



Queen Mary's

SCHOOL

GCSE BOOKLET 2020

UT SERVIAMUS

A Christian community that values, nurtures and respects every individual. A place where all are challenged to do their best, serve others, show compassion and act with integrity.

*Queen Mary's School...
Strives for excellence in every endeavour
Loves life and enjoys learning
Nurtures spirituality and personal growth
Respects individuality and embraces diversity
Enhances character and builds resilience
Creates independent young people
Makes strong and lasting friendships*

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INTRODUCTION

The pupils in Year 9 have reached an important stage in their school career. Now there is an opportunity for each individual to make some choices about which subjects she wishes to study at GCSE. This booklet describes in some detail the wide range of courses available at Queen Mary's and is designed to enable our pupils to make wise and informed decisions.

The number of subjects taken by each pupil will be individually negotiated. Most pupils will sit 8-10 subjects; the quality of the results is far more important than the quantity of subjects taken.

It is important that everyone follows a balanced course in Year 10 and Year 11 and so some subjects remain compulsory. English, Mathematics and Science are compulsory subjects that everyone will follow. All girls are expected to follow a GCSE course in a Modern Foreign Language, (French or Spanish). Music and Art Scholarship holders are encouraged to take GCSE Music or Art. All girls continue to follow a programme of Physical Education, and some may opt to take this subject at GCSE level.

Subject choices should reflect an individual's interests and preferences and lay the foundation for career plans that pupils may have started to formalise. The balance in each girl's programme of study remains very important and consideration must be given to the range of subjects chosen.

Some subject combinations may not be appropriate or viable. We need to ensure that opportunities for future A Level courses and other Post 16 choices remain as wide as possible. Pupils will receive plenty of support while they finalise their ideas. All the subject staff, tutors, Mrs Hannam Walpole and Mrs Smerdon will be happy to discuss any individual concerns and help pupils make an informed choice of subjects. Please come and seek the advice; we are here to help.

SUBJECT	ART, CRAFT AND DESIGN/PHOTOGRAPHY		
Examination Board and details		Examination Board: AQA	Syllabus number: 8201/8206
	Percentage examined:	40%	
	Percentage coursework:	60%	
	Tiers of entry:	One	Grades 9 - 1
Course Information	<p>Building upon the aims of the National Curriculum for Art, the GCSE course is designed to develop the following;</p> <ul style="list-style-type: none"> a) conceptual understanding, visual perception and practical skills b) visual literacy, knowledge, appreciation and critical judgement c) creativity, imagination and aesthetics <p>This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes. The two components of this course are:</p> <p>Portfolio What is assessed? A portfolio that in total shows explicit coverage of the four assessment objectives (set out below). It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the pupil's course of study. Written annotation and drawing for different purposes must feature within the portfolio of work. How it is assessed? 60% of GCSE Non-examination assessment (NEA) set and marked by the school and moderated by AQA during a visit</p> <p>Externally set task (Examination) What is assessed: Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. How it is assessed: Preparatory period followed by 10 hours of supervised time 40% of GCSE Non-examination assessment (NEA) set by AQA; marked by the school and moderated by AQA during a visit</p> <p>Assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		
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SUBJECT	CLASSICAL CIVILISATION		
Examination Board and details		Examination Board: OCR	Syllabus number: J199
	Percentage examined:	100%	2 x 50% weighted papers
	Tiers of entry:	One	Grades 9 - 1
Course Information	<p>The syllabus offers an appealing range of topics which are designed to encourage pupils to explore and understand the civilisations of Ancient Greece and Rome, to read their literature (in translation) and to develop an awareness of the similarities and differences between the Classical world and the present time.</p> <p>The work is divided among two units:</p> <p>Unit 1 is a thematic study focused on the myth and religion of Ancient Greece and Rome, including the heroic feats of Heracles, important temples, festivals, death and burial and journeys to the underworld. This paper offers an exciting chance to compare the two cultures of Ancient Greece and Rome.</p> <p>Unit 2 offers an opportunity to study extracts from Homer's great epic The Odyssey which describe Odysseus' amazing adventures during his return from the Trojan War. It also allows us to examine the ancient sites, life, arts, and tombs from the Homeric world, giving us a rounded picture of the Mycenaean period, during which Odysseus is reported to have lived.</p> <p>Both of these are examined at the end of Year 11.</p> <p>This course will appeal to those interested in the two cultures that have been most influential in the shaping of Europe as we know it. It offers endless fascination and discovery and from the pupil requires interest, curiosity and dedication. Many of those who have taken this course have continued it as one of their AS/A2 options. This has been not least because Classical Civilisation offers training in a number of important cross curricular disciplines – literature, critical thinking, history, religion and art. It also makes a valuable contribution to the linguistic, analytical and evaluative skills that are essential in all walks of life and is therefore a subject that is highly respected both in its own right and as an excellent foundation and preparation for any later course of study or career.</p>		
Head of Department	Mrs R Askew r.askew@queenmarys.org		

