



# KEY STAGE FOUR GCSE COURSE GUIDE 2020-2023



NEWPORT GIRLS' HIGH SCHOOL

# WELCOME TO KS4 AT NGHS



As you enter Year 9 at NGHS, you embark on a wide programme of GCSE courses. You will have achieved a considerable amount in your first two years at NGHS (much in line with three years in other schools) and we begin GCSE courses in Year 9 to allow you to not waste time 'treading water' whilst focusing on the subjects you enjoy, can succeed in and want to study. Much is being written about the curriculum in schools at the moment and in particular needing to ensure that it is broad and balanced. We have always insisted that all students continue their study of a Modern Language, Humanity Subject and a Practical Subject in Year 9 and ideally beyond. However, our curriculum also allows you the chance to take four option subjects in Year 9 with a reduction to three in Year 10. This unique system allows you to keep a breadth of study through Year 9 before specialising in the subjects you really feel you can achieve in during Years 10 and 11. **The breadth and balance of Year 9 was picked up as a necessity and an entitlement at the recent Ofsted inspection.**

There is a lot of support to help you in choosing your GCSEs. This starts with a launch assembly and will include a recent forecast grade, parents evening and 1:1 individual advice and guidance discussion with me or another senior teacher. We will help guide you towards certain subjects and discuss combinations with you.

NGHS operates a 'free request' options system. This means that, in the main, students can make four option requests and will receive a timetable of these in September. However, it is not always possible to satisfy 100% of students with this system (but more than if subjects were already listed in blocks). Therefore, students should not assume their combination will be definitely available and must **carefully** choose reserve subjects as class sizes must balance and the curriculum remain broad.

Miss Davies is leading the KS4 options programme and, along with your Heads of Year and all of your teachers, we will endeavour to answer any questions you may have. The FAQ on the right may also be useful as a starting point.

Best wishes,  
Mr M J Scott, Headteacher



## QUICK ANSWERS TO FAQ

### What subjects will I take in Years 9-11?

All students will study Maths, English Language & Literature (2 subjects), RE Short Course GCSE, Triple Sciences, A Modern Language, Humanity subject, practical subject and one other. This will reduce by one subject in Years 10-11.

### How should I choose my subjects?

Use the information on the opposite page to help you. Read your data report and listen to the comments at Parents Evening.

### Who should I speak to for advice?

If it's a specific subject question, then your teacher. If it's a general question about options, please contact Miss Davies in the first instance. Her office is by the old Reception.

### How do I select my options?

You have been given a link to an online options form where you can enter your subject requests. This should be completed by Thursday 17th February.

### What's the 'English Baccalaureate'?

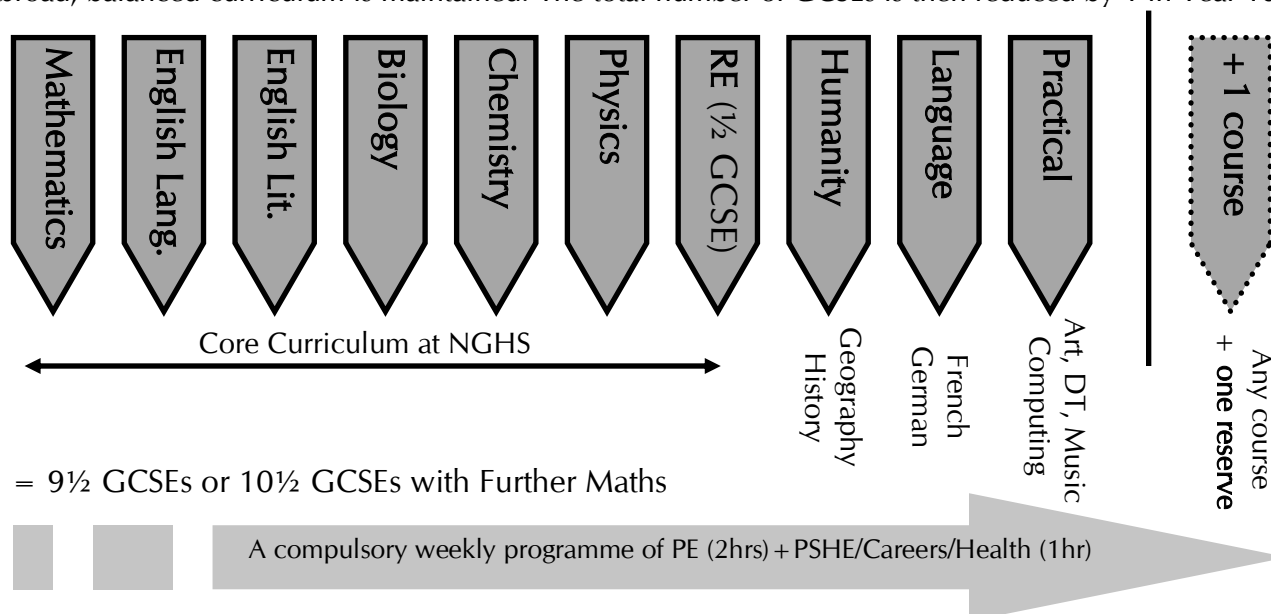
This is a qualification measure which demonstrates whether students have succeeded in courses the government deem to be 'tough, academic GCSEs'. Achieving a Grade 4 or more in our core curriculum and also a language **and** geography or history at GCSE, you will achieve the English Baccalaureate. For entry to top universities, this is strongly recommended.

### What should I do now?

Read the information carefully in this booklet and discuss your potential requests with your parents and teachers. Ask Miss Davies if you need any further assistance.

