a single tier in a particular examination sitting. Each tier examines broadly similar issues and resources. The Foundation Tier (Grades C - G) utilises short structured questions. The Higher Tier (Grades A* - E) includes opportunity for some more extended answers. The coursework component is common to both tiers.

The Scheme of Assessment comprises three components.

Paper One 40% of the total marks	1¾ hours 70 marks
<p>People and the Natural Environment Comprises two sections: Section A: Geographical Skills This section examines skills related to Ordnance Survey mapwork, photographs, sketch maps, cross-sections, satellite images and other resources. The Ordnance Survey map will always have a UK context. This section is worth 25 marks. Section B: People and the Natural Environment There are seven resource-based, short structured questions, one on each of the topics. Candidates answer any three questions. Each question is worth 15 marks.</p>	
Paper Two 35% of the total marks	1½ hours 75 marks
<p>People and the Human Environment There are three sections, each with two resource-based, structured questions, and one on each of the topics. Candidates answer three questions, one from each section. Each question is worth 25 marks.</p>	
Coursework 25% of the total marks	30 marks
<p>Coursework of approximately 2500 words based on a field work investigation at a local/small scale. The topics chosen for investigation must relate to some part of the specification content.</p>	

Specification at a Glance

Geography A

GCSE 3031	
Paper One	40% of total marks
People and the Natural Environment	1¾ hours
Section A: Geographical skills	
Section B: Answer three questions from:	
1. Tectonic Activity	
2. Rocks and Landscapes	
3. River Landscapes	
4. Glacial Landscapes	
5. Coastal Landscapes	
6. Weather and Climate	
7. Ecosystems	
Paper Two	35% of total marks
People and the Human Environment	1½ hours
Three structured questions to be answered:	
One from: 1. Population	
2. Settlement	
One from: 3. Agriculture	
4. Industry	
One from: 5. Managing Resources	
6. Development	
Coursework	25% of total marks
Coursework of approximately 2500 words based on a fieldwork investigation at a local/small scale.	

GERMAN

Girls choosing to study German will follow the AQA Examination Board Specification A.

The four skills: Speaking, Listening, Reading and Writing, are assessed distinctly at either Foundation or Higher Level and are given equal weighting. In order to achieve grades A*, A or B we recommend entry at Higher level in all four skills.

The themes on which the assessments will be based are:

- My World
- Holiday Time and Travel
- Work and Lifestyle
- The Young Person in Society

These themes are broken down into sub-topics including: Local area, Daily Routine, House and Home, Personal Information, Transport, School, Health and The Environment, to name but a few.

The two year course leads to examinations in all four skill areas.

The timings for the examinations are as follows:

	Foundation Level	Higher Level
Listening	30 mins	40 mins
Reading	30 mins	50 mins
Speaking	8 - 10 mins	10-12 mins

The Speaking examination is conducted by the teacher and recorded for external assessment. This consists of a role-play, a short presentation and discussion on a topic of the candidate's choice and general conversation.

The Writing element is assessed by means of coursework. Candidates are required to submit a total of 3 pieces of written work, each of approximately 200 words in length, which are chosen from a selection of titles prescribed by the Board.

HISTORY

The Modern World.

History is an ideal subject for students who have an interest in the past, in people and in the development of society. A History GCSE can be studied with any other subject and it is an excellent basis for any A level as Historians gain a range of skills.

This course will give you an understanding of the world today and the problems of relations between different countries. There is considerable emphasis in this course on the use of sources: documents, letters, cartoons, photographs etc, and on developing the skill of evaluation of evidence. You will learn to extract relevant information from the evidence and to organise the information logically.

The content of the history course covers major aspects of the 20th century, such as the First World War and its consequences, Britain and the development of women's suffrage, the Wall Street Crash and the Great Depression, the emergence of Hitler, the causes of the Second World War and the Cold War.

The examination (two papers) is worth 75% and the coursework 25% of your final mark.

For more information please contact Mrs Cocker.

HOME ECONOMICS: FOOD AND NUTRITION

The Food and Nutrition course is a good choice for students who have an interest in a variety of food - related subject areas, such as diet and health, fitness, human biology and new product development. The practical element of the course supports the theory aspect, in addition to building upon and expanding the range of skills developed in Years 7, 8 and 9.

