

The  
**Folkestone**  
School for Girls



GCSE Options



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# Your Key Stage 4 Curriculum

Over the next three years you will study and prepare for important public examinations. These will be examined at the end of Year 11 with two exceptions;

- GCSE Religious Studies will be examined at the end of Year 10
- NCFE Level 2 Certificate in Health and Fitness will be examined at the end of Year 10

The subjects you will study can be divided into two broad categories: Core and Options.

## Core Subjects

These subjects are **compulsory** for **all** students.

English	2 x GCSE Qualifications - English Language & English Literature
Mathematics	GCSE
Science*	<b>All students study all three sciences to GCSE.</b> <b>Either</b> GCSE in Combined Sciences (Worth 2 x GCSE) <b>or</b> Students who are especially keen and able scientists also have the option to study extra science (Worth 3 x GCSE)
Religious Studies	GCSE
Physical Education	NCFE Level 2 Certificate in Health & Fitness

In addition to English, Maths and Science above the subjects below combine to form the English Baccalaureate (EBacc) suite of qualifications. These are increasingly viewed as the prerequisite for most job applications and further/higher education places. Together with English, Maths and Science therefore they are vital qualifications for your future success. All students will study at least two of these. Students can opt to study Geography/History and a language, or Geography & History or indeed two languages.

Humanities	Choose either History or Geography
Modern Foreign Language	Choose either French or Spanish or German

You can opt to study an additional language and/or an additional humanities or indeed all four subjects via the optional subjects overleaf.

\*There is further information about Science on page 8

## Optional Subjects

In addition to the core qualifications, all students are provided with **2 further options**. These provide an opportunity for girls to personalise their learning to reflect and pursue their own strengths, interests and aspirations for the future.

Students should choose a further 2 subjects from the GCSE Options below:

- Art & Design
- Business
- Computing
- Dance
- Drama
- Financial Education
- French
- Geography
- German
- Health & Social Care
- History
- ICT
- Music
- Spanish
- Extra Science: All students study all sciences as part of our core curriculum within GCSE Combined Sciences. However, this option allows students with a keen interest and aptitude for science to study extra Science to obtain 3 discrete GCSE qualifications in Biology, Chemistry and Physics.

We endeavour to timetable courses such that the vast majority of subject combinations can be accommodated and therefore the overwhelming majority of students are able to study the courses they choose. **It is inevitable however that a small number of combinations may not be possible. Hence we ask all students to select reserve options.** Please see the lilac options form for further details.

**Please note that certain courses may not run if an insufficient number of students choose them.**

# Information, Advice & Guidance

## GCSE Options: Your questions answered

### What happens at the Options Evening?

You will have the opportunity to visit the subjects and subject teachers you are particularly interested in. Subject teachers will be able to answer any queries you have regarding the information in this Booklet. It is important that you read this booklet and ask your teachers questions about their subjects.

### Will I get my choices?

We aim to satisfy all choices but it is inevitable that certain combinations will not work for a limited number of students. Therefore, we ask for RESERVE options should one of your first choices not be possible. Similarly, we aim to run all the subjects that we offer. However, on occasion the number of students selecting a course can be too small to make running the course viable.

If there is a problem with any of your options we may use your reserve choices. Should issues arise you will be contacted as soon as possible.

### Can I change my mind after I have handed in my options sheet?

If your parents write to request a change, giving the reason, then we shall do our best to make the change. It is important that you write as soon as possible, preferably before the timetabling process is completed (i.e. a few weeks before the end of the Summer Term). You will not be allowed to change to an option group which is already full.

In exceptional circumstances a student may be permitted to make a change to her option choices in the first 3 weeks of Year 9. Any changes will need to be approved by the staff concerned and will only be permitted if there is room in the option group.

## General Further Guidance

As both GCSE and A Level examinations are currently being reviewed by the Government, it may become necessary to amend our KS4 curriculum as detailed examination specifications become available.

Any change necessary would be notified to parents at the very earliest opportunity.

If you have any further questions about your GCSE Options or would like more information, please see a member of the Senior Leadership Team, or your parents may write, email or telephone.

## Careers Education

During KS4 it is recognised that future career choices become more important. With this in mind, careers support and guidance will be provided at appropriate times. This will include group sessions that are designed to develop a greater understanding of careers and work related issues as well as individual interviews. In addition, there will be a programme of career related talks which students can choose to attend and specialist advisers will also be available at Options Evenings.

Mr Kennedy is the **Director for Learning; Careers and Work Related Experience** and is the person to speak to concerning any careers information, advice or guidance you may need.

If you have a career idea, checking that the subjects of your choice are appropriate is crucial. Students in all years can access the 'fast tomato' website at any time. This resource provides information on a wide range of careers and the qualifications and grades required. On days when the CXK Careers Adviser is in School, students from any year group are welcome to attend her lunchtime clinics, by appointment, for advice and guidance. These clinics are advertised in the Student Bulletin. Students wanting to book an appointment should contact Mr Kennedy on [mkennedy@folkestonegirlsksent.sch.uk](mailto:mkennedy@folkestonegirlsksent.sch.uk)

## Tips on Choosing Your Options

- You should read the information on the following pages before making your option choices.
- Consider where your interests and your strengths lie. It is important to do well at GCSE level, so choose subjects you genuinely enjoy and are good at. These are the main examination results that will be available when you are applying for jobs or for college or for entrance to the Sixth Form. GCSE results will also be taken into account when you are applying to universities. (Advanced Level grades will only be predictions.)
- Research which GCSEs you may need in the future if you have a particular career in mind. For some careers there are obvious 'must have' qualifications and this will inform your option choices. Many of us do not have a clear career path in mind so aim to achieve breadth and balance in the subjects you study.
- Find out as much as you can about the different options by talking to girls already taking the courses you are considering and talking to your teachers and tutors.
- Don't choose an option just because your friend has chosen it or because you like the teacher. There is no guarantee that you will end up in the same set as your friend or in the one taught by a particular teacher.
- You will have the opportunity to meet a Careers Adviser and be introduced to the careers resources available. This will help you research your options and ideas, supporting an informed decision.
- You are welcome to visit the Careers Library at any time.
- Finally, in order to gather as much information as possible before you make your choices, make sure you attend the Options Evening.

