

SUTTON COLDFIELD  
GRAMMAR SCHOOL FOR GIRLS

# GCSE Courses

September 2021  
to July 2023

## SUPPORT WITH MAKING GCSE OPTION SUBJECT CHOICES

This booklet has been produced to help you to make an informed choice of subjects for the two years beginning in September 2021.

The meetings with parents/carers during this term and the advice in school are important. Your teachers and parents can help you to make an informed decision. We encourage students to take a range of GCSE subjects and please be reassured that whichever option subjects are chosen, all career options will still be possible. Do not forget that there are many ways of reaching the same goal, and that retraining will become part of the general pattern in the future, whatever career is chosen.

**Tuesday 23rd February**      **GCSE Curriculum Evening - Heads of Department will provide presentations about GCSE option subjects.**

**Tuesday 9th March**      **Year 9 Progress Evening. You will be able to discuss your progress and subject choices with teachers.**

**Monday 15th March**      **Deadline for submission of option choices (NB—this will be an online submission this year).**

In Year 10 and 11 you will study the following:-

- A. Core subjects: English Language; English Literature; Mathematics; Biology, Chemistry and Physics.**
- B Compulsory (leading to a GCSE examination): a Modern Foreign Language - either French or Spanish.**
- C Compulsory non-examination subjects: Physical Education (one lesson per week); PSHE and Religious Studies (delivered through assemblies; registration activities and off-timetable focus days)**
- D. Option subjects leading to GCSE examinations: subjects chosen by you after advice and guidance**

Make a list of the subjects you have to take at GCSE at SCGSG.

Make a list of the option subjects.

Think about the subjects you would like, enjoy and be good at.

List the subjects you are thinking about.

List the subjects you definitely want to continue.

Check out your course ideas e.g. talk to your teachers; talk to students in Years 10 and 11; talk to the careers adviser.

Are there subjects that are particularly relevant for your current thoughts about future plans and career ideas? Please be reassured though that you will not close any future career pathways because of your GCSE choices. The core GCSEs at SCGSG enable all potential career routes to be followed.

Choose GCSE subjects based on your strengths.

Talk to your parents. They know what you are good at, what you like and dislike and what you are like as a person.

Talk to friends and other family members.

# A. CORE EXAMINATION SUBJECTS

## ENGLISH

Students will follow a coherent programme of English leading to two separate GCSE qualifications incorporating reading and writing. Speaking and listening skills are assessed separately. The course will help develop your ability:

- \* to communicate your ideas, knowledge, feelings and points of view;
- \* to understand and respond sensitively to others;
- \* to read, enjoy and broaden your experience of literature and non-literary texts;
- \* to write confidently and accurately in a variety of situations.

## ENGLISH LANGUAGE (AQA)

### English Language GCSE (AQA)

All texts in the examination will be unseen.

#### **Paper 1: Explorations into Creative Reading and Writing**

Written exam: 1 hour 45 minutes

**Reading** (40 marks – 25%) – one literature fiction text

1 short question; 2 longer questions; 1 extended question

**Writing** (40 marks – 25%) – descriptive or narrative writing

1 extended writing question (24 marks for content, 16 marks for technical accuracy).

#### **Paper 2: Writers' Viewpoints and Perspectives**

Written exam: 1 hour 45 minutes

**Reading** (40 marks - 25%) – two linked texts: one non-fiction text and one literary non-fiction text

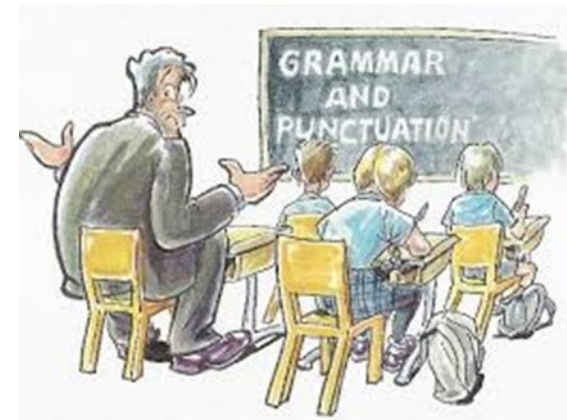
1 short question; 2 longer questions; 1 extended question

**Writing** (40 marks – 25%) – writing to present a viewpoint.

1 extended writing question (24 marks for content, 16 marks for technical accuracy).