# NGHS GCSE CURRICULUM PATHWAY

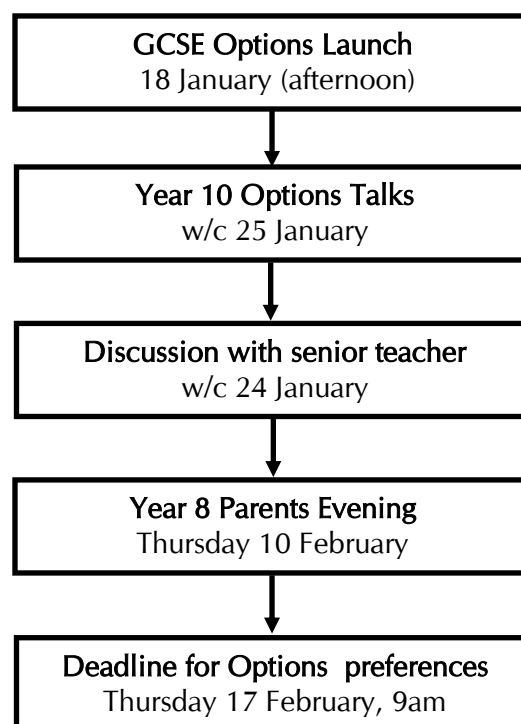
Our curriculum can be summed up by the diagram below. In Year 9 an additional subject is studied to ensure a broad, balanced curriculum is maintained. The total number of GCSEs is then reduced by 1 in Year 10.



## HOW TO DECIDE YOUR REQUESTS

1. Do not choose a subject only because your friend is opting for it, or because of your liking for a particular member of staff.
2. Do not avoid choosing a subject because it has meant more homework in the past. All GCSE subjects involve more homework than in Year 8.
3. Discuss subjects with your form tutor and subject teachers who can give you valuable help.
4. Think about: Where do my strengths and weaknesses lie? Which subjects do my teachers recommend me to take? What subject skills may I need for some subjects? Which subjects particularly interest me?
5. Ask yourself - what ideas about my future career do I have at the moment?
6. Discuss your likely requests carefully with your parent/s or guardian/s.
7. Remember that some subjects can be taken at A level, which have not been studied at GCSE; for example Art/DT/Drama/Music. Discuss this with your subject teachers. For languages it is necessary to follow the appropriate GCSE course if you intend to take the language at A level.
8. Before selecting your option preferences, you will be asked to attend an individual advice/guidance session with a senior teacher.
9. Every effort will be made to allocate you to the subjects you have requested. However, it may be necessary to modify the list by using your reserve subject and you must be prepared for this to happen.

## TIMELINE FOR REQUESTS



## BE INFORMED!

1. Read this booklet carefully (all subjects)
2. Look at the relevant exam board website for more information about the course specifications you might like to study
3. Ask your teachers any specific questions
4. Listen to the Year 10s' views on GCSEs
5. Talk to your form tutor/HoY/Headteacher

**What will I study?**

You will be given a project brief which changes every year, on the brief there will be a range of suggested artists that you can research and by doing this discover which artists you like the most. Once you have researched artists you will then be asked to take your own photographs inspired by the work that you have seen. You will learn how to use a range of media and will be encouraged to experiment with mixed media as well as working in 2D, 3D and digital forms. You will develop your own ideas and final piece based on your recording. You are given a lot of creative freedom in Art, projects are designed so that you can come up with your own ideas in order for your work to be unique. You will work from direct observation and imagination, develop ideas and explore different ways of responding to a topic. You will be encouraged to build upon and strengthen your current skills through detailed feedback. You must use a range of media but often you can choose those you prefer for a final piece. Coursework can include any of the following:

painting	drawing	textiles
photography	mixed media	mono printing
lino printing	digital artwork	etching
sculpture	collage	clay/wire work

Visits to art galleries are an essential component of the course, locally, in this country and possibly elsewhere. All GCSE and A Level students may be given an extra option of going on an Art trip abroad. Places we have visited are Florence, Paris, Barcelona, Madrid, New York and Amsterdam as well as London, Birmingham and Liverpool.

**How is Art GCSE assessed?**

Art is assessed on:

- the way you respond to a stimulus and how you can investigate to develop your ideas;
- your ability to experiment with and use a range of media;
- your ability to work from direct observation;
- your ability to change and develop work as it progresses to a final outcome or outcomes;
- the way you respond to the work of other artists.

Component	Content
Coursework ongoing 60% of grade	You will submit a project for assessment in January of Year 11
Examination 10 hours over 2 days 40% of grade	Exam paper is given out at least eight weeks in advance (after Christmas of Year 11). You then develop ideas and experiment with media to prepare the <u>final</u> piece which will be <u>completed</u> in the examination.  There is no formal written examination for art.

**Marking**

The work is marked by your Art teacher and will be moderated by a visiting moderator. Display of coursework and exam pieces concludes the course work will be exhibited in the library when you are in Year 11.

**What skills will I have developed?**

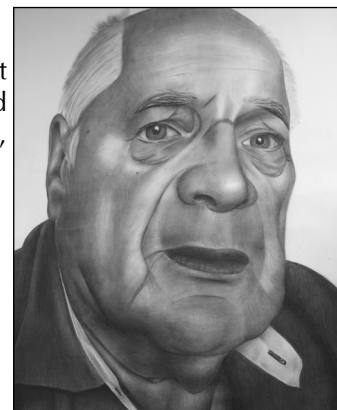
- ⇒ Working in a range of media successfully to a high level of skill
- ⇒ Expressing ideas imaginatively in a visual and personal way
- ⇒ Appreciation of work of other artists at first hand
- ⇒ An understanding of the wide range of forms Art can take.

