

GCSE CHOICES

2022-24



PUTNEY
HIGH SCHOOL

GDST

INTRODUCTION

MRS SUZIE LONGSTAFF

Headmistress



This guide is designed to help you make informed choices as you select the GCSE options that you will study for the next two years. Some of you may already have a clear idea of your likely choices, whilst others will be considering how best to decide between the options that are available. In either case, with the help and support from your teachers at Putney High School and your parents, I am certain that you will feel confident in your choices, and that you will go on to succeed in these subjects at GCSE.

It is important to choose your subjects carefully, bearing in mind your own interests and strengths. At GCSE, you will study fewer subjects and have more periods for each one; this means that you specialise more in those areas that you enjoy, and begin to study in more depth.

Inside this booklet you will find information on the GCSE courses offered from September 2022. Whilst you will have had the opportunity to study most of these before, you will also see that Physical Education is also included as an option and, for the first time GCSE Business.

Pupils study a core of key subjects (English Literature and Language, Science, Mathematics and a Modern Foreign Language), but we offer a free choice of 'option' subjects.

Choosing your GCSE subjects is undoubtedly a big decision, but whatever choices you make, we will ensure that you have the support and guidance required to flourish as you embark on this exciting next step in your academic career.



OPTIONS

In addition to the Core subjects **English Literature, English Language, Mathematics** and **Science**, you should choose four subjects including at least one Modern Foreign Language from those listed below. We advise that a Humanities and a practical/creative subject make a good balance. More than one Modern Foreign Language may be chosen and it is a great advantage if you are thinking about taking a degree in a foreign language.

The subjects you can choose from are as follows:

Art	Business
Classical Civilisation	Computer Science
Design and Technology	Design Technology: Textiles
Drama	French
Geography	German
History	Italian
Latin	Mandarin
Music	Physical Education
Religious Studies	Science
Spanish	

Options are made because it is necessary to reduce the number of subjects to be taken for GCSE, so they can be studied in greater detail and to help you develop your skills in certain areas.

You are able to choose four subjects (including at least one Modern Foreign Language) in addition to the compulsory subjects and the following points may help you in your decision.

- Which subjects am I good at, and which do I enjoy? (These are often the same)
- What is the content of the course? Do I like the syllabus?
- Which subjects do I know I definitely don't want to take?
- Are these choices my own personal decision?

Please note that whilst every effort is made to accommodate your Options, it may not be possible to run the course if there are insufficient numbers to form a viable group.

There is an opportunity to discuss your option choices at the **Year 9 Choices Evening on Tuesday 11th January 2022** and then again at the **Year 9 Progress Review Evening on Thursday 20th January**. Your choices will then be made online by Friday 28th January. Full details of how to access Options online will be sent before the Progress Review Evening.

I am sure you will enjoy your GCSE studies.

James Mutton

Deputy Head Digital Innovation & Curriculum

SOURCES OF INFORMATION

- **The Careers Area in the Sixth Form Centre** – You can make an online appointment to see the Head of Careers at any time
- **Head of Careers** – Mrs Clegg
- **Your Head of Year** – Miss Dobell
- **Deputy Head Digital Innovation & Curriculum** – Mr Mutton
- **Parents** – will be helpful but remember it is your choice.
- **Publications** – There are many useful books and publications in the Careers Area on the ground floor of the Sixth Form Centre. You are most welcome to use these books for reference.

All Year 9 pupils will receive help with their GCSE choices during PSHE sessions as well as from their Form Tutor, Head of Year and Careers team.

CAREERS GUIDANCE

In Year 9, pupils take the Morrisby Aspirations questionnaire, which aims to give an overview of the areas of interests which they may wish to investigate further in terms of subject and career options. Once registered, all pupils have lifetime access to the Morrisby platform, with its careers, subject and higher education advice, labour market information and the opportunity to revisit the Aspirations test at any time.

Furthermore, in Year 11, pupils sit the Morrisby Online test which is a psychometric aptitude and ability test. They complete a set of online assessments which will help them discover their strengths and weaknesses, preferences and interests. These are interpreted and analysed in the context of careers and educational choices, giving them suggestions for career areas, subject choices and educational routes. The test generates a detailed profile report that also presents a clear picture of **personality, abilities, strengths and learning styles**. Impartial Morrisby trained representatives undertake follow-up interviews with the pupils, giving them an opportunity to further discuss the results.

CORE SUBJECTS



MODERN FOREIGN LANGUAGES

Board and specification followed: AQA for Mandarin Chinese, French, German, and Spanish. Cambridge IGCSE for Italian.

Course Outline

The aim of all language courses is to develop the ability to use a modern foreign language effectively for the purpose of practical communication and cultural understanding. Pupils develop the four skills of reading, writing, speaking and listening, which are taught in the context of cultural topic areas and through the use of many different types of media. We emphasise the importance of understanding grammar so that pupils develop the skills to express their own ideas creatively and to become confident, independent language learners.

Developing practical language skills is a central focus of the GCSE, but the skills of reading, writing, speaking and listening are developed in the context of topic areas such as: Identity and Culture and Local, National, International and Global Areas of Interest. Through developing these four skills, pupils will be able to understand and respond to spoken and written language, communicate and interact in writing and speech and thus gain a firm grasp of vocabulary and grammar, as well as the skills needed to continue their language learning in the future.

Pupils' language learning is further enhanced by the opportunity to explore aspects of film and literature of the countries whose languages they are studying. As well as developing comprehension and text writing skills, pupils begin to develop skills in translating both to and from the target language. A number of language trips are offered to encourage pupils to go abroad to practise their language skills as well as to gain an invaluable experience of the culture.

Method of Assessment

All skills are examined at the end of Year 11 and pupils will sit the following papers: Listening, Speaking, Writing, and Reading (each worth 25% of the GCSE).