#### **Non-examination Assessment: spoken Language** (previously Speaking and Listening)

A formal presentation with questions and feedback; Internally assessed; A separate endorsement (0% weighting of GCSE)



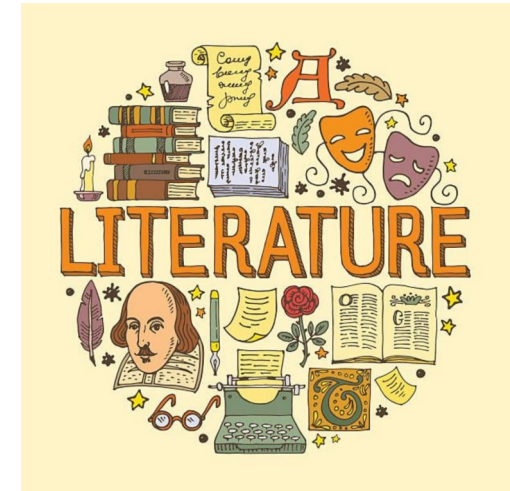
# ENGLISH LITERATURE (AQA)

## Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel

Written exam: 1 hour 45 minutes; 64 marks – 40%

**Section A: Shakespeare.** Students will answer one question on the play they have studied. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B: The 19<sup>th</sup> Century Novel.** Students will answer one question on the novel they have studied. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.



## Paper 2: Modern Texts and Poetry

Written exam: 2 hours 15 minutes; 96 marks – 60%

**Section A: Modern Texts.** Students will answer one essay question from a choice of two on the prose or drama text they have studied.

**Section B: Poetry.** Students will answer one comparative question on one named poem printed in the examination booklet and one other poem from their chosen anthology cluster.

**Section C: Unseen Poetry.** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

All assessments are closed book.

We strongly recommend students buy copies of the set texts as these can be annotated and highlighted in lessons:

- \* **“An Inspector Calls” J. B. Priestley**
- \* **“Macbeth” William Shakespeare**
- \* **“The Strange Case of Dr Jekyll and Mr Hyde”**
- \* **Poetry anthology: Love and Relationships Cluster (copies provided in school by AQA)**



# BIOLOGY (OCR A - GATEWAY SCIENCE)



## Teaching

Students have three lessons a fortnight of Biology in Year 9 and four lessons a fortnight in Years 10 and 11, with a wide variety of learning experiences. Particular focus is given to practical work, both class practicals and teacher demonstrations, both of which develop students' understanding of key ideas and of how scientists develop their ideas. Eight of the class practicals are core practicals, which are a required element of the course. The course content consists of 6 theory topics and a practical skills topic. It is designed so that students start off with microscopic Biology in Year 9 and work upwards to biological concepts that affect the population on a global scale by the B6 topic in Year 11. The topics are:

- Topic B1: Cell level systems (Year 9)
- Topic B2: Scaling up (Year 9)
- Topic B3: Organism level systems (Year 10)
- Topic B4: Community level systems (Year 10)
- Topic B5: Genes, inheritance and selection (start in Year 10)
- Topic B6: Global challenges
- Topic B7: Practical skills (throughout the course)

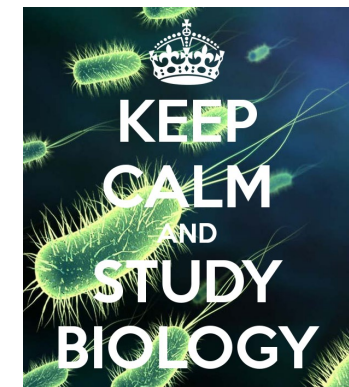


## Assessment

The GCSE Biology qualification is 100% externally assessed by examination. There will be two examinations of 1 hour and 45 minutes. Each examination paper will cover half of the subject content as well as practical skills.

**Paper 3 assesses content from topics B1–B3 and topic B7**

**Paper 4 assesses content from topics B4–B6 and topic B7, with assumed knowledge of topics B1–B3.**



# CHEMISTRY (AQA)

## Teaching

GCSE Chemistry is taught throughout Years 9 to 11.

Students have three lessons a fortnight of Chemistry in Year 9 and four lessons a fortnight in Years 10 and 11, with a wide variety of experiences. Particular focus is given to practical work, both class practicals and teacher demonstrations, because these improve students' understanding of key ideas in science and of how scientists develop their ideas. Eight of the class practicals are required practicals, which all students must complete.

## Assessment

The GCSE Chemistry qualification is assessed by written examinations at the end of Year 11.

There will be two examinations of 1 hour and 45 minutes for GCSE Chemistry.

