

GCSE Options Booklet
2015—2017



Heathfield School, Ascot

Introduction

CHOOSING YOUR GCSES

After studying a range of subjects it can be a very difficult process trying to decide which subjects to pick for your GCSEs. This is when you begin to take the first steps to specialising your areas of study and it can feel a little daunting. Girls do worry that they will leave out something that will be crucially important to them later on in life. What is very important is that you pick subjects that you will enjoy as this will keep you motivated throughout the two year course.

CORE COURSES

In Forms IV and V, girls follow a chosen programme of study for their GCSE courses. Girls can take up to 10 GCSE examinations, studying a compulsory core of English, English Literature, Mathematics, Biology, Chemistry, Physics, at least one modern foreign language (usually French), and Religious Studies.

Girls will be set for Science and their teachers will prepare them for modules in both Science and Additional Science, giving most girls 2 GCSE grades overall. Girls with a particular strength in the Sciences will be encouraged to study the Triple Award, which can be very useful for studying one or more of the sciences at A Level, although it is entirely possible to study an A Level in Science after completing the Dual award.

Girls take Religious Studies which prepares them for the full GCSE course. This course will be assessed by examination only, in the Fifth Form.

LANGUAGES

Girls are set for French and will be prepared to take Reading, Writing, Listening and Speaking examinations. There is the option for girls to take Spanish in addition to French or Latin. This will be decided in conjunction with the Modern Foreign Languages department according to ability and experience.

OPTIONS

Girls choose **up to four** additional subjects from a range of eleven. The subjects are arranged in ‘blocks’ and no more than one option is taken from each block.

We will try to ensure that the widest range of subject combinations is possible, catering for the most popular choices. If your daughter does not take a subject at GCSE it does not necessarily mean that she cannot pursue her interest in it other ways or that she cannot take the subject later at A Level.

Mid February we issue a provisional choices form which will be due in by Wednesday 25th February 2015. This will allow us to ensure that the blocks we adopt will be suitable for as many girls as possible. After that the blocks will be finalised with the Final Options sheet issued. This will be due in by 9th March 2015. From this point forwards we are unable to change the blocks.

NON-EXAM COURSES

All girls follow a programme of Personal, Health, Social, Citizenship and Economic Education, which includes guidance on careers and a full PE programme.

If you have never studied French before, then we would like you to choose Spanish as an option if you have studied that. If you have never studied either, then you should consider having extra lessons in a language to catch up before deciding to abandon this part of your studies altogether. It may be appropriate to do so in some particular cases, but it is not advisable as a rule.

You also have the choice of studying an ancient language like Latin or Greek but you need to know that some universities (only London at time of writing) expect a Modern Foreign Language as part of their admissions criteria.

We are always ready to answer any other questions – just ask!



Q. I really want to go to Art School. What should I do?

A. You should do Art GCSE if you possibly can and choose other subjects which you enjoy and which form a balance between being ‘academic’ and more ‘practical / creative’. Typical choices might be Drama, Music or History, with Art.

Q. Can I change my mind later?

A. We would say that it is better to think things through carefully now and stick with your decision – unless something major happens. Remember that you may not be taught by the same teacher at GCSE, so your relationship with your existing teacher should not influence your choice of subjects. Also, GCSE work may be different, so if you find a topic you study in April less interesting you shouldn’t suddenly decide that a subject you have enjoyed for three years is not for you. There may be more than one group at GCSE level, so don’t worry too much about what your friends are choosing. Even if you do the same subjects as your friends, you may not be in the same class. You need to be independent and sensible, taking the long view about what is best for you, irrespective of short term and less important considerations. Take advice from teachers and parents. If there is a major reason then we can consider late requests – but if a subject is full at that stage, or if an option has already been discontinued because so few people chose it, then we cannot accommodate your choice. We cannot consider requests to do two subjects in the same block – it would be physically impossible for you to be in two classrooms at once!

Q. Once I have made my choices I don’t need to try in the subjects which I am dropping – right?

A. Wrong! You always need to complete to the best of your ability things which you have started. It does not reflect well on you if you leave things half finished and neglected!

Q. If I went to another school, wouldn’t I be able to do any combination of subjects I liked?

A. This is highly unlikely! All schools now run option-blocking systems of some sort and will ask you to make some choices; you would be very lucky if your preferences exactly matched what is available. Planning early helps schools to provide the best teaching and resources – by allowing you a free rein to make choices late and continually change your mind they would risk offering you a poorer education and, in fact, a misleading introduction to the adult world, which is all about making and having to live with choices.

