

Into Upper School 2010

The aim of this booklet is to give you an outline of what awaits you in Upper School. As you know you have to make several decisions about your programme of study for Upper School, and we hope that the information and advice contained within these pages will help you to make these decisions.

This booklet is only part of the process of option choice. You will also hear from Heads of Department about their subjects, from Miss McKinley about Careers, and have an interview with either Mrs Landsman, Head of Middle School; Mrs Sinclair, Head of Upper School; or Mrs Parker, Deputy Head. The school will host an evening for your parents, where we tell them about life in Upper School. There is no reason for you to attend this evening, as we will only give your parents the information you will receive in PSHCE sessions.

Later in the booklet, we will describe the subjects which are optional, and give you some thoughts on how to decide which courses to follow. The next section describes the subjects about which you have no choice.

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Core curriculum

Every member of Upper School studies English Language and English Literature. Both of these courses have a coursework element.

English Language

At St. Helen's all girls in Year 11 are entered for the University of Cambridge International GCSE First Language English examination.

Coursework	Folder of three assignments – 50%
Examination	Paper 2 Reading Passages – 50%

Coursework Candidates will be required to submit a portfolio of three assignments, each of about 800 words.

- Assignment 1: informative, analytical and/or argumentative
- Assignment 2: imaginative, descriptive and/or narrative
- Assignment 3: a response to a text or texts chosen by the Centre. Candidates will be required to respond to the text(s) by selecting, analysing and evaluating points from the material.

Paper 2 Paper 2 (Reading Passages) examines candidates' ability to read for relevant details. They will be required to use those details in a form specified in the paper. This could be in the form of a report, an article or a letter. Candidates will then be required to demonstrate expertise in selecting and analysing key words and phrases from the text. Finally, candidates will be required to summarise two passages cogently and concisely.

English Literature

All members of Year 11 are also entered for the University of Cambridge International GCSE in English Literature.

Paper 1 Open book examination of three texts – 75%
Paper 2 Coursework folder of two assignments – 25%

Paper 1 Candidates will be required to answer questions on three texts: one drama, one prose and one poetry. This will be an open book examination of 2 hours and 15 minutes. The questions on prose and drama texts include passage based, essay and empathic tasks. The questions on poetry include passage based and essay questions only.

Paper 2 Candidates will be required to submit a folder of two assignments. One of these assignments can be a response to a question on one of their examination texts. Candidates' essays should not exceed 1000 words each. Coursework will form an integral part of candidates' literary studies over the two years of the course. Candidates will complete many more tasks than the two required. The belief is that candidates can develop and refine the skills with which they respond to texts with time and experience.

Frequently Asked Questions About iGCSE English

1. What skills do I need to do well in English?

You need to be able to write clear and accurate English. Your spelling should be very secure, and you should be able to control the sense of what you write by the use of accurate punctuation. Your paragraphing should demonstrate deliberation; you should be able to move into a new paragraph when there is only a subtle shift of idea, in addition to the more obvious shifts. You should be able to employ a confident range of sentence constructions to give variety and interest to your style. Your vocabulary should be chosen judiciously and appropriately. You should not rely on obvious or tired expression; instead, you should draft your writing carefully and show ambition in your selection of the right word or phrase. Remember, too, that English is your means of communicating knowledge in the majority of your GCSE subjects.

2. How do I go about achieving all of the above?

English, like Spanish or French or German, is a language. Your approach to improving your proficiency in English should therefore be similar to your approach to learning a foreign language. You should learn new vocabulary on a regular basis, you should work to refine your grammar and you should read and analyse good writing of the kind found in quality newspapers and magazines.

3. What kinds of texts will I read in Literature?

You will study a whole Shakespeare play such as “Macbeth” or “The Merchant of Venice”. You will also study a classic novel such as “Pride and Prejudice”, “Lord of the Flies” or “To Kill a Mockingbird”. In modern drama, you might study “The Crucible” or “Journey’s End”. You will study a range of poetry from classic poets such as Byron and Keats to more modern poets such as Ted Hughes. Coursework tasks may be set on poets of the First World War, Thomas Hardy’s stories or a ghost story like “The Woman in Black”.

4. What skills do I need to do well in Literature?

You need to develop your reading abilities. The certain way to do this is to read good literature regularly. You should not simply restrict yourself to novels; poems and short stories should be read regularly too. You need to secure your knowledge and understanding of the content of texts. You should continually place due emphasis on interpretation and evaluation and thoughtful recognition of themes and attitudes expressed in texts. You should also develop your ability to recognise and appreciate the ways in which writers achieve their effects. Finally, you should communicate your ideas about a text in a considered and reflective way.

Mathematics

Every member of Upper School also studies Mathematics.

A Year 11 student will be entered for Edexcel International GCSE at Higher Level.

One of the attractions of the iGCSE is that it is a more rigorous preparation for Sixth Form study of Mathematics than the standard GCSE. It provides students with a strong grounding in algebra, set theory, functions and differentiation which will certainly help those wishing to study Mathematics in the Sixth Form. Where appropriate, teaching will go beyond the confines of the iGCSE syllabus to allow for exploration of broader mathematical themes. Where suitable, students prepare for the Free Standing Maths Qualification: Additional Mathematics. In recent years, the majority of the top maths set has studied for this qualification, extending work from the iGCSE syllabus and covering new branches of mathematics, such as organisation.

Emphasis is not only placed upon knowledge and technical mastery, but on more generic skills such as organisation and research skills, oral and other communication skills, breadth of application and Mathematical insight, perseverance and independence of thought. Students will be given opportunities to develop their abilities in ICT, in working with others, as independent learners, and as problem-solvers. Mathematical literacy will be developed in such a way as to expose all learners to the power and beauty of mathematics, as well as to its utilitarian and immediate application. The development of your mathematical thinking can provide you with powerful ways of exploring, investigating and understanding the world. The potential to apply the skills of making comparisons, identifying differences, investigating relationships and establishing connections reflects the wider importance of the subject within school, not least of all in supporting the science and technology curricula. Furthermore, the course will encourage logical reasoning and the ability to think in abstract ways.