Each examination paper will cover half of the subject content.

There will also be questions on practical work in the examination papers.

### Paper 1

- 1 Atomic structure and the periodic table
- 2 Bonding, structure, and the properties of matter
- 3 Quantitative chemistry
- 4 Chemical changes
- 5 Energy changes
- 11 Key ideas

### Paper 2

- 6 The rate and extent of chemical change
- 7 Organic chemistry
- 8 Chemical analysis
- 9 Chemistry of the atmosphere
- 10 Using resources
- 11 Key ideas

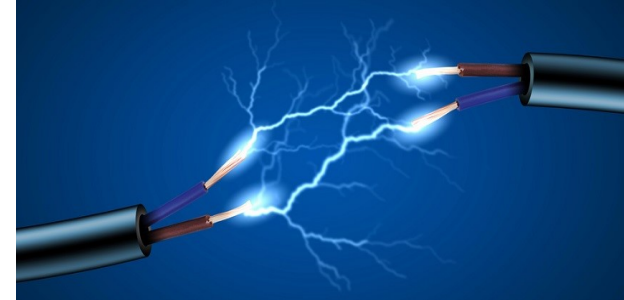


# PHYSICS (EDEXCEL)

## Teaching

GCSE Physics is taught throughout Years 9 to 11.

You will be taught three lessons a fortnight of Physics in Year 9 and four lessons a fortnight in Years 10 and 11, with a wide variety of experiences. Particular focus is given to practical work, both class practicals and teacher demonstrations, because these improve students' understanding of key ideas in science and of how scientists develop their ideas. Eight of the class practicals are core practicals, which are a required element of the course.



## Assessment

The GCSE Physics qualification is 100% externally assessed by examination. There will be two examinations of 1 hour and 45 minutes. Each examination paper will cover half of the subject content and will be worth 50% of the total mark. There will also be questions on practical work in the examination papers.

### Paper 1

- Topic 1 – Key concepts of physics
- Topic 2 – Motion and forces
- Topic 3 – Conservation of energy
- Topic 4 – Waves
- Topic 5 – Light and the electromagnetic spectrum
- Topic 6 – Radioactivity
- Topic 7 – Astronomy

### Paper 2

- Topic 1 – Key concepts of physics
- Topic 8 – Energy - Forces doing work
- Topic 9 – Forces and their effects
- Topic 10 – Electricity and circuits
- Topic 11 – Static electricity
- Topic 12 – Magnetism and the motor effect
- Topic 13 – Electromagnetic induction
- Topic 14 – Particle model
- Topic 15 – Forces and matter

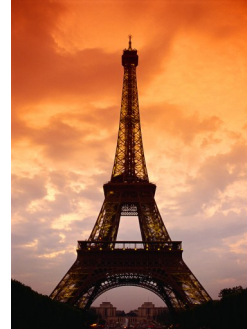


# B. COMPULSORY SUBJECTS LEADING TO EXAMINATIONS

## A MODERN FOREIGN LANGUAGE

EITHER

## FRENCH or SPANISH (AQA)



The examinations will test your proficiency in the language skills of listening, speaking, reading and writing. Each skill will be tested in four equally weighted (25%) final examinations at the end of the 2 year course.

The speaking test will consist of a role play, a photo stimulus and a conversation in French/Spanish and will be completed in the spring term of Year 11. The listening and reading papers will include reading comprehension questions to be answered in French/Spanish or English as well as short translation tasks into English. The writing paper will require you to write a short translation into French/Spanish as well as extended pieces about themes studied throughout the course.

Themes and topics studied will include: Me, my family and friends; technology in everyday life; free time activities; social issues; global issues; travel and tourism; life at school/college; education post-16 and career choice and ambitions.

In order to be successful you will need to work hard but, above all, enjoy the language and the challenge!

Some students will choose to study both GCSE French *and* Spanish.

# C. COMPULSORY NON-EXAMINATION CORE SUBJECTS

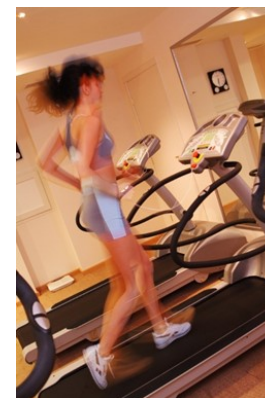


## PHYSICAL EDUCATION

During Year 10 and 11 students will have one hour a week of core PE. Students will further develop courses in a variety of activities previously studied in Years 7 - 9, and will have a greater ownership of their programme of study pathway throughout the year. The academic year is divided into three week blocks. In each of these blocks three different activities are available for students to select. This allows students to pick a pathway that best suits their individual needs and interests. The structure of the year also provides the opportunity for students to experience a wider range of activities.

