



Foreword from Mr Talbot-Ponsonby, Director of Learning and Teaching

This booklet is designed to help you make the choices best suited to your talents and your plans for the future.

Some parts of the curriculum are **compulsory** and others are **optional**.

It is clearly important to make the right choice of subjects. Changing your options is difficult after the beginning of the course and may in some cases be impossible, so it is crucial to consider the possibilities very carefully before making your decisions.

This booklet lists all the subjects that are currently available as GCSE courses. There is a summary of course content and methods of assessment and each is identified by its examination board specification. Full details of content and assessment are available from the relevant websites:

aqa.org.uk edexcel.com ocr.org.uk

As I am sure you know, the national GCSE courses have changed now, and all GCSEs are new, reformed courses. The main features of the new GCSEs are:

1. A new grading scale of 9 to 1 will be used, with 9 being the top grade. This has been designed to allow greater differentiation between students and to help distinguish the new GCSEs from previous versions.
2. Assessment will be mainly by examination, with other types of assessment used only where they are needed to test essential skills.
3. There will be new, more demanding content, which has been developed by the government and the examination boards.
4. Courses will be designed for two years of study – they will no longer be divided into different modules and students will take all their examinations in one period at the end of their course.
5. Examinations can only be split into ‘foundation tier’ and ‘higher tier’ if one examination paper does not give all students the opportunity to show their knowledge and abilities.
6. Resit opportunities will only be available each November in English Language and Mathematics.

The government have stated that students will not lose out as a result of the changes. Ofqual will use a statistical method (known as comparable outcomes) from 2017 so that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- the bottom of grade 1 will be aligned with the bottom of grade G
- grade 5 will be awarded to around the top third of students gaining the equivalent of a grade C and bottom third of a grade B. This has been defined as a good pass by the Department for Education.

The current Senior 3 will be the first year to receive all numbers with no grades for their GCSEs.



New GCSE grading structure

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	
2	D
1	E
	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

All members of staff will be happy to assist you and, for now, it is important to focus on your subject choices rather than changes to the examination system. We look forward to discussing your choices with you at all stages of the process.

An Introduction to GCSE at Bruton School for Girls

Most girls at Bruton will take nine or ten subjects at GCSE.

English, Mathematics and the Sciences are regarded as essential core subjects and every student will follow these courses, leading to GCSE qualifications in English Language and, for most, English Literature, in Mathematics and in Biology, Chemistry and Physics or a double award in Combined Science.

There are strong reasons why everyone should continue to study Modern Languages and, depending on those you are studying at present, you will have a choice of one or two from French, German and Spanish.

The list of optional courses includes humanities subjects and creative and practical subjects: Geography, History and Religious Studies; Art & Design, Design & Technology (Textiles), Drama, Food Preparation & Nutrition, and Music.

Of course, there is insufficient time to do everything, so choices must be made.

Below you will see four blocks of subjects. The first block contains the three Modern Foreign Languages. If you would like to study two of these languages, please indicate this on the form as we will make provision for this when the option choices have been submitted. In each other block, you should choose only one subject. The blocks have been designed based on both historic preferences and the profile of the particular year group; it is possible to take two humanities subjects and it is also possible to take a range of practical subjects. Classics and Latin will be taught out of curriculum time; Computer Science will be taught at a suitable time depending on which girls choose this option.

Block V	Block W	Block X	Block Y	Out of Block
French German Spanish	Art & Design Religious Studies	DT (Textiles) Geography History Music	Art & Design Drama Food	Computer Science Classics Latin
EAL				
Private Study	Private Study	Private Study	Private Study	

When you fill in the form at the back of this booklet, please choose one or two subjects from Block V, and no more than one subject from each of Blocks W, X and Y. You are free to select any of the out of block subjects. However, if you do choose two languages and/or an out of block subject, you may well wish to select private study in one of the other blocks, in order to give yourself time to complete your studies. The subject material is being made more difficult in the new GCSEs, and it is the quality and not the quantity of your results that matters the most.