Q. I have never studied a language (or am really no good at it) – must I take it for GCSE?

A. We would like everybody who possibly can to take a language at GCSE, because having a Modern Foreign Language is important to universities and later in life – and French is still the most popular second language in the UK and the other official language of the EU. Most of our trade is with EU countries – as a percentage, certainly much more than with Spanish-speaking South American countries. French speakers have many more job opportunities than those with just English. Further, French culture has had a close relationship with English culture over the centuries. French helps you to understand some aspects of English Language and Literature and History better. If everybody does the same language then we can set – and this helps you to have lessons appropriate to your ability and thus to do your very best.

We do ask that girls think carefully before deciding on the number of options. If your daughter has support from Spectrum, or an extra language, or a number of Music lessons for example, it is advisable for her to choose subjects from a maximum of two out of the four blocks. This will also help with the possibility of timetabling her extra lessons into the school day rather than at the end of the day, for example. Doing 10 full GCSEs is very challenging and is certainly not for everybody. Even top universities do not expect applicants to have more than 8 or 9 grades, as long as they are good and include English, Maths and a Modern Foreign Language.

It is far better to have fewer, higher grades than more GCSEs with lower grades.

There are several people available to your daughters for advice and support whilst navigating the difficult options process, including your daughter’s tutor, her Head of House, subject teachers and the Director of Studies. If your daughter wants to find out about courses at university then it is definitely worth her seeking out Mr Hart, Director of Sixth Form or Mrs Bramley, our Head of Careers.



TOP TEN TIPS FOR CHOOSING GCSEs

1. Quality not quantity—eight or nine is usually plenty—make sure you can get the best results you can
2. Don’t believe anyone who tells you they don’t matter. The stiffer the competition for university places and jobs, the more pupils need good GCSEs to help them stand out
3. Choose subjects you are good at
4. Choose subjects your school is good at—ask about results
5. Think ahead—are there GCSEs you need to have in order to apply for certain A Levels or university courses? Take advice
6. Think about employment
7. Avoid choosing too many creative subjects—they can take up a lot of time
8. Make sure you take a language and a humanities subject
9. Once you have your list, take a look at it—what does it say about you?
10. Study what you love—make sure you study something that really excites you

SUBJECT GUIDE

CORE COURSES

IGCSE MATHEMATICS

Exam Board: EDEXCEL

Aims

We encourage every girl to achieve her full potential in Mathematics. They all take an active and enthusiastic role in their lessons, learning via a variety of different teaching styles and using a mixture of guided discovery, ICT and traditional methods. We aim to develop each girl's problem solving skills and ability to think independently.

Specification

We are following the Edexcel Linear specification for the International GCSE Mathematics A. The specification aims to develop knowledge and understanding of topics covered in Form III and includes new topics that have not been covered before. The IGCSE course emphasises the importance of making connections between mathematical concepts and applying the functional elements of Mathematics to real life situations.

The course is split into the following six areas:

Number

- Encouraging the use of mental arithmetic, while becoming more competent in the use of a scientific calculator
- Being able to apply these methods to a range of real life and abstract problems

Algebra

- Modelling real life situations using algebra to solve problems
- Understanding how number operations underpin algebraic techniques

Geometry

- Exploring the properties of angles, circles and polygons
- Using these properties to solve problems in a real world context

Measures

- Applying the formulae for area, perimeter and volume of 2D and 3D shapes
- Extending these skills to include circles, cones and spheres

Statistics

- Calculating averages and the range of data presented in a variety of contexts
- Understanding that different types of data require different representations and be able to display the data appropriately

Probability

- Using fractions or decimals to represent probabilities
- Understanding complex problems involving multiple events and conditional probability

Assessment

The examinations for this qualification are taken at the end of Form V. There are two papers, each worth 50% of the course; a calculator is permitted for both papers. Most girls will sit the Higher tier examination, which allows them access to grades A* to D. In some cases a student who is on target for a grade C would benefit from sitting the Foundation tier paper, where a C is the highest available grade, but such a decision would not need to be made until the beginning of Form V.

FREQUENTLY ASKED QUESTIONS

Q. Do I have to do Extra Science if I want to do a Science subject at A Level?

A. No, but it may help you to make the transition to A Level work more easily. Many people have managed to do A Level sciences without Extra Science though – and many schools do not offer the Extra Science option.

Q. Do I have to do a subject at GCSE if I want to do it at A Level?

A. It helps, but is not always necessary. For example, you can resume your study of subjects like Art and Drama later on – assuming that you have maintained your interest through extra-curricular activities and can transfer skills from other GCSE subjects.

Q. Do GCSE choices affect my options at University – and maybe even my career?

A. Not unless you do something radical – and that is why we have a core of compulsory subjects! With the core you should be able to make most A Level choices and should have the GCSE qualifications requested by most Universities and employers. Some students don't realise that without English, Mathematics and a Modern Foreign Language they may find that their options are limited later on. You should note that very competitive universities do not treat more 'creative / practical' subjects as the equals of more traditional 'academic' subjects if you are applying for an 'academic' course; if you have ambitions to study English at Oxford or Medicine at Cambridge then be careful about choosing more than 1 or 2 'creative / practical' subjects at GCSE.