The main subject areas covered are:

- Nutrition and health - the role of nutrients in the body, current dietary advice and the effect of diet on health.
- Food choice - how and why we choose the food we eat, making the right food choices, people with different dietary requirements.
- Food preparation and cooking - how and why food is cooked, different cooking methods, the effect of cooking on the nutritional and sensory qualities of food.
- Food safety - food poisoning, food hygiene and methods of preservation.
- Food marketing and advertising - how a new food product is developed.

COURSEWORK

50% of the GCSE is coursework, which gives students the scope to develop their own individual areas of interest within the subject. Coursework is carried out in both Years 10 and 11.

For further information on this course, please contact Mrs. Jennings.

LATIN

We are again offering GCSE Latin as an option to those girls who studied it in Year 9. The course followed is designed specifically for pupils who have, as is the case at St Gabriel's, followed the Cambridge Latin Course.

Girls will continue to read and enjoy stories from the Cambridge Latin Course and to learn about Roman daily life. A major part of the course which the girls will not have experienced before will include reading the works of prose and verse writers in the original Latin. Works might include some of Latin's most beautiful love poetry, historical writing such as Pliny's description of the eruption of Vesuvius, or a selection of the letters of Cicero and Pliny which offer personal glimpses of Roman social life. The literature studied will be placed in its religious, social and historical context.

There are four papers:

- Unprepared Comprehension and Translation
- Verse Literature
- Prose Literature
- Roman Life Topics

It is possible to substitute a piece of coursework for the Prose Literature or Roman Life topics depending on the particular strengths of individual candidates.

Latin is immensely valuable for the potential modern linguist, historian or student of literature. Above all it offers a most rewarding experience to those girls who are interested in the ancient world and who enjoy the linguistic challenge of the language.

MUSIC

The GCSE Music course is exciting and varied and covers the three elements of music: Listening, Composing and Performing.

Listening

The listening examination (1hr.15mins) consists of a number of questions embracing the five areas of study:

- 1 Music for Film
- 2 Music for Dance
- 3 Music for Special Events
- 4 Orchestral Landmarks
- 5 The Popular Song since 1960

Questions will test knowledge of melody and harmony, rhythm and metre, instrumentation and texture, dynamics, musical devices, tonalities, structures and notation.

Performance

The candidate must offer one example of solo performance and one of ensemble performance. Performing is a crucial and ongoing element of the course and the best example of recorded performance sessions will be sent for evaluation.

Composing

A folio of two compositions must be offered. At least one composition will be based on the area of study: Music for Special Events. It is expected that the composition will be notated and recorded. An integrated study paper offers more scope for composition and develops techniques of recording.

This course offers real scope for creativity supported by a wide background knowledge of all aspects of music.

PERFORMING ARTS: DANCE

This is a two year course comprising both practical and theoretical work. The course aims to:

- develop understanding and appreciation of a range of dance styles
- develop aesthetic and artistic sensibility to dance works
- develop the knowledge, skills and understanding needed to perform, choreograph and appreciate dance including an awareness of its artistic contexts
- Develop life-skills and attributes including decision making, critical and creative thinking, aesthetic sensitivity and the ability to cooperate with others.

Pupils will be assessed in three areas

- 1 Performance accounts for 40% of the marks.
(20% Set Study, 20% performance in duo/group.) This will include a study of:
 - good studio practice
 - the technical nature of dance skills
 - the expressive nature of dance skills
 - Factors which influence the achievement of high quality dance performance.
- 2 Choreography accounts for 30% of the marks. This will include a study of:
 - the process of creating choreography
 - choreographic structure
 - Constituent features of dance.
- 3 Appreciation accounts for 30% of the marks.
(20% Written Examination, 10% Extended Programme Note.) This will include a study of:
 - analysis and interpretation of dances
 - the historical and social context of dances
 - The set work.

Throughout the two years, pupils will be required to attend a live performance of the Set Study (the most likely venue to be London) and should aim to see as wide a range of dance performances as possible. Whilst it is not a necessity, it would be an advantage for candidates to have knowledge of at least two different dance styles e.g. ballet, contemporary, jazz, tap, Irish etc.

It will be expected that candidates for this course will become members of the School Dance Club.

PHOTOGRAPHY

Course work and exam work is to be completed in five terms, to be submitted by the Easter holidays. The exam will take place during February and March,

and will include doing preparatory work over the February half term. This is for people who are creative without being particularly happy in control of a paint brush!