**You are asked to make your choices on the enclosed grey form.**

**This should be returned to Miss Duffield.**

**The deadline for this is Friday 24th March 2017**

## Help & Support

There are many people in school who can support you if you are having problems with your academic studies or in your personal life.

<b>Form Tutor</b>	Takes an interest in all the members of their form, and will aim to give support and encouragement
<b>Student Development Leaders &amp; Key Stage Leaders</b>	Will always listen and provide helpful advice on course, work problems and any related issues. They will also, when appropriate, assist in accessing additional services for advice
<b>Mentors</b>	Appointments can be arranged to see mentors who offer advice, support and strategies to enable you to succeed
<b>Counsellor</b>	Arrange referrals through your SDL
<b>Visiting School Nurse</b>	Referrals can be arranged through your SDL

**If you feel under stress, it doesn't matter who you talk to, just that you do talk!**

## Attendance

Now that your daughter is entering KS4 it is of paramount importance that she has excellent attendance as she will be working towards her GCSE examinations in all lessons. No authorised leave will be given during the public examination period or the weeks leading up to this. Parents should note that many examinations have practical components and/or controlled assessments, for example, Language orals, Art exams, Drama performances. These are often examined by a visiting examiner or moderator they cannot be rescheduled and, therefore, it is vital that your daughter attends school at these times.

### Why is school attendance important?

- Each day's learning builds on what has been learnt before, so losing even one day makes all future learning more difficult.
- School attendance is linked to the number of GCSEs and Advanced Level qualifications a young person achieves. Research shows that of those young people who have less than 90% attendance, fewer than 30% achieve 5 or more GCSEs at grade C or above.

### Are you aware that 90% attendance is equivalent to missing four whole weeks of lessons in the school year or 1 day off every fortnight?

### How good is your daughter's attendance?

- 98 - 100% attendance is outstanding and gives your daughter the very best chance of success.
- 96 - 98% attendance is considered to be good
- 91 - 95% attendance makes it much harder for your daughter to progress. Attendance at this level is therefore considered to 'Require Improvement'
- Below 90% is inadequate. If there is no good reason for the absence, your daughter may receive a sanction and you, as parents could be issued with a Penalty Notice.

### What should parents do?

- Ensure that your daughter attends school every day and arrives punctually
- Book medical appointments outside school hours whenever possible
- Plan holidays during school holidays and not in term time. The school is not permitted to grant authorised leave for holidays. Only in very exceptional circumstances will leave of absence be authorised
- Celebrate special occasions after school, at weekends and during the holidays
- If your daughter is unavoidably absent, ensure that she talks to her teachers about catching up with her learning.

## Further Guidance on Science

### Is 'Extra Science' right for me?

**All students will study all Sciences as part of their core curriculum.** They will study all three disciplines; Biology, Chemistry and Physics.

This provides a broad education in Science and is the course of choice for the majority of students and most careers. Students studying Sciences will achieve a **Double Award GCSE (worth 2 x GCSEs) in Combined Sciences** and can of course progress to A Level Science. This pathway is accepted for Medicine, Veterinary Science or Dentistry at university.

**Extra Science** provides the opportunity for those students who have an aptitude for and interest in Science to further explore and develop their level of understanding.

This route allows students to gain 3 discrete GCSEs in the three specialisms; Biology, Chemistry and Physics. It is aimed at able scientists who are seriously considering studying Science to A Level standard and beyond. Students who are considering a career in Medicine, Veterinary Science or Dentistry at university are **advised to opt** for Extra Science.

Choosing extra Science does of course mean that extra curriculum time is necessarily dedicated to the study of Science. It is a demanding and challenging course and we suggest that students considering this option discuss their aptitude and suitability for the course with Mrs O' Regan (Director of Learning for Science) and/or their science teachers.

## School Policy on Assessed Coursework & Controlled Assessments

Some courses offered include assessed portfolios and controlled assessments as part of their overall grade. This inevitably makes demands on our students' integrity, commitment, self-discipline and powers of organisation. The teaching staff therefore ask for parental support to reinforce advice given at school and to ensure that the requirements are fulfilled.

1. Dates for handing in controlled assessments, coursework and projects will be given to students well in advance of the deadline, with an appropriate allocation of homework time. Regular reminders will be given.
2. If there is concern that coursework is not being produced, a letter will be sent home by the relevant Director of Learning and coursework clinics must be attended.
3. It is the responsibility of students to hand in work on time.
4. If there is any evidence of copied or borrowed work, no marks will be awarded to all parties concerned. Declarations have to be signed verifying that the work submitted is the student's own.
5. Some controlled assessments will take place during lesson time but will be conducted under exam board regulations. Failure to comply with these could result in the cancellation of all of a student's GCSE papers.
6. No credit will be given for work handed in late, unless there is a genuine reason why the deadline cannot be met. Parents/carers should notify the School in writing as soon as the problem arises.
7. A student may be withdrawn from an examination for which no coursework has been submitted if, according to the regulations of the board, no grade can be given to candidates failing to comply with coursework requirements.
8. Parents are expected to support their daughter through her GCSE studies and to help her to achieve the best possible GCSE grades. There are a myriad of resources on The Learning Gateway to support students with their studies and to help parents in this role.

**Students and parents should sign the relevant section of the loose pink reply slip to indicate that they are aware of these requirements and will comply with them.**

**THIS COPY IS FOR YOU TO KEEP FOR INFORMATION**

**Please complete and return the loose pink sheet enclosed to Mrs Burden, The Exams officer, in the Admin Office, by Friday 24th March 2017.**

## School Policy on Assessed Coursework

*Please delete where applicable*

I have read the School Policy on Assessed Coursework and agree to comply with the coursework requirements of my chosen subjects.