Pupils currently following the Bilingual Programme in French, German, Mandarin, Spanish and Italian should expect to take their GCSE early in Year 10 (through continuing lessons at lunchtimes) and should therefore still make a choice of at least one MFL in addition to their bilingual language(s) at GCSE.

ENGLISH LANGUAGE

Board and specification followed: Cambridge IGCSE First Language English 0990.

Course Outline

The course is directed towards two main assessment objectives: Reading and Writing. These areas are taught alongside each other, although also tested separately, and there are echoes of the course requirements in the English Literature syllabus. This course awards grades on the 9–1 scale.

Reading requires the candidate to:

Read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them; distinguish between fact and opinion and evaluate how information is presented; follow an argument; select material appropriate to their purpose and summarise concisely; understand, and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.

Writing requires the candidate to:

Communicate clearly and imaginatively, using and adapting forms for different readers and purposes; organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features; use a range of sentence structures effectively with accurate spelling and punctuation.

Method of Assessment

Examinations: two written examination papers, each of two hours in length and eligible for grades 9–1.

Paper 1: Reading, 50% of total marks

Paper 2: Directed Writing and Composition, 50% of total marks

SPOKEN LANGUAGE ENDORSEMENT

This is a standalone qualification; it is no longer part of the Language IGCSE. Candidates are expected to talk for no more than 12 minutes on a topic of their choice and respond to questions. They are awarded a Pass, Merit or Distinction.

ENGLISH LITERATURE

Board and specification followed: Cambridge IGCSE First Language English 0992.

Course Outline

The course for English Literature encourages students to explore their literary interests and to learn the skills necessary for literary study. This course awards grades on the 9-1 scale.

Candidates are given the opportunity to respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate. They will explore how language, structure and form contribute to the meanings of texts, considering different approaches to texts and alternative interpretations. They will consider relationships and comparisons between texts, selecting and evaluating relevant material. They are encouraged to develop an awareness of social, historical and cultural contexts and their influence on the study of literature.

Method of Assessment

Preparatory tasks set on a variety of texts and topics lead to three final examinations: one with a closed-book question on prose and a question on studied poetry, one open-book drama paper and the other requiring students to consider passages of poetry or prose not previously studied.

We use a variety of literature – both set texts and enrichment texts – to prepare students for the final examinations. At present, Year 10 are studying a selection of poems from the Cambridge IGCSE anthology. They are also reading *Rebecca* and will study *Crumbs from the Table of Joy*. Various styles of tasks and enrichment texts will prepare students for their examinations in Year 11 and allow them to practise examination skills (tasks will usually cover character, theme and detailed textual analysis). It will also give them experience of a range of texts written in English. All texts will offer opportunities at the start for students to practise the analysis of unprepared material, required by the third examination where literary critical skills are tested.

In Year 10, students have the opportunity to write on a text of their choice and give a presentation that will be marked for spoken language. This will allow students the chance to pursue independent interests.



MARGARET ATWOOD



CRUMBS FROM THE TABLE OF JOY

MATHEMATICS

Board and specification followed: Mathematics Edexcel International IGCSE.

Course Outline

The three assessment objectives of this specification are:

AO1: Demonstrate knowledge, understanding and skills in number and algebra:

- Numbers and the numbering system
- Calculations
- Solving numerical problems
- Equations, formulae and identities
- Sequences, functions and graphs.

AO2: Demonstrate knowledge, understanding and skills in shape, space and measures:

- Geometry
- Vectors and transformation geometry.

AO3: Demonstrate knowledge, understanding and skills in handling data:

- Statistics.
- Probability

The weighting in the examination of the above assessment objectives is 60%:25%:15%

The course builds on and extends ideas met in Years 7 to 9, and includes more complex work on: Number, Algebra, Geometry, Measures, Probability and Statistics. The IGCSE syllabus also includes the topics of Calculus, Set Theory and Functions which give good preparation for A Level.

The course is designed to develop the students' mathematical knowledge as well as their oral, written, and practical skills in a manner that encourages confidence. In all topic areas they will solve problems, learn to devise strategies, present their solutions clearly, and check and interpret the results. They will also develop the ability to reason logically, to classify, to generalise and begin to work on how to produce rigorous proofs. Further, we aim to develop their ability to apply mathematics in other subjects, particularly in Science and Technology. Students in the two highest sets, which work at a faster pace, will have the opportunity to explore harder topics beyond GCSE in Year 11.

It is our intention to prepare them for Additional Mathematics (OCR).

Method of Assessment

There are two tiers of entry at GCSE – Higher and Foundation. We expect all students at Putney High School to sit the higher tier which allows them to achieve grades 9 - 4. Assessment is by two written examination papers, each of two hours in length. In both papers the use of a calculator is allowed.

There is no controlled assessment involved with this course.

ADDITIONAL MATHEMATICS

Board and specification followed: Additional Mathematics OCR Free Standing Mathematics Qualification.

Course Outline

The subject content of OCR Additional Mathematics takes the ideas met in the IGCSE and expands them further in preparation for studying this subject at A Level. It is the modern-day version of the O Level (Alternate) paper.

Many of the students will go on to study AS and A-Level courses. For these courses the FSMQ provides an introduction to the subject at that level, with the possibility of subsequent accelerated progress into Further Mathematics.

There are others who will not continue with Mathematics beyond Year 11, and for these students this unit provides a worthwhile and enriching course, as well as providing evidence that demonstrates their problem-solving skills to future employers.