Q. Do I need Drama GCSE to become an actress – or Art and Design to become an artist?

A. Not necessarily. For a few years you might develop your talent through LAMDA lessons or through extra-curricular Art. If you are good then there is always the option to study more formally later.

Q. My skills in English are not the best – I don't enjoy writing much and I find it difficult to think of a lot to say about things. What should I do for GCSE?

A. This is not an easy one. Unfortunately, most subjects are examined, at least in part, through the medium of the English language. We suggest that you make sensible choices of subjects but also seek to develop your skills by taking lessons with our SPECTRUM department. It will help us to timetable these lessons if you choose optional subjects from only 2 out of the 4 Blocks. Good subjects to consider might be Extra Science, Art and Design, PE, Music or Business Studies. Written work in these subjects tends to be broken down and more structured. Please ask for more personal advice.

Q. I want to give myself the best chance of getting into a competitive, academic course at University. What should I bear in mind when making my choices?

A. You may have heard about some of the concerns some universities have about the exams system. Because schools have more of an incentive to help students do well, more students are achieving the highest grades and it is therefore difficult for universities to tell which are the very brightest. One method that some universities are using is to compare the subjects in which their applicants earned their top GCSE grades. Rightly or wrongly, some universities believe that GCSEs in more traditional 'academic' subjects are worth more than those in more 'practical/ creative' subjects. You should consider whether you could do well in subjects like Extra Science, Geography, History, Spanish or Latin and, if you could, it might be safer to choose at least 3 of your options from this group.

PHYSICAL EDUCATION

Girls in Form IV have three double periods a week. As well as the traditional sports the girls have covered, they now have a chance to experience 5 week blocks of the following sports: Badminton; Basketball; Fitness; Football; Hockey; Rugby

This helps to prepare the girls to make more informed decisions about the sports they choose in Form V and the Sixth Form.

Girls in Form V have two double periods a week and may choose from the following sports: Aerobics; Athletics; Badminton; Basketball; Fitness; Golf; Football; Hockey; Lacrosse; Netball; Rounders; Swimming; Tennis; and Zumba

The aim of these sessions is for the girls to experience a variety of sports and find one they feel confident to pursue having left School.



PERSONAL, SOCIAL AND HEALTH EDUCATION

PSHE is taught in Forms I- UVI in one lesson per week. Lessons are supplemented by presentations from outside speakers and agencies. The aim of the course is to help girls to:

- ◆ Lead confident, healthy and responsible lives as individuals and as members of society
- ◆ Gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social, cultural and financial issues they face as they approach adulthood
- ◆ Reflect on their experiences and try to understand and manage responsibly a range of relationships, showing respect for others
- ◆ Believe in their ability to succeed and take responsibility for their learning and future choices
- ◆ Demonstrate personal and group responsibility in their attitudes to themselves and others
- ◆ Obtain and use different kinds of information, including the media, to form and express an opinion



GCSE ENGLISH & GCSE ENGLISH LITERATURE

Exam Board: AQA

English Language

The course aims to develop girls' ability to read with understanding, analyse and evaluate a wide range of texts, both literary and non-literary, including some from other cultures and traditions. Writing is focused on compositional skills, organising and structuring sentences grammatically, employing a variety of forms for different purposes. Students should be able to develop ideas and communicate with the reader using a wide-ranging vocabulary and an effective, appropriate style. Although it is not an integral part of the award, there is also a spoken language component, which requires girls to formulate, clarify and express ideas, adapt speech to a range of circumstances and listen and respond appropriately to others.

Assessment

There are two examinations. The first paper is entitled "Explorations in Creative Reading and Writing." Students explore one fiction text and write in a descriptive or narrative style.

The second paper is focused on "Writers' Viewpoints and Perspectives." Candidates are required to analyse one non-fiction text and one literary non-fiction text. In addition, there is the opportunity to develop an extended piece of writing presenting a specific argument.

English Literature

The course helps girls to explore their literary interests and develop an ability to understand, respond to and write about a wide range of texts, demonstrating an appreciation of the ways in which writers achieve their effects. Students develop an awareness of social, cultural and historical contexts and the ways in which these influence works of literature. We follow a traditional course of study, including Shakespeare, other pre-twentieth century works and some modern literature, ensuring that girls are given a firm grounding in the standard canon of English Literature. During the course they will nurture skills of critical analysis, which will be particularly valuable at A Level.

Assessment

There are two examinations. The first paper is based on "Shakespeare and the Nineteenth Century Novel." Questions will require students to write about a specific extract and the play as a whole, so that an understanding of authors' aims and methods is essential.