If you are considering Art at A level, then this course gives you a good foundation for further work (though if you are keen and well-motivated it is not always essential if you really want to study Art).

**Homework**

Specific tasks will be set, e.g. drawing from direct observation, researching techniques, also further development of ideas, completion of work in progress and research on the work of other artists will be expected.

Your understanding of Art will be greatly enhanced by visits to galleries, locally or further afield.

**Examples of excellent GCSE art work**

**Examination Board:**  
OCR J171

**Teachers:**  
Mrs Benoit, Mr Mason  
& Miss Holmes

**Course:**  
60% Coursework &  
40% Examination





## Be part of the future

Have you enjoyed coding? Then let it spur you on to develop your skills further. Skills that are in great demand, and will be in demand, well into the future. Skills that are not just about computers but are about making sense of so many things, making sense of life. Logic skills will help you deal with problems far outside of computer science. Analytical skills will allow you to see clearly in so many areas of day to day living. Everyone should code: lawyers, doctors, scientists, engineers, librarians, game designers, vets, digital artists and musicians. In the 21<sup>st</sup> century, why hasn't everyone made an app, just as you have?



## Why study Computer Science?

You were born into the digital age, it's your inheritance, let it work for you. As you are familiar with many aspects of digital life, you'd be surprised at how much you already know. Build on it, and get a GCSE out of it. Also, computer science compliments many other subjects. Maths, obviously, but any subject that requires problem solving, or sequencing, or analysing. Science and DT fall into that category, but History analyses source documents, English puts arguments into a logical order for debating, and, geography analyses observational weather data.

There are also character-building reasons to study computer science. Writing and debugging code builds up patience. The fact that code very rarely works first time, but requires debugging a number of times, builds up resilience against failure, as you continue to work to get your code working.



## What coding Language will we use?

Mostly, we will be using Visual Basic (.Net Framework). it is very useful for GCSE computer science, as it closely resembles the coding plans (pseudo code) that AQA uses in the exam, which is a very important plus. Also, it gets you into the habit of consciously ending your Ifs and Loops, and it makes you choose a data type for your variables, which makes you more aware of how to manipulate data in your program.

## What will you study?

So far you have worked on relatively simple problems, though way ahead of most schools, in GCSE computer Science we will look at some of the more complex, but useful coding techniques and data structures. We will also explore issues outside of programming, such as how a computer works, and how 1s and 0s can be made to represent text, image and sound. How we can facilitate communications all around the world by linking computers together to form networks and wide and ultimately the great Internet itself.

... and of course, with great processing power comes great responsibility, so we will also explore the legal, environmental and moral aspects of computing.

## What are lessons like?

Busy but fun! Theory is backed up by coding, so if we cover something like calculating the file size of an image, you will code a solution that will do just that.

## How will you be assessed?

You will have two written exams which are 1 hour 30 minutes each. The first mainly programming, the second mainly theory.

## What can it lead to?

Computer Science is classed as a useful subject for: Biochemistry; Biology; Chemical Engineering; Chemistry; Economics; Engineering (all types); Geology; Mathematics; Optometry; Physics; Psychology. Computer Science is a useful subject at A level in four of the top seven highest earning careers.



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**Examination Board:**

AQA 8525 C VB.Net

**Teacher:**

Mr M Ley

**Course:**

100% Examination





Design and Technology aims to provide opportunities for pupils to exercise their initiative and independence in enhancing self-confidence. Pupils combine practical and technological skills with creative thinking to design and make products and that meet human needs. This qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

## How is Design and Technology assessed?

In Years 9, 10 and 11 the assessment focuses on the specification criteria, client requirements and showing evidence of manufacturing high quality products. There is one independent project directed by the examination board. This will consist of a portfolio and 3D outcome. There is also an examination at the end of the course.

## Examination Paper

A written exam: 2 hrs, 100 marks, 50% of GCSE

- ⇒ Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- ⇒ Section B – Specialist technical principles (30 marks) Several short answer questions (2 – 5 marks) and one extended response to assess a more in-depth knowledge of technical principles.
- ⇒ Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions including a 12 mark design question.

## Non-exam assessment (portfolio and 3d outcome)

approx. 30-35 hrs work, 100 marks, 50% of GCSE  
Practical application of:

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

## How much homework will be set?

There will be one 30 - 35 minutes homework session per week which will be used to reinforce themes and where possible will be of a practical nature.

It is therefore advisable for students to have access to an A3 portfolio to carry work.

## How does GCSE Design and Technology lead on to A Level?

GCSE Design and Technology provides a sound basis for A Level study since it develops the key skills of communication, application of number, ICT, working with others, improving own learning and performance and problem solving. Design and Technology is uniquely placed to provide opportunities in transferable skills required at A Level.

