

GCSE Years Guide

2021/22



NORTHAMPTON
HIGH SCHOOL

G D S T
GIRLS' DAY SCHOOL TRUST

Welcome to the GCSE Years Guide

Although Lower Fifth is some months away, now is the time to begin looking forward to the four-year journey upon which you are about to embark.

That journey begins with the GCSE years and ends with you leaving to pursue a gap year, university course, apprenticeship or a job via the exciting two years in Sixth Form.

It can seem a daunting prospect to be choosing GCSE subjects already, and for the large proportion of you who are not sure where your future aspirations lie, the task of narrowing your curriculum is a difficult one. It is important to remember that your compulsory core subjects do keep your options open though.

The GCSE years, however, are not just about the subjects you study but about seeking out opportunities to discover who you are and what you enjoy doing. The information in this guide will outline the many ways in which you can get involved in school and the wider community in a

way that has not been possible until now. We hope you will decide to take up some of the leadership opportunities available to you, to volunteer and to continue to enjoy the extracurricular opportunities on offer.

This guide will, I hope, also help you to appreciate the range of support and guidance that is on offer every step of the way over the coming years to help you become the kind of adult you want to be. There are group and individual guidance workshops, evening information events, tutorials and PSHEE sessions, all designed to ensure you get the information you need at the right time for you.

Trust us when we assure you that, by the time you finish your GCSE years, you will be prepped and ready to make the next step of choosing A Levels, and making decisions on what you want to do beyond them. We are here to help, encourage and support you along this exciting road.

Mrs Adèle O'Doherty
Deputy Head Pastoral Care and Guidance

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Choosing your GCSEs

Our tutors and subject teachers have many years of experience helping students make the right choices at GCSE and A Level. They will be your guides in this process and will be on hand whenever you have any questions or worries.

How will I make my choices with the future in mind?

Although you may well have a general idea of the area you would like to move into, it is very usual to be uncertain of your future career at this stage. Many people change their minds several times along the way. Your time in school, especially in Lower Fifth and above, is preparing you for life as a global citizen, voter, neighbour and parent as well as a life of work, but don't worry, you will have plenty of support and advice to help you find the right path for you personally through all these challenges.

As a student it is important that you keep two things in mind. Firstly, have you left as many doors as possible open to career choices? The compulsory core helps you to do this. A broad-based education is attractive to future employers and to admissions tutors in Higher Education.



Don't forget, GCSE results will be taken into consideration along with A Levels when you are looking at universities and beyond. When you are thinking about choices, you should ask yourself the following questions:

Which are the right subjects to choose?

- Those you are good at
- Those you may need for a future career
- Those you like and enjoy

Which are the wrong subjects to choose?

- Those you choose because your friend is doing them
- Those you choose only because you like the teacher

Don't rule out a subject because you don't get on with a teacher.

Do take advice from your subject, careers and form teachers.

Don't accept decisions made for you by others, however well meaning.

Do discuss your choices with your parents.

Remember that, ultimately, your choices must be the ones that feel right for you.

How will my timetable look?

There is GCSE overview information for each subject later in this booklet. Please note that there may be some changes to courses as a result of the COVID-19 pandemic and we will ensure students are kept up to date as required.

Which GCSE subjects are compulsory?

All students will study English, English Literature, Mathematics and the three Sciences, Biology, Chemistry and Physics. You will also choose at least one Modern Language from French, German or Spanish. You may choose to study the Sciences as separate GCSEs or as a Dual Science award. The Dual Science award is worth two GCSEs but is still taught as three separate sciences by specialist teachers.

How many GCSE subjects will I study?

In total, most students will study 9 GCSEs, with students choosing Separate Sciences having the option of studying 10.

How many lessons will I have in each subject?

GCSE subjects are taught over 4 periods per week, except English Language and Literature, which are over 6 periods per week and the Dual Science award, which is taught over 9 periods per week. Students who take 9 GCSEs will have time for supervised private study during the week.

Which GCSE subjects may I choose from?

You will choose up to three GCSEs from the subjects in the table below, or two if you have chosen an extra language. If you choose Separate Sciences, you may choose two or three subjects from the list.

Option Choices

Art, Craft & Design
Computer Science
Drama
Fashion & Textiles
Food Preparation & Nutrition
Geography
History
Latin
Music
Physical Education
Religious Studies

Options timetables and deadlines:

GCSE Information Meeting	Tuesday 12 January 2021
U4 Parents' Evenings	Wednesday 20 January 2021 Monday 25 January 2021
Option Choices made online	Wednesday 20 January to Friday 29 January 2021

Can I take any additional GCSEs?

The timetable is designed carefully to ensure the right academic balance is made between the subjects. It is not possible to add an extra option into the timetable. However, occasionally students wish to take an alternative Modern Language at GCSE because they have a family connection and already have a high degree of proficiency in the language. In these cases, it is possible to consider substituting an optional subject, in consultation with the Headmistress.

360° Me ePortfolio

360° Me ePortfolios are personal websites built by students to provide an illustration of your life, your educational and other achievements as well as your personal ambitions. At the heart of the ePortfolio is a belief that harnessing the power of technology will have the added benefit of encouraging you to think critically about your wider online life. In effect, by actively managing your digital footprint in this way, you are better placed to avoid some of the negative issues associated with social media.

An alumna of the school, who now works managing the social media presence of large organisations, comments that having a personal site is very advantageous, as it helps to highlight to potential employers positive attributes and the willingness to contribute more widely in society:

“Your social profiles stick with you - social media is going to keep being relevant. You need to know that everything you do, both intentionally and not, contributes to the way others are perceiving your personal brand. Take control of it!” - Alice, GDST Alumna



The aim of the portfolio is for you to illuminate your life for the benefit of people you want to influence and persuade in the professional and academic domains, demonstrating your educational and other achievements as well as your personal ambitions. The websites are private and only available within the GDST network initially, to form tutors and guidance staff, as well as anyone else at school you choose to show it to. You will refine your ePortfolios over the years so that they become a living résumé for future employers or universities, and give a real insight into your potential and track record.

Initially, you create three sections of your site:

- 1. Home Page:** an instantly impactful page which should visually represent you.
- 2. 360° Me Page:** a brief biographical summary.
- 3. Index Page:** a page with links to your academic and other achievements which will grow over time.

Enrichment

Balance is the Key to Life!

Students studying for their GCSEs work conscientiously at their chosen subjects, but there's a great range of enriching extracurricular activities, trips and visits to take advantage of outside the classroom. It's all about creating a sense of balance and building a portfolio that reflects who you are.

Enrichment opportunities are offered across the curriculum. These may include visits to Oxford University for a Classics study day, Café Sci trips to the Space Centre and Bletchley Park, Maths lectures in London, a Theology and Philosophy day in Cambridge, trips to the National Theatre for Drama students, the Geography field trip to Somerset and Nettlecombe Park and Art Trips to the British Museum, Tate Modern and Natural History Museum, as well as visits to the BBC Good Food Show and Clothes Show in Birmingham. Residential trips abroad are also an option, so you could join the Art and Classics trip to Rome, the History and German trip to Berlin, or take part in the German or French/Spanish home stay visits. Clubs and societies thrive in all their forms across the school: you can join the DASH debate teams as part of the interhouse competition, become a Language Leader or join Café Scientifique, a science club run for and by GCSE students who arrange guest lectures and assemblies for their members.



Moreover, all our GCSE students are encouraged to develop their own skills, talents and interests. From here you might decide to join the National Citizen Service (NCS), organise some work experience in the summer, or help to organise your year and House charity event. Sports clubs abound, and you might join a sports team like hockey or netball, or work out regularly at the school gym. You could even compete in the GDST Rallies, join the Senior Ski trip or be chosen for one of the Sports Tours. Opportunities in Music and Drama also abound, and you could be part of the Senior Choir, Orchestra, Flute Choir, join the Senior Theatre Company and be part of the Senior Play or take a lead role in House plays.

Alternatively, you might volunteer to lead your House as a House Captain, volunteer as a Junior School Reading Mentor, or become part of the Big Bear, Little Bear programme as a mentor to Year 6 students, to help them through the transition to Senior School. You could even volunteer to help organise and run the annual Christmas Variety Show for our local care home. You could, of course, also participate in the Duke of Edinburgh Award scheme, starting with the Bronze Award in Lower Fifth before joining the Silver and perhaps even the Gold challenges as you progress through the Award.

There are myriad opportunities scattered in your path from which you can choose.



Enrichment



National Citizen Service (NCS)

This is a UK-wide programme available, via application, to all 15-17 year olds. NCS comprises various stages and lasts for 3-4 weeks during your summer break. During NCS you will undertake adventurous activities, learn new skills and take part in social action projects alongside likeminded students from across the country. It is a great way to get out of your comfort zone and make new friends. Visit: <https://wearencs.com/> for more information.

Language Leaders Award and Erasmus+

You will have the opportunity to join the Language Leaders programme during Lower Fifth if you have a particular interest in French, German, Latin or Spanish. You will be able to help run events for other students, organise competitions and support the language learning of younger pupils. At the end of the programme you will gain your Routes into Languages Language Leader Award. Students will also have the opportunity to be involved in projects with our partner schools across Europe in our Erasmus+ collaborations.

Café Scientifique

Café Sci is a programme of lectures, clubs, trips and visiting speakers led by students. If Science is your thing then Café Sci is something you should get involved in. It offers a fantastic opportunity to develop leadership and understanding of how to run an event, including marketing, health and safety and logistics.

Duke of Edinburgh's Award Scheme

Most pupils undertake the Bronze Award during Lower Fifth and then smaller numbers proceed to Silver and Gold after completion. You will find yourself helping in the community, building mental and physical fitness and developing new skills, as well as going on an expedition.

Big Bear, Little Bear

You will have the opportunity to be a mentor to a pupil in Year 6 as part of the Big Bear, Little Bear scheme during the Upper Fifth year. Entry to this scheme is via an application and as part of the process you receive training and support before being partnered with a younger student. The aim of the scheme is to help prepare the younger students for life in Senior School and give them information and advice. In return you will develop mentoring and leadership skills.



Reading Mentors

During spring term of Lower Fifth, you are given your first opportunity to mentor younger pupils, usually in Year 6, by helping them to practise their reading. Doing this will build your confidence as well as that of your partner pupil.

Sport

Sport in the Curriculum

In both years of the GCSE course you will take part in a Games afternoon. This is designed to help you relax and enjoy the company of your friends, while improving your fitness and developing your sports skills.

In Lower Fifth you will participate in several wellbeing activities or have the option of hockey or netball if you would prefer. Hockey and netball players will use this time as squad training. Our wellbeing curriculum includes activities such as yoga, HIIT, fitness, dance, OAA, flexibility training, water polo and strength and conditioning. In the summer term students can also take part in tennis, cricket, rounders and athletics.

In Upper Fifth you will choose an activity to participate in for half a term at a time. The options change, but examples include fitness, hockey, volleyball, netball, dodgeball, cricket, tennis, yoga, dance, rounders and squash.



Extracurricular Sport

Outside of lessons there are a huge number of extracurricular sports activities. These run before school, at lunchtime and after school. Before school we offer clubs such as squash, swimming, indoor hockey and gymnastics. At lunchtime there is volleyball, trampolining, badminton, and the opportunity to use the fitness suite. After school we focus more on the traditional team sports and offer hockey, netball, cricket, and tennis depending on the term. Again, after school the fitness suite is always available until 5pm. Alongside our clubs we run a large fixture programme, fielding teams in a variety of sports. We also have an extremely successful equestrian team and any student with their own horse can compete for us against other schools.

Guidance



Inspiring Futures – a programme for Careers and Guidance

You will have already narrowed your subjects slightly for GCSE but will also be looking ahead to A Level options. As soon as you start your GCSEs we begin to look ahead to the next stage of transition, including helping you to develop employability skills. This includes CV writing, positive and professional online profiles, interview techniques and cover application writing. This is consolidated during Enterprise Week towards the end of the Summer Term. For Lower Fifth, this includes a day spent on careers, including a networking event with recent School alumnae. There is also time spent on ePortfolios during this week.

Guest speakers and a range of workshops are provided for you across the two years to investigate individual career paths and issues surrounding employment, in greater detail. These vary on an annual basis but we ensure that the key elements are covered for each student. Speed networking forms another opportunity to explore different possibilities and also gives you a valuable insight into the best pathways to take.

Your GCSE courses will be enhanced by an extensive programme of trips including visits to the Natural History Museum in Oxford to study evolution in the lecture theatre where Darwin and Huxley had their famous 'Great Debate' and to Science Live in Birmingham to hear world famous scientists, such as Professors Jim Al-Khalili, Alice Roberts and Robert Winston speak about their work.

Personal, Social, Health and Economic Education

The Personal, Social, Health and Economic Education (PSHEE) lessons are delivered through the Radically Enhanced Curriculum (REC) periods. The programme is designed to develop your resilience, empathy, life skills and much more. The sessions will be predominantly delivered to you in your tutor groups by a dedicated team of PSHEE teachers. In addition to this team, the School Nurse will deliver sessions on sexual health and a range of outside speakers will deliver bespoke sessions. The PSHEE Programme ensures you all receive appropriate support and key knowledge that is targeted to your specific age group. We explore Mindfulness, Relaxation and Positive Mindset in addition to citizenship topics and age-appropriate health topics.

On Track

On Track is our individual mentoring programme for Lower and Upper Fifth students and it helps to ensure that you all get the best possible support to achieve your full potential at GCSE and beyond.

The On Track programme is not exclusively academic in nature and takes a holistic approach, including the input of pastoral leaders, such as Miss Kneen, your Head of Year. This is because we are aware that there may be personal or family concerns that could impact your academic work. Students with specific learning requirements or difficulties are naturally involved in the programme too, their progress being monitored by the Learning Enhancement Coordinator, Mrs Beezley. The types of activities within the programme range from individual subject sessions in academic areas, one-to-one mentoring, through to year group sessions on study and exam skills.

Mentoring is based on a one-to-one tailored approach with an experienced teacher, who will use a coaching system to help build a plan for improvement over a set time. This is communicated to you and your parents.

Art, Craft & Design

Art at GCSE requires a natural curiosity for the world around you and an ability to formulate and carry out in-depth research on selected themes. You will investigate and experiment with a variety of techniques, both detailed and expressive. You will have an opportunity to explore a wide range of materials and improve skills in areas such as painting, drawing, mixed media, printmaking, sculpture, 3D design, textiles and digital media.

Coursework Component One (60%)

Pupils are expected to produce an extensive portfolio of coursework.

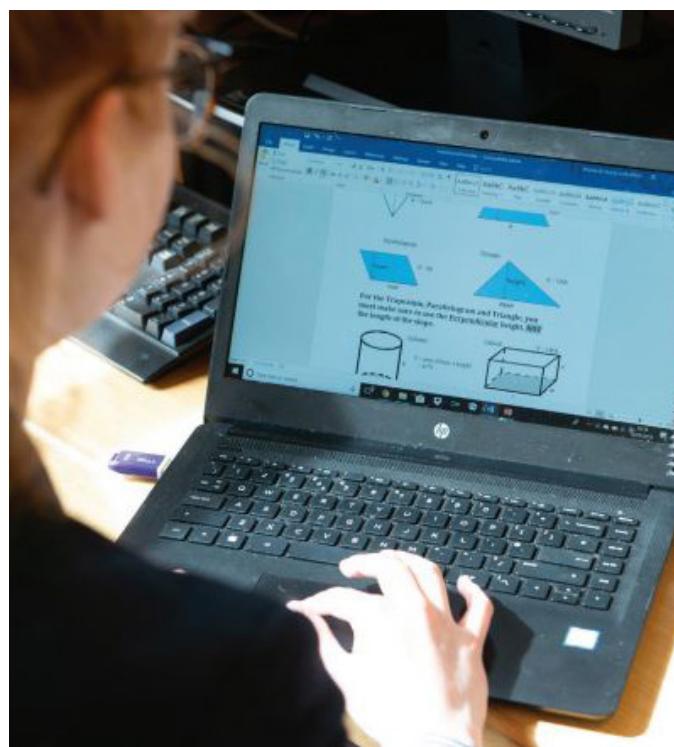
Externally Set Component Two (40%)

(released in January + 10 hours controlled assessment). Students will respond to a set topic or theme. There is an extensive preparatory period in which to carry out research, develop ideas and experiment with media. The final personal response is completed in two days at the end of this time.

Examination Board: Edexcel 1AD0.



Computer Science



In GCSE Computer Science you will learn to code in either C# or Python, developing your skills so you are ready for a project at the start of Upper Fifth. You will learn about the hardware and software that make computer systems work, as well as investigating networks and cyber security. The thinking skills you develop will benefit you in all areas of your studies.

Unit 1: Computer systems (40%).

Written exam paper (1 hour and 30 minutes).

Unit 2: Computational thinking, algorithms and programming (40%).

Written exam paper (1 hour and 30 minutes).

Unit 3: Programming project (20%).

Non-Exam Assessment (NEA).

Examination Board: OCR J276.

Drama

In GCSE Drama you will use your creativity and collaborative skills to develop a devised piece from a stimulus, which you will then perform. You will also analyse and evaluate the devising and performance processes in a portfolio. You will perform in two key extracts from a performance text which is externally assessed by a visiting examiner. There is also a practical exploration and study of one complete performance text with a live theatre evaluation.

Component 1: Devising (40%)

Coursework internally assessed and externally moderated.

Component 2: Performance from Text (20%)

Coursework externally assessed by a visiting examiner.

Component 3: Theatre Makers in Practice (40%)

Written examination: 1 hour 30 minutes.

Examination Board: Edexcel 1DRO.



English Language & Literature

In English lessons, you will develop your ability to read and respond to texts from different eras and in different forms, from Shakespeare to modern poetry, from newspaper reports to famous speeches. Personal expression is developed through creative writing, oral presentations and discussion.

Language Component 1: Non-fiction texts and transactional writing (examination, 60%).

Language Component 2: Poetry and prose texts and imaginative writing (coursework, 40%).

Examination Board (Language): Edexcel 4EA1.

Literature Component 1: Poetry and modern prose (examination, 60%).

Literature Component 2: Modern drama and literacy heritage texts (coursework, 40%).

Examination Board (Literature): Edexcel 4ET1.



Fashion & Textiles

GCSE Textile Design is your chance to design products for woven, knitted, stitched, printed or decorative textiles. Areas of study include fashion design and illustration, costume design, constructed textiles, printed and dyed textiles and digital textiles. Our first project is entitled 'Fabulous Florals' and is designed to explore a range of creative textiles techniques alongside studying the work of some contemporary designers. You will create a selection of portfolio pages which showcase a range of creative textiles and design ideas inspired by the theme.

There are two components, which are both assessed in school and moderated by the exam board.

Component 1: A portfolio of work to include a sustained project, the theme and direction of which is chosen by the candidate.

Weighting: 60% of total GCSE marks.

Component 2: An externally set assignment from AQA, chosen from a set of seven starting points. Candidates will carry out approximately 15 weeks of preparatory work followed by 10 hours of supervised unaided work to realise a final outcome.

Weighting: 40% of total GCSE marks.

Examination Board: AQA Textile Design 4204.

Food Preparation & Nutrition

In GCSE Food you will expand your theory knowledge by studying nutrition, processes, dietary needs and food provenance, as some examples. You will build on the practical skills you already have and learn new ones, including making pasta and puff pastry, filleting fish and portioning chickens. Through cooking you will also develop your presentation skills by applying techniques to improve the appearance of food. An annual trip to Borough Market is a fantastic opportunity to explore a bustling food market by seeing what local and seasonal produce is on offer, and to take part in a workshop.

Food Preparation and Nutrition:
50% of GCSE 1hr 30 minute written paper.

Food Investigation Task:
15% of GCSE non-examined assessment (NEA).

Food Preparation Task:
35% of GCSE non-examined assessment (NEA).

Examination Board: OCR J309.



Geography

You will study Human and Physical Geography as part of the GCSE course. Specific human topics include examining different levels of global development, how this affects people's standards of living and how trade and investment by large companies can affect development. Physical topics involve developing an understanding of how the world changes through natural processes, how these changes affect our lives and how we can in turn impact the planet. In particular, we study coastal processes to examine the impacts of flooding and erosion on people as well as weather hazards, such as the potential impacts of tropical storms.

It is a subject that rewards those who have the ability to reason and think. In content it covers many areas that are directly applicable to 'real life', hence maintaining and broadening your interest in the world around you. It is a modern GCSE course that studies contemporary geographical issues that affect the world today, such as immigration and climate change.

Unit 1: The Physical Environment 37.5%.

Unit 2: The Human Environment 37.5%.

Unit 3: Geographical Investigations (including fieldwork) 25%.

Examination Board: Edexcel 1GAO.



History

A genuine interest in History and reading is essential. The GCSE course will introduce you to some of the key events and personalities that have shaped important developments in British, European and World History. In addition, you will develop skills such as the ability to construct arguments and your written skills will be enhanced in terms of learning to write more concisely and fluently. This makes it highly suited to a wide range of career paths including Law and Journalism. Students are encouraged to debate the issues raised, research around the subjects taught and prepare presentations to enhance learning. Communication skills are vital for success in the world today and the study of History provides a route to acquiring them. Extra sessions and lectures will be available during REC periods and in recent years, girls have been offered trips to the Somme (Warfare Through Time) and Berlin (Cold War).

Units 1, 2 & 3 are assessed by three written exams. There is no coursework.

Paper 1: Thematic study and historic environment. Warfare and British Society 1250 to the present and London and the Second World War 1939-1945.

Written examination: 1 hour and 15 minutes (30% of the qualification).

Paper 2: Period study and British depth study. Superpower relations in the Cold War 1941-1991 and a study of Elizabeth England from 1558-1588.

Written examination: 1 hour and 45 minutes (40% of the qualification).

Paper 3: Modern depth study. Russia and the Soviet Union, 1917-1941.

Written examination: 1 hour and 20 minutes (30% of the qualification).

Examination Board: Edexcel 1H10.

Latin

The Latin course is structured around language and literature, with the study of civilisation through archaeological sources available as an option. The language focus develops your linguistic skills of translation, comprehension, grammar analysis and prose composition, whilst the literature element enables you to read a range of verse and prose authors. Essay skills are also practised, as are justifying opinions, making comparisons and critically evaluating contributory factors. Naturally, researching the cultural context of the set texts, learning about Roman value, history and politics and carefully examining the impact of literature on its intended audience are also important. Extra support sessions are offered during REC, and we offer a plethora of trips, such as to Oxford University (L5), and trips to Pompeii and the Bay of Naples or Rome. Visits to the theatre or national museums are also arranged, and students can gain the national Language Leaders Award in Latin.

1 Language paper: 50%.

1 Literature and Sources paper: 30%.

1 Latin Literature or Roman Civilisation paper: 20%.

Component 1: Latin Language: An unseen passage of Latin divided into four sections, two comprehension and two translations, of increasing difficulty. Students then choose between answering grammar questions on an unseen passage, or four very short sentences of prose.

Component 2: Literature and Sources: A prescription of Latin literature, both prose and verse, on a theme, together with prescribed ancient archaeological source materials. Open book assessment, with a mix of comprehension, style and essay questions.

Component 3: Latin Literature or Roman Civilisation: A prescription of prose or verse literature comprising a sustained narrative, with extra passages to be read in English. Open book assessment, with a mix of comprehension, style and essay questions **OR** a range of prescribed ancient sources on a cultural topic, with a mix of short, factual questions, mini essays or explanatory questions.

Examination Board: EDUQAS C990PA.



Mathematics

As a core subject, we see great Maths skills as being fundamental to your academic profile. We support, challenge and stretch all students enabling you to become confident mathematicians with a love of the subject. We also allow you the opportunity to study Further Mathematics GCSE if you show considerable potential in the subject.

Paper 1: carries 50% of the total mark.

Paper 2: carries 50% of the total mark.

Each examination paper lasts for 2 hours.

At both Higher and Foundation tiers, candidates will be expected to be able to use and apply Mathematics both with and without calculators.

Examination Board: Edexcel IGCSE 4MA1.



Modern Foreign Languages

Languages are an important asset in today's world and we pride ourselves on offering three popular Modern Foreign Languages: AQA GCSE in French and Spanish and the Cambridge IGCSE in German. You have the opportunity to study two languages at GCSE if you would like and, if you speak another language at home, we will endeavour to support you in further study of this language. As well as developing excellent language skills, our Key Stage 4 courses give you a fascinating insight into different cultures as well as important life skills for a global employment market.



FRENCH, SPANISH

Examination Board: AQA

The GCSE examination has four assessment components, which correspond to the four skills involved in language learning:

Exam structure:

Listening: 25%.
Reading: 25%.
Speaking: 25%.
Writing: 25%.

Each component will be examined at the end of the course. In French and Spanish, students study all of the following themes on which the assessments are based. Theme 1: Identity and culture; theme 2: Local, national, international and global areas of interest; theme 3: Current and future study and employment.

GERMAN

Examination Board: CAMBRIDGE

The IGCSE examination has four assessment components, which correspond to the four skills involved in language learning:

Exam structure:

Listening: 25%.
Reading: 25%.
Speaking: 25%.
Writing: 25%.

All four skills will be assessed in the final end of course examinations. The five topic areas for study are: Everyday Activities, Personal and Social Life, The World Around Us, The World of Work and The International World.





Physical Education

The GCSE in Physical Education is the opportunity for you to develop your practical skills alongside your theoretical knowledge of human anatomy, biomechanics, sociocultural influences, and sports psychology. We recommend that you regularly participate in a range of sports outside of the curriculum, for school or club to compliment the practical lessons. Overall, the PE GCSE is a varied and interesting course with far reaching applications beyond GCSE.

Music

Music GCSE is an opportunity for you to develop your skills in performing, composing, analysing and appraising music. The course is enjoyable and both challenges and stimulates your musical abilities. You will be supported to perform regularly at school and beyond: individually, in small group settings and in the Orchestra, if possible.

There are three components:

Listening: 40% Listening-based written paper set by the board.

Performing: 30% Supervised Controlled Assessment.

Composing: 30% Supervised Controlled Assessment.

We welcome students who have reached around Grade 3 standard in Upper Fourth, as this will mean they are ready for starting the performing element of the course. During the course we expect you to develop your performing skills to approximately Grade 5 standard by the beginning of Upper Fifth. Students should continue with individual instrumental or singing lessons, in order to fulfil the performing requirements of the course. To develop the necessary ensemble skills, participation in ensemble and group sessions is also necessary.

Examination Board: Edexcel 1MU0.

Practical: 40% - assessment in three sports and a written Analysis and Evaluation of Performance.

Examinations - 60% broken down as:

Paper 1: 30%, 1 hour and 15 minutes - The Human Body and Movement in Physical Education.

Paper 2: 30%, 1 hour and 15 minutes - Sociocultural Influences and Wellbeing in Physical Activity and Sport.

Examination Board: AQA 8582.





Sciences Biology, Chemistry & Physics

Religious Studies

In the Religious Studies GCSE, you will study Hinduism and Christianity as well as a range of philosophical themes that link these important world religions. Our aim is always to educate, and not to indoctrinate. We are proud to welcome students from a wide variety of religious backgrounds as well as those who are Atheist, Humanist or may have no clearly formulated beliefs. We respect the right of all students to maintain and develop their own beliefs and values, as we value the diversity of faiths and philosophies of our students striving to nurture an ethos of dialogue, understanding, and critical thinking.

Component One (L5): The Study of Religions (50% of GCSE) Hinduism and Christianity.

Component Two (U5): Thematic Studies (50% of GCSE) - Four of the following six topics will be studied; (A) Relationships and Families, (B) Religion and Life, (C) The existence of God and Revelation, (D) Religion, Peace and Conflict, (E) Religion, Crime and Punishment, (F) Religion, Human Rights and Social Justice.

Examination Board: AQA 8062LA.

Leading to three GCSEs in Biology, Chemistry and Physics, or GCSE Combined Science (Trilogy 8464), leading to two GCSEs across the three Sciences.

As core subjects in our curriculum you will find the Sciences relevant, challenging and exciting. You may choose to study the Sciences as separate GCSEs or as a Dual Science award called Trilogy. Whether you choose separate Sciences or the Dual Science award you will always be taught in separate Sciences by specialist teachers.

In separate Sciences, students will sit 6 written papers, 2 for each subject, each of which will be 1 hour 45 minutes long, consisting of multiple choice, structured, closed short answer and open response questions. In the Trilogy course there are 6 papers: 2 Biology, 2 Chemistry and 2 Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Examination Board: AQA 8461 Biology, 8462 Chemistry, 8463 Physics, 8464 Trilogy.



Student Case Studies

Hi, my name is Georgia and for my GCSE subjects, I chose to continue with Triple Science, History, Textiles and Spanish for my Modern Foreign Language. In addition, I also intended to take the Further Maths GCSE exam.

Before I picked my subjects, I was given a lot of help and advice from different teachers and members of staff who advised me on the subjects which I would not only do well in, but also enjoy, which really does aid in the process of picking your GCSEs. For me, it was very important to find a balance between having the time to produce quality work in all of my subjects, whilst still having time to take care of myself and my mental health.

During the GCSE years, I have received support from the On Track mentoring programme, which not only helps students with individual subjects, but also revision techniques, stress and much more. This programme really allowed me to open up about my issues with stress around the exams and Miss Kneen, my mentor, was extremely helpful in listening and providing me with the tools I needed to relieve this unnecessary pressure I felt.

Overall, the school really does do its best in helping all the students make the best decisions for them as individuals for not only the GCSEs, but A Levels also. Recently, I have attended the Sixth Form Virtual Information Evenings, as well as my Consultation to discuss options for A Levels, and this really did help me with any concerns I had, as well as widening my perspective to not only the subjects I wish to continue with for A Level, but also my EPQ, potential Electives and different MOOCs which may help me in applying to top universities in the future. **Georgia, U5**

Hi, my name is Amy, and I chose to study 9 subjects at GCSE. I chose Geography, Religious Studies, French and Triple Science as my extra subjects in addition to the core subjects. By choosing 9 subjects it means I have a private study period so I can clear up a bit of homework before I go home.

My name is Vidushi and for my GCSE options I chose French for my Modern Foreign Language, Geography, Computer Science as well as Triple Science. I also decided to do Further Maths in U5.

I chose Triple Science particularly because I would like to pursue a career in Medicine in the future. It was a difficult choice to make, however I received a lot of support and advice from teachers which eventually led me to choose the subjects I loved the most, and I feel I made the correct choice. Over the course of two years, I have thoroughly enjoyed these subjects despite the challenges that have come along with them. It helped to know that the school was there to support me with things like exam pressure and stress. I am extremely grateful for the guidance I have received while facing these difficulties.

Currently I am in the process of deciding on my A Level options and, although it seemed slightly intimidating at first, the school arranged for us to have Consultation Evenings to discuss our thoughts and any concerns we had regarding this.

I found this extremely helpful as Miss Kneen and Mr Viesel not only gave me an insight into what Sixth Form will be like, but I also learnt about the variety of opportunities available such as the Young Philanthropy programme and MOOCs which could potentially help me achieve my goal. They also encouraged me to speak to Mrs Carr for further knowledge. I am looking forward to seeing what the next couple of years hold. **Vidushi, U5**

I didn't choose a creative subject because I wanted to focus on the academic side and by choosing a creative it would mean I wouldn't get a private study period. Over the course of L4 and U4, I didn't really know what I was going to choose, but I chose the subjects I enjoyed and tried to do a wide range of exciting subjects to open up opportunities in the future. **Amy, L5**





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Dec 2020