Signed \_\_\_\_\_ Date: \_\_\_\_\_

**Students Signature**

**I/We** have read the School Policy on Assessed Coursework and agree to ensure **my/our** daughter \_\_\_\_\_ of House Tutor Group \_\_\_\_\_ will comply with coursework requirements of her chosen GCSE subjects.

**Parent/Carer**

# Course Information

## English Literature

AQA

### English Literature and English Language

#### Aim

This course aims to develop your sensitivity to the ways in which spoken and written language is used. It will help you to read with deeper understanding and to respond to all kinds of literary and media texts. It will also give you opportunities to participate with increasing effectiveness in a variety of speaking and listening activities. You will learn to appreciate the ways in which writers achieve their effects, and gain awareness of the contexts in which they write. You will be encouraged to develop for yourself skills which will enable you to write effectively, accurately and appropriately for a range of audiences and purposes. You will also gain insight into the ways in which the English language has changed over time.

#### Content

The English Language course involves preparing to take two external examinations, and will also include a Speaking and Listening task which will be separately endorsed. We will use a range of stimulating texts in order to prepare for the reading sections of the course, including a range of media texts such as news reports, opinion pieces and speeches. We will also build on writing skills, considering various purposes, such as writing to describe, explain and inform. You will also participate in group and class discussions, and give individual talks.

The English Literature course will involve studying a selection of set texts in preparation for two exams. The texts include "The Merchant of Venice", "Dr Jekyll and Mr Hyde", "An Inspector Calls" and a poetry anthology. We will look closely at the effects of the language choice and will always consider the effects that social and historical context can have on the writer's meaning.

#### Assessment

##### English Language:

##### External Examination

Paper 1: Explorations in Creative Reading and Writing (50%)

Section A: Reading

Section B: Writing

Paper 2: Writer's Viewpoints and Perspectives (50%)

Section A: Reading

Section B: Writing

##### Speaking and Listening

A range of Speaking and Listening Tasks (0% Separate Endorsement)

##### English Literature

##### External Examination

Paper 1: Shakespeare and the 19th Century Novel (40%)

Paper 2: Modern Texts and Poetry (60%)

##### Approach

You will develop and practise the necessary skills through a variety of individual, group and whole-class activities. For homework you will be asked to read, make notes, write essays, prepare for a lesson or for controlled assessment. It is important that you should also contribute to discussion, keep good notes on your texts, aim for a high standard of accuracy in your written work and continue to read widely.

## Mathematics

EDEXCEL (1MA1)

#### Aim

The GCSE specification will provide a broad, coherent, satisfying and worthwhile course of study. It builds on subject content taught at Key Stage 3 and encourages students to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society. The course will also provide a strong mathematical foundation for students who go on to study mathematics at A-Level. Students will develop fluent knowledge, skills and understanding of mathematical methods and concepts. They will acquire, select and apply mathematical techniques to solve problems, reason mathematically and make deductions and inferences and draw conclusions. Students will also need to recall, select and apply mathematical formulae.

#### Content

The specification will cover the following six content headings:

i) Number; ii) Algebra; iii) Ratio, proportion and rates of change; iv) Geometry and measures; v) Probability; vi) Statistics.

Full details of the exact content of each heading can be found on the school website under 'curriculum'.

#### Assessment

The qualification consists of 3 equally-weighted written examination papers to be taken in June of Year 11. Each paper is out of 80 marks.

Paper 1 - non-calculator assessment, 1 hour and 30 minutes long.

Paper 2 - a calculator is allowed, 1 hour and 30 minutes long.

Paper 3 - a calculator is allowed, 1 hour and 30 minutes long.

The curriculum content will be assessed across all three papers. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers, where 9 is the highest grade.

Content	Weighting
Number	12 - 18%
Algebra	27 - 33%
Ratio, Proportion and Rates of Change	17 - 23%
Geometry and Measures	17 - 23%
Statistics & Probability	12 - 18%

#### Approach

The course will be delivered by a wide variety of teaching methods, including formal tuition, individual and class participation, small group work, practical investigations and use of ICT. You will also have homework which will be used to consolidate, revise and extend content taught in lessons.

**It is important that a scientific calculator is brought to every lesson as it is essential for many GCSE topics.**

## Sciences

### Aim

During Key Stage 4, students learn about the way Science and Scientists work within society. They consider the relationships between data, evidence, theories and explanations, and develop their practical, problem-solving and enquiry skills, working individually and in groups. They evaluate enquiry methods and conclusions both qualitatively and quantitatively, and communicate their ideas with clarity and precision.

All students develop their ability to relate their understanding of Science to their own and others' decisions about lifestyles, and to Scientific and technological developments in society. Most students also develop their understanding and skills in ways that provide the basis for further studies in Science and related areas.

### Content

All students will study Sciences as part of their core curriculum. They will, of course, study all three disciplines Biology, Chemistry and Physics within this course. This leads to a GCSE in Combined Sciences (worth 2 GCSEs). Topics studied include:

Biology	Chemistry	Physics
Cell Biology	Atomic Structure & the Periodic Table	Energy
Transport Systems	Structure, Bonding & the Properties of Matter	Forces
Health, Disease and the Development of Medicines	Chemical Changes	Forces & Motion
Coordination & Control Photosynthesis Ecosystems	Energy Changes in Chemistry	Waves in Matter
Inheritance, Variation & Evolution	The Rate & Extent of Chemical Change	Light & Electromagnetic Waves
	Chemical Analysis	Electricity
	Chemical & Allied Industries	Magnetism & Electromagnetism
	Earth & Atmospheric Science	Particle Model of Matter
		Atomic Structure

However, opting for Extra Science allows students the opportunity to study all of the content covered by Combined Science but, in addition, to probe to greater depth their level of understanding of the universe around us. It is aimed at able Scientists who have an aptitude and interest for Scientific study. This option is worth three discrete GCSE's overall, GCSE Biology; GCSE Chemistry and GCSE Physics. Extra Science topics are the same as Combined Science but also include:

Biology	Chemistry	Physics
The Genome and Gene Expression	Organic Chemistry	Space Physics

## Religious Studies

### AQA

### Aim

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, and research skills.