SUBJECT	DRAMA		
Examination Board and details		Examination Board: AQA	Syllabus number: 8261
	Written examination:	40%	
	Moderated work:	40%	
	Practical examination:	20%	
	Tiers of entry:	One	Grades 9 - 1
Course Information	<p>GCSE Drama is a practical subject with a strong theoretical basis, which offers pupils the opportunity to develop their acting and to expand their stage design and technical skills, in addition to exploring a wide range of different theatre forms/scripts. Key skills developed include concentration, cooperation, self-discipline and motivation, and the building of confidence. Although the course provides an essential stepping stone for those wishing to study A Level Theatre Studies, it also offers the enthusiastic non-specialist pupil a means to broaden their skills base. Most importantly, it is a highly enjoyable experience for all those who take pleasure in performing, designing or going to the theatre. Although there is a strong theoretical component, the course is taught largely from a practical perspective, allowing pupils to relate their own practical work to the theory that is covered.</p> <p>Component 1: Understanding Drama Written examination (40% - 80 marks)</p> <p>The written examination (1 hour 45 minutes) will be taken in the summer of Year 11, and consists of three compulsory sections:</p> <p>Section A (4 marks) will cover key theatrical knowledge including different forms of staging, stage positioning and its terminology, and the different roles of key theatre personnel.</p> <p>Section B (46 marks): Candidates will study a set text chosen from a list of six scripts. The study of the set text is purely from a practical theatre perspective, and questions will be answered from the viewpoint of a performer and/or a designer. The choice of text can be made to suit each year group's particular interests and enthusiasms, and the group will perform / design sections of the text in order to bring it to life.</p> <p>Section C (30 marks): Candidates will answer questions based on a live production seen during the course. Attendance on theatre visits is a compulsory part of the course; there are normally two of these per term at an average cost of £25.00 per visit. We also visit London annually, with a backstage tour of either the National Theatre, Drury Lane Theatre, or the Globe, a matinee performance, and a shopping opportunity. The live production work is supported by study of the scripts, reviews and research into the productions.</p> <p>Component 2: Devising Drama Moderated work (40% - 80 marks)</p> <p>The moderated work consists of two elements:</p> <ul style="list-style-type: none"> • A devising log, detailing the devising process and analysing and evaluating the pupil's work (60 marks). The log may be entirely written or combine written and visual elements or be entirely filmed. • A devised performance (20 marks). Pupils may choose to be assessed either as a performer or a designer in lighting/sound/set/costume. Both the devising log and 		

	<p>the performance will be internally marked within the school and these marks will then be externally moderated by the examination board. Pupils are given a wide range of different stimuli, select which they want to explore and, over a term and a half, create their own piece of theatre.</p> <p>Component 3: Texts in Practice Practical examination (20% - 50 marks)</p> <p>Pupils will study a further script, contrasting with the set play studied in Component 1. They will perform or create realised designs (lighting/sound/set/costume) for two short extracts from the play, and this work will be marked by an external examiner. Over a term and a half, pupils select, study and rehearse sections of a script, bringing it from page to stage before an audience.</p> <p>During the course, pupils should be aware that they will need to gain experience of a range of different practical skills, and will not be able solely to concentrate on one design or performance area. At times, design candidates may need to gain experience of acting, and vice versa. However, pupils can of course choose which skill / skills they wish to work on for their examination assessments.</p> <p>Practical work / rehearsal for practical examinations can be time-consuming, and the run-up to each of the practical assessments involves pupils in substantial amounts of extra work. This is always timetabled well in advance to allow pupils to juggle their time and other commitments effectively. Design candidates are charged directly for the cost of any materials used: these are of course always sourced as cheaply as possible.</p>
Head of Department	Miss K Vaughan – Head of Drama k.vaughan@queenmarys.org