Any girl aspiring to study Mathematics in the Sixth Form must exploit fully the subject offer at GCSE level. A firm grounding will be needed to progress successfully to the greater demands of the subject in the A Level or IB courses. Mathematics is one of the most general and fundamental subjects to be studied at school, as illustrated by the many Higher Education Courses for which it has relevance. Economics, Medicine, Business, Computing, Statistics, Psychology, Engineering, Architecture, Physics and Archaeology are just some fields which make use of Mathematics.

Frequently Asked Questions About Mathematics

1. Which topics are peculiar to iGCSE?

There are three major topics that are **not** included in the UK GCSE but which do feature in iGCSE. These are:

- set language and notation
- function notation
- calculus

A few other smaller topics are also included in iGCSE:

- The intersecting chords theorem
- Finding the gradient of a curve at a point by drawing a tangent
- Quadratic inequalities
- Simple conditional probability
- Modulus of a vector

2. Are students set by ability?

There are usually five or six sets by ability, facilitating the differentiation of learning across the year group. Members of the small support set, usually comprising about six students, are afforded much individual help and will not necessarily study every topic on the higher tier syllabus to its full depth. On the other hand, other sets will go beyond the iGCSE syllabus in their study, for example in the further study of statistics or trigonometry. While the teaching and learning is differentiated by task, experience shows that the common forms of summative assessment, the Higher Tier iGCSE papers, are suitable for all.

3. How much revision time is planned?

Dependent upon the set, it is usual that the teaching of the syllabus is near completion before the January mock examination in Year 11. This leaves plenty of time for diagnosing individual weaknesses and addressing them through revision lessons. Examination technique is developed through work on past papers.

If you have any further queries, please do not hesitate to contact the Head of Mathematics.

Science

All members of Upper School also study Biology, Physics and Chemistry leading to the Edexcel International GCSE examinations. You will be taught each subject by specialist teachers throughout Years 10 and 11. You will be grouped according to your achievements to date in the science subjects. Some groups will sit separate iGCSE examinations in Biology, Chemistry and Physics which will give you three iGCSE grades; others will sit examinations in Dual Award iGCSE Science, which will give you two iGCSE grades. The school will decide which examination you should sit, in order to give you the best chance of the highest grades. No decisions will be made about which examinations you will sit until after the Year 10 examination. Both courses are equally good preparation for Sixth Form study.

The iGCSE science courses relate each science subject to everyday life, to industry, to environmental concerns, to the history of scientific ideas, and to the applications of science in a rapidly developing technological society.

Dual Award Science

Examination:

- Three untiered examinations
iGCSE Biology – Paper 1
iGCSE Physics – Paper 1
iGCSE Chemistry – Paper 1
- Assessment of investigative skills have been embedded throughout

Biology, Chemistry, Physics

Examination:

- Two untiered examinations
- Coursework has been removed
- Assessment of investigative skills have been embedded throughout

Examinations are untiered for iGCSE science. St. Helen's pupils will have access to grades DD – A*A* at Dual Award or D – A* in each of the Separate Science examinations.

Content of the syllabuses for dual award and separate science

Biology: B1 Nature and variety of living organisms, B2 Structures and functions in living organisms, B3 reproduction and inheritance, B4 Ecology and the environment, B5 Use of biological resources.

Chemistry: C1 Principles of Chemistry, C2 Chemistry of the elements, C3 Organic Chemistry, C4 Physical Chemistry, C5 Chemistry in Society.

Physics: P1 Forces and Motion, P2 Electricity and electromagnetism, P3 Waves, P4 Energy resources and energy transfer, P5 Solids, liquids and gases, P6 Radioactivity and particles.

Skills required by the science courses:

An enquiring mind and the ability to think logically and systematically, developing skills practised in Years 7-9.

Skills developed by the science courses:

- An ability to appreciate and apply scientific knowledge in familiar and unfamiliar situations, and to understand specific facts, vocabulary, concepts and principles as they apply to each of the scientific disciplines.
- An ability to demonstrate an awareness of social, economic and environmental applications and implications in each of, and across all, scientific disciplines.
- An ability to interpret data in many forms, some with calculations, and to explain and interpret phenomena, effects and ideas in science.
- Practical skills involving selecting methods, planning, making observations, recording data and analysing and interpreting results, always taking safety aspects into account.

Uses of the course:

iGCSE science courses are excellent preparation for AS and IB courses, which in turn provide entry to university courses in Medicine, Dentistry, Vet Science, Engineering in all its forms, Medical Physics, Chemistry, Biology and Physics.

Frequently Asked Questions About iGCSE Science

1. Is it essential I do separate sciences to do AS level or IB science? Will dual award affect my university applications?

No. The quality of iGCSE grade is most important – e.g. A*A* in dual award Science looks better on a university application form than AAB in separate science. Both courses are equally good preparation for further study.

2. Is there coursework at iGCSE?

No. Practical skills of planning, recording and analysing data, drawing conclusions and evaluating evidence, are now embedded in the question papers.

3. Do I have to learn lots of formulae?

There are some in Physics and Chemistry which need to be learnt. A sheet will be issued for Physics and other formulae will always be given on the examination paper. Some mathematical skills will be needed.

4. Can I transfer from Dual Award to Triple?

All groups follow identical courses until the end of Year 10. Thereafter, Dual Award groups follow similar but not identical courses to separate science groups. Setting will be done very carefully so that you are on the best course for you. If your results prove to be far better than the rest of your group, then it might be possible to transfer – but it is not common. Moving from a Separate Science group to a Dual Award Science group is easier.