Girls wishing to take this course will have to have a manual camera of their own, which they can use in School and at home. Due to the cost and unavoidable wastage of photographic paper, girls would have to buy their own paper after they had undergone the initial learning process and begun their coursework for assessment. Girls must also provide their own film. We can purchase film and paper at reduced cost for the girls. Chemicals would be provided by the School throughout the course. Girls may also use a digital camera (either the school's or their own) to produce computer manipulated images.

Candidates will be introduced to a variety of experiences exploring a range of photographic techniques, processes and equipment. Candidates will be introduced to a range of art and photographic works from the past and recent times, including European and non-European examples. The girls must use the works they look at to help them develop their own work. Their response to the works they look at must be shown through practical work and through critical analysis, which demonstrates their understanding.

Candidates will be introduced to the potential of still photography through:

- the use of the camera, film, lenses, filters, lighting
- developing and printing
- viewpoint, composition, depth of field
- presentation, layout, mounting
- working to a brief, theme or topic

The areas of study include:

- portraiture, documentary and/or photo-journalism
- environmental photography
- experimental photography
- working from objects, still life and/or the natural world

These are only suggestions and others may be covered. Girls may explore overlapping areas and combinations of areas. I would like to stress that this course is not just taking snapshots and that it does require creativity and patience and is very time consuming, but also very rewarding.

Paper I Coursework - 60% of the total marks

Each candidate must present three identifiable units of work for assessment. The units should reflect the breadth of the course and include evidence to show that all the assessment objectives have been fulfilled. Work may be carried out in class and elsewhere. Each unit must be accompanied by relevant preliminary/supporting studies. The three units will be marked together as a whole.

Paper II Controlled Test - 40% of the total marks

Pupils work from one starting point. A minimum of four weeks preparation time is given, plus 10 hours supervised in school. Candidates must produce **unaided**

and supervised, work accompanied by preliminary/supporting studies. The latter must be produced at School and elsewhere, during the preparation time.

For Coursework and Controlled Test

Students must show visual evidence of their ability to:

- record responses to direct experience, observation and imagination, creatively
- develop and express ideas and feelings skilfully, fluently and imaginatively, investigating visual and other sources of information
- explore and use a wide range of media for working in two and/or three dimensions, analysing methods and outcomes
- show understanding of lighting techniques in terms of line, tone, colour, texture shape, form, space, and structure
- use the practical elements: proportion, scale, plane, volume and light
- use of the conceptual elements: representation, meaning and function
- review, modify and refine work as it progresses and produce a personal resume
- identify the distinctive characteristics of art, craft and design and relate them to the context in which the work was created, making connections with their own work
- show knowledge of specific times and places, styles, traditions and changes in art, craft and design
- assess images and artefacts critically, articulating opinions and preferences using a specialist vocabulary
- students must keep a record or log to provide the above evidence

Preliminary/supporting studies for the exam

These should be carried out in a diary/sketchbook, and should include:

- analysis of the question and planning
- linked studies showing sequential development
- evidence of reviewing, modifying and refining work, showing alternative ideas and solutions
- evidence of art/craft/design historical or cultural examples referred to, showing the candidate's response and the knowledge gained
- evidence of responses to direct experience, observation, memory and imagination
- examples of research and source material
- trials and experimentation with materials and processes
- use of Information Technology
- test prints for the final piece.

All this and the final piece/s should be submitted for assessment.

Assessment Objectives

A syllabus must require candidates to demonstrate their ability to:

1. Record from direct experience, observation and imagination.
Select and record appropriate subject matter, showing practical understanding of imaging techniques; appropriate use of processes e.g. depth of field; shutter speed; film speed; lighting; effective use of exposure controls; practical understanding of viewpoint to control perspective.

2. Analyse and evaluate images by artists/photographers as well as their own. *Discuss the work in terms of skills, techniques and media used. Show understanding of characteristics such as realism; freezing of motion; depth of field; selective focus; distortion; selective cropping; enlargement; viewpoint; perspective; show an example of a genre; style of work; the context of work and connections with other art forms and own work; two way influences.*
3. Develop and explain ideas using as range of films, lenses and, if possible, cameras.
Use of: - camera controls and light metering systems; shutter and aperture settings with knowledge and understanding. Review, modify and refine work as it progresses and realise intentions; process and print negatives; identify and rectify print faults; produce photograms; test strips; contact prints; enlargements; show practical understanding of lighting techniques in relation to visual elements; select and compose images and use viewpoints.
4. Present a personal (series of prints- silver halide and digital) demonstrating significant and discriminating connections with the work of others (research). *Students must demonstrate that research has clearly enriched and informed the personal responses and fully supports the final pieces.*

PHYSICAL EDUCATION

This is a two year course comprising both practical and theoretical work. The course is designed to show that candidates are able to plan, perform and evaluate physical activities demonstrating their knowledge, skills and understanding of a range of physical activities.