### Content

The syllabus is AQA's 'Religious Studies A'. Students will take assessment in two components:

**Component 1: The study of religions: beliefs, teachings and practices.** Students will study the beliefs, teachings and practices of Buddhism and Christianity and their basis in Buddhist and Christian sources of wisdom and authority.

**Component 2: Thematic studies covers four religious, philosophical and ethical studies themes**

#### Theme 1: The existence of God and revelation:

Philosophical arguments for and against the existence of God

The Design argument, including its strengths and weaknesses. The First Cause argument, including its strengths and weaknesses; evil and suffering as an argument against the existence of God; arguments based on science against the existence of God.

#### Theme 2. Religion, peace and conflict:

The meaning and significance of: peace; justice; forgiveness; reconciliation; Violence, including violent protest; Terrorism;

Reasons for war; pacifism.

Religion and belief as a cause of war and violence in the contemporary world; Nuclear weapons, including nuclear deterrence; Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.

#### Theme 3: Religion, crime and punishment

Reasons for crime, including poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law; Views about people who break the law for these reasons; Views about different types of crime, including hate crimes, theft and murder.

The aims of punishment; The treatment of criminals; forgiveness; ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.

#### Theme 4: Religion, human rights and social justice.

Prejudice and discrimination in religion and belief; Issues of equality, freedom of religion and belief; Human rights and the responsibilities that come with rights.

Attitudes to wealth; the uses of wealth; the responsibilities of wealth, including the duty to tackle poverty and its causes;

Exploitation of the poor; charity.

### Assessment

**Component One:** Written exam: 1 hour 45 minutes

**Questions:** Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.

**Component Two:** Written exam: 1 hour 45 minutes

**Questions:** Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.

Each component accounts for 50% of the total full course marks.

There is a written paper for each unit (1 hour 30 minutes). Students answer four structured essay questions from the choice of six questions given.

## Physical Education

NCFE Level 2 Certificate in Health and Fitness

### Aim

This course, equivalent to a GCSE, focusses on how exercise, lifestyle and diet impact upon our health, fitness and general wellbeing. Taking place within core PE, the qualification is used as a vehicle to develop learners' knowledge and understanding of the importance of health and fitness. With our increasingly sedentary lifestyles, there is a greater need than ever before to increase our daily activity level to promote healthier lifestyles.

### Content

#### Unit One: The Principles of Health and Fitness

- Students investigate the terms 'health and fitness', research the benefits of exercise and study health and skill related fitness components in the sporting environment
- They learn of the functions of the main body systems, digestive, skeletal, muscular, nervous, cardiovascular and respiratory.
- This unit is coursework based, internally assessed and externally moderated. 25% of overall marks

#### Unit Two: Healthy Lifestyles

- Students look at main food groups and how they help to contribute to a healthy lifestyle.
- They study the impact of lifestyle choices upon health and fitness
- They understand how motivation can affect participation in physical activity
- This unit is coursework based, internally assessed and externally moderated. 25% of overall marks

#### Unit Three: Preparing And Planning for Health and fitness

- This unit is externally assessed through a two hour examination to include short and extended answers around a series of scenario questions, based upon knowledge and understanding of units one, two and four.
- Externally assessed and externally moderated. 25% of overall marks

#### Unit Four: Develop a Personal Health and Fitness Programme

- Carry out fitness tests
- Design a health and fitness programme
- Carry out the fitness programme
- Evaluate the effectiveness of the fitness programme
- This unit is coursework based, internally assessed and externally moderated. 25% of overall marks

### Approach

The course is taught using a wide variety of methods to interest and engage. Practical lessons reinforce theoretical topics and aim to be fun, competitive, challenging and physical in nature. Theoretical lessons require students to discuss opinions and to be able to work both collaboratively and independently to produce a varied portfolio of evidence.

## Geography

AQA A

### Aim

This course provides students with the opportunity to understand more about the world and the challenges it faces. The course will deepen understanding of geographical processes and the interaction between people and the environment as well as promoting an understanding of the need for sustainable management of both physical and human environments. Students will learn to appreciate the differences and similarities between people, places and cultures leading to an improved understanding of societies and economies. GCSE Geography will inspire students to explore their place in the world and their own values and responsibilities to other people and to the environment.

### Content

Students will extend their knowledge of locations, places, environments and processes. Students will find out about both physical and human features of different areas across the globe. They will learn to recognise different relationships between people and the environment. Students will be able to look in detail at some countries which will form the basis of case studies. As well as looking at the global picture, students will also look a bit closer to home and study the UK geography including its landscape, environmental challenges, climate, geology, geomorphic processes and human activity. As such, fieldwork will be a big part of the GCSE course and students will explore both physical and human environments investigating geographical processes and human interaction. The students will collect their own data and investigate geography by seeing it in action. Students will also learn further practical geography skills such as being able to use maps and other digital systems (GIS- Geographical information systems) to find out, analyse and evaluate areas of interest.

#### Unit One: The Physical Environment (35%).

- Hazards; storms, climate change, volcanoes and earthquakes
- Extreme weather
- Ecosystems; deserts, rainforests
- Coasts & Rivers

The study of changing weather and climate will be a key part of the GCSE programme demonstrating the relevance of the subject to the modern world. Students will see how the climate is changing, what consequences this might have and even formulate ways of reducing this issue. Global ecosystems and biodiversity will be analysed along with how humans interact with these ecosystems and use global resources such as oil. Students will also understand how we can develop sustainable management of the world's resources.

Assessed by 1 ½ hour exam: to include multiple choice questions, short responses & extended written answers

#### Unit Two: The Human Environment (35%)

- Urban issues: growth in cities, urban planning
- Economic world: growth of tourism, trade, aid and debt, population growth
- Resource management: irrigation scheme; energy source, food supplies

Students will explore human issues and consider how our cities and society are changing. The students will compare countries with different levels of development and how they can be managed sustainably. Finally they will also look at the global economic issues and how countries work together to address them.

Assessed by 1 ½ hour exam: to include multiple choice questions, short responses & extended written answers

#### Geographical applications (30%)

- Section A: questions on any geographical theme given in a pre-release booklet
- Section B: fieldwork: students are asked questions on their field enquiry work

Assessed by: 1 hour exam

### Approach

The subject will be taught using a wide variety of methods including data interpretation; map and photograph interpretation; the analysis of satellite imagery, GIS as well as practical work involving field experimentation and investigation. The range of approaches used throughout the course will allow students to develop communication skills, technological skills, interpersonal skills and problem solving capabilities. Throughout the course contemporary examples will be used to support the concepts and issues being studied in our rapidly changing world. The key approach will be an enquiry based approach with an emphasis of investigating key issues and developing a range of skills to help our students today and in the future.



## History

AQA

### Aim

The course is designed to enable students to develop their knowledge and understanding of a range of different periods as well as their skills of historical enquiry. They are encouraged to question how the past has been represented and present their own judgements.

### Content

The course includes the following topics:

- Crime & Punishment through Time - foundation unit (non-examined)
- Medicine through Time
- The Golden Age of Elizabethan England
- Germany and the Rise of Hitler's Nazi Party
- The Cold War

### Assessment

There are 4 distinct units examined across two papers. Each exam paper is 1hr 45 mins and worth 50% of the total marks

#### Unit 1 - Medicine Through Time

This is a study in the development of medicine and public health from the Middle Ages until the present day. Topics include the treatment of disease and infection, breakthroughs in surgery and the formation of the NHS after WWII.

#### Unit 2 - The Golden Age of Elizabethan England

This is a depth study, in which students examine the reign of Elizabeth and the major events and changes that occurred in the late sixteenth century. They examine the personality of Elizabeth, her relationship with her court and her parliament, they look at key events such as the Spanish Armada and ground-breaking social and cultural changes associated with the age of Shakespeare. As part of this unit, students investigate a typical Elizabethan property and conduct a local site visit.

#### Unit 3 - Germany and the Rise of Hitler's Nazi Party

This unit focuses on a turbulent period in German history as it switched from democracy to dictatorship. Students examine the rise of Hitler and the Nazi Party and the establishment of totalitarian government during the Third Reich. Students will also study the methods used to ensure loyalty to the Nazis through the use of fear, indoctrination and censorship.

#### Unit 4 - The Cold War

This unit provides an opportunity to conduct a wider world study. Students examine the origins of tensions between East and West in the aftermath of WWII. They will look at the characteristics of Cold War, such as spying and the arms race as well as key events that brought the world to the brink of a nuclear holocaust, such as the Cuban Missile Crisis.

### Approach

Lessons are taught in an engaging and challenging manner. Students are encouraged to take an active part in group tasks, role plays and debates. Full use is made of the excellent ICT resources available within the department and its very own website [www.studyhistory.co.uk](http://www.studyhistory.co.uk). Considerable time is also spent developing skills of source analysis and extended writing skills to prepare students for their final written exams. There will also be the opportunity for extra-curricular activities, including a visit to a site of local historic interest, museums and video conferences with the National Archives. Outside of school hours we offer a number of special excursions. A Crime & Punishment day, where we visit the London Dungeons and go on a Jack the Ripper Tour (Y9); a Medicine through Time Weekend, where we visit sites such Fleming's Laboratory and the Old Operating Theatre (10) and an overseas visit to Berlin (Y11). History promotes critical reasoning, decision making and problem solving abilities. Above all, it requires you to think for yourself and appreciate the viewpoints of others. It encourages a range of communication skills and is highly valued by employers. It is particularly useful for careers in law, journalism, media and tourism as well as management.

## Modern Foreign Languages – French/German/Spanish

### Aim

"Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world." - Department for Education, 2015

Knowledge of a modern foreign language is an essential skill in an ever-changing world. In a 2013 survey of businesses by the Confederation of British Industry only 36 per cent were satisfied with their employees' language skills. Seven out of ten businesses stated that they value language skills in their employees. French and Spanish appear in the top five most important languages for the UK's export market. Between a third and half of UK businesses rate these languages as useful to their organisation.

Our aim at FSG is to prepare our students to compete in the modern world, whilst broadening their cultural horizons and enriching their knowledge of the rich cultures which surround them. The GCSE language courses will not only teach students to be able to use French or Spanish proficiently, but also introduce them to new cultures and societies.

### Content

At GCSE level, you will learn to use your language of choice in a range of contexts, including personal, academic and employment-related use. You will be expected to understand and use language for different situations, such as in formal and informal contexts. The overarching aim of the three-year course will be to teach you to use the target language spontaneously and naturally, with little emphasis on rote learning, giving more prominence to transferrable language skills. You will study three main themes, which are then divided into sub-themes:

**Theme 1: Identity and Culture – Family, Hobbies, Festivals & Traditions**

**Theme 2: Local, National, International & Global Areas of Interest - Where we live, Holidays & The Environment**

**Theme 3: Current & Future Study and employment – School, Work Experience & Jobs**

### Assessment

Students will be assessed in examinations in the four key areas of listening, speaking, reading and writing and each examination, sat in year 11, will constitute an important part of the overall GCSE grade.

### Approach

At The Folkestone School for Girls, we aim to make our languages lessons engaging and interesting, giving you an opportunity to practise using French or Spanish with the support of your teacher and other members of staff.

The focus on language study at GCSE level is meaningful communication. To this end, lessons will enable you to practise using French or Spanish in an interactive way. Your teacher will design opportunities for you to practise your listening, speaking, reading and writing and you should make the most of these opportunities. You will also be given the chance to practise using your language skills on trips abroad.

You will not know exactly which topics will be covered in the exams in advance, so it is essential that you build a bank of vocabulary which you can both recognise and understand in the reading and listening papers, and use in your writing and speaking. You will therefore be expected to undertake independent study and learning to consolidate your knowledge of the target language.

## Art & Design

### Aim

This dynamic and exciting course will encourage and expand your artistic skills and increase your powers of creativity through observation, experimentation, technical workshops, analysis and imagination.

### Content

The emphasis is on achieving a balance of technical skill and personal expression, with the first half of each Coursework Unit being taught, and then developed more individually by each student's own aspirations with teacher's support. Our approach allows for an increasingly flexible structure as the course progresses and an excellent choice of experiences tailored to meet the needs and aspirations of each individual student.

**Year 9: Foundation time to explore a range of approaches and media with a Gallery Visit in Term 1/2**

**Year 10: Coursework – Portfolio Unit tailored to personal choice. Workshops and Gallery Visit Term 6**

**Year 11: Highly Personalised Coursework in Terms 1 & 2 then externally Set Task in Terms 3 & 4**

A wide range of disciplines are available to each student from which to construct an individual programme:

- Drawing and Painting
- Sculpture/Ceramics
- Printmaking/Textiles
- Lens based Media (Photography)
- Mixed Media
- Light-based Media (Computers)

Responding to the work of artists and designers enhances your own perception and visits to see Art & Design at first hand are an essential part of the course.

Other optional opportunities include: Working with Community Arts organisations, Competitions, Life Drawing (for Year 11 held after School), etc.

Work from both observation and imagination is required and you will record your ideas, experiments, research, etc., within a work-journal. The use of photographic and digital imagery maybe incorporated into your artwork.

### Assessment

Your Coursework Portfolio (60%) and the work you produce for the Externally Set Task (40%) is assessed by AQA at the end of the course – Teacher assessment and group debate is continuous throughout the course.

### Approach

You will be given supportive teaching and encouragement from experienced teachers to gain the confidence to develop your own ideas and imagination, and produce highly personalised artwork. These qualities lay the foundations and experience for future advanced study in many exciting careers:

- Architecture
- Fine Art
- Multimedia Design
- Graphic Design
- Interior Design
- Media TV/Film
- Fashion/Textiles
- Computer Animation
- Ceramics/Glass
- Art Conservation
- Teaching
- Product Design
- History of Art/Design
- Exhibition Design
- Photography
- Web Design
- Illustration
- Landscape Gardening
- Industrial Design
- Printing/Publishing
- Art Therapy
- Theatre Design
- Special Effects
- Gallery Curator
- Jewellery

## Business

Pearson BTEC Level 2 First Award in Business

### Aim

This is the ideal qualification for students who want to engage in a practical study of how real world businesses work. This qualification is designed to support those who have a keen interest in working in the business sector in the future and perhaps to inspire the entrepreneurs of tomorrow. It enables students to develop, enhance and apply their research, practical, communication and technical skills through creating and presenting a business plan for a realistic business start-up in their local area. Students will study finance and analyse key financial statements (e.g. profit and loss accounts, and balance sheets), reviewing their importance in the successful financial management of a business.

### Content

Students will study two mandatory units and choose a further two units from six optional units, providing a broad introduction to the business sector.

Mandatory units:

**Finance for Business** – this unit covers the key aspects of finance that underpin all businesses such as profit and loss, financial planning and cash flow forecasting

**Enterprise in the Business World** – covers the development of business models and looks at the key trends, structures and other factors that help a business become successful.

Proposed Optional units:

**Promoting a Brand**

**Introducing Retail Business**

### Assessment

The majority of work is assessed through internal assessment with a final online examination.

### Approach

The course is designed to develop future business leaders by providing a sound understanding of business and ensuring the students have the skills needed to begin a career in business. All assignments are designed with a vocational context so students can apply ideas to real life business examples preparing them immediately for the changing business environment. The course will be filled with practical assignments and under pinned with an external exam. All of the examples used will be contemporary so will remain current and relevant.

## Computing

OCR (J276)

GCSE Computing put simply, is problem solving. You will learn various techniques to breakdown, simplify and solve problems. These problem solving techniques are useful in most careers, not just those that involve coding.

### Why study Computing?

It's a fact that nationally, fewer people study Computing compared with most other subjects; with girls, it's even less. So clearly, a Computing qualification will make you stand out from the crowd, particularly for girls. Just search the web for 'top jobs' and you will see Computing features heavily in the top 10.

This subject is ideally suited to those who enjoy thinking, solving problems, have a logical mind and most of all, someone who has plenty of perseverance. Or perhaps this does sound like you?

This course will teach you at least two coding languages and increase your technical knowledge and vocabulary.

### Aims

- The course will give learners a real, in-depth understanding of how computer technology works. Learners will be very familiar with the use of computers and other related technology. However, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many find absorbing.
- The course provides excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there is a growing demand for professionals qualified in this area. Learners who have taken GCSE Computing and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.
- The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming. For many learners, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. The course is excellent preparation for those who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

### Content

There are 3 modules in Computing:

#### Computing Systems

This includes topics such as system security, memory, storage, wired/wireless networks and network topology.

#### Computational Thinking, Algorithms and Programming

This includes topics such as programming techniques, computational logic and data representation.

#### Programming project

The exam board set 3 problems to solve each year. Students choose just one of these problems to solve. They can use any language to solve it.

### Assessment

The 3 units are assessed and weighted in the following way:

Unit	Assessment	Weighting
1	Exam paper: 1 hour 30 min	40%
2	Exam paper: 1 hour 30 min	40%
3	Controlled Assessment	20%

### Approach

Students will learn 'Python' during year 9. Some time is also spent on VB.net coding as well. All programming techniques are taught in a fun and practical way. This will give students the skills and confidence to complete the controlled assessment later in the course. During the course, computing knowledge is taught in bite sized amounts. This subject knowledge is then examined at the end of the course when students have a deeper understanding of computing and are more naturally converse with its vocabulary.

## Dance

A comprehensive study of Dance in its physical, artistic, aesthetic and cultural context.

Through the study of GCSE Dance students learn to choreograph, perform and appreciate dance as an art form.

Enables students to engage as choreographers through the:

- Creative and imaginative response to a range of stimuli
- Use of imagination, problem solving, creativity and the synthesis of ideas
- Application of knowledge, skills and understanding of choreographic forms and devices
- Communication of ideas, feelings, emotions, meanings and moods

Enables students to engage as performers through the:

- Application of knowledge, skills and understanding of performing
- Development of physical, technical, mental and expressive skills
- Communication of choreographic intention and artistry

Enables students to appreciate dance through the:

- Articulation of knowledge and critical reflection to inform artistic practice
- Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts
- Critical analysis, interpretation, evaluation & appreciation of professional dance works

Also enables students to:

- Participate in and appreciate dance from more than one style
- Critically appreciate at least two professional works by at least two choreographers
- Work collaboratively with others
- Develop knowledge, skills and understanding of health, well-being and safe and professional practice relevant to dance
- Improve own work through analysis, critical self-reflection and evaluation
- 

### Assessment

#### Practical Work

- Solo performance
- Duet/trio performance
- Solo or group choreography

Performance - 30% of GCSE

Choreography - 30% of GCSE

#### Theory Work

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

Written Exam: 1 hour 30 minutes - 40% of GCSE

## Drama

### Why Drama GCSE?

Drama develops skills that are sought after in any employment, such as communication skills, team work and leadership skills, imagination and creative thinking.

### Aims

This course encourages students to:

- Apply knowledge and understanding of drama when making, performing and responding to drama
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- Develop a range of theatrical skills and apply them to create performances
- Work collaboratively to generate, develop and communicate ideas
- Develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.

### Content

#### Year 9

Students will study a chosen play, developing their understanding of the performance context and performing extracts from this text. Students will also study Stanislavski in depth and explore his methods of developing character. In the second part of the year students will create a Theatre in Education piece aimed at a target audience.

#### Year 10

Students will study Shakers by John Godber and perform extracts from this in groups, demonstrating their understanding of the era it is set, the form and style of the piece and the demands of multi-role performance work as well as actor/audience relationships. Students will also devise their own piece of theatre, experimenting with style and form and genre, challenging their concept of theatre.

#### Year 11

Students will study Kindertransport by Diane Samuels, researching the themes of the play and exploring performance space. Students will continue to work towards their written exam paper, consolidating their knowledge and developing their written interpretation of the text studied as well as a reflection of a live piece of theatre.

### Assessment

Assessment comprises two components: coursework and a written paper.

- Coursework is internally assessed and externally moderated. Candidates are required to present practical work for both a scripted and a devised piece of work.
- Written Paper at the end of Year 11 which is externally marked.

### Approach

This is a very practical course aimed at students who would like to explore Drama and Theatre in more depth and have the opportunity to perform on a regular basis. Students will be encouraged to develop their own ideas and interpretations of text whilst being introduced to a variety of Drama techniques and theatre styles. Students will work in groups throughout the course but graded individually. There is a written element throughout the course and students are expected to research and record theatre practitioners and keep a detailed record of their progress in class as well as final performance evaluations.

## Financial Education

### Aim

The Certificate in Financial Education (CeFE) introduces students to the impact of finance on the economy and encourages them to consider how this can affect business and the individual. Through this, it develops knowledge and a valuable range of applied and transferable skills and provides a foundation for further study in business and finance-related disciplines.

### Content

The Certificate in Financial Education consists of 3 units

#### Unit 1. Finance, the Individual and Society

Students will understand the role of the citizen in the UK, the values held by citizens, and the impact they have on personal finance.

- Understand the role of the citizen in the UK and the relationship between society and the individual.
- Understand the difference between money and income.
- Understand tax.
- Understand the contribution of individuals and organisations to the economy of a country.
- Understand the external factors that can impact on personal financial plans.
- Understand the concept of foreign exchange.
- Understand the concept of the personal life cycle.

#### Unit 2. Practices of Managing Money

Students' will gain an understanding of the concept of financial planning and personal financial budgets. The unit will also provide an understanding of the impact on both the individual and society of spending and borrowing.

- Understand the concept of financial planning.
- Understand the key features of, and behaviours associated with, a balanced personal budget.
- Understand the link between personal financial budgets and spending choices.
- Understand the tools used in managing money.
- Understand documentation for pay and pay calculations.
- Understand the true cost of spending.
- Understand borrowing products.

#### Unit 3. Financial capability, work and enterprise

This unit provides learners with an understanding of how businesses manage money and the relationship between personal money management and business money management. It also provides knowledge on the inter-relationship between the individual and business.

- Understand skills for success.
- Recognise the characteristics of a successful entrepreneur.
- Understand how a business manages their money.
- Understand the impact of an individual on a business.
- Understand the impact of a business on an individual.
- Understand how business decisions have an impact on society.
- Understand the impact of an individual's employment and consumer choices on society.

### Assessment

Units 1 and 2 are assessed by examination.

Unit 3 is assessed via written examination to a pre released case study.

## Health and Social Care

Pearson BTEC Level 2 Tech Award in Health and Social Care

About 3 million people in the UK work in health and social care. The sector is one of the largest employers in the UK.

In healthcare, this covers careers such as doctors, pharmacists, nurses, midwives, healthcare assistants and administrators, while social care roles include care assistants, social workers, occupational therapists and counsellors. Demand for both health and social care is likely to continue to rise, so it is sure to continue to play a key role in UK society, and the demand for people to fill these vital jobs is very likely to increase.

### Aim

This course provides the opportunity to study how people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this. You will learn about the different health and social care services, and about 'care values' and their importance in making sure that the people who use these services get the care they need. You will develop skills in interpreting data about someone's state of health in order to design a plan that will allow them to improve their health and wellbeing.

### Content

Learners must study 3 compulsory units

- Human Lifespan Development and the factors that affect this
- Health and Social Care Services and Values
- Health and Wellbeing

### Assessment

You will carry out tasks during the course. Your teacher will mark these, which will give you an idea of how you are getting on. Towards the end of the course you will do one larger task, where you use the knowledge, skills and techniques you have learned to design a health improvement plan. All the work you do throughout the course prepares you for this larger task, which is sent away to be marked.

### Approach

The Tech Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- Skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- Attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing. It will complement the more theoretical aspects covered in Biology and indeed the NCFE Level 2 Certificate in Health & Fitness course delivered through PE.

## ICT

Cambridge National Certificate in ICT (OCR J810)

This is a practical course and students complete coursework projects over the 3 years which accounts for 75% of the course. In year 9 students complete the first project, a multimedia product; after investigating existing products such as DVD, internet sites and computer games, students design and create their own multimedia product which they burn to a DVD. They will also use Photoshop to design a label for the DVD and the DVD case.

The second project during year 10 is more traditional and students design and create a Database for a company. During year 11 students complete a third and final general project which covers applications such as spreadsheet, desktop publishing, email and presentation software.

Throughout the course students learn about how ICT is used in the wider world and sit a written exam at the end of year 11 worth 25% of the course. This vocational course is graded differently to GCSE and a comparison grid can be found below. Results are amongst the best in the school with over 80% of students achieving Distinction/Distinction\* grades. With hard work, students should expect to achieve a high grade.

### Aim

- To develop learners' skills, knowledge and understanding in contexts which are directly relevant to employment situations, thereby enhancing their general employability as well as within the ICT sector.
- To develop learner's ability to work autonomously, independently and effectively in an ICT context.

### Content

R001 (25%): Understanding computer systems (written exam)

R002C (25%): Using ICT to create business solutions

R004C (25%): Handling data using databases

R005C (25%): Creating an interactive product using multimedia components

### Assessment

All 3 projects are assessed internally by teaching staff and then moderated by an OCR moderator. The final qualification is graded as Pass, Merit, Distinction or Distinction\*. The GCSE equivalents are:

Cambridge Nationals	GCSE equivalent
Distinction*	A*
Distinction	A
Merit	B
Pass	C

### Approach

Students are taught a variety of advanced skills and undertake their own projects in a modern, practical way that is relevant to the workplace. The course will give students a real experience of working in the world of ICT. The department are developing and using the website: [www.eastonhome.co.uk](http://www.eastonhome.co.uk) for delivery of the course. All tasks associated with the course are available on the site plus a range of video tutorials, templates, coursework tips and exemplar work to aid the successful completion of the course.

## Music

Eduqas

### Aim

The course is designed to:

- Develop your musical knowledge, understanding and skills including performing, composing and appraising.
- Promote your cultural development through the study of a wide range of music.
- Support your social and personal development through creating and performing music with others, both within the lesson and through extra-curricular activities.
- Broaden musical experience and interests, develop imagination and foster creativity.

### Content

You will focus on the following areas:

#### Performing 30%

Develop performing skills individually and in groups focusing on communicating musically with fluency and control. 4-6 minutes of performance, one piece of which must be an ensemble performance. The rest can be solo and/or ensemble.

#### Composing 30%

Develop individual composing skills to organise musical ideas and make use of appropriate resources - 2 compositions

#### Listening 40% & Appraising 40%

8 questions based in the areas of study below, two of these questions are based on the set works. Written examination: 1 hour and 15 minutes.

#### Areas of Study & Set Works

There are four areas of study and two set works

- Area of Study 1: Musical Forms and Devices
- Area of Study 2: Music for Ensemble
- Area of Study 3: Film Music
- Area of Study 4: Popular Music
- Set work 1: Eine Kleine Nachtmusik, Movement 3. Minuet: Mozart (1787)
- Set work 2: Since You've Been Gone: Rainbow (released 1979)

Non Examination Assessment makes up 60% of this course.

#### Approach

You can expect a mixture of teaching and learning styles – group work, individual performance, creating original compositional ideas at your instrument or computer, researching music from different cultures, listening to music from a variety of styles and theoretical work. You will be expected to complete individual practice on your instrument/voice away from the lesson.

The Music department offers a wide range of musical activities, and you will be expected to participate in appropriate lunchtime activities and concerts in order to develop your performing skills and aural awareness. If you enjoy playing an instrument or singing, enjoy composing music and are open to a variety of musical styles, then you should consider taking Music as a GCSE option. We arrange visits to concerts, courses, operas and musicals in London and you should try to take advantage of these opportunities.

# Timetable

Staff from these departments will be available for questions throughout the evening in the rooms below:

- **RE & PHSE** in Room 405
- **PE (Health & Fitness)** in the Main School Gym
- **English** in Room 407
- **Mathematics** in Room 511

**CXC Careers Guidance and refreshments will be available in the Main School Foyer**

6.30pm	<b>Science</b> Main School Hall	<b>Dance</b> Main School Gym	<b>Art &amp; Design</b> 203	<b>ICT</b> 302	<b>Financial Education</b> 304
6.45pm	<b>History</b> Main School Hall	<b>Dance</b> Main School Gym	<b>Drama</b> 410	<b>Health &amp; Social Care</b> 408	<b>Computing</b> 302
7.00pm	<b>Geography</b> Main School Hall	<b>Art &amp; Design</b> 203	<b>ICT</b> 302	<b>Music</b> 201	<b>Business</b> 406
7.15pm	<b>History</b> Main School Hall	<b>Drama</b> 410	<b>MFL</b> 406	<b>Financial Education</b> 304	<b>Music</b> 201
7.30pm	<b>Business</b> Main School Hall	<b>MFL</b> 406	<b>Geography</b> 611	<b>Science</b> 503	<b>Health &amp; Social Care</b> 408

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