The content consists of the following topics:

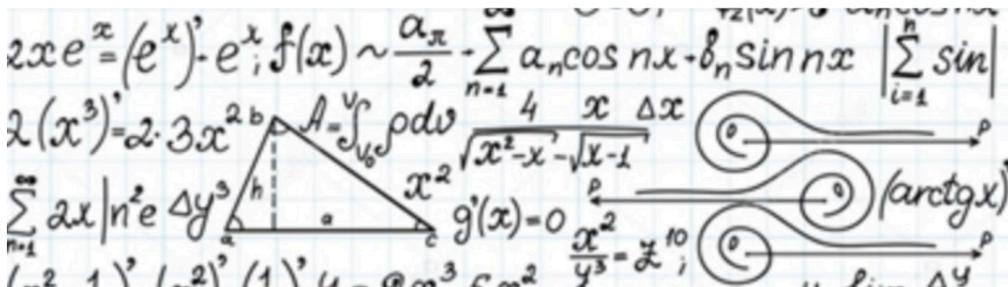
- Algebra including application to the Binomial Distribution;
- Co-ordinate Geometry including application to Linear Programming;
- Trigonometry including applications in 3-Dimensions;
- Calculus including application to Kinematics.
- Numerical Methods
- Logarithms and Exponentials

Pupils in the two top sets, which work at a faster pace, will have the opportunity to explore harder topics beyond GCSE in Year 11. At present they take the above qualification, but we will always ensure the pupils take the best possible qualification to both stretch and prepare them for post-16 education.

Method of Assessment

The assessment is by examination and will be sat in summer of each year. There will be one paper of two hours. The examination result will be reported as a grade A, B, C, D, E or U.

There is no controlled assessment involved with this course.





SCIENCE

Board and specification followed: Science AQA National GCSE.

Course Outline

Year 9 students have already started the AQA GCSE Science courses in Biology, Chemistry and Physics. This is a rigorous course that forms an excellent foundation in the Sciences for further study of STEM subjects at A Level whilst providing the scientific literacy necessary to thrive in a technological age. The AQA Science suite has recently been revised to reflect current advances in Science ranging from gene technology to environmental chemistry and astrophysics. Students will take three separate examination papers at the end of Year 11 in Biology, Chemistry and Physics leading to three separate GCSE grades.

The AQA GCSE Science course has a series of core practicals which must be completed and assessed throughout the course, although these will not count towards the final awarded grade. Practical work will form an integral part of the teaching and assessment of the topics covered.

The three assessment objectives of this specification are:

AO1 (40% weighting): Demonstrate knowledge and understanding of:

- Scientific ideas
- Scientific techniques and procedures.

AO2 (40% weighting): Apply knowledge and understanding of:

- Scientific ideas
- Scientific enquiry, techniques and procedures.

AO3 (20% weighting): Analyse information and ideas to:

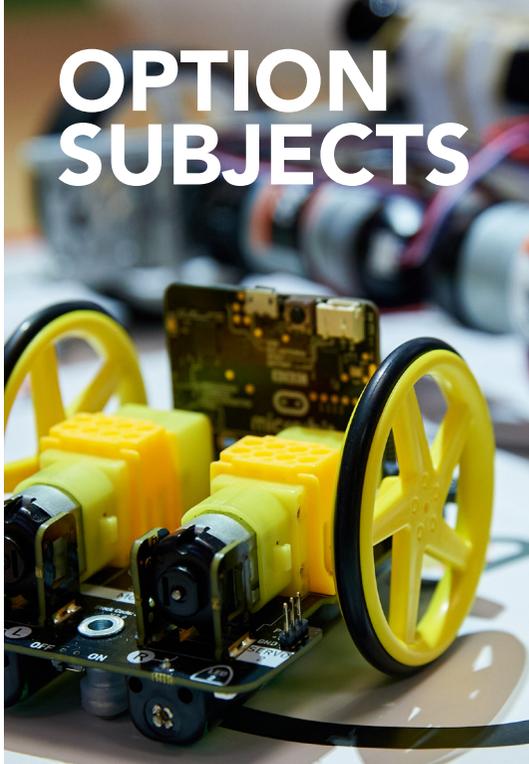
- Interpret
- Evaluate
- Make judgements
- Draw conclusions
- Develop experimental procedures
- Improve experimental procedures.

Method of Assessment

Students will be assessed in their final examinations through two written papers for each science in Year 11 (six papers in total, leading to three separate GCSE grades in Biology, Chemistry and Physics)

Paper 1: 1 hour 45 minutes (50% of total qualification marks)

Paper 2: 1 hour 45 minutes, (50% of total qualification marks)



OPTION SUBJECTS

Board and specification followed: AQA, Art & Design (Art, Craft & Design 8201)

Course Outline

The aim of GCSE Art and Design is to introduce pupils to new ways of looking, creatively working and developing their skills. The creative process is used to inspire and build confidence in every pupil, wherever their strengths and talents lie, as well as to engender a genuine love of art. All pupils develop and experiment with a range of media, such as fine art, sculpture and digital art/photography. GCSE Art not only encourages self-motivation, curiosity and a strong visual awareness, but also focuses on building confidence and resilience in our pupils. In Year 10 pupils develop skills in a variety of disciplines: with a strong emphasis on creativity through the delivery of two exciting main projects; Japan Mixed Media and Natural Form Sculpture. There is some focus on recording through drawing, digital art and photography; clearly written annotation is also fundamental to pupils' progress; alongside a sense of risk taking and experimentation to facilitate pupils to achieve exciting personal work. In Year 11 pupils are encouraged to develop a more independent approach with the Extended Personal Project introduced to develop their own areas of interest, linked to their coursework projects.

Visits to galleries such as the V&A, Saatchi Gallery, Tate Britain, Tate Modern, Kew Gardens or other appropriate exhibitions are an important part of the course. This gives an important, contextual understanding of relevant themes, as well as embedding direct observational drawing into our pupils' programme of study.