Candidates are assessed on their performance of four practical activities, chosen from at least two of the groups, including at least one games activity.

Group 1	Games activities (compulsory)
Group 2	Gymnastic activities
Group 3	Dance
Group 4	Athletic activities
Group 5	Swimming

Practical performance accounts for 60% of marks and the theoretical paper counts for 40% of marks.

The practical marks given for the five areas are:

Skill Area A Acquiring and developing individual and group skills

Skill Area B Selection and application of skill in a game situation

Skill Area C Understanding, observing and applying rules and conventions

Skill Area D Evidence of the ability to analyse and take action to improve their own and others' performance

Skill Area E Adopting different roles in the activity.

The theory of the course concerns itself with health related exercise issues such as first aid, diet, hygiene and safety, fitness and anatomy. These, together with sport and sociological issues are dealt with at local and national level, as are the media, international sport, leisure time and social attitudes.

The course has something to offer all girls who enjoy sport and who have a commitment to their sport in and out of School. You do not have to be brilliant at PE to take part in the course, an enjoyment and certain level of ability will suffice.

SPANISH

Girls choosing to study Spanish will follow the AQA Examination Board Specification A.

We will continue to use the Listos course materials, supplemented by a variety of reading and listening materials from other sources.

The four skills: Speaking, Listening, Reading and Writing, are assessed distinctly at either Foundation or Higher Level and are given equal weighting. In order to achieve grades A*, A or B we recommend entry at Higher level in all four skills.

The themes on which the assessments will be based are:

- My World
- Holiday Time and Travel
- Work and Lifestyle
- The Young Person in Society

These themes are broken down into sub-topics including: Local area, Daily Routine, House and Home, Personal Information, Transport, School, Health and The Environment, to name but a few.

The two year course leads to examinations in all four skill areas.

The timings for the examinations are as follows:

	Foundation Level	Higher Level
Listening	30 mins	40 mins
Reading	30 mins	50 mins
Speaking	8 - 10 mins	10-12 mins

The Speaking examination is conducted by the teacher and recorded for external assessment. This consists of a role-play, a short presentation and discussion on a topic of the candidate's choice and general conversation.

The Writing element is assessed by means of coursework. Candidates are required to submit a total of 3 pieces of written work, each of approximately 200 words in length, which are chosen from a selection of titles prescribed by the Board.

O P T I O N D

RELIGIOUS STUDIES (Full GCSE)

INFORMATION TECHNOLOGY (Full GCSE)

GREEK

FAST TRACK GCSE PHYSICAL EDUCATION

RECREATIONAL PHYSICAL EDUCATION

PRIVATE STUDY

You will be required to choose 1 of these options.

RELIGIOUS STUDIES (Full GCSE)

To make up the other 50 percent of the RS GCSE, the following topics are studied in addition to the CORE RS module.

We will take some of your ability to construct and criticize argument from the CORE RS lessons, and develop them further. This part of the course is strongly philosophical and provides a foundation for progression to the study of the philosophy of religion, and religion and ethics at AS and A2 levels.

WHY CHOOSE RS AS A FULL GCSE?

If you are interested in philosophy, and think you may like to study philosophy of religion and ethics later at AS Level, this is a great introduction. Lessons consist of discussion, debate examination of arguments through a variety of sources such as DVD, internet and display work.

YEAR 10 FULL GCSE TOPICS

Section A: Thinking about God.

- The existence of God: arguments for and against; origins of the universe; design of the universe; religious experience. The problem of suffering; the problem of evil.
- The nature of God: personal or impersonal; immanent or transcendent; one or many forms. General or special revelation.

YEAR 11 FULL GCSE TOPICS

Section B Thinking about Morality.

- Ways of making moral decisions: absolute and relative morality; sources of moral authority; relationship between belief and behaviour.
- Human rights and responsibilities: abortion; sex, marriage and divorce; prejudice and discrimination.
- Global Issues: world poverty; war and peace; the natural world.

