

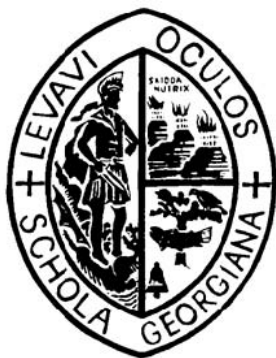


St George's School

YEAR TEN
OPTIONS

Choices for 2012





St George's School

Year Ten Option Choices for 2012

GCSE COURSES FROM SEPTEMBER 2012 (Headmaster's Introduction).....	03-04
LIST OF SUBJECTS WITH NAMES OF SCHOOL CONTACTS.....	05
ENGLISH.....	06
ENGLISH LANGUAGE.....	07
ENGLISH LITERATURE.....	08
MATHEMATICS.....	09-11
SCIENCE.....	12-13
ART AND DESIGN.....	14
BUSINESS STUDIES.....	15
DRAMA.....	16
ECONOMICS.....	17
FRENCH AND GERMAN.....	18
SPANISH.....	19
GEOGRAPHY.....	20
HISTORY.....	21
INFORMATION AND COMMUNICATION TECHNOLOGY (Full Course).....	22
MUSIC.....	23
PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC AWARENESS EDUCATION (PSHCEE).....	24
PHYSICAL EDUCATION (Core).....	25
PHYSICAL EDUCATION (GCSE Option).....	26-27
RELIGIOUS STUDIES (Short Course).....	28
RELIGIOUS STUDIES (Full Course).....	29-30
RESIDENTIAL VISITS AND CONCLUSION.....	31
OVERVIEW OF THE YEAR TEN CURRICULUM.....	32

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GCSE COURSES FROM 2012

An Introduction from the Headmaster

This booklet is intended to help you make your choice of subjects for Years 10 and 11. Very soon you will be asked to decide on the subjects that you will take for the next two years to examination level, which will provide you with career qualifications and may possibly form the basis for your education beyond 16+.

There are three reasons why the decisions you take are extremely important ones. Firstly, you will have to live with them for the next two years and you must be satisfied that your choice will allow you to enjoy your studies, as well as succeed in them. Secondly, the beginning of your career and your early prospects may be affected by what you choose. Thirdly, if you have further education (College or University) in mind you may possibly be beginning the process of specialisation, a process that could continue to a degree course.

Each one of you will have his or her own reason for whatever choice you make. There is no golden rule that will fit everybody. The vital point is to approach the matter with careful, serious thought.

Very few of you will already have chosen your career and some of you will remain in doubt for some time to come. There is no need to take any career decisions yet. St George's ensures that you follow a well-balanced course which will keep doors open. Employers very rarely expect a new employee to have previous training in a particular job. They usually provide the training and prefer to see evidence of good, all-round education backed by such qualities as reliability, determination and capacity to work really hard.

What is meant by "balance" in your Year 10 and 11 courses? Based on the National Curriculum, St George's ensures that up to the end of the Year 11 nobody concentrates on one type of subject only, e.g. nobody takes science subjects only, or just technical subjects. You can see that the School ensures that certain subjects are studied.

- All pupils will follow a course in Religious Studies
- All pupils will take English. Most will take a double award, combining a GCSE in English Language with one in English Literature. Others take a single course "English"
- All pupils will take Mathematics
- All pupils will take Core and Additional Science (2 GCSEs)
- All pupils will continue with their full GCSE course in Technology, which they started in Year 9
- All pupils will take a Modern Foreign Language
- All pupils will have timetabled lessons of Physical Education
- All pupils will follow a PSHCEE course (Personal, Social, Health, Citizenship and Economic Awareness Education)



In order to produce a viable timetable within the limits of the staff available, the subjects will be grouped together in "blocks". In some blocks you are asked to select one subject. The numbers who can study a given subject within a block may be limited, e.g. staff and room availability, so you may not be able to study all the subjects you would like.

Where you have a choice, do not look for a subject which seems to you to be a 'soft' option. There are pupils who choose what they call 'serious' subjects and then ones that they think will be easy. This is a mistake because they probably underestimate their own ability and certainly underestimate the demands of the subject.

Each option subject can be taken to GCSE examination level. You should expect to sit a full GCSE examination in most of your option subjects and certainly in English, Mathematics and Science. Some subjects involve controlled assessment and from next September some of the work that you do in class will eventually be submitted to an examiner. Details of the requirements for GCSE are given in the subject outlines on the following pages. You should consider these very carefully in making your choices, especially if this involves practical or field work. In some subjects there may be visits to places of special interest, such as the theatre. Others may need specialist equipment or materials which we will do our best (within our limited resources) to provide.

You will need to turn to many people for advice. Listen to anybody who offers guidance. Your parents will be involved in a parents' consultation evening and your Tutor and Head of House will help you. Listen to them carefully. Do not choose subjects because they are the ones your friends have chosen and you do not want to be separated from them. **Make sure that your choices are the right ones for you.**

In this booklet there are brief outlines of the subjects. You may well want to know more about some subjects so do not be afraid to ask. Staff are accustomed to pupils asking questions about their subjects and your Tutor will always find out details on your behalf.

Looking ahead to Years 12 and 13 (The Sixth Form)

Although this booklet deals mainly with your course in Years 10 and 11, you should remember that we offer Sixth Form courses. Our Sixth Form is open to all who can benefit from, and achieve success in, the courses on offer, and **satisfy our entrance requirements for access to these years.**

Subjects are available in Year 12 (A1) and Year 13 (A2). Unless otherwise stated you should choose at GCSE any subject you may wish to study at AS or A Level in the Sixth Form. Your tutors will give you advice about this.

Each year a high number of our students enter Universities and Colleges after their Sixth Form. Your choice of subjects now, as you plan Year 10 and 11 courses, could affect the kind of curriculum you can follow in the Sixth Form. In turn, this could affect your choice of career and destination in Higher Education. That is why the choice you make now is so important and why we shall try to give you as much advice and help as possible so that you make the right long-term decisions.



LIST OF SUBJECTS WITH NAMES OF SCHOOL CONTACTS

For further details of any of the subjects referred to in this Handbook please speak to the following members of staff:

CORE SUBJECTS

Design & Technology	Mr I Cousins
English	Mr T de Quincey
Mathematics	Mr F Tozzi
Science	Mr C Lumsden
PSHCEE	Miss N Hooker
Physical Education	Mrs A Dwyer
Religious Studies	Mr A Davie (Acting HoD)

OPTIONS

Art	Mr R Browne
Business Studies	Mrs R Potter
Drama	Mr N Pitman
Economics	Mrs R Potter
French	Mr S Willis
German	Mrs S Pinner
Geography	Mrs C Apsa
History	Mr D Waters
Information Technology	Rev. A Manning (Acting HoD)
Music	Mrs P Emeny
Physical Education	Mrs A Dwyer
Religious Studies (Full Course)	Mr A Davie (Acting HoD)
Spanish	Ms S Thomas



ENGLISH GCSE

Examining Board: OCR

ENGLISH

Assessment is as follows:

Controlled Assessment **60%**

The controlled Assessment is made up of:

Speaking and listening 20%

Three areas are to be selected covering a variety of situations and purposes including a drama activity. These activities give students the opportunity to “shine” in a different medium and add valuable marks to overall grades.

