



# King Edward VI

Camp Hill School for Girls

KS4 PROSPECTUS 2019-20





# Curriculum and Options Choices

---

Curriculum and Options Choices 4

GCSE Subjects 2019-20 5

---

## GCSE Core Courses:

English (Language and Literature) 6-7

Mathematics 7

Biology 8

Chemistry 8

Physics 9

Religious Studies 9

French/German/Spanish 10

Latin 11

---

## Non-examined Courses:

Core Physical Education 12

PSHE 13

---

## Optional GCSE Subjects

Art and Design (Fine Art) 14

Art and Design (Graphic Communication) 15

Computer Science 16

Drama 17

Geography 18

History 19

Music 20

Physical Education 21-22

---

**GCSE Results 2018** 23

---

# Key Stage Four Curriculum and GCSE Option Choices

---

*KEVI Camp Hill School for Girls aims to provide a full range of quality experiences, within a forward thinking and supportive environment. We strive to develop independent thinking, mature young women who achieve their best and make positive contributions to school and the wider community.*

*We want all students to achieve their potential and enjoy their time at Camp Hill. We hope that they will work hard and participate in the whole range of academic, extra-curricular and social activities on offer.*

*Years 10 and 11 are referred to as Key Stage 4. During this Key Stage all students will continue to follow a core set of subjects to ensure that a broad and balanced curriculum is studied. The GCSE years are important in building a foundation of qualifications which will allow choice at Post 16 and again when looking at future careers and Higher Education. We do not advocate the early entry of GCSE qualifications, as we believe it is important that students are wholly prepared for the demands of end of course examinations and the rigour of A Level study in Year 12. GCSE courses are now linear, which means that all units of each examined subject will be taken at the end of the two year course.*

*All Key Stage 4 students are required to follow the GCSE Core Curriculum in English, Mathematics, Science (Biology, Chemistry and Physics) and a Foreign Language (French, German, Spanish or Latin). In addition, all students complete a GCSE in Religious Studies and follow non-examined Physical Education and a PSHE programme which includes Citizenship and Careers education. Students are required to select another three GCSE Option subjects from Art and Design (Fine Art), Art and Design (Graphic Communication), Computer Science, Drama, French, Geography, German, History, Music, Physical Education and Spanish. When deciding on the choice of subjects it is important for students to discuss options with their teachers, family and friends, but ultimately to choose the subjects they are good at and enjoy.*

*Assessment in all subjects is under the new style GCSE numerical grading system, rather than the traditional alphabetical grades. Students will be awarded grades between 1 and 9, with 9 being the highest.*

*\*In choosing your options, you may wish to know that the English Baccalaureate is awarded to "any student who secures good GCSE passes in the English Baccalaureate qualification i.e. in English, Mathematics, the Sciences, a Foreign Language and a Humanity (History or Geography)."*

# GCSE SUBJECTS 2019-20

---

## GCSE Languages

We ask all students to take at least one Foreign Language to GCSE level. You will need to choose the language you would prefer to study as your compulsory language from the following. Please note, if you would like to study Latin it must be chosen as a compulsory language as it is not an optional subject:

- French
- German
- Spanish
- Latin

## GCSE Optional Subjects

You will need to choose the **three** additional subjects you would like to study from the list below:

- Art and Design (Fine Art)
- Art and Design (Graphic Communication)
- Computer Science
- Drama
- French
- Geography
- German
- History
- Music
- Physical Education
- Spanish

Your choices form will need to be taken to the main office by **9 am on 27th March 2019**. Any changes after this date must be requested through a formal letter addressed to Dr. Rose.

# English

## Exam Boards: English Language AQA / English Literature Edexcel

### Introduction

With two years of superb exam outcomes for our students in both Language and Literature, you can be assured that you are in safe hands! We very much enjoy delivering our Language and Literature specifications, and we've designed the structure of the course to enable you to build on all the great skills you've been acquiring at Key Stage 3. The two qualifications are completely separate and we chose our specifications carefully. We feel confident our courses provide you with lots of opportunity to be creative, to develop your analysis skills, to discuss and read a wide range of challenging texts. English is good value too: you get two GCSEs at the end of Year 11!

### English Language course: AQA

This course is designed to develop your skills as a reader of texts. To prepare for the examination, you'll explore newspaper articles, novel extracts, speeches, blogs and a lot more. You'll explore what the writers have to say, what their intended messages are and analyse how they use language and structural features for effects. Lessons will provide lots of opportunities for you to take part in group work, discussions and presentations of your ideas. The exam papers will consist of several questions on unseen texts so you'll have plenty of practice in developing the skills needed to answer them well. You'll also be doing lots of your own writing: newspaper articles, letters, short stories to name but a few. In lessons, you'll hone your understanding of how to structure your ideas and manipulate this for effect: to create different tones and to draw on a wide vocabulary so that your writing is sophisticated and impressive.

### Assessment

Two exam papers worth 50% each

- Paper 1 (Explorations in Creative Reading and Writing) - 1 hr 45 mins
- Paper 2 (Writers' Viewpoints and Perspectives) - 1 hr 45 mins

### English Literature course: Edexcel

Here, you will study texts from a wide range of genres and periods. For Component 1 (Shakespeare and post - 1914 Literature), you will study a Shakespeare play and 'Journey's End' by R. C. Sherriff which was written in response to World War 1. For Component 2 (C19th novel and poetry since 1789), you will study 'Dr Jekyll and Mr Hyde' by R.L. Stevenson and a selection of poems from an anthology.