5. Do students who have sat separate Science iGCSE examinations find AS/ IB easier?

No. The small amounts of additional material covered by the Separate Science groups makes little difference once the AS or IB course has started. Every year, a number of pupils who have done Dual Award Science achieve the highest grades in A2 and IB examinations.

Complementary studies

All members of Upper School additionally follow non-examined courses in Philosophy and Ethics and PE.

Philosophy and Ethics

All girls continue their study of issues in philosophy and ethics in the core curriculum. This course meets the criteria for Religious Studies in the Government recommended programmes of study for KS4.

These lessons will provide an opportunity to develop understanding and appreciation of issues of spiritual and moral concern to people of all or many faiths. Girls are encouraged to develop and express their own views and to listen to those of others.

Girls opting to study Philosophy and Ethics for Religious Studies GCSE will follow a similar course, but with more detailed topic coverage.

Physical Education

By the time the girls reach the end of Year 9 they will have acquired skills in a variety of activities which include Gymnastics, Dance, Netball, Lacrosse, Tennis, Swimming, Rounders and Athletics and have an understanding of Health Related Fitness.

In Year 10, the girls should begin to be responsible for the management of their own personal fitness, recognising and valuing the importance of a healthy, active lifestyle. Therefore, they are given the opportunity to participate in a number of new activities.

The new activities include: Volleyball, Badminton, Aerobics, Squash, Basketball and Trampolining. All of the girls will be inducted into the Fitness Suite. We also encourage them to continue with a game or activity learnt previously.

At present, regular practices are run at Under 15 and Senior levels in Lacrosse, Netball, Badminton, Swimming, Tennis, Athletics and Rounders; anyone may attend these practices. Matches are arranged against other schools, both after school and on Saturdays. Clubs, such as Trampolining, are possible and will be run during the year. They are open to everyone. We encourage commitment from all of the girls, whether a serious team player or participating for enjoyment or to improve overall fitness levels.

We aim to give the girls opportunities to participate in as wide a range of activities as possible, so that we can encourage them to continue to enjoy some activity or sport in their own leisure time and into the future.

Optional subjects

The rest of your timetable includes some subjects about which you must make choices.

Some things to consider when selecting your option choices for GCSE:

- Are there subjects I really love and want to continue?
- Am I good at organising my work?
- Do I find creative subjects stimulating?
- Do I enjoy practical work?
- Will I find it easy to meet deadlines?
- Am I good at essay writing?
- Do I enjoy reading?

As you will be following the core curriculum as explained earlier in this booklet you do not have to make too many decisions. The major ones are which language and which humanity you wish to continue. The next thing to consider is which extra two option subjects you would like to pursue. Read each section of the booklet carefully. They give you important information about the content of the course and, where applicable, details about coursework.

Your teachers are there to help. Talk to them. They will be delighted to discuss any questions or concerns with you. Use their expertise. They are specialists in their subject areas and know exactly what is required at GCSE.

Talk to some girls in Years 10 and 11. They are studying the subjects you are considering and they will tell you how they feel about the workload, the content and the organisational skills required. This is useful information.

It is possible that older brothers and sisters and even parents may have followed a different system when choosing their options. Your choices may be very different so make sure that you all understand what is required.

The most important rule of all is to relax, not get stressed and calmly approach a very exciting two years in Upper School.

All UK GCSEs changed from September 2009. This means that the courses you will be studying will be different from the courses your older brothers and sisters studied. The arrangements for coursework in particular have changed significantly. Please study the detailed descriptions of the courses very carefully.

You have a number of options when it comes to your HUMANITIES SUBJECT:

Classical Civilisation

GCSE Classical Civilisation is both a challenging and rewarding humanities subject. It asks its students to analyse, research, write, and discuss the material evidence left to us after nearly three thousand years, and make sense of it not only in its own context, but in the context of our very own world. It is the study of the Ancient World of the Greeks and Romans, by investigating and discussing their literature and society, and their influence on our own literature and society today. **It requires no prior knowledge of either Latin or Greek.**

Greek and Latin literature (*translated into English!*) This could involve reading *The Odyssey*, by the poet Homer, composed in Greece in around 750BC, and possibly the earliest work of literature in the Western World. It tells of the adventures of the hero Odysseus, after the Greeks defeated the Trojans in the famous Trojan War. We could consider the unique value of this work, not just for entertainment, but also as important teaching stories for the society that listened to and read them. As such, we could examine their continuing relevance for readers today.

Greek and Roman Civilisation: Here students can research the mythology and religion of Ancient Greece, or family life in Ancient Athens. The archaeology of Pompeii (the city near Naples, destroyed by the eruption of Mount Vesuvius in 79AD) can also be studied. Students will use the evidence available in order to reconstruct the daily life of Pompeii's inhabitants.

In Year 11 preparation for the **controlled assessment** is undertaken. Under the guidance of their teacher, students research a topic of interest selected from a wide ranging list provided by the examination board. Topics include:

- Greek tragedy *or* comedy;
- The Olympic Games;
- Life in Roman Britain.

Geography

Controlled assessment:	25%
Examination:	2 papers

Geography studies the big issues facing the world today such as the threat of climate change and how places are linked together across the globe by the work of trans-national companies.

Geography is a very relevant and useful subject to choose to study for GCSE and it combines well with both arts and science subjects. It allows students to acquire skills in observation, recording, interpretation, data portrayal (maps, graphs, etc), evaluation and decision-making. This makes geographers particularly flexible and able to pursue a wide range of careers.