Some of you will already have particular careers in mind and be asking “what subjects are required?” Some courses, careers and professional bodies demand competence in certain subjects which they regard as basic. A sensible choice must bear this in mind wherever possible.

You have to choose from:

what is available

what you like

what are you good at

what is recommended

and what is required

You might have difficulty deciding which subjects to choose and be reluctant to opt for one course at the expense of another. It is therefore important to check which courses can be studied in the Sixth Form without a GCSE background and which cannot. There is often the chance to pick up subjects at a later stage during further and higher education.

First, look into the content of each subject. A summary of each course is provided in this booklet. In some subjects, the final course specification has not been accredited by Ofqual, and so the information reflects the current JCQ and exam board guidelines. Make sure that it matches up with your abilities and interests and, if possible, talk to girls in Senior 4 and 5. Remember that they may have followed a slightly different course, but even so listen to their advice and experiences.

Your interest must be in the subject itself, not the teacher. A poor reason for choosing a subject would be just because you like your present teacher, since it is quite possible you would be taught by a different member of staff next year. A more positive indicator would be that you are successful in the subject, you can cope competently with its demands and that you enjoy the lessons.

Recommendations could be important. Your parents will have views and it is certainly sensible to listen to their advice. Your friends, too, may try to persuade you to follow their ideas – however this may not always be as wise! Your teachers will know your strengths and weaknesses, how you cope under stress, how well you are likely to perform in their subject. It is very important to ask them!

You may wish to approach Miss Donaldson (Careers Adviser), your Tutor and Head of Hall, Mr Talbot-Ponsonby, Mrs Robbins or Mrs Botterill. Do not be afraid to ask for advice as everyone will be very happy to help you.

**Remember that it has to be
your choice, your work, your results!
So listen to advice, think about it seriously and
then choose your own GCSE course.**

Looking ahead towards the Sixth Form

A wide range of A level courses is offered in our Sixth Form, including some subjects not available to you at GCSE, such as Business Studies, Economics, Music Technology and Psychology. We are also offering a programme of activities around the A level courses, leading to professional vocational qualifications such as First Aid.

Many Sixth Form courses do not specify particular GCSE subjects as a prerequisite but some do. Mr Talbot-Ponsonby, Mrs Robbins, Miss Donaldson and Mrs Botterill will be able to advise you.

GCSE Courses 2017-2019

In the following pages, the various courses are described:

English Language

English Literature

Mathematics

Biology

Chemistry

Physics

French

German

Spanish

Art & Design

Design & Technology (Textiles)

Drama

Food Preparation & Nutrition

Geography

History

Music

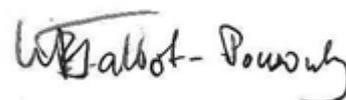
Religious Studies

Private Study in the Library

English as an Additional Language

We also offer additional subjects: Classics, Computer Science, and Latin taught outside of the normal timetable and requiring a degree of self-supported study.

Take plenty of time to read the information provided here.
It will help you to make the right choices!



Will Talbot-Ponsonby
Director of Learning and Teaching

ENGLISH LANGUAGE

General Introduction

All girls who have English as their first language take GCSE English Language.

Course specification

We follow the new OCR English Language specification. The course is linear, with two examinations at the end of the second year. Each examination is worth **50%** of the total marks. There is no Foundation Tier on the new specification.

Examination 1: Communication Information and Ideas (2 hours)

This examination tests a candidate's reading of a wide range of texts. It always involves responding to a 19th century text and requires candidates to write one piece of original non-fiction.

Examination 2: Exploring Effects and Impacts (2 hours)

This examination tests a candidate's reading of literary prose texts with the focus on comparing texts. Candidates are also required to write one piece of original creative writing.