INFORMATION TECHNOLOGY (Full GCSE)

The course consists of one exam paper and two pieces of coursework.

In addition to the content of the ICT Short Course the following topics are also studied:

- Security
- Networks
- Communications

For the second piece of coursework, the candidate selects one specific application, usually a spreadsheet or database, to form the basis of a project. The aim of the project is to develop the candidate's skills to a higher level and demonstrate use of advanced features of the software. The best projects are based around individual areas of interest and allow candidates to pursue their own lines of enquiry. Candidates have recently produced projects associated with the school's dance show, sporting events and youth theatre groups.

Why choose ICT as a full course GCSE?

Studying the advanced features of a particular application has a beneficial impact on all the candidates other areas of learning. Choosing the full course offers opportunities to enhance your presentation techniques, become a more intuitive learner and a problem solver.

GREEK

Greek GCSE is a new option introduced in the last year. The syllabus introduces students to the basics of Greek grammar, much of which will be familiar from the Latin course. However, it is not a requirement that students have studied Latin beforehand. The primary aim is to be reading an original Greek text by the beginning of Year 11. Current Year 11 are reading part of Chapter 1 of Homer's 'Iliad', the epic poem used as a vehicle to demonstrate the wooden acting ability of Brad Pitt. In it, the objectification of women is as much a theme as the futility of war which pervades the work as a whole.

Remember, no prior knowledge is required, except the desire to give something new a try.

FAST TRACK GCSE PHYSICAL EDUCATION

This is a one year course comprising both practical and theoretical work. The course is designed to show that candidates are able to plan, perform and evaluate physical activities demonstrating their knowledge, skills and understanding of a range of physical activities.

Candidates are assessed on their performance of four practical activities, chosen from at least two of the groups, including at least one games activity.

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Skill Area C Understanding, observing and applying rules and conventions

Skill Area D Evidence of the ability to analyse and take action to improve their own and others' performance

Skill Area E Adopting different roles in the activity.

The theory of the course concerns itself with health related exercise issues such as first aid, diet, hygiene and safety, fitness and anatomy. These, together with sport and sociological issues are dealt with at local and national level, as are the media, international sport, leisure time and social attitudes.

This course is aimed at girls whose ability, both in sporting and academic terms, can match the demands of completing a GCSE course in one year.

RECREATIONAL PHYSICAL EDUCATION

Choosing this option would give students a chance to partake in an additional double period of physical activity. The range of possible activities varies and is to a large extent driven by the group themselves. The activity will be determined by group preference, numbers of students in the group and the timing. Badminton, volleyball, basketball, tag rugby, orienteering, swimming, tennis and rounders are all possible in school. Off site activities, such as using the multi-gym at the Newbury Rugby Club, may also be possible, depending on demand.

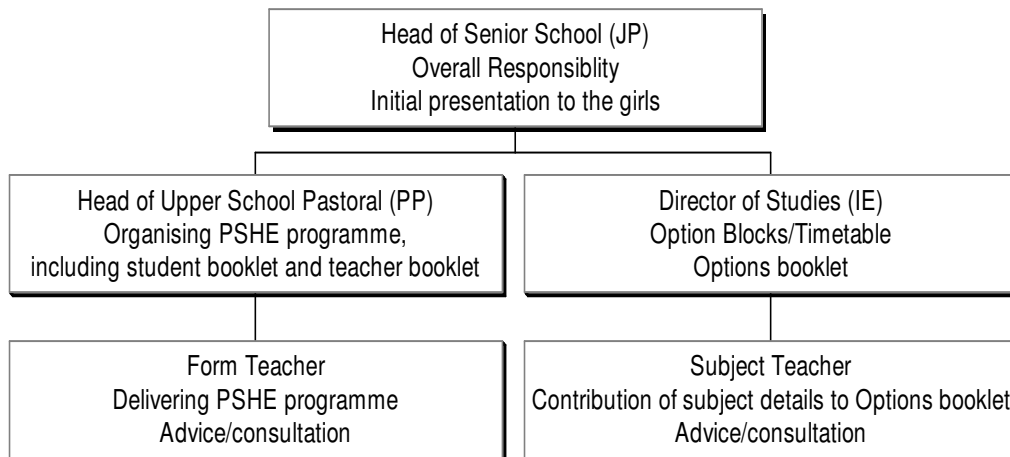
PRIVATE STUDY

For those students who wish to concentrate upon the subjects that they have already chosen, there exists the opportunity to spend two periods each week in supervised private study. These sessions are designed to allow students to work independently on work they have already been set. It is an ideal opportunity to complete assignments, to get on top of coursework and to extend knowledge further.