SUBJECT	FOOD PREPARATION AND NUTRITION		
Examination Board and details		Examination Board: AQA	Syllabus number: 8585
	Percentage examined:	50% 1 hr 45 minutes	
	Percentage coursework:	50% non-examination assessment (NEA) Food investigation (15%) 10 hours. Food preparation assessment (35%) 20 hours.	
	Tiers of entry:	One	Grades 9 - 1
Course Information	<p>This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing pupils' practical cookery skills to give them a strong understanding of nutrition.</p> <p>Food preparation skills are integrated into five core topics:</p> <ul style="list-style-type: none"> • Food, nutrition and health • Food science • Food safety • Food choice • Food provenance <p>Paper 1: Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above. How it is assessed:</p> <ul style="list-style-type: none"> • Written examination: 1 hour 45 minutes -100 marks • 50% of the questions are Multiple choice questions (20 marks) • Five questions each with a number of sub questions (80 marks) <p>What is assessed: (NEA) Task 1: Food investigation pupils' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.</p> <p>Task 2: Food preparation assessment tests pupils' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Pupils will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p> <p>How it is assessed:</p> <ul style="list-style-type: none"> • Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. • Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. 		

	Costs will vary; any expenses incurred will be purely for consumable ingredients
Head of Department	Mrs K Henderson k.henderson@queenmarys.org

SUBJECT	GEOGRAPHY		
Examination Board and details		Examination Board: AQA	Syllabus number: 8035
	Percentage examined:	100%	
	Tiers of entry:	One	Grades 9 - 1
Course Information	<p>The new specification consists of three units:</p> <p>Unit 1: Living with the Physical Environment Unit 2: Challenges in the Human Environment Unit 3: Geographical Applications</p> <p>Each unit will be tested at the end of the two year course with a written examination paper.</p> <ol style="list-style-type: none"> 1. Living with the Physical Environment (35% of the assessment) <ul style="list-style-type: none"> • Natural hazards - tectonic hazards, extreme weather and climate change. • The living world - tropical rainforests and hot deserts. • Physical landscapes of the United Kingdom - coastal and river landscapes. 2. Challenges in the Human Environment (35% of the assessment) <ul style="list-style-type: none"> • Urban issues and challenges – opportunities and challenges created by urban change in high income countries and newly emerging economies. • The changing economic world – global development and changes in the economy of counties at different levels of development. • The challenge of resource management – issues surrounding the management of water and energy. 3. Geographical Applications (30% of the assessment) <ul style="list-style-type: none"> • Issue Evaluation - decision making questions based on a resource booklet issued in advance of the examination • Fieldwork questions based on enquiry work carried out during the GCSE course and also on unseen fieldwork materials. <p>Fieldwork is an integral part of the GCSE Geography course, and will be carried out over a weekend during Year 10. Recent field trips have been to the Lake District and The Cranedale Centre near Malton.</p>		
Head of Department	Miss K Moran k.moran@queenmarys.org		

SUBJECT	HISTORY		
Examination Board and details		Examination Board: AQA	Syllabus number: 8145
	Percentage examined:	100%	
	Tiers of entry:	One	Grades 9 - 1
Course Information	<p>Paper 1 Section A - Understanding the Modern World: Germany 1890 – 1945; This part of the paper focuses on the development of Germany during a turbulent half century of change. From the end of absolutism to the growth of democracy and then to the dictatorship of Adolf Hitler and the National Socialists. Pupils will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping and determining the impact of these changes.</p> <p>Section B - Democracy and Dictatorship: Conflict and Tension, Asia 1950 – 1975 The second half of our study should enable the pupils to understand the complex interests and ideologies of different states and individuals in the years after the end of the Second World War. The paper focuses on the causes and events of the Cold War in Asia and aims to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. Main areas of study: the Korean and Vietnam wars. Assessment – one 1¾ hour paper; 84 marks (including spelling and grammar); 50% of the GCSE.</p>		
	<p>Paper 2 Section A - Shaping the Nation, Health and the People c1100 – present. This thematic study will enable pupils to gain an understanding of how medicine and public health has developed in Britain over the past thousand years. It considers the causes, scale, nature and consequences of short and long term developments in medical practice, their impact on British society and how they were related to the key features and characteristics of the time periods during which they occurred. Factors leading to effective change will include; war, religion, government, communication, science, technology, individuals and chance.</p> <p>Section B – British Depth Study: Norman England. This option will allow pupils to study in depth the arrival of the Normans and the establishment of their rule. Our study will focus on major aspects of Norman rule and will include the economic, religious, political, social and cultural impact of their governance of Britain. Assessment - one 1¾ hour paper; 84 marks (including spelling and grammar); 50% of the GCSE</p>		
Head of Department	Miss A Pearson a.pearson@queenmarys.org		