The second paper is slightly more extensive and accounts for 60% of the overall mark. Entitled "Modern texts and poetry," students answer questions about either a modern prose or drama text; compare one poem with another from a cluster in their anthology and respond to two unseen poems, as well as one other comparative question.

The ability to read, understand, interpret and respond to the English language is central to all aspects of girls' education at Heathfield. Therefore GCSE English Language and Literature courses are of vital importance. Most universities and employers insist on a high level of attainment in English Language in particular— our approach to the AQA course is designed to help each girl to meet this requirement but also to help them to appreciate and enjoy the English language in all its forms, while preparing pupils to relish the AS and A2 courses in English Literature. English Literature is a popular subject at AS and A2, which is a testament to the secure grounding in analytical essay writing and close reading skills that GCSEs in both English Language and English Literature provide at Heathfield.

GCSE SCIENCES

Exam Board: AQA

Every student at Heathfield School is required to take Science. Students start to cover some of the GCSE content in the Third Form allowing those more able to access three separate Science GCSEs.

Biology, Chemistry and Physics GCSE (Triple Award)

All students in the top science set will be entered for the three separate science GCSEs. This will not involve any extra science lessons but will mean that content within the lessons will be covered at a faster pace. If a student is struggling it will be possible for her to move to the other Science GCSE courses, where they will be accredited with 2 Science GCSEs (Science A, Additional Science). Much of the content is transferable as a large percentage of the work covered is common to both routes. All three GCSEs will also include controlled assessment in the form of an experiment and written papers taken at the end of the 2 year period.

Biology	Chemistry	Physics
Units covered	Units covered	Units covered
B1, B2, B3	C1, C2, C3	P1, P2, P3

Science A & Additional Science (Double Award)

Students not taking the three separate Sciences will be examined in the following way: Science A in the Fourth Form which involves studying unit 1 of Biology, Chemistry and Physics. Students will then either take their written papers in the summer of their fourth form year or will wait until the end of the fifth form. This decision will be taken in the best interest of the students. They also complete a controlled assessment (ISA) worth 25% of their final mark.

In Fifth Form the girls will go onto take Additional Science and continue their study of the three sciences. Again the girls will be assessed by a series of written examination papers taken in June. Another controlled assessment (ISA) is also completed.

Science A	Additional Science
Units covered	Units covered
B1, C1, P1	B2, C2, P2

After GCSE

Students who take Science A and Additional Science will still have the option of studying any of the Sciences for A level providing they have achieved at least a grade B in their Science examinations. Students who have taken the sciences separately are required to have at least a B grade in the science which they wish to take. All students should also be proficient in Mathematics due to an increase amount in all the Science A levels.

GCSE RELIGIOUS STUDIES

Exam Board: OCR

Units: Christian Scriptures: The Gospel of Mark
Christian beliefs and practices
Ethics
World Perspectives

Religious Studies is compulsory in Forms IV and V, leading to a full GCSE qualification. Students find the course both fascinating and intellectually stimulating. The aims of this specific course are to encourage girls to be inspired and challenged by following a broad, satisfying and worthwhile course of study. The modules encompass religious studies, ethics and biblical theology; they have been chosen because we believe they equip pupils to lead constructive lives in the modern world as well as adopt an enquiring, critical and reflective approach to the study of religious beliefs and practices.

GCSE PHYSICAL EDUCATION

Board: OCR

Do you enjoy sport? Would you like to be rewarded for playing the sports you enjoy and are good at? In this course you will improve your knowledge and performance in a range of practical activities and will have a chance to learn about the principles and practices which lead to good performance. The course will help develop your confidence, self-esteem and sense of team spirit!

The specification has 4 Units:

Unit B451: An Introduction to Physical Education

Fundamental motor skills / Decision Making / Etiquette & Sportsmanship
Components of fitness / Warm Up & Cool Down
Characteristics of a Healthy Balanced Lifestyle
Factors Affecting Performance & Participation

Unit B452: Practical Performance and Analysis of Lifestyle Task

A choice of 2 sports from a wide range including: athletics; horse riding; lacrosse; netball; personal survival; rounders; swimming and tennis

Controlled assessment analysis of lifestyle task—research your lifestyle in comparison to the characteristics of a healthy balanced lifestyle—what changes can you make

Unit B453: Developing Knowledge in Physical Education

Learning skills / Feedback / Motivation / Goal Setting
Skeleton / Muscles / Tendons / Movement
Effects of Exercise / Training Methods
Sponsorship / Media

Unit B454: Practical Performance and Analysis of Performance Task

One practical sport and either coach or officiate your chosen sport

Controlled Assessment analysis of performance task—analyse your performance in a chosen sport and recognise your strengths and weaknesses and how you can improve.