Speaking and Listening attainment is now reported separately on the GCSE results certificate. This unit no longer contributes to the final mark for GCSE English Language, but it must be taken alongside this qualification.

Mrs J Evans

ENGLISH LITERATURE

General Introduction

Most pupils will take GCSE English Literature alongside GCSE English Language.

Course specification

We follow the new OCR English Literature specification. The course is linear, with two examinations at the end of the second year. Each examination is worth **50%** of the total marks.

Examination 1: Exploring Modern and Literary Heritage

Candidates write one essay on a modern novel or a play, studied in class and make a thematic link to an unseen extract of modern prose in the examination.

Candidates also write one essay on a 19th century text (e.g. *Great Expectations* or *Jane Eyre*).

Examination 2: Exploring Poetry and Shakespeare

Candidates write one essay on a range of poems studied, which must be linked to an unseen poem in the examination.

The choice of poems goes across centuries and social/historical contexts, so time will be devoted to establishing the background of texts in order to allow for full access to top band marks.

Candidates also write one essay on a Shakespeare play.

Social/historical context is very important in the new specification and there is a requirement for more academic analysis and a greater use of linguistic terminology.

MATHEMATICS

General Introduction

Mathematics is assessed by three examinations in the summer of Senior 5. There are two tiers of entry, Higher and Foundation, and each student will be entered for the tier appropriate to her ability and achievement during Senior 5. We aim to enter students for the tier that will provide the best chance of each girl achieving their full potential.

Grades 9 to 4 are available in the Higher tier, with 9 being the highest, and grades 5 to 1 are available in the Foundation tier. A good performance in the Higher tier examinations provides a suitable basis for the study of mathematics in the Sixth Form, where many of the topics are continued and developed.

Course specification

We follow the AQA specification: Mathematics (8300).

Summary of Course Content

The main mathematical subject areas are Number, Algebra, Ratio, Probability, Statistics and Geometry. Within these areas many topics are taught, and many of these are common to the Higher and Foundation tiers. However, topics are covered in greater depth in the Higher tier.

The aim of the GCSE course is to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

How the Course is assessed

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. The content outlined for each tier will be assessed across all three papers.

Mrs C Thomas

SCIENCES

General introduction

At Bruton all girls will study the three sciences at GCSE. They will be prepared either for Combined Science: Trilogy (that is, a double GCSE, which covers topic areas in all three sciences) or for separate qualifications in Biology, Chemistry and Physics (three GCSEs).

Students are divided into divisions (sets) for Science and are entered for the level which is appropriate for their ability. The new science specifications will have a Foundation Tier (from grades 1-5) and a Higher Tier (from grades 4-9)

Course specification

All of the exam boards now have accredited science specifications. We are using AQA. All assessment is linear; students will sit their exams at the end of the course.

Summary of course content and how it is assessed

Combined Science: Trilogy (two GCSEs)

To gain two Science GCSEs pupils will take two 70 minute papers in each science discipline. Pupils will be awarded a single grade which counts twice.

Biology, Chemistry and Physics GCSE (three GCSEs)

To gain each of these three GCSEs pupils will take two papers lasting 1 hour 45 minutes, each worth 50% of the GCSE. Pupils will be awarded a separate grade for each science discipline. The material will be covered more quickly in this group.

Practical Assessment

The new science GCSEs will require all pupils to complete a series of practical activities during the course. These will be written up in a special practical book which will be used as evidence of completion of this aspect of the course. There is no grade assigned to this aspect of the course but the school has to confirm that all this work has been carried out satisfactorily. The skills gained in the practical activities will be examined in the final papers alongside the subject content.

Please note that A level Science subjects are open to all girls who achieve a good grade regardless of their choice at GCSE. It is advisable that pupils who might consider going on to A level are competent in Mathematics.