The sessions are run under the supervision of a member of staff who will ensure that each student uses the time allocated productively. The study periods will take place in a classroom, but it is possible for students to use resource areas, such as the IT suite and the Library, to aid research.

These sessions encourage the student to work independently and to organise the use of their time as they see fit. It is an excellent life skill that, if mastered, can pay dividends throughout a student's educational lifetime, and beyond.

Responsibilities within the GCSE Options Process at St. Gabriel's School



The Form Teacher has the pivotal role in the process. The form teacher will deliver the PSHE programme, giving advice and counselling where necessary, as well as providing the first point of contact for any parental concerns.

Subject Teachers will provide impartial advice as to the subject's suitability for each girl, especially with respect to possible career paths and the subject's demands.

Head of Upper School Pastoral has responsibility for the organisation of the PSHE programme and will provide an additional opportunity for advice, in consultation with the form teacher.

The Director of Studies is responsible for allocation of subjects within the option blocks. Subjects will be arranged to give the most girls their first choice combinations. It cannot be guaranteed that all girls will be able to study their first choice combination.

Head of Senior School has overall responsibility for the smooth implementation of the GCSE Options procedure and will deliver the initial presentation of the Options process to the girls.

Timetable for Implementation of the GCSE Options Process at St. Gabriel's Spring 2007

1. On Monday 9th January 2007, students and their parents will be invited to an 'Options Presentation and Subject Fair'. During this, the Head of Senior School, Director of Studies and Head of Upper School (Pastoral) will give a presentation to year 9 girls about the option choices available and how the system works. The GCSE Options Booklet, collated by the Director of Studies, will be available and the evening will also give girls and parents an opportunity to discuss option choices with subject teachers within the subject fair.
2. The PSHE programme will begin with the commencement of the Spring Term. The programme, designed and co-ordinated by the Head of Upper School (Pastoral), will be delivered by form teachers during the weekly PSHE period, with the aim of guiding the girls through the procedure of choosing the best option choices for them.
3. In the week before half-term, a letter will be sent out asking girls to choose their first choice option subjects, as well as reserve subjects. The slip attached to the letters is returned to form teachers after half term. Based on these, the Director of Studies plans a three column option structure to enable as many girls as possible to receive their first choice subjects.
4. The Year 9 Parent's Evening on 25th April 2007 will give an opportunity for further discussion about option choices with subject teachers.
5. Towards the end of the Easter term, a letter will be sent out specifying the subjects appearing in each column.
6. Towards the end of the Summer term, a letter will be sent home requiring each student to make their final option choices. The reply slip on this letter must be returned to form teachers as soon as possible, but certainly no later than Friday, 22nd June 2007.

We recognise that the decisions to be made can be difficult for some girls. To this end, we have an extensive counselling system available to any girl who requires it. This counselling system runs throughout the process and advice is available on a confidential basis at any mutually convenient time from each girl's form teacher or from the Pastoral Head of Upper School.

We also recognise that the decisions made early in the process may differ significantly from the final choice made. To this end, the allocation of subjects to columns is relatively flexible up to the end of the procedure.

<p>CONSIDER THE ISSUES</p>	<p>Are there any subjects that I have to take? How many subjects am I able to choose?</p>
<p>GATHER INFORMATION</p>	<p>Do I know the contents of all subjects? Are there any completely new subjects? What methods of study are used? What strengths and skills do I have for various subjects?</p>
<p>ASK ADVICE</p>	<p>Consult parents, subject teachers, careers teachers/advisers and people in possible career area. Ask whether choice suits possible career area.</p>
<p>LOOK AT THE ALTERNATIVES</p>	<p>Would other choices suit my career choice better? Am I making choices that will allow me to change my mind? Are my choices making a balanced programme? Could I do certain subjects outside examinations?</p>
<p>DECIDE AND EVALUATE</p>	<p>Are these choices my own personal decision? Am I happy, or do I have any worries left? If you think you have already made a wrong decision, consult teachers quickly</p>