Method of Assessment

GCSE Art and Design consists of two components:

Component 1: Coursework (Portfolio) 60% of final grade

Work in Year 10 is developed through two main contextual themes and pupils are encouraged to progress and develop work in a number of fine art media. The project themes - Japan Mixed Media and Natural Form Sculpture – critical and contextual studies inform all work as projects and progress challenge our pupils to discover and experiment with 2-dimensional and 3-dimensional responses. The Year 10 summer mock examination is incorporated into the second project. Experimentation, recording and planning for personal final works are vital and integral to each project. In Year 11, the projects are completed and reviewed to make sure all work is of a high standard. An additional Year 11 Extended Personal Project with 5 hours MOCK (moderated studio time in examination conditions) helps prepare students for the Externally Set Assignment process: Unit 2, as well as completing additional high-quality work for assessment.

Component 2: Externally Set Assignment 40% of final grade

Externally Set Assignment question paper is distributed in January. Pupils choose the question and are expected to develop this theme in same way as for their coursework project. There is a preparation period of up to 12 weeks with 10 hours of moderated time (in exam conditions) to complete a final response. All work is moderated and marked internally, with further external moderation by AQA. A GCSE Art exhibition takes place in school in June.

BUSINESS

Board and specification followed: Edexcel GCSE Business (2017)

Course Outline

Business is new for 2022 and reflects the importance of entrepreneurship within the wider school aims. Theme 1 explores key business concepts and skills through the lens of an entrepreneur seeking to establish a small business, and Theme 2 focuses on growing and developing the business beyond the start-up phase. Both themes are centred around four functional areas, namely business operations (the production, or making); financial considerations; marketing aspects, and human resources. The wider external environment in which the business operates is considered in some depth and includes political, economic, social, legal, technological, and environmental aspects. How the wider competitive market both local, national, and global may impinge upon the business is also analysed. Use of number in business scenarios requires level 2 Mathematics.

Specification content:

Theme 1

- 1.1 Enterprise and entrepreneurship – values and motivation
- 1.2 Spotting the business opportunity – ideation and finding a gap in the market
- 1.3 Putting the idea into practice – emphasis on financial elements
- 1.4 Making the business effective – consideration of the business plan, location, and marketing mix
- 1.5 Understanding external influences and how these might affect the business

Theme 2

- 2.1 Growing the business organically – includes also ethical and environmental concerns as well as the impact of globalisation
- 2.2 Making marketing decisions – use of the four elements of the marketing ‘mix’
- 2.3 Making operational decisions – design, supply, quality, lean production
- 2.4 Making financial decisions – basic financial and management accounting principles to support decision-making
- 2.5 Making human resource decisions – organisational structure, recruitment, retention, training, motivation, and leadership styles

Method of Assessment

Two equally weighted and externally assessed papers, each of 90 minutes
Paper 1 examines the Theme 1 content and Paper 2 examines the Theme 2 content. Each is divided into three sections: Section A comprises short-form multi-choice questions; Section B comprises data response based on a business extract and Section C invites more open responses (no essays, however). Both quantitative and qualitative skills are examined.

CLASSICAL CIVILISATION

Board and specification followed: Classical Civilisation OCR J199

Course Outline

There are two main areas of study, each worth 50% of the marks available at GCSE.

Myth and Religion

Greek and Roman religious beliefs and practices are the main focus. You will study myths about the gods and the foundation myths of the cities of Rome and Athens. There will be a mixture of literary sources, such as Ovid's *Metamorphoses*, Virgil's *Aeneid* and the Homeric hymns, and visual art, including the friezes of the Parthenon and Rome's Ara Pacis.

The Homeric World

This paper offers the opportunity to study a blend of literature and archaeology. Homer's famous epic poem, *The Odyssey*, is our main focus with its tales of monsters, witches and romance. You will also study some key sites of the Mycenaean period in which the poem was set including Mycenae itself and Troy.

Pupils will gain an excellent understanding of these two hugely influential civilisations through literature, art, archaeology and other evidence. As well as factual recall, the course encourages pupils to develop their analytical skills and their ability to present a cogent argument on any number of topics. They will also hone their ability to read, understand, appreciate and respond to a range of classical literature in translation.

Method of Assessment

There are two written examinations at the end of Year 11. Each is worth 50% of the marks available and will take the shape of a 90-minute paper.



COMPUTER SCIENCE

Board and specification followed: OCR GCSE Computer Science

Course Outline

This GCSE will give you a real in-depth understanding of how computer technology works. You will learn about how computers operate whether they are in laptops, mobile phones, or other devices. Learn what is behind the websites you use every day; learn to understand high level programming languages in general and how to program in Python, acquire and apply creative and technical skills in a range of contexts; evaluate the usefulness of computer solutions and their impact on society.

Computing is of enormous importance to today's society. Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used to solve problems, is essential to future work in almost all fields. Computer Science demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs. It encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

During the course, you will develop your understanding of the main principles of problem solving using computers. A substantial part of the course is hands-on. You will develop computer-based solutions to practical problems using a high-level programming language including being able to effectively test these solutions.

Specification Content

Computer Systems: You will learn about the fundamentals of computers: their architecture, hardware, cyber security and networking.

Computational thinking, algorithms and programming: You will create, analyse and correct algorithms and processes. You will learn how the underlying processes behind real-world software operates.

Practical Programming: You will be given practical problems, and will design solutions using Python programming language. You may draw on the content in both the specification components when engaged in Practical Programming.

Method of Assessment

Unit 1: Computer systems written exam: 1 hour 30 minutes – 80 marks representing 50% of total marks for GCSE.

Unit 2: Computational Thinking, algorithms and programming exam: 1 hour 30 minutes – 80 marks representing 50% of total marks for GCSE.

Practical Programming: Section B in the Unit 2 written exam will assess the students' Practical Programming skills and their ability to design, write, test and refine programs.

