



GUILDFORD
HIGH SCHOOL

SENIOR SCHOOL

2026 - 2028

GCSE COURSES



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KEY GCSE INFORMATION

GCSE OPTIONS

Welcome to your GCSE Options Booklet. It will provide you with much of the information you need to choose your GCSE subjects and your teachers will also be more than happy to advise you.

GCSE courses are studied over a two-year course (Years 10 and 11). You will continue to study a range of subjects but you will also be able to focus on subjects that you enjoy most and study these in greater depth. Some pupils find making decisions about their GCSE courses very straightforward, whilst others need a little more time to think and discuss options. By helping you choose the right subjects for you, we hope that you will be happy in your studies, feel positive about your abilities and maximise your potential.

In a number of subjects we offer the IGCSE instead of the GCSE. This has no material bearing on your results or university application. IGCSEs (the International GCSE) are very well-regarded qualifications taken by many independent school pupils and we have chosen them in some subjects because of the specification and the quality of the marking. All GCSEs and IGCSEs are graded using the 9-1 grading system. Both grades 8 and 9 are the equivalent to the old A*. The term GCSE(s) is used here to refer to all subjects generically.

CORE AND OPTIONAL SUBJECTS

When you are studying for your GCSEs you will study some core subjects - which everyone takes - and some optional subjects, from which you select your preferred choices. You will also have lessons in some non-examined core subjects which are enjoyable, educational subjects and which are important for your overall learning and development.

CORE SUBJECTS

- English Language
- English Literature
- Mathematics
- Double award IGCSE Sciences OR Separate IGCSE Sciences. Both options involve the study of Biology, Chemistry and Physics. If you study double award you will receive two IGCSE grades. If you choose separate sciences then you will receive three IGCSE grades, one for each science subject.
- At least one modern language from French, German and Spanish; OR Latin
- At least one humanities subject from Geography, History and Religious Studies

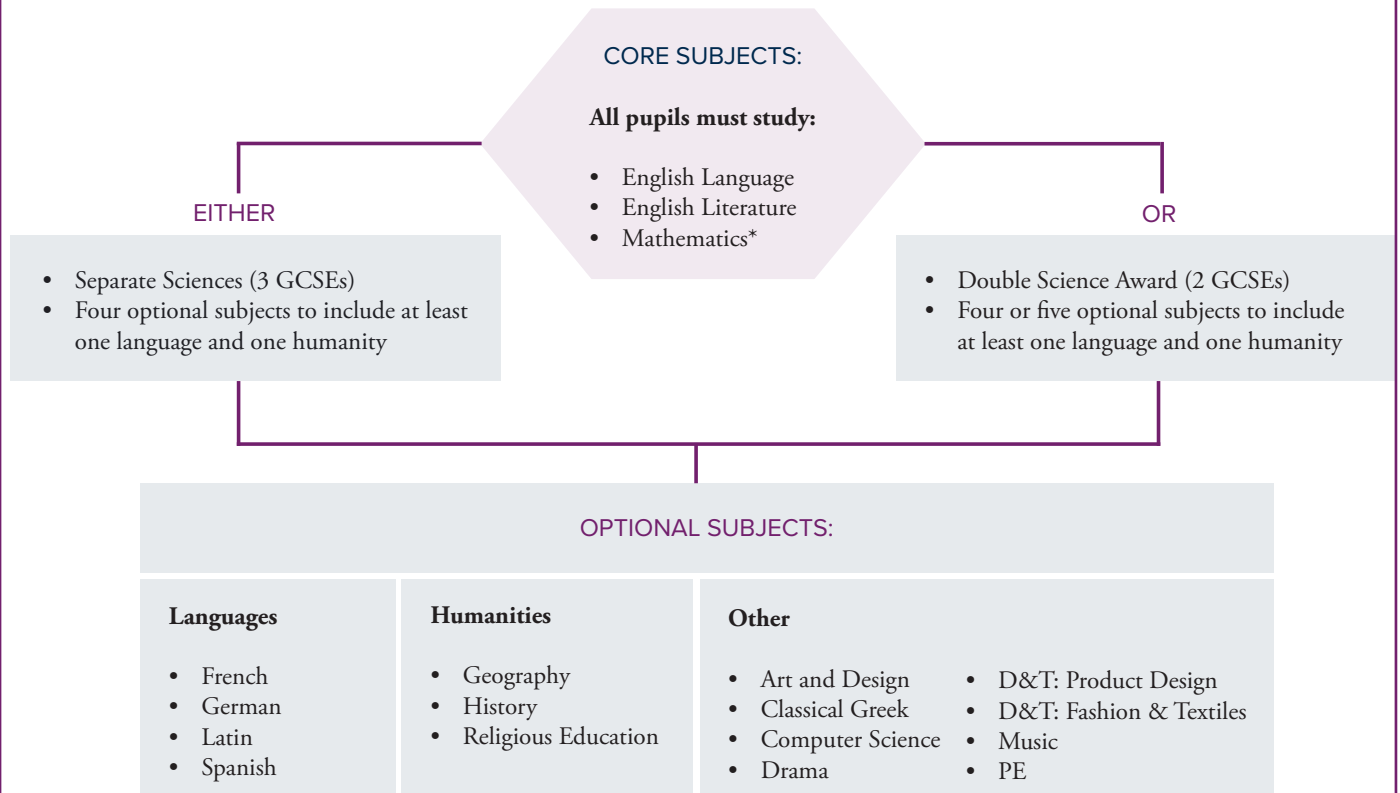
OPTIONAL SUBJECTS

- Art and Design
- Classical Greek
- Computer Science
- Design and Technology (Product Design or Fashion and Textiles)
- Drama
- French
- Geography
- German
- History
- Latin
- Music
- Physical education
- Religious Studies
- Spanish

CORE NON-EXAMINED CURRICULUM

- Physical Education: Two periods per week in Years 10 and 11.
- Aspire: One half-hour period per week in Years 10 and 11, in the 10 o'clock slot.
- Academic enrichment: taught on Thursday in the 10 o'clock slot in Years 10 and 11.

GCSE Curriculum



*Those in the top sets for Mathematics will be additionally entered for the AQA Level 2 Certificate in Further Mathematics

MAKING DECISIONS

Our core curriculum is broad and means that you will continue to study a range of subjects. This helps to keep your options open for further study in the Sixth Form and beyond. The optional subjects give you the breadth to develop your own interests. If you already have an idea of what you might like to study in the Sixth Form, we recommend that you study the subject at GCSE if it is on offer at GHS. You will find a full list of the subjects currently offered in the Sixth Form on page 8. If you have no idea about your A-level choices at this stage, that is fine as our core curriculum will keep your options open.

FURTHER DETAILS AND THINGS TO THINK ABOUT

HOW MANY GCSEs?

Pupils can take nine or ten GCSEs, not including Further Maths (see 'Maths and Further Maths' below). Studying ten GCSEs (or 11 with Further Maths) results in a full timetable, with generous teaching time for all subjects. Taking nine GCSEs (or ten with Further Maths) is absolutely fine and will allow you to apply for any university course. It gives you four study periods each week.

Every pupil will take GCSEs in Maths, English Language and English Literature. Pupils then do either three separate sciences or double award science (see section below). Pupils who do separate sciences choose four option subjects. Pupils who do double award science can choose either four or five option subjects. Therefore, the permutations are as follows (pupils taking Further Maths would gain one extra GCSE):

- Separate sciences + four option subjects = 10 GCSEs
- Double award science + five option subjects = 10 GCSEs
- Double award science + four option subjects = 9 GCSEs

In considering how many GCSEs to take, consider how much time you spend on extracurricular activities and other commitments and ensure that you have time for everything in your life.

THREE SEPARATE SCIENCES OR DOUBLE AWARD SCIENCE?

Many pupils choose three separate sciences, and the Key Stage 3 science curriculum has prepared you well for this. You will study each science for four periods per week in both Years 10 and 11. Studying separate sciences results in IGCSEs in each of the three sciences.

The alternative is to take double award science. This involves the study of all three sciences in two option blocks rather than three, i.e. eight periods of science per week, rather than 12. Pupils will study in specific double-award sets alongside other pupils who have taken this option. Studying double award science results in two science IGCSEs.

Double award science is an attractive option for pupils who enjoy science less or find it more difficult. It does not cover some of the most challenging material in the separate science specifications. It might also be attractive to pupils who wish to create space for an extra option subject; for example, a pupil who loves languages, humanities or creative subjects and wishes to study more of these. Please be aware that studying five option subjects is a heavy workload and is most suitable for pupils who really enjoy academic work and who manage their time well. Further information about the differences between double award and separate sciences can be found in the subject pages below.

MATHS AND FURTHER MATHS

All pupils will take the Maths IGCSE. Alongside this, where possible, and in cases where pupils are keen to do so, they may also take the AQA level 2 certificate in Further Mathematics. This is intended for pupils who are very comfortable with the IGCSE content; they are able to cope with the additional demands of this extra qualification and it ensures that they continue to be challenged and extended. A small number of set changes will be made following the Year 10 examinations, to ensure that all pupils are in the appropriate group to either take or not take Further Maths. These changes will be made following discussion with the pupils and, to a large extent, the final decision will be left up to them. The Further Maths qualification is not a requirement for those wishing to study Maths at A-level: pupils in lower sets are able to go on to take Maths A-level and are well prepared to do so. Taking the Further Maths qualification is not necessarily the best course of action for all pupils, even if they wish to study Maths at A-level; the priority is for every pupil to develop the best possible understanding of the IGCSE Maths material and the judgement is made that, for some pupils, this is best achieved by focusing solely on the IGCSE.

LANGUAGES AND HUMANITIES

Pupils should study at least one language – which can be modern or classical – and at least one humanity, ie Geography, History or Religious Studies. Occasionally, there are circumstances when we would consider allowing a pupil not to take a language or a humanity; for example, a pupil who finds languages exceptionally difficult may be permitted not to take a language, particularly if they have a specific learning difficulty. In this case, we would consider the other options chosen to ensure a suitably balanced curriculum. Requests for permission not to take a humanity or a language should be directed by email to Mr Peel.

BALANCE VERSUS SPECIALISATION

The GCSE options system recognises that, by Year 10, pupils have developed their own preferences and strengths. You may wish to study as many languages/humanities/creative subjects as possible, but be worried about a lack of balance. Please do not worry about this. The core curriculum achieves as much balance as you need, so just add what you enjoy most and do not worry about combinations of subjects. It is worth considering the workload implications of, for example, studying lots of essay subjects or creative subjects with coursework.

MAY I CHANGE MY OPTIONS AFTER THE DEADLINE?

Following the options deadline, next year's timetable will be written. The options blocks will be arranged to allow everyone to take the options that they submitted. If you wish to change your options after the deadline, you may request this but we cannot guarantee that we will be able accommodate the change in the timetable.

MAY I DROP A SUBJECT DURING THE COURSE?

If you are studying ten GCSEs (or eleven including further maths), you may request to drop a subject at any time. This must be done in consultation with your head of year, who will speak to you to ensure that it is in your best interest. If you wish to switch from the separate sciences to double award you may need to change sets in other subjects. Pupils only drop from nine down to eight GCSEs in exceptional circumstances.

USEFUL INFORMATION

METHODS OF ASSESSMENT

At the end of your GCSE course, you will take written examinations in your subjects. You might also find that the examination process includes other forms of assessment. These might include:

- **Oral Examination:** a test of spoken language used in English and Modern Languages.
- **Aural Examination:** a test of listening skills, particularly relevant in Music and Modern Languages.
- **Practical Examination:** a test to assess practical ability.
- **Non-Examined Assessment (NEA - Coursework):** this is where particular pieces of work are marked by the teacher and then presented to one of the examination board's examiners for final judgement.

SUBJECTS CURRENTLY OFFERED AT A LEVEL AT GHS

- Art and Design
- Biology
- Chemistry
- Classical Civilisation
- Classical Greek
- Computer Science
- Design and Technology: Fashion and Textiles
- Design and Technology: Product Design
- Drama and Theatre Studies
- Economics
- English Language and Literature
- English Literature
- French
- Geography
- German
- History
- Latin
- Mathematics and Further Mathematics
- Music
- Physical Education
- Physics
- Politics
- Psychology
- Philosophy, Religion and Ethics (Religious Studies)
- Spanish

ADDITIONAL SIXTH FORM OPTIONS CURRENTLY OFFERED

- Extended Project Qualification
- AS Thinking Skills
- GCSE Portuguese
- GCSE Astronomy
- ESB Level 3 Award in Debating
- Grade 8 Music Theory

GHS SIXTH FORM ENTRY REQUIREMENTS

- A minimum of seven GCSE grades 9-7 in Year 11 in subjects studied full-time on the curriculum.
- I/GCSEs at grade 9 or 8 in the subjects being studied at A-level, if studied to I/GCSE. There are no specific requirements for studying a subject offered only in the Sixth Form.
- To study A-levels in Mathematics, Physics or Chemistry, grade 9 in the subject(s) at GCSE is strongly recommended.
- To study A-level Further Mathematics, grade 9 at GCSE Mathematics is required. Grade 9 or 8 in AQA Level 2 Certificate in Further Mathematics is strongly recommended.

WHAT HAPPENS NEXT?

On **Monday 1 December at 7pm**, there will be a GCSE options evening in the main hall, in which the options process will be explained. You need not have read the booklet before the talk, but we will refer to it in the talk. There will also be brief presentations from the heads of art, classical Greek, drama, DT, music and RS.

During the **weeks beginning 5 and 12 January**, all pupils in Year 9 will have a **ten-minute, one-to-one options meeting** with a member of the options team, which is a group of senior members of staff with extensive experience of advising on the options process. Pupils will come out of lessons to attend these, and details of the time and location of meetings will be given to pupils nearer the time. Pupils should arrive at that meeting able to talk about their current thinking regarding options choices, though they are not expected necessarily to know exactly what their options will be at that point. They should also arrive ready to ask any questions that they may have.

Year 9 parents' evening takes place on **Wednesday 28 January** (online via SchoolCloud), and this provides an opportunity to discuss your daughter's progress in each subject, which may be helpful in the options process. In Year 9 and in subsequent years, your daughter is expected to attend parents' evening with you.

Finally, pupils are required to **submit their final options choices by 9am on Thursday 5 February**. They will be sent an electronic form to complete and submit online. We will send you confirmation of the options that your daughter has submitted. Any changes you make to your choices after that will be dependent on timetabling. Your parents will need to contact Mrs Arola (sarah.arola@guildfordhigh.co.uk).





GCSE CURRICULUM OPTIONS

ENGLISH IGCSE (EDEXCEL ENGLISH LITERATURE AND EDEXCEL ENGLISH LANGUAGE A)

Our students undertake two IGCSE courses: English Language and English Literature. Both these combine a coursework component of 40% with 60% examination.

For English Language, our students produce two pieces of coursework in Year 10 which constitute 40% of the qualification. Similarly, for English Literature, they produce two pieces of coursework in Year 10 which constitute 40% of the qualification. This is an exciting aspect of the course which we value highly as it allows our students to hone their writing skills and gain authentic life-skills in drafting, evaluating, and considering the power of words.

Across the two-year course, our pupils will study an anthology of poetry and a variety of non-fiction literary texts as well as studying and producing their own creative writing. They will study a modern play and Shakespeare's, 'Macbeth' considering the drama genre and how it has changed across the ages. In Year 11, all students will study 'To Kill a Mockingbird' by Harper Lee, reflecting on its context and asking searching questions about humanity, society, and the individual.

In addition, at the end of Year 9 they will give a recorded five-minute speech, to achieve a Spoken Language qualification. This is a separate qualification to the GCSEs which is invaluable as preparation for their later careers and academic pathways where they will have to chair and lead discussions.

- Analyse the ways in which an author's language shapes meaning.
- Write creatively, offering sensitive and imaginative perspectives.
- Write in a range of transactional forms, for example crafting articles, speeches, letters and guides.
- Analyse non-fiction texts, identifying audience, purpose, genre, and key techniques.
- Distinguish opinions from information.
- Retrieve and interpret key points.
- Write and speak persuasively, employing rhetorical devices.
- Give presentations to groups of people.
- Write structured, cogent Literature essays driven by a clear argument.
- Work on their own, as well as collaboratively.
- Consider how contextual factors shape a text and impact meaning.



MATHEMATICS, IGCSE (EDEXCEL)

Mathematics is all around you! You use it all the time in your daily life, consciously and subconsciously. Some people enjoy studying Mathematics because of its practical applications and others gain satisfaction from the inherent completeness and beauty of the subject. Whatever your view, Mathematics is valuable in its own right and you will certainly use it, whatever direction your life takes.

Through an integrated approach, the different strands of Mathematics will be linked together providing key skills, encouraging logical thinking and practising problem solving techniques. Pupils will be encouraged to be aware of appropriate technology, which can enhance learning, and to be selective regarding its use. The skills and processes pupils learn in Mathematics will be widely used in other subjects both at GCSE and A Level.

The Edexcel IGCSE course covers the following areas:

NUMBER AND ALGEBRA

- Numbers and the number system
- Equations, formulae and identities
- Sequences, functions and graphs

SHAPE, SPACE AND MEASURES

- Geometry
- Vectors and transformation geometry
- Measures and construction

HANDLING DATA

- Statistics
- Probability

The course is assessed through two equally weighted examinations, and there is no Non-Examined Assessment.



SCIENCE, IGCSE (EDEXCEL)

All pupils continue to study Biology, Chemistry and Physics at GCSE level during Years 10 and 11 and there are two routes available for this. The route you choose will depend on your interests, scientific abilities and future plans.

Pupils may express a preference for one of the following options:

- Edexcel IGCSE Science: Double Award
- Edexcel IGCSE Separate Sciences

SCIENCE: DOUBLE AWARD

- Pupils continue to study the three sciences separately, but results from the individual exams are combined to give two grades.
- Pupils cover two thirds of the content of the three IGCSE Separate Science courses. Pupils will cover most of the same topics, missing only some of the higher-level aspects of each subject.
- Suitable (as is the Edexcel IGCSE Separate Sciences option) for A-levels in Psychology and PE.
- No non-examined assessment (NEA).

Pupils will still be able to opt for an A-level in Biology, Chemistry and/or Physics provided they meet the entry requirements, but will be advised on what content to catch up on over the summer before starting in the Sixth Form, ensuring they have covered the same material as the other pupils in the class who sat the Edexcel IGCSE Separate Science papers. Pupils will also sit a short test on this catch-up material during the first few days of the Lower Sixth so that their teachers can make sure they are on track and give further pointers if necessary.

Assessment

- There are three examinations, one per science.
- Each examination is a two-hour paper covering double award content only.

SEPARATE SCIENCES

- Grounded in scientific principles, the IGCSE specifications cover fundamental science topics with depth and rigour, while also developing students' practical skills and providing opportunities to look at the application of science in a variety of real-world contexts.
- Excellent and thorough preparation for the study of sciences at A Level. Ideal for those who may wish to pursue a science course at degree level.
- No Non-Examined Assessment (NEA).

Assessment

- In each separate science, there are two examinations at the end of the course.
- Paper 1: Two-hour paper, covering double award content only.
- Paper 2: One hour 15 minute paper, covering all content.

BIOLOGY

Section 1: The nature and variety of living organisms

- Characteristics of living organisms and variety of living organisms

Section 2: Structures and functions in living organisms

- Levels of organisation, cell structure, biological molecules, movement of substances into and out of cells, nutrition, respiration, gas exchange, transport, excretion, co-ordination and response

Section 3: Reproduction and inheritance

- Reproduction and inheritance

Section 4: Ecology and the environment

- The organism in the environment, feeding relationships, cycles within ecosystems and human influences on the environment

Section 5: Use of biological resources

- Food production, selective breeding, genetic modification (genetic engineering) and cloning

CHEMISTRY

Section 1: Principles of Chemistry

- States of matter, elements and compounds, atomic structure, the periodic table, chemical formulae, equations and calculations, ionic bonding, covalent bonding, metallic bonding and electrolysis

Section 2: Chemistry of the elements

- Group 1 (alkali metals) – lithium, sodium and potassium, Group 7 (halogens) – chlorine, bromine and iodine, gases in the atmosphere, reactivity series, extraction and uses of metals, acids, alkalis and titrations, acids, bases and salt preparations and chemical tests

Section 3: Physical chemistry

- Energetics, rates of reaction, reversible reactions and equilibria

Section 4: Organic chemistry

- Crude oil, alkanes, alkenes, alcohols, carboxylic acids and esters; synthetic polymers

PHYSICS

Section 1: Forces and motion

- Movement and position, forces, movement, shape and momentum

Section 2: Electricity

- Mains electricity, energy and potential difference in circuits and electric charge

Section 3: Waves

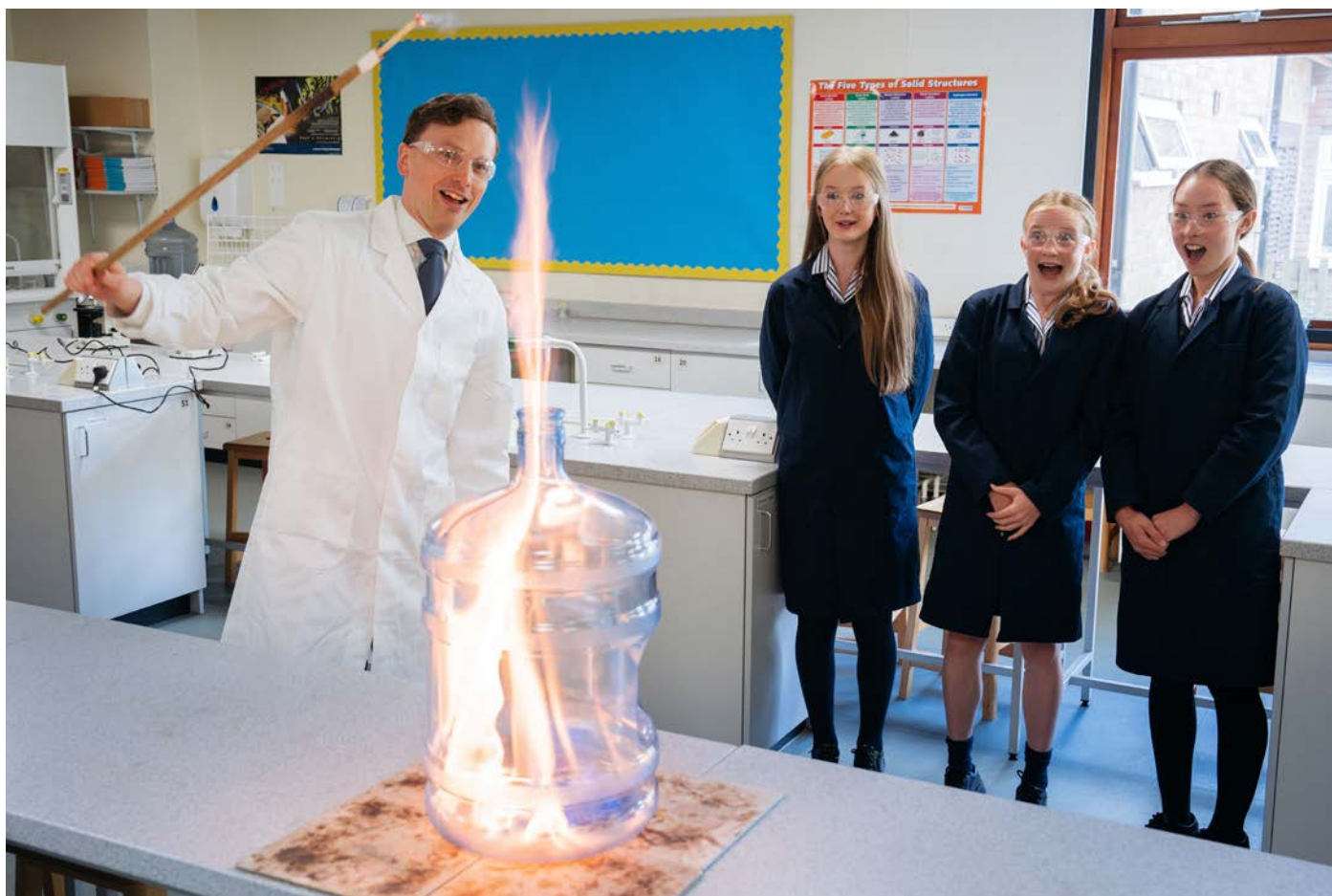
- Properties of waves, electromagnetic spectrum, light and sound

Section 4: Energy resources and energy transfer

- Energy transfer, work and power, energy resources and electricity generation

Section 5: Density and pressure, changes of state and ideal gases

- Density and pressure, change of state and ideal gas molecules



CLASSICAL LANGUAGES, GCSE (OCR)

CLASSICAL GREEK

Why study Greek GCSE?

For those of you who already love and excel in Latin, this is a really stimulating accelerated language course. Although you can study Greek without Latin, the study of Greek enhances your appreciation of Latin grammar as the two languages have much in common structurally. If you are considering a Classics degree, Greek would be a valuable addition.

Do NOT worry about the alphabet – you learn the Greek alphabet very quickly.

The key factors for success in this course are:

- A passion for grammar and vocabulary
- An eye for detail and an enthusiasm for challenging material
- An ability to understand new material quickly

The GCSE Greek programme encourages development of translation and analytical skills. By the end of Year 10, most of the language work for the GCSE examination will have been covered. Year 11 sees an introduction to Greek literature in the original language. Pupils will study one prose and one verse text.

There is no Non-Examined Assessment (NEA) for Greek GCSE.

Paper 1: Language (worth 50%)

- One hour 30 minute written paper, 100 marks
- Variety of comprehension questions in English, some on word derivation, translation of short texts into English, translation of short sentences from English into Greek

Paper 2: Prose Literature (worth 25%) and Paper 3: Verse Literature (worth 25%)

- Two one hour written papers, 50 marks each
- Translation and/or explanation of words, phrases, sentences or passages of the original Greek text, understanding of cultural content/context, appreciation of literary effects, personal responses to the prescribed text selections

LATIN

Why study Latin at GCSE level?

- It is an enjoyable and intellectually stimulating subject
- It is highly prized by universities and employers because it develops the power of logical thought, attention to detail and excellent communication skills
- In what other subject could you study texts over 2000 years old which still speak to us today? Virgil's Aeneid is still one of the most beautiful and moving poems ever written

The GCSE Latin programme continues to encourage development of translation and analytical skills. By the end of Year 10, most of the language work for the GCSE examination will have been covered. Towards the end of Year 10, pupils will begin their study of Latin literature in the original language. Pupils will study one prose and one verse text. There is no Non-Examined Assessment (NEA) for Latin GCSE.

Paper 1: Language (worth 50%)

- One hour 30 minute written paper, 100 marks
- Variety of comprehension questions in English, some on word derivation, translation of short texts into English, translation of short sentences from English into Latin

Paper 2: Prose Literature (worth 25%) and Paper 3: Verse Literature (25% of GCSE)

- Two one hour written papers, 50 marks each
- Translation and/or explanation of words, phrases, sentences or passages of the original Latin text, understanding of cultural content/ context, appreciation of literary effects, personal responses to the prescribed text selections



MODERN LANGUAGES, GCSE (AQA)

FRENCH, GERMAN & SPANISH

Research shows that learning a modern language leads to improved analytical, interpersonal and verbal skills. Graduates with languages are in high demand across many fields, including management, marketing and finance, and speaking a foreign language provides opportunities in places that English might not.

Although we read of a decline in Modern Languages nationally, GHS is bucking this trend: many pupils even opt to continue with more than one language at GCSE and beyond. A GCSE modern language course not only develops your proficiency in effective comprehension and communication, it also lets you acquire a deeper understanding of the grammar and an appreciation of the culture in countries where the language is spoken.

Many pupils might be surprised to learn how well prepared they already are for their MFL GCSE. We touch on most of the GCSE topics during Key Stage 3; the dictation exercises we do are to prepare for the same exercise in the listening paper; and our 'read aloud' tasks even use the exact mark scheme from the GCSE. The speaking exam itself lasts just 10 minutes, and you can make notes to use in the first half of it. You'll have weekly conversation practice with a native speaker and lots of lessons on exam technique.

For those of you who love studying both your languages, we have even better news: because French, German and Spanish all follow the same syllabus, you can apply the techniques picked up in one language to help you make progress in the other. There are also trips abroad in all three languages, giving you the chance to soak up more of the culture, the language, and maybe even some sun.

The GCSE is assessed through examinations in each skill at the end of Year 11:

- **Listening - 45 minutes**
- **Speaking - 10 minutes**
- **Reading - 60 minutes**
- **Writing - 75 minutes**

1. Identity and relationships
2. Healthy living and lifestyle
3. Education and work
4. Free time activities
5. Customs, festivals and celebrations
6. Celebrity culture
7. Travel and tourism
8. Media and technology
9. The environment and where people live

There is no Non-Examined Assessment (NEA) for GCSE Modern Languages.

You will have four lessons per week, including the weekly speaking practice with the language assistant.



HUMANITIES, IGCSE (EDEXCEL)

GEOGRAPHY

“The study of Geography is more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents, and in the end, it’s about using all that knowledge to help bridge divides and bring people together” - Barack Obama

What will IGCSE Geography involve?

If you choose IGCSE Geography, you will investigate a wide range of exciting and relevant topics that provide a strong framework of understanding for life in today’s rapidly changing world. Human and Physical Geography are studied at various levels from local through to national and global scales, using a selection of topical case studies. You will be able to explore a diverse range of engaging themes that underpin the finely balanced relationships between people and planet: sustainability, risk management, inequality and identity.

The course will help you to acquire and refine an extensive range of skills. Through studying a subject that bridges the sciences and the arts, geographers gain numerical and graphical skills, as well as the ability to express themselves coherently through extended writing. They develop confidence when analysing data, solving problems and making decisions. They have the chance to improve oracy skills through regular discussion. Field trips provide an excellent opportunity to learn practical techniques and to collaborate within a team. Geographers are flexible thinkers and versatile in their approach; these are attributes highly regarded by top universities and employers in a wide range of different industries.

The IGCSE Geography course has two sections, both externally assessed through examinations set and marked by Edexcel.

Physical Geography (worth 40%)

- Coastal environments
- Hazardous environments

Human Geography (worth 60%)

- Economic activity and energy
- Globalisation and migration
- Urban environments

Fieldwork skills will be developed during two compulsory day trips to Guildford town centre and West Sussex, where we will explore the geography of urban and coastal environments. We also offer our optional Year 10 trip to Iceland during the Easter holidays, during which we gain an understanding of the physical landscapes and human use of this fascinating country.



HISTORY

The IGCSE History course covers a range of exciting and stimulating topics from 20th century world history, providing a deeply relevant understanding of many events that have shaped the modern world. The course covers a diverse range of themes, concepts, and events, encouraging pupils to be intellectually curious, think analytically, and weigh up evidence. IGCSE History provides learners with valuable skills, including the ability to construct and justify compelling arguments, evaluate source material, and form connections between topics and ideas. Those who opt for History also get the opportunity to visit Berlin and the numerous sites of historical importance there during the Easter holidays.

PAPER 1 – DEPTH STUDIES. 50% OF THE IGCSE.

Germany 1918-1945

The aftermath of WWI and its impact on Germany, including the formation of the Weimar Republic and the Treaty of Versailles. The impact of hyperinflation and the recovery of Germany under Gustav Stresemann. The origins of the Nazi Party and their rise to power during the Great Depression. Hitler's appointment as Chancellor of Germany and the establishment of a totalitarian state through terror and control. Nazi society in the 1930s and their policies towards the Church, women, young people, workers, and Jewish people. The impact of WWII on Germany and its people, growing opposition to the Nazis, and the death of Hitler.

Superpower Relations 1943-1972

The origins of the Cold War and deteriorating relations between the USA and USSR in the 1940s, including disputes over the future of Europe and the division of post-war Germany and Berlin, resulting in the formation of NATO. The development of the Cold War in the 1950s, including the Korean War, nuclear arms race, and Hungarian Uprising. Crises of the 1960s: the building of the Berlin Wall, the Cuban Missile Crisis, and the Soviet invasion of Czechoslovakia. Warming relations and the move towards détente up to 1972.

PAPER 2 – SOURCES AND BREADTH STUDY. 50% OF THE IGCSE

Russia and the Soviet Union 1905-1924

Growing opposition to Tsarism and the 1905 Revolution and its aftermath. The impact of WWI on Russia and the abdication of Nicholas II. Russia in 1917 under the Provisional Government and its fall in the October Revolution. Russia under Lenin and the Bolsheviks: the Civil War and creation of a communist state up to 1924.

China: Conflict, Crisis, and Change 1900-1989

The final years of the Qing Dynasty and the end of imperial China. Early threats to the republican government and the growing conflict between Chiang Kai-shek's Nationalists and Mao Zedong's Communists. The impact of WWII and Japanese occupation, leading to civil war and the Communist victory in 1949. The establishment of Communist China, including the Great Leap Forward and the Cultural Revolution. China after Mao; Deng Xiaoping's reforms, the Democracy Movement and the Tiananmen Square massacre.

ASSESSMENT

Each topic is equally weighted, counting for 25% of the total IGCSE. Each paper is an hour and a half long. In Paper 1, the question format is the same for both topics: two shorter questions are followed by a longer essay question. In Paper 2, source analysis skills are tested for the Russia topic, whilst, for China, two shorter questions are followed by a longer essay question.

RELIGIOUS STUDIES

Religious Studies at IGCSE covers a wide variety of philosophical, ethical and religious topics that engage the pupils academically and promote great opportunities for debate and analysis. When studying Religious Studies, pupils must be willing to discuss the wide variety of topics that we will cover. There are many valid approaches to moral and religious issues, and it is crucial to have an open mind in relation to these. Religious Studies will also encourage pupils to develop important skills such as analysis, evaluation, and the ability to write in a lucid and detailed manner.

Content

The syllabus is divided into two papers. Paper 1 is entitled Beliefs and Values, and Paper 2 is The Religious Community.

Paper 1: Beliefs and Values

This comprises 60% of the final mark and is divided into four sections.

Section 1: The universe, creation and the place of human beings

In this section we look at a wide variety of religious and nonreligious views including the origins of the universe, ideas such as whether humans have free will and the relationship between humans and animals.

Section 2: Life and death

In this section, we discuss various views relating to life and death. These include what happens after death, the moral topics of abortion and euthanasia and human relationships including homosexuality, marriage, divorce etc.

Section 3: Peace and conflict

In a world in which we see so many wars occurring and aggression on a more local level, we discuss

several aspects of peace and conflict including the many causes of wars, the Just War theory, peace, forgiveness and reconciliation, bullying, crime and punishment.

Section 4: Rights, equality and social justice

In an ever-changing world, this section takes students into an understanding of human rights, equal rights, multi-ethnic and multi-faith societies and the relationships between rich and poor.

Paper 2: The religious community

This comprises 40% of the final mark and is studied from the perspective of Christianity. The three sections include a study of religious texts and sources of authority, celebration and pilgrimage and worship and practice.

Assessment

Assessment is via two examinations. Paper 1 will be one hour 45 minutes long. Students are required to answer one question from each of the four sections. Paper 2 will be one hour 30 minutes long and students are required to answer three questions. Each question is sub-divided into smaller parts.

PERFORMING AND CREATIVE ARTS

ART & DESIGN; FINE ART GCSE (EDEXCEL)

Fine Art is a broad and flexible subject that builds practical and theoretical knowledge. Understanding the connections between these different strands of knowledge creates the capacity for pupils to appreciate and create art.

The Fine Art GCSE is divided into four objectives that are holistically assessed throughout the two-year course. The first objective focuses on theoretical knowledge. Pupils will critically explore how artists and designers from diverse cultures and times have arrived at solutions and communicated meaning in their work. Reviewing and reflecting on their own work and the work of others, harnesses pupils critical and technical vocabulary to inform and develop their own ideas. The second and third objectives focus on practical knowledge where pupils will experience the creative process through physical responses, using a variety of two-dimensional and three-dimensional media. The fourth objective develops personal and creative solutions; pupils will generate meaningful artefacts that realise their intentions, culminating the portfolio. Trips to galleries and visiting artists form an integral element of the course to provide inspiration for pupils to experience artwork first-hand.

Fine Art is a sensitive and thoughtful qualification that develops aesthetic, intellectual, and conceptual ideas. It nurtures imagination and creativity so that pupils become autonomous thinkers and proficient visual practitioners.

GCSE Fine Art:

- Examination Board: Edexcel – 100% NEA (Non-Examined Assessment)
- Component 1: Personal Portfolio - 60%
- Component 2: Externally Set Assignment - 40%

Assessment: ongoing verbal feedback throughout the course - generic written feedback in accordance with JCQ rules - NEA Mark released at the end of the two years - external moderation by Edexcel – 10 hour timed assessment for the Externally Set Assignment.

Organisation: steady progression of work over two-year period - open studios – 5 lunchtimes / 3 evenings - recognise work that counts towards assessment - reduce time on presentation and volume of writing.

Year 10 - Term 1: Personal Portfolio (60%) - 'Structures', foundation style workshop, Ian Murphy visiting artist, explore new media. **Term 2:** Personal Portfolio 'Ordinary/Extraordinary', pursue Personal Investigation, visit Tate Britain, 3 x artist research, test materials. **Term 3:** Personal Portfolio 'Ordinary/Extraordinary', continue Personal Portfolio, 3 x artist research continued, begin forming own ideas, generate initial ideas.

Year 11 - Term 1: Personal Portfolio 'Ordinary/Extraordinary', develop final idea, test & experiment final idea, mock timed assessment, complete Personal Portfolio. **Term 2:** Externally Set Assignment (40%), hand in Personal Portfolio, theme set by Edexcel, 2 x artist's research, develop original ideas, plan final outcome. **Term 3:** Externally Set Assignment, 10 hour timed assessment, complete qualification, final administration before study leave, May: release of NEA Mark, June: NEA review/appeal, external moderation and annual exhibition.



DRAMA, GCSE (AQA)

If you choose GCSE Drama, pupils will study all aspects of drama and theatre from a practical viewpoint, developing an understanding of performance skills and an awareness of the technical aspects of theatre. This exciting and challenging new course will help pupils to gain skills in effective communication, team work, creativity, critical analysis and, very importantly, self-confidence!

As part of the course pupils will also be required to attend a minimum of three performances of live theatre in order to analyse a theatrical production in your written paper. This qualification is linear, meaning that pupils will undertake all Non-Examined Assessment (NEA) in the certification year (Year 11) and sit the written exam at the end of the course.

Subject content

The subject content for GCSE Drama is divided into three components:

- Understanding drama
- Devising drama
- Texts in practice

Assessments

Component 1: Understanding Drama

What is assessed?

- Knowledge and understanding of drama and theatre
- Study of one set play 'The Crucible' by Arthur Miller
- Analysis and evaluation of the work of live theatre makers

How is it assessed?

- Written exam: one hour and 45 minutes
- 80 marks, worth 40%

Questions?

- Section A: multiple choice (four marks)
- Section B: four questions on a given extract from the set play chosen (46 marks)
- Section C: one two-part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks)

Component 2: Devising Drama (Practical)

What is assessed?

- Process of creating devised drama
- Performance of devised drama
- Written analysis and evaluation of own work

How is it assessed?

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total, worth 40%
- Performance is at the end of the Michaelmas Term

This component is marked by teachers, videoed and moderated by AQA.

Component 3: Texts in practice (Practical)

What is assessed?

- Performance of two extracts from one play
- Free choice of play but it must contrast with the set play chosen for Component 1

How is it assessed?

- Performance of Extract 1 (25 marks) and Extract 2 (25 marks)
- 50 marks in total, worth 20%

This component is marked by an external examiner who comes into the school in the Lent Term of Year 11.



MUSIC, GCSE (AQA)

Year 10 Music

Component 1 - Understanding music (worth 40%)

Pupils are introduced to some of the set works in the four Areas of Study (AoS). For each AoS pupils will learn the basics of each style or period - e.g. the musical structures, the instruments used, the context the music was originally created in etc.

AoS1 - Western classical tradition (1650 - 1910)

You will study:

- The Coronation Anthems and Oratorios of Handel.
- The Orchestral Music of Haydn, Mozart and Beethoven.
- The piano music of Chopin and Schumann.
- The Requiem of the late Romantic period.

Your set work is Beethoven: Symphony No.1, movement 1

AoS2 - Popular music

You will study:

- music of Broadway 1950s to 1990s
- rock music of 1960s and 1970s
- film and computer gaming music 1990s to present
- pop music 1990s to present.

No set work for AoS2

AoS3 - Traditional music

You will study:

- Blues music from 1920–1950
- Fusion music incorporating African and/or Caribbean music
- Contemporary Latin music
- Contemporary Folk music of the British Isles

No set work for AoS2

AoS4 - Western classical tradition since 1910

You will study:

- The orchestral music of Copland
- British music of Arnold, Britten, Maxwell-Davies and Tavener
- The orchestral music of Zoltán Kodály and Béla Bartók
- Minimalist music of John Adams, Steve Reich and Terry Riley.

Your set work is Bartok: Hungarian Pictures (four movements)

Component 2 - Performing (worth 30%)

Pupils are encouraged to perform at every opportunity (e.g. class concerts, Informal Concerts - evening concerts in November and February - and within the bands and orchestras at the Michaelmas and Spring Concerts).

Pupils must prepare one solo piece and one ensemble piece, to be recorded in the Trinity Term as a mock exam. There must be two or more players in the ensemble with distinct and separate parts. The combined time of both performances must be at least four minutes. The ensemble performance must be at least one minute long. The maximum difficulty level is equivalent to ABRSM Grade 5.

Component 3 - Composing (worth 30%)

Pupils will begin the course by completing short composition exercises, in different styles, but later in the year will complete a more substantial composition, based on a set brief.

Year 11 Music

Component 1 - Understanding Music (worth 40%)

Pupils continue with the set works and exam-style listening questions based on the four AoS. Pupils will need to demonstrate an understanding of the musical elements, be able to recognise instruments, key musical features, rhythmic and melodic devices, and be able to discriminate between them.

Component 2 - Performing (worth 30%)

Pupils will record solo and ensemble pieces in October, for submission later in the school year. Again, pupils are encouraged to perform at every opportunity.

Component 3 - Composing (worth 30%)

Pupils will complete two coursework compositions. The final submission for both compositions consists of a recording and a musical score.



PHYSICAL EDUCATION, GCSE (OCR)

If you enjoy playing and watching sport and are curious about gaining a deeper understanding and fostering an appreciation of how and why people take part in physical activity, exercise and fitness, as well as learning about your own personal health and wellbeing, then a GCSE in Physical Education will excite you. This dynamic course will enhance your appreciation and analysis of performance and consequently allow you to improve your own practical performance.

Course in Year 10

The programme consists of two double lessons per week. Within these lessons, pupils will be taught the theoretical aspects of the course, and they will also apply this knowledge to enhance their understanding of fitness, principles of training and methods of training.

Course in Year 11

The programme consists of two double lessons per week, which predominately focuses on theory including the opportunity to gain a deeper understanding of movement analysis within sport. Pupils undertake their Analysis and Evaluation of Performance (AEP) during the Michaelmas Term.

Theory (worth 60%)

Physical Factors affecting Performance - one hour examination

- The structure and function of the human body during physical activity and the physiological response to training
- Physical training using principles and developing training plans while minimising the risk of injury

Socio-cultural influences and sports psychology - one hour examination

- Socio-cultural influences: engagement patterns in physical activities, commercialisation of sport and ethical issues surrounding participation
- Sport psychology: characteristics of skilful movement, goal setting, mental preparation, guidance and feedback in physical activity and sport
- Health, fitness and well-being: health benefits of physical activity, diet and nutrition

Practical (worth 40%)

- Assessed in three sports: one team, one individual and one team or individual
- Analysis and Evaluation of Performance (AEP) in chosen sport



TECHNOLOGIES

COMPUTER SCIENCE, GCSE (OCR)

In the same way the pupils benefit from a knowledge of physical and natural sciences in order to understand the world in which they live, pupils increasingly need to know something about the Computer Science that underlies the digital world. Research shows that although many young people are confident using a range of digital devices, few are able to program them and design their own application.

The OCR's GCSE Computer Science course will give pupils an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. Through the study of computational thinking and programming, the course will help pupils to develop critical thinking, analysis and problem-solving skills. For many, it is a fun and interesting way to develop these skills, which can be transferred to other subjects and applied in day-to-day life.

Computer Science continues to have a growing importance. This means there will be an increasing demand for professionals who are qualified in this area.

Course content:

Computer systems

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- System software
- Ethical, legal, cultural and environmental impacts of digital technology

Computational thinking, algorithms and programming

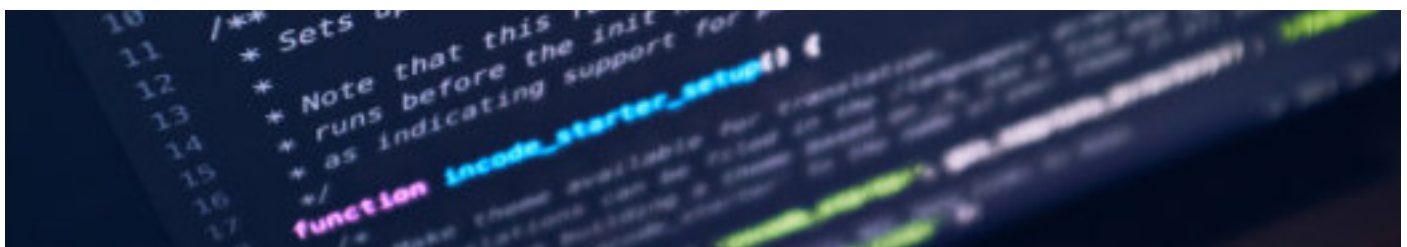
- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

Assessment

The course is assessed by a combination of two written papers:

- Component 01 - Computer systems (50% of total GCSE)
- Component 02 - Computational thinking, algorithms and programming (50% of total GCSE)

In addition, students will engage in practical Programming using Python. For this aspect of the course, pupils will develop the skills to analyse, design, develop and refine coded solutions to a task or series of tasks.



DESIGN AND TECHNOLOGY, GCSE (AQA)

Design and Technology is a creative subject which encourages significant lateral thinking, problem solving, and gives breadth and balance to the academic curriculum. The practical focus is on the use of materials appropriate to the subject task, while applying knowledge and understanding relevant to the processes and techniques in order to design, make and evaluate a product.

The specification has been created to encourage pupils to be able to design and manufacture products with originality and creativity using a range of materials including fabric, wood, metal and plastics. As a designer-maker, pupils will develop their appreciation of design within society and gain a greater understanding of processes used to construct individual products.

At GHS pupils can follow either a Product Design or a Textiles Technology route. Classes are taught in small groups, with lots of individual attention and technical support, and the programme consists of two double lessons per week.

Assessment for Design and Technology: Product Design and Textiles Technology

Course Content:

1. Core Technical Principles
2. Specialist Technical Principles
3. Designing and Making Principles

Written Examination: 2 hours

100 marks

50% of GCSE

Assesses students' understanding of the course content and their breadth of technical knowledge and understanding. Includes a mixture of short and extended response questions.

Non-Examined Assessment (NEA)

50% of GCSE

A substantial design and make project including a design portfolio of approximately 25 pages of A3 paper and a final prototype, chosen from a range of themes set by the examination board.



Product Design Route

Pupils taking the Product Design route will have the opportunity to work with materials such as wood, metal, plastic and textiles when designing and making. Product Design will prepare pupils to participate confidently and successfully in an increasingly technological world, as pupils gain awareness and learn from many wider influences on Design and Technology including historical, cultural, environmental and economic factors.

Year 10

During the course, students focus on increasing their range of practical skills; advancing expertise in CAD/CAM, using the laser cutter and 3-D printer. The core technical principles will be taught through focused theoretical lessons. With access to our excellent workshop facilities, pupils will develop high level technical skills to last a lifetime.

Year 11

Students predominantly focus on the continuation of their Non-Examined Assessment (NEA). A GCSE in Design and Technology: Product Design is excellent preparation for a wide range of design and engineering related careers. The subject provides excellent opportunities to further develop practical skills and apply modern technologies to the learning process.

Textiles Technology Route

Pupils taking the Textiles Technology route will focus on developing a range of practical skills such as: fashion illustration, fabric manipulation techniques, experimentation with CAD/CAM including the laser cutter, sublimation printer and computerised sewing machines. Pupils learn to use a range of pattern cutting and construction techniques by undertaking mini-projects, making garments and accessories. The lessons take place in our well-equipped design studio, which underwent a complete redesign in early 2021.

Year 10

During the course, students increase their knowledge of fibres and fabrics theory and learn about the design process, the use of robotics in industry, sustainability, material properties and their performance characteristics, design movements and designers such as Chanel, Mary Quant and Vivienne Westwood.

Year 11

Students predominantly focus on the continuation of their Non- Examined Assessment (NEA). A GCSE in Design and Technology: Textiles Technology is excellent preparation for a wide range of design and technical textile related careers. The subject offered provides excellent opportunities to further develop practical skills and apply modern technologies to the learning process.



Inspiring Girls

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