Mrs S Smith	Head of Biology
Mrs J Rostrup	Head of Physics
Mrs J Marsh	Head of Chemistry

MODERN LANGUAGES

FRENCH GERMAN SPANISH

General introduction

With few exceptions, all girls study at least one modern foreign language up to GCSE and some will wish to take two (French plus another). Pupils may continue with any of the modern languages they are currently studying. It is not possible to commence a new language.

The Department has a staff of four, one of whom is a French native speaker, plus native language assistants with whom each pupil has an individual practice session each week.

Course specification

Edexcel GCSE – Higher Tier (French, German, Spanish) or Foundation Tier (French)

Summary of course content

Key features of the course are a meaningful and enjoyable educational experience with challenging and achievable goals. All candidates should achieve a useful level of competence in their chosen language(s), thus building a solid basis for a culture of lifelong language learning. We aim to develop the following skills: a) an aural and written understanding of the language in a variety of contexts; b) knowledge of vocabulary and grammar; c) language learning skills; d) translation skills; e) the ability to communicate effectively and spontaneously in the language; f) an awareness and understanding of countries where the language is spoken. Up-to-date and stimulating materials are used, to include a range of level-appropriate authentic and literary resources. There are three core themes which are studied alongside grammar and language skills: *Identity & Culture, Local, National, International & Global Areas of Interest, Current & Future Study & Employment.*

How the course is assessed

The Modern Languages GCSE is a linear multi-skill examination with all four skills being assessed separately and externally, and each making up 25% of the overall result. Students attempt either Foundation or Higher level in all skills.

Comprehension is tested by the Listening and Reading papers, whilst expression is tested by a Speaking examination conducted by the class teacher and encompassing a role-play, photo card discussion and general conversation. Writing encompasses both structured and open-ended tasks, including a translation.

Mrs X Harvey

ART, CRAFT AND DESIGN

General introduction

The course aims to give pupils a broad understanding of Art and Design. Girls develop ways of working which include: visual research, analysis and recording, problem-solving and critical appraisal of their own work and the work of other artists. Emphasis is placed on direct experience through which skills, concepts and values can be learned and from which imaginative work can develop.

Course specification

Edexcel - Art, Craft and Design (1AD0)

Summary of course content

During the course, students have the opportunity to work with a wide variety of media and processes – drawing and painting, printmaking, textiles, and sculpture.

All students will have to submit evidence of using drawing to support the development process in both Component 1 and Component 2.

All students will have to use written annotation and appropriate specialist terminology to record their ideas, observations, insights and independent judgements.

How the course is assessed

Component 1: Personal Portfolio

Coursework, internally set: 60%

Candidates produce one extended coursework unit for assessment, providing substantial evidence of studies undertaken during the course and which clearly relate to the syllabus framework. Sketchbooks are a very important and a mandatory element of the course. Candidates begin developing their individual ideas for coursework very early in Year 10. This makes late transfer into the course difficult.

Component 2: Externally Set Assignment

Controlled Test and its Preparatory Studies, externally set: 40%

The examination paper is distributed at the beginning of the Spring Term in the final year of the course. Students will be given a set preparatory time to prepare for their externally set assignment, which will be produced in manageable time slots adding up to 10 hours of unaided work. During the period before the test candidates will develop ideas and techniques and select materials in the form of sketches from sources, experiments and notes.

Miss B Chmiel

CLASSICS

General Introduction

Girls have the opportunity to develop their analytical skills and make deductions about change and continuity through studying aspects of the Classical period in Greece. They develop as effective and independent learners and as critical and reflective thinkers. Students develop an awareness of the legacy of the Ancient world, socially and politically.

This interdisciplinary subject requires no previous knowledge and no Greek language is needed.

Course Specification: OCR Classical Civilisation

Summary of Course Content

Module one: Thematic study- Myth and Religion:

The key areas looked at include:

- the myths surrounding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world.
- the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice festivals, death and beliefs in the afterlife will give a broad overview of religion in the ancient world, and provides opportunity for the study of a wide variety of material remains, including remarkable temples and works of art.

