



King Edward VI

Camp Hill School for Girls

KS4 PROSPECTUS



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Key Stage Four Curriculum and GCSE Option Choices 2025-26

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, mature young adults 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 these two academic years, all students 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. GCSE courses are linear, which means that all units of each examined subject are taken at the end of the two-year course.

From September 2024, students at Camp Hill Girls' have studied **ten** rather than eleven GCSEs. This is to support students' wellbeing as well as facilitating additional teaching time for Maths (bringing parity with English), and more time for fitness activities within the non-examined Physical Education programme.

All Key Stage 4 students are required to follow our GCSE Core Curriculum in English, Mathematics, Science (Biology, Chemistry and Physics) Religious Studies, and a Modern Foreign Language (French, German or Spanish). From September 2025, students may opt for *either* Combined Science *or* the traditional separate sciences pathway. More details about this are shared later in this booklet.

In addition, students participate in a detailed PSHE programme which includes Citizenship and Careers, along with Relationships, Sex and Health Education; and a programme of fitness within our Physical Education offer. They also receive one hour per fortnight of 'Learning Behaviours' – a taught programme where students learn about and practise evidence-based, impactful study habits.

Students who choose the Separate Sciences (Triple) pathway can choose an additional **two** GCSE Option subjects from Art and Design (Fine Art), Art and Design (Graphic Communication), Computer Science, Drama, French, Geography, German, History, Music, Latin, Physical Education, and Spanish. (RS is the third option, but is compulsory and must be chosen from within one of the Options blocks). Triple Science students also receive one hour of additional Fitness, plus one hour of Curriculum Enrichment. This is a fortnightly programme focused on developing oracy skills of discussion, questioning, debate and listening. Sessions will be predominantly teacher-led but there will be opportunities for student leadership. Topics will incorporate current affairs and issues of social, political, and philosophical significance.

Students who opt for the Combined Science pathway choose **three** subjects from the above (due to their Science qualification awarding two rather than three GCSEs).

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 GCSE numerical grading system. 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).”*

Your choices form will need to be submitted by 9am on Tuesday 25th March 2025. Any changes after this date must be requested in writing to Dr. Rose.

The Curriculum Model:

Route	English	Maths	Biology	Chemistry	Physics	RS (GCSE)	Games (Core)
TRIPLE (Must take RS as one of the option subjects. Will also include +1 hr of Fitness and +1 hr of Curriculum Enrichment.)	6	6	4	4	4		3
COMBINED (GCSE RS built into core curriculum. More time for one additional option subject.)	6	6	3	3	3	3	3

Route	PSHE	Language	Option 1	Option 2	Option 3	Learning Behaviours	Total Hours
TRIPLE (Must take RS as one of the option subjects. Will also include +1 hr of Fitness and +1 hr of Curriculum Enrichment.)	2	5	5* Must be RS	5	5	1	50
COMBINED (GCSE RS built into core curriculum. More time for one additional option subject.)	2	5	5	5	5	1	50

CORE SUBJECTS

English Language & Literature

Exam Boards: English Language AQA & English Literature Edexcel

Introduction

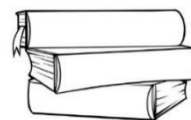
With a consistent record of superb exam outcomes for our students in both Language and Literature, you can be assured that you are in safe hands! We very much enjoy delivering our Language and Literature specifications, and we've designed the structure of the course to enable you to build on all the 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 opportunities to be creative, to develop your analysis skills, and 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

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 by new and diverse voices, speeches 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 your writing for effect: to create different tones and to draw on a wide vocabulary so that your writing is sophisticated and impressive.

Assessment

Paper 1 (Explorations in Creative Reading and Writing) - 1 hr 45 mins, with 50% and paper 2 (Writers' Viewpoints and Perspectives) - 1 hr 45 min, work 50%,



English Literature

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 the diverse 'Belonging' 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 flaws, conflict and identity. There will be lots of class discussions and independent research so that your written responses are informed, insightful and well-expressed.

Assessment:

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

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 you can get involved with public speaking, debating and creative writing.

There are also plenty of opportunities to read new and diverse texts, whether through our book of the month recommendation or as part of book club discussion groups. 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!

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, law, 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 A. McDermott
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.

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.

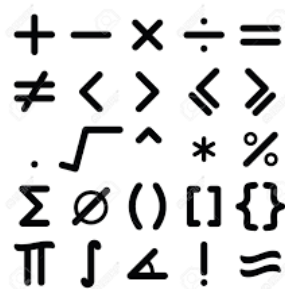
Additional Opportunities

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 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 beyond GCSE, 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 numerous students who go on to study mathematics to a higher level at some of the top universities.

Mr I. Bettison
Subject Leader



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.

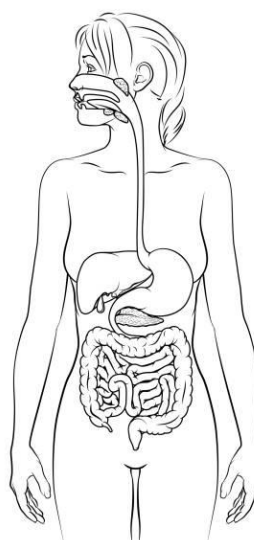
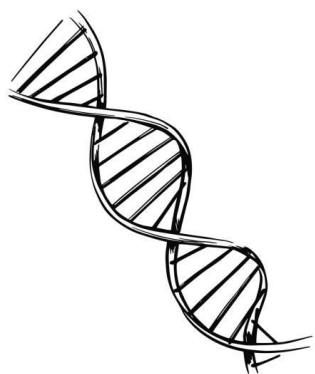
Assessment

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-biology related courses.

Dr D. White
Subject Leader



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.

Mr J. Clements
Subject Leader



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 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.

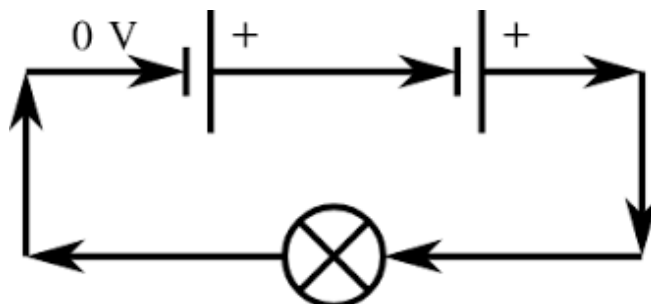
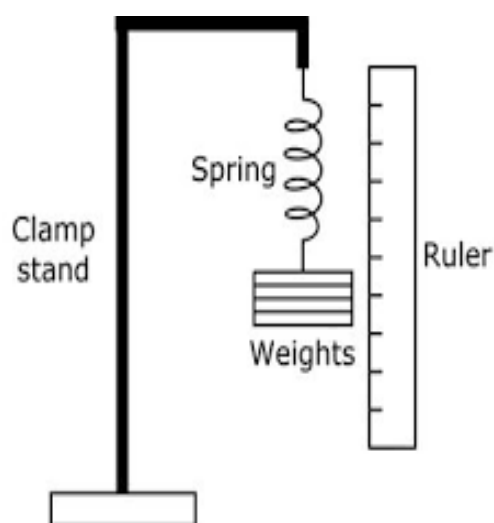
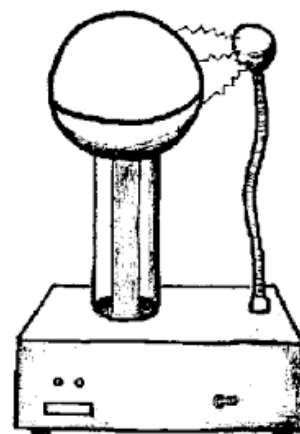
Additional Opportunities

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 subatomic 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 the world with energy.

Mrs R. Nicholson
Subject Leader



Combined Science

Exam Board: AQA (Trilogy)

Introduction

From September 2025, we are introducing Combined Science as an optional GCSE Science pathway. It is a course which does what it says: it combines all three sciences of Biology, Chemistry and Physics. The same depth of understanding is required as in the Triple Science pathway but fewer topics are covered.

Combined Science is taught in 9 lessons across the fortnight and it awards two GCSEs (rather than the three offered by the Triple pathway). It is a good option for students who would prefer to have more curriculum time to focus on an Arts, Languages, Humanities or Computer Science subject. (Students opting for Combined Science can choose an extra Options subject).

Students who choose Combined Science *will* be able to progress to Science A Levels should they wish to **as long as they achieve two grade 8s** in the Combined Science GCSE course.

The Course

As with the Triple Science pathway, Combined Science continues to build upon and deepen the disciplinary knowledge and understanding developed at Key Stage 3.

In Biology, students study all the main themes of the subject including: cell biology, the principles of organization, infection and immunity, energy in living organisms, homeostasis and response, inheritance, variation, evolution, and ecology. The course also includes seven major practicals integrated into these themes which students need to know in depth.

In Chemistry, students will build a solid foundation in the fundamental principles of the subject, including atomic structure, bonding, chemical reactions, and the periodic table. Through lessons and practical experiments, students will explore theoretical and real-world applications of Chemistry, such as environmental issues, using the Earth's resources and reaction rates.

In Physics, students explore the basic principles of Physics which include Energy, Electricity, Particles model of matter, Atomic Structure, Forces, Waves, Magnetism and Electromagnetism. Opportunities are provided for independent study, group work and use of IT such as data logging and graph work. During each topic, scientific skills such as planning, observation, analysis and evaluation are taught and developed alongside the content. The scheme of work allows students to investigate different aspects of the course, enhance their observation, analysis, literacy, numeracy and evaluation skills whilst developing new subject knowledge. Students complete eight required practicals throughout the GCSE which correspond to guidance provided by AQA.

Assessment

Combined Science is assessed by 6 exam papers: two in each science which are equally weighted. (The exams are shorter than in Triple Science).

Each paper consists of a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used.

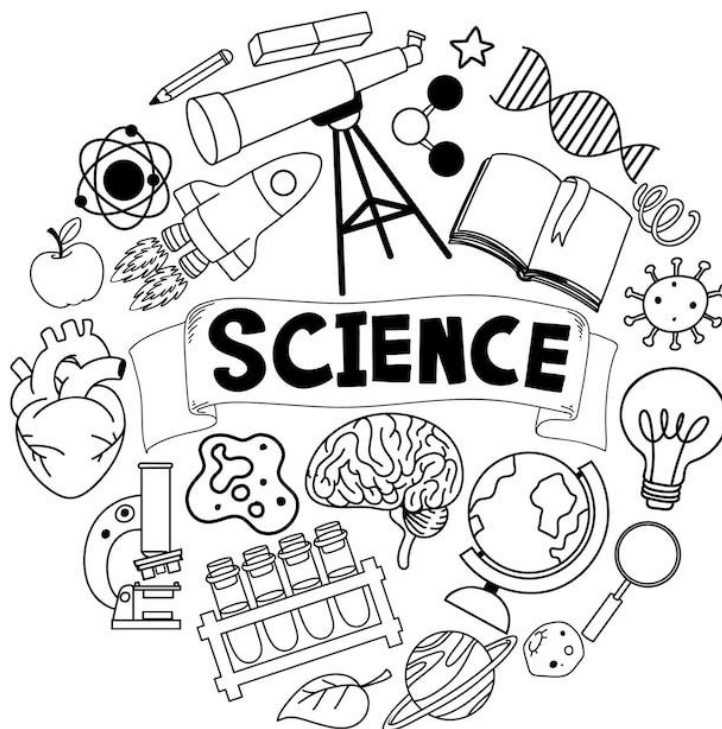
Biology Paper 1 Written exam: 1 hour 15 minutes (70 marks)	Topic 1 - Cell Biology Topic 2 - Organisation Topic 3 - Infection and Response Topic 4 - Bioenergetics
Biology Paper 2 Written exam: 1 hour 15 minutes (70 marks)	Topic 5 - Homeostasis and response Topic 6 - Inheritance, variation and evolution Topic 7 - Ecology
Chemistry Paper 1	Topic 1 - Atomic structure and the periodic table

Written exam: 1 hour 15 minutes (70 marks)	Topic 2 - Bonding, structure, and the properties of matter Topic 3 - Quantitative chemistry Topic 4 - Chemical changes Topic 5 - Energy changes
Chemistry Paper 2 Written exam: 1 hour 15 minutes (70 marks)	Topic 6 - The rate and extent of chemical change Topic 7 - Organic chemistry Topic 8 - Chemical Analysis Topic 9 - Chemistry of the atmosphere Topic 10 - Using resources
Physics Paper 1 Written exam: 1 hour 15 minutes (70 marks)	Topic 1 - Energy Topic 2 - Electricity Topic 3 - Particle model of matter Topic 4 - Atomic structure
Physics Paper 2 Written exam: 1 hour 15 minutes (70 marks)	Topic 5 - Forces Topic 6 - Waves Topic 7 - Magnetism and electromagnetism

Careers and Higher Education

Combined Science does not prevent students from pursuing Science A Levels, degree courses and careers within the world of Science. You may go onto study Medicine, dentistry, veterinary science, biochemistry, engineering, aeronautics, paramedic science, occupational therapy or speech and language therapy to name but a few.

Dr D. White, Mr J. Clements, Mrs R. Nicholson
Subject Leaders for Biology, Chemistry and Physics



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 modern language to study in Years 10 and 11. A second modern 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 'People and Lifestyle', Theme 2 is 'Popular Culture' and Theme 3 is 'Communication and the World Around Us'.

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

Written examination responding to recorded stimulus (including dictation of short, spoken extracts)
25% of the overall grade.

Paper 2 – Speaking

10-12 minute oral examination including a role play, photo card stimulus and a reading aloud task.
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

Written examination to include two writing tasks (one structured and one open-ended) and translations 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.

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 L. Parfitt
Subject Leader

Religious Studies, Philosophy and Ethics

Exam Board: AQA

Introduction

To choose GCSE RS is to choose to live the 'examined' life, to question everything, to explore all possibilities and justify your view in the face of objections.

The Ancient Greek philosopher Socrates considered the investigation of life's ultimate questions a pastime worth dying for. Socrates created in his students the desire to question, and their refusal to accept laws without challenging them led them to be labelled as rebels and Socrates a rabble-rouser. Socrates was eventually charged with corruption and rebellion. He refused to compromise his belief in questions and opted to take a lethal hemlock poison rather than face the 'unexamined life' in imprisonment.

The study of GCSE RS at Camp Hill Girls is designed to encourage you to live the examined life. Whilst the RS department does not expect the same level of dedication as Socrates, it does expect you to open your minds to a range of views, to ask and answer difficult questions and move beyond superficial thought to deep thinking.

The Course

Over the two years, you will study two units both worth 50% of your GCSE.

1. The study of Religion: Beliefs and practices

- This unit will focus on Christianity and Sikhi
- It is a chance to deepen your religious studies knowledge
- Religion is for many the fabric of life, and therefore to study religion is to study people – what is important to them? How do they make decisions? Is there a place for the religious mind-set in the modern world?

2. The study of Philosophy and Ethics

- This unit will require you to think deeply about a wide range of issues from religious and non-religious perspectives
- You will explore questions such as does God exist? Or is capital punishment relevant in the 21st Century?

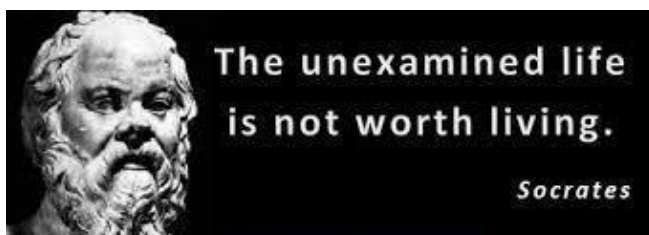
Assessment

At the end of Year 11, you will sit two written examination papers that cover the content of each component lasting 1 hour 45 minutes each.

Careers and Higher Education

Students who choose to study RS have a wide range of opportunities available to them. RS can give breadth to students who are pursuing medicine or science based subjects. RS naturally complements other essay based subjects by developing critical thinking skills. Students who study RS can go into law, social work, teaching, research and journalism, as well as further study. We have deliberately chosen to offer Philosophy and Ethics because it is respected by universities as a subject that develops academically rigorous thinking skills and will prepare you for the world of work in the modern global community.

Mrs A. Woodward
Subject Leader



NON-EXAMINED SUBJECTS

Core Physical Education

Breadth of study

During Key Stage 4, your level of skill and understanding will improve as you are taught through areas of activity such as Athletics and Games to include netball, volleyball, badminton, table tennis, rounders, tennis and cricket.

You will, through Performance

- Be encouraged to refine your standard, acquiring and developing advanced skills and techniques, and applying them in increasingly demanding situations. You will aim to progress and further develop your skills, competency and tactical awareness in a competitive environment. This will also feed into GCSE PE practical sport development
- Be encouraged to play and be active for enjoyment to inspire you to find a suitable activity for lifelong participation
- 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, judging how good a performance is and deciding how to improve it, prioritising and carrying out decisions to improve your own and others' performances.

You will have opportunities to 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, Volleyball, Tennis, Rounders, Badminton and Cricket.

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

Leadership

Develop leadership skills through making informed choices about roles in each activity, as well as coaching, officiating and competition development. You will be equipped with you with the skills and confidence to move into coaching and/or officiating. Activities include: organising, timekeeping, scoring, results tabulation, coaching, and officiating.

Mrs B O'Grady
Subject Leader



Learning Behaviours

Over the last 20 years, much research has been conducted into the psychology of success. What is the secret to doing well and achieving – or exceeding - your goals? The findings are very interesting! In this programme of fortnightly sessions, you will learn about the habits of high performing students: the importance of having a vision, the necessity of effort, how to put effective systems in place, the best ways of practising your skills – and the importance of grit and a positive mental attitude.

The lessons have been designed using the research and ideas compiled in 'The GCSE Mindset' (Oakes & Griffin). You will learn about the research they and other educationalists have undertaken regarding the most impactful study habits. You will have the opportunity to practise these techniques and incorporate them into the way you approach and organise your own work at GCSE.

Mrs Z Tromans
Assistant Headteacher (Teaching & Learning)

Oracy

‘Reason is, consequently, the simple power of improvement; or, more properly speaking, of discerning truth’ - from A Vindication of the Rights of Woman (Mary Wollstonecraft, 1792)

Our new fortnightly programme is part of the pathway which students who opt for Triple Science will follow. It is rooted in Wollstonecraft’s assertion that girls should receive an education in critical thinking and reason. The programme, will be predominantly teacher-led but also offer opportunities for students to prepare and lead parts of sessions too. Students will be provided with a booklet of reading materials which they will be expected to engage with prior to each session. Sessions will include mini-lectures, exploration, discussion and debate of a range of topical issues. The Oracy programme is not available to students following the Combined Science pathway as they have an additional Options subject instead.

PSHE (Personal, Social, Health) Education & RSE (Relationships and Sex) Education

Introduction

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 wellbeing, including healthy lifestyles, relationships, sex education and emotional health
- Citizenship, including democracy justice, and the process of legislation
- Moral issues, including personal choices
- Celebrating community and culture
- Economic wellbeing, and financial capability

Year 11

- Self-promotion, interview techniques and applications procedures
- Personal well-being, including healthy lifestyles, relationships, sex education and emotional health
- Careers interviews
- Wellbeing, preparing for exams
- Giving back to the school community
- Current affairs

The course will be delivered by the students’ 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), to work with others and relate to older members of the community.

Years 10 and 11 students also benefit from revision skills sessions to help prepare them for their external examinations. Year 11 are supported in their preparation for their GCSEs both academically and emotionally. Ongoing activities throughout KS4 with The Wellbeing Crew help to prepare them and ensure wellbeing becomes part of their daily routine.

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

KS4 Heads of Year

OPTION SUBJECTS

Art & Design: Fine Art

Exam Board: AQA

Introduction

The study of Fine Art at GCSE 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 and transferable, 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 & 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, and they receive regular verbal and written feedback to enable them to challenge themselves and make progress. Students have a specialist room to work in, which combines access to fully equipped desktop computers with a more traditional 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

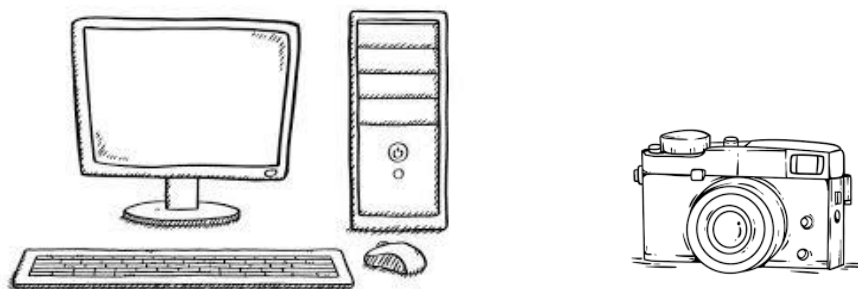
Coursework 60%

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, Photography, Illustration, and Interior Design.

Miss K. Irving
Subject Leader



Computer Science

Exam Board: OCR

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.

The Course

A significant part of the total lesson time will be spent developing programming skills in different ways but mainly focused on Python.

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 (exploring how the insides of a computer work). This covers 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 we can 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. You may also enjoy problem solving or have an interest in how things work.

Assessment

Component 01: Computer systems (90 minute exam, 50% of the total GCSE)

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming (90 minute exam, 50% of the total GCSE)

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Careers and Higher Education

There is the possibility for you to continue on to A Level Computer Science in the Sixth Form. A Level also includes an independent programming project, which is another reason why it is important for you to develop these skills in practical settings.

Ultimately there is 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: OCR

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 group work. We use drama techniques to explore ideas and issues in all units of study. There is also a key focus on developing drama skills such as: use of voice, physicality, creation of character, and creativity and invention. The course explores a wide range of theatrical conventions and elements including acting, lighting, costume design, set design and directing.

The main focus of the course is on creating and presenting drama through both scripted and devised performances. This is the Controlled Assessment aspect of the course and is worth 60% of the overall GCSE grade. In the 'Devising Drama' unit, students create a performance using stimulus given by the exam board and will analyse their process and final performance in a portfolio. This unit is marked by teachers and moderated by OCR. In 'Presenting and Performing Texts', students are required to perform extracts from a script for a visiting examiner in a practical exam. In both Controlled Assessment units, students can request to work as a performer or a designer if that is an option that they would like to explore. However, students should be aware that while every effort is made to facilitate requests to design, it may not always be possible.

The other 40% of the GCSE assessment is an end of course written paper which tests students on their knowledge and understanding of a set text (currently 'Missing Dan Nolan' by Mark Wheeler) and on their evaluation of a live theatre performance seen. We explore the set text in a practical way to really help students understand the practical potential of the text and create their own concept for performance. The written paper is entirely marked by OCR.

Throughout the course, students will have the opportunity to assess live theatre performances in both theatre trips organised by the department, and through streamed performances using various platforms available to us.

In completing this course, all students are expected to work collaboratively with others, be prepared to take risks and be open to constructive criticism as well as take part in all activities with enthusiasm and open-mindedness.

Assessment

The balance of assessment is as follows:

- 60% practical coursework
- 40% written examination

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. More and more universities are recognizing that the subject develops useful skills that not all other courses do. GCSE Drama can also give you the required skills if you want to work in the theatre or other creative fields in the future. This qualification will provide a good balance to a range of other subjects offered in school and can help you to present yourself as someone with a great variety of skills and attributes.

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 IT 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.

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 study and analyse the major issues and events which have shaped the world in which you live. You will assess the political, social and economic developments and nature of societies in both the recent and more distant past; essential for an understanding of contemporary life. The course is divided into four topics:

1. Germany 1890-1945: Democracy and Dictatorship

This period study focuses on two key developments in Germany's history over a 55-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 the study of an historic environment from the period.

Assessment

Paper 1: Understanding the Modern World, 2 hours, 50% of the GCSE

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

Paper 2: Making the Nation, 2 hours, 50% of the GCSE

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

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, the civil service, media, teaching, business management and administration, finance, computing, personnel, and medicine to name but a few.

Mr M. Franks
Subject Leader

Latin

Exam Board: EDUQAS

Introduction

Latin GCSE is not just a language – we also study the history and literature of the Roman world, so that we can develop a well-rounded view of just who the Romans really were.

The Course

There is no speaking, listening or composition (translating English into Latin) element to the language part of Latin GCSE: our focus is on reading Latin passages and translating them into English – after all, this is how we can ‘interact’ with ancient Romans! We will also study Roman literature in the original Latin, and a historical and cultural aspect of Roman civilization. In our language work, we will continue to use the Cambridge Latin Course, which students have been following since Year 7, reading ever more detailed stories about the adventures in Roman Britain, Egypt and Rome itself of some of the Pompeiian survivors of the Vesuvius eruption.

Assessment

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

1. Latin Language: 50% of qualification (1hr 30mins)

For the language unit, you will continue to work on the skills that you have developed during Key Stage 3: writing translations of Latin passages and answering comprehension questions on Latin passages. Additionally, there is a short section in which you will analyse the grammar of a short passage (e.g. pick out accusative nouns or imperfect verbs).

2. Latin Literature (Themes): 30% of qualification (1hr 15mins)

For this unit you will study a selection of Latin literature, both prose and verse, and ancient source materials such as artefacts and carvings on the theme. We will work together in class to translate the texts and analyse the language for the persuasive and rhetorical devices that the author has used to make his point – just like you do in English Literature. This is an open-book assessment: candidates will have the full text plus vocabulary lists with them when they sit the examination, and questions will be set requiring interpretation of the literature, rather than simply translating it. Previous themes studied have included superstition and magic, chariot racing, love and marriage, heroes and villains, and ‘come dine with me!’.

3. Roman Civilisation: 20% of qualification (1hr)

In this unit, you will demonstrate your knowledge of an aspect of Roman civilization. You will study a variety of sources on a particular topic; all the teaching and the source material will be in English. You will analyse a range of sources, including written sources in translation and archaeological artefacts. There is usually a considerable amount of crossover with the material that you studied in Key Stage 3 in the Cambridge Latin Course background information. Previous topics studied have included entertainment, religion, daily life, family life, and the city of Rome.

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 law, business, the Arts and media, politics, medicine and (whisper this last one...) education.

Dr D. Kerr
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 GCSE course provides a variety of opportunities to:

- **PERFORM** in solo and ensemble – KNOW YOUR INSTRUMENT
- **COMPOSE** 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



Physical Education

Exam Board: AQA

The Course

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

Assessment

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

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Written exam: 1 hour 15 minutes - 30%

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

- Health, fitness and wellbeing
- Sport psychology
- Socio-cultural influences
- Use of data

Written exam: 1 hour 15 minutes - 30%

Practical performance in physical activity and sport

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

Practical performance in three different activities: 30%

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, and Sports Science. It offers 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

Team sports	Individual sports
Acrobatic gymnastics	Amateur boxing
Association football	Athletics - 2 events
Badminton Doubles	Badminton Singles
Basketball	Canoeing/kayaking (slalom)
Canoeing	Canoeing/kayaking (sprint)
Cricket	Cycling (Track cycling or road cycling or BMX). Can be indoor or outdoor.
Dance Group/Duet etc.	Dance Solo
Figure skating	Diving (Platform)
Futsal	Equestrian (Dressage & Jumping)
Gaelic football	Figure skating
Handball	Golf
Hockey	Gymnastics (floor/vault) Can be rhythmic gymnastics
Hurling	Rock climbing (Indoor or outdoor)
Ice hockey	Sailing
Inline roller hockey	Sculling
Lacrosse	Skiiing (Indoor or outdoor on snow)
Netball	Snowboarding (Indoor or outdoor on snow)
Rowing	Squash Singles
Rugby League	Swimming – 2 strokes (50m)
Rugby Union	Table tennis Singles
Sailing	Tennis Singles
Sculling	Trampolineing
Squash Doubles	Windsurfing
Table tennis Doubles	
Tennis Doubles	
Volleyball	
Water polo	



GCSE Results achieved by Pupils in Year 11 2024

Number of Pupils in Year 11: 148

SUBJECT	ENTRIES	9	8	7	6	5	4	3	2	1	U
Art	38	15	11	3	7	2	0	0	0	0	0
Biology	148	75	33	21	16	3	0	0	0	0	0
Chemistry	148	84	27	22	11	3	1	0	0	0	0
Computer Science	41	26	5	5	3	2	0	0	0	0	0
Drama	76	13	18	20	23	2	0	0	0	0	0
English Language	148	72	45	24	6	1	0	0	0	0	0
English Literature	147	57	43	32	15	0	0	0	0	0	0
French	46	27	12	6	1	0	0	0	0	0	0
Geography	68	24	21	14	7	1	0	1	0	0	0
German	58	23	20	5	6	0	4	0	0	0	0
Graphic Communication	10	3	3	2	0	1	0	1	0	0	0
History	107	55	29	17	4	1	0	1	0	0	0
Latin	63	36	15	8	4	0	0	0	0	0	0
Mathematics	148	42	53	39	11	3	0	0	0	0	0
Music	27	10	5	5	4	2	1	0	0	0	0
Physical Education	22	9	0	6	7	0	0	0	0	0	0
Physics	148	63	39	24	18	4	0	0	0	0	0
Religious Studies	148	58	56	20	14	0	0	0	0	0	0
Spanish	30	11	11	4	2	1	1	0	0	0	0
Total	1621	703	446	277	159	26	7	3	0	0	0

SUBJECT	ENTRIES	9	8	7	6	5	4	3	2	1	U
<i>Misc/other languages (Chinese, Japanese, Russian)</i>	6	6	0	0	0	0	0	0	0	0	0
Total	6	6	0	0	0	0	0	0	0	0	0

King Edward VI Camp Hill School for Girls
Vicarage Road, Kings Heath, Birmingham, B14 7QJ
Tel. 0121 444 215
www.kechg.org.uk