Writing 20%

Reading 20%

Four pieces of work:

Writing:

One exercise which will include two linked tasks from either Text Development or Media

Reading:

Written responses to:

- a) A Shakespeare play
- b) Prose
- c) Poetry

Written Examination **40%**

One paper lasting 2 hours with 2 sections

- a) Candidates provided with one Non-Fiction and Media unseen authentic text, with all questions to be answered; materials to be differentiated for foundation and higher tiers. 20%
- b) One piece of continuous writing to be produced from a choice of two tasks on topic broadly linked to reading material provided. 20%



ENGLISH LANGUAGE GCSE

Examining Board: OCR

ENGLISH LANGUAGE

This exam may only be taken in conjunction with English Literature

Assessment is as follows:

Controlled Assessment 60%

The controlled Assessment is made up of:

Speaking and listening and Spoken Language 30%

Section A: Three areas are to be selected covering a variety of situations and purposes including a drama activity. These activities give students the opportunity to “shine” in a different medium and add valuable marks to overall grades.

Section B: One activity (either written or oral assessment) to consist of a response to the study of either

- Use of Spoken Language of a Public Figure
- Language, Media and Technology
- or**
- Language and Society

Extended Literary Text and Imaginative Writing 30%

Section A: Response to one text from a choice of prose, drama, poetry or literary non-fiction.

Section B: Two linked continuous writing responses from a choice of either Personal and Imaginative Writing or Prose Fiction

Written Examination 40%

One paper lasting 2 hours with 2 sections

- a) Candidates provided with one Non-Fiction and Media unseen authentic text, with all questions to be answered; materials to be differentiated for foundation and higher tiers 20%
- b) One piece of continuous writing to be produced from a choice of two tasks on topic broadly linked to reading material provided 20%



ENGLISH LITERATURE GCSE

ENGLISH LITERATURE - OCR

This exam may only be taken in conjunction with English Language

Assessment is as follows:

Controlled Assessment **25%**

The controlled assessment is made up of:

Section A: Response to one question on a studied Shakespeare text linked to a film version 10%

Section B: Study of one poet from a choice of six, answering one comparative question linking two poems. 15%

Written Examination **75%**

Three written papers:

Paper 1: 1 hour, based on the study of one modern drama text; students to answer one passage based essay question. 25%

Paper 2: 1 hour, based on the study of one text from a different culture; students to answer one passage based question or one essay question. 25%

Paper 3: 1 hour and 30 mins, two sections.

Section A: based on the study of one Literary Heritage text; students to answer one passage based question or one essay question.

Section B: based on the study of one contemporary poet; students to answer one question on one poem by the poet or respond to an unseen poem.

25%

Entry to an English Literature group and examination is dependent upon the student's aptitude and attitude and will be the decision of the English Department. Based on previous year's GCSE examination entries approximately 90% of the year group are entered for English Literature.



MATHEMATICS GCSE

Examining Board: OCR
Syllabus Number: J567

Few realise that Mathematics is offered as a single subject, part of a joint degree or is a vital part of 422 degree level courses in Great Britain alone. It encompasses and is involved in subjects from Geography to Finance, from Physics to Oceanography, from Astronomy and Arboriculture to Zoology, in understanding objects from Aeroplanes to Silicon Chips and for even day-to-day living. It is considered by all employers as vital that their employees are numerate. As a consequence, it can be considered as one of the most useful, most diverse and most powerful subjects.

Mathematics will be examined at GCSE in one of two tiers, Foundation and Higher, which test the four Attainment Targets of the National Curriculum. National Curriculum levels are from Level 3 (lowest) up to Level 8 for Key Stage 3. The GCSE grades are from G (lowest) up to A* (highest).

The table below shows the grades that can be obtained at each tier, with the target levels for the tiers underlined. Candidates will be entered for the tier in which they will be expected to achieve one of the target grades.

Tiers	Examples of careers requiring this level		Available Grades
Foundation	Accounting Technician Accounts/Finance Army Serviceman/Woman Barristers' Clerk Bookkeeper Bookmaker/Betting Shop Manager Building Technician Butcher (Retail) Cabinet-maker Car Salesperson Ceiling Fixer Clerk: General/Clerical Assistant Clothing Pattern/Garment Cutter Club Steward Dressmaker Electrician Engineer: Agricultural/Garden Machinery Service Engineering Craft Machinist Entertainment Manager Floor Layer Foundry Pattern worker Gas Distribution Worker Glassblower (Scientific) Maintenance Fitter Mechanic: Plant (Construction)	Medical Records Clerk Painter and Decorator Paper Manufacturing Worker Photographic Technician Plumber Post Office Counter Clerk/Retail Assistant Reprographic Assistant Roofer Sales Representative Secretary Service Engineer: Domestic Appliance Service Engineer: Office Machine Sheet Metal Worker/Plater Sound Engineer: Theatre/Recording Industry Surveying Technician: Mineral/Mining Tailor Textile Dyeing Technician Textile Technician Tiler: Wall/Floor Toolmaker Training Instructor Travel Agency Clerk	G F E D C



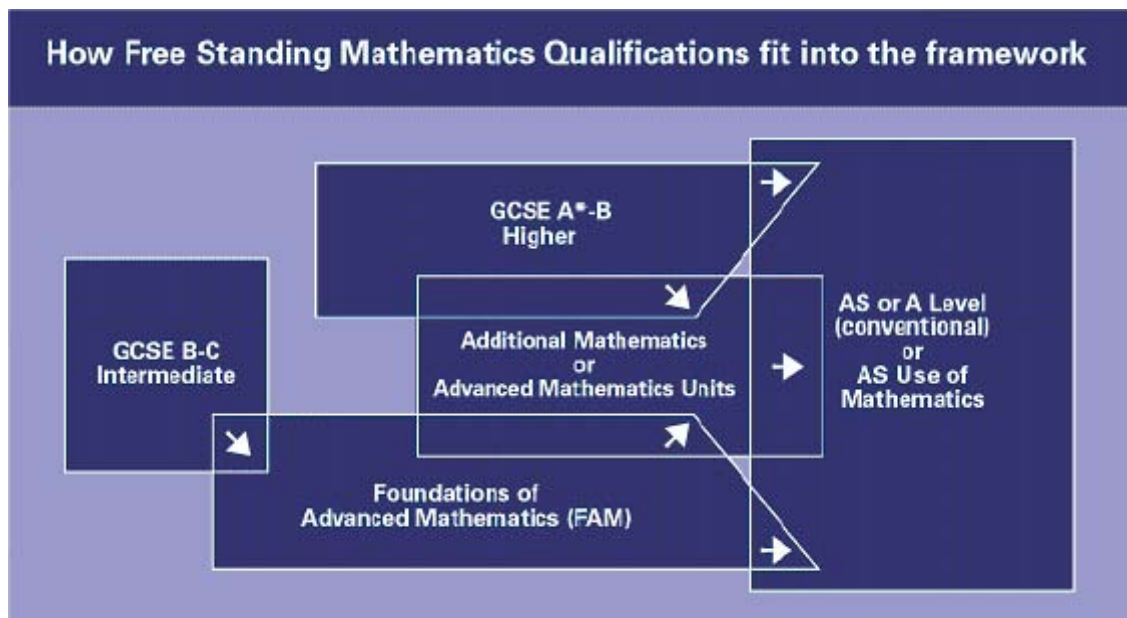
Tiers	Examples of careers requiring this level		Available Grades
Higher	Air Traffic Control Officer Arboriculturist Architectural Technician Bank Officer/Cashier Building Control Officer Building Services Engineer/Technician Bursar Buyer/Purchasing Officer Cameraman/woman (TV/Film) Chemist/Chemistry Technician Civil Service Administrative Officer/Assistant Civil Service Revenue Officer Commodity Broker Computer Services Designer: Graphic Designer: Textile Draughtsman/woman (Engineering) Dry Cleaning/Laundry Manager Electronic Bench Tester Engineer - Design Estates Officer - Public Sector Estimator Fax/Copying Bureau Assistant Financial Consultant/Advisor Forensic Scientist Freight Forwarder Insurance Claims Official	Insurance Clerk Insurance Salesperson Laboratory Technician Legal Executive Leisure Centre Manager Lighting Electrician Local Government Clerical Worker Measurement and Control Technician Medical Physics Technician Medical Secretary, Practice Manager Merchant Navy Engineering Officer Meteorologist Money Advisor Non-Destructive Testing Technician Optician: Dispensing Printer: Machine Royal Air Force Airman/woman Royal Navy Rating Sales Manager Shipbuilding: Marine Craftsman/woman Shipbuilding: Marine Technician Sound Technician/Operator - Film/TV/Radio Telephone Order Clerk/Telesales Operator Telephone Technician Town Planning Technician Travel Agency Manager Work Study/Organisation and Methods Officer	D C B A A*

Each tier will be tested with two written question papers, one of which is a non-calculator paper and the other in which a calculator is required. The Foundation and Higher papers have some questions in common. Within the tiers, each of the three Attainment Targets: Using and Applying Mathematics (AT1), Shape and Space (AT3), and Handling Data (AT4) is given an equal quantity of marks, whilst Number and Algebra (AT2) is weighted to carry double the marks of each one of the other three. The weighting enables Number to carry more marks on the Foundation Tier, and Algebra to be examined more on the Higher Tier. Functional elements of Mathematics are assessed in this specification and, although students do not have to pass Functional Skills Mathematics at Level 2 to gain a Grade C or higher in GCSE Mathematics, they will be well placed to achieve a Functional Skills Mathematical Qualification should it be required.

Future A and AS Level Mathematics students will be expected to have a GCSE Grade A*, A or at least a B at the Higher Level as the students need to have grasped content taught to at least Level 8.



For Express Group students only, there also exists a Free Standing Mathematics Qualification (FSMQ), also known as Additional Mathematics, which will be run in parallel to the GCSE in Mathematics. It is designed for the very brightest Mathematics students and has UCAS points attached. Below is a diagram on how the FSMQ fits into the Mathematics framework.



The course will be examined by one 2 hour paper – there is no coursework requirement therefore no added burden on the students of coursework in Year 11. The content of this course consists of four strands of Pure Mathematics each with an associated application providing tasters for A Level Mathematics and will complement the A Level Sciences. One of these strands introduces Calculus – seen by Oxbridge Universities as a vital element when considering suitability of prospective candidates – and enhance skills useful for the future study of Further Mathematics. The other strands enhance and extend algebra, trigonometry and co-ordinate geometry.

Lessons will take place during normal lesson time by extending and enhancing the normal GCSE syllabus. It will be made available only to Express Set students – therefore if a student were required to move down a set, they would also be required to drop the Free Standing Examination. It must be emphasised that acceptance on to the main A Level course will not depend in any way on the result of the Free Standing Mathematics Qualification and, as stated previously, the examination is intended only for those students who we anticipate will comfortably attain a grade A or A* at GCSE and would possibly be interested in studying A Level Mathematics and Further Mathematics in Year 12. Furthermore, a grade A in this examination carries the same UCAS points as a pass in an AS examination – therefore it is held in good standing with Universities.



SCIENCE

All the GCSE Science courses that we teach follow the AQA specifications. In Year 10 students will study AQA (A) Science whilst in Year 11 we teach the AQA Additional Science GCSE.

Biology Units	Chemistry Units	Physics Units	
<ul style="list-style-type: none"> • Keeping Healthy • Nerves & Hormones • The Use & Abuse of Drugs • Interdependence & Adaptation • Energy & Biomass in Food Chains • Waste Materials from Plants & Animals • Genetic Variation & its Control • Evolution 	<ul style="list-style-type: none"> • The Fundamental Ideas in Chemistry • Limestone & Building Materials • Metals & Their Uses • Crude Oil & Fuels • Other Useful Substances from Crude Oil • Plant Oils & Their Uses • Changes in the Earth & its Atmosphere 	<ul style="list-style-type: none"> • Transfer of Energy • Energy & Efficiency • The Usefulness of Electrical Appliances • Generating Electricity • The Use of Waves for Communication • The Expanding Universe 	AQA (A) – Year 10
<ul style="list-style-type: none"> • Cells & Simple Cell Transport • Tissues, Organs & Organ Systems • Photosynthesis • Organisms & their Environment • Proteins – their functions & Uses • Respiration • Cell Division & Inheritance • Speciation 	<ul style="list-style-type: none"> • Structure & Bonding • Atomic Structure, Analysis & Quantitative Chemistry • Rates of Reaction • Exothermic & Endothermic Reactions • Acids, Bases & Salts • Electrolysis 	<ul style="list-style-type: none"> • Forces & their Effects • Kinetic Energy • Currents in Electrical Circuits • Mains Electricity, Safety & Power • Radioactivity • Nuclear Fission & Fusion 	Additional Science – Year 11
<ul style="list-style-type: none"> • Movement of Molecules in & out of Cells • Transport Systems in Plants & Animals • Homeostasis • Humans & their Environment 	<ul style="list-style-type: none"> • The Periodic Table • Water • Calculating & Explaining Energy Change • Further Analysis & Quantitative Chemistry • The Production of Ammonia • Alcohols, Carboxylic Acids & Esters 	<ul style="list-style-type: none"> • Medical Applications of Physics • Circular Motion, Moments & Hydraulics • Electromagnetism 	Triple Science Units



SCIENCE – DOUBLE AWARD GCSE

Introduction

The course is compulsory for everyone. Some students can add a third Science GCSE to this, by choosing to do Triple Science as one of their options if they are invited to do so. This course provides good, solid foundations for those wishing to go on to study any of the Sciences in the 6th form as well as producing scientifically literate citizens for the 21st century. All the GCSE exams are sat at the end of Year 11. Towards the end of Year 10 students sit an end of year exam which we use as a tool to monitor progress, check the setting for Year 11 and for guidance as to students' terminal tiers of entry.

In Science we do a bit of everything: History, ICT, PSHE, Maths, English, RE, Technology (all of them), P.E, Geography, (you name it we do it), as did every great scientist from Galileo to Stephen Hawking and so can you!

What will Science do for me?

Investigative dexterity (practicals), analytical prowess (graphs & conclusions), reflective proficiency (evaluations) and problem solving techniques will all be further developed in years 10 & 11.

The boring bits

The courses aim to put the concepts covered into a topical and contextual setting with a greater emphasis on “how science works” – the procedures of scientific enquiry as well as the application of and implications of contemporary concepts.

TRIPLE (or Separate) SCIENCE GCSE

GCSE Biology

GCSE Chemistry

GCSE Physics

Introduction

If your benchmark KS3 grade in Science is a level 7

And

You also have a genuine love and commitment to Science

And

You have received a letter from Miss Barton saying you are eligible to take this option

Then

You may want to think seriously about taking this course.

The boring bits

The modules are then aggregated together to give you a GCSE in Biology, one in Chemistry and one in Physics. The same is true for Chemistry and Physics.

Questions?

If you are confused (it is complicated) then come and speak to Mr. Lumsden.

As with all Options Courses that we run, the school needs to ensure that the course is viable. The school therefore reserves the right to withdraw this option if pupil numbers fall below a viable threshold. If the number of pupils opting for this subject exceeds the number of students that the school can accommodate on this course then students will be allocated a place on the course in the order of their benchmark KS3 prediction, highest predicted candidates being allocated first.



ART AND DESIGN GCSE

Examining Board: AQA Syllabus Unendorsed (General)

Ethos

Above all else, we would like you to **enjoy GCSE Art** and gain inspiration from it.

We aim to make the Art and Design course as **exciting and interesting** as possible. We would like you to acquire useful creative and artistic skills that will be of use beyond the Art rooms and helpful to you in the future.

- Each year over 70% of students achieve an A or A* at St George's Art Department. We want you to gain a high grade qualification for use in your educational journey. Art is now seen by Universities and Colleges as equally valid as all other option subjects, including humanities.

Please note: Many people worry about the amount of work expected in Art. In order to reduce the stress of work load, we have reduced the course work expectation by 40% over the last two years.

The Course

The start of the GCSE course is largely built around the wonderful experience of spending 4 days in Paris on the Year 10 Art trip. Using the encounter with artists work seen in the Musée D'Orsay, Pompidou Centre and other Parisian art galleries, we will develop a 'sculpture'/painting project that will involve drawing, mixed media, the development of ideas and an exciting outcome.

The second project will involve a theme such as 'animals' and will encourage the exploration of areas such as batik and printmaking. In Year 10 there will be a summer drawing exam which will fit into one of your two projects.

In Year 11 you will have free choice to explore a theme for your mock exam. There will be two days in which you can produce an exciting outcome.

Sketchbooks

Sketchbooks and independent research are an important part of the course, as is the study of the work of other artists.

Art trip to Paris

This four day trip in October is a highlight of the course. It is both great fun and of enormous cultural and artistic significance. It helps with your study of other artists.

Skills

You will acquire numerous Art skills, as well as skills useful in all walks of life including: visual awareness, observation skills, artistic appreciation and the ability to develop an idea and design an outcome.

Careers

There are many careers for which Art GCSE is useful. These range from Advertising, Media, Film, Product Design, Engineering and Architecture through to Graphics, Illustration, Fashion, Textiles and Fine Art.

Assessment

Two Projects	60%
A ten hour practical exam (with preparatory time)	40%

We hope you enjoy Art GCSE.



BUSINESS STUDIES GCSE

Examination Board: OCR GCSE Business Studies (J253)

Aims of the course

- To give the students a broad knowledge of business activity
- To gain an insight into related sectors such as economics and accounting
- To develop an enquiring, critical approach to build arguments and make informed judgements

There has never been a more interesting time to learn Business Studies. The UK encourages enterprise and whether you are a budding entrepreneur or not, one day you will work within a business. The Business Studies GCSE will give you a good understanding of how a business operates.

The course allows candidates to study the theory and practise of the main key functional areas of a business:

- Marketing
- Production
- Finance
- Human resources

We also consider the broader aspects of:

- Enterprise
- Business ownership
- Aims and objectives
- The external environment

Students will be introduced to a range of firms throughout the course, both national and local. This will include a visit to a relevant business such as Cadbury World. These firms will provide the basis for investigation, analysis and debate. All students will be encouraged to take an active interest in current affairs relating to local and national businesses.

Assessment

Unit 1 – Marketing and Enterprise - Controlled assessment – 25% of total marks

The assessment takes the form of a business report and consists of three investigations based on a business scenario. The tasks will take approximately 16 hours and the end report will be 2,000 words approximately. This assessment will take place during class time. Research will begin in Year 10 and the report will be completed at the start of Year 11.

Unit 2 – Business and People - 1 hour exam – 25% of total marks

The exam consists of compulsory short answer data response questions.

Unit 3 – Production, Finance and the External Environment

1 hour 30 minute exam – 50% of total marks

The exam consists of 3 compulsory questions based on a pre-released case study.

Both written exams are taken at the end of Year 11.

Business Studies GCSE is an excellent and recommended foundation for students considering further study in the area.

Pupils may only select one option offered by the department – Business Studies or Economics

Entrepreneurs are simply those who understand that there is little difference between obstacle and opportunity and are able to turn both to their advantage. (Niccolo Machiavelli)



DRAMA GCSE

Examining Board: AQA

Course Description

When considering Drama as a GCSE, students should ask themselves:

What skills will I develop on this course, are they only useful for acting?

What will I actually have to do?

Will drama be useful to me in the future?

Skills: Students learn to:

- Communicate appropriately to a variety of audiences, developing the ability to select vocabulary suitable for characters in specific situations.
- Develop group work skills, presenting one's own ideas and developing the ideas of others, being able to work with anyone.
- Bring play texts to life using voice, characterisation, lighting, setting, etc.
- Use lighting, sound, setting, costume, props and masks to enhance the impact of their work and so increase the effectiveness of their presentations.
- Organise their time, both individual preparation as well as group rehearsal whilst still meeting the coursework deadlines for other subjects.
- Analyse their enjoyment of a variety of productions seen during the course.

Advantages of this course:

- Increased confidence and self-esteem
- Ability to think and make decisions and perform under pressure
- Ability to listen with a focus
- Ability to lead without domination and be a valued member of the team
- Problem solving through creative thinking results in the development of lateral thinking

Unit 1: Drama Written Paper (40%)

The written paper comprises of three sections:

- Practical work completed during the course
- Study and performance of a scripted play
- Study of a live theatre production

Unit 2: Practical Work (60%)

Candidates present practical work for two assessment options, each with an equal weighting of 30%.

Controlled assessment options:

- Devised thematic work
- Improvisation
- Physical theatre
- Acting
- Costume
- Properties
- Puppets
- Theatre in education
- Set design
- Make-up
- Masks
- Lighting
- Sound
- Stage Management

Relevance of Drama in Careers:

Management *Media* *Journalism* *TV* *Film* *Legal Profession* *Marketing* *P.R* *Personnel*



ECONOMICS GCSE

Examining Board: OCR

Aims of the course

The course will;

- Introduce you to what Economics is about
- Allow you to look at the world around you from an economic perspective
- Enable you to have a greater understanding of economic and business current events

GCSE Economics offers you the opportunity to find out about the UK and the World Economy. Many students continue with Economics at A Level but for those who don't it gives you an informed understanding of the way in which the UK and the Global Economy works. The recent economic performance of the UK and global economy makes this a particularly interesting time to study Economics.

The course is split into three units, a Micro and Macro Economics Unit which will be studied in Year 10 and a third unit on the UK Economy and Globalisation which will be studied in Year 11.

All three units are externally assessed – you are set an exam for each unit. **There is no assessed coursework.**

Assessment

Unit Title	Exam details
Unit A591 How the market works This unit covers: <ul style="list-style-type: none"> • The basic economic problem • Demand and Supply • How firms operate in markets 	1 hour exam, 60 marks, 25% of the total GCSE
Unit A592 How the Economy Works This unit covers: <ul style="list-style-type: none"> • Key economic objectives – economic growth, inflation and unemployment • Government spending and revenue – including taxation • Government policies including fiscal, monetary and supply side 	1 hour exam, 60 marks, 25% of the total GCSE
Unit A593 The UK Economy and Globalisation This unit covers: <ul style="list-style-type: none"> • Trade including globalisation, free trade versus protection and the EU • International competitiveness including exchange rates • Less well developed economies and world poverty 	1 hour 30 minutes exam, 80 marks, 50% of the total GCSE The Exam is based on a pre released case study. You will get this many weeks before the exam and will have time to become familiar with the case on which the questions will be based.

All papers will include some short answer questions, some data interpretation questions, as well as some extended prose. All exam papers will be sat at the end of year 11. You may only select one option offered by the department.

Economics is an excellent and recommended foundation for students considering further study in the area.

Most of the energy of economists is devoted to correcting the effects of mismanagement of government.
(Milton Friedman)



LEARN A FOREIGN LANGUAGE

....BECAUSE ENGLISH IS NOT ENOUGH!

75% of the World's population do not speak any English at all

**The world is getting smaller.
Faster travel and the Internet
link people across continents and
language barriers as never before.
In these fast-changing times,
speaking English is no longer an
advantage. Instead, it's those with
broader language skills who are
likely to have the edge.**

GCSE FRENCH (Edexcel 2FR01)

GCSE GERMAN (Edexcel 2GN01)

Course Outline

Throughout Years 10 and 11, students will build on their knowledge of vocabulary and grammar acquired at Key Stage 3 through the four language components of **Listening, Speaking, Reading and Writing**. Furthermore, it will give them more varied opportunities to develop these skills for an increasingly effective level of communication. The new GCSE Language examinations emphasise the use of active language skills: **Speaking and Writing**. They also incorporate a greater flexibility in terms of topic and task content.

For **Listening and Reading**, the topic areas include:

- Out and About (transport, accommodation, directions and amenities)
- Customer Service and Transactions (shops, eating out, dealing with problems)
- Personal Information (leisure activities, interests, family and friends, lifestyles)
- Future Plans, Education and Work (internet language, job adverts and applications, school and college, work and work experience).

For **Speaking and Writing**, which have a controlled assessment element devised and conducted in school, the topic areas are:

- Media and Culture
- Sport and Leisure
- Travel and Tourism
- Business, Work and Employment

Assessment

Listening (20%) and Reading (20%) will be assessed through final examinations in June of Year 11.

Speaking (30%) will be assessed by teachers and moderated by the Examining Board. It will take the form of two oral activities set by the Languages Department, examples including:

- A short presentation about an area of interest
- A discussion based on a photo, picture or item of personal value
- A non-scripted dialogue based on a transactional task e.g. a job interview / booking a holiday / arranging tickets for a match/film/concert.

Writing (30%) will be completed during Year 11 and assessed by the Examining Board. It will take the form of two tasks set by the Languages Department, examples including:

- A magazine article,
- A web page
- A blog or a letter.



SPANISH (2SP01)

Spanish is an additional language option suitable for:

- Students who may have joined St George's School in Year 9 but have no previous learning experience of French or German.
- Students who are able linguists and wish to study it as an additional Modern Foreign Language.

Course Outline

This fast-track course is aimed at students who wish to obtain a GCSE in languages over two years. Students will either embark on Spanish as a new subject or may be able to draw on previous experience of language-learning skills to promote their success in Spanish. They will develop their skills in the four language components of **Listening, Speaking, Reading and Writing** for an increasingly effective level of communication. Spanish is phonetic and thus easy for English speakers to pronounce. It also has numerous English cognates and its grammar structure shares many similarities with French. It is perfectly feasible for students starting Spanish in Year 10 to achieve an A* grade at GCSE at the end of Year 11 if they are prepared to work consistently. The course structure and examination requirements are identical to those outlined above for French and German.

REMEMBER:

- 1. Languages are wanted for all kinds of jobs*
- 2. Language skills are useful right here in the U.K.*
- 3. Languages open doors – to travel, to meeting people and to new experiences*
- 4. You don't have to be fluent for a language to give you the edge*
- 5. Learning a language needn't be difficult or boring*

Exchanges

Pupils studying Languages are usually offered the opportunity of participating in a linguistic/cultural exchange in Year 10. We would highly recommend these exchanges since they have proved enormously successful in giving pupils a realistic context within which to practise their language skills and in helping them to develop contacts with young people who speak their language of study.

We also encourage students to participate in school-to-school email links and many private exchanges have developed through such links in previous years.



GEOGRAPHY GCSE

Examining Board: Edexcel (Syllabus A)

Would you like to visit a country where sheep outnumber people by 3 to 1? Do you enjoy eating soggy sandwiches on a rain soaked mountainside? Would you like to see an 'arete'? Read on, Geography could be for you.

Whether you think of yourself as a scientist, a mathematician or having creative and linguistic interests, Geography is a subject which bridges all of these and is enjoyed by pupils with a wide range of interests. As a Department our aim is to ensure that pupils will get a great deal of enjoyment from the course. Lessons are varied and consist of a wide range of activities. Pupils learn a range of skills which are useful to everyday life. By the end of year 11 pupils should be able to competently use maps to find places, and be able to look at contours and visualise the landscape shown on the map. Pupils who excel at Geography have enquiring minds and are very aware of the environment in which they are living. They have a thirst for knowledge and seek answers to questions about global warming, climate change and the jobs people do.

The GCSE Syllabus we follow is a mixture of the best of the traditional aspects of geography (the study of the physical geography of landforms, map skills and settlement) together with more contemporary issue based geography (GIS, sustainable development, climate change, tourism).

There are three exam papers taken at the end of Year 11. Each is worth 25% of the final exam and is one hour long. All exam papers have a mixture of question styles.

Unit 1 is **Geographical Skills and Challenges** and consists of compulsory questions.

Unit 2 is **The Natural Environment** where pupils choose to answer questions on two topics.

Unit 3 is **The Human Environment** where pupils choose to answer questions on two topics.

Unit 4 is **Investigating Geography** which is a fieldwork investigation.

Unit 1 Geographical Skills and Challenges: Section A is geographical skills including, cartographic, graphical, enquiry, ICT and GIS (Geographic Information Systems) skills. Section B is very topical and looks at issues relating to Climate Change and Sustainable Development.

Unit 2 The Natural Environment: Section A looks at landforms and pupils will study two topics, Glaciations and Watery World. In order to give pupils a clearer understanding of these landforms pupils will need to take part in a 4 day residential visit to Snowdonia

Unit 3 The Human Environment: Pupils will study two topics, Farming and the Countryside, and 'A Tourists World'.

Unit 4 Investigating Geography: This is an internally controlled and completed fieldwork investigation and report. Pupils will collect data and other material during the fieldwork visit. Only a limited amount of work can be completed at home as the majority of the work has to be completed in lessons supervised by their teacher. The analysis and conclusion is completed under high level control which means that it must be completed in exam style conditions in a classroom. This is very different from fieldwork of previous years. Hopefully pupils (and parents) will find this less stressful. The finished report should be equivalent to 2000 words. The Investigation title is chosen from the tasks set by the exam board. These will change each year but will relate to either the Countryside or Tourism. This will make it easier for pupils as they will not have to create their own topic for investigation.

If you enjoyed the Brittany trip in Year 8 and you are interested in your local, national or global environments, and how humans affect them, then geography is the subject for you. If you choose this option you will be invited to participate in the field work visit to Snowdonia where topics studied in the classroom will be revisited in the field. The trip will include a day spent looking at Glaciation features near Snowdon, a visit to a farm in the National Park, a tour of 'Electric Mountain' as well as collecting data for the fieldwork investigation. The group will travel by coach to Snowdonia and spend 4 days at the Field Studies Centre near Betws-y-Coed. The cost of this trip depends on numbers but is likely to be in the region of £275.



HISTORY GCSE

Examining board: AQA (Modern World History B)

Aims of the course

- To give students a detailed knowledge of some of the pivotal and fascinating events of the 20th Century, and an understanding of how people, events and ideas have shaped our world.
- To develop historical skills such as the evaluation of evidence, clear written communication and properly supported and organised argument.
- To encourage an interest in the past and foster active enquiry from all students.

Structure of the course

Year 10

In the first year we cover two of the three in-depth studies in preparation for Unit 2. This exam combines source-based questions with explanations. It is worth 37.5% of the final mark and is 1hr 45 in length. We will be studying:-

Weimar Germany 1919-1929. We examine the impact of the First World War and Treaty of Versailles on Germany, how it led to hyper-inflation and political extremism. We study the birth of the Weimar Republic and its nemesis the Nazi Party, concluding by judging the relative strength of each by 1929.

Hitler's Germany 1929-1939. We also examine the rise and rule of Hitler's Germany. We examine both the legal and violent methods the Nazis used to rise to power and then study the fascinating, if disturbing changes they made to the way of life in Germany by 1939 – to the rule of law and the police, religion, children, women and racial minorities like the Jews.

Controlled Assessment is also undertaken around the study of aspects of the home front of the First and Second World Wars. It accounts for 25% of the final mark. It is now written under controlled conditions, in school, for around 5 hours in total. Students are required to answer two questions and will write approximately 2000 words. The teaching of the coursework element will use a diverse range of source material, including modern film and documentaries. This will be completed in the Spring Term of Year 10.

Year 11

In Year 11 we prepare for Unit 1, which examines change in history over a broader period of time. This exam is worth 37.5% of the final mark and is 1hr 45 minutes in length. Assessment is focused through structured explanation questions. We will be studying:-

The Cold War: 1945-1991. In this unit we examine why the USA and USSR fought over control of Europe and how this nearly led to war. We follow the events of the Cold war era such as the Berlin airlift, Berlin wall, Cuban missile crisis, Afghanistan war and explain why peace was made possible by Reagan and Gorbachev in the 1980's and how the wall and, with it, Communism, came tumbling down.

We also conclude unit 2, by teaching the final topic: -

The USA and Vietnam: Failure Abroad and at Home, 1964-1975. In this unit we will contrast the varying tactics and methods of the Vietcong and American Army: Guerrilla warfare, Napalm bombing, culminating in events such as the My Lai Massacre of 1968. We will also examine the importance of the protest movement at home to the eventual defeat of the Americans in Vietnam and withdrawal by 1975.

Year 11 Trip to Berlin

To support the teaching of the GCSE history course, especially the units on Weimar Germany, Nazi Germany and the Cold War, the department plans to run a Year 11 trip in October 2013. We would spend four days in Berlin and visit the profound and affecting historical sites there, including Sachsenhausen concentration camp, the Olympic Stadium, Checkpoint Charlie Museum and the Holocaust Memorial.



OCR GCSE Information and Communications Technology (Full Course)

This is an exciting new GCSE ICT specification. It provides the opportunity to work with a variety of technologies, offering a wider range of experiences and making it more enjoyable to study. The GCSE qualification has been designed so that students will be digitally literate, with an up-to-date understanding of the technological world in which they live.

Students will enjoy some flexibility and be able to demonstrate their skills in a way that suits them best. The course includes an optional computing unit, which teaches programming as a foundation for further study. We plan to offer this alternative.

This specification provides good progression to AS and A level qualifications for students who want to continue to study either ICT or Computing.

Assessment

- **Unit B061: ICT in today's world - Written paper or computer-based test (20%)**
Students study a range of ICT systems, as used in the home, at school and in society. Students will be made aware of current and emerging technologies and their impact on themselves and others.
- **Unit B062: Practical applications in ICT - Controlled assessment (30%)**
Students will select from a range of set tasks which will enable them to demonstrate their practical ICT ability in data handling.
- **Unit B063: ICT in context - Written paper or computer-based test (20%)**
Students study a range of ICT systems, components, technologies and applications. The question paper will be based on pre-release material, relating to specified organisation(s) and its/their use of ICT.

The GCSE course requires either

- **Unit B064: Creative use of ICT - Controlled assessment (30%)**
Students study a range of creative software applications in order to create a solution to a given problem. Students will be able to develop a website, a presentation or a computer game.

or

- **Unit B065: Coding a solution - Controlled assessment (30%)**
There will be a scenario set by OCR within which students should be able to identify a potential coded solution to a problem using basic programming techniques. The scenario will be sufficiently open to allow a variety of viable solutions.



MUSIC GCSE

Examination Board: Edexcel

This course is suitable for anyone who enjoys listening to and making music. The performance paper will require students to have some kind of instrumental instruction outside of the classroom. It is also recommended that the students have available to them some sort of music score writing computer software such as Sibelius student, Cubase, garage band etc

Course content

There are 3 main elements to this course.

1 Performing (30%)

Students will perform two pieces, one a solo and one an ensemble (2 or more players). This can be any piece in any style. To obtain a grade A in performing, students must play a piece at Grade 4 standard. This unit is recorded and marked by the teachers at school and sent to the exam board for moderation in the second year of the course.

2 Composition (30%)

During the course of the year students will produce two compositions. In year 10 they will study composition techniques and then in the Summer term produce their first piece. In Year 11 they will again study compositional techniques and then in the Spring term, produce their second piece. These will be marked by the teachers at school and sent to the exam board for moderation.

3 Listening and Appraising (40%)

Students will study music from four topic areas.

- Western classical music 1600 – 1899
- Music in the 20th century
- Popular music in context
- World music

They will then sit a written exam in the Summer term of year 11. This will be sent to the exam board for marking.



PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC AWARENESS EDUCATION (PSHCEE)

(None examined)

Education is not simply a matter of preparing people for GCSE or A level examinations. It is far more - preparing people for adult life. There are, therefore, many topics not included in examination subjects or other lessons. It is important that these topics are considered. These have been collected together under the heading Personal and Social Education and are all components of the compulsory curriculum for PSHCEE in Years 7 - 11. PSHCEE aims to give pupils the opportunity to help understand themselves as individuals, look at the choices that they will be faced with and the role that they can play in society.

For one period a fortnight throughout Years 10 and 11 all pupils will follow the PSHCEE course which includes modules on:

1. Careers Education
2. Health Education
3. Citizenship
4. Sex and Relationships Education
5. Social and moral issues
6. Financial Awareness

There will be internally assessed pieces of work in Citizenship over the two years. Other aspects of Citizenship and Personal and Social Education are taught in subject areas. The Citizenship programme of study is also supported during tutor time and there are presentations on a wide variety of topics in 'Fri 5' throughout Year 10 and 11.



PHYSICAL EDUCATION (Core)

(None examined)

Physical Education is a compulsory part of the National Curriculum throughout Key Stage 4.

The Key Stage 4 core programme is designed to give students a wide variety of sports to participate in as well as giving them the option to choose and select their own curriculum. The focus is to promote physical activity and life time sports as part of a healthy balanced lifestyle. Students will be given access to a range of sports through the options system. In this system students will choose a pathway containing four activities that they will take part in up until Easter. They will then select further activities to complete in the summer term. These activities include fitness, trampolining, handball, table tennis and badminton as well as the variety of sports they have already experienced during Key Stage 3.

The emphasis at Key Stage 4 widens to include officiating, planning and evaluating as well as continuing to refine and develop existing practical skills. The programme is designed, to not only improve performance but, also to allow students to enjoy actively participating in physical activity so that they may carry on even when P.E ceases to become compulsory.



GCSE Physical Education

Examining Board: Edexcel (Syllabus - Physical Education Games Option)

Last year 89% of students achieved an A* to C within GCSE PE. We want you to gain a high grade in this subject and use the qualification as a start to your educational and occupational journey. PE is now seen by Universities and Colleges as an equal to all other option subjects.



The Course

Theory: 40%

There are two main areas of study:

1. Section 1.1: Healthy, active lifestyle
2. Section 1.2: Your healthy, active body

Pupils will undertake a 1 hour 30 minute exam paper on this section of the course, during the summer of year 11.

Practical: 60%

Students choosing PE at GCSE must attend extra curricular practices, whether, in school or at a local club. Pupils can be assessed as a performer, coach or an official. If they have or are working towards a specific coaching badge or refereeing certificate in a particular sport they can choose the coach or official option for that sport. Competitive sports not taught at school (e.g. golf, horse riding, skiing) can be offered for practical assessment, however this must be discussed with your teacher first. Sports out of school should be practiced regularly.

During lessons pupils will take part in a range of sports and further their knowledge of rules, tactics and strategies in these activities. Pupils will then be assessed **across a number** of different sports and your grading in **four** of these sports will count towards your final mark.

A key part of the practical component is for the pupils to undergo a Personal Exercise Programme (PEP). This includes planning, performing and evaluating the PEP. This will be planned and carried out over a 6 week period during the summer term of year 10 as part of the pupils controlled assessment. Pupils will also have to produce an analysis of performance in one chosen sport; this could be a PowerPoint presentation, written essay or verbal question and answer session, this is worth **12%** of their practical mark.

Apart from extending a student's enjoyment and awareness of Physical Education it will provide a suitable basis for further study or experience in PE or help with a related subject (i.e. Biology) and will certainly be a benefit for those wishing to study A Level PE, although not compulsory.



Outdoor Adventure Trip

You will be the first year to have an opportunity to go on a fun and exciting weekend away at an outdoor adventure park. During this weekend you will take part in activities such as abseiling, raft building, rifle shooting and many more. It will not just be great fun but will also help you experience first hand the social, mental and physical aspects of physical activity.

Skills

You will acquire numerous skills throughout the course that are useful within everyday life, including spatial awareness, leadership, confidence and aesthetic appreciation to name a few. GCSE Physical Education is designed to allow students to gain a greater understanding and appreciation of the different areas of PE and Sport.

Careers

GCSE PE can be the first stepping stone into a career within the constantly growing sport and leisure industry. There are a wide range of career opportunities that can come from taking GCSE PE. These range from coaching, events and leisure industry management, gym instructor or personal trainer, marketing, sports development officer, sports massage therapist, strength and conditioning coach, teacher of PE, travel and tourism manager and many more.



We hope you enjoy GCSE PE.



RELIGIOUS STUDIES GCSE (short course)

Examining Board: OCR

Religious Studies is an important and valuable component of the Key Stage 4 Curriculum, continuing to help pupils to explore and examine the spiritual dimension to life and giving them the tools to make informed judgements about religious and ethical issues, whilst being able to appreciate the views of others - skills which will be for life.

All pupils take at least the short course which leads to a GCSE qualification and is graded A* - G. The OCR syllabus is followed and consists of six modules. No coursework is required and pupils sit a two hour examination at the end of the course.

Religious Studies is accepted as a worthwhile Humanities GCSE for any career or entry into Higher Education. It is particularly valuable for any work involving dealing with people, such as health care, social work, law, journalism, personnel or teaching. A qualification in Religious Studies shows that you can think for yourself – an important asset whatever you choose to do later. You do not have to be RELIGIOUS to take GCSE Religious Studies – an open mind is essential!

The exam consists of two one hour papers sat consecutively in year 11.

Christianity: Perspectives on moral issues.

Medical ethics

Abortion, Euthanasia, Suicide, Artificially creating life, use of animals in Medical research.

Is it ever right to end someone's life, who is terminally ill?

Do animals have equal rights to humans?

Does an unborn child have the absolute right to life?

War, Peace and Justice

Just war, Holy war, Pacifism, treatment of criminals.

Are we right to intervene in the running of another country?

Should a Christian always be against violence?

If convicted for murder, should you face the death penalty?

Religion and Equality

Racism, Prejudice, Discrimination, Sexism and Forgiveness.

Should women have the right to be priests?

Does everyone deserve to be treated equally?

Should Britain allow asylum seekers into the country?

Religion and Human Relationships

Marriage, Divorce, Sex and Contraception.

Is marriage out of date?

Is divorce too easy?

Should a person only be allowed to marry once?

Religion and the Media

How does TV portray Christians?

How do contemporary films portray moral and immoral behaviour?

Should Christians be on TV?

Poverty and wealth

Rich Christians in an age of hunger?

Should Christians be sorting out the poverty in this country first?

What is the role of relief agencies?

Are certain occupations immoral?

Trips

End of year 10 you will visit the Imperial War Museum to extend your understanding of how the Holocaust was allowed to happen as part of the module on prejudice.



RELIGIOUS STUDIES GCSE (full course)

Arguably the single greatest shaper of human thinking and actions since the dawn of time has been the belief in God. The RS full course gives you the chance to engage with two of the most dominant religions in the world today, Christianity and Islam. To be equipped to engage with an increasingly small world where work colleagues are on the other side of the world or neighbours have come from other cultures, an appreciation of cultures and religions other than your own will be crucial. You will be challenged to consider views that you have not considered before and asked to debate thoughtfully about the merits of the religious ideas and practices. If you opt to take Religious Studies (full course) instead of the short course the lesson allocated for short course RS may be used for extra work in other subjects

The exam consists of two papers, each of two hours.

Christianity: Perspectives on moral issues.

Medical ethics

Abortion, Euthanasia, Suicide. Artificially creating life, use of animals in Medical research.

Is it ever right to end someone's life who is terminally ill?

Do animals have equal rights to humans?

Does an unborn child have the absolute right to life?

War, Peace and Justice

Just war, Holy war, Pacifism, treatment of criminals.

Are we right to intervene in the running of another country?

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How does TV portray Christians?

How do contemporary films portray moral and immoral behaviour?

Should Christians be on TV?

Poverty and wealth

Rich Christians in an age of hunger?

Should Christians be sorting out the poverty in this country first?

What is the role of relief agencies?

Are certain occupations immoral?



Islam: Its history, its practices and exploring why Islam believes what it believes.

Beliefs about God

What is Allah like? Can God really be known?

What are miracles?

Who was Muhammad?

Islam and spiritual experience

How do Muslims worship?

Why are there no pictures in the Mosque?

What makes a good Muslim good?

Islam and the end of life

Is there a Heaven and Hell? Who gets into Heaven?

What happens at a Muslim funeral? Why?

How do Muslims support the bereaved?

Good and Evil

Who is good in Islam?

What/who is Iblis?

How do I know what is right in life?

Reason and Revelation

Why is the Quran so important?

How do Sufi's hear from Allah?

Islam and science

Is there a conflict?

What happens if they disagree?

How did we get here?

Learning Activities include:

Class debates, role play, investigations, use of ICT, modern media research, video and much, much more...!!!

Trips

End of year 10 you will visit the Imperial War Museum to extend your understanding of how the Holocaust was allowed to happen as part of the module on prejudice. In addition a trip to a Mosque can be expected at the end of year 10 or early in year 11.



RESIDENTIAL VISITS

At this time Art, Geography and History offer a residential visit as an optional feature of their GCSE courses. Participation in such a visit is very worthwhile, but is not compulsory, and places on such optional activities can never be guaranteed for all students. Students on free school meals qualify to have most costs on these trips funded; some other families on limited means living in the AL5 area have been successful in the past in getting some support from the Harpenden Trust.

IN CONCLUSION

There is a great deal of information in this handbook because there are important decisions to be made. Making informed choices about your course of study in Years 10 and 11 is one of the major decisions you will take during your time at St George's. Your decisions are important to us too. The final shape of the Key Stage 4 curriculum reflects the care and concern we show in aiming to provide an excellent education for all our pupils, within our available resources. A summary of our Year 10 curriculum is shown on the next page.

If subjects are oversubscribed or numbers are too low for a viable class, you may need to make a second choice. In all cases the School has the final decision and, at the time of writing, we are not in possession of the details about our School Budget for 2012 - 2013. Staffing our courses may prove, once again, quite difficult. I must re-emphasise that, although we will do our best to satisfy choices, there are likely to be a few disappointments. The School will have the final decision about which courses will run from next September.

If you have queries concerning the timeframe or procedure involving this options process, you can contact Miss Barton by telephone on 01582 716239 or by email: hbarton@stgeorges.herts.sch.uk.

If you have queries or questions regarding individual subjects I would be grateful if you could contact the appropriate Head of Department by telephone through the school switchboard or by letter.



YEAR TEN CURRICULUM

1. All elements of the core are followed by **all** pupils.

CORE

English (with most students taking both English Language & English Literature)

Mathematics GCSE

Science (2 GCSEs)

Design & Technology GCSE

Religious Studies (half course GCSE)

Personal, Social, Health, Citizenship and Economical Awareness Education (not examined)

Physical Education (not examined)

2. All Students can choose **three** other subjects from the following list of other GCSE courses.

OPTIONS

Art & Design GCSE

Business Studies GCSE

Drama GCSE

Economics GCSE

French GCSE

German GCSE

Geography GCSE

History GCSE

ICT (GCSE)

Music GCSE

Physical Education GCSE

Religious Studies GCSE (full course)

Spanish GCSE

Triple Science – an additional Science GCSE to add to the 2 taken in the core.

Therefore, most St. George's students who finish Year 11 will have taken nine and a half GCSE's.

Please note that the following rules also apply to guarantee breadth of study.

3. All pupils **must** choose at least one Modern Foreign Language from a choice of French or German.
4. If Religious Studies (RS) is chosen as a full course option it may be possible to use the time allocated to core RS (1 lesson) to do extra work in English or Mathematics or other subjects, if all RS work is up to date.
5. The English Department enters a majority of students for GCSEs in both English Language and English Literature. This requires no additional teaching time. Some sets however may only take a single English GCSE
6. Members of the Express Maths Group also undertake study towards the Free Standing Maths Qualification (FSMQ).
7. If too many pupils opt for a subject, the Department will select the maximum number possible. Pupils will be chosen on their aptitude and approach in Year 9. If too few pupils opt for a subject it may not be viable.
8. If either of the situations in 7 occur, pupils and parents will be contacted and an alternative choice sought.
9. Whilst the vast majority of pupils are likely to be given all of their choices, the final decision about subject choice will rest with the School. You will be informed of the final choices in the Summer Term after budget and staffing decisions have been made.

The Final Option Sheet you need to complete and return will be issued at the Year 9 Parents Evening on Thursday 22nd March 2012. This form must be returned by Thursday 29th March 2012.

St George's



VA School