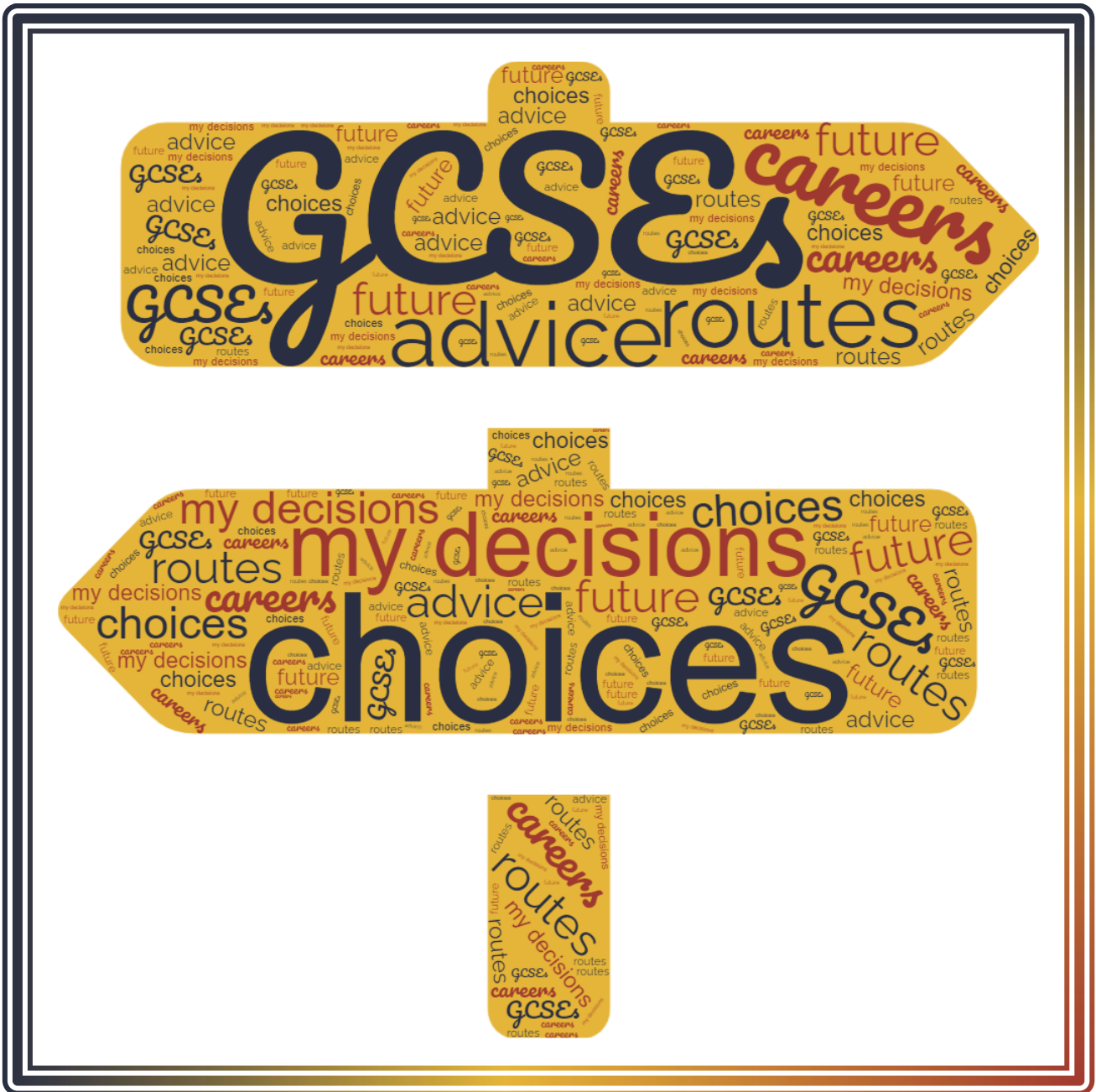




# Grays Convent

## HIGH SCHOOL

# Year 9 Options 2024 – 2026





# Your Educational Journey

## Your Future Your Success

Sixth Form or College

A levels

T levels

Apprenticeship  
or Traineeship

Technical/Vocational  
qualifications

Work  
(with Traineeship)

Applied qualifications

Years 10 and 11 – GCSEs

*Choosing Your Options*

Year 9

Year 8

Year 7

Grays Convent High School

Primary School

# What is this booklet?

This booklet outlines all the subjects and options which are available at Grays Convent.

It also includes advice about choosing your options and possible options at the end of Year 11.

Whilst it includes a lot of information, there will be a lot more opportunities to speak about your options and gain a further understanding of the whole process.

## What is in this booklet?

Page 1..... Message from Mrs Johnson

Page 2..... Timeline of Options

Page 3..... Making Your Choices

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### Subjects

Art Textiles

Computer Science

Design Technology

Drama

English Literature

English Language

Fine Art

Food & Nutrition

French

Geography

History

Mathematics

Media Studies

Music

Photography

Physical Education

Religious Studies

Science

Spanish

# Message from Mrs Johnson

Dear Year 9,

## **Welcome to the Year 9 Options Booklet, 2024 — 2026.**

This booklet outlines all the information, advice and guidance that will help you to make the best possible decisions about which subjects to study over the next two years.

### **Why is it important?**

The choices and decisions you make now will have an impact on your future and the opportunities available to you. These decisions should not be made lightly, so we will offer you as much support as we can, to allow you to make the best possible decisions.

### **What is the EBacc?**

The 'EBacc' or English Baccalaureate is not a qualification in itself, but it was introduced by the Government to recognise where pupils have secured a grade 5 or better across a core of academic subjects: English, Mathematics, the Sciences including Computer Science, History or Geography and a Language. The option choices you make could lead to the achievement of the English Baccalaureate.

### **What am I choosing?**

All of you have a core curriculum and then option choices. The core curriculum are the subjects everyone must study, and cover the majority of your GCSEs, this includes a Modern Foreign Language if you study one currently, whilst the optional choices you pick are your decision.

### **Who can help?**

It is important that you have as much information and advice as possible, so as a school we will offer you as much support as we can. We have an options choices taster event, and an options evening, but some of you will need help from your Head of Key stage or Ms Desgoutte or Mrs Lee. If your parents email [admin@graysconvent.thurrock.sch.uk](mailto:admin@graysconvent.thurrock.sch.uk) we will get the right person to help you if they are not mentioned here.

### **What next?**

On the next page is a timeline for the process of making your GCSE choices.

Finally, remember that although this process is important, it is not the end of your learning and there are many different roads to achieve the success that you deserve.

Good luck and enjoy making your GCSE decisions.

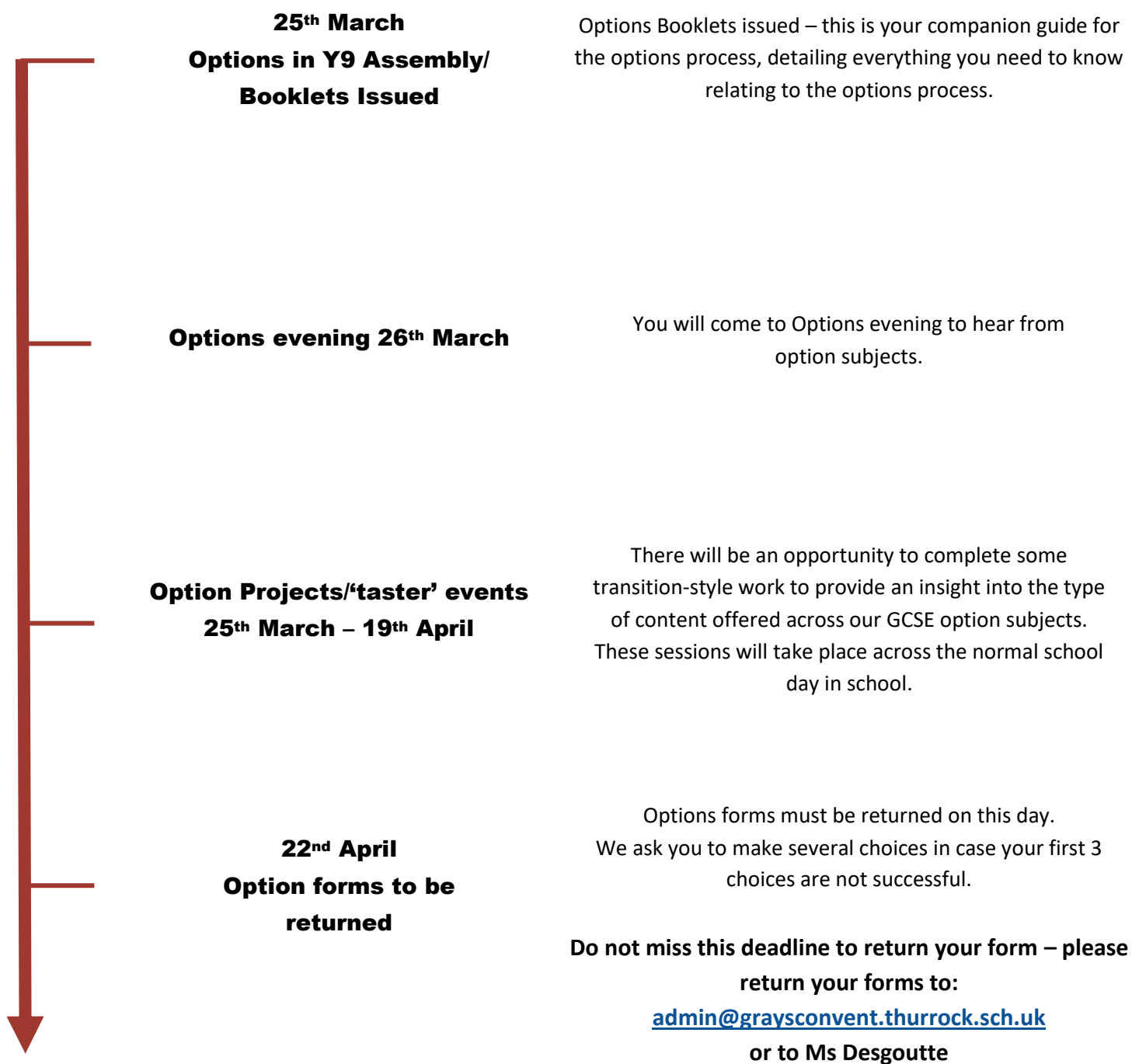
Yours sincerely,



Mrs P Johnson  
Headteacher

# Options Timeline

Picking your options is a big step, but (as you can see) there is lots of support for you in making your decisions and opportunities to talk about the process and help for you making your decisions.



# Making Your Choices

Picking your GCSE options is your choice. You will be the one who makes the final decision, but we can offer you some advice about choosing your options.

There is not necessarily a specific way to choose your options and there are lots of things to consider when making your choices, but here are just a few things you might want to think about:

## **CHOOSING A SUBJECT BECAUSE OF A TEACHER**

Please speak to your teachers about your GCSE choices, but remember that even though they might teach you now, they will not necessarily teach you in Years 10 or 11.

## **CHOOSING THE SAME SUBJECT AS YOUR FRIENDS**

Do not pick a subject just because your friends did.

1) It should be your choice

2) You might not be in the same class as them anyway!

## **KNOW THE COURSE, NOT JUST THE TITLE**

You should not judge a book by its cover, so do not judge a course by its title. Make sure you know what the course will involve. Find out what topics you will cover and how you will be assessed.

Do your research, read your options booklet and speak to teachers.

## **CHOOSING A SUBJECT YOU LOVE**

Make sure that your option choices are subjects which interest you and you would like to study. The choice is yours and you will be studying them for two years, so do not make the choice without thinking about it and speaking to staff, friends and family.

Remember to choose subjects that might complement the job you might like to do if you can.

# Options Mythbusters!

**You do not need to decide on a career, to be able to decide on your GCSEs**

Thinking about possible careers could help you decide which subjects to take, but remember that you might change your mind. Choosing a range of subjects you would like to study will give you the greatest options after Year 11.

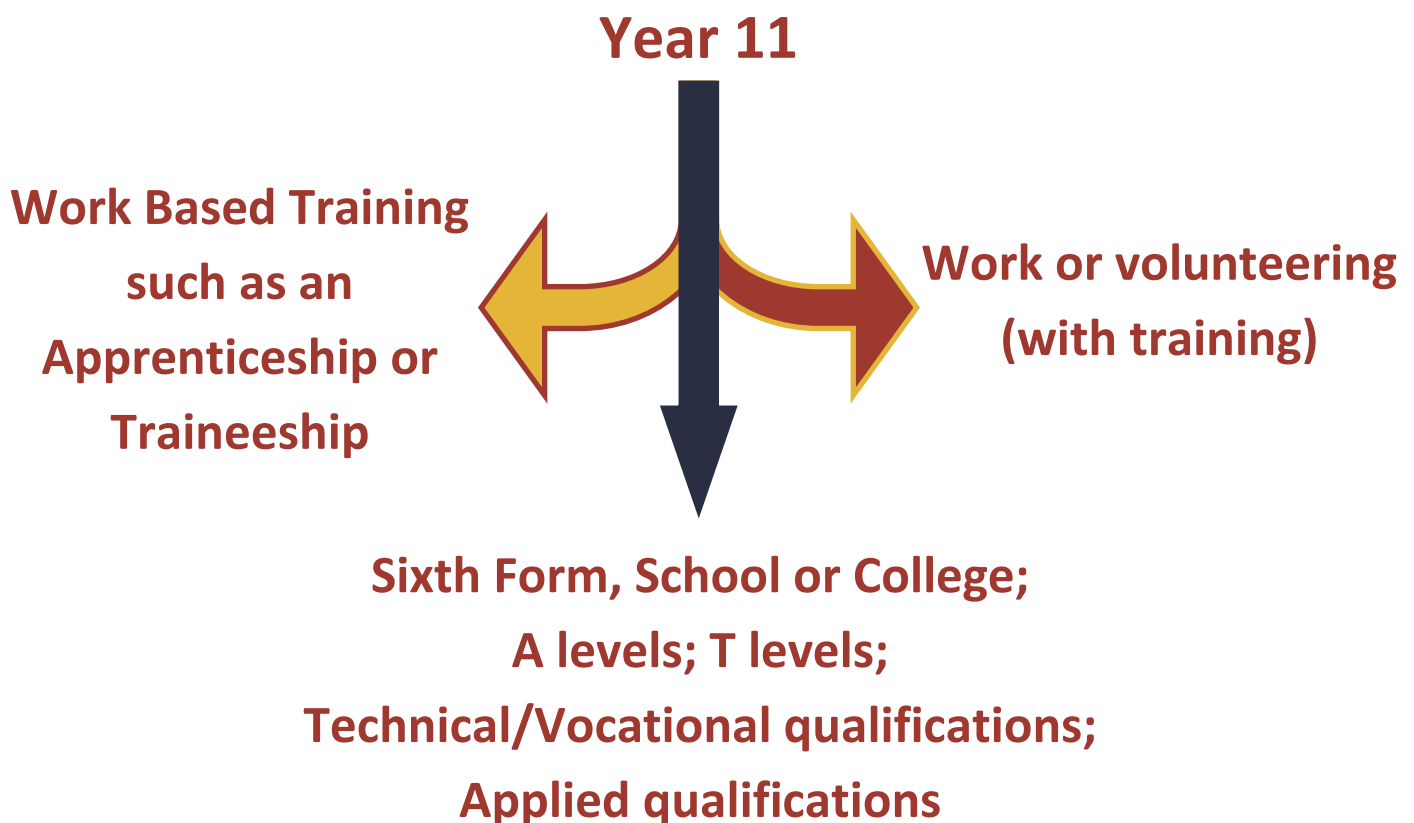
# Options Post-Year 11

(and why you should start thinking about it now!)

You are now expected to stay in education or training until your 18<sup>th</sup> birthday.

This does not necessarily mean that you will have to stay in school, but you will have a choice of three main options:

- Full-time study in a school, college or with a training provider. This could be studying A levels; Technical/Vocational qualifications; applied qualifications or T levels.
- Work based learning such as an Apprenticeship or Traineeship.
- Full-time work or volunteering combined with part-time training.



The different routes might appeal to different people, but over the next two years we will provide you with as much information as possible about all of these options. However, we would encourage you to start thinking about them now. Think about what route might appeal to you. On the next page is a very brief outline of some of the main routes.



# Options Post-Year 11

## Work Based Training Apprenticeship or Traineeship

Apprenticeships offer the opportunity to combine full-time work with study.

You would work for a company part of the week and the rest of the time would be spent at a college.

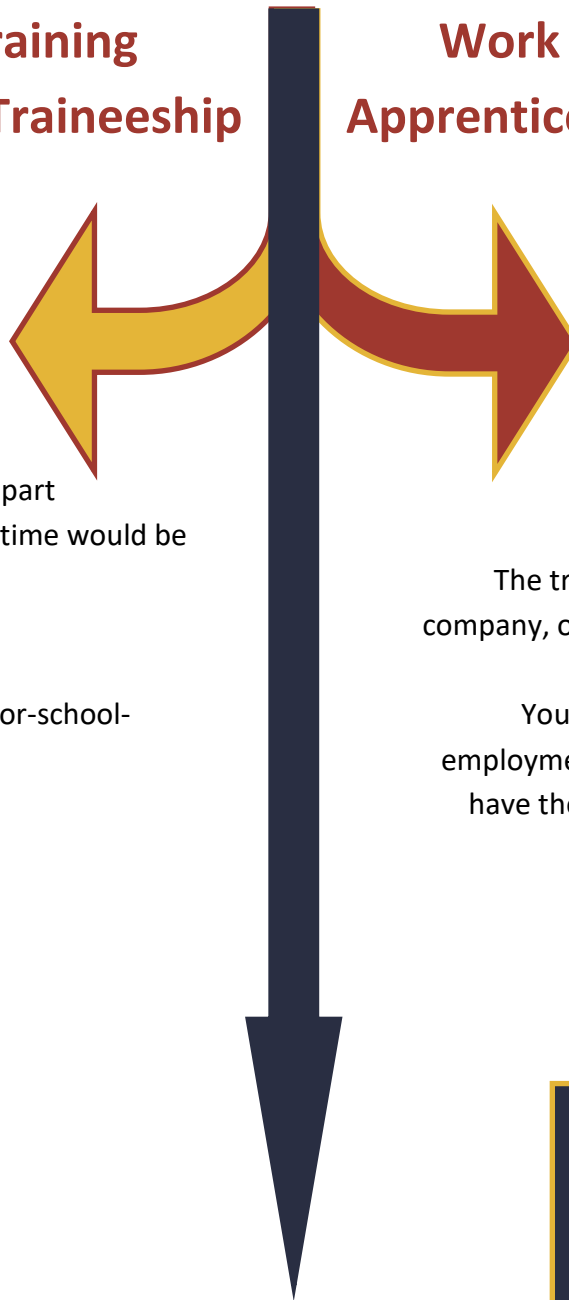
For more information see:  
[careerwave.co.uk/careers-faq-for-school-leavers/](http://careerwave.co.uk/careers-faq-for-school-leavers/)

## Work or Volunteering Apprenticeship or Traineeship

This would involve working with a company, or volunteering, full-time and then doing a training course on a part-time basis.

The training would be provided by the company, or a nominated training provider.

You cannot go straight into full-time employment after Year 11, but you do still have the option of employment if it also includes recognised training.



## Sixth Form, school or College

There are lots of fantastic websites out there which explain about careers and options – some of which are listed on page 7 of this booklet.

This route would involve full-time study. Sixth Forms and Colleges offer a range of different courses, A levels and Vocational/Technical qualifications, Applied qualifications and T levels.

These courses would usually last two years.

All routes can lead to University or Apprenticeships or Work.

# Things to Consider

## Non-Examination Assessments

Some subjects, such as Drama, Art and Media Studies will include an element of 'Non-Examined Assessment'.

Each subject has identified in the following pages if an NEA is part of their course.

### English & Mathematics are 100% Exam

The NEA must be completed in school and under different levels of controlled/exam conditions.

## Examination

Examinations will form the biggest part of the final assessment for all your subjects. It is not simply a test of memory, but also a test of your ability to present and apply the knowledge you have gained!

## Resources

You will be supplied with all the necessary text books.

Some subjects might give you the opportunity to purchase a copy of the text book or have online resources.

If you do not return a school text book, you will be

## GCSEs are two years long

Remember that your GCSEs will cover both Year 10 and 11.

Whilst some courses might have specific tests and assessments in Year 10, others will include a final assessment, which will include topics covered and knowledge gained during both Year 10 and 11.

## Getting a Reference and writing an application

It is important that you strive to achieve good grades in your GCSEs, but remember that when you come to apply for Post-16 options, the school will be asked to provide a reference about your behaviour, attendance and attitude to learning.

Also, remember that you will be asked to write a personal statement, where you will need to mention any hobbies or interests you have outside of school.

Grays Convent offers lots of different activities and opportunities to get involved with, so make sure you get involved with something you can mention on an application form!

# Useful Websites

Name	URL	Information
<b>Health Careers</b>	healthcareers.nhs.uk	Make a difference with a career in health. Get all the information you need to take the next step in your career.
<b>iCould</b>	icould.com	This website allows you to watch short video clips of people in a wide range of job sectors.
<b>Medical Professions</b>	stepintothenhs.nhs.uk	Doctors and nurses may be the obvious choices but with 350 choices available they are certainly not the only ones.
<b>Not Going to Uni</b>	notgoingtouni.co.uk	Opportunities that exist outside of university.
<b>Prospects</b>	prospects.ac.uk/job-profiles	Aimed at students seeking a graduate career. A great resource I can't recommend enough!
<b>Quizlet</b>	quizlet.com	An interactive quiz that tests your personality to see how prepared you are for the future.
<b>Russell Group</b>	russellgroup.ac.uk	Represents 24 leading universities, source of careers information & advice including 'informed choices' a downloadable guide to making post 16 choices.
<b>Start</b>	startprofile.com	Investigate careers, watch videos and get great advice, find out about employers and work experience opportunities in your area.
<b>Success At School</b>	successatschool.org	Gives clear and comprehensive information about a range of Career Zones (sectors), in an easy to access format. Students can create a profile to help to collate useful information. '60 second interviews' giving profile of professionals, provide a useful insight into specific careers.
<b>TES Growing Ambitions</b>	tes.com	Fantastic website to explore careers by subjects you enjoy or by selecting from A-Z.
<b>UCAS</b>	ucas.com	UCAS stands for Universities and Colleges Admissions Service. It's the centralised service that students use to apply to university.
<b>Uni Frog</b>	unifrog.org	This is an award-winning online platform which helps students make informed decisions about their university choices.
<b>Thurrock Youth Cabinet</b>	thurrock.gov.uk/youth-cabinet/thurrock-youth-cabinet	The Youth Cabinet was set up to give the young people of Thurrock a voice.

<b>Army Cadets</b>	<a href="http://armycadets.com">armycadets.com</a>	Information about the role of army cadets, and you can be a part of this organisation.
<b>Careers in Sport</b>	<a href="http://careers-in-sport.co.uk">careers-in-sport.co.uk</a>	The Careers in Sport website is becoming increasingly popular as a reliable source of advice and guidance for people looking to develop their sporting careers.
<b>Future Morph</b>	<a href="http://stem.org.uk/resources/collection/3338/future-morph">stem.org.uk/resources/collection/3338/future-morph</a>	Future Morph is the Science Council's careers website designed to provide information for young people, their parents and teachers about the jobs available from studying science and mathematics.
<b>Police Cadets</b>	<a href="https://vpc.police.uk/">https://vpc.police.uk/</a>	Information about the role of police cadets, and you can be a part of this organisation.
<b>NHS Cadets</b>	<a href="https://www.sja.org.uk/get-involved/young-people/nhs-cadets-home/">https://www.sja.org.uk/get-involved/young-people/nhs-cadets-home/</a>	Information about the role of NHS cadets, and you can be a part of this organisation.
<b>Thurrock Ngage</b>	<a href="http://thurrockcvcs.org/ngage-thurrock">thurrockcvcs.org/ngage-thurrock</a>	Ngage Thurrock Volunteer Centre offers support in finding suitable volunteer roles for people, and can offer advice and information on all aspects of volunteering.



# Core and Optional subjects

# Core Subjects

All students take these core subjects

English Language

+

English Literature

+

Mathematics

+

Religious Studies

+

Combined or Synergy Science

+

Core P.E. and PSHEC

+

French

or

Spanish

or

Literacy/Numeracy

+

If you do not take a language at the moment you will have additional support in English & Mathematics

3 Optional Choices

# Optional Choices

Pick options from....

Art Textiles

Geography

Computer Science

History

Design & Technology

Media Studies

Drama

Music

Fine Art

Photography

Food Preparation & Nutrition

Physical Education

French

Spanish

Triple Science

# **Core Subjects Information**



# English Language

Level: GCSE

Exam Board: PEARSON

## Overview & Topics Covered:

### Fiction and Imaginative Writing

Pupils will study and analyse selections from a range of prose fiction and develop skills to analyse and evaluate 19<sup>th</sup>-century fiction extracts. They will develop imaginative writing skills to engage the reader and will be required to use spelling, punctuation and grammar accurately.

### Non-Fiction and Transactional Writing

Pupils will study and analyse selections from a range of non-fiction texts (including literary non-fiction). They will also develop their writing skills for a particular audience and purpose exploring transactional writing skills, for example letters, articles, reports.

### Spoken Language

The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade, alongside the overall grade issued. The criteria will address the following assessment objectives:

- Demonstrate presentation skills in a formal setting.
- Listen and respond appropriately to spoken language, including to questions and feedback to presentations.
- Use spoken Standard English effectively in speeches and presentations.

### Studying English Language post-16...? Good choice if...

Level 1/Level 2 GCSE (9–1) English Language is a requirement for progression to a wide range of courses at Level 3. Students are expected to continue with their study of GCSE English Language after the age of 16 if they have not achieved the qualification at Key Stage 4.

### Assessment Method

Unit	Weighting
Fiction and Imaginative Writing	40%
Non-Fiction and Transactional Writing	60%

**This exam is not tiered. All pupils will sit the same paper.**

### Possible Careers...

Students can progress from this qualification to Level 3 qualifications in similar disciplines such as English literature, drama, theatre studies, media studies and film studies, and to other qualifications that require literacy skills, knowledge and understanding. This qualification prepares students for progression to further study of English Language at AS and A level and to the study of AS and A level English Language and Literature. These Level 3 qualifications prepare students for a variety of further progression routes. This qualification also supports further training and employment where literacy skills are required; some examples: sports journalist – lawyer – film director – public relations executive – fashion journalist – author – newsreader – politician – actor – architect – creative director – scriptwriter.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Mrs Nyland.

# English Literature

Level: GCSE

Exam Board: PEARSON

## Overview:

The aims and objectives of GCSE English Literature are to enable students to encourage students to read a wide range of classic literature fluently and with good understanding and make connections across their reading. Students will be taught to read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas. Students will develop the habit of reading widely and appreciate the depth and power of the English literary heritage. Over the course, students will be taught to write accurately, effectively and analytically about their reading, using Standard English and a wide vocabulary, including grammatical terminology, and other literary and linguistic terms.

## Topics Covered:

For Unit One, Shakespeare and Post-1914 Literature, students will study **two** set texts: one Shakespeare play (Romeo and Juliet) and one British play (An Inspector Calls). They will be required to develop their skills of literal and inferential comprehension, critical reading, evaluation of a writer's choice of vocabulary, study grammatical and structural features and make comparisons between texts. In their written responses they will develop the ability to produce clear and coherent text.

For Unit Two, 19<sup>th</sup> Century Novel and Poetry since 1789, teaching will focus on the study of **whole texts**, developing students' comprehension, critical reading and comparison skills, as well as their ability to produce clear and coherent writing using accurate Standard English. Wider reading of literary texts is also encouraged to help students develop their skills. Teaching will cover two set texts: one 19th-century novel and one collection of poems from the Pearson Poetry Anthology. The full list of set texts for this component is as follows:

**One text from: 19th-century novel:** Dr Jekyll and Mr Hyde – R L Stevenson.

**One collection from: Pearson Poetry Anthology Collections** with the following themes: Relationships, Conflict, Time and Place.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Mrs Nyland.

### Studying English Literature post-16...? Good choice if...

English is invaluable for your future no matter what you are aiming for. A good command of the spoken and written word will help you every day – and benefit all your other GCSEs too. Whatever you end up doing, English is a must have subject for college, university, work and life!

### Assessment Method

Unit	Weighting
Shakespeare and Post-1914 Literature	50%
19 <sup>th</sup> Century Novel and Poetry since 1789	50%

**This exam is not tiered. All pupils will sit the same paper.**

### Possible Careers...

This qualification prepares students for progression to further study of English Literature at AS and A level and to the study of AS and A level English Language and Literature. Students can progress from this qualification to Level 3 qualifications in similar disciplines, such as drama, theatre studies, media studies and film studies, and to other qualifications that require literacy skills, knowledge and understanding. This qualification also supports further training, and employment where literacy skills are required.

# Mathematics

**Level:** GCSE

**Exam Board:** PEARSON

We will expect all students to study GCSE. Some pupils may also take entry level qualifications if we deem this appropriate.

## Overview:

The new Mathematics GCSE course is designed to be demanding. Problem-solving is at the heart of teaching and learning and of the assessment. There is no coursework or controlled assessments. There will be three exam papers, each 1½ hours long, taken at the end of the course each out of 80 marks.

Paper 1 will be a non-calculator paper while the other two papers will permit the use of calculators.

Foundation tier will focus on core mathematical understanding and skills for all students to master.

Higher tier will include questions to stretch the most able. Around 50% of the Higher Tier paper is Grade 7 and above.

Pupils will no longer be given formulae to use in the exam but will be expected to learn them.

We have started the GCSE course in Year 9 in order to ensure pupils have the best chance to fulfil their potential. Sets 1 to 3 are studying Higher content whilst our other classes are being prepared for Foundation Tier.

## Topics Covered:

The GCSE subject content and assessment objectives have changed. There are six content areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry
- Probability
- Statistics

The grading scale goes from 9 to 1.

- 9 is the highest, for the top 3% nationally.
- 1 is the lowest and the bottom of this grade will be the equivalent of the bottom of the current G.
- 7 will be anchored to grade A.
- 4 will be anchored to a grade C.
- 5 will be between a grade C and B.

Pupils who gain below a Grade 4 in Mathematics GCSE will be expected to re-sit the exam in college or at sixth form.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Mr Stinton.

### Studying Mathematics post-16...? Good choice if...

It is a good choice if you enjoy a challenge. You need to be very good at Mathematics to do A level. There are a range of courses available. Talk to your Mathematics teacher for advice on what to do.

### Assessment Method

Unit	Weighting
Paper 1	33%
Paper 2	33%
Paper 3	33%

**You may be entered for either the Foundation or Higher Tier.**

### Possible Careers...

There are many careers that need you to have a good understanding of Mathematics for. Examples include Engineering, actuary, accountancy, statistics, animation, special effects director, forensic science, architect, doctor, teacher and many more.

# Religious Studies

**Level: GCSE**

**Exam Board: Pearson (Specification A)**

## Overview:

This examination is based on the study of three units. It is examined by Pearson.

Each unit has a separate examination paper divided into sections.

Candidates will be required to demonstrate knowledge and understanding, and the ability to evaluate alternative points of view.

### Studying Religious Studies post-16...? Good choice if...

All colleges and universities accept and welcome students with R.E. onto a variety of courses, in humanities, arts and sciences as well as to specific courses in religious studies, theology or related disciplines.

### Assessment Method: Exam

Unit	Weighting
1	50%
2	25%
3	25%

**This exam is not tiered. All pupils will sit the same paper.**

### Possible Careers...

R.E. teaches students to evaluate issues, make decisions, and appreciate people. It is therefore useful in a variety of careers including Management, Journalism, Police, Retail, Recruitment, Teaching, Medicine and in many other careers.

## Topics Covered:

### Area of Study 1: Study of Religion - Catholic Christianity (50%)

- Catholic beliefs, teachings, practices, sources of authority and forms of expression and ways of life.

Assessment: 1 hour 45 minute exam at end of Year 11.

### Area of Study 2: Study of Second Religion - Judaism (25%)

- Jewish beliefs, teachings and practices.

Assessment: 50 minutes. Exam at end of Year 11

### Area of Study 3: Philosophy and Ethics – Catholic Christianity (25%)

- Arguments for the existence of God.
- Religious teachings on relationships and families in the 21<sup>st</sup> Century.

Assessment: 50 minutes. Exam at end of Year 11.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Mr O'Hanlon.

# Combined Science (& Synergy)

Level: GCSE

Exam Board: AQA

## Overview:

AQA Combined Science (also known as Double Science) is where you study the sciences together and receive a combined grade of 2GCSEs for it.

The most common version of combined science is **Trilogy**. Your daughter will study the 3 sciences (Biology, Chemistry and Physics) separately but you still get a combined grade at the end. The majority of students takes this course. It builds on the Key Stage 3 curriculum and covers the National Curriculum Programme of Study for Science at Key Stage 4. It encourages students to explore, explain, theorise and model in science and develops a critical approach to scientific evidence.

### How Will I Be Assessed?

- The Combined Science Trilogy GCSE is examined by **six** 1 hour 15 min written exams, each of which is worth 16.7%.
- There are two exams on each subject Biology, Chemistry and Physics. All the GCSE exams in science will be taken at the end of Year 11.  
The Combined Science Synergy GCSE is examined by **four** 1 hour 45 min written exams, each of which is worth 25%.
- 21 required practicals are delivered throughout the course. There will be questions relating to these practicals on the written exam papers.

Success in Combined Science can provide access to AS/A2 Science courses, including Applied Science and Psychology. In the long term, if you decide to pursue your scientific studies, it can lead to an almost limitless number of job opportunities. Highly qualified scientists are very much in demand and their skills are required in many jobs

## Topics Covered:

Topics covered in the Biology section are:

Cell Biology; Organisation; Infection and response; and Bioenergetics; Homeostasis and response; Inheritance; variation and evolution and Ecology.

Topics covered in the Chemistry section are:

Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes and Energy changes, the rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and using resources.

Topics covered in the Physics section are:

Energy, Electricity, Particle model of matter, Atomic structure; Forces; Waves; Magnetism and Electromagnetism.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Mrs Bialek.

### Studying Science post-16...? Good choice if...

You intend on following a career path that is Science orientated. However studying Separate Science in College allows you to choose from a wealth of courses in University

### Assessment Method - Exams

Unit	Weighting
Biology	33.3%
Chemistry	33.3%
Physics	33.3%

### Foundation and Higher Tier

### Possible Careers...

Earth and Physical Science  
e.g. Geographer agricultural manager, Pilot, chemist and surveyor

Physical Science and engineering  
e.g. astronomer, forensic Scientist.  
Sound engineer, Biochemical engineer

Life and Health Science  
e.g. Veterinary, Medical Doctor, Pathologist, Neurologist

# **Optional Subjects Information**

# Art Textiles

Level: GCSE

Exam Board: AQA

## Overview:

GCSE Art Textiles is your chance to design products which are either woven, knitted, stitched, printed or have a range of textile decorative techniques. Areas of study include fashion design and illustration, costume design, constructed textiles, printed and dyed textiles and digital textiles.

Whether you are interested in pursuing a career in fashion or are interested in exploring textiles through creative techniques and processes, Art Textiles is the course for you. You will have the opportunity to learn about fashion and textile design through a range of exciting projects that will nurture your creativity and understanding of the subject.

## Topics Covered:

**Unit 1** - You will work on two projects: Natural Forms and Distortion and Manipulation, these contribute towards 60% of your final GCSE grade.

**Natural forms** – You will research a range of textile designers and artists and make fabric samples of textiles decorative techniques using the following techniques: machine embroidery, Applique, hand embroidery, printing, fabric painting, sewing on paper, Tie and dye, Batik, dissolvable fabric, patchwork and felting. Your Year 10 Exam will be to design and make a piece of “wall art”, using the textile techniques you have explored.

**Distortion and Manipulation** - You will research a range of fashion designers and make fabric samples of textiles decorative techniques using the following techniques pleating: folding, gathering, smocking, burning fabric, slashing material, Suffolk puffs, weaving and mix media. Your Year 11 Mock Exam will be to design and make a bustier, using the textile techniques you have explored.

The projects will also focus on annotation and how to effectively evaluate your own work and the work of designers/ artists, this will be presented in a creative way of your choice, in a sketchbook. Your work will include some drawings, designs, fabric swatches, photographs and your own experiments with fabrics, this will help you gain a good understanding of how to meet the four attainment objectives for Art Textiles.

**Unit 2** – The GCSE examination is set and moderated externally by AQA and makes up the remaining 40% of your overall mark. The GCSE exam paper will be given out to you in Year 11, at the beginning of the second term. There is a 10-week exam preparation period where you will research your brief and create samples, followed by the 10-hour practical exam (over two days), where you will make your final design.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Ms Levins, Mrs Guentcheva or Mrs Popat.

### Studying Textiles at College...? Good choice if...

Art Textiles students are able to develop their skills further by working towards Level 3, A Level Textiles. It also prepares students for study towards degrees with a focus on textiles and design e.g. BA (Hons) Fashion Design, Fashion Communication and marketing or Costume Construction.

### Assessment Method

Unit	Weighting
Component 1: NEA	60%
Component 2: Practical Exam	40%

### Possible Careers...

Fashion designer, pattern cutter, costume designer, fashion buyer, fabric technologist, fabric designer, Artist, Architect, Graphic Design, Interior design, Theatre design, Product design, Photography, Photographic journalist, Magazine journalist, Film, TV, Art therapy, Stylist, Textile design, Teacher/Lecturer, Art history, Curation, Media & Advertising....

### Trips

Taster Day - Royal Opera House  
William Morris Gallery  
Horniman Museum  
Stitch Festival  
Victoria & Albert Museum

All visits contribute towards your coursework.

# Computer Science

Level: GCSE

Exam Board: OCR

## Overview:

This course gives students a real, in-depth understanding of how computer technology works.

It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

It is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life.

These skills will be the best preparation for learners who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

### Studying Computer Science post-16...? Good choice if...?

Good choice if you are good at **both English and Mathematics (working towards achieving at least a GCSE grade 5 in these subjects at the end of Year 11)** and have a good level of logic

### Assessment Method

Unit	Weighting
Computer systems Written Paper 1 hour 30 minutes	50%
Computational thinking, algorithms and programming Written paper 1 hour 30 minutes	50%

**This exam is not tiered. All pupils will sit the same paper.**

### Possible Careers...

Computer programmer, Software Developer, Network Engineer, Web Developer, Database Administrator, Systems Analyst, Game/VR Developer, Digital Marketing Manager

## Topics Covered:

- An understanding of current and emerging technologies and how they work.
- The development and use of algorithms in computer programs.
- The development of creative and technical skills, knowledge and understanding of computing in a range of contexts.
- The development of computer programs to solve problems.
- Creation of a coded solution which is fully annotated to explain its function.
- Evaluation of the effectiveness of computer programs/solutions.
- The impact of computer technology in society.

## Course Requirements:

**Must** be working at **Level 5 or above** in **both English and Mathematics**.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Mr Burr.



# Design & Technology

Level: GCSE

Exam Board: AQA

## Overview:

Design and Technology shows students how to design and make products that meet people's needs. It is a challenging subject that enables them to:

Design and make quality products

- Become problem solvers and critical thinkers
- Develop an enquiring and open mind
- Understand the impact of design upon our environment
- Looking at new technologies

The new Design and Technology GCSE specification encompasses all areas of designing and making, so what was previously resistant materials, graphics, textiles, systems and control, and product design are now all one subject.

Over the two years, students will develop their practical and theory knowledge to successfully manufacture products. Design and Technology until June of Year 10 is all about preparation. Students will investigate and practice manufacturing techniques, a wide range of materials (woods, plastics, metals, papers/boards, smart materials, modern materials, and textiles) and the design process.

Theory lessons are weekly and concentrate on core technical principles, specialist technical principles, and designing and making principles. Students will gain knowledge about the specification topics in order to apply this to their practical work in the classroom; this equips students with the knowledge required in the written exam.

Students will also work on children toy project in order to practice how a portfolio can be generated for GCSE non-exam assessment and enhance their understanding about materials and processes. Homework will be set on a regular basis and will directly link to the theory and practical elements within the course.

What students learn by June of Year 10 will go on to define the work that they will start in June of Year 10.

During Year 11, students will spend most of their time on non-exam assessment portfolio which requires them to produce a product with an accompanying portfolio. The non-exam assessment takes several months to complete and all of the work presented has to be the student's own; this covers: research, design, making and evaluation. Students continue with weekly theory lessons throughout Year 11 to support their practical knowledge and prepare them for their written exam.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Mr Kocaman.

### Studying Design & Technology post-16...? Good choice if...

Students taking Design & Technology are able to develop their skills further by working towards A Level Engineering, Fashion Design and Textiles and Product Design.

Assessment Method	
Unit	Weighting
<b>Written Exam</b> <b>Section A - Core technical principles.</b> All areas of Design & Technology. (20 marks) <b>Section B - Specialist Technical Principles.</b> Materials, components and manufacturing processes. (30 marks) <b>Section C - Designing &amp; making principles.</b> Based on the designing capability of the student. (50 marks)	50%
<b>NON- EXAM ASSESSMENT</b> A product with an accompanying portfolio.	50%
<b>This exam is not tiered. All pupils will sit the same paper.</b>	

### Possible Careers...

Design & Technology prepares students for study towards BA, BEng and BSC degree courses in Architecture and Building Studies, Design (including Digital and Interactive, interior design, architecture, and Product Design), and Engineering (including Aerospace, Civil, Electrical and Mechanical). There is a wide range of career opportunities in Design, Manufacturing, Construction or Engineering.

A maximum of 15 students per class.

# Drama

Level: GCSE

Exam Board: WJEC Eduqas

## Overview:

**GCSE Drama** is an exciting and dynamic course which builds on the creative and inter-personal skills developed at Key Stage 3. You will develop your use of drama techniques and deepen your understanding of theatrical conventions.

**GCSE Drama** involves exploring ideas, thoughts and feelings through making and performing drama and by evaluating other people's work. You will learn what techniques are best to employ in different situations. You will then learn how to communicate what you have discovered to an audience and consider elements such as set design, lighting, sound and costume. You will also learn how to take words on a page and turn them into engaging pieces of theatre.

## Topics Covered:

The components studied will introduce you to the conventions, forms, techniques and strategies of drama. Through a range of workshops and explorations you will learn:

- how drama is created, including all the acting and staging skills that are needed to realise a piece of drama in performance.
- how to create a character and maintain it in a performance.
- a number of skills that are highly valued in any walk of life including teamwork, creativity & imagination and being able to confidently present yourself in front of others.

Topics include: Childhood; Theatre Practitioners; Behind Closed Doors; exploring drama through play texts such as *'The Curious Incident of the Dog in the Night-time'*; watching and reviewing live theatre performances; devising performances using a range of stimuli – such as literature, music, newspaper articles, song lyrics and pictures.

## Assessment Methods:

The course is in three parts:

1. **Component 1: Devising Theatre** - Students participate in the creation, development & performance of a piece of devised theatre (using the techniques of a theatre practitioner or a genre) in response to a stimulus set by the exam board. Students will produce:
  - A realisation of their piece of devised theatre
  - A portfolio of supporting evidence
  - An evaluation of the final performance**Internally assessed then externally moderated.**
2. **Component 2: Performing from a Text** - Students study two extracts of a published script and then perform excerpts of these to an audience.  
**Externally assessed by a visiting examiner.**
3. **Component 3: Interpreting Theatre** - Students will answer questions on a studied set text (*I Love You Mum*, *I Promise I Won't Die* by Mark Wheeler) and answer a question reviewing a live theatre performance they have seen during the course.  
**Written examination: 1 hour 30 minutes.**

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Mrs O'Donoghue.

### Studying Drama post-16...? Good choice if...

You wish to study A Level Drama and Theatre Studies or BTEC National Performing Arts (Acting) at college.

#### Assessment Method

Component	Weighting
1. Devising Theatre	40%
2. Performing from a Text	20%
3. Interpreting Theatre	40%

**This exam is not tiered. All pupils will sit the same paper.**

#### Possible Careers...

The transferable skills of cooperation, commitment, communication and confidence are highly sought after and GCSE Drama equips you with these. Jobs that are directly related to a degree in drama and theatre are: Actor, stage manager, Arts administrator, Drama teacher, Drama therapist, television production assistant, Radio presenter, Theatre director. Careers where drama and theatre may be useful are: Youth and Community worker, Personnel manager, Social worker, Journalist, or in any profession requiring team work

# Fine Art

**Level:** GCSE

**Exam Board:** AQA

## Overview:

An interest in Art and an aptitude for Art and Design is essential. You will need a good level of skills and enthusiasm and a willingness to learn and work hard. This is an exciting and demanding qualification, so you will need to be organized, motivated and enthusiastic to meet the challenges of the course.

The aim is for you to become a self-motivated artist, capable of working to the highest standards using a variety of media & techniques. Throughout the course you will learn to express ideas, feelings and messages through art, developing an understanding of how art is viewed in society and producing your own art with a personal meaning. Whichever career path you follow you will find that creativity and imagination at work is greatly valued.

## The New GCSE:

The new GCSE puts a greater emphasis on drawing skills and annotation (written work). There are specific marks set aside for annotation and drawing, so you need to be prepared to write about your work in detail and have good drawing skills.

You will be graded from 9-1 rather than A\*-U. 9 will be the new A\* grade.

## Topics Covered:

During Years 10 & 11 you will work on projects that form an extended collection of work. This work is your coursework and is worth up to 60% of your final mark. The GCSE examination is set and moderated externally and makes up the remaining 40% of your overall mark. The Art & Design GCSE is moderated by the AQA exam board.

The first project in year 10 will be a teacher led project which will be skills based and help pupils to have a good understanding of how to meet the four attainment objectives for Art & Design. This project will help you further develop your drawing skills and cover the requirement to experiment with a variety of media and techniques. It will also focus on annotation – demonstrating how to write about your own and other artists work effectively.

The second project is intended to familiarise pupils with GCSE questions, it will be teacher led but based on a past GCSE paper and will incorporate the Year 10 mock exam.

The year 11 project is totally independent, based on one of the questions from a previous GCSE exam paper and will incorporate the mock exam.

The GCSE exam paper will be given out to pupils first lesson back after the Christmas holidays. There is a 10 week exam preparation period followed by the 10 hour practical exam (over two days).

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Ms Levins, Mrs Guentcheva or Mrs Popat.

### Studying Art at College...?

Art helps you to develop a range of personal skills & the ability to communicate your ideas effectively. There are many courses available at college including Fine Art, Graphics, Photography, Art Textiles, 3D design, Fashion & Costume Design....and many more. You can follow different paths such as A Level, BTEC or Vocational qualifications.

### Assessment Method

Unit	Weighting
Coursework – Unit 1	60%
Exam – Unit 2	40%

The same paper is set for all pupils, there is no Foundation or Higher Tier

### Possible Careers...

Artist, Architect, Graphic Design, Interior design, Fashion design, Costume design, Theatre design, Product design, Photography, Photographic journalist, Magazine journalist, Film, TV, Art therapy, Stylist, Textile design, Teacher/Lecturer, Art history, Curation, Media & Advertising....

# Food Preparation & Nutrition

Level: GCSE

Exam Board: OCR

## Overview:

GCSE Food Preparation and Nutrition is a new exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

It involves a lot of "learning-by- doing" through practical cooking but is also academic and scientific with the study of technical language and the functional and nutritional properties of food. Cooking is a wonderful life skill that will not only prepare you for the GCSE but it is a skill that you could potentially use daily throughout your future. Without food it is impossible to live and food is something that every person has in common. It is present every day, at every celebration and therefore it is useful to understand food and its many functions and properties.

## Topics Covered:

GCSE Food Preparation and Nutrition involves:

Food preparation skills are integrated into five core topics:

1. **Food, nutrition and health** – Macro Nutrients, Micro Nutrients, Nutritional Needs and Health.
2. **Food science** – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food.
3. **Food safety** – Food Spoilage, Contamination and the Principles of Food Safety.
4. **Food choice** – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing
5. **Food provenance** – Environmental Impact and Sustainability of Food, Food Processing and Production.

**School Trip:** Students will have the chance to make their own pizza topped with fresh ingredients and bake it during a 1.5 hour workshop at Bread Ahead Bakery, London. After the workshop, students will be taken to Borough Market to experience the selection of gourmet food consisting of stalls selling: fish, meats, vegetables, cheeses, breads, chocolates, cakes and pastries; an electric blend of foodstuff from all over the world.

**Equipment you will need:** 28cm fluted loose bottom flan tin and 2, 20 cm cake tins.

## Studying Food at College...? Good choice if...

Students taking Food are able to develop their skills further in the 6th form/college environment. It also prepares students for study towards degrees with a focus on Food and Nutrition Science, Food Manufacturing, Food Biotechnology (a big growth area) and links in well with Sports Science degrees. Of course this GCSE also prepares student who are looking for apprenticeships in the catering industry and qualifies students for a range of catering courses very well, due to its practical nature.

## Assessment Method

Unit	Weighting
Written Exam	50%
<b>NON- EXAM ASSESSMENT</b> <b>Task 1: Food investigation</b>	15%
<b>NON- EXAM ASSESSMENT</b> <b>Task 2: Food preparation assessment</b>	35%

## Possible Careers...

The Food Industry and the area of Health and Nutrition are at the forefront of our society today. Opportunities in this field are continually growing, as does the need to address the issues of obesity and other diet related medical issues. Career opportunities can include Dietician, Midwife, General Practice Nurse, Nutritionist, and Paediatrician.

In addition should creativity be your strength, your career path may include Food Journalism and Photography, Food demonstration, Catering, Retail Sales and Marketing or a rewarding career, as a Food Product Development (Technologist). Other possibilities include Childcare, Social work, Teaching or Environmental Health Officer. You could also combine food with science, media or psychology for some interesting career paths.

For more information on food careers please visit <http://tastycareers.org.uk/>.

Maximum of 15 students per class

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Miss Caruana.

# French

Level: GCSE

Exam Board: Pearson

## Overview:

### WHAT is the subject about?

GCSE French helps students develop their language skills in a variety of contexts and a broad understanding of the culture of countries and communities where French is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual global society.

### WHY should I choose this subject?

French as a foreign language is the second most frequently taught language in the world after English. It is spoken as an official language in 33 countries around the world and is the only language other than English spoken on five continents. It is the official language for UN and the Olympics. Learning languages is a gateway to being confident in yourself because by learning foreign languages, you also learn about other cultures as well as your own. Confident multilingual persons will be more likely to engage with others on their own terms because they have an understanding of their actions, their values, and what matters to them. That is also why Universities around the world and employers value languages learning so much. Statistically, knowing a second language does increase your salary. Being a native speaker of English and knowing one or even two other languages, in addition to the traditional GCSEs, would make any pupil stand out amongst applications for further education or employment.

### WHICH subjects should I have an aptitude in?

French! But also have an interest in learning about another culture and another language. Good aptitude in Spanish and English or any other language is a benefit.

## 5 themes covered, each broken into topics

### Theme: Identity and culture

Who am I?, Daily life, Cultural life

### Theme: Local area, holiday and travel

Holidays, Travel and tourist transactions, Town, region and country

### Theme: School

What school is like, School activities

### Theme: Future aspirations, study and work

Using languages beyond the classroom, Ambitions, Work

### Theme: International and global dimension

Bringing the world together, Environmental issues

### Studying French post-16...? Good choice if...

It is a good choice if you want to study A level French and if you are planning to study it at university; or simply if you want to live and work abroad one day or if you want to have a skill for life!

### Assessment Method

Unit	Weighting
Listening and Understanding	25%
Speaking	25%
Reading and Understanding	25%
Writing	25%

**You may be entered for either the Foundation of Higher Tier.**

### Possible Careers...

Language skills will prove useful for anything and everything, from fashion to sport, music, medicine, engineering, technology, tourism, customer service, teaching, translating as well as finance.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Ms Duque Mora.

# Geography

Level: GCSE

Exam Board: PEARSON

## Overview:

GCSE Geography is a very popular option for pupils to take at Grays Convent High School.

It is best suited for pupils with a keen interest in the subject and who enjoy how we study the world around us.

It enables students to explore the people-environment challenges we face.

### Studying Geography post-16...? Good choice if...

It is a good choice if you are interested in the world around you and want to make a difference.

### Assessment Method

Component	Weighting
Global Geographical Issues	37.5%
UK Geographical Issues	37.5%
People and Environment Issues – Making Geographical Decisions	25%

**This exam is not tiered. All pupils will sit the same paper.**

### Possible Careers...

Economist, journalist, researcher, architect, town planner, civil servant, author, writer, environmentalist, teacher... etc.

## Topics Covered:

### Global Geographical Issues

This component draws across physical and human processes and people-environment interactions to consider key contemporary global geographical issues. The component is divided into three sections: Hazardous Earth, Development dynamics – Challenges of an urbanising world.

### UK Geographical Issues

This component draws across physical and human processes and people-environment interactions to consider key contemporary geographical issues for the UK. The component is divided into three sections: The UK's evolving physical landscape, The UK's evolving human, Geographical investigations - Pupils are given the opportunity to go on field work trips to study some live Geography. These will include an investigation into river processes and pressures, as well as an investigation into dynamic urban areas.

### People and Environment Issues – Making Geographical Decisions

In this component, students will develop their knowledge and understanding of the processes and interactions between people and environment and investigate related issues at a variety of scales. This component has three sections: People and the biosphere – Forests under threat – Consuming energy resources. Pupils will learn how Geography is used in the real world. By deciding on where money is spent, how lives can be saved, where resources should be used and how we can change our environment pupils will justify their choices and have to live with the consequences.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to your Geography teacher or Miss L Warby.

# History

Level: GCSE

Exam Board: PEARSON

## Studying History post-16...? Good choice if...

It is a good choice if you enjoy reading, analysing sources, explaining your answers and arguing your opinion.

## Overview:

By studying the past we can understand our world today.

GCSE History is a very popular option for pupils to take at Grays Convent High School.

It is best suited for pupils with a keen interest in the subject and who enjoy how we study the past.

It is a subject that involves skills that are popular with colleges, sixth forms and employers.

### Assessment Method

Unit	Weighting
Migrants in Britain c800-present and Notting Hill c1948-c1970	30%
Early Elizabethan England 1558-1588 And International Relations: The Cold War 1941-1991	40%
Germany 1918-1939	30%

**This exam is not tiered. All pupils will sit the same paper.**

### Possible Careers...

Solicitor, journalist, police, civil servant, author, writer, judge, politician, teacher etc.

## Topics Covered:

### Germany 1918-1939

Germany after World War One looking at how it recovered. This includes a young Adolf Hitler and how he rose from nothing to take over Germany with the Nazi party and the horrors that occurred under his control.

### Migrants in Britain c800-present and Notting Hill c1948-c1970

This topic looks at how migration has changed in Britain over this time period. Students explore the reason migrants come to England, their experiences, and their contributions to our country over a vast amount of time. Examples include the migration of Vikings, Windrush, and Notting Hill. This module gives students a fantastic opportunity to explore the world we live in today and investigate what we have gained from living in a vibrant and diverse place.

### Early Elizabethan England 1558-1588

Without doubt one of the greatest Britons of all time, Elizabeth I faced many threats to her at home and abroad. This topic looks at how she dealt with Mary Queen of Scots, the various plots against her, and how she defeated the Spanish Armada. We also look at Tudor life more generally, studying the fashion, sport, theatre and pastimes alongside the explorers of the time like Sir Francis Drake.

### International Relations: The Cold War 1945-1991

This topic looks at how the world was shaped after World War II and how it was divided between the capitalist West and the communist East. In particular we study how the world was brought close to destruction through nuclear war and how Europe was divided, on one hand by Russian dictator Stalin, and on the other by Churchill and the USA.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Miss L Warby.

# Media Studies

Level: GCSE

Exam Board: AQA

## Overview:

Media Studies is a very important subject, ultimately combining aspects of Politics, Sociology, History, Art, English and Economics. It encourages creativity, teaches analytical skills and introduces students to critical ways of thinking about the world around them. These talents are highly valued by universities and employers. Moreover, the subject equips pupils with the skills necessary to survive and thrive in a media saturated society.

Students will study and produce texts across a range of media platforms including but not limited to broadcasting, e-media, print, documentary, film fiction, sport and news. This study is coupled with theoretical analysis that covers areas such as semiotics, genre theory and audience theory. The range of material covered on the course ensures that students gain an all-round appreciation and understanding of various aspects of the media.

**GCSE Media Studies is designed to encourage students to:**

- enhance their enjoyment and appreciation of the media and its role in their daily lives
- develop critical understanding of the media through engagement with media products and concepts and through the creative application of practical skills
- explore production processes, technologies and other relevant contexts
- become independent in research skills and their application in their practical work and in developing their own views and interpretations.

## Topics Covered:

GCSE Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework:

- media language
- media representation
- media industries
- media audiences.

Students are required to study media products from all of the following media forms:

- audio-visual forms (TV, film, radio, advertising and marketing, video games and music video)
- online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing)
- print forms (newspapers, magazines, advertising and marketing).

In addition to the broad coverage of all nine media forms, students must engage in the in depth study of at least one audio-visual, one print and one online media form. Each in depth study will link the specified media form to all four areas of the theoretical framework.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Mrs Nyland.

### Studying Media Studies post-16...? Good choice if...

It is a good choice if you are interested in:

- the media industries – worth £977 billion globally
- a range of different media – like websites, films, TV programmes and magazines
- new technologies – an exciting aspect of media that's growing in importance.

### Assessment Method

Unit	Weighting
Paper 1	35%
Paper 2	35%
Non-exam assessment: creating a media product	30%

**This exam is not tiered. All pupils will sit the same paper.**

### Possible Careers...

Hoping for a career in the exciting, innovative and competitive entertainment and media industries? GCSE Media Studies will give you a great head start.

Here are some potential career options:

Journalist, Public Relations Officer, Advertising Agent, Broadcast Journalist, Copy Writer, Film and Video Editor, Multimedia Artist, Reporter, Radio and Television Announcer.



# Music

Level: GCSE

Exam Board: WJEC Eduqas

## Overview: 3 Components:

- Solo & Ensemble (group) Performance
- Composition (you must write 2 pieces of music)
- Listening & Appraising (Examination) – Two Set Pieces and a variety of other music from 4 different Areas of Study

### Is GCSE Music right for me?

Do you have a keen interest in music? Do you enjoy music inside and outside school? Do you read music or have a strong desire to learn how? Do you enjoy performing with others and as a soloist? Do you enjoy creating your own music? If you said 'yes' then music is the right subject for you. For GCSE Music we are looking for students who will give the **time** and **enthusiasm** required to develop into strong musicians. You will be required to perform an **audition** as part of a group or as a soloist before getting a place on the GCSE course. It is also expected that you will receive instrumental tuition to support with the requirements of performance.

### What is involved in the course?

There are three elements which make up the GCSE programme; composing; performing; listening.

The performing and composing elements allow you to develop your skills in a range of different musical styles and the listening component allows you to learn about eight very different pieces of music. To get the best marks it is an **expectation** that you are practicing and playing/singing outside of lesson time to develop your skills. Taking vocal or instrumental lessons is highly recommended. By the end of Year 11 you will have written two original pieces of music, performed as a soloist and as part of a group as well as sitting a listening exam based on the Areas of Study below.

## Topics Covered:

### Area of Study 1: Musical Forms and Devices

- This topic covers Baroque, Classical and Romantic music, looking into how they are put together as well as how they compare to modern music.
- This topic includes a set work (*Badinerie* by J. S. Bach) which you will learn in more detail.

### Area of Study 2: Music for Ensemble

- This topic looks into jazz and blues, musical theatre and chamber music, considering how music is composed for small groups of instruments and voices.

### Area of Study 3: Film Music

- This topic includes how film music is created, developed and performed and the impact this has on the audience.
- Music technology will be used to compose creating mood and atmosphere.

### Area of Study 4: Popular Music

- This topic explores popular music across decades, studying the various styles that have emerged and developed.
- This topic includes a set work (*Africa* by the band Toto) which you will learn in more detail.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Mr White.

### Studying Music post-16...? Good choice if...

It is a good choice if you wish to study:  
'A' Level Music, 'A' Level Music  
Technology or Performing Arts.

### Assessment Method

Unit	Weighting
Performing Music	30%
Composing Music	30%
Appraising Music	40%

**This exam is not tiered. All pupils will sit the same paper.**

### Possible Careers...

Music Teacher – in school as a class teacher or peripatetic  
Professional musician – any genre  
Military Musician  
Music Therapist  
Recording Engineer  
Composer or Song-Writer  
Music Journalist  
Artist/Tour Manager

Many other careers may be supported by a music qualification.

Musicians are great at;  
Perseverance – Team Work –  
Performing – Independent Learning –  
Creativity – Listening – Communication

**There will be an audition for this subject if you decide to choose it.**

# Photography

**Level:** GCSE

**Exam Board:** AQA

## Overview:

An interest in Art and Photography and an aptitude for these subjects is essential. You will need enthusiasm and a willingness to learn and work hard. This is an exciting and demanding qualification, so you will need to be organized, motivated and enthusiastic to meet the challenges of the course.

The aim is for you to become a self-motivated artist & photographer, capable of working to the highest standards using a variety of media & techniques, including digital media. Throughout the course you will learn to express ideas, feelings and messages through photography, developing an understanding of how photography is viewed in society. You will explore the contextual changes in the different styles, genres and traditions of photography. Whichever career path you follow you will find that creativity and imagination at work is greatly valued.

## The New GCSE:

The new GCSE puts a greater emphasis on skills, experimentation and especially annotation (written work). There is also an element of drawing involved. There are marks set aside on the mark scheme for annotation and drawing. You will be graded from 9-1 rather than A\*-U. 9 will be the new A\* grade. You do need to be technically minded to learn how to use the digital cameras and you also need to have good computer skills to learn how to use Photoshop.

## Topics Covered:

During Years 10 & 11 you will work on projects that form an extended collection of work. This work is your coursework and is worth up to 60% of your final mark. The GCSE examination is set and moderated externally and makes up the remaining 40% of your overall mark. The Photography GCSE is moderated by the AQA exam board.

The first project in Year 10 will be a teacher led project which is skills based, it will give you a strong foundation and enable a good understanding of how to meet the four GCSE attainment objectives for Photography. You will be required to work in more than one area of photography e.g. portraiture/still life and to experiment with different digital photography techniques (including Photoshop) and darkroom techniques. There is a strong focus on annotation - using keywords to describe your experiments, their outcomes and what you have learned. The second project is intended to familiarise pupils with GCSE questions, it will be based on a past GCSE paper and will incorporate the Year 10 mock exam. The year 11 project will be based on one of the questions from a previous GCSE exam paper and will incorporate the mock exam.

The GCSE paper will be given to pupils first lesson back after the Christmas holidays. There is a 10 week preparation period followed by the 10 hour exam (over two days).

Students will be expected to take photographs outside of school at weekends, during holidays and during the evenings when there is sufficient light. They will learn how to use DSLR camera in school, however, they are not expected to purchase an expensive camera; a compact camera with some manual settings and even most phone cameras are sufficient to complete the homework tasks set.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Ms Levins, Mrs Guentcheva & Mrs Popat.

### Studying Photography at College...?

Photography helps you to develop a range of personal skills & the ability to communicate your ideas effectively.

There are many creative courses available at college including Photography, Fine Art, Graphics, Art Textiles, 3D design, Fashion & Costume Design....and many more. You can follow different paths such as A Level, BTEC or Vocational qualifications.

### Assessment Method

Unit	Weighting
NEA	60%
Portfolio	40%

The same paper is set for all pupils, there is no Foundation or Higher Tier.

### Possible Careers...

Photography, Photographic journalist, Magazine journalist, Film, TV, Media & Advertising, Artist, Architect, Graphics, Interior design, Fashion design, Costume design, Theatre design, Product design, Art therapy, Stylist, Textile design, Teacher/Lecturer, Art history, Curation ...

# Physical Education

Level: GCSE

Exam Board: Edexcel

## Overview:

### Is GCSE PE right for me?

GCSE PE has an increased emphasis on the **theoretical content now worth 70%** of the qualification assessed through examination and written coursework. The non-written assessments (the practical performance) are worth 30% of the qualification, and must be three activities – one team activity, one individual and a free choice. Students will be assessed in the role of the performer only from the DfE's prescribed list of activities (this can be found in the PE department).

The Personal Exercise Plan (PEP- coursework) section is worth 10% of the qualification.

### What is involved in the course?

There are two main elements which make up the GCSE programme; theory and practical.

The theory element (70%) is heavily science based, and is studied in the below components:

#### Component 1

**Fitness and Body Systems:** Topic 1: Applied anatomy and physiology. Topic 2: Movement analysis. Topic 3: Physical training. Topic 4: Use of data.

#### Component 2

**Health and Performance:** Topic 1: Health, fitness and wellbeing. Topic 2: Sport psychology. Topic 3: Socio-cultural influences. Topic 4: Use of data.

#### Component 3

**Practical Performance:** The practical element allows you to develop your knowledge and practical skills in a range of different physical activities. You will be assessed on your three strongest sports. You should play at least one sport outside of school, and another different one in school.

#### Component 4

**Personal Exercise Programme:** Personal Exercise Plan (PEP). This section is worth 10% of your overall mark. Using one of your chosen practical activities you will need to plan a personal exercise plan (PEP) to improve fitness and performance, observe and analyse performances, evaluate performance, show good understanding of rules and regulations, and plan strategies and tactics to improve performance.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Miss Franklin.

### Studying Physical Education post-16...? Good choice if...

You wish to study: A Level PE, A level Human biology, BTEC First or Sport and Exercise Science at College.

Assessment Method	
Component	Weighting
<u>Component 1</u> <b>Fitness and Body Systems</b> 1h 45m 80 marks Written Examination	36% of total GCSE
<u>Component 2</u> <b>Health and Performance</b> 1h 15m 60 marks Written Examination	24% of total GCSE
<u>Component 3</u> <b>Practical Performance</b> 35 marks <b>per sport</b>	30% of total GCSE
<u>Component 4</u> Personal Exercise Programme 20 marks	10% of total GCSE
<b>This exam is not tiered. All pupils will sit the same paper.</b>	

### Possible Careers...

PE Teaching  
 Physiotherapy  
 Sports Coaching  
 Recreational Management  
 Personal trainer/Fitness instructor

### Assessment at Grays Convent

Regular end of unit tests are taken throughout the year. All unit tests are questions which are provided by the exam board, and questions used in past papers, which enables pupils to develop their exam technique in preparation for the external Summer Exams. Practical sports are assessed at the end of their block of study/end of season if the pupil completes in a team.

# Separate Sciences (Triple)

Level: GCSE

Exam Board: AQA

## Overview:

### Separate Sciences: Biology, Chemistry and Physics

Separate Science is designed for the higher ability pupils. It is well suited to students who have demonstrated a keen interest and an aptitude for the subject in KS3. It should be noted that it is not a pre-requisite for the study of A level Sciences. It aims to encourage you to explore, explain, theorise and model in Science, develops a critical approach to scientific evidence and helps to prepare you for further studies in Science. The course will include all of the elements from Combined Science (Trilogy) but in addition, extra units in Biology, Chemistry and Physics are studied leading to separate Biology, Chemistry and Physics GCSEs.

Each section is equivalent to one GCSE and your daughter has to do all three GCSE's. All the GCSE exams in science will be taken at the end of Year 11.

To be considered for inclusion in a prospective Triple Science course of 3 separate GCSE's your daughter should aim to get a **grade 6 or better** in the exam.

**The Science Department will carefully review all eligible candidates for Triple Sciences and make selections accordingly.** This is to ensure pupils can achieve their best potential.

- Biology, Chemistry & Physics GCSEs are assessed by two 1hour 45 min written exams. Each exam is worth 50%
- Each GCSE has 14 required practicals that are delivered throughout the course. There will be questions relating to these practicals on the written exam papers.

Separate Sciences is an academic course. It provides an excellent choice if you are intending to study Science at Advance level, for example AS/A Level Biology, Chemistry, Physics and Applied Science. It will also provide the basis for future study of the Sciences at degree level and extensive employment opportunities.

## Topics Covered

Topics covered in the **Biology** section are:

Cell Biology; Organisation; Infection and response; and Bioenergetics; Homeostasis and response; Inheritance; variation and evolution and Ecology.

Topics covered in the **Chemistry** section are:

Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes and Energy changes, the rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and using resources.

Topics covered in the **Physics** section are:

Energy, Electricity, Particle model of matter, Atomic structure; Forces; Waves; Magnetism and Electromagnetism.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Mrs Bialek.

### Studying Science post-16...? Good choice if...

You intend on following a career path that is Science orientated. However studying Separate Science in College allows you to choose from a wealth of courses in University

### Assessment Method - Exam

Unit	Weighting
Biology (Paper 1&2)	100%
Chemistry (Paper 1&2)	100%
Physics (Paper 1&2)	100%

**Higher Tier only**

### Possible Careers...

Earth and Physical Science  
e.g. Geographer agricultural manager,  
Pilot, chemist and surveyor

Physical Science and engineering  
e.g. astronomer, forensic Scientist.  
Sound engineer, Biochemical engineer

Life and Health Science  
e.g. Veterinary, Medical Doctor,  
Pathologist, Neurologist

# Spanish

Level: GCSE

Exam Board: Pearson

## Overview:

### WHAT is the subject about?

Spanish GCSE aims to develop an understanding of the Spanish language through speaking, reading, writing and listening. It offers insights into the culture and civilization of other countries. The course provides enjoyment and intellectual stimulation by discovering Spanish Culture through an educational experience in Spain.

### WHY should I choose this subject?

Spanish is a growing language which is spoken by approximately 406 million people and is the second most spoken language in the world after Mandarin. Learning languages is a gateway to being confident in yourself: by learning foreign languages, you also learn about other cultures as well as your own. The confident multilingual person will be more likely to engage with others on their own terms because they have an understanding of their actions, their values, and what matters to them. That is also why Universities around the world and employers value languages learning so much. Statistically, knowing a second language does increase your salary. Being a native speaker of English and knowing one or even two other languages, in addition to the traditional GCSEs, would make any pupil stand out amongst applications for further education or employment.

### WHICH subjects should I have an aptitude in?

Spanish! But also have an interest in learning about another culture and another language. Good aptitude in French and English or any other language is a benefit.

## 5 themes covered, each broken into topics

### Theme: Identity and culture

Who am I?, Daily life, Cultural life

### Theme: Local area, holiday and travel

Holidays, Travel and tourist transactions, Town, Region and Country

### Theme: School

What school is like, School activities

### Theme: Future aspirations, study and work

Using languages beyond the classroom, Ambitions, Work

### Theme: International and global dimension

Bringing the world together, Environmental issues

## Studying Spanish post-16...? Good choice if...

You want to study A level Spanish and if you are planning to study it at university; or simply if you want to live and work abroad one day or if you want to have a skill for life!

## Assessment Method

Unit	Weighting
Listening and Understanding	25%
Speaking	25%
Reading and Understanding	25%
Writing	25%

**This exam is not tiered. All pupils will sit the same paper.**

## Possible Careers...

Language skills will prove useful for anything and everything, from fashion to sport, music, medicine, engineering, technology, tourism, customer service, teaching, translating as well as finance.

## Information, Advice or Questions:

If you would like further information and advice, or you have any questions, please speak to Ms Duque Mora.