Through the study of Geography at GCSE students:

- are able to understand the world around them
- get to know their world through fieldwork
- are aware of their responsibilities to other people, their environment and the sustainability of the planet.
- undertake individual research and investigative work and make use of modern information technologies, including GIS (Geographic Information Systems)
- develop a wide range of skills
- understand other cultures
- consider new ideas and developments about the changing nature of Geography in the 21st century.

The specification focuses on the geographical processes that shape our world through the study of physical and human geography

Unit 1: Physical Geography

Written paper – 1 hour 30 mins – 75 marks – 37.5%

Section A

- The Restless Earth – To include supervolcanoes and tsunamis
- Rocks, Resources and Scenery – Granite, carboniferous limestone, chalk, clay

Section B

- Water on the Land – Rivers and flooding
- The Coastal Zone – Landforms, rising sea levels, habitats

Unit 2: Human Geography

Written paper – 1 hour 30 mins – 75 marks – 37.5%

Section A

- Population Change – Growth, ageing, migration.
- Changing Urban Environments – Housing, traffic, squatter settlements, sustainable cities.

Section B

- Globalisation – Interdependence, TNCs, China, sustainable development, carbon footprint, food miles, conflict over water,
- Tourism – UK, coastal resort, tropical tourist resort, extreme environments, ecotourism.

Unit 3: Local Fieldwork Investigation

Controlled Assessment – 60 marks – 25%

This is a **new** feature of GCSE specifications. The title for the investigation is set by AQA. As a group we will then carry out fieldwork to collect the data to investigate. This will be designed by the teacher, but providing some scope for individual development by the student e.g. obtaining secondary data, taking photographs. Thereafter, the student will work under direct supervision by the teacher at all times. This means that all the work involved in the production of this extended piece of work will take place in lessons. 20 hours of teaching time with additional time to collect the fieldwork data will be allocated to this task. **No work will be carried out at home.**

Modern History (Edexcel)

The Making of the Modern World

Percentage of Coursework: 25% (Controlled assessment)

Skills developed in History

Apart from being interesting, History is very useful. Employers who see that you have a qualification in History know certain things about you. They will know that you have developed key skills which, learned through History, can be applied to all sorts of situations.

So, as well as enhancing your knowledge of historical developments you will develop some very flexible skills. You will be able to gather and organise a variety of types of information, you will be able to critically consider this information and check it for bias or propaganda, you will be able to read and analyse graphs, diagrams and texts, and you will be able to communicate clearly, having learned to express yourself verbally and on paper in structured narratives. History teaches you to be open-minded and to be willing to consider and question alternative viewpoints and construct your own logical arguments.

Uses of History in later life – it's not about working with old documents!

Historical skills help provide an opening in a wide range of careers. Some will come as no surprise: journalism and the media are key areas. Historians dominate the world of TV and news media, including: Simon Mayo and Nicky Campbell (both Radio 5), Jonathan Ross and Louis Theroux. Other routes for historians include the civil service, including the foreign office, PR, law, politics, and museum and information services. But perhaps more surprising is the vast number of senior managers and entrepreneurs who flourish in business and finance, who start with degrees in History.

Even if you consider yourself more of a scientist, remember that you still have to communicate effectively, work with and manage other people. History helps you understand how people tick, what motivates them and what they think and feel.

The course content

This is an exciting, enquiry based study of Twentieth Century World History and provides an introduction to events and ideologies which have shaped our world today. **Remember, how else can you make sense of the present unless you have a good understanding of the past?** We study Nazi Germany, post-war American history and aspects of international relations (1929-69) for the 3 examined papers. Examples of key issues include:

- Why was Hitler able to gain power in Germany in 1933?
- How did the role of women change under the Nazis?
- Why did Black Americans have to fight for their civil rights?
- Why did war break out in 1939?
- Who was to blame for the cold war?

Assessment (Modular)

There are four January/June modules in the course which are outlined in the table below. Three modules are examined, and at least 40% of the modules must be submitted terminally, in the June examination series of Year 11.

	Percentage	Module Assessment
Unit 1 Outline study - International Relations 1929 – 1969	25%	Examination 1 hour 15mins
Unit 2 Depth study – Germany 1918 – 1939	25%	Examination 1 hour 15 mins
Unit 3 Source Enquiry – The USA 1945 – 70	25%	Examination 1 hour 15 mins
Unit 4 – Representations of British History	25%	Controlled assessment

Controlled assessment will involve the study of an aspect of 20th Century British History chosen by the department. This means you will study the topic over one term, and follow an enquiry leading to the assessment. There will be no surprises; you will see the sources and questions in plenty of time. You will then have a total of 2 hours and 30 minutes to complete your answers, using appropriate resources, **in class only**.

Philosophy & Ethics for Religious Studies

Percentage of coursework: None
Examination: 4 papers (1 hour per paper)

Religious Studies is a subject providing opportunities for you to think for yourself by studying and understanding aspects of religious philosophy and ethics.

Religious Studies is open to people of any religious persuasion (or none). The opportunity to study the philosophy and ethics of different world religions can often help you to understand the variety of lifestyles existing in Britain and other countries where these are shaped by religious traditions. In doing this, you are not required to commit yourself to any particular religion, but rather to realise the link between what people think and value and the way they act.

GCSE specifications for Philosophy include the study of the belief about Deity, religion and science, good and evil, the end of life; for Ethics, they include the study of religion and medical ethics, equality, peace and justice, poverty and wealth. You will look at what major world religions have to say about these spiritual, moral, social and ethical issues.

You will be encouraged to think about your own responses to moral issues and personal relationships having studied what others have taught. This prepares you for times when you may have to face such issues in reality.

In being encouraged to think for yourself and to evaluate what religious traditions say, you will be acquiring skills that stand you in good stead for adult life. For example, young people starting working life need to be able to express their own views and yet appreciate the opinions of others. This skill leads to good teamwork, the essence of success in so many occupations.