You'll also develop your own independent interpretation skills through exploring lots of different poems to prepare you for the 'unseen' part of the examination. You'll become a more perceptive reader as you explore implied meaning, imagery, text construction and language. Our chosen texts will prompt you to consider important issues such as human flaw, conflict and crime. There will be lots of class discussions and independent research so that your written responses are informed, insightful and well-expressed.

### Assessment:

- Two exam papers worth 50% each
- Component one (Shakespeare and post-1914 Literature) 1hr 45 mins (Closed book)
- Component two (C19th novel and poetry since 1789) 2 hrs 15 mins (Closed book)

### Additional Opportunities

We work hard to provide lots of opportunities for you to develop your learning and make it fun! At Key Stage 4, where possible, we arrange theatre trips which support texts you are studying in school and we visit other literary events such as poetry days and writing workshops. In school, you can get involved with the Public Speaking and Debating Society and take part in competitions against other schools. Creative Writing Club welcomes students from Key Stage 4 and 5 to discuss ideas for writing and to enjoy having the opportunity to put those ideas onto paper (or screen!). You can try your hand at poetry recital in the national Poetry by Heart competition and there are always a host of challenging writing competitions advertised for you to take part in. We're keen to hear your suggestions for additional English-based clubs so do let us know if you've got ideas! If you're looking for some extra help with English, we have a super team of Sixth Form academic mentors who have been through GCSE English and have been very successful - they know the demands of the course and are willing to share their knowledge and expertise with you. And, of course, your English teachers are always happy to talk through pieces of work with you at an agreed time.

## Careers and Higher Education

English is not only enjoyable, it is essential for most jobs and university courses. Regardless of what profession you join, you will need to be able to communicate clearly, both orally and in writing. And, even if you do not continue to study English beyond GCSE, you will be equipped with vital skills to help you understand complex texts in other subjects and write well-structured responses to questions. Studying English at university opens up a wealth of career options: Journalism, Marketing, Teaching, Publishing, Media and Public Relations are just a few. It starts here with GCSE English Language and Literature. You have a lot to look forward to: we know there is something for everyone in the course, and we feel confident you will find it immensely enjoyable and challenging!

**Mrs J. Neal**  
Subject Leader

# Mathematics

Exam Board: Edexcel

---

## Introduction

GCSE Mathematics is extremely important to employers and is often a key requirement for entry into further or higher education. Mathematics requires logical thinking; the use and application of mathematics develop practical and analytical skills that can be used in everyday life.

## The Course

In Year 10 you will continue to develop the skills and techniques you have acquired so far, with further study of algebra, arithmetic, trigonometry, geometry and area and volume. You will gain a growing awareness of the applications of these skills both in the solving of abstract mathematical problems and in practical situations.

Since we follow Edexcel's Linear GCSE course, you will complete your GCSE at the end of Year 11. Homework is set regularly and involves a continuation of classroom activities, practice exercises and examination revision.

## Assessment

All students will study towards the Higher Tier of entry and therefore will be able to gain the highest grades. There are three written papers, each contributing one third towards the final grade at the end of the course. The papers are examined in May/June of Year 11. There is no coursework.

## Additional Opportunities

You will be offered the opportunity to enter the UK Mathematics Challenge to test your growing problem solving skills. Taster courses will also be offered during GCSE studies for those of you who have ambitions to study A Level Mathematics and Further Mathematics. We also hope to be able to offer you the chance to participate in a range of other activities; for example, this year students have been able to attend Mathematics lectures and take part in competitions.

## Careers and Higher Education

Mathematics is a very useful subject to study at GCSE level and beyond, as it keeps many career paths open. A good mathematical grounding is much appreciated by employers and higher education institutions alike. Each year we have several students who go on to study mathematics to a higher level at some of the top universities.

**Mr I. Bettison**  
Subject Leader

# Science: Biology

Exam Board: AQA

---

## Introduction

In biology you will continue to look at the topics essential to your understanding of everyday life. You will learn in more detail about how your body works, including diet and digestion, circulation, breathing, nerves and hormones. You will gain a much better understanding of DNA, inheritance and Evolution, as well as explore different diseases and their treatments.

## The Course

Understanding the natural world is also a very important part of the course. We learn about how organisms survive in the wild and how humans are affecting the environment. New topics such as genetics, evolution, biotechnology and disease will complete your understanding of biology and how it is applied in modern day life. During the course there will be plenty of opportunity to complete practical work and a variety of activities that will help you develop your understanding. We aim to develop not only your biological knowledge, but your scientific skills as well, to help prepare you to achieve the highest standard should you want to study Biology further at A Level.

## Assessment

All assessment is carried out at the end of the course by sitting two exam papers, each paper covering topics from different halves of the course. Each paper contributes 50% of your final grade. There is no coursework or separate practical assessment; however, you will carry out ten required practicals during the course. Your understanding of these practicals and your ability to apply your understanding to similar practicals will be assessed in both exam papers.

## Careers and Higher Education

Biology at GCSE will prepare you for study at A Level and beyond. It will teach you how to critically analyse and evaluate information so that you can make informed and objective conclusions or decisions. Biology will develop your awareness of how your lifestyle will affect your health and how our actions can have long reaching impacts on biodiversity. It could help you gain a place at university in a wide range of courses such as Biological Sciences, Veterinary Science, Biochemistry, Agriculture, Medicine and Dentistry as well as teaching you the skills for many non-biological related courses.