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**Examination Board:**  
AQA 4550

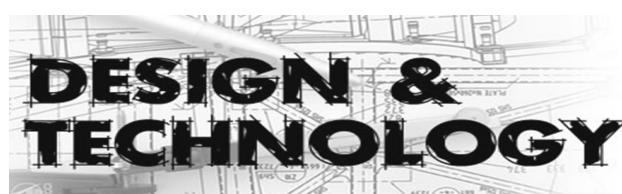
**Teachers:**  
Miss T Wells  
Mr A Mason

**Course:**  
50% Coursework &  
50% Examination

## Course Content

These are the topics we cover at GCSE:

- ⇒ New and emerging technologies
- ⇒ Energy storage and generation
- ⇒ Modern and smart materials
- ⇒ Systems approach to designing
- ⇒ Mechanical devices
- ⇒ Materials and their working properties
- ⇒ Forces and stresses
- ⇒ Ecological and social footprint
- ⇒ Scales of production
- ⇒ Sources and origins
- ⇒ Using and working with materials
- ⇒ Stock forms, types and sizes
- ⇒ Specialist techniques
- ⇒ Surface treatments and finishes
- ⇒ Investigation, primary and secondary data
- ⇒ Environmental, social and economic challenges
- ⇒ The work of others
- ⇒ Design strategies
- ⇒ Communication of design ideas
- ⇒ Prototype development
- ⇒ Selection of materials and components
- ⇒ Tolerances
- ⇒ Material management
- ⇒ Tools and equipment
- ⇒ Techniques and processes







All students will prepare for the two subjects combined at GCSE as many of the skills crossover. The students will be assessed by closed book examinations at the end of Year 11. Students will also need to deliver a formal presentation as part of the English Language course. This will be endorsed on their certificate, but carries a 0% weighting.

## About the subjects

English Language teaches skills of reading, writing, speaking and listening. English Literature explores the effects writers can achieve through structure, imagery, diction and narrative style. The reformed English courses offer a challenging and rewarding range of texts and topics and build on the skills that the students have been developing at Key Stage Three. Students usually attend the 'Poetry Live!' conference and often get the opportunity to see at least one of the set plays in performance.

## Why are they important?

Learning to analyse text and media is an important skill for everyone, as is the ability to recognise the line of an argument and to be able to produce a clear one yourself. You will often be expected in life to present information orally, and this too is a skill that you will develop during discussion work in English lessons.

## Assessment

### GCSE English Language (100% examination)

Paper 1 – Explorations in creative reading and writing (50%)

Paper 2 – Writer's viewpoints and perspectives (50%)

Non-examined Assessment – individual presentation to the class (0%)

### GCSE English Literature (100% examination – closed book)

Paper 1 – Shakespeare and the 19th Century novel (40%)

Paper 2 – Modern texts and poetry (60%)  
Information on set texts will be shared with students at the end of Year 8. More information can be found on the AQA website.

## Homework

There are two homework tasks of 30 - 35 minutes each week. However, preparation for practice exams may spread over a week or more, and may not fit neatly into the homework layout. A fair amount of time for completion of the task will always be negotiated with the students.

## How do GCSE English Language and English Literature lead on to A level?

The GCSE course is excellent preparation for A level English Literature. Students who have enjoyed the literary elements of the course, who enjoy reading and are fascinated by language use, will want to hone their critical skills at this level.

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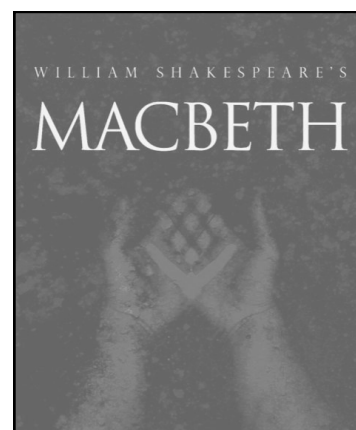
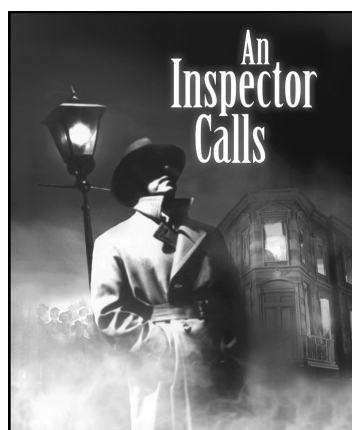
**Examination Board:**  
AQA 8700/8702

**Teachers:**  
Mr D Postle  
Ms J Capaldi  
Mrs S Tomkinson

**Course:**  
100% Examination



*GCSE English students presenting in class*



*Two of our set texts for English Literature*



One Modern Language is compulsory in Year 9 and you are welcome to request to take both. After Year 10, it is strongly advised that you pursue the EBACC GCSE route, which is achieved by attaining 4+ in a language and a humanity at GCSE. All NGHS students can attain this.

## Aims

In the modern world, languages are an increasingly valuable skill as communications expand. Knowledge of one or more languages will enable you to speak and write to people of different nationalities, as well as to develop an appreciation of other cultures.

## Content

You will study the four language skills of Listening, Speaking, Reading and Writing to a higher level than in Key Stage 3, and you will cover topics within the following themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

## Assessment

You will work towards the Higher Tier examinations, which are all taken at the end of Year 11 and are all externally assessed. Each skill paper is worth 25% of the final mark.

## Listening

- ⇒ 45 minutes + 5 minutes reading time
- ⇒ Questions in English or French or multiple choice

## Speaking

- ⇒ Teacher-examiner then recording is sent away
- ⇒ 10 – 12 minutes (+ 12 minutes preparation time)
- ⇒ Role-play; photo card; general conversation

## Reading

- ⇒ 1 hour
- ⇒ Questions in English, French or multiple-choice
- ⇒ Translation from French to English

## Writing

- ⇒ 1 hour 15 minutes
- ⇒ 90 words structured task
- ⇒ 150 words open-ended task
- ⇒ Translation into French

## Will I enjoy the course?

If you enjoy learning about different cultures and you already find your languages lessons enjoyable, then yes!

There will plenty of activities to keep your lessons interesting; we use games, interactive activities, on-line tasks, role-plays, authentic materials such as songs and videos in the language, as well as the usual vocabulary and grammar explanations and learning. There may be an opportunity to put your language speaking into practice if you take part in our French exchange to the South of France in Year 10.

## Which skills will I develop?

The GCSE examination aims to make you a better linguist because we will train you to use your vocabulary and grammar in various ways. You will learn how to read and understand French in a variety of different source texts, including extracts of literature, and you will learn how to write for a variety of audiences.

You will develop good translating skills both into and out of English, and we will help prepare you to speak in numerous role-play situations as well as converse generally on topics with in the above themes. The fact that the GCSE courses are much concerned with practical communication is a good basis for further development of these skills to a higher level: anyone coping well with a GCSE course should cope well at A level.



**Examination Board:**

AQA 8658

**Teachers:**

Ms D Branson

Mrs H Furnival

Mrs T Fujii

**Course:**

100% Examination



*Year 10 Nice Trip, which runs in October*





One Modern Language is compulsory in Year 9 and you are welcome to request to take both. After Year 10, it is strongly advised that you pursue the EBACC GCSE route, which is achieved by attaining 4+ in a language and a humanity at GCSE. All NGHS students can attain this.

## Aims

In the modern world, languages are an increasingly valuable skill as communications expand. Knowledge of one or more languages will enable you to speak and write to people of different nationalities, as well as to develop an appreciation of other cultures.

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You will study the four language skills of Listening, Speaking, Reading and Writing to a higher level than in Key Stage 3, and you will cover topics within the following themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

## Assessment

You will work towards the Higher Tier examinations, which are all taken at the end of Year 11 and are all externally assessed. Each skill paper is worth 25% of the final mark.

## Listening

- ⇒ 45 minutes + 5 minutes reading time
- ⇒ Questions in English or German or multiple choice

## Speaking

- ⇒ Teacher-examiner then recording is sent away
- ⇒ 10 – 12 minutes (+ 12 minutes preparation time)
- ⇒ Role-play; photo card; general conversation

## Reading

- ⇒ 1 hour
- ⇒ Questions in English, German or multiple-choice
- ⇒ Translation from German to English

## Writing

- ⇒ 1 hour 15 minutes
- ⇒ 90 words structured task
- ⇒ 150 words open-ended task
- ⇒ Translation into German

## Will I enjoy the course?

If you enjoy learning about different cultures and you already find your languages lessons enjoyable, then yes!

There will plenty of activities to keep your lessons interesting; we use games, interactive activities, on-line tasks, role-plays, authentic materials such as songs and videos in the language, as well as the usual vocabulary and grammar explanations and learning. There may be an opportunity to put your language speaking into practice if you take part in our trip to Berlin or language exchange to Schloss Hagerhof in Year 10.

## Which skills will I develop?

The GCSE examination aims to make you a better linguist because we will train you to use your vocabulary and grammar in various ways. You will learn how to read and understand German in a variety of different source texts, including extracts of literature, and you will learn how to write for a variety of audiences.

You will develop good translating skills both into and out of English, and we will help prepare you to speak in numerous role-play situations as well as converse generally on topics with in the above themes. The fact that the GCSE courses are much concerned with practical communication is a good basis for further development of these skills to a higher level: anyone coping well with a GCSE course should cope well at A level.



### Examination Board:

AQA 8668

### Teachers:

Mrs L Payne

Mrs T Fujii

Miss A Rosbach

Miss R Crevis

### Course:

100% Examination



*German Exchange group near Bonn*



Either Geography or History is compulsory in Year 9 and you are welcome to request to take both. After Year 10, it is strongly advised that you pursue the EBACC GCSE route, which is achieved by attaining 4+ in a language and a humanity at GCSE. All NGHS students can attain this.

## Why choose Geography?

Geography is a bridge between the arts and sciences and is therefore a relevant and flexible subject. It gives an awareness of issues at all scales from local to global.

These include:

- i. Environmental relationships between people and their surroundings;
- ii. Sustainable development;
- iii. Our global interdependence;
- iv. An understanding of cultural differences.

Geography offers transferable skills such as data collection, analysis and evaluation which are used in other subjects as well as geography. As students of geography you will become equipped in a wide range of skills sought by Higher Education Institutions and employers. Geography is a well-respected and sought after academic qualification.

## What will I study at GCSE?

There are 3 units all of which emphasise inter-relationships between people's activities and the environment. These units are:

### Unit 1: Living with the physical environment

**1.5 hours long, 35% of the GCSE**

- ⇒ The challenge of natural hazards
- ⇒ Physical landscapes in the UK
- ⇒ The living world

### Unit 2: Challenges in the human environment

**1.5 hours long, 35% of the GCSE**

- ⇒ Changing economic world
- ⇒ Urban issues
- ⇒ Resource management

### Unit 3: Geographical applications

**1.5 hours long, 30% of the GCSE**

- ⇒ Issue evaluation
- ⇒ Fieldwork
- ⇒ Geographical skills

## Fieldwork

Fieldwork is a required element of the GCSE course, and is examined in unit 3. Our fieldwork programme is designed to prepare students for the examination, but also to support the case studies taught in the classroom. In year 10 students conduct a river study at Carding Mill Valley in the Shropshire Hills. Then in year 11, we go slightly further afield and study the urban regeneration of the London Docklands and the Queen Elizabeth Olympic Park. Students conduct surveys, and follow these up in the classroom.

## Homework

There is one homework of 30 – 35 minutes each week. These will usually be related to topics studied in class or to reinforce skills and previous knowledge.

## What will Geography GCSE lead to?

Geographers work in almost every field of employment, and the qualification would support applications for science based degrees like psychology and environmental sciences as well as humanities degrees like law and business.

**Examination Board:**  
AQA 8035

**Teachers:**  
Mr J Pimm  
Mrs K Gill  
Miss S Webster

**Course:**  
100% Examination



*Below GCSE Geographers visit QE Olympic Park, London*





Either Geography or History is compulsory in Year 9 and you are welcome to request to take both. After Year 10, it is strongly advised that you pursue the EBACC GCSE route, which is achieved by attaining 4+ in a language and a humanity at GCSE. All NGHS students can attain this.

## What is GCSE History all about?

History at GCSE links to some of the 20<sup>th</sup> century topics you have studied in Years 7 and 8, as well as some of the Medieval and Early Modern topics too. Your course will involve a study of World and European History starting in the early twentieth century, as well as a study of Medieval England. The course will help you to understand some of the most important issues in the medieval and modern world, and how events over time have shaped the world we live in today. Through depth studies you will gain insight into particular problems of the past. You will have the opportunity to develop the skills to look beyond the headlines, to ask questions critically and to express your own opinions.

## Will I enjoy this course?

You will enjoy this course if you want to study a subject that involves learning about and discussing the events that have shaped today's world. You will study world issues such as why the 1920s in America are often described as 'roaring', why a Cold War broke out after World War Two and how Britain has been shaped by its interaction with the wider world, including controversial issues, such as migration to and from Britain across the 20<sup>th</sup> Century. If you are interested in learning about different aspects of history, the old and the new and like to put forward a well-developed point of view, then you will enjoy History.

The pursuit of historical knowledge of people and events is profoundly interesting and fun – a form of time travel that illuminates characters, chains of events and how they came to be!

Component	Content
Paper 1 1 hr 45 mins 50% of grade	Understanding the Modern World The USA 1920-1973 Tensions between East & West 1945-72
Paper 2 1 hr 45 mins 50% of grade	Shaping the Nation - a focus on British History including migration, empires and the people and Norman England 1066-1100

## Homework

There is one homework session of 30 - 35 minutes per week. The homework set will generally be related to topics studied in class and will help to develop historical skills, homework may also be used for revision purposes and to review and consolidate skills and knowledge.

## What skills will I develop?

As well as learning about History, the course will enable you to improve your skills in communication, IT, working with others, improving your own learning and performance, critical thinking and problem solving. Studying History encourages you to produce well-reasoned conclusions based on the evaluation of evidence, which is a highly transferable skill.

## How does GCSE History lead on to A level?

GCSE History will provide you with the necessary skills to study this subject at an advanced level – it links particularly well with the subjects we study at A Level here and the skills developed at GCSE are transferable to the advanced course. It can also be used to support many other advanced courses including English Literature, Art and MFL, for example, or even just to break up a heavily Maths or Science based portfolio. The opportunities are endless!

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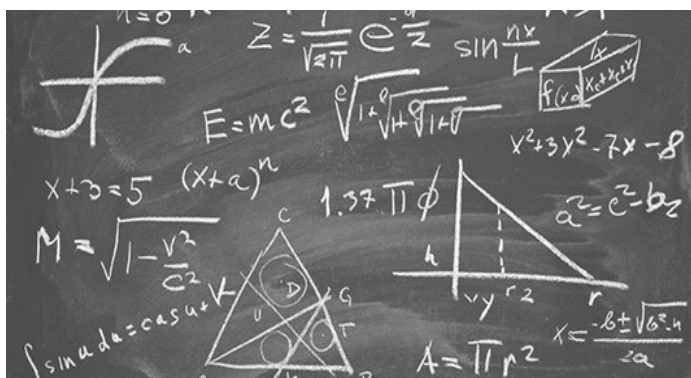
**Examination Board:**  
AQA 8145SJ

**Teachers:**  
Miss A-M Davies  
Mrs A Seys  
Mrs K Griffin  
Ms J Clarke

**Course:**  
100% Examination



*History Trip to Berlin*



## Why Mathematics is important

The principal aim of Mathematics teachers is to encourage students to view lessons as developing their abilities to think logically and communicate clearly. This involves an appreciation of the rigour and relationships within Mathematics. Students are taught how to select and apply techniques in a variety of situations, acquiring and using problem-solving strategies as well as being able to interpret and present information in a range of graphical representations. Amongst the variety of contexts involved in these studies there are important applications in many other subject disciplines. A good grasp of GCSE maths is known to have a positive impact on career options. It is a subject that employers demand, above all others. We aim to project and encourage a view that studying mathematics is a positive and enjoyable experience as well as the undoubted value of a good GCSE qualification in maths, a requirement for a majority of University courses.

## KS4 course

All students study the OCR Mathematics course at higher level (grades 9 - 4 available). Students sit the three 1 hour 30 minute GCSE papers, two with a calculator and one without, at the end of Year 11.

Sets are formed in Year 9 based on their attainment in the previous year. Movement between sets is possible at key points during the year. Top set students further enrich their mathematical skills by following the **AQA Further Mathematics** (8360) level 2 course. This additional GCSE qualification, also taken at the end of Year 11, intends to broaden algebra skills and introduce aspects of the advanced level maths and further maths courses. Both courses are taught with knowledge and understanding given the same importance as communication and reasoning mathematically.

## Work and support

We strive for all students to achieve at the highest levels. There are three one hour lessons per week. Homework tasks are set each week and marked closely to point out any errors that students make. A lunchtime support session every week is available for students wishing to improve understanding of a particular piece of content. There is a particular emphasis on practice of past paper questions and students are provided with a resource disk so that they can recap ideas at their own pace. All students sit the national UKMT Intermediate Challenge to broaden their ability to tackle demanding questions. There are opportunities to attend maths enrichment events run at local universities.

## Further study

Many students at the school choose to study advanced mathematics to A-level. The advanced level course introduces specific applications of maths in statistics and mechanics modules as well as developing an understanding of calculus and other techniques in pure maths modules. Those who wish to pursue a mathematical or closely related career can also opt to study Further Mathematics at A-level.

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**Examination Board:**  
OCR J560

**Teachers:**  
All Maths teachers led by Mr A Heighway

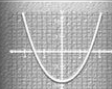
**Course:**  
100% Examination



## GCSE Maths



NUMBER



ALGEBRA



GEOMETRY



STATISTICS

## Why choose Music?

Music GCSE is an opportunity to explore creatively the most pervasive of all human art forms. If you wish to take the performing arts further, perhaps at A' level or beyond, then Music is an obvious choice. If you are thinking of pursuing science or the humanities then Music GCSE is still a subject employers and universities like to see on an application form. Please do not feel that you have not got sufficient music theory knowledge to take this subject. The first term is completely focused on getting everyone up to a sufficient level on music theory and knowledge so that the rest of the course is much easier to study.

## Will I enjoy the course?

Music is a very enjoyable course as there is a lot of freedom when it comes to composing and performing. The set works are very broad and after the chance to study the pieces from the full breadth of music history. There are also many opportunities to perform, both in school and locally.

## What skills will I develop?

As well as specific music performing, composing and appraising skills, Music is also a fantastic subject for developing transferable skills such as; communicating, working with others, organising, problem solving, developing ICT skills, developing confidence speaking/performing in front of others, research, analytical skills and critical thinking skills. Employers and universities see music as an excellent subject for developing these skills.

## Should I study Music?

You should consider GCSE Music if you are:

- A keen performer or composer/songwriter ready to develop your skills in both areas.
- Interested in learning more about different styles and genres of music, both past and present.
- Wanting to learn more about music theory and knowledge
- Thinking about going into the arts industry either as a performer, composer, administrator, conductor, editor, arranger, orchestrator, recording engineer, manager, music therapist, merchandising, promoter or publisher. The range of roles are endless! Many other careers like to see music as it is a facilitating subject and many employers like to see the variety that you have to offer.

## Course Content

### Performing (30%)

*Solo, Ensemble, Performance Approach Internally marked and externally moderated*

Students perform for at least four minutes combined duration. Solo performance must be at least 1 minute duration. Ensemble performance must also be at least 1 minute duration.

### Composing (30%)

*Internally marked, externally moderated*

Students compose two compositions of at least three minutes combined duration. One composition is to a brief set by the examination board of at least one minute in duration. The second is a free composition of at least one minute in duration.

### Appraising (40%)

*Students complete a written examination of 1hr45 with two set works from each area of study:*

- ⇒ Instrumental Music 1700-1820: Bach's Brandenburg Concerto No5 in D and Beethoven's Piano Sonata No. 8 in C Minor
- ⇒ Vocal Music: Purcell's 'Music for a While' and Freddie Mercury's 'Killer Queen'.
- ⇒ Music for Stage & Screen: Schwartz's 'Defying Gravity' (Wicked) and John Williams' 'Main Title from Star Wars; Episode IV A New Hope'
- ⇒ Fusions: Afro Celt Sound System's 'Release' and Esperanza Spalding's 'Samba Em Preludio'

This paper is made up of two sections and is out of 80 marks.

## Homework

Students are expected to practise their chosen instrument for their performance assessment as homework. Additional homework, such as theory exercises, will be set as necessary. This is because the performance assessment is worth 30% of the overall qualification, which leaves school time to primarily focus on the other two components.

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**Examination Board:**

Edexcel

**Teacher:**

Mrs A Chapman

Mr M Bramhall

**Course:**

40% Examination

60% Controlled Tasks





In Year 9 students will begin a GCSE short course which will be externally assessed by examination at the end of Year 10. In previous years, students have been very successful and have welcomed the opportunity to sit a short course GCSE in Year 10.

Through the short course pupils will develop an understanding of religious and nonreligious world views and will explore questions about existence and morality. During the course pupils will develop their independent thinking, analytical and evaluation skills and will have the opportunity to form and discuss their own responses to philosophical and moral issues.

## Aims

The content and delivery of the course encourages pupils to:

- ⇒ Develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism.
- ⇒ Develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.
- ⇒ Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- ⇒ Provide opportunities to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- ⇒ Challenge them to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.
- ⇒ Demonstrate knowledge and understanding of two religions.
- ⇒ Demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith.
- ⇒ Understand the influence of religion on individuals, communities and societies.
- ⇒ Understand significant common and divergent views between and/or within religions and beliefs.
- ⇒ Apply knowledge and understanding in order to analyse questions related to religious beliefs and values.
- ⇒ Construct well-informed and balanced arguments on matters concerned with religious beliefs and values.
- ⇒ Develop transferable skills and those relevant to the study of religion.

## Examination Board:

Eduqas (WJEC)

## Teachers:

Mrs J Barker

Mr O Pointon

## Course:

100% Examination

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## COMPONENT 1—RELIGIOUS, PHILOSOPHICAL & ETHICAL STUDIES (1 HOUR WRITTEN EXAMINATION, 50%)

### Theme 1 - Issues of Relationships

- The characteristics of relationships, marriage & family
- Sexual relationships
- Issues of equality, gender prejudice & discrimination

### Theme 2—Issues of Life & Death

- Beliefs (religious/scientific) about the universe's origins
- Beliefs (religious/scientific/secular) about the origins & value of human life
- Attitudes towards euthanasia & abortion
- Beliefs about death and the afterlife.

## COMPONENT 2—STUDY OF CHRISTIANITY

Pupils will explore the beliefs and teachings of Christianity:

- Beliefs about the nature of God
- Beliefs about the nature and purpose of Jesus
- Beliefs about creation of the universe & humanity
- Beliefs about salvation
- Beliefs about life after death

(35 minute examination, 25% of qualification)

## COMPONENT 3—STUDY OF BUDDHISM

Pupils will explore the beliefs and teachings of Buddhism:

- The Buddha
- The Dhamma
- The Four Noble truths
- Human Personality
- Human destiny and ethical teaching

(35 minute examination, 25% of qualification)





## Key Stage 4 Science

All students at NGHS will complete GCSE Biology (8461), Chemistry (8462) and Physics (8463) as separate sciences.

## Why is Science important?

Science is about understanding the world around us from the smallest particles up to the entire Universe and everything in between. Science is behind many exciting developments which enrich our lives in so many ways and we want to prepare our students to both gain an understanding and to be part of making the world a better place for tomorrow by using the Science they have learned here.

## How will Science be assessed?

Each science will have two papers each weighing 50% of a GCSE. All the examinations will be written papers 1 hour and 45 minutes long consisting of multiple choice, structured, closed short answer and open response. Both papers need to be sat to gain a GCSE in a given science subject. For example, to gain a GCSE in Biology, Biology Paper 1 and Paper 2 need to be sat. The same applies to Chemistry and Physics. Students will sit all their exams at the end of Year 11. There is no coursework or controlled assessment. However, candidates are expected to complete a series of compulsory experiments, 10 in both Physics and Biology and 8 in Chemistry as part of their course. These compulsory practical requirements will be carried out within lessons at some stage during the course and will provide 10

compulsory skills specific to each of the sciences which will be tested in the exams. The exam papers will include questions that test the students on their practical skills.

The table below shows how the content for each of the GCSE examination papers is organised and tested.

## How much homework will be set?


There are three homework sessions of 30 – 35 minutes each per week.

## How does Separate Sciences lead on to A level?

The three separate sciences provide thorough preparation to commence A-levels. Separate Sciences allow more time to study topics in depth and ideal to those students aspiring to a science related course at university. Pupils who have taken separate sciences statistically are more likely to secure the top grades at A level.

## GCSE Science Teachers

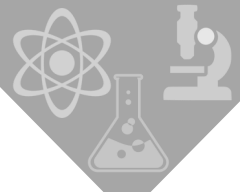
Biology: Mrs Dainty, Mrs Narasimhan, Mr Tolley  
Chemistry: Mr Carey, Mr Tolley, Mr Wade  
Physics: Dr Catalan, Mrs Reeves



**Examination Board:**  
AQA 8461/8462/8463

**Teachers:** All Science  
Faculty teachers led  
by Dr S Catalan

**Course:**  
100% Examination



Component	What is assessed
Biology 1	Topics 1-4 Cell biology, organisation, infection & response, bioenergetics
Biology 2	Topics 5-7 Homeostasis and response, inheritance, variation & evolution, ecology
Chemistry 1	Topics 1-5 Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes
Chemistry 2	Topics 6-10 The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources
Physics 1	Topics 1-4 Energy, electricity, particle model of matter, atomic structure
Physics 2	Topics 5-8 Forces, waves, magnetism and electromagnetism, space physics



## THINGS TO ASK YOURSELF FIRST...

Which subjects do I currently achieve well in?

Which subjects do I enjoy the most?

Do I need certain subjects for a future career?

Do I feel less confident or less happy with certain subjects? If so which?

Questions you need to ask (e.g. at Parents Evening):

Initial Thoughts	Possible Preference
French or German?	
Geography or History?	
Art, DT, Comp. or Music?	
Additional Subject	
Reserve for add. subject	

**Don't forget to request your options online by 17th February**

### FINAL NOTE

If you have any questions, please contact your form tutor, Head of Year or Miss Davies in person or via email to [schooloffice@nghs.org.uk](mailto:schooloffice@nghs.org.uk). Shee will always be happy to discuss your plans or queries with you.

The information in this booklet is correct as of January 2022 for students joining Year 9 in September 2022.

The School reserves the right to make any changes to courses/syllabi or to use reserve subjects to keep classes at appropriate sizes. However, every effort will be made to satisfy as many students as possible in each GCSE course.

Options will be confirmed usually around Easter.

### GET IN TOUCH

It's easy to get in touch with NGHS. If you would like to talk to a Year 9/10 student who is taking a particular subject, this can also be arranged.

Parents can also connect with us in one of the following ways:

-  Newport Girls' High School  
Wellington Road, Newport, TF10 7HL
-  [www.nghs.org.uk](http://www.nghs.org.uk)
-  @NGHS\_Info
-  01952 797550
-  [schooloffice@nghs.org.uk](mailto:schooloffice@nghs.org.uk)