You must then choose a foreign language. You may choose from languages you have already studied:

French OR German OR Spanish OR Mandarin

Or you may start a language from scratch:

Japanese OR Italian

All the languages follow a very similar pattern.

Examination: 3 written papers and a speaking test
(25% each paper) There is no coursework

Oral and written papers are set by teachers and externally moderated. Listening and reading are set as examinations. Dictionaries are permitted for the Writing tests. Pupils preparing for the GCSE examination in any language are learning to use the language effectively for the purpose of practical communication. The emphasis, therefore, is on acquiring skills to facilitate this, but which also form a sound basis for future development in the language.

An interest in other customs and cultures, together with an enthusiasm for language learning are important pre-requisites for this course.

The aim of the syllabus is to promote the following language skills:

1. Listening: The ability to understand a recorded conversation, message or interview in the foreign language and selected radio announcements such as weather forecasts, news and advertisements.
2. Reading: The ability to understand public notices and signs, simple brochures, guides, letters, magazines, news items and imaginative writing.
3. Speaking: The ability to give information and express views and opinions, to ask for information and state requirements, and to relate an incident or sequence of events.
4. Writing: The ability to produce messages, formal and informal letters which give and seek information, and a written account of an incident or sequence of events. The Japanese course will also require you to demonstrate knowledge of a mixture of kana and 200 kanji characters.

Language skills are developed within topic areas such as travel, holidays and leisure activities, and settings such as home, school, restaurant or neighbourhood. Wherever possible, materials used for language learning are authentic, taken from the real experience of the native speaker or foreign visitor.

Scheme of Assessment

The Scheme of Assessment consists of two tiers. Foundation Tier papers assess grades C to G and Higher Tier papers A* to D. We anticipate entering candidates for the Higher Tier.

In order to study a language at A level/IB, it is necessary to have studied it for GCSE.

Once you have made your humanity and language choice, you must make two further choices. You may choose to study a second humanity or a second language, or may choose from the subjects which are described below.

Art

Skills required:

Love of the subject, an interest in the Art of others and enjoyment of the practical work – creating and making. You must be able to draw reasonably well.

Skills developed:

Drawing from observation, analysing and appreciating the work of artists, understanding and using colour, developing ideas, designing for a finished piece, and the ability to work with a range of two and three dimensional materials.

What people do with Art in later life:

DESIGNERS: web, computer image, product, interior, costume, set and stage, fashion, graphic, textile. Illustrators, fine artists, ceramicists. Working in publicity, publishing, advertising, television, theatre, film, video. Art is also related to photography and architecture, to name but a few – anything visual.

Coursework - how much and when is it completed?

In Year 10 coursework projects are theme based and teach skills. The skills learned in Year 10 are used throughout Year 11. Pupils choose their best project in collaboration with their teacher. This project, which constitutes a body of work, is marked out of 60 and counts as 60% of the final mark.

Examinations during the course:

At the end of the spring term in Year 10 – one-day 5 hour examination. Mock examination during the week before Christmas in Year 11 (= 10 hours over two days). Early May in Year 11 – public examination (= 10 hours over two days).

Classical Greek

Ancient Greece gave us so much of what we are today: language, literature, philosophy, mythology, theatrical entertainment, and medical practice, for example. This course allows you to discover something not only about the Greek language and how it works, its intricacies and subtleties and rewardingly logical structure, but about the legacy of Ancient Greece itself.

Greek language is as exciting as it is challenging. Every turn holds a logic. It is also very rewarding. If you enjoy languages, and if you appreciate the logic of a language such as Latin, then Greek will appeal. The Language examination involves translation from Greek to English, and comprehension.

Greek literature involves reading drama or poetry and/or historical literature, (unless the Greek civilisation paper is taken), written in the language in which ancient Greeks were meant to appreciate it. You will study this in depth, to the point where you can offer your very own translation, give critical comment on the author's language and style, and discuss important themes within the literature.

Greek Civilisation may be studied as an alternative to one of the literature units (verse or prose). Two topics relating to aspects of ancient Greek life will be studied. You will learn about the social, moral and cultural values of the ancient Greeks, comparing their attitudes with those of today's society.

This is an intellectually challenging and inspiring course, with many benefits for study in other GCSE and Sixth Form subjects, and for research at University: useful, for example, to potential Medics and all other Scientists, Linguists, Philosophers, Social Scientists and, of course, Classicists.

Design & Technology

If you opt for Design and Technology you must choose between two courses: Graphic Products and Resistant Materials.

Design & Technology Graphic Products

Percentage of Coursework: 60%
Examination: 40%

The examination is comprised of:

1. 2 coursework projects (Both 20 hours in length)
2. 2 written examinations (1hr and 1hr 15mins)

Graphic Products is based on problem solving within the world of Graphics. The course is Key Stage 4 Design and Technology: Graphic Products.

Within the course students are encouraged to harness the design skills nurtured during Key Stage 3 and to develop them along a two dimensional route using the Design process elements of research, investigation, designing and developing ideas, planning, modelling and prototyping, making, evaluating and testing. This will be achieved through projects based on real design problems of a more two dimensional nature. The coursework is based on compliant materials, such as card and paper. It allows the integration of CAD/CAM applications to enhance the creation and manufacture of quality products.

The coursework starting point is chosen by students from a list supplied by the examination board. Examples include Board Games, Pop-up Books, Promotional Items, Packaging, etc.

The written examinations test knowledge of the materials used and the design process as well as designing skills and sustainable design.