**Mr A. Dawson**  
*Subject Leader*

# Science: Chemistry

Exam Board: AQA

---

## Introduction

In chemistry, you will continue to study key areas of the subject to develop your understanding of atoms, molecules and new and exciting materials.

## The Course

At GCSE we begin to explain why substances react together, how quickly it happens and the amount of energy transferred as a reaction happens. This builds on the work you have covered in Year 8 on the Periodic Table and chemical reactions, but also introduces new topics such as chemical bonding and organic chemistry.

## Assessment

External assessment of the GCSE course takes place at the end of Year 11. There are two written examination papers which each contribute 50% to the final mark and are made up of both closed short answer and extended responses. Although there is no standalone practical assessment, the practical skills are an integral part of the subject. There are eight key practicals that must be completed during the course, details of which may be examined in the written papers.

## Careers and Higher Education

Studying chemistry not only develops your scientific skills and knowledge of the subject, but also useful transferable skills in areas such as problem-solving and numeracy. It is a valuable and popular A Level subject which supports applications for a range of university courses such as Chemistry, Forensic Science, Medicine, Veterinary Science and Dentistry.

**Ms V. Ridley**  
*Subject Leader*

# Science: Physics

Exam Board: AQA

## Introduction

Physics deals with the smallest and largest things imaginable, from electrons and atoms to galaxies and black holes. It also deals with the way that forces and energy are used by all of us - in living and moving, in work and play, in sending messages, in storing information and using it to control so many things in the modern world. Physics is a fundamental branch of science which seeks to understand natural phenomena. By the end of the three-year course you will have a much better understanding of the physical processes that govern the behaviour of the world.

## The Course

The first paper will test knowledge on energy, electricity, particle matter and atomic structure. The second paper will assess knowledge of forces, waves, magnetism and electromagnetism and space physics. Each paper will contain a variety of question types including multiple choice, open response and short and long answer questions.

## Assessment

The course will be assessed at the end of Year 11, it will comprise of two papers which are equally weighted. They are each worth 100 marks.

## Additional Opportunities

A number of fascinating evening lectures are given at the University of Birmingham on physics topics. Students from Years 11-13 are welcome to attend.

## Careers and Higher Education

This course provides a superb preparation for A Level Physics. Physics is useful in a huge number of careers: Medicine, Architecture, Engineering, Technology, Optics, Accountancy, to name but a few. There is a huge diversity of research carried out by students of physics ranging from the cosmological events taking place in the universe right down to the strange behaviour of sub atomic particles. Among those who will be at the forefront of providing the technology for survival of the human race will be the next generation of physicists and those who may find the solutions to problems created by global warming or the need to supply a world with energy.

**Mrs R. Nicholson**  
Subject Leader

# Religious Studies

Exam Board: AQA

## Introduction

The course includes the following two components taught during the two year course.

## The Course

### Component 1: The study of religions: beliefs, teachings and practices

Students will study the key beliefs, teachings and practices of the following two religions:

- Christianity- including looking at the role of the church in the local and worldwide community
- Sikhism- including looking at the belief in the oneness of humanity and in the equality of all, including complete equality of women with men.

### Component 2: Religious, philosophical and ethical studies.

Students will study four of the following:

- Theme A: Relationships and families.
- Theme B: The existence of God and revelation.
- Theme C: Religion, peace and conflict.
- Theme D: Religion, crime and punishment.

## Assessment

The two components will be examined by two written exams, both 1 hour 45 minutes, will be sat at the end of Year 11.

## Careers and Higher Education

The GCSE course can feed directly into our Religious Studies Philosophy and Ethics A Level. This has a long tradition as a well-respected and academic course recognised by universities. However, through studying GSCE, all our students will have the benefit of developing their awareness of some of the religious, philosophical and ethical issues in the world today and therefore become better informed individuals. As they practice philosophical thinking skills, in both speaking and writing, they are able to justify their own arguments and challenge views of those who think differently. The range of skills and understanding developed throughout the course will better prepare them for the world of work in the modern global community.

**Mrs R. Davidson**  
Subject Leader

# Languages: French/German/Spanish

Exam Board: AQA

---

## Introduction

Languages are an important part of our Key Stage 4 curriculum, and all students are required to choose at least one language to study in Years 10 and 11. A second language may be selected as one of the three remaining option choice subjects.

## The Course

The French, German and Spanish courses all build on the skills that you will have acquired at Key Stage 3. You will make rapid progress, developing your listening and reading skills, as well as broadening your vocabulary and expression so that you can take part in conversations, write and understand complex texts on a number of issues. We will study three themes over the duration of the course. Theme 1 is 'Identity and Culture', Theme 2 is 'Local, National, International and Global Areas of Interest' and Theme 3 is 'Current and Future Study and Employment'.

## Assessment

There are four examination papers to sit at the end of Year 11. Please note that students can only sit the papers at either Higher or Foundation Tier and that mixing the tiers is not permitted.

### Paper 1 – Listening

45 minute examination responding to recorded stimulus - 25% of the overall grade.

### Paper 2 – Speaking

10-12 minute oral examination including a role play, photo card stimulus and general discussion - 25% of the overall grade.

### Paper 3 – Reading

1 hour examination including a translation from the foreign language into English - 25% of the overall grade.

### Paper 4 – Writing

1 hour 15 minutes examination to include two writing tasks (one structured and one open-ended) and a translation from English into the foreign language - 25% of the overall grade.

## Additional Opportunities

Students have the opportunity to work regularly with the French, German and Spanish Language Assistants. Contemporary magazines with accompanying CDs are available in the department, to help you extend and practise your reading and listening skills. You may also choose to subscribe to such a magazine yourself. We offer foreign trips to Key Stage 4 German and Spanish students.

## Careers and Higher Education

Language qualifications are highly marketable. Employers in all fields are keen to appoint competent linguists as they are considered to be flexible, knowledgeable and excellent communicators. A language can be a perfect complement to any career, but is particularly desirable in the following fields: Marketing; Banking; Law; Education; Telecommunications; Travel and Tourism; Media; Publishing; Chemistry and Biochemistry; International Business; Accountancy; Engineering and of course within the European Community. Many of our students go on to study a language at university, often alongside a second specialist subject.

**Mrs H. Price**  
*Subject Leader*

# Languages: Latin

Exam Board: EDUQAS (Formerly WJEC)

## Introduction

Following the integration of Latin into Years 7-9 as a language enrichment opportunity, we offered the course as a full GCSE option for the first time in September 2017. Latin involves a combination of language work plus the study of the history and literature of the Classical world, emphasising the close links between the civilisation of the Greeks and Romans 2,000 years ago and the modern world..

## The Course

The Cambridge Latin Course, which girls have been following since year 7, continues until the early part of Y11. Following our in-depth study of Pompeii, students learn about Roman Britain, the Romans in Africa, the religious shrine at Aquae Sulis (Bath), before studying topics such as the Roman Army, the City of Rome, the role of women in society, entertainment and politics. Language work continues alongside this, through reading ever more detailed stories, language drills and games, and making use of the excellent online activities of the CLC website. We use the course to prepare for the three main elements of the examination: Language (translation and comprehension), Literature and Roman Civilisation.

## Assessment

There are three examinations, all taken at the end of Year 11:

1. Latin Language (1h 30min) (50% of qualification)  
This paper will be in two sections.  
Section A: A range of short comprehension questions testing understanding of the storyline (55% of the marks for this component).  
Translation of a passage from Latin into English, with a gradation of difficulty (35% of the marks for this component).  
Section B: Either translation from English into Latin of a few simple sentences or the permitted alternative: recognise and explain items of grammar (10% of the marks for this component). This section sounds scary, but is actually the easiest part of the paper!
2. Latin Literature (Themes): (1h15 min) (30%) of qualification  
A selection of Latin literature, both prose and verse, on a theme together with prescribed ancient source materials on the same theme. A choice of one of two themes is offered. This is an open-book assessment, which means that candidates will have the full text plus vocabulary lists with them when they sit the examination. Questions will be set requiring opinions on the literature, rather than simply saying what it means.
3. Roman Civilisation: (1 h) (20% of qualification)  
Candidates choose one of the following two topics: either Daily Life in a Roman Town or Roman Britain.

## Additional Opportunities

There will be a visit to a Roman site, probably Aquae Sulis (Bath), and a study day at a University Classics department (either Birmingham or Oxford) is also envisaged.

## Careers and Higher Education

Students with a qualification in a Classical subject are highly respected by employers and University departments. Apart from the obvious benefit, that Latin greatly enhances one's understanding of English and Modern Foreign Languages, one gains other important transferable skills: the ability to analyse sources of information and come up with a well-reasoned response; the ability to respond to questions accurately and concisely; problem solving; developing imaginative and literary skills; the ability to work through a body of work in an organised, methodical manner. People who have studied Latin/Classics often go on to successful careers in Administration, Business, the Arts and Media, Politics, Medicine and (whisper this last one... Education).

**Mr D.J. McDonald**  
*Subject Leader*

# Core Physical Education

---

## Breadth of study

During Key Stage 4, your level of skill, understanding and fitness will improve as you are taught through areas of activity such as; Games, Athletics, and Health & Fitness.

### You will:

- be encouraged to refine your standards of performance, acquiring and developing advanced skills and techniques, and applying them in increasingly demanding situations.
- be given opportunities to use advanced strategic and organisational concepts and principles, applying rules and conventions for different activities.
- learn how to evaluate your own performance, making informed choices about what role you want to take in each activity, judging how good a performance is and deciding how to improve it.
- develop leadership skills; prioritising and carrying out decisions to improve your own and others' performances.

## Games activities

You will revisit your favourite activities as well as be introduced to other sports. You will play competitive games, using advanced techniques and skills specific to the games played. These are selected from: Netball, Hockey, Handball, Volleyball, Tennis, Table-Tennis, Rounders, Badminton, Tag Rugby, Football, Basketball and Cricket.

## Athletic activities

You will take part in specific athletic events, using advanced techniques and skills with precision, speed, power or stamina and technical proficiency.

## Fitness activities

These include: Health and Fitness via resistance training, indoor rowing and aerobics. You will undergo a Health and Fitness module to improve knowledge and understanding of fitness and health, and the importance of exercise and activity to personal, social and mental health and well-being. You will learn how preparation, training and fitness relate to and affect performance and how to design and carry out activity and training programmes that have a specific purpose. You will learn how to monitor and develop your own training, exercise and activity programme in and out of school.

*Mrs B. O'Grady*  
*Subject Leader*

# PSHE

As well as supporting students in their academic progress, our aim in PSHE is to help them to develop into happy, confident and well-informed young citizens who are able to contribute to their community.

One lesson each week is devoted to this area and the Key Stage 4 course will be centred on the following themes:

## YEAR 10

- planning for the future and strategies for time management,
- personal well-being, including healthy lifestyles, relationships and emotional health
- citizenship, including democracy justice, and the process of legislation,
- moral issues, including personal choices
- celebrating community and culture
- economic well-being, and financial capability

## YEAR 11

- self-promotion, interview techniques and applications procedures
- personal well-being, including healthy lifestyles, relationships and emotional health
- careers interviews
- wellbeing, preparing for exams
- giving back to the school community
- current affairs

The course will be delivered by the relevant head of year.

As an additional, practical exercise in citizenship, all Year 10 students will be involved in planning and organising a party for senior citizens. This provides the opportunity to develop new skills (in catering, administration or entertainment), work with others and relate to older members of the community.

Year 10 students also benefit from a revision skills session, to help prepare them for their external examinations. Year 11 are supported in their preparation for their GCSEs both academically and socially. They have a day conference which is designed to provide a change from the usual routine and a little relief from the pressures of a busy term. Workshops offered at the conference have included archery, fencing, mindfulness and yoga.

Form Tutor time, Key Stage Assemblies and visiting speakers also form an integral part of our PSHE programme. Career and Higher Education advice are delivered within the PSHE programme. Additionally, advice and guidance are offered from external providers on an individual basis and through a range of events, interviews and workshops.

**Ms A Dent**  
*Deputy Head, Pastoral Care*

# Art and Design (Fine Art)

Exam Board: AQA

---

## Introduction

The study of Fine Art at GCSE Level is an exciting and interesting option which requires enthusiasm, discipline and commitment. Fine art is a specialist subject involving expressive design and critical activities. Students will be introduced to a variety of experiences exploring a range of fine art media, techniques and processes. Personal research, the study of artists' work, an understanding of working processes and methods, experimentation with various media, and the ability to draw on all of these in the development of an individual main piece are fundamental aspects of the course. Work may incorporate the use of paint, print making, photography, mixed media, sculpture and digital manipulation.

## The Course

During the course, you will undertake two units of work. Unit 1 is the Coursework portfolio (worth 60%) and Unit 2 is the Externally Set Task (worth 40%). Within Unit 1, you will complete two major coursework projects, each with a different starting point. You will undertake your own research, inform your work through studying the work of other artists, and develop a range of alternative ideas, before completing a final piece of work for each project. The ability to respond with initiative and meet deadlines is imperative throughout the course. The Externally Set Task at the end of Year 11 mirrors the requirements of the coursework exactly, except that the Main Piece has to be completed under supervised sessions lasting ten hours in total.

## Additional Opportunities

Independent visits to galleries and museums are encouraged, and a London Galleries visit is offered towards the end of Year 10. Further opportunities for external visits may be offered for students who choose to take Art and Design at A Level.

## Assessment

Coursework 60%  
Externally Set Task 40%

## Careers and Higher Education

Any further training or careers in art and design and Architecture would normally benefit from Art at GCSE level, A Level and/or a degree course. Skills acquired in art and design are valuable, transferable skills including: problem solving, creative thinking, understanding and observation of the world around us and self-expression. Specialist areas include the history of art, theatre design, product design, fashion, textiles, jewellery, graphics, television, film, illustration, interior design and arts management.

**Miss K. Irving**  
**Subject Leader**

# Art and Design (Graphic Communication)

Exam Board: AQA

---

## Introduction

Students on the Graphic Communication GCSE course are introduced to a variety of experiences exploring a range of graphic media, techniques and processes, including both traditional and new technologies.

The Key Stage 4 schemes of work are designed to allow students to experience how it feels to work like a designer in industry, using the most up to date Adobe Master Collection software with teaching from a subject specialist. Students work to a brief, just as they would in industry, which receives regular verbal and written feedback to enable our young designers to challenge themselves and make progress. The students will have a specialist room to work in, combining access to fully equipped desktops in an art classroom to allow their work to be explored beyond the computer screen.

All students will have access to the most up to date Adobe Master Collection which is in line with industry standard. Students cover areas of study within Photoshop, Digital Photography, Typography, Illustration, Layout/Design for Print, Animation, Print Making, Advertising and Packaging Design.

## The Course

During the course, you will undertake two units of work. Unit 1 is the Coursework portfolio (worth 60%) and Unit 2 is the Externally Set Task (worth 40%). Within Unit 1, you will complete two major coursework projects, each with a different given design brief. You will undertake your own research, inform your work through studying the work of other artists and designers, and develop a range of alternative ideas, before completing a final outcome or 'product' for each project.

The ability to respond with initiative and meet deadlines is imperative throughout the course. The Externally Set Task at the end of Year 11 mirrors the requirements of the coursework exactly, except that the outcome has to be completed under supervised sessions lasting ten hours in total.

## Assessment

Coursework 60%  
Externally Set Task 40%

## Careers and Higher Education

Any further training or careers in Graphic Communication or Design would normally benefit from Graphic Communication at GCSE level. Skills acquired in Graphic Communication include: problem solving, creative thinking, proficiency in new media and design based IT, understanding and observation of the world around us and self-expression. Specialist areas include graphic design, product design, fashion, photography, illustration, and interior design.

**Miss K. Irving**  
*Subject Leader*

# GCSE Level Computer Science

Exam Board: OCR (course code J276)

## Introduction

The change from ICT to computing made the subject much more technical and has moved the emphasis from how to use popular software applications to how computers actually work and how to develop logical thought processes. One classic analogy is that ICT is like learning to drive a car, whereas computer science is learning how to design a car, maintain it and ultimately to be able to drive it better. There has been much publicity recently about the need for greater technical knowledge of computers and a massive demand for computing skills. There has traditionally been a significant gender imbalance in the subject, something that we have been working hard to address over the years.

We have been offering an AS Level Computer Science qualification in Year 10 and 11 for many years, but now that there is an established GCSE course in place (the first cohort finished in 2018) we are offering GCSE Computer Science at Camp Hill Girls for the first time this year.

## The Course

A significant part of the total lesson time will be spent developing programming skills in different ways including:

- a high level language (Python)
- a low level language (using the Little Man Computer simulator)

Regular practice of programming through set tasks will be essential and will enable you to get computers to do what you want as well as developing structured approaches to problem solving. It is important to develop these skills throughout the course.

The theory topics studied include:

- Computer architecture (how the insides of a computer work) – covering both hardware and system software (i.e. what do Windows/iOS/Android actually do?)
- The laws that surround the use of computers (for example the downloading of songs over the Internet)
- How networks work, and how can we help them to work better?
- Cybersecurity threats and how they can be avoided
- Some maths work (Binary, Boolean algebra, etc.)
- The impact computers have had, and may have in the future
- How some common problems have actually been solved using computers

We are keen to encourage extra-curricular computing work, so support various competitions and other opportunities throughout the course. Success requires a genuine interest in the subject, and you will be expected to actively contribute in lessons, bringing your own ideas and experiences and not just reading from text books.

As a rough guide, those who are likely to be suited to computer science often have skills that also make them good at maths, physics or languages and you may enjoy problem solving or have an interest in how things work.

## Assessment

Originally all GCSE Computer Science courses were to have included 20% NEA ('Non Examined Assessment' = coursework). Following intervention by Ofqual in December 2017, it was determined that too many Computer Science candidates were too used to using 21st Century technology (i.e. sharing solutions online) and so this component has had to be modified. For pupils starting the course in 2019 or 2020 the assessment arrangements are therefore as follows:

- Two 90 minute exams, each 50% of the total GCSE grade.
- NEA project (0% of total GCSE grade)

One of the purposes of GCSE is to ensure that candidates are suitably prepared for further study of the subject. The current NEA arrangements apply to all exam boards and require schools to formally allocate 20 hours of timetabled teaching time to the development of programming skills. With OCR this is done by completing a set project from a choice of three. While the project is not formally marked as part of the GCSE it gives a valuable opportunity to practise programming skills in a 'no risk' environment. Without this requirement the worry is that some schools would ignore programming skills in order to focus exclusively on the examinations – students might get slightly better grades but would not be able to access A level or embrace future opportunities for work. It should, of course, be pointed out that written examination questions can also include coding elements so the NEA does help prepare for the examinations too.

## Careers and Higher Education

There is the possibility for you to continue on to AS/A Level Computer Science in the Sixth Form. A level also includes an independent programming project, which is another reason why the GCSE NEA continues to be an important opportunity for our students in developing these skills.

If you want to increase your knowledge in the subject further you may consider computer science as a degree choice.

Ultimately there are a wide range of careers available in computer science, many of them commanding very high salaries. Unlike many other career directions this situation is unlikely to change. Degree level study is available in an ever increasing number of areas such as software engineering, artificial intelligence or robotics, as well as overlapping with other fields such as languages, philosophy, medicine, sports science, psychology, etc. By studying computer science you will develop logical thinking skills and a systematic approach to problem solving. By having a better understanding of how computers and programs work, you will be in an excellent position to adopt and adapt to the latest technology in whatever field you work.

**Mr N. Frost**  
**Subject Leader**

# Drama

Exam Board: AQA

## Introduction

Drama is not just for budding actors and directors; it is a subject that can help you develop confidence, teamwork and speaking and listening skills as well as high level analytical skills – attributes that are an asset in all situations and walks of life. Both employers and institutes of higher learning recognise drama as a subject that really helps individuals with these essential skills and for those of you considering a future involving the performing arts, GCSE Drama can be a useful step in the right direction. By studying drama you also develop self-awareness, understanding of a range of social and cultural situations and can have fun at the same time. You may feel nervous about the transition from KS3 however our GCSE students constantly tell us how choosing Drama as an option has helped them in various ways and shown them how much they truly love the subject.

## The Course

We mainly approach the course in a practical way with many of our activities being undertaken in pairs and groups. We use drama techniques to explore ideas and issues and also focus on developing drama skills i.e. use of voice, movement and space. We also look at a variety of Theatre Design elements such as Costume and Lighting design.

The course involves creating and performing drama, through work on devising and scripted plays. This is the Controlled Assessment aspect of the course and is worth 60% of the total GCSE. Students are required to work towards creating a performance and then to evaluate the impact of the work and their own contributions afterwards. This component is assessed through rehearsal processes (including through the production of a 'Devising log'), the final performance skills demonstrated and self-evaluation demonstrated. Stimuli for devised work and the performance texts used are chosen by department staff. Devised performances are marked by teachers and moderated by AQA. Scripted performances are marked by examiners from AQA. The Controlled Assessment components allow for students to be assessed as performers or as designers if this is an option that you would like to explore.

The other 40% of the GCSE assessment is an end of course written paper. This paper will test students on their understanding of a Set Text studied in lessons (this will be approached in a practical way, to help students understand

the performance possibilities of the selected text) and on their evaluation of a live theatre production seen. The department organises theatre trips across the course for all students to participate in, and this component is marked by AQA.

You will be expected to watch live theatre; work constructively and cooperatively with others; be prepared to give and take constructive criticism, and take part in all practical Drama activities with enthusiasm. You are marked for your commitment and effort!

## Assessment

The balance of assessment is as follows:

- 60% Practical Coursework – Devised and Scripted performances.
- 40% Written Examination - Study of a Set Text and Review of Live Theatre seen.

## Additional Opportunities

As stressed above, visits to the theatre are encouraged and some trips will be arranged by the school. Those students wishing to develop their performance skills and experience are encouraged to showcase their own work either at lunchtimes to friends or by participating in school productions.

## Careers and Higher Education

If you are interested in pursuing a future in the performing arts, GCSE Drama will provide you with a good foundation. Whilst GCSE Drama is not an essential requirement for Higher Education courses, it can lead you towards courses that will give you a head start. More and more universities are recognising that the subject develops useful skills that other courses are not able to. Whilst GCSE Drama is not required if you want to work in the theatre, it can lead to courses that develop the necessary skills. This qualification also provides balance to a range of academic subjects and this helps you present yourself as an interesting and rounded individual.

**Mrs P. Morgan-Long**  
Subject Leader

# Geography

Exam Board: Edexcel

---

## Introduction

The Geography GCSE is relevant, topical and interesting.

Do you want to:

- Learn about and understand the world we live in?
- Develop skills that will support you in other subjects and in employment, such as ICT and research?
- Complete practical work away from the classroom?
- Learn through investigating?

If so, then you will find Geography GCSE rewarding and enjoyable.

## The Course

The world is always changing. This course gives you the chance to learn about those changes.

There are three units which are all assessed by examination.

### UNIT 1: GLOBAL GEOGRAPHICAL ISSUES

This unit covers a range of physical and human processes and is divided into three sections:

- Hazardous earth
- Development dynamics
- Challenges of an urbanising world

### UNIT 2: UK GEOGRAPHICAL ISSUES

This unit focuses on contemporary geographical issues in the UK. It is divided into:

- Evolving physical landscapes
- Evolving human landscapes
- Geographical investigations (to include two fieldwork enquiries)

### UNIT 3: PEOPLE AND ENVIRONMENT ISSUES – MAKING GEOGRAPHICAL DECISIONS

You will investigate a range of issues in these areas:

- People and the biosphere
- Forests under threat
- Consuming energy resources

The skills you learn in this topic will be valuable in all aspects of GCSE and in the rest of your life.

## Assessment

Each of the three units is assessed by examination. Question styles include multiple-choice, short answer and extended writing answers.

## Additional Opportunities

Fieldwork is an integral part of the course. You will complete two days of field work.

## Careers and Higher Education

Geographers are highly sought after people. Universities and employers welcome geographers as they have a range of transferable skills and are excellent problem solvers, planners and creative thinkers! Geographers enter many different professions relating to the business world, environmental work, travel and tourism, cartography, geographical information systems, the police, teaching, surveying, engineering, planning and so on. Geography studied to A Level supports both the arts and science subjects.

**Mrs R. McLundie**  
*Subject Leader*

# History

Exam Board: AQA

## Introduction

GCSE History builds on and develops the knowledge and skills you have gained in KS3. The course offers interesting, surprising and thought-provoking insights into the past, which will help you to better understand the present.

## The Course

The AQA History GCSE course gives you the opportunity to grasp and analyse the major issues and events over periods and through themes which have shaped the world in which they live. They will assess the political, social and economic developments and nature of societies of the recent and more distant past that are essential for the understanding of contemporary life. The course is divided into four topics:

### 1. Germany 1890-1945: Democracy and Dictatorship

This period study section focuses on two key developments in Germany's history over a 50-year period. Areas of enquiry include: How democratic was Germany during the Kaiserreich? What impact did the First World War and its aftermath have on Germany? Was Weimar democracy in Germany doomed from the start? How was Hitler able to create a dictatorship in Germany 1933-1934? How did the Second World War impact on Germany?

### 2. Conflict and tension, 1918-1939

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.

### 3. Thematic Study – Britain: Health and the People: c1000 to the present day

This section enables students to look at key developments in the history of medicine and public health over a long sweep of time. Students study early medicine, the beginnings of change during the Renaissance, the revolution of germ theory and medicine up to modern times. Areas of enquiry include: how advanced was medieval understanding of illness and medicine? How did germ theory make such an impact on the treatment of disease? How has war impacted on and developed new techniques in medicine?

### 4. British Depth Study: Elizabethan England, c1568–1603

This option allows students to study in depth a specified period, in our case the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural viewpoints. Study covers Elizabeth's court and parliament, life in Elizabethan times, troubles at home and abroad, and a study of the historic environment relevant from the period

**Assessment:** There are two exams taken in the Summer Term of Year 11:

Paper 1: Understanding the modern world, 1 hour 45 minutes, 50% of the GCSE

- Germany 1890-1945: Democracy and Dictatorship
- Conflict and tension, 1918-1939

Paper 2: Making the Nation, 1 hour 45 minutes, 50% of the GCSE

- Thematic Study – Britain: Health and the People: c1000 to the present day
- British Depth Study: Elizabethan England, c1568–1603

## Additional Opportunities

There will be an opportunity to visit an historical site, relevant to the examination. The specific site is subject to change every year. Details of relevant visits will be made available closer to the time.

## Careers and Higher Education

History is highly regarded as a traditional academic subject. The skills developed through the study of History develop abilities required in a range of careers such as Law, Politics, Civil Service, The Media, Business Management and Administration, Finance, Computing and Personnel, Medicine to name but a few.

**Mr P. Cox**  
**Subject Leader**

# Music

## Exam Board: OCR

---

### Introduction

Do you enjoy music?

Can you sing or play an instrument?

Have you enjoyed music in KS3?

If 'yes', then music GCSE is for you.

### Areas of Study

- 1. My Music
- 2. Concerto
- 3. World Rhythms
- 4. Film Music
- 5. Conventions of Pop

### The Course

The new GCSE course provides a variety of opportunities to:

- **PERFORM** in solo and ensemble – KNOW YOUR INSTRUMENT
- **COMPOSE** especially to develop MELODY and HARMONY
- **STUDY** a wide range of music

### Assessment

Integrated Tasks - 30%

Practical Portfolio - 30%

Listening Examination - 40%

### Careers and Higher Education

Music GCSE is well regarded by employers and higher education establishments because it shows you have creativity, co-ordination, teamwork skills, analytical skills, flair, flexibility, presentation skills and personal motivation.

**Miss P. Hawthorne**  
**Subject Leader**

# GCSE Physical Education

Exam Board: AQA

## Theory 60%

The course covers a wide range of topics, some of which will also be covered in Biology, these include;

- Applied anatomy and physiology
- Movement analysis
- Physical Training
- Use of data
- Health, fitness and well being
- Sport psychology
- Socio-cultural influences

## Practical 40%

You will be assessed in **three** practical elements which can be made up from the lists in the table.

- One team sport
- One individual sport
- Plus either a team or individual sport

Details about assessment criteria for each sport can be found on the AQA website. Students may offer activities they are involved with outside of school. There are some combinations of sports which are not permitted to be offered for assessment together:

- Water sports – Candidates may only offer one for assessment from canoeing, kayaking, sculling and rowing.
- Racket sports – Candidates may only offer doubles or singles and not both. An example of an accepted combination is tennis doubles and badminton singles.
- Snow sports – Candidates may only offer one from skiing and snowboarding.
- Rugby – Candidates may only offer one style of rugby.
- Camogie / hurling – Candidates may only offer one of these activities.

**Please see PE Assessment on the following page.**

Team sports	Individual sports
Association football	Amateur boxing
Badminton Doubles	Athletics - 2 events
Basketball	Badminton Singles
Camogie	Canoeing/kayaking (slalom)
Cricket	Canoeing/kayaking (sprint)
Dance Group/Duet etc.	Cycling
Gaelic football	Dance Solo
Handball	Diving
Hockey	Golf
Hurling	Gymnastics (floor/vault)
Lacrosse	Equestrian
Netball	Rock climbing
Rowing	Sculling
Rugby League	Skiing
Rugby Union	Snowboarding
Squash Doubles	Squash Singles
Table tennis Doubles	Swimming – 2 strokes (50m)
Tennis Doubles	Table tennis Singles
	Tennis Singles
	Trampolining

## Assessment

Paper 1: The human body and movement in physical activity and sport 30%	Paper 2: Socio-cultural influences and well-being in physical activity and sport 30%	Practical performance in physical activity and sport 40%
Applied anatomy and physiology	Health, fitness and well being Sport psychology Socio-cultural influences Use of data	One team sport One individual sport Plus either a team or individual sport
Written exam: 1 hour 15 minutes	Written exam: 1 hour 15 minutes	a) Practical performance in three different activities: 30% b) Analysis and evaluation of performance: Written coursework 10%

## Careers and Higher Education

This subject is a good basis for you to progress into Biology, Human Biology and Psychology as well as offering a good grounding for a variety of future careers including Medicine, Physiotherapy, Human Biology, Psychology, Event Planning and Journalism, both in and out of the world of sport and exercise.

**Mrs B. O'Grady**  
Subject Leader

# Results achieved by Pupils in Year 11 in the Summer of 2018

Number of Pupils in Year 11: 120

## GCSE RESULTS SUMMER 2018

SUBJECT	ENTRIES	9	8	7	6	5	4	3	2	1	U
Art	38	19	7	6	6						
Biology	120	68	28	15	7	2					
Chemistry	120	64	28	16	8	4					
Drama	39	9	14	8	7	1					
English Language	120	53	30	29	7	1					
English Literature	120	60	39	15	5	1					
French	52	19	19	8	5	1					
Geography	78	27	29	15	3	3	1				
German	49	17	13	7	7	2	3				
History	83	47	23	8	4		1				
Mathematics	120	31	49	23	14	2	1				
Music	28	13	6	4	3	2					
Physical Education	15	10	3	2							
Physics	120	51	31	23	11	4					
Religious Studies	120	84	27	6	3						
Spanish	46	16	11	11	3	2	1	1			1
<b>Total</b>	<b>1268</b>	<b>588</b>	<b>357</b>	<b>196</b>	<b>93</b>	<b>25</b>	<b>7</b>	<b>1</b>			<b>1</b>

SUBJECT	ENTRIES	A*	A	B	C	D	E	F	G	U
DT Graphics	25	6	13	3	3					
Misc/other languages	3	2	1							
<b>Total</b>	<b>28</b>	<b>8</b>	<b>14</b>	<b>3</b>	<b>3</b>					

## YEAR 11 AS LEVEL RESULTS

SUBJECT	ENTRIES	A	B	C	D	E	U
Computing	21	4	8	5	2	1	1
<b>Total</b>	<b>21</b>	<b>4</b>	<b>8</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>



King Edward VI Camp Hill School for Girls  
Vicarage Road, Kings Heath, Birmingham, B14 7QJ  
Tel. 0121 444 2150    [www.kechg.org.uk](http://www.kechg.org.uk)