SUBJECT	LATIN		
Examination Board and details		Examination Board: OCR	Syllabus number: J282
	Percentage examined:	100%	
	Tiers of entry:	One	Grades 9 - 1
Course Information	<p>GCSE Latin is designed to encourage and to provide for the enjoyment of a beautiful language. The most effective way to gain the proficiency required to do this is based on the belief that the study of Latin cannot and should not be separated from a study of the literature that language produced and an awareness of the historical and social context in which it was used. GCSE Latin is therefore not about learning endless grammar drills but rather about meeting the Romans as they really were through reading what they wrote about themselves, their ideas and their everyday life.</p> <p>During Year 10 and Year 11 extracts from a selection of Roman authors - both prose and verse - are read, including Caesar, Pliny, Tacitus, Virgil and Horace. 50% of the final mark is given to these sections - 25% for Prose and 25% for Verse.</p> <p>The remaining 50% is awarded for translation and comprehension of passages of Latin previously unseen. Extensive preparation and practice is provided throughout the course to enable candidates to achieve the confidence to do this to a high standard. It encourages accuracy and an appreciation of language structures as well as developing the art of translating and expressing meaning in a polished style.</p> <p>The overall aim is to offer a personally rewarding and academically stimulating course for pupils who are pleased with the progress they have already made and who wish to develop this further along with their fascination with the Latin language and Roman culture. Many of our GCSE Latinists have continued with the subject at A level and indeed at university. It is a subject that provides excellent training in analytical, critical and evaluative skills all of which are considered very important by those selecting candidates for higher education and for all forms of vocational training.</p>		
Head of Department	Mrs R Askew r.askew@queenmarys.org		

SUBJECT	MODERN FOREIGN LANGUAGES		
Examination Board and details		Examination Board: AQA	Syllabus number: French 8658 Spanish 8698
	Percentage examined:	100%	
		Listening Speaking Reading Writing	25% 25% 25% 25%
	Tiers of entry:	Foundation Higher	Grades 5 – 1 9 – 4
Course Information	<p>Learning a Modern Foreign Language has advantages, be it cultural, intellectual or economic. Speakers of a second language have additional employment opportunities in the business and travel world as demands increase for language speakers in a wide range of careers. Furthermore, the study of French or Spanish provides significant intellectual stimulation and enjoyment. The GCSE examination, available in French and Spanish, encompasses the four language skills of Listening, Reading, Speaking and Writing. Depending on your strengths you will sit either the Foundation or Higher tier. Stronger candidates will sit the Higher level and a strong emphasis will be placed upon the sound use of grammar.</p> <p>Pupils study the following themes on which the assessments are based.</p> <p>Theme 1: Identity and culture. Theme 2: Local, national, international and global areas of interest. Theme 3: Current and future study and employment.</p> <p>You will be assessed on the following skills:</p> <p>Speaking: You will have to communicate and interact effectively in the target language for a variety of purposes.</p> <p>The examination lasts 7–9 minutes (Foundation Tier) or 10–12 minutes (Higher Tier) + preparation time.</p> <p>You will have to complete the following tasks: Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) Discussion of a Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) General Conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</p> <p>Listening: Written examination: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) You will have to show understanding of a variety of scenarios such as announcements, advertisements, weather forecasts, news bulletins, interviews and conversations.</p> <p>Reading: Written examination: 45 minutes (Foundation Tier), 1 hour (Higher Tier)</p>		

	<p>You will be required to understand and respond to different types of texts, which will test your comprehension of the written language. These may take the form of posters, street and traffic signs, warnings, written instructions, brochures, advertisements, letters, newspaper articles etc.</p> <p>Writing: Written examination: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) You will learn a wide variety of topic specific vocabulary and in the examination you will need to answer questions based on a task, you will translate a passage from English into the target language and you will write a structured short essay.</p> <p>A GCSE language course will enable you to communicate more readily on a wide range of topics which are pertinent to young people of 14-16 years i.e. family, leisure, healthy living and future plans. The use of IT is encouraged and the department subscribes to a number of websites designed to improve language competence whilst also encouraging independent learning. Learning French or Spanish will not only allow you to communicate in a foreign language but you will also gain an understanding of a new culture and an appreciation of the wider world around you and your role as an active citizen within a global society.</p>
Head of Department	Miss S Booth s.booth@queenmarys.org