Within the Physical Education curriculum we look to develop the following:

- Knowledge and understanding
- Analysis and evaluation skills
- Effective decision making
- A range and quality of practical skills
- An increase in fitness levels.



## PSHE and RELIGIOUS EDUCATION PROGRAMME

The PSHE programme incorporates the statutory citizenship and personal, social. Health and economic education requirements as well as career planning, preparation for the world of work and developing an awareness of social problems. Sex and relationship education (SRE) is an important aspect of PSHE education. The development of trust and caring relationships, personal finance and the role of women in society are other features of the course. The aim is to advance personal development, to encourage self-confidence and an awareness of others so that students continue to develop as mature and thoughtful members of society. Other aspects of both the PSHE and Religious Education programme of study will be addressed through assemblies in addition to the off timetable focus days organised throughout Years 10 and 11.

# D. OPTION SUBJECTS LEADING TO GCSE QUALIFICATIONS

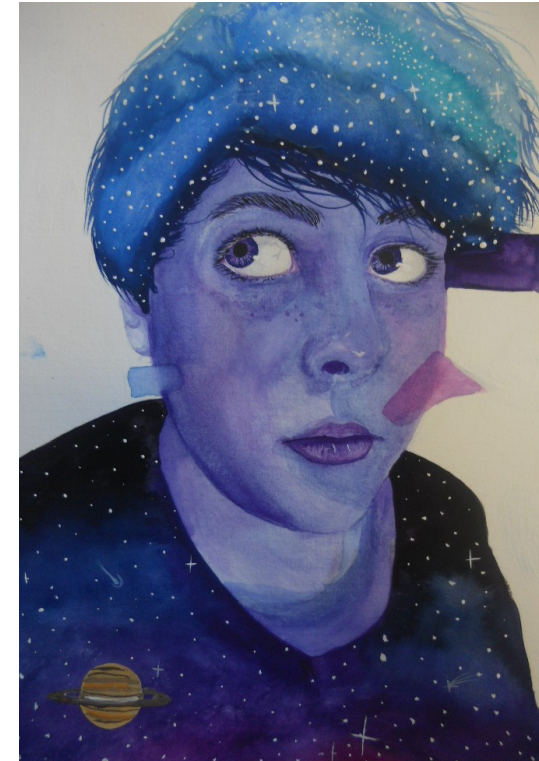
## FINE ART (AQA)

This course builds on the skills taught in Years 7,8 and 9 and is for those who want to realise their artistic ideas in a more thorough and in depth way. The course is structured to develop each student's individual skills within the broad based Art curriculum. The syllabus allows and encourages experimentation across many areas of Art such as painting, print-making, photography and mixed-media .

Students will be expected to demonstrate their ability to:

- Analyse and evaluate images, objects and artefacts showing understanding of context;
- Develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses.
- Record observations, experiences and ideas in forms that are appropriate to intentions;
- Present a personal response, realising intentions and making informed connections with the work of others.

Component	Unit Weighting
ONE (INTERNALLY SET)	60%
TWO (EXAM)	40%



Component 1 - 'Portfolio'. This is a collection of work completed across years 10 and 11 on a variety of subject areas that demonstrates skills and techniques in a variety of media. Students will develop an independent project from the areas that they have studied.

Component 2 - 'Externally Set Assignment'. This externally set task allows students to choose their own starting point from a selection available and develop their own project with more independence. The final exam takes place over two days.

## BUSINESS STUDIES (AQA)

Business Studies is a new and interesting subject to choose. It allows students to understand how the world around them operates and is an opportunity to discuss new products, new marketing campaigns, the job application process, how goods are made, social media and national and international news!

If you enjoy discussing issues that occur in everyday life and the world around you, then Business Studies has much to offer. It has a wide and varied foundation that allows you to connect with other subjects, such as

English, D&T, Geography and Mathematics.

You will be able to see your role in the business world and how much it influences you and how you influence it!

Summary of syllabus content:

**Assessment for both papers (50% of the GCSE per paper)**

- 1hr 45 minutes

### **Influences on operations and HRM on business activity** [Paper 1]

- Business planning
- Business ownership
- Technology
- Globalisation
- Production
- Recruitment
- Training
- E-commerce

### **Influences on marketing and finance on business activity** [Paper 2]

- Market research
- Promotion
- Pricing
- On-line retailing
- Sources of finance
- Cash flow
- Financial statements

- 90 marks

- Section A - Multiple choice questions & short answers
- Section B - Case study/data response stimuli with short and longer answers
- Section C - Case study/data response stimuli with extended answers

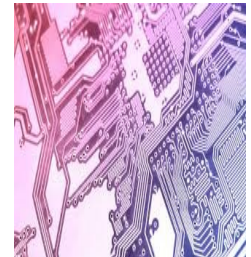


# COMPUTER SCIENCE (OCR)

This course will build on the knowledge, understanding and skills established through the Computer Science elements of the Year 7-9 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage you and get you thinking about real world application.

## GCSE Computer Science encourages students to:

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



Content Overview		Assessment Overview
<b>Computer systems</b>	Computer systems (01) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	<b>50%</b> of total GCSE
<b>Computational thinking, algorithms and programming</b>	Computational thinking, algorithms and programming (02) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	<b>50%</b> of total GCSE
<b>Practical programming</b>	Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B)	

# DESIGN & TECHNOLOGY (AQA)

The qualification is linear, meaning students sit all their exams at the end of the course. Imaginative practical work is at its heart of this GCSE course, as a student you will explore, design, create and evaluate prototypes to solve real world problems. You will gain a broad understanding of technical, designing and making principles and there are no restrictions on materials when making prototypes. You will be able to use the following materials:-

Wood, Polymers, Paper, card and board.

You will be given you the opportunity to explore your particular material area in greater depth. As a student you will be able to take a product design type approach and use multiple materials and skills in the development of your project/product.



The course is assessed through two units - Paper 1 and Non-Examination Assessment (NEA)

## Paper 1 – What is assessed?

- Core technical principles
- Specialist technical principles
- Designing and making principles

**How it is assessed** • Written exam: 2 hours • 100 marks • 50 % of GCSE

Section A: Core technical principles (20 marks)

Multiple choice and short answer questions assess broad technical knowledge and understanding.

Section B: Specialist technical principles (30 marks)

Several short answer questions (2 – 5 marks) and one extended response to assess a more in depth knowledge of the technical principles.

Section C: Designing and making principles (50 marks)

Short and extended response questions, includes a 12 mark design question.

## Non-examination assessment - What is assessed?

Practical application of: • Core technical principles • Specialist technical principles • Designing and making principles

**How it is assessed** • Approximately 35 hours which is worth 50 % of the GCSE

As a student of D&T you will produce

- Substantial design and make task.

You will be assessed on the following skills:

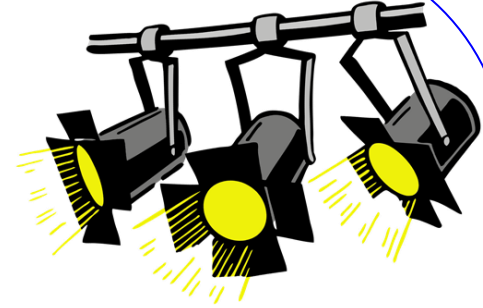
- investigating
- designing
- making
- analysing and evaluating.

In the spirit of the iterative design process, the above should be ongoing throughout the design process. Each year the examination board will release a new contextual challenge on the 1st June (while you are in Year10). You will start the NEA in Year 10.

- Students will produce a working prototype and a portfolio of evidence (maximum 20 A3pages) to demonstrate the assessment criteria.

## DRAMA (OCR)

GCSE Drama provides a curriculum to ignite and engage students' creativity, passion and interests. It also provides freedom for students to experiment and take risks with their work. It will provide opportunities to explore the work of others and to work independently to create their own drama performances making informed artistic choices.



### Why choose Drama?

It allows students to study drama in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and to their own performance work.

### A practical approach to assessment

There's a high percentage of practical assessment (40%) which includes a portfolio.

### Skills to help students stand out

The specification aims to create independent thinkers with skills in research, working with others, analysis, communication, time management, ICT, problem solving, planning and organising.

<b>Devising Drama</b> 30%	Students will create their own performance work based on a chosen stimulus from the exam board (10%). They will also produce a detailed portfolio documenting and explaining their creative process (20%)
<b>Presenting and Performing Texts</b> 30%	Students will perform two scripted pieces demonstrating their acting skills in a live showcase (20%). They will also produce a written document communicating their intentions and key decisions made (10%).
<b>Performance and Response</b> 40%	There is a written exam, Section A will be on a studied play assessing knowledge and understanding of how drama is developed and performed. Section B will be an analysis and evaluation of a live theatre performance they have seen using accurate subject-specific terminology.

GCSE Drama is a great subject to choose if you enjoy exploring ideas through practical work and like to use your imagination to create characters and stories. It gives you lots of transferable skills especially in public speaking which will help you in later life. You don't need to be loudest or the most confident but you should enjoy the subject and be keen to take on the challenge!

# FOOD PREPARATION AND NUTRITION (AQA)

A fresh and exciting course, GCSE Food Preparation and Nutrition specification equips you with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety. The course has been designed to inspire and motivate you, opening your eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe.

The examination and non-examination assessment (NEA) will measure how you have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.

## What is assessed?

**Theoretical knowledge of food, preparation and nutrition.** (50% of the GCSE)

### How it is assessed

A Written Examination: 1 hour 45 minutes made up of;

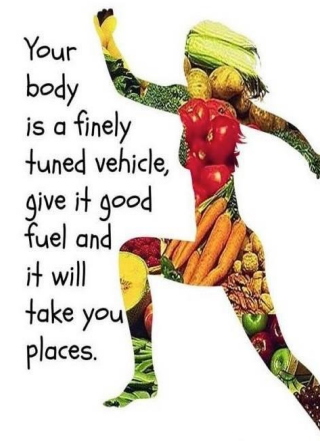
- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

**Non-Examination Assessment (NEA)** (50% of the GCSE)

### How it is assessed

Task 1: ***A Food Investigation*** - You will show your understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task. There is an accompanying written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigations.

Task 2: ***A Food Preparation Assessment*** – You will show your knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. You will be required to apply your knowledge of nutrition to your chosen task. You will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. There is an accompanying written or electronic portfolio, including photographic evidence of dishes prepared during skills trials and your three final dishes.





# GEOGRAPHY (AQA)

Students will travel the world from their classroom, exploring case studies in the United Kingdom, higher income countries, newly emerging economies and lower income countries. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.



## The course will encourage students to:

- develop and extend their knowledge of locations, places, environments and processes in differing social, political and cultural contexts
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts

## The GCSE will be assessed through three examinations:

Paper 1: Living with the physical environment 35%

- Natural Hazards
- Ecosystems
- Coastal Landscapes
- River Landscapes

Paper 2: Challenges in the human environment 35%

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Paper 3: Geographical applications 30%

- Issue evaluation
- Fieldwork
- Geographical skills

### **Field Work**

We will conduct fieldwork investigations in two contrasting physical and human environments on a residential fieldtrip at the end of Year 10. The techniques used and results gained will then be examined in Paper 3.

### **Issue Evaluation**

This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge by looking at a particular issue derived from the specification using secondary sources.

## HISTORY (OCR)

The History Department is delighted to be able to offer Year 9 a fantastic course which aims to provide students with a love for the subject and skills which will serve them in future education and the workplace.  
GCSE History is made up of three parts

**Paper 1 (1 hour 45 minutes and worth 50% of the course)**  
**International Relations: the changing international order 1918 - 1975**  
**with Depth Study - Germany 1925-1955: The People and the State**

This is a wonderful opportunity to study the twentieth century in depth and find out why the world is the way it is today.

Issues you will consider include:

- Why the First World War failed to bring lasting peace
- Why a man like Adolf Hitler was able to take total control of Germany
- What triggered the Cold War
- Why the USA would not win the Vietnam War

**Paper 2 (1 hour and worth 25% of the course) Thematic Study- Power: Monarchy and Democracy in Britain c.1000 to 2014**

This is a chance to study a longer period of history identifying how the power of the monarchy has changed and how Britain's constitution and parliament developed.

Issues you will consider include:

- Just how powerful medieval monarchs were
- How Elizabeth I got the better of her parliament
- How Charles I managed to get himself executed
- When did parliament become more important than the monarch?
- How men and women won the vote
- Why Margaret Thatcher was forced out of power

**Paper 3 (1 hour 15 minutes and 25% of the course) The English Reformation c. 1520-c. 1550**  
**Castles: Form and Function c. 1000- 1750**

An opportunity to focus on a really popular era of history that changed Britain forever.

Issues you will consider include:

- Why Henry VIII was so desperate for a divorce
- What happened to all the monks and nuns when Henry closed the monasteries
- Was Henry VIII even a Protestant?

Plus a chance to study the changing role and functions of castles with a Year 10 visit to Kenilworth Castle

This course has something for everyone and allows you to really think about the people and events that have shaped the world around you. You will begin to understand how decisions taken as long as five hundred years ago and as little as twenty years ago can both have a significant impact on your own lives today!



## MUSIC (Edexcel)

GCSE Music is an ideal choice for those who sing or play a musical instrument in any style and who like to listen to a wide variety of music. The course involves the integrated activities of Performing, Appraising (Listening) and Composing.

### Component 1 – Performing (30% of final GCSE)

Students will be recorded performing a number of pieces of at least four minutes' combined duration.

- Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces

The expected standard of difficulty of music to be performed is Grade 4, although extra credit may be available for pieces of Grade 5 or higher.

### Component 2 – Composing (30% of final GCSE)

Students compose two compositions, of at least three minutes' combined duration

- One composition to a brief set by the exam board, of at least one minute in duration.
- One free composition set by the student, of at least one minute in duration.

### Component 3 – Appraising (40% of final GCSE)

Students will study a number of pieces of music in a variety of styles including 'classical' music (Beethoven, Bach), vocal music (Queen, Purcell), music for stage (songs from Wicked), music for screen (Star Wars) and musical fusions from non-western musical cultures. In the final exam students are asked questions based on their set pieces and also unfamiliar pieces.

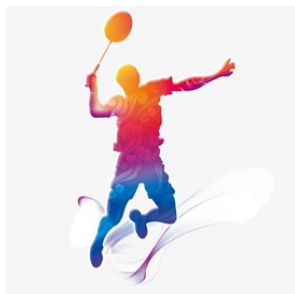
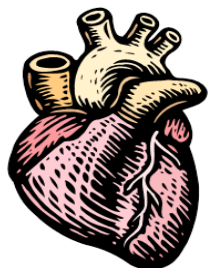
To be successful in GCSE Music, by the start of Year 10 students need to be able to sing / perform music confidently and accurately of Grade 4/5 standard and to be able to read music (treble clef) fluently. A good working knowledge of music theory would also be advantageous.



# PHYSICAL EDUCATION (AQA)

You could consider opting for GCSE Physical Education if you have a high standard of practical performance in a least two practical activities and be willing to learn more about the theoretical aspects of the subject.

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport	Non-exam assessment: Practical performance in physical activity and sport
<p><b>What is assessed</b></p> <p>Applied anatomy and physiology Movement analysis Physical training Use of data</p>	<p><b>What is assessed</b></p> <p>Sports psychology Socio-cultural influences Health, fitness and well-being Use of data</p>	<p><b>What is assessed</b></p> <p>Practical performance in <b>three different</b> physical activities in the role of player/performer (one in a <b>team</b> activity, one in an <b>individual</b> activity and a third in either a team or in an individual activity). <b>Analysis and evaluation</b> of performance to bring about improvement in one activity.</p>
<p><b>How it is assessed</b></p> <p>Written exam: 1 hour 15 minutes 78 marks 30% of GCSE</p>	<p><b>How it is assessed</b></p> <p>Written exam: 1 hour 15 minutes 78 marks 30% of GCSE</p>	<p><b>How it is assessed</b></p> <p>Assessed by teachers Moderated by AQA 100 marks 40% of GCSE</p>
<p><b>Questions</b></p> <p>Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions</p>	<p><b>Questions</b></p> <p>Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions</p>	<p><b>Questions</b></p> <p>For each of their <b>three activities</b>, students will be assessed in skills in progressive drills (<b>10 marks</b> per activity) and in the full context (<b>15 marks</b> per activity). Students will be assessed on their analysis (<b>15 marks</b>) and evaluation (<b>10 marks</b>) of performance to bring about improvement in one activity.</p>



## RELIGIOUS STUDIES (AQA)



GCSE Religious Studies will build on the skills and knowledge that students have developed during Years 7-9 in their RS lessons. The Options Course includes an in depth study of two religions. The Beliefs and Practices of believers are studied, along with 4 themes that include an exciting selection of religious, philosophical and ethical debates. The structure of the course is as follows:

### Component 1: The Study of Religions: Beliefs, Teachings and Practices

#### **Christianity:**

Key Beliefs about God, the Trinity, Beliefs about Jesus Christ and Salvation.

Main Practices—Worship and Festivals, The Role of the Church in the Community and Across the World.

#### **Sikhism:**

Key Beliefs about the Nature of God, the Mool Mantra and the Guru Granth Sahib, The Nature of Human Life, Karma and Rebirth.

Main Practices—Worship and Service, the role of the Gurdwara, Festivals and Lifestyle: Vaisakhi and Divali, The Golden Temple and Life Events.

### Component 2: Thematic Studies

#### **Relationships and Families:**

Sex, Marriage and Divorce, Families and Gender Equality.

#### **Religion and Life:**

Origins of Life, Pollution and Animal Rights, Abortion, Euthanasia, Beliefs about the Afterlife.

#### **The Existence of God and Revelation:**

Philosophical Arguments For and Against God, The Nature of God and Revelation.

#### **Religion, Crime and Punishment:**

Good and Evil, Causes of Crime, The Aims of Punishment, Criminals, The Death Penalty.

GCSE Religious Studies will be assessed by 2 separate examinations of 1 hour 45 minutes each.



## TEXTILES (AQA)

The (Art & Design) Textiles GCSE course enables students to express their creativity through a diverse range of textile media. Students explore how to convey ideas and meaning in their work where the outcome is developed using traditional and new textiles techniques and approaches. There is a great focus on the observational recording of the world around us as well as a more experimental approach.

Students will be expected to demonstrate their ability to:

- Analyse and evaluate images, objects and artefacts showing understanding of context;
- Develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses.
- Record observations, experiences and ideas in forms that are appropriate to intentions;
- Present a personal response, realising intentions and making informed connections with the work of others.

Component	Unit Weighting
ONE (INTERNALLY SET)	60%
TWO (EXAM)	40%



Component 1 - 'Portfolio'. This is a collection of work completed across years 10 and 11 on a variety of subject areas that demonstrates skills and techniques in a variety of media. Students will develop an independent project from the areas that they have studied, which will include natural forms, On the beach, forests & woods and Fantasy Fairy tales through a construction based project.

Component 2 - 'Externally Set Assignment'. This externally set task allows students to choose their own starting point from a selection available and develop their own project with more independence. The final exam takes place over two days.

# SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

## OPTIONS SCHEME FOR SEPTEMBER 2021

All students in Year 10 and 11 will follow GCSE courses in English Language, English Literature, Mathematics, Biology, Chemistry and Physics. In addition, each student will follow GCSE courses in up to four other subjects which must include at least one Modern Foreign Language subject. Students should then choose three other options.

- (1) Select either **French or Spanish**
- (2) Select **three options** from the following:-

**Art**  
**Business Studies**  
**Computer Science**

**Design Technology**  
**Drama**  
**Food and Nutrition**

**French**  
**Geography**  
**History**

**Music**  
**Physical Education**  
**Religious Studies**

**Spanish**  
**Textiles**  
**\*Supervised Study**

\*Students opting for Supervised Study take 9 GCSEs. They will be based in the Independent Learning Centre (ILC) and have access to IT facilities during their supervised study periods. It often suits the needs of students with significant extra-curricular commitments in addition to studying for GCSEs. Organisational and other relevant support is provided where this is identified.

A computer program is used to construct timetable blocks which allow the maximum possible number of students to follow their chosen courses. Whilst every effort will be made to enable students to study the subjects of their choice, it may be necessary to ask some students to reconsider their choice if a subject is oversubscribed or if the combination of subjects requested is not possible to timetable. If numbers wishing to study a subject are very small it may be necessary for students to change their choice, as a course can only run if there is sufficient demand. The availability of specialist teachers and classrooms can also affect option timetabling.

Students can select GCSE Design Technology **or** Food and Nutrition **or** Textiles, but only one of the three.  
Students can select either GCSE Art **or** Textiles but not both.  
Students **can** choose two languages.

Some students will be invited to attend a one to one discussion with a member of the Senior Leadership or Pastoral Team to discuss their subject selections. This process will include consideration of the appropriateness of the options selected.

There will be a Microsoft Form set up for students to submit their option choices—deadline for responses will be Monday 15 March.

**Remember, you need to choose options that are right for you - it is your choice!**

## GCSE CHOICES

All students study: English Language, English Literature, Mathematics, Biology, Chemistry, and Physics.

Indicate your option choices in the table below. It does not matter about the order in which you write the subjects.

Use this to help you think about the subjects you will submit on the Microsoft form in March.

	<b>Subject</b>
Modern Foreign Language:	French or Spanish (delete one)
Option 1:	
Option 2:	
Option 3:	