You will be expected to make informed comparisons between Greek and Roman ideas, including the characteristics of the different societies, and the impact of the different cultural contexts on the theme studied. You will also be expected to use literature and visual/material culture in conjunction with one another in order to inform your judgements.

Module Two: Literature and Culture: the Homeric World

This module focuses on life in Mycenaean times.

The key areas looked at include:

- Studying the key archaeological Bronze Age sites and understanding the valuable role they play in our understanding of this period. The Mycenaean Age is also rich in sculpture, frescos and jewellery, as well

as the famous tombs and their accompanying treasure and this will all be looked at and considered.

- Everyday life in Mycenaean times is also explored, allowing learners to consider what life was like for real people in this period, rather than simply focusing on the exploits of epic heroes.

Homer's *Odyssey* forms the Literature half of this component.

This book which was of course set in the Mycenaean period is not just a tale of one soldier's quest to return home – it is also a possible insight into everyday life of the Mycenaean period ; including aspects such as palace life and the lives of women. The book asks you to reflect on the difference between justice and revenge.

How the course is assessed

Two one and half hour exams.

The examination for Myth and Religion has three sections: one on Greece, one on Rome and one comparing the two societies; using both literary and archaeological sources. Each section is worth thirty marks and has both short answer and extended response questions.

The Literature and Culture examination has two sections- one on culture and one on literature. Each section is worth forty five marks and has both short answer and extended response questions. The literature sources will be taken from the *Odyssey* that you have studied and the Culture section will have archaeological sources – some of which you will have seen during the course and some of it will be new to give you the opportunity to demonstrate your interpretive skills.

COMPUTER SCIENCE

General Introduction

This subject has evolved from the previously offered Computing GCSE. It is designed to develop:

- valuable thinking and programming skills that are extremely attractive in the modern workplace
- a deep understanding of computational thinking and how to apply it through a chosen programming language

The programming language which the girls will use is expected to be Python

Course Specification

The course carried out will be OCR GCSE Computer Science (9-1), J276.

Summary of Course Content

Computer systems

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Computational thinking, algorithms and programming

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

How the Course is assessed

Each of the topic areas above are tested by an examination, lasting 1 hour 30 minutes, and counting for 40% of the final grade. There will also be a programming project carried out which accounts for the remaining 20% of the grade.

Mr W Talbot-Ponsonby

DESIGN & TECHNOLOGY - TEXTILES

General introduction

This course has been designed to encourage candidates to be able to design and make products with creativity and originality using a wide range of materials and techniques. Candidates will be challenged with a range of practical activities working with textiles.

Course specification

Below is the specification for the AQA Design & Technology (Textiles) course. This is being discontinued and replaced by a new course with WJEC. The specification for the new course is, at the time of going to press, still being accredited; it will, however, be almost identical to the existing AQA course.

Summary of course content

When designing candidates will be taught to:

- Be creative and innovative when designing
- Design products to meet the needs of clients and consumers
- Understand the design principles of form, function and fitness for purpose.
- Understand the role that designers and product developers have, and the impact and responsibility they have on and to society.
- Analyse and evaluate existing products
- Develop and use design briefs
- Consider environmental and sustainability issues
- Consider health and safety in all its aspects
- Investigate and select appropriate materials and components
- Communicate the design proposal in an appropriate manner

When making candidates will be taught to:

- Select and use tools, equipment and processes to produce quality products
- Consider solutions to technical problems in the design and manufacturing process
- Use tools and equipment safely
- Work accurately and efficiently
- Use quality control procedures
- Have knowledge of computer aided manufacture

How the course is assessed

Unit 1	Written paper	2 hours	40%
Unit 2	Design and making practice (consists of a single design-and-make activity selected from a range of set tasks)	Approximately 45 hours	60%

Mrs J La Trobe Bateman

DRAMA

General introduction

GCSE Drama is a practical, engaging and creative subject. One of the merits of this course is that you do not need to be Dame Judi Dench or Kate Winslet to achieve an excellent grade. The course is for anyone with an interest in theatre or anyone who would like to find out more about the way in which the theatre works. It develops imagination, critical thinking and confidence as well as skills such as teamwork and co-operation. A broad spectrum of texts and genres are covered throughout the course and watching a whole range of live theatre productions (from amateur to the West End) is an added bonus.

Summary of course content: The syllabus is split up into two main areas: practical coursework throughout the course and the written exam at the end of the two years.

Practical Element: Candidates have the opportunity to be assessed as either an actor or designer. The performance component is split into two: scripted performance and the creation of devised theatre. The technical-based options include: lighting design, sound design, set design, costume design and puppet design.

Written Paper: The final written examination requires students to discuss their response to a play explored during the course, and also analyse and evaluate a piece of live theatre seen.

How the course is assessed: The practical work is valued at 60% of the final mark and the written exam at 40%. Each practical will be prepared over a period of six to seven weeks. Almost a half of the final 60% is awarded during the preparation period, so candidates are being assessed the whole time.

What students say:

“Drama gave me the ability to speak and express myself with confidence in front of an audience.”

"If you love all aspects of the theatre, then Drama is the course for you. It is demanding but very rewarding and enjoyable.”

Mrs R Hurstwaite

FOOD PREPARATION & NUTRITION

General introduction

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics: **Food, nutrition and health, Food science, Food safety, Food choice, Food provenance (where food comes from).**

Paper 1: Food preparation and nutrition
What's assessed Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.
How it's assessed • Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE
Questions • Multiple choice questions (20 marks) • Five questions each with a number of sub questions (80 marks)

Non-exam assessment (NEA) - 50% of the GCSE
What's assessed Task 1: Food investigation – 15%. Written or electronic report 1,500 – 2000 words over 10 hours Photographic evidence of practical work to be submitted. Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food. Students will be able to demonstrate their knowledge, practically investigate ingredients and explain how they work and why. Task 2: Food preparation assessment – 35%. Written or electronic report, 20 sides of A4 over 20 hours. Photographic evidence to be submitted. Students will plan, prepare and cook a 3-course menu. This task will provide students with an opportunity to cook up a storm and showcase their creativity and cooking skills. They might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget. Students will prepare, cook and present their final menu of three dishes in a single 3 hour session

This is a GCSE course with a strong practical focus. Students will master a variety of technical skills as well as develop an in-depth knowledge of food science, food safety, food choice and nutrition and health.

Students will also develop transferable skills such as:-

analysis, evaluation, communication skills, working independently, time management and the ability to interpret information and data.

This is an interesting and valuable subject, giving students the ability to work independently and manage time – skills valued by both higher education institutions and employers alike.

Mrs S Laing

GEOGRAPHY

General introduction

This exciting course is based on a balanced framework of physical and human Geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Students who complete the course will have the skills and experience to progress onto A-level and beyond.

Course specification

We will follow the course from AQA (8035)

Course Content and Assessment

1. Living with the physical environment

Assessed by one exam, 90 minutes. 35% of the GCSE

Section A: The challenge of natural hazards

Section B: Physical landscapes in the UK

Section C: The living world

2. Challenges in the human environment

Assessed by one exam, 90 minutes. 35% of the GCSE

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

3. Geographical applications and skills

This involves carrying out an investigation, followed by a 75 minute exam which is 30% of the GCSE based on pre-release resource material.

Section A: Issue evaluation

Section B: Fieldwork enquiry

HISTORY

General introduction

The new GCSE course provides an opportunity for a study of historical events in breath over a number of centuries while also examining the nature of cause and effect in detail in a depth study over a number of years. While looking at many of the key events of the 20th Century which have shaped our world, we also study medieval and early modern history helping the pupils to understand the links and connections between historical events over a thousand years. Concepts such as power and democracy are explored over time in attempt to understand change and continuity.

As well as encouraging an enthusiasm for the study of History, the course strengthens a range of skills and knowledge. Pupils will be able to:

- acquire knowledge and understanding of the past
- develop a global awareness by studying societies different from their own
- investigate historical events, changes, issues, people and cultures
- interpret and evaluate a wide range of historical sources and their use as evidence
- recognise that conclusions and interpretations of historical events are open to re-assessment through new evidence and on-going historical study
- develop Key Skills including the use of ICT

Course Specification

The course we follow is OCR GCSE History A (Explaining the Modern World)

Summary of course structure and content

Paper 1 International Relations with a Non-British Depth Study 1 hour 45 mins 50% 60 hours

Key topics: Versailles, League of Nations, Origins WW2, Cold War, 9/11 30%

Historical controversy: Changing interpretations of appeasement and causes of Cold War

Non British Depth Study: Germany 1925-1955

Paper 2 British Thematic study 25% 1 hour 30 hours

Power: Monarchy and Democracy in Britain c.1000-2014

Themes: Individuals, institutions and groups with power; Claims to power; Methods of maintaining power; Challenges to power and power changing hands

Paper 3 British Depth Study 25% 1 hour 15 mins 30 hours

The English Reformation c.1520-c.1550 15%

Key topics: Break from Rome; Dissolution of the Monasteries; The impact of the Reformation in English parishes

Castles: Form and Function c.1000-1750 10%

Total exam time: 4 hours 30 mins

Dr D Smith

LATIN

General Introduction

Latin is a subject to pursue if you enjoy languages, and also if you enjoy finding out about the ancient world. It is generally taught off timetable, during morning tutor time and during lunchtime activity sessions, so that it offers the girls taking it the chance to add an extra GCSE to their overall number being taken should they wish to do so. Latin is well looked upon by universities as it is more rarely studied, and because multiple languages are not commonly taken by the majority of students. The knowledge that students gain from it can be helpful in a variety of different contexts, including the study of Modern Languages, English, Law and the Sciences, as well as in the pursuit of further classical studies.

Course Specification: OCR Latin Specification, Higher Tier

Summary of Course Content

Language: You will study basic grammatical structures in order to be able to translate Latin into English and to write answers in English about Latin passages. You will need to learn a proscribed word list of about 600 words. Any words not on this list that appear in the examination are provided on a separate list on the examination paper. We will also spend time learning how to identify different grammatical structures.

Literature: You will study two texts from Verse and Prose works in Latin and be taught how to translate and respond to them. Typically, authors studied may include Cicero, Livy, Virgil or Ovid. The overall size of text studied amounts to approximately 120 lines per text.

How the course is assessed

During term time, you will receive a weekly vocabulary test, and your translation and comprehension skills will be tested by the setting of regular prep tasks. Once you have covered the literary texts, you will receive tests on different sections, to help you familiarise yourself with the overall content. You will also look at a range of past papers, some of them under examination conditions.

The GCSE examination consists of three papers, with three and a half hours of assessment time in total. Paper 1, which represents 50% of the available marks, is a compulsory language paper. It tests your translation and comprehension skills from Latin into English with a series of short passages based on mythology and Roman domestic life. You will also be asked some questions on grammar and syntax. The two literature papers require you to translate certain short passages, and to write short essays in English on different points of style and content. All questions and answers are in English, although the sections of text that are being examined are presented in Latin.

Mrs N Johnson

MUSIC

General introduction

Students working at GCSE level currently follow the AQA syllabus. The course is very practical, allowing for a good deal of classroom composition and performance, and is based around three assessed units:

The course is structured as follows:

Component 1: *Understanding music* (40%)

Students will study music in a range of styles, leading to a 90-minute examination at the end of the course that will draw upon their listening skills and wider understanding of the history of music.