SUBJECT	MUSIC		
Examination Board and details		Examination Board: Edexcel	Syllabus number: 601/8204/0
	Percentage examined:	40% • Appraising (40%)	
	Percentage internally assessed and externally moderated:	60% • Performing (30%) • Composing (30%)	
	Tiers of entry:	One	Grades 9 - 1
Course Information	<p>There are 3 units:</p> <p>Component 1: Performing (internally assessed and externally moderated: 30% 60 marks)</p> <p>Candidates must perform at least two pieces, demonstrating technical control, expression and interpretation. To achieve the highest marks candidates must perform pieces at Grade 5 level.</p> <ol style="list-style-type: none"> 1. Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces. 2. Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces <p>Performances must be completed in the academic year the pupil completes the qualification The minimum total performing time (both performances combined) is 4 minutes. Most of this work is undertaken during individual instrumental lessons. All performances are recorded, and can be re-recorded until the candidate (and teacher) feels that the best possible performance has been given. This recording can be made at any convenient time up to the end of the Spring Term in Year 11.</p> <p>Component 2: Composing (internally assessed and externally moderated: 30%: 60 marks)</p> <p>Candidates must compose at least two pieces:</p> <ol style="list-style-type: none"> 1. One piece must respond to an awarding body set brief which is issued in the September of the year of examination. 2. One piece must be free composition. 3. The minimum total composition time (both pieces combined) is 3 minutes. <p>The 'free' piece (Composition 2) can be started at any time during the course but it is usually done during the Autumn Term of Year 11 and is to be completed by the end of the following Spring Term.</p> <p>Component 3: Appraising: Written examination: 1 hour and 45 minutes 40% of the qualification, 80 marks</p>		

	<p>Assessment overview</p> <p>The paper is made up of two sections and is out of a total of 80 marks.</p> <p>Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)</p> <ul style="list-style-type: none"> • Six questions related to six of the eight set works. • One short melody/rhythm completion exercise. • One question on an unfamiliar piece (skeleton score given) with questions on its musical elements, musical contexts and musical language. <p>Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)</p> <ul style="list-style-type: none"> • One question that asks pupils to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music. • A CD with the music extracts will be played to all pupils at the same time and will repeat the extracts a set number of times. <p>Content overview:</p> <p>Areas of study:</p> <p>Instrumental Music 1700–1820:</p> <ul style="list-style-type: none"> • J.S. Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major • L. van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique' <p>Vocal Music</p> <ul style="list-style-type: none"> • H. Purcell: 'Music for a While' • Queen: 'Killer Queen' (from the album Sheer Heart Attack) <p>Music for Stage and Screen</p> <ul style="list-style-type: none"> • S. Schwartz: 'Defying Gravity' (from the album of the cast recording of Wicked) • J. Williams: 'Main title/rebel blockade runner' (from the soundtrack to Star Wars Episode IV: A New Hope) <p>Fusions</p> <ul style="list-style-type: none"> • Afro Celt Sound System: 'Release' (from the album Volume 2: Release) • Esperanza Spalding: 'Samba em Preludio' (from the album Esperanza)
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SUBJECT	PHYSICAL EDUCATION		
Examination Board and details		Examination Board: Edexcel	Syllabus number: 1PE0
	Percentage examined (Theory):	60% (2 papers)	
	Percentage performance and Analysis:	Practical 30% Coursework 10%	
	Tiers of entry:	One	Grades 9 - 1
Course Information	<p>GCSE Physical Education allows pupils to gain additional practical sport during their school life, opportunities for leadership and allows them to utilise their practical skills to develop theoretical knowledge.</p> <p>Unit 1: The Theory of Physical Education 60%</p> <p>Paper 1: This paper focuses on factors underpinning physical activity and sport performance. Pupils will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training. Pupils will use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.</p> <p>Paper 2: This paper assesses pupils' knowledge and understanding of the factors underpinning participation and performance in physical activity and sport. Pupils will develop their theoretical knowledge and understanding of the contribution that physical activity and sport make to health, fitness and well-being and how these can impact on their own performance. Sports psychology will be introduced, with a focus on skill development, through relevant practice, guidance and feedback, as well as knowledge that learners can then apply to their own learning in practical situations in order to improve their performance.</p> <p>Unit 2: Performance in Physical Education 40% - Internally assessed, externally moderated.</p> <p>Pupils are required to offer three sports from a list of activities, at least one team sport and one individual sport. The third option can be either individual or team. The practical element also consists of coursework which is made up of a Personal Exercise Plan which is worth 10%</p>		
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SUBJECT	RELIGIOUS STUDIES		
Examination Board and details		Examination Board: AQA	Syllabus number: 4050 Religious Studies A
	Percentage examined:	100% 2 papers (each paper 1 hour and 45 minutes and each paper is worth 50%)	
	Tiers of entry:	One	Grades 9 - 1
Course Information	<p>Pupils will be taught two Areas of Study (components), which are then assessed through two externally set examination papers. For each area, pupils must demonstrate knowledge and understanding of a different religion (Christianity and Sikhism).</p> <p>This Religious Studies Specification encourages pupils to:</p> <ul style="list-style-type: none"> • develop their interest in, and enthusiasm for, a study of Religion and its relation to the wider world; • develop their knowledge, skills and understanding of Religion by exploring the significance, impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning; • express their personal responses and informed insights on fundamental questions about identity, belonging, meaning, purpose, truth, values and commitments. <p>The teaching of the new specification will continue to use a variety of learning resources including: examination board approved text books, IT, video clips, contemporary music relating to the topic, and out of school trips – all of which are aimed to support the learning experience in a creative and thought provoking manner.</p> <p>Component 1 – The study of religions: beliefs, teachings and practices</p> <ul style="list-style-type: none"> • Pupils will study the beliefs, teachings and practices from two world faiths – Christianity and Sikhism <p>Component 2 – Thematic Studies (Christianity and Sikhism)</p> <ul style="list-style-type: none"> • Religion & Life • Religion, Peace & Conflict • Religion, Crime & Punishment • Religion, Human Rights & Social Justice 		
Head of Department	Mrs S Pyke s.pyke@queenmarys.org		

SUBJECT	ENGLISH LANGUAGE ENGLISH LITERATURE		
Examination Board and details		Examination Board: AQA	Syllabus number: Language: 8700 Literature: 8702 Entry Level: 4970
	Percentage examined:	English Language	100%
	Tiers of entry for both English Language and English Literature GCSE:	One	Grades 9 - 1
Course Information	<p>Assessment will be through examination of a minimum of 3½ hours for English Language and 4 hours for English Literature.</p> <p>We hope that all girls will take GCSE English Language and Literature. However, there is the option of taking the Entry Level Certificate if GCSE is not a suitable option. The Entry Level Certificate is aimed at pupils working at below GCSE standard. This would be discussed with the pupil and the parents, usually after the mock examination in Year 11.</p> <p>The Spoken Language assessment does not count towards the final GCSE English Language grade. Rather, it is a separate endorsement to the examination.</p> <p>English Language</p> <p>Paper 1: Explorations in creative writing and reading (50% of total marks. 1 hour 45 minutes)</p> <p>Section A Candidates will be given an extract drawn from a literature fiction text from the 20th or 21st century. The questions will require pupils to consider how a writer uses narrative and descriptive techniques to capture the interest of the reader.</p> <p>Section B Candidates will attempt one writing task from a choice of two. There will be a visual image or a written prompt. This will be linked to the topic of the reading text in section A. It will be a creative task, focusing on narrative or descriptive writing skills.</p> <p>Paper 2: Writers' Viewpoints and Perspectives (50% of total marks. 1 hour 45 minutes)</p> <p>Section A Candidates will be given two linked sources from different time periods and genres and the questions will require them to consider how each presents a perspective or viewpoint to influence the reader. One of the sources will be from the 19th century. The genre for the sources will be non-fiction and literary non-fiction, such as high quality journalism, articles, reports, travel writing, biographies etc.</p> <p>Section B Candidates will be given a writing task with a specified audience, purpose and form, in which they give their own perspective on the theme that has been introduced to them in Section A.</p>		

	<p>20% of the final marks for English Language are for written accuracy, using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>English Literature</p> <p>Assessment is through two closed book examinations.</p> <p>Paper 1 (1 hour 45 minutes. 40% of total marks) Shakespeare. One question on Macbeth.</p> <p>19th century fiction: One question on A Christmas Carol.</p> <p>Paper 2 (2 hours 15 minutes. 60% of final marks)</p> <p>Section A: Modern texts. One essay question on An Inspector Calls</p> <p>Section B: Poetry. One comparative question on two poems from the anthology cluster, Power and Conflict.</p> <p>Section C: Unseen Poetry. Questions on the unseen poems and a comparative question.</p>
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SUBJECT	MATHEMATICS		
Examination Board and details		Examination Board: AQA	Syllabus number: 8300
	Percentage examined:	100%	
	Tiers of entry:	Foundation Higher	Grades 5 - 1 9 - 3
Course Information	<p>GCSE is entered at either Foundation or Higher level, and assessment is by means of three final examinations (one without a calculator and two with), taken at the end of Year 11. Each examination lasts for 1½ hours.</p> <p>The curriculum for GCSE is generally begun towards the end of Year 9, and is taught throughout Years 9 to 11. Each year group continues to be set into classes based on ability and suitable pace. The key skills required for the GCSE are covered, as well as problem solving skills, and pupils are also challenged to apply their understanding in different contexts in preparation for the skills required for the new GCSE. During Year 11, examination papers are practised regularly and progress monitored carefully in order to make the decision as to which level of entry is appropriate for each individual pupil.</p> <p>For those not ready for GCSE, there may be an option to be entered for the Edexcel Award, Level 1, in Number and Measure. This is not a GCSE, but prepares the ground for some of the work towards GCSE, and can provide a useful stepping stone. It is examined in January or May, with two short papers, one lasting 30 minutes, and the other 1 hour.</p> <p>In Year 11, for those in Set 1 who expected to achieve the top grades in GCSE, there is an option to study for the AQA Further Mathematics examination (specification 8365) in addition to GCSE. This is a Level 2 Qualification. Examination is through two papers, one with a calculator and one without, each one lasting 1 hour and 45 minutes. The aim of the course is to promote mathematical thinking, creating learners with an ability to problem solve and apply skills in different contexts. For the more able mathematicians it will be a good basis for further study of the subject at A Level.</p>		
Head of Department	Mrs L Nuttall l.nuttall@queenmarys.org		

SUBJECT	SCIENCE		
Examination Board and details		Examination Board: AQA	Syllabus number: Trilogy 8464 Biology 8461 Chemistry 8462 Physics 8463
	Percentage examined:	100%	
	Tiers of entry:	Trilogy Foundation Higher Individual sciences Foundation Higher	Grades 5 - 5 to 1 - 1 9 - 9 to 4 - 3 5 - 1 9 - 3
Course Information	<p>There are two possible routes for pupils to take with science:</p> <p>Trilogy The Trilogy science award is a double GCSE award but still involving the 3 Science disciplines.</p> <p>The qualification will be graded on a 17-point scale: 9-9 to 1-1, where 9-9 is the best grade. A pupil taking Foundation Tier assessments will be awarded a grade within the range of 5-5 to 1-1.</p> <p>Separate Sciences : Pupils with an aptitude for Science may choose to take 3 separate Science GCSEs (Biology, Chemistry and Physics) counting as one of the other GCSE option choices. This option is suitable for those contemplating taking Science at A level and will be at the discretion of the Science Department.</p> <p>The qualification will be graded on a nine-point scale: 9 - 1, where 9 is the best grade. A pupil taking Foundation Tier assessments will be awarded a grade within the range of 5 to 1.</p> <p>There are 6 examinations for both pathways which will be taken at the end of Year 11.</p>		
Acting Heads of Department	Mrs N Johnson n.johnson2@queenmarys.org	Mrs E Stephenson e.stephenson@queenmarys.org	

OPTION FORM

Name: _____

Tutor: _____

All pupils will study

- English Language
- English Literature
- Mathematics
- Science Trilogy = 2 GCSEs or Separate Science = 3 GCSEs

Most pupils will study one Modern Foreign Language

SUBJECT	PLEASE TICK A MAXIMUM OF TEN SUBJECTS
Art, Craft and Design	
Biology	
Chemistry	
Classical Civilisation	
Drama	
English Language	
English Literature	
Food Preparation and Nutrition	
French	
Geography	
History	
Latin	
Mathematics	
Music	
Physical Education	
Physics	
Religious Studies	
Science Trilogy (2 GCSEs)	
Spanish	

Please return to Mrs Smerdon no later than Wednesday 18 March.