ASSESSMENT:

Unit B451: One written paper 20% of total marks

Section A = multiple-choice questions worth 15 marks

Section B = short answer and extended response questions worth 45 marks

Unit B452: Practical Performance & Analysis 30% of total marks

Section A = 2 Practical Performances worth 20 marks each

Section B = Analysis of Lifestyle Task worth 20 marks

Unit B453: One written paper 20% of total marks

Section A = multiple-choice questions worth 15 marks

Section B = short answer and extended response questions worth 45 marks

Unit B 454 = Practical Performance & Analysis worth 30% of total marks

Section A = one practical performance worth 20 marks, one performance as either coach or official worth 20 marks

Section B = Analysis of Performance Task worth 20 marks

GCSE MUSIC

Exam Board: EDEXCEL

Music GCSE is looked upon favourably by Universities. It offers opportunities to play, compose, conduct, teach and direct so that, even if you do not take A Level, you will have developed a high level of skill and knowledge which will be extremely useful later – either directly in a career or indirectly as part of your leisure activities.

Key subject aims

The Edexcel GCSE in Music specification:

- ◆ Encourages students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study
- ◆ Develops broader life skills, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation
- ◆ Enables students to engage actively in the study of music
- ◆ Develops musical skills and interests, including the ability to make music individually and in groups
- ◆ Enables students to understand and appreciate a range of different kinds of music

The Edexcel GCSE in Music comprises three units:

Unit 1: Performing Music

This is internally assessed and requires one solo and one ensemble performance, worth 30% of the total marks.

Unit 2: Composing Music

This is internally assessed and requires two compositions, or two arrangements, or one composition and one arrangement, worth 30% of the total marks.

Unit 3: Music – Listening and Appraising

This is externally assessed by means of a 1½ hour written paper and requires the candidate to have knowledge of twelve set works, worth 40% of the total marks.

Teaching Approaches

A wide range of resources are available, including students' own PCs running Sibelius 6 for composition. Students are encouraged to actively participate in groups such as Orchestra, Choir, Chamber Ensembles and student formed groups, performing in school concerts and culminating in a biennial European Tour. An annual trip is also arranged to an Orchestral Concert.

After GCSE

Music GCSE is excellent preparation for AS/A2 Level Courses in Performing, Composing, Historical and Analytical Studies. Music graduates may become Teachers, Arts Administrators, Music Publishers, Performers, Music Therapists, Instrument Repairers, Music Journalists, Radio or Television Producers, Army Musicians or Sound Engineers, amongst other career options.

Pupils are prepared for four 1 hour examinations, which are all taken at the end of Form V; there is no coursework. In the theology module students are led on an in-depth exploration of the gospel of Mark, looking at its value both as a historical and theological document. Here, students analyse the text's content and significance, using a range of philosophical and religious ideas to help them explore the central truth claims of Christianity.

In another module, students will be thinking about what it means to belong to the Christian community, discussing a range of experiences and vocations from baptism and confirmation to charity work and monasticism. The remaining topics covered include modern, moral concerns such as medical ethics, prejudice and equality, the environment and wealth and poverty. Here, students develop their ability to apply, analyse and evaluate the value of Christian teachings in the modern context. The course as a whole enables students to identify and develop a good understanding of Christian values; as individuals, they will also explore their own values and consider how to apply these in the 21st century.

Religious Studies is a thriving subject both nationally and at Heathfield. Many girls choose to continue on to A Level Religious Studies in the Sixth Form; some go on to select philosophical and theological courses at top universities including Oxford, Durham, Edinburgh and Heythrop. The knowledge, understanding and skills gained as a result of studying GCSE Religious Studies are invaluable to all pupils, making the subject a vital and exciting part of the core curriculum at Heathfield.

GCSE MODERN AND ANCIENT LANGUAGES

Latin and Classical Greek are also offered and their descriptions are further on. The Modern Languages Department offers GCSE courses in French and Spanish.

Every student at Heathfield School is required to take French or Spanish at GCSE. Students in the top set are stretched beyond the normal GCSE level, using the expertise of native teachers and having plenty of oral practice. Weaker students are encouraged to acquire the basic language skills required for success at GCSE; understanding grammar and the discipline of starting to think in another language, not to mention the confidence students gain from oral work, benefits other subjects a great deal. No matter what they want to study after their GCSE or what career they will choose, having modern foreign languages improves opportunities later in life.

All students take their language GCSE examinations in the Fifth Form, although fluent or near-fluent speakers may be allowed to sit their GCSE at the end of Form IV. We do believe that it is usually better for girls to wait if there is any doubt; the added maturity helps them to earn the elusive A*, which they may forego by rushing through the course. Although we are aiming to cater for all cases, it is not possible to enter the GCSE course as a complete beginner.

In addition to French and Spanish, other languages (currently Arabic, Chinese, German, Greek, Japanese, Portuguese and Russian) may be studied to GCSE level as paid for extra lessons (subject to the availability of teaching time and a suitable teacher). Further details may be obtained from the Modern Foreign Languages Department.

The current GCSE specifications allow pupils to personalise their learning and engage in activities which correspond to their interests.

Both French and Spanish courses concentrate on developing the skills necessary to understand and communicate in the language. Vocabulary and grammar work are still important parts of language learning and enable our girls to perform well at GCSE level, to prepare for the greater demands of A Level or further examinations and to be able to use their knowledge in a travel or work situation. Each syllabus aims to foster understanding and awareness of the relevant countries, their people and their way of life to provide enjoyment and intellectual stimulation.

Assessment: AQA examination board

French and Spanish benefit from the same structure for the final examination. At the end of the two years, two tiers of examination (Foundation and Higher) are offered in listening (20%) and reading (20%). Speaking and writing assessments are not tiered; the final mark will be determined by the variety and complexity of language used. There are two writing assessments which are submitted in controlled conditions and two speaking tasks which are conducted with the classroom teacher. The comprehension skills (listening and reading) are worth 40% of the final mark against 60% for speaking and writing.

OPTIONS

GCSE ART

Exam Board: Edexcel

General outline

Art and Design GCSE coursework is divided into termly projects. The principle themes are Natural Forms and Identity. The first two terms are very structured where the students will acquire new skills and consolidate existing ones. The skills relate to, drawing, painting, printing, textiles and ceramics. The students will learn how to improve their observation skills gather resources with more independence, use chalk, embroidery, applique, new clay techniques, colour theory, acrylic paint and oil paint. They will also learn how to use trips to galleries effectively in their projects. Art and Design is a subject which complements literary, mathematical, scientific and factually based subjects and is intrinsically related to the development of personal expression, visual perception and aesthetic experience. As their projects develop and become more personalised the girls will choose (with guidance) more independent areas of focus within the themes.

There will be a IV Form trip to one of the museums on Exhibition Road, London (Natural History Museum, Science Museum and V and A Museum)

There will be at least one Fifth Form trip to the Tate Britain Museum.

The Fifth Form are allowed to attend life drawing classes (optional).

It would be an advantage if students were to buy a small camera although not essential. The department can loan out a small digital camera.

Assessment

Edexcel specifications in GCSE ART: Students will work on two themes but the themes will form one unit of coursework to be assessed instead of two units of coursework. There will still be an externally set unit.

Coursework: 60%

Students will be expected to complete one unit of coursework that includes two themes.

Externally Set Assignment: 40%

This comprises an approximate 8 week period of preparation work for an exam lasting 10 hours. Both the work in the preparation period and the exam are assessed

What can this lead to?

There are many careers where visual communication, artistic and design skills play an important role.

GCSE BUSINESS STUDIES

Exam Board: AQA

Aims

The specification is designed to develop girls' understanding of the business world and to help them to apply their knowledge to practical business situations.

Compulsory modules include 'Setting up a Business' (written exam, worth 40% of final GCSE grade), 'Growing as a Business' (written exam, 35%) and a personal study 'Investigating Businesses' (25%). The first two are assessed by means of 1 hour examinations and the last as a controlled assessment. The unit 1 paper tests how well your daughter can apply her knowledge and understanding of key business concepts to small businesses. The unit 2 paper requires your daughter to apply many of the same concepts to large business scenarios, as well as more advanced business concepts such as Ratio Analysis, Product Lifecycle and the implications to a business.

Unit 3: Russia in Revolution, 1914-24

Students will study the upheaval in Russia in this period which started with the Tsar being overthrown in 1917 and which resulted in the formation of the first Communist government in the world.

Unit 4: Conflict, Crisis and Change: China, c1911-c1989

Students will learn about a period of great change in Chinese History dominated by revolution, civil war and dictatorship. The focus will largely be on the impact of Chairman Mao and his successors' reforms on the Chinese people.

GCSE LATIN

Exam Board: OCR

- Did you know that 60% of words in the English Language and 80% of words in the Romantic Languages derive from Latin? The Latin language is alive. At Heathfield students have the opportunity to acquire this language and reap the rewards of an education in the Classics.
- A qualification in the Classics is an asset on one's Curriculum Vitae and will make an impression on university departments, when one is applying for and competing for a place at university.
- The OCR GCSE Latin specification provides students with the opportunity of acquiring the knowledge of the language, literature, culture, politics, economy, legal system and religion of the Roman world. Students will develop their skills in writing, translating, critical thinking, analysis, reflection, logic and organisation. In addition, students will have the opportunity to read and study some of the greatest and most influential writers of all time.

The Full OCR GCSE Latin qualification is comprised of the following papers:

- Paper 1 Language 1 (1 Hour)
- Paper 2 Verse Language (1 Hour)
- Paper 3 Language 2 (1 Hour)
- Paper 4 Prose Literature (1 Hour)

All papers have equal weighting (25%). Students are normally entered for the Higher Tier papers.

The Latin authors studied at GCSE include Virgil, Cicero, and Livy.

Students will have the opportunity of visiting Roman sites and exhibitions to support classroom learning and even excursions abroad; this Summer, the Classics department has gone to Athens and Delphi and we are looking to organise more tours in the future.

How will I be assessed?

There are 4 units, each worth 25%.

The controlled assessment unit involves investigating local Fieldwork in Windsor whilst the other three units will examine the Natural and Human Environments as well as Geographical Skills and Challenges for the Planet. These units use structured data-response questions, with Ordnance Survey map work, photographs, graphs and sketches etc. An investigation of coastal features and management in Christchurch, Dorset supports skills as well as providing case studies.

Girls studying Geography will find that the skills and strategies learned are compatible with many subject choices at A Level. Many careers readily acknowledge the diverse and cross-curricular approach Geography students can offer and many students appreciate their knowledge and understanding whilst travelling during their gap year.

IGCSE HISTORY

Exam Board: EDEXCEL

It is a common misconception that History involves writing lots of essays. In fact, the vast majority of examination questions carry a tariff of around 3-8 marks and therefore require a relatively short answer. The content and skills required for the examinations are taught in active and engaging ways to ensure that the learning process is fun and effective.

Choosing history at GCSE will provide you with plenty of opportunities for further progression. At colleges and universities, history is considered to be an academically rigorous subject and is therefore very highly regarded no matter what career path you wish to pursue in the future. Through the study of History you will gain vital key skills such as: problem solving, analysis of evidence, empathy and teamwork. These skills are essential, not only for history and other subjects in school, but for any career you may wish to pursue in the future. Therefore, history can gain you entry into a wide range of careers, including television, radio, journalism, the police force, social work and the civil service.

In 2013 we introduced the History International GCSE (IGCSE), a highly respected alternative to the mainstream GCSE qualification which has been adopted by a number of prestigious independent schools. The History IGCSE is comprised of four units, all of which are assessed in two 1 hour 30 minute examinations. There is no controlled assessment.

- Paper 1 covers units 1 and 2. It is the depth study paper and contains four different questions testing chronological understanding and the ability to explain cause and effect.
- Paper 2 covers units 3 and 4. It includes a source based historical investigation and a breadth study focusing on change over time.

Unit 1: A World Divided: International Relations between the Wars, 1919-39

This unit focuses on the changing relations between the countries of Europe and how the Second World War developed in this period only twenty years after the first.

Unit 2: A Divided Union: Civil Rights in the USA, 1945-74

This unit focuses on the period of hysteria and protest in the USA brought about by the Cold War, Vietnam War and black civil rights.

The Controlled Assessment unit requires your daughter to investigate into a small local business (as decided by the teacher in most cases) according to examination criteria (which change annually) using her knowledge and understanding from the topics studied in Unit 1.

In previous years, the Controlled Assessment task focused on assessing how to improve a small business, girls were required to carry out an investigation into a village shop and put forward recommendations on areas for improvement. This year the focus was on customer service. The nature of the tasks has been very self-contained and the girls have enjoyed applying their theory to real life businesses, and analysing primary and secondary data which they themselves will have collated.

The practicalities of the Controlled Assessment involve the girls undertaking up to 5 hours primary and secondary research, followed by a report writing phase lasting up to 3 hours. Both of these sections will fit round teaching time, and are split up into one hour sessions spread over a few weeks.

Business Studies is a useful GCSE subject to take, both as a preparation for the A Level and out of general interest and, as such, girls will become critically aware of current affairs. It helps to build skills that will be of practical use to the girls in later life. For example, girls will be able to analyse a business scenario and form a justified recommendation / opinion. A good level of mathematical ability is required and questions also rely on reading comprehension and being able to write clearly and concisely.

GCSE CLASSICAL CIVILISATION

Exam board: OCR

Classical Civilisation is a study of the civilisations and empires of the ancient world that have shaped and influenced humanity to the present time. The languages, politics, economics, religions and literatures of the western world and beyond owe much in particular to the ancient Greek civilisation. The subject is an enquiry into the past with which we have a shared cultural heritage. Students who like studying literature, history, religion and culture will enjoy Classical Civilisation.

Topics studied at GCSE level include life in the city of Athens, Greek mythology and poetry, community life in Sparta, and Greek tragic drama.

GCSE Classical Civilisation involves three examination papers and one piece of coursework. Each paper has equal weighting (25%) and each examination is one hour long.

Exam Paper 1: City Life in the Classical World

- Religion, family life, entertainment and recreation in Classical Athens

Exam Paper 2: Epic and Myth

- Homer's *Odyssey*, Books 5,6,7,9,10 and 12

Exam Paper 3: Community Life in the Classical World

- Sparta

Coursework: Culture and Society in the Classical World

- Sophocles' *Antigone* (controlled assessment of no more than 2000 words)

Students will have the opportunity to go on trips including lectures, theatrical performances and even excursions abroad; this Summer, the Classics department will be going to Athens and Delphi and we are looking to organise more tours in the future.

GCSE CLASSICAL GREEK

Those who have studied Latin will benefit from and appreciate the option of Classical Greek which shares much of the same grammar although of course the alphabet is rather different. We begin with the symbols but move on using the course-book Greek to GCSE (by Taylor) to develop skill at reading Ancient Greek set in the context of Athens in the Fifth Century BC. As well as linguistic study of Greek, we study topics including Greek Gods, Myth, Festivals and the City of Athens. Throughout comparisons are made with the many English words which are derived from Greek.

The emphasis in the Fourth Form is on solid understanding of the language; in the latter part of the Fourth Form and the Fifth Form the focus shifts towards the reading and enjoyment of a selection of Greek verse and prose literature. The reading of literature is one of the delights of GCSE Greek and sets it apart from other languages studied at GCSE. The set-text authors include Herodotus, Lucian, Homer and Euripides.

Students will have the opportunity of visiting sites and exhibitions to support classroom learning and even excursions abroad; this Summer, the Classics department went to Athens and Delphi and we are looking to organise more tours in the future.

The full OCR Classical Greek qualification is comprised of the following modules:

- Classical Greek Language 1 Mythology and domestic life (1 hour)
- Classical Greek Language 2 History (1 hour)
- Classical Greek Prose Literature (1 hour)
- Classical Greek Verse Literature (1 hour)

GCSE DRAMA

Exam Board: WJEC

Aims

The study of Drama aims to nurture the candidates' creativity, personal growth, self-confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding and the exercise of the imagination. It promotes pupils' involvement in and enjoyment of drama as performers, devisers, directors and designers. It provides opportunities for students to attend professional and community dramatic performances and to develop their skills as informed and thoughtful audience members.

Throughout the course, pupils will be given opportunities to participate in and interpret their own and others' drama. They will investigate the forms, styles, and contexts of drama and will learn to work collaboratively to develop ideas, to express feelings, to experiment with technical elements and to reflect on their own and others' performances.

Course Content

UNIT ONE: Devised Practical Performance (60%)

Controlled Assessment

120 marks (120 UMS)

TASK ONE – 40% Devised Performance (AO1, AO2)

Candidates will devise a practical performance based on a theme, linked with a practitioner or genre.

Candidates may choose either acting or a theatre design skill;

TASK TWO – 20% Devised Performance Report

Candidates will complete a written report on the practical work they completed in Task One, under formal supervision.

The report should include details of live performances candidates have seen, that have influenced their practical work; details on decision making; the inclusion of technical elements and the content of the piece and an evaluation of their own work and that of the group; Internally assessed and externally moderated with task one.

UNIT TWO: Performance from a Text (20%)

External Assessment

Candidates will be assessed on either their acting or a theatre design skill, in a scene from a published play.

UNIT THREE: Written Examination (20%)

1½ hours

Candidates will be assessed on their ability to analyse *one* set text as an actor, designer and Director and to evaluate work completed in Unit 2.

GCSE Drama clearly demands more than an enjoyment of acting; it also requires academic skills and a real interest in literature and theatre-making. By studying GCSE Drama, pupils will learn more about the subject and its contribution to social and cultural commentary and will come to appreciate that drama, whether intended for audiences or not, provides significant opportunities for expressing cultural and personal identity. The course will relate well to GCSE English and History. Whilst A Level Theatre Studies is more academically demanding, many students have taken the subject on into the Sixth Form and have been very successful. Former Theatre Studies students have earned places at RADA and LAMDA.

GCSE GEOGRAPHY

Exam Board: EDEXCEL A

Geography is a dynamic subject helping us to make sense of our world as it changes.

Many topics will be new but your previous study of Geography will have prepared you and helped you to 'think like a geographer'.

The Geography Department is committed to inspiring the next generation of geographers enabling students to become skilled, knowledgeable and responsible citizens in an increasingly global society whilst being aware of their local community.

The GCSE course in Geography gives opportunities to:

- Acquire knowledge and understanding of a range of places, environments and geographical patterns, in a range of scales from local to global, as well as an understanding of physical and human processes, including decision-making, which affect their development
- Develop a sense of place and an appreciation of the environment, as well as awareness of the ways in which people and environments interact, the importance of sustainable development in those interactions, and the opportunities, challenges and constraints that face people in different places
- Develop an understanding of global citizenship and the ways in which places and environments are interdependent
- Acquire and apply the skills and techniques (including those of map work, fieldwork and information and communication technology) needed to conduct geographical study and enquiry