Design & Technology Resistant Materials

Percentage of coursework: 60%
Examination: 40%

The examination is comprised of:

1. 2 coursework projects (Both 20hrs in length)
2. 2 written examinations (1hr and 1hr 15mins)

This Design & Technology specification is based on problem solving within a variety of three dimensional situations. The course is Key Stage 4 Design & Technology - Resistant Materials.

Within the course students are encouraged to build on their designing and manufacturing skills and their knowledge of materials, processes, systems and computer-aided design.

These essential elements are taught mainly through the project work which involves research, investigation, designing and developing ideas and planning, making, evaluating and testing a final solution with the use of Information & Communication Technology, where appropriate.

The coursework projects are based on resistant materials. The situation is chosen by the students from a list supplied by the examination board, but negotiation takes place to ensure that the task is feasible, of interest and within a **student's** capability. Examples could include Lighting, Sport, Storage, etc.

The written examination tests knowledge of materials and processes as well as designing skills and sustainable design.

Drama

Practical Component: 60% teacher-assessed coursework
Examination: 40% externally assessed practical work

This is a practical course, with no written examination. Students submit written coursework based on their practical work.

During the course students will develop:

- an understanding of the process of rehearsal, performance and evaluation;
- an appreciation of live theatre;
- group skills and self-awareness;
- the ability to give and take constructive criticism;
- an exploration of improvised, devised drama alongside text work;
- their design skills.

Enthusiasm and a willingness to explore issues and collaborate in the creative process are important in this subject. Universities and employers acknowledge that participation in drama and theatre arts develops confidence and communication skills.

Summary of Scheme of Assessment

Paper	Mode of Assessment and Weighting
1	<p>Two units of practical coursework to be completed by February of Year 11.</p> <p>Unit 1 is about using Drama to explore themes and issues in response to at least two different texts chosen from different times and cultures. This is accompanied by supporting documentary evidence.</p> <p>Unit 2 is about exploring a complete and substantial play, chosen by the school, from the point of view of directors, performers and/or designers, accompanied by a portfolio of appropriate supporting documentary evidence. Students will also write their response to a live theatre performance.</p> <p>This paper is internally assessed and externally moderated and is worth 60% of the total.</p>
2	<p>A practical examination of a role within a devised or scripted play to an audience, to take place after Easter of Year 11. Students may offer performance support and design skills in this unit.</p> <p>This paper is externally assessed and worth 40% of the total marks available.</p>

ICT

Why choose GCSE ICT?

In a world where technology pervades our everyday lives, GCSE ICT is ensuring that students are kept abreast of the rapid changes in our technologically driven society. As a student you will already have used a virtual learning environment, Moodle, to supplement and enhance your classroom lessons. You probably use e-mail regularly and social networking websites, such as Facebook, or instant messaging to keep in touch with your friends and family. You may have fun playing games on your Nintendo or staying in shape with your Wii Fit. You probably relax watching videos on YouTube, listen to Last.fm and download music from iTunes to your mp3 player. You can even surf the web on your phone if you have a Blackberry or iPhone. In almost every aspect of your daily life you rely on the use of information and communication technologies.

The new GCSE in ICT has been rewritten to take these advances into account. The course does not just look at how we use technology but how it works too and the effects that ICT has on other areas of life – in the work place, in politics, health care, the music and film industry and in our homes. The course is focused on giving students key skills that they will need for university and in the work place of the future. Companies expect their employees to have the necessary ICT skills and by taking a GCSE in ICT, you are able to demonstrate that you have these important skills.

What will you learn if you choose ICT?

You will:

- **Look at current and upcoming technologies:**
You will look at what ideas and resources are needed to create the latest technology. To do this, you could explore companies such as Apple, Sony, IBM and Google.
- **Look at how to solve problems using ICT tools and techniques.**
 - To do this, you will look at the different stages of creating a new ICT tool, from generating ideas to producing the tool or system.
 - You will study a variety of ICT tools that may interest you such as:
 - Communication tools like Facebook and the Internet.
 - Control systems such as Sat Nav and business tools like Word Processing and DTP.
 - Leisure activities like booking movie tickets or downloading music.
 - Even tools such as predicting natural disasters like earthquakes and tsunamis.
- **Learn about the impact that ICT has on society.**
You explore real life situations that ICT has an effect on, such as legal, social, economic and environment areas. You will also discuss personal effects of ICT including the growth of personal websites and social networks.
- **Learn how teams can work collaboratively using ICT.**
Look at how people can work together if they are in different offices or working from home.

How is the course structured?

The course is divided up into three sections:

Unit 1: Systems and Applications in ICT (120 marks)

This unit makes up 40% of the marks and is assessed in a 1½ hour examination. The structure of the examination is as follows:

Section A: 10 structured questions featuring a range of types of questions from very short to questions requiring 2 or 3 line answers. (72 marks)

Section B: 3 structured questions featuring short and extended answer questions. (36 marks)

Section C: 1 essay question from a choice of 2. (12 marks)

Unit 2: The Assignment: Applying ICT (100 marks)

The assignment is done under controlled conditions in class time and makes up 30% of the final result. The assignment is set each year by AQA, giving students a range of problems which they have to solve using ICT.

Unit 3: Practical Problem Solving in ICT (100 marks)

This is very similar to the assignment in Unit 2 and is also done under controlled conditions in class time, the difference being that students select a problem from a choice of 6 different scenarios. This assignment makes up the final 30% of the course. The purpose of this unit is to ask students to solve practical problems which they may meet in education, the community or in the work place. ICT must be used to solve the problem. The problems that are encountered in this unit vary from year to year.

What will you gain from the subject?

Through these three units the course should:

- develop your competence through the use of information technology in reasoned ways to solve significant problems using appropriate principles, techniques and equipment effectively and safely;
- develop your capability through the practical use of information technology for a variety of appropriate purposes in ways which produce effective responses to identified needs and opportunities in the whole curriculum;
- develop your knowledge, concepts and skills which will enable you to develop a broad and balanced view on a range of information systems and their applications, an understanding of their capabilities and limitations and an ability to evaluate them critically;
- develop your abilities, through the appropriate knowledge and concepts, to comment and reflect on the significant legal, political, social, environmental, economic and aesthetic applications, implications and effects of information technology;
- encourage precise and accurate communication skills in a variety of media.

How will you be assessed?

The Assessment objectives of this course require students to demonstrate their ability to:

- apply their knowledge, skills and understanding of ICT to a range of situations;
- analyse, design, implement, test, evaluate and document information and communication systems for use by others and develop understanding of the wider applications and effects of ICT;
- reflect critically on the way they and others use ICT;
- discuss and review the impact of ICT applications in the wider world;
- consider the social, economic, political, legal, ethical and moral issues and security needs for data which surround the increasing use of ICT.

You will be assessed on your ability to organise and present information, ideas, descriptions and arguments clearly and logically, taking into account your use of grammar, punctuation and spelling.

Latin

Latin GCSE is based on the Cambridge Latin Course, which is followed throughout the school. It is quite different from older, traditional courses as it teaches students not only to translate passages of Latin, but to understand how Roman society functioned and how the Romans have influenced our history, literature, art and science - in fact the whole of our civilisation.

The **language** section of the GCSE consists of passages of Latin for translation and comprehension. There are no translations from English to Latin and no separate grammar questions. Students will have the chance to practise translations and comprehensions from past papers every week from January in Year 11 until the examination in the summer.

Literature at GCSE offers the opportunity to read some of the finest Latin prose and poetry. This may include Pliny's eyewitness account of the eruption of Mount Vesuvius, and a range of poems covering everyday life in Italy during the Classical period. All the texts are prepared in class with the teacher's assistance and, in the examination, questions are answered (in English!) on those texts.

Roman Civilisation may be studied as an alternative to one of the literature units (verse or prose). The social, moral and cultural values of the ancient Romans are examined, comparing their attitudes with those of today's society.

Music

Percentage of coursework: 60%
Examination: 1 paper

The music syllabus consists of three parts: Performing, Composing, and Listening and Appraising.

There are three components: Coursework (60%), Listening Paper (25%) and Creative Task (15%).

The course is based on four Areas of Study:

1. My Music (spotlight on my instrument)
2. Shared Music (musical relationships and roles)
3. Dance Music
4. Descriptive Music

The Coursework element consists of two performances (solo and ensemble) and two compositions. Students also study pieces written for their own instrument and assess their own performances and compositions. Performing is an important part of the syllabus and any instrument (or voice) may be offered for examination in both solo and ensemble playing. Students may perform on one or more instruments, although credit is not given for playing more than one instrument.

The Listening Paper is a 75-minute paper based on music from Areas of Study 2, 3 or 4 (see above) and questions are asked about a number of extracts played on CD. The paper tests students' understanding, perception and musical literacy and questions cover folk, jazz and popular music, world music, and music from the Renaissance, Baroque, Classical, Romantic and Modern periods.

The Creative Task is a 45-minute paper based on Area of Study 2. Students choose an original idea for a composition (a rhythmic phrase, a note pattern or a chord sequence) and create a performance based on this stimulus after 30 minutes' preparation.

All students have the option of using Sibelius software to notate their compositions for GCSE Music.

The course enables students to develop their musical skills in a variety of distinct yet related ways. They are encouraged to have a lively interest in all aspects of music, and ensemble work is encouraged, alongside improvisation and musical analysis. Performance skills are developed throughout the course, with the appraisal and assessment of compositions and performances. An openness to music in many different styles and from many different countries and cultures is essential, as is a willingness to experiment and to be creative. Students are encouraged to develop their own musical personalities as performers and composers, finding their own musical voice as they grow in confidence and experience.

Physical Education

Percentage of coursework: 60% practical
Examination: 1 paper 40%

This course will encourage candidates to:

- Develop and apply their knowledge, skills and understanding of Physical Education through selected practical activities
- Develop their knowledge and understanding of the different factors that affect participation and performance and demonstrate the relationship between the two
- Understand the role of rules and conventions in selected activities
- Promote their understanding of the health benefits and risks associated with taking part in physical activity
- Develop the skills necessary to analyse and improve performance
- Support personal and social development through adopting different roles in selected activities when working with others

The course consists of 2 components:

A) Practical Examination

Four practical assessments from at least 2 activity groups/ways of thinking: at least 2 as player/performer.

ACTIVITY GROUPS	ROLES
GAMES	PLAYER/PERFORMER
GYMNASTICS	ORGANISER
DANCE	LEADER/COACH
ATHLETICS	OFFICIAL
OUTDOOR & ADVENTUROUS	
FITNESS & HEALTH	

B) Written Examination

This will reflect the course content which covers the following areas:

Factors affecting individual performance and participation; Principles of training; Health, Fitness and the factors affecting performance; Social and Cultural factors affecting participation.

This is a challenging course which will stretch even the most able, provide the opportunity to develop skills and understanding and help to develop full potential. It requires a genuine interest and ability over a range of activities.

The course will partly be run in core Physical Education lessons.

Life in Upper School

Life at St. Helen's takes on a new dimension in Upper School not only between 8.30 and 4.00 but beyond.

This is a time for you to take control. You have chosen the subjects you will study, now take advantage of the various activities on offer:

Stride forward in the Duke of Edinburgh Scheme; march to CCF; chill out in Longworthe at lunch time; bring a smile to the face of a Sunshine House Pupil or read along with a Frithwood junior. If none of these appeals, voice your opinion in the History Forum, Discussion Group or J8. Plan evenings out with your peers via the social committee, sing along at Grease; skate at Somerset House, you decide what's next.