DESIGN AND TECHNOLOGY

Board and specification followed: AQA GCSE Design and Technology – 8552

Course Outline

The Design and Technology course aims to push the boundaries of design thinking while enhancing manufacturing skills. Commercial design is followed when students can experiment with a range of practices involving electronic circuitry, vacuum forming, laser cutting, 3D printing and CNC routing to produce inspirational outcomes from a range of resistant materials. All these opportunities are available at Putney. The interactive lessons involve the study of products, architecture, engineering and their impact on our manufactured and natural world. The theory of resistant materials and processes make up an integral part of this course, which provides pupils with a well-grounded understanding of Design and Technology that will enable them to move seamlessly onto Product Design at A Level should they choose.

Why Study Design and Technology?

Design and Technology is at the heart of STEM. It is a technological subject that equips pupils with the essential skills for any future study they may be considering in the fields of Engineering, Architecture or Product Design. During the course, pupils will develop the personal qualities needed to work independently and confidently with a range of resistant materials, tools and machinery including CAD/CAM. Pupils will often set their own targets in the lessons and regularly receive one-to-one guidance on the development of ideas. Pupils have the advantage of leading their learning experience by making personal decisions on the form, function and manufacture of individual design concepts. A range of clubs are available to help pupils engage in the subject at a deeper level.

Method of Assessment

Paper 1: Written Exam – 2 hours – 100 marks (50% of GCSE)

Section A (20 marks) is a multiple choice and short answer exam assessing pupils' breadth of technical knowledge and understanding of all core principles.

Section B (30 marks) involves several short answer questions and one extended response to assess one elective topic taken from the core principles.

Section C (50 marks) comprises a mixture of short answer and extended response questions.

Non-examined assessment (NEA) – 30-35 hours approx. – 100 marks (50% of GCSE)

The design and make task require pupils to respond to one open-ended design brief taken from three Contextual Challenges set by the exam board in June of Year 10. Pupils will be required to produce a prototype and a portfolio of evidence. They are encouraged to be creative, ambitious and take risks in their work in order to achieve an original and exciting prototype that allows them access to the higher band of marks in each assessment criteria.



DESIGN AND TECHNOLOGY: TEXTILES

Board and specification followed: Edexcel Design Technology

Course Outline

The Textiles course inspires creative problem solving by designing and developing innovative fashion garments or textile products. The course will stretch your ability by exploring the use of textures, pattern and structures. You will participate in lively debates on the textiles industry, and designers and their influence on fashion, whilst developing your awareness of fabrics and new materials. You will also be expected to learn about Design and Technology in the wider context, looking at a broad range of different materials and issues.

The course requires you to respond to an open-ended design brief by researching and designing a garment and manufacturing a prototype for a client or a specific theme. Students are encouraged to be creative, ambitious and take risks in their work in order to achieve original and exciting folders and products. The department encourages the use of commercial practices such as laser cutting fabrics and digital printing. There is an emphasis on pattern drafting with the chance to experiment with the manipulation of materials.

Method of Assessment

Component 1 (Written Paper) 50%

Section A (Core)

This section focuses on Design Technology in the broader context and is worth 40 marks

Section B (Textiles)

Questions here will be based around the theory of Textiles including fibres, fabrics, industrial practice and issues such as sustainability.

Component 2 (Controlled Assessment) 50%

The Controlled assessment starts in Year 10 and is focused on designing and making. An approximately 20 page A3 design portfolio is produced alongside a functional product. The portfolio contains evidence of research, designing, modelling and manufacture. Information and graphics can be handwritten or presented using ICT. The controlled assessment is marked internally and moderated externally. An end of year exhibition celebrates the achievements of students on the course.





DRAMA

Board and specification followed: Drama Edexcel

Course Outline

The Drama course enables you to develop practical skills and be inspired, moved and challenged by studying a broad and worthwhile course of study. You will work imaginatively and creatively in creating both devised work and interpreting written texts into performance. You will also develop the skills of being a director and theatre practitioner by exploring how you would approach performance text in rehearsal and by reviewing the effectiveness of live theatre that you will see.

Specification Content

Component 1: Devising

Create and develop your own original piece of devised theatre from a stimulus.

Give a performance of this devised piece.

Analyse and evaluate the devising process and performance in way of a written portfolio.

Component 2: Performance from Text

Students will perform in two key extracts from a performance text – each group (between three and six students) will study one play to then bring to performance. Teacher support will be given to all students in rehearsal.

Component 3: Theatre Makers in Practice

Practical exploration and study of one complete performance text, currently *The Crucible* by Arthur Miller. Live theatre evaluation – free choice of production.

Method of Assessment

Component 1: Internally assessed and then externally moderated. (Worth 40% of qualification) There are two parts to the assessment:

1. A portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks) – this can be a combination of a practical presentation and written document.
2. A devised performance (15 marks) – this will be videoed and assessed internally

Component 2: Externally assessed by a visiting examiner. (Worth 20% of qualification)

Performance covering both key extracts is worth 48 marks.

Two separate performances are created and performed from two key extracts from the same play. Each performance is worth 24 marks.

Component 3: Written examination – 1 hour and 45 minutes (Worth 40% of qualification)

Section A: Bringing Texts to Life

45 marks – this section consists of one question broken into six questions (short and extended responses) based on one extract from *The Crucible*. Performance texts are not allowed in the examination as the extracts will be provided. Students answer questions as a performer, director and designer.

Section B: Live Theatre Evaluation

15 marks – this section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes.

GEOGRAPHY

Board and specification followed: AQA (9-1) 8035

Course Outline

In our global society, it is more important than ever that we have a sound understanding of the relationships between people and the environment. Geography is a subject that encompasses a broad range of contemporary issues and challenges, and is therefore highly valued by universities and employers alike. It suits students with an enquiring mind and an interest in exploring the world around them.

Fieldwork is an integral part of the curriculum; there is a residential trip to Dorset in Year 10, and the opportunities to take part in expeditions overseas.

Specification Content

Physical topics:

- As part of Physical Landscapes in the UK, we will look at how various landscapes are formed including rivers and coasts.
- The Challenge of Natural Hazards explores the causes and impacts of earthquakes, volcanoes and tsunamis alongside the increasing impacts of extreme weather events.
- The Living World module focuses on tropical rainforests and hot desert climates.

Human topics:

- The topic of Urban Issues and Challenges looks at the problems posed by the increasing urbanisation of the world's population and considers possible solutions.
- In Changing Economic World, students will learn about the variations in quality of life and levels of development in a range of countries including the UK.
- The topics of Resource Management and Water help us understand the challenges in providing enough food, water and energy and the impacts of inequality.

Geographical Skills and Fieldwork:

- Fieldwork is compulsory at GCSE and will take place in at least two contrasting locations. Students will learn to pose enquiry questions, construct robust data collection strategies, present and analyse data and draw conclusions.

Method of Assessment

This is a linear course and all examinations are taken at the end of Year 11.

Paper 1: Physical Geography	1 hour 30 minutes	35%
Paper 2: Human Geography	1 hour 30 minutes	35%
Paper 3: Geographical Skills	1 hour 15 minutes	30%



HISTORY

Board and specification followed: Edexcel IGCSE

The IGCSE History course examines some of the key events of the twentieth century, building on what the students studied in Year 9. It is a subject that provokes debate, allows the pupils to form their own judgments and develops key skills such as the critical analysis of source material and essay writing.

Course Outline

The Russian Revolution: our study begins at the court of Tsars and we examine the nature of autocracy and opposition to Tsarist rule. We consider the impact of Rasputin and the First World War and focus on the events of 1917, the year of revolution. We then examine Dictatorship and Conflict in the USSR from the creation of the Communist State under Lenin through its development and expansion under Stalin.

Superpower Relations: this unit focuses on the Cold War that emerged after the Second World War; among the topics we study are the building of the Berlin Wall and the Cuban Missile Crisis.

The final unit will be a breadth study examining themes of change and continuity over time. Pupils will study China: conflict, crisis and change, 1900–1989. They will examine the final years of the Qing Dynasty, the descent into the era of warlords, the Chinese Civil War, and the emergence of the Chinese Community Party. They will then look at the changes implemented under Mao and Deng Xiaoping, socially, culturally, economically, and politically, as China was transformed during the 20th Century. There are cross-curricular links to the Russian and Cold War courses.

In addition to their studies we aim to take Years 10 and 11 pupils on a residential trip and a day trip. In the past we have taken pupils to Normandy, Berlin and to the Imperial War Museum.

Method of Assessment

Two written papers each worth 50%

Paper 1 (90mins) depth studies

Paper 2 (90mins) one historical investigation and one breadth study focusing on change over time

There is no coursework for IGCSE History.



LATIN

Board and specification followed: OCR Latin (9-1) J282

Course Outline

Pupils will continue to develop their language skills using Latin to GCSE, which is an excellent course designed specifically to meet the demands of the new GCSE specification, covering all the language work required and offering a wonderful introduction to Roman mythology and history through the Latin stories.

In the second year of the course, original Latin literature becomes the main focus: you will study two set texts, one in prose and the other in verse. The prose set text will be drawn from Apuleius' *Metamorphoses* and describes the grave dangers posed to travellers by the witches of Thessaly. The verse set text comprises a series of extracts from Book 6 of Virgil's *Aeneid* and describes the Trojan hero Aeneas' perilous journey into the underworld. There he is provided with a vision of Rome's imperial destiny.

Pupils will steadily develop their ability to read and understand Latin texts of increasing complexity, working on translation and comprehension exercises and basic language manipulation exercises. They will read a wide variety of Latin poetry and prose and acquire the skills to analyse these texts critically, as well as discovering the cultural context in which this literature was produced. Latin literature has had an enormous influence on modern, Western literature and culture and the texts set this year provide a wonderful opportunity to consider and discuss themes such as love, loyalty and the role of women.

Method of Assessment

There are three written examinations at the end of the two-year course, with literature and language each worth 50% of the total marks available.

Language (50%)

Candidates are required to translate an unseen Latin passage and answer comprehension questions. There is an option to translate short basic English sentences into Latin or to answer a short section of questions on grammar.

Prose Literature (25%) and Verse Literature (25%)

All literature is studied in class ahead of the examinations. In the examinations themselves, candidates are required to read short passages of Latin and answer comprehension questions as well as translating the text and offering critical evaluation of the passages given.

MUSIC

Board and specification followed: Edexcel 2MU01

This GCSE is available to all students who intend to have reached Grade 5 performing standard or higher by the end of year 11. An understanding of music theory is a definite advantage, and lessons in Grade 5 theory are offered free of charge.

Course Outline

The aim of this wide-ranging course is to extend musical interests, knowledge and understanding, develop aesthetic sensitivity and cultural awareness and create a foundation for further study. Pupils will study a broad spectrum of music, ranging from Bach to Latin American samba, via film music, fusion and the 20th century musical. Small class sizes allow for a collegiate approach, with free-thinking and stimulating debate encouraged from all participants. We encourage pupils to immerse themselves in the subject, carrying out their own research in composition and analytical forms.

In the brand new, purpose built Athena music centre there is an IT suite of MACs and PCs for composition and music technology embracing Sibelius, GarageBand and Logic. Students will be taught to use this software fluently and intuitively, opening doors for study further up the school and for pursuing extra-curricular interests such as orchestration and arrangement. We also encourage students to conduct and direct instrumental and vocal ensembles to build confidence, people skills and stage presence. The course is fun, engaging and taught with a strong practical focus. The course is based around four Areas of Study:

1. Instrumental Music 1700-1820
2. Vocal Music
3. Music for Stage and Screen
4. Fusions

Method of Assessment

Coursework is assessed internally and moderated externally. The Listening and Appraising paper is marked by Edexcel.

Paper 1 (30%) – Performance (Coursework)

Pupils must present two performances – one solo and one ensemble – with a total length of at least four minutes duration. Playing fluently at Grade 5 standard or above would gain full marks. Performances can be in any style and on any instrument (including voice).

Paper 2 (30%) – Composition (Coursework)

Two compositions must be submitted. One can be a 'free' composition and one must be in response to a brief set by the exam board. They must be at least three minutes in total.

Paper 3 (40%) – Listening and Appraising

Pupils hear recordings of extracts from the set works and answer questions related to them. These will be in a variety of forms – multiple choice, 'skeleton score' where students must fill in missing notes from a passage of music they know well, questions on the wider context of the music and short paragraph questions that test knowledge relating to the 'building blocks' of music.



PHYSICAL EDUCATION

Board and specification followed: AQA Physical Education

Course Outline

Paper 1 The human body and movement in physical activity and sport

Paper 2 Socio-cultural influences and wellbeing in physical activity and sport

Non-examination assessment: practical performance in physical activity and sport

Performance assessment

Performance analysis assessment

Method of Assessment

Theory:

Written Paper: Total 60%. Knowledge and Understanding for the Active Participant

Two written papers:

Paper 1: 30% The human body and movement in physical activity and sport.

1hr 15 minutes, 78 marks.

Combination of multiple choice, short answers and extended writing questions.

Applied anatomy and physiology, movement analysis, physical training and use of data.

Paper 2: 30% Socio-cultural influences and well-being in physical activity and sport

1hr 15 minutes, 78 marks.

Combination of multiple choice, short answers and extended writing questions.

Sport psychology, socio-cultural influences, health, fitness and well-being and use of data.

Practical:

Controlled Assessment: 40%. – 100 marks - The Active Participant.

Pupils are assessed on their ability to perform sporting skills in isolated and competitive situations. There is also an emphasis on the candidate's ability to evaluate and improve their own and others' performances.

Pupils will be assessed in three activities as a player or performer.

One assessment must be in a team sport, one assessment must be in an individual sport and a third can be from either a team or individual sport. Pupils must be of A team standard in three sports.

Course content includes:

Musculoskeletal system, cardio-respiratory system, levers, planes and axes of movement, components of fitness, principles of training, injury, information processing, mental preparation, social groups, health and fitness, diet and nutrition.

RELIGIOUS STUDIES

Board and specification followed: AQA Religious Studies Specification A 8062

Course Outline

Religious Studies GCSE at Putney capitalises on what students have studied in Years 7–9 whilst offering new interests and challenges that anticipate A level studies. It is Department of Education requirement that candidates study two religions, so we have chosen Judaism (studied in Year 7) and Christianity (studied in Year 8). Naturally, at GCSE these religions are studied in more depth and breadth and candidates are encouraged to recognise the connections between the two faiths.

Thematic Studies include one unit on Revelation and the Existence of God which offers an introduction to Philosophy of Religion, and a unit on Religion and Life which gives students a chance to explore some key issues in medical and environmental ethics.

Two further units are based on an in-depth study of Mark's Gospel, offering a unique opportunity to for students to understand the rich symbolism and engaging narrative of a text set against the background of violence and conflict in Roman ruled Palestine in the First Century CE.

The GCSE examination consists of two papers:

Component 1: The Study of Religions: beliefs teachings and practices

Pupils study the beliefs, teachings and practices of TWO religions and the influences of these on individuals, communities and societies. The two religions studied will be Christianity and Judaism. Different opinions among Christians and Jews as well as non-religious responses to contemporary issues are studied and pupils are encouraged to express their opinions and to develop evaluative skills. Issues studied include:

(1) Key beliefs about God and Jesus (2) Worship and festivals (3) Covenant and laws (4) Family life (5) The role of the synagogue and the church (6) Christian and Jewish contributions to charity, community and the world.

Component 2: Thematic and Textual Studies

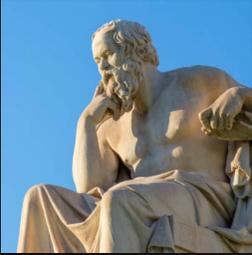
(1) Religion and Life: the origins and value of the universe and human life, abortion, euthanasia and the afterlife (2) The existence of God and revelation: philosophical arguments for and against the existence of God, the problem of evil, the nature of the divine and revelation (3) Mark's Gospel: the life, death ministry and identity of Jesus (4) Mark's Gospel as a source of religious, moral and spiritual truths: the kingdom of God, the marginalised, discipleship and faith.

Method of Assessment

The Examination

Assessment takes the form of two written papers, one for each of the two parts of the syllabus. Each examination is one hour and 45 minutes. Each paper accounts for 50% of the final grade.

There is no coursework for Religious Studies GCSE.



ADDITIONAL SUBJECTS

CLASSICAL GREEK

The Classics department will be offering the OCR GCSE in Classical Greek as an extracurricular extension option in the coming academic year. This course is open to students who are entering Years 9, 10, or 12 in September 2022 and consists of two classes a week over a two-year period. Each individual class will be an hour long and these sessions will be delivered outside of the formal timetable: one will run over the second half of lunch and afternoon registration, the other will run immediately after school. The virtue of this approach is that it has been able to accommodate a wide range of potential students, all of whom benefit from being taught alongside one another. For instance:

The Year 9 student who would thrive on the challenge of engaging with stimulating material alongside older students. They would sit the GCSE exams at the end of Y10.

The Year 10 student who would be able to manage the demands of an additional, accelerated GCSE course. They would sit the exams at the end of Year 11 (alongside their other GCSEs).

The Year 12 student with or without GCSE Latin – who would like to study an ancient language ab initio in place of a fourth A Level. They would sit the GCSE exams at the end of Year 13.

These profiles are generic, but hopefully give you some flavour of the wide range of student pathways which this class has been able to accommodate. The OCR Classical Greek course is well resourced and the language content will be taught from the second edition of John Taylor's highly regarded Greek to GCSE series. In the second year of study, students will also be able to study extracts from Homer's *Odyssey* and Herodotus' *Histories* in the original Greek.

The accelerated pace of the course is challenging and will require the same focus and commitment from students as any other exam class. Those who wish to participate will be asked to master the alphabet over the preceding summer and their level of engagement with, and attainment on, the course will be subject to regular review.

Enrolment on this course is separate from the normal options process and will be advertised by the Classics department at the start of the summer term. Any immediate queries can be directed to Peter Maskell, the Head of Classics (p.maskell@put.gdst.net).

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION

The PSHE Education course in Years 10 & 11 is based on three core themes of Health and Wellbeing, Relationships, and Living in the Wider World. The course will support pupils, not only during GCSE studies, but in looking ahead to prepare for life beyond school. PSHE education will develop the knowledge, skills, and attributes – often termed ‘character’ – for students to thrive and achieve. These skills and characteristics – such as self-management, empathy, critical thinking, communication, resilience, teamwork and negotiation – are fundamental for happiness and success, both during GCSE studies and in personal and working lives in the future.

As a part of the PHSE programme, students will also be introduced to concepts and tools used by the Positive Group to help them develop resilience and manage their emotions effectively.

During PSHE lessons students will learn about and respond to a range of different topics, from Physical and Mental Health to Citizenship and Diversity, Financial Capability and The World of Work; gaining both the emotional intelligence and practical knowledge to manage potential challenges and negotiate choices both now and in the future.

Years 10 & 11 PSHE Topics:

- Positive Psychology & Resilience
- Relationships & Sex
- Tackling Prejudice
- Careers, Money & Finance
- Digital Citizenship
- Global Communities
- Healthy Lifestyles

The course builds on prior learning in PSHE lessons during Years 7 to 9, revisiting some topics in more depth, and introducing new issues to explore. In PSHE in Years 10 and 11, pupils work together to identify, reflect, discuss, debate, and develop opinions and resilient responses to a variety of personal, social, health, and economic aspects of their lives. The course complements and promotes the school's Wellbeing Programme, and provides students with the intellectual and emotional skills needed to experience both academic success and personal wellbeing, here in school and beyond.



PPE (POLITICS, PHILOSOPHY & ECONOMICS)

In Year 10, students undertake an enrichment subject as part of the curriculum. PPE is a popular university course and providing students with the opportunity to experience a taste of these subjects before A Level not only enables them to become acquainted with subjects they may want to study further but also develop skills useful to them at A Level. The course is run on a six-week rotation. In addition to Politics, Philosophy and Economics, they also experience six weeks of both History of Art and Debating.

Politics

The overall theme is 'What is politics?' Students get an understanding of political philosophies, debates and frameworks, as well as look at the UK from the perspective of diversity before moving to a final section on 'political activism' where they explore the channels for legitimate and constructive political engagement.

Philosophy

The aim of this side of the course is an overview of Philosophy as a way of both interrogating the world and how to live in it, as well as to become familiar with some of the major, and lesser-known, philosophers. From the ancient philosophies of Socrates and Plato to female philosophers such as Wollstonecraft, De Beauvoir, Helene Cixous and Julia Kristeva, and the course explores questions such as; Can we be Free? How to live a Good life; and Do we Exist?

Economics

The aim is to introduce students to the basic principles of business and the economy. It touches on financial literacy, understanding money and how the economy works as well as building an awareness of different careers and industries and the chance to practise their own enterprise skills. They will also learn about the function and aims of businesses and consumer awareness and some key terminology and concepts. Financial literacy, awareness of different sectors and careers options and what makes a successful entrepreneur are also all discussed.

History of Art

The History of Art component of the PPE rotation addresses diversity and inclusion in art on a broad scale, using specific artworks or artists to anchor thought and discussion. Artworks chosen span from the 16th century to the modern day and allow for engagement with historic ideas around diversity and inclusion in order to compare these against views we are exposed to today. Students learn to think analytically, to test their ideas and opinions against others and to articulate their particular viewpoints in a respectful way.

Debating

Debating is an intellectual and rhetorical sport. The aim is to defeat your opponent through force of argument and rhetorical skill. It requires quick thinking, careful listening and a logical brain. Like a sport, it has a number of different formats. This series of lessons, teaches students about two of these: MACE and British Parliamentary. They will have had a chance to their knowledge into practice by debating and making speeches on issues including: government-enforced quotas for BAME individuals on company boards; taking down statues of slave-traders; and returning historical artefacts currently housed in British institutions to their country of origin.

This course is non-assessed.

PHYSICAL EDUCATION

Year 10 and Year 11

There are two one-hour lessons of PE. This gives all girls the opportunity to participate in a range of different activities throughout the year. Many of these activities are off-site.

Students rotate through the following activities:

- | | |
|--------------|---------------------------|
| Dance Fit | Netball |
| Self Defence | Spinning |
| Squash | Strength and Conditioning |
| Table Tennis | Volleyball |
| Yoga | |

The Rowing Squad and the Lacrosse Teams will train during one of the PE lessons. In the Summer term pupils will participate in Tennis, Rounders and Cricket. This offers a broad and varied programme, building on the sports they have previously learnt but also introducing new sports which can be pursued in adult life.

Extension Activities:

Teams for Years 10 and 11

- Athletics
- Cross Country
- Gymnastics
- 1st, 2nd & 3rd & U15A&B Lacrosse
- U16A&B, U15A&B Netball
- Rowing*
- Friendly Tennis
- League Tennis
- Volleyball

Clubs

- Athletics
- Cross Country
- Dance*
- Rowing*
- Tennis (Tennis Coaching Available*)

*There is a charge for this activity.





PUTNEY
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST