



The  
**Ladies' College**  
Guernsey

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# Upper Four (I)GCSE Options

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**For study from September 2023**

The Ladies' College  
Les Gravees  
St Peter Port  
Guernsey  
GY1 1RW

+44 (0) 1481 721602  
[registrar@ladiescollege.ac.gg](mailto:registrar@ladiescollege.ac.gg)

**[www.ladiescollege.com](http://www.ladiescollege.com)**

# Contents

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	<b>Page</b>
<b>How to use this booklet</b>	3 - 4
<b>Options evening</b>	3
<b>Careers</b>	4
<b>Contact Information</b>	4
<b>Core subjects</b>	
English Language & English Literature	5
Mathematics	5
Science	6
<b>Optional Subjects</b>	
Art & Design	7-8
Design & Technology	9-10
Digital Enterprise	11
Drama	12
French	13
Spanish	14
Geography	15
History	16
Music	17-18
Physical Education	19-20
Religious Studies	21
Learning Support	22
Timeline for choosing (I)GCSE Options	23
Grading system for (I)GCSEs	24

# How to use this booklet

Your course of study in Lower Five and Upper Five level comprises two elements:

- Core Subjects
- Optional Subjects.

The details of the core subjects, which are a compulsory component of your study, are presented on pages 5 and 6. In addition to these examined subjects, all students will also have a one-hour Careers, PSHEE and Citizenship, one and a half hours of Physical Education and will spend a further half hour with their Tutor.

You will be asked to choose from the optional subjects. We strongly recommend that one of these *should* be a Modern Foreign Language unless agreed otherwise with Mr Barnes. Additional guidance will be given at Options Evening and in Citizenship/Tutor lessons.

Students receiving Learning Support may want to discuss their choices with Mr Herschel or their Learning Support teacher.

When choosing your subject options, you need to consider

- your favourite subjects
- your future career plans
- the method of study and examination technique most suited to you.

References to GCSE mean that the syllabi and examinations follow the courses set by the main UK examination boards AQA, Edexcel, OCR, and the Welsh Board. References to IGCSE mean that the syllabi and examinations follow the international examination boards CIE and Edexcel. The two qualifications rank equally in respect of higher education although, in some areas, their emphasis differs.

The Ladies' College keeps the curriculum under review. The initial presentation will include an overview of the curriculum and Mr Barnes will be available should you have any further questions.

## (I) GCSE Options Evening

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During the evening, we will explain how the options process works and provide additional information relevant to the next two years. There will be opportunities for you to have any questions answered on the options process, subject choice, and pastoral support.

You will need to choose up to four subject presentations to attend. Each presentation will last approximately five minutes with a further five minutes for the subject specialists to answer any specific queries that you may have about their subject.



**Our advice is to prioritise the subject staff in those subjects you are unsure about.**

Additional information on each subject can be found on the subject pages on the College website [www.ladiescollege.com](http://www.ladiescollege.com)

## **Careers guidance in Upper Four**

Students in Upper Four have dedicated lessons covering option subjects available, identifying students' skills and abilities and basic career pathways. Students will also visit the Guernsey Careers Fair at the end of the Lent term and parents are welcome to attend the evening session.

## **Useful websites**

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[www.careers.gg](http://www.careers.gg)

[www.careerpilot.org.uk](http://www.careerpilot.org.uk)

[nationalcareersservice.direct.gov.uk](http://nationalcareersservice.direct.gov.uk)

[www.unifrog.org](http://www.unifrog.org)



Further careers advice can be provided by contacting Miss E Johnson

## **Contact Information**

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PSHCE, Careers and Citizenship Coordinator, Miss E Johnson

[ejohnson@ladiescollege.ac.gg](mailto:ejohnson@ladiescollege.ac.gg)

Director of Studies, Mr H Barnes

[hbarnes@ladiescollege.ac.gg](mailto:hbarnes@ladiescollege.ac.gg)

Year Coordinator, Mrs S Appelqvist

[sappelqvist@ladiescollege.ac.gg](mailto:sappelqvist@ladiescollege.ac.gg)

Head of Learning Support, Mrs N. Ingrouille

[ningrouille@ladiescollege.ac.gg](mailto:ningrouille@ladiescollege.ac.gg)

Details of the support offered by the Learning Support Department can be found at

<http://www.ladiescollege.com/information/learning-support>



# Core Subjects

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## English Language & English Literature

*"Words are, of course, the most powerful drug used by mankind."*

**Rudyard Kipling**

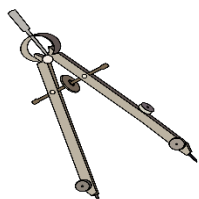
English Language and English Literature are taught together, the course leading to two separate IGCSEs. Work is based on the study of literary and non-literary texts.

In English Language (Specification A), the aim is to develop proficiency in speaking and listening and reading and writing. There is one examination. This consists of reading and responding to non-fiction/media texts, as well as a written task. In addition, students are required to complete coursework tasks.

English Literature involves the study of a range of 20<sup>th</sup> century and pre-20<sup>th</sup> century texts in prose, poetry, and drama, including exploration of historical and social influences and cultural contexts. There is one written examination assessing students' knowledge of both prose and poetry texts. There is also a coursework element.

**Exam board:** Edexcel

**Website link:** <http://qualifications.pearson.com/en/subjects/english.html>



## Mathematics

Mathematics will continue to be taught in sets by ability in Key Stage 4. All sets will have the chance to study for the Higher-Level papers of the IGCSE syllabus. The grades attainable, at the Higher Level, range from 9 to 3.

Whilst students in the upper sets will aim directly for the Higher-Level paper taken in the summer of their Upper Five year, students in the lower sets may take a Foundation Level paper earlier in their Upper Five year with those gaining a grade 4 or 5 progressing to the Higher-Level paper subsequently. There will be an opportunity to re-sit the Foundation Level paper for those who do not gain a grade 4 or 5 at their first attempt. We believe this gives all students the best opportunity to achieve their highest potential grade. Students in the top set may also be taught an additional GCSE in Statistics which they will take at the end of their Upper Five year.

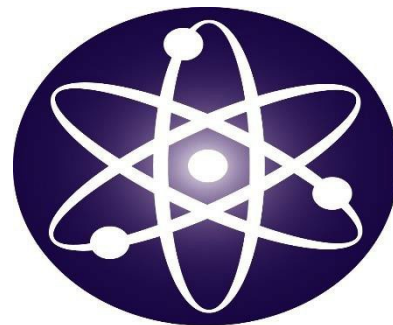
Students wanting to study Mathematics beyond IGCSE should aim to obtain a grade 6 or better.

**Exam board:** Edexcel (A)

**Website link:** <http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-mathematics-a-2016.html>

## Science

Most students study each of the three separate Science subjects for five periods a week (Biology, Chemistry and Physics), and gain one IGCSE in each after two years.



For some students it will be more appropriate to be given more support in a smaller set, and study a reduced amount of content across the three Sciences that will enable them to take the IGCSE Double Award in Science (two IGCSEs representing their combined performance across all three Sciences), and hence achieve at a higher level than would otherwise be the case.

Students receive regular feedback through teacher assessed pieces of work, tests, and the opportunity for students to reflect on their own progress. It is important that these opportunities are utilised effectively, and action taken as appropriate



All the Science IGCSE courses are designed to contain the depth of knowledge required for future Advanced Level studies and many students continue to study the Sciences with great success. There is no coursework or internal assessment of practical activities although there will be plenty of opportunities for hands-on practical work throughout the course.

The final examinations, in the summer term of the Upper Five year, are preceded by revision to ensure that students are well equipped to do justice to themselves in the examinations.

**Exam board: Edexcel**

**Website link: <http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates.html>**

# Optional Subjects

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## Art & Design – Fine Art

The GCSE in Art and Design is designed to be a general course, encompassing Art, Craft and Design, to enable students to explore a range of 2 or 3 dimensional approaches and to encourage students to develop an adventurous and enquiring approach to Art and Design. The focus is to nurture an enthusiasm for Art, Craft and Design through a broad programme, to develop critical, practical, and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts, and design fields.



Work produced for this qualification will demonstrate the use of formal elements and creative skills, and give form to thinking, feeling, observation, design, and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world.

Fine Art may be defined as work which is produced as an outcome of students' personal experiences, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief. Disciplines will include painting and drawing, printmaking, sculpture and alternative media.

### Careers

There are many relevant career opportunities and pathways within the Art and Design field. At The Ladies' College, we offer access to an Advanced Level GCE in Art and Design. Art and Design is relevant to all careers where it is useful to have excellent visual skills. Careers may be in design or art related careers such as architecture, fine art, interior or special design, fashion, and advertising to name a few.

### ***Portfolio - 60% (120 marks)***

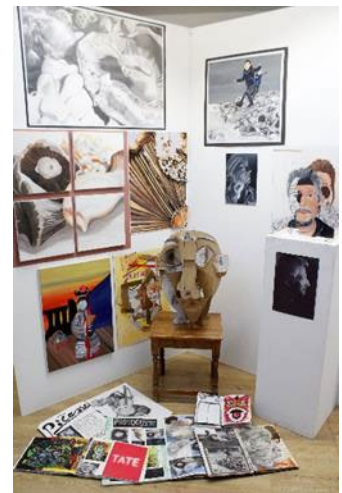
The Portfolio provides opportunities for students to explore and cultivate important skills, knowledge and understanding through a variety of experiences. Students complete one unit within the portfolio in the two years. A unit is defined as a body of artwork, which includes sketchbooks and larger supporting studies, which shows the development of ideas leading to final outcomes. During the course, students will be encouraged to experiment, collaborate, make informed creative decisions, and innovate. Careful consideration of the selection and presentation of their work, their imaginative powers, and their ability to express their ideas will be encouraged. The primary purpose of the portfolio is to develop a confident approach that will support the students' creative journey. Four assessment objectives must be covered equally and in full.



### ***Externally set assignment – 40% (80 marks)***

The Externally Set Assignment materials consist of a series of assignments based on themes, visual stimuli and written briefs set by WJEC/EDUQAS. Students are required to select one of the set assignments and develop it in the form of:

- a personal response
- a specific design brief
- or another suitable approach.



Students will develop their response over a preparatory period. Responses must take the form of critical, practical, and contextual preparatory work and/or supporting studies, which will inform the resolution of these ideas in a sustained focus study. Following the preparatory study period, students will be allocated a period of 10 hours sustained focus study to realise their response unaided and under supervised conditions. The final realisation, a work journal, and preparatory study must show evidence of the four assessment objectives, already familiar to students through their work on the coursework stages.

### **Entry Information**

This is an open entry subject with no higher/lower tiers. All students will be required to take the timed test. Different grades levels are awarded by assessment of outcome. In choosing this course, students must be prepared to commit to the considerable sustained dedication required to complete coursework successfully.

**Exam board: (WJEC) EDUQAS**

**Website link: <http://wjec.co.uk/>**



# Design & Technology: Resistant Materials

*'Design and Technology is the inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world.'* - DATA (Design and Technology Association)



Design and Technology (DT) gives students an excellent opportunity to identify, consider and solve problems through creative thinking, planning and design. Students learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies. By working with different media, materials, and tools they produce well made products and seek to improve the world around them. It is really suited to students that love to think outside of the box, have a passion for creativity and enjoy solving problems. They will learn many ways to communicate their ideas through drawing, modelling, presentation skills and working with a range of resistant and smart materials. Existing skills using wood, metal and plastics are developed further and the pupils learn to use new technologies such as professional CAD software and 3D printing techniques.

All the topics covered are underpinned with an environmental understanding, exploring the life cycle analysis of products and manufacturing techniques. This leads to some excellent environmentally aware concepts being produced and prototyped. Throughout the course, time management skills are developed, and students learn to design and make products that solve genuine, relevant problems whilst considering their own and others' needs, wants, and values. To do this effectively pupils acquire a broad range of subject knowledge and draw on additional STEM disciplines such as mathematics, science, engineering, computing, and art. They also learn to work together on group tasks and communicate their ideas effectively with others.



The IGCSE DT course gives students the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology in solving real world problems. The subject suits a wide range of students and provides a space to experiment with ideas, make mistakes, improve their skills, develop final prototypes to a high standard of finish and have fun!

The course prepares students for a wide range of options including A-level Design Technology – Product Design and Art and Design courses. The subject also offers many future career paths including design-based courses at university and work prospects in the Product Design, Engineering, Architecture, and other creative industries.

The Cambridge IGCSE Design and Technology exam (0979) consists of:

- **Two written exams**, each of which provide 25% of the final IGCSE exam mark
- **Practical Task – The Project** provides 50% of the final IGCSE exam mark. For the Practical Task, students must design and make an item of their choice. They will thoroughly research their chosen context, design, and develop a range of concepts and manufacture their final outcome to a high standard. The product must be completed within a time limit specified by the exam board. All the practical work is supported by an A3 portfolio of work and submitted via an electronic portfolio on Power Point.

**Exam board: Cambridge**

**Website link: <https://www.cambridgeinternational.org/Images/414506-2020-2022-syllabus.pdf>**

# Digital Enterprise

*“It is not the strongest of the species that survives, nor the most intelligent... It is the one that is the most adaptable to change.” - CHARLES DARWIN*



The Digital Enterprise course will equip you with the 21st Century digital skills you need to proceed towards your desired course or career pathway in two years' time.

We have created a course especially for The Ladies' College students, which we believe offers you a broad range of opportunities to explore, linked to a suite of high quality, globally recognised professional qualifications. This is not an 'off the shelf' qualification and the emphasis is to tailor make the course to suit the interests and skills of each individual student. You can develop your skills in coding, illustration, animation, as well as various Microsoft Office skills. You could also learn how to create a website, phone app, database, or to develop technical skills, if this is where your interest lies.



The course has several components:

- Completion of at least two professional qualifications. One will be at a [Microsoft Office Specialist or Expert level](#) and the other to gain Adobe Certified Professional accreditation in Photoshop, Illustrator, Dreamweaver, InDesign, AfterEffects or Animate.
- Apply for, plan, and complete a Digital Enterprise project set by Digital Greenhouse/sponsor tech company. This will be a real-world problem that will conclude with a presentation at an organised event. There is a shortage of women in the digital sector and this course actively challenges this to meet demand.
- Construction of a Digital Portfolio to map progress through the course and encourage students to expand their skills in other areas. This can include skills such as coding and further extension qualifications. The portfolio could also include items such as planning and delivering a Digital Futures presentation and organising and running an online fundraising event as a group.
- Progress through iDEA Digital Bronze, Silver and Gold Awards will also be expected as part of student's homework provision.



<https://idea.org.uk/>

Students will be mentored as they work towards targets agreed and set by their teacher. This course will suit self-motivated students with a desire to learn 21st century digital skills. Students can create their own pathway to support other interests or desired Key Stage 5 pathways including A-levels. For example, a student who is a keen artist could develop their Adobe illustrator skills and complete a Digital Enterprise project working in digital imagery for a local marketing company; a student with a desire to learn how to code could develop their Python skills and complete a programming project.

The opportunity to work with and be known by the private sector is a significant part of this course. There is no bar on this course and students can achieve any goals they set themselves. Welcome to the third decade of the 21st Century.

# Drama



The GCSE in Drama is an exciting, inspiring, and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances, travelling either to London or Stratford Upon Avon, to develop skills as informed and thoughtful audience members, and to participate in a theatre workshop with professional actors/directors.

It is a highly creative course during which students are given opportunities to participate in and interpret their own and others' drama, developing their creative, analytical, and organisational skills.

Students will investigate theatre practitioners and genres of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms, and techniques to produce and realise pieces of original theatre. These are assessed internally and moderated by the examination board.

They are also able to work as actors or designers participating as a resourceful group in the performance of an extract from a play text, which is assessed by a visiting examiner.

Students will demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance, and analyse live performances, in a written examination. In preparation for this assessment, students study their set text practically as a performer, designer and director and are encouraged to see as much live theatre as possible in order to hone their analytical skills and provide material for the review section of the written examination.

There are no previous learning requirements for this course, and it provides a suitable foundation for the study of Drama, History or English at A-level.

As well as working in the theatre sector, studying drama is ideal for students wishing to take up careers in Psychology, Law, Teaching, Historical research, Medicine, Theatre Studies, Management, Design and Social Work.

**Component 1: Devising Theatre:** In small groups students devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner **or** the characteristics of a genre of drama.

**Component 2: Performing from a Text:** Students participate in a performance from a text allowing them a deeper understanding of how to interpret a text for performance and realise artistic intentions.

For both Component s 1 and 2, students may choose to be assessed on either acting **or** design. (Costume, lighting, set design)

**Component 3: Interpreting Theatre: Written paper:** This component requiring students to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of one performance text and through responding to live theatre.

**Exam board:** WJEC (EDUQAS)

**Website link:** <http://eduqas.co.uk>

# Modern Foreign Languages

Studying any language shows that you have good communication and interpersonal skills, which are highly valued by employers and universities. Language learners are considered to be well-organised and disciplined, with good higher-order thinking skills and are always esteemed by people who have not had the chance to study other languages. According to the British Council, people who speak more than one language earn on average 20%<sup>1</sup> more than those who speak only one. This is because language skills are in high demand by employers, especially in a globalized job market. You should choose the language or languages which you enjoy and that you feel confident about.

Communicating with people in their own language is a valued skill in many fields of employment with an international aspect and there are often opportunities available for employees to work in one of the international branches of larger employers. Developing skills in one or more languages aids in learning other languages as well as developing good written and verbal communication skills. Specific careers involving languages include Translators and Interpreters, Diplomatic/European Officials, Overseas and Tourism representatives, Marketing Managers and Foreign Correspondents.

## French



French is spoken on all five continents and is one of the official languages of the United Nations, the European Union, the International Red Cross and the International Olympic Committee. There are approximately 200 million speakers of French around the globe.

Additionally, there are benefits to studying this language because of our proximity to France and our shared history with our nearest neighbour. Anybody wishing to follow a legal career would be well advised to study French, but it is a useful asset for many other jobs. A deeper knowledge of French will also offer you insights into the culture of France and other Francophone countries.

The IGCSE French syllabus builds on the foundations laid in Remove, Lower and Upper Four and you will have the opportunity to revise what you already know, as well as explore the topics in more detail. You will be encouraged to make the most of any opportunities that you have to spend time in France to become confident about using your skills.

The IGCSE course deals with topics such as home and abroad, personal life and relationships, the world around us, education and employment, social activity, fitness and health. You will be assessed at the end of the two years in all four skills of reading, listening, speaking and writing.

**Exam Board: Edexcel**

**Website link:** <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse-french-2017.html>

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<sup>1</sup> British Council. (2021). The economic and social benefits of learning languages. Retrieved from <https://www.britishcouncil.org/school-resources/find-out-more/benefits-of-learning-languages>.



## Edexcel IGCSE Syllabus

### TOPIC AREAS

- Home and Abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

You will be assessed at the end of the course in the four language skills of listening, reading, writing and speaking.

This course provides a sound foundation for further studies at A level.



## Spanish

Spanish is truly a world language with approximately 500 million speakers across the globe! It is one of the most important languages in international communication and therefore we are keen to give you the opportunity to study Spanish at GCSE level.



We have a partnership with an exchange school near Zaragoza in Northern Spain and, current restrictions withstanding, you will have the opportunity to visit the school and stay with a family during your time in Lower Five. This will increase your confidence for the speaking test and give you an insight into the culture of this beautiful country.

This is an intensive course since we cover the whole syllabus within a short time, but it is fun and worthwhile for committed linguists to be able to add such a useful language to their repertoire. We build on the language learnt in Lower and Upper Four, you can expect to make huge progress very rapidly.

The Edexcel GCSE Spanish course is quite similar to the other modern language syllabuses. You will be assessed at the end of the two-year course in all four skills of listening, reading, writing and speaking. The topic areas dealt with include identity and culture, local area holiday and travel, school, future aspirations study and work, international and global dimension.

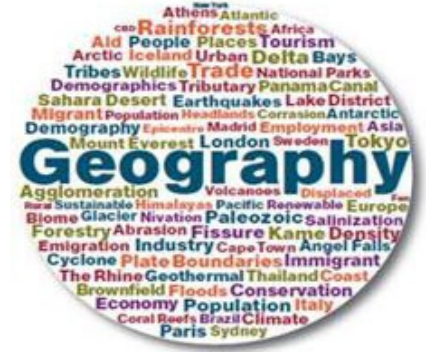
**Exam Board: Edexcel**

**Website link: <http://qualifications.pearson.com/en/subjects/languages.html>**



# Geography

Do you want to learn more about the world we live in? Are you inquisitive and interested in finding out about why places are different and how the world is changing? Do you enjoy programmes like Blue Planet or Earth: The Power of the Planet?



If so, Geography GCSE would stimulate that interest and teach you many useful skills. This relevant course includes a variety of human and physical geography topics. Students will be exploring case studies from the UK, newly emerging economies such as Nigeria and lower income countries.

Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. The course aims to make us more aware of our responsibilities to other people, the environment and the sustainability of the planet.

## The three external examinations at the end of Upper Five;

**Paper 1 - Physical Geography (35%)** *natural hazards (including earthquakes, volcanoes, tropical storms, extreme weather in the UK and climate change), coasts, glaciers, tropical rainforests, and hot deserts.*

**Paper 2 - Human Geography (35%)** *world population growth, the growth of cities, sustainable urban living, and economic development, the importance of tourism to a low-income country, globalisation and the management of water, food and energy resources.*

**Paper 3 - Geographical Applications (30%)** *The skills developed from our two local field trips will be used to answer questions in the examination. There is also an Issue Evaluation which involves critical thinking and problem solving based on a pre-release booklet available in March of Upper Five.*

## Why study Geography?

Geography prepares for the world of work; geographers, with their skills of analysis are highly employable. Students who study Geography can use their skills in a wide variety of careers, including environmental consultants, international aid workers, transport planners, meteorology and in the tourism and travel industries.

## What qualities do I need to study GCSE Geography?

You should have a keen interest in the world around you.

“Geography is the subject which holds the  
key to our future”

Michael Palin

Exam Board: AQA

Website link: <http://www.aqa.org.uk/subjects/geography>



# History

## *Women's Death Battalion*

History is a valuable and well-respected subject. IGCSE History enables students to develop skills such as critical analysis and effective written communication which are highly prized in many academic and professional disciplines.



<https://spartacus-educational.com/Wdeath.htm>

The course itself covers some fascinating aspects of modern world history from the question of how a man like Hitler could come to power in a democracy and then unleash such savage policies on both his own nation and Europe, to how developments in antiseptics, anaesthetics and antibiotics have revolutionised our expectations of health care. This is a course for the curious!

The IGCSE course also acquaints students with important concepts such as the left-right political spectrum, the ways in which information can be manipulated as propaganda by governments and others with vested interests, and the impact of changing times on people's everyday lives.

A secure knowledge of History helps you to be an informed citizen in our democracy and shapes your understanding of contemporary politics and society. It complements studies in other humanities as well as giving context for your studies in literature, languages and art.

## Course of Study for Edexcel IGCSE History

In the Lower Five we study "Russia and the Soviet Union 1905-24" and "Development of Dictatorship: Germany 1918-1945".

In the Upper Five we study "Medicine through Time c.1848-c.1948" and "The World Divided: Superpower Relations 1943-1972".



There are two examinations at the end of the course, each of which is 90 minutes and covers two topics.

In other words, there are 45 minutes of equally weighted examining on each of the four topics above. There is no coursework component.

**Exam board: Edexcel**

**Website link:**

**[http://qualifications.pearson.com/content/dam/pdf/International%20GCSE/History/2017/specification-and-sample-assessments/INT\\_GCSE\\_History-specification.pdf](http://qualifications.pearson.com/content/dam/pdf/International%20GCSE/History/2017/specification-and-sample-assessments/INT_GCSE_History-specification.pdf)**

# Music

GCSE Music is suited to students who are already learning a musical instrument (including singing), and who wish to build on their existing skills. It is not necessary to have passed Grade Five on an instrument/voice to start GCSE Music, but it is an advantage if the student is able to perform pieces of an equivalent standard by the end of their Upper Fifth year. Classical and popular styles are equally valid.



The GCSE includes research and analysis in popular, classical and world music as well as performance and composition. In addition, students will be expected to perform regularly taking part in events in and out of the college.

- **Performing:** students perform individually and as part of a group. The performances are marked internally and moderated by the exam board. There are regular opportunities to practise performing throughout the course. Final performances will be recorded during the examination year.
- **Composing:** students will develop compositional skills throughout the duration of the course based on the areas of study. One composition will be completed in the first year based on a study of your own instrument. The second composition is completed during the examination year as a response to pre-release material set by the examination board.
- **Appraising:** During the course students learn about many musical genres and styles, and study how composers have created finished pieces from their initial ideas. At the end of the course students take a written paper in which they answer questions on pieces of music played to them via a CD.

## Areas of study

<b>1. My Music</b>	A study of the capabilities and limitations of the students' instrument.
<b>2. The concerto through time</b>	Analysis of the concerto from 1650 – 1910 including; <ul style="list-style-type: none"><li>• Baroque Solo Concerto</li><li>• Baroque Concerto Grosso</li><li>• Classical Concerto</li><li>• Romantic Concerto</li></ul>
<b>3. Rhythms of the world</b>	Study the traditional rhythmic roots from four geographical regions <ul style="list-style-type: none"><li>• India and Punjab</li><li>• Eastern Mediterranean and Middle East</li><li>• Africa</li><li>• Central and South America</li></ul>

<b>4. Film music</b>	Analysis of music composed specifically for films, music from the Western classical tradition that has been used within a film and music that has been composed specifically for a video game.
<b>5. Conventions of pop</b>	A study of popular music from the 1950's to the popular day including; <ul style="list-style-type: none"> <li>• Rock 'n' roll for the 1950's and 1960's</li> <li>• Rock anthems of the 1970's and 1980's</li> <li>• Pop Ballads of the 1970's, 1980's and 1990's</li> <li>• Solo artists from 1990 to the present day</li> </ul>

## Assessment

Content overview	Assessment	
<b>Performance on the students chosen instrument.</b>  <b>Composition to a brief set by the student</b>	Integrated portfolio	30% of the total GCSE
<b>Ensemble performance</b>  <b>Composition to an OCR brief</b>	Practical component	30% of the total GCSE
<b>Listening and appraising paper with CD</b>	Listening and appraising paper	40% of the total GCSE

Entry to A-level Music is not dependent on having taken GCSE Music, but it is certainly an advantage as it introduces many of the key skills which form the core of the A-level syllabus.

In summary, GCSE Music is a wide-ranging qualification which offers students the opportunity to respond to many different musical styles. And, equally importantly, it is a lot of fun too!

**Exam board: OCR**

**Website link: [www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/](http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/)**

# Physical Education

GCSE Physical Education presents an opportunity for those with a passion for sport to develop their knowledge of the theory behind participation and performance.

## Theory (60%)

There are two sections of the theory course, each of which is assessed by a 1 hour 15-minute examination. Questions are a mixture of multiple choice, short answer, and extended answer.



### Paper 1: The human body and movement in physical activity and sport

- Applied anatomy and physiology
- Movement analysis
- Physical Training
- Use of Data

### Paper 2: Socio-cultural influences and well-being in physical activity and sport

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

## Practical (40%)

Performance is assessed in three different physical activities in the role of player/performer. You must select one individual sport, one team sport and a third from either category. Students will be assessed on their skills in progressive drills and their performance in a full competitive context. (30%)

Students will also be assessed on their analysis and evaluation of performance to bring about improvement in one of their activities. (10%)

To succeed, students should already be regularly participating in a range of competitive sporting activities. There is an expectation of students on this course will continue to develop their practical performance through regular extra-curricular participation.

## Possible activities for practical assessment

Individual	Team
Amateur boxing	Association Football
Athletics	Badminton (doubles)
Badminton	Basketball
Canoeing/kayaking	Camogie
Cycling	Cricket
Dance	Dance
Diving	Figure skating
Golf	Futsal
Gymnastics	Gaelic Football
Equestrian	Handball
Rock climbing	Hockey
Sailing	Hurling
Sculling	Ice hockey
Skiing	Inline roller hockey
Snowboarding	Lacrosse
Squash	Netball
Swimming	Rowing
Table tennis	Rugby
Tennis	Squash (doubles)
Trampolining	Table tennis (doubles)
	Tennis (doubles)
	Volleyball
	Water polo

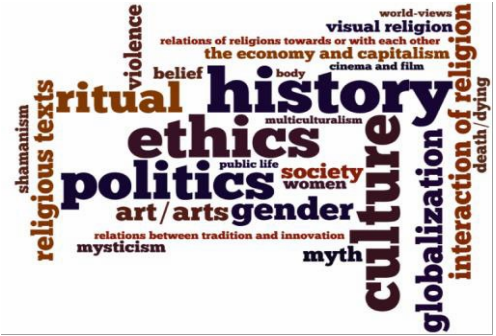
Entry to A-level Physical Education is not dependent on having taken GCSE PE, but it is a good steppingstone for those wishing to continue to study sport.

**Exam board: AQA**

**Website link: <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>**

# Religious Studies

Religious Studies is about living in the world and responding to its problems, which means it is relevant to all students, regardless of the kind of career they are considering.



The course is designed to encourage students to think about Christian and Islamic beliefs and practices as well as examining a wide range of issues including relationships, marriage, divorce, contraception, abortion, euthanasia, war, peace, crime and prejudice on grounds of race, religion or gender.

The course will help you understand more about the Christian traditions and values that have shaped our culture. The study of Islam, another Abrahamic faith, provides an excellent opportunity to learn in depth about another world religion, its ideologies, practices, and current impact on Western society.

Students are required to develop skills in evaluating a range of arguments and points of view and in formulating their own position on all material covered. These skills are transferable and relevant to a wide range of careers, such as lawyers, barristers, and business managers, in addition to those with a direct theology link.

The exam board for Religious Studies is Edexcel. The students are required to study 'Religion and Ethics: Christianity' and 'Religion, Peace and Conflict: Islam' from specification B.

There is no coursework for this GCSE. The students will sit two examinations at the end of Upper Five.

**Exam board: Edexcel**

**Website:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html>

# Learning Support



We can offer a learning support option in the place of one of the four GCSE subject choices.

This would create some 'free' time in a student's timetable that would be made up of small group sessions, looking at study skills and identified areas of need, and independent learning sessions where a member of staff will be on hand to offer help and support where needed.

If you feel this may be an option you'd like to consider, please contact Mrs Ingrouille to discuss further.

Mrs Ingrouille can be contacted at [ningrouille@ladiescollege.ac.gg](mailto:ningrouille@ladiescollege.ac.gg)

## **One-to-one support**

If you are already receiving regular learning support, this can continue in Lower Five and Upper Five if you would like it to.

If you are not currently receiving one-to-one support but feel that you would benefit from some extra help, this can be arranged through Mrs Ingrouille or by speaking to your form tutor or Year Co-ordinator. Support sessions take place once a week, for half an hour, and can cover any topics/areas that are of concern.

## **Exam Access Arrangements**

Exam access arrangements are granted in accordance with strict guidelines by JCQ (Joint Council for Qualifications). There must be evidence of need for such arrangements due to 'persistent and significant' difficulties. An assessment or request from a relevant health professional is required before any arrangement can be put in place. Any assessment relating to exam access arrangements has to have been carried out no earlier than Year 9 (Upper Four). We have an assessor that comes into College once a term.

If you already receive any exam access arrangements, Mrs Ingrouille will have already made the necessary arrangements to ensure that you have an up-to-date assessment and that we have the relevant evidence in place.

Full details regarding policy and procedures for exam access arrangements at The Ladies' College can be found on the college website at:

<http://www.ladiescollege.com/information/examinations>

Details of all exam access arrangements, as governed by JCQ, can be downloaded from their website at:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>



# Timeline for choosing (I)GCSE options

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## DECEMBER

Discussion about choices and careers takes place during PSHCE lessons.

(I)GCSE options handbook is updated.



## JANUARY

Staff speak to students, in lessons, about studying their subject at (I)GCSE.

Options handbook is issued along with an invitation to the Upper Four Options Evening on **15<sup>th</sup> February 2023**



## FEBRUARY


Upper Four Parents' Evening on **Wednesday 1st February (online)**.

Upper Four Options Evening on **Wednesday 15th February (in person, at The Ladies' College)**.

Students make their choices by the end of **Friday 3<sup>rd</sup> March**. These are used to design the Options blocks and you may be asked to confirm final choices from these blocks subsequently.

# Grading system for (I)GCSEs

Following a review of subject content and grading by Ofqual, specifications were updated and have been in place since 2017-19. All (I)GCSEs (except Latin) are now graded 9–1, rather than A\*–G. Grade 9 is the highest grade, set above the previous A\*, with approximately 20% of students gaining grades 7-9 nationally. This system helps provide more differentiation, especially among higher achieving students.



Grading new GCSEs from 2017

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

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

AWARDING  
4 and above = bottom of C and above

## Other changes

Changes also took place with A-levels and examinations at the end of the first year of A-level. AS examinations, taken at the end of Lower Sixth no longer count towards the final A-level grades. As a result of this many schools and colleges, including The Ladies' College, are not offering AS examinations and using the additional teaching time to support students in achieving their A-levels.

The Ladies' College website contains all the latest information and news including our inspection report and copies of the ILEX magazine.

[www.ladiescollege.com](http://www.ladiescollege.com)