Upper School is more than the beginning of your journey to examination success. It is about you becoming a rounded and interesting individual.

Target grades

Once you have begun your chosen GCSE courses, we begin the process of target setting. This is to help you to set a standard to aim for and to feel proud of once you have achieved it. You will negotiate your target grade with your subject teachers during the course. The first target grade will be set early in the Spring term. This is an interim target and the aim is to achieve it by the end of Year 10. After this, you will set a revised target to work towards in January of Year 11. Your final grade will be discussed and agreed after your mock examinations. The target grades are there to motivate you and like all goals in life, must be realistic and achievable. We hope that they will form an invaluable part of your learning.

Upper School Profile Points

A Profile Point can be awarded for any of the following:

- Excellent work
- Evidence of initiative and commitment
- Using your talents and enthusiasm for the benefit of the community

Any girl awarded eight profile points will receive a letter of congratulations from the Head. In addition, in Year 10 you will receive an early lunch pass for you and a friend. In Year 11, you are rewarded with a pass to Northwood for you and a friend.

Points are carried forward so that at the end of Year 11, the girl with the most points in each House receives a prize at Speech Day.

Year 10 Form Representatives

Each form has a form representative voted into office by Year 10 and Upper School Staff.

It is expected that those elected show commitment to St. Helen's as well as a sense of responsibility.

Upper School Representatives

There are eight Upper School Representatives in Year 11, one from each form and four others.

Upper School representatives are voted into office by Years 10, 11 and staff and as such this is a prestigious position. As an Upper School representative, you act as a prefect to the form tutors and the Upper School team, as well as representing Upper School at School Council. Your responsibilities include producing your Year Book, and organising fundraising and Social Society Events, as well as helping to ensure the smooth running of Upper School.

The privileges you enjoy as an Upper School representative reflect the roles and responsibilities you carry **out during your term of office. It is expected that those elected show commitment to St. Helen's, as well as leadership, responsibility and initiative.**

Personal Development Programme

The aim of the Upper School programme is to help you to develop a sense of personal responsibility in your academic and social life and to show you what contribution the individual can make to the community in which you live and learn. There are guest speakers on topical issues and opportunities in small groups to role-play different situations. There is also time for each Form to discuss with their Form Tutor issues which are of concern to them. The two-year programme is allocated one period per week. Careers education is an important part of the programme, where you will be encouraged to develop self-awareness **to assist with your future career planning. An introduction to St. Helen's Sixth Form is an integral part of the programme and includes contributions from present Sixth Formers talking informally to each Form.**

The Personal Development Programme contains the following elements:

Health Education, Current Affairs, Citizenship (including a European dimension), Industrial & Economic Awareness and Careers.

Careers

The aim of the Careers Education programme in Upper School is to help you to become more self-aware and to develop career research and management skills.

Careers Education is delivered through the Personal Development sessions by the Head of Careers, the Head of Sixth Form and members of the Upper School Tutor Team.

Through small group activities you will explore such questions as:

- Which subjects do I enjoy and where do they lead?
- Which subjects do I need for my chosen career?
- What are my qualities and strengths?
- What do different jobs entail?
- How is the world of work changing?
- What is employability?

First-hand experiences of the world of work are vital. Through events such as a business challenge day, Work Experience and the Year 11 Careers Convention, you will be able to develop a real sense of what the world of work involves.

All girls in Year 11 are enrolled on the Independent Schools Careers Organisation (ISCO) Futurewise Scheme and, as such, have access to the full range of ISCO's services until the age of 23. The Futurewise Scheme offers you your own webspace which includes your Morrisby profile, detailing your strengths, weaknesses and learning styles. Equally, there is an online workbook which will guide you through your Sixth Form and university choices. You will also have an individual careers interview with an ISCO member of staff.

Final word

Year 9 from January to July

In Middle School you study a very wide number of subjects in order to give you an excellent foundation for further study and to ensure that you have a well rounded and stimulating education. This continues through to the very end of Year 9 and you are required to continue all your subjects until the end of the year and to take an examination in those subjects in May.

There are some steps you can take to prepare yourself well for Year 10.

- Ensure that you are making good use of your planner.
- Know exactly what work you have to do and when it is to be completed and handed in.
- Talk to your subject teachers about how to improve. Ask specific questions about what you need to do to get to the next grade or level. Write down what they say and look at it regularly.
- When you have completed a piece of work ask yourself if it has been completed to the very best standard you can achieve.
- ENJOY THE REST OF YEAR 9. TAKE EVERY OPPORTUNITY THAT IS OFFERED TO YOU.

The process of choice: Key dates

Wednesday 20 January 2010	Mrs Landsman, Mrs Sinclair and Mrs Parker outline process of choice and Heads of Department of Core Subjects and Humanity Subjects talk about their subjects in PSHCE
Tuesday 26 January 2010 – 7pm	Information evening for your parents about process of choice. There is no need for you to attend this evening as you will hear the same information in PSHCE sessions.
Wednesday 27 January 2010	Heads of Department of optional subjects talk about their subjects in PSHCE
Two weeks after half term	You will have an interview with either Mrs Landsman, Mrs Sinclair or Mrs Parker to discuss your option choices
Monday 8 March – Wednesday 10 March 2010	Completed option forms (signed by your parents) to be handed in to Mrs Parker
Wednesday 10 March 2010	Absolute final date for submission of option forms

What if you change your mind about your choices?

Once you have made your choices, the timetable will be constructed.

Once the timetable is constructed it is very difficult to change your options. You must make sure that you have had all the necessary conversations before you submit your form, which you must do by Wednesday 10 March.

If you start to have doubts about your choices you must see Mrs Parker as a matter of urgency. Changes will only be made in exceptional circumstances.