Component 2: *Performing music* (30%)

Students will perform two pieces of music, one solo and one ensemble. The total performance time should be at least four minutes in total. Performances can feature music in any style and of any level, and will be recorded during Senior 5.

Component 3: *Composing music* (30%)

Students will write two compositions, one of which will be in response to a brief. The total duration of both compositions should be at least three minutes in total. Compositions can be in any style.

For further information on the course see: www.aqa.org.uk/music

RELIGIOUS STUDIES

General introduction

Religious Studies at GCSE develops students' skills of interpretation, debate and evaluation, enabling them to construct balanced arguments.

Course specification

We follow the AQA (A) Religious Studies Course

Summary of course content

Girls have to study two components, each making up 50% of the GCSE

Component 1: Beliefs, teachings and practices

The Beliefs, teachings and practices from Christianity and Islam

Component 2: Thematic studies

Four out of the following 6 themes are studied:

Theme A: Relationships and families.

Theme B: Religion and life.

Theme C: The existence of God and revelation.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

Theme F: Religion, human rights and social justice

How the course is assessed

Assessment is through two 1 hour 45 minute examinations

PRIVATE STUDY IN THE LIBRARY and SKILLS DEVELOPMENT

We recognise that for some girls the full programme of nine or ten GCSE subjects is very demanding and so the possibility exists of substituting Private Study for the final option choice.

Private Study will involve the student spending the lessons that are allocated to the relevant option block in the Library, working on her other subjects. The Librarian will be on supervisory duty but teaching, as such, will not be provided. The time created would also enable girls to attend lessons in the Skills Development Unit in some of these periods.

It is important to discuss a decision to opt for Private Study fully with the Tutor and Head of Hall before making this choice. Reducing one's GCSE programme can have the effect of reducing the number of routes forward into Advanced level study, higher education and careers. On the other hand, quality is more important than quantity and eight good grades will always give a better impression than nine or ten mediocre results.

ENGLISH AS AN ADDITIONAL LANGUAGE

Girls for whom English is not their first language will continue to receive EAL teaching, as part of which support will be provided for their studies in other subjects.

Decisions on the extent of the EAL provision will be taken in the light of each girl's individual needs. The lessons will sometimes be timetabled in place of the provision for Modern Foreign Languages (French, German and Spanish), thus replacing one GCSE subject choice, and sometimes outside the normal school day.

With few exceptions, EAL pupils studying for GCSEs will be entered for the IGCSE English as a Second Language exam. This will take the place of English GCSEs.

It should be noted that for some degree courses at overseas universities, a second European Modern Language in addition to English is an entrance requirement. Parents and students will need to ascertain the requirements in respect of any likely future course of study. Some girls will therefore wish at this stage to continue to study French, German or Spanish to GCSE.

In the Sixth Form at Bruton, EAL students who have not obtained a grade B or above pass in English Language GCSE are prepared for the International English Language Testing System (IELTS) examination. IELTS is widely recognised and is the usual entry requirement for overseas students to degree courses at British universities.



Bruton School for Girls GCSE COURSES 2017-2019

This page is a copy of the form to be handed to Reception via your Tutor by **Friday 3rd February 2017**.
Use it to keep a record of the subjects you have requested.

Name: Tutor:

All girls study the compulsory subjects:

English Language	} or EAL	Biology	Science course leading to three separate GCSEs or a double award in Combined Science
English Literature (for most)		Chemistry	
Mathematics		Physics	

Please select **one** or **two** options from Block V, and **one** option from each of Block W, X and Y.

Block V	Block W	Block X	Block Y	Out of Block
French German Spanish	Art & Design Religious Studies	DT (Textiles) Geography History Music	Art & Design Drama Food	Computer Science Classics Latin
EAL				
Private Study	Private Study	Private Study	Private Study	

Block V: and

Block W:

Block X:

Block Y:

Out of Block subjects:

Pupil signature: Date:

Parent signature: Date: