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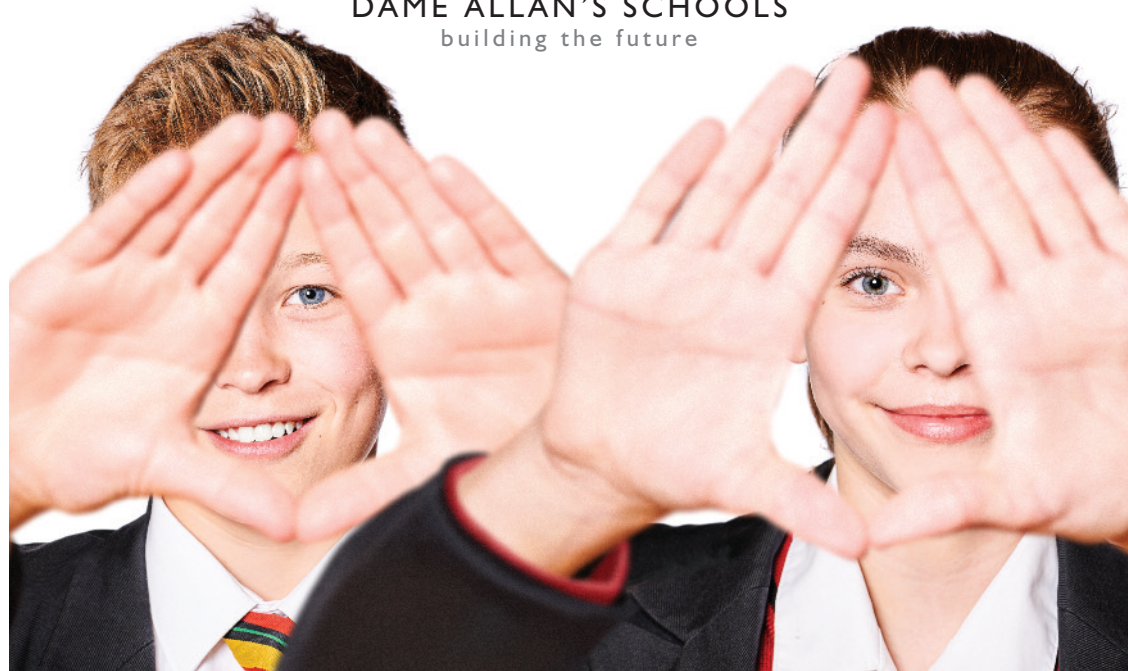
A guide to GCSE options 2020



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building the future



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A guide to GCSE options

We hope this options booklet will give you a clear picture of the subjects offered at GCSE as well as other aspects of life in Years 10 and 11 at Dame Allan's Schools.

It is normal at Dame Allan's for pupils to take nine subjects at GCSE. The demands of GCSE courses are not insignificant and in addition to the end of course examinations there are ongoing controlled assessments in some subjects which are completed as part of the overall examination. Taking more than nine courses at GCSE is not required for higher education or the world of work.

We would expect you to maintain a broad and balanced curriculum at GCSE augmented by a number of additional subjects including careers, PHSEE, PE and games. This will provide a sound base from which a wide range of A Levels can be studied.

You will study a core of English language, English literature and mathematics. In addition you will choose either the three separate sciences or dual award science.

- If you choose dual award science, you will need to select four other subjects.
- If you choose separate sciences, you will need to select three other subjects.

It should be noted that either science option provides the necessary knowledge and understanding to study science at Sixth Form level, although if you are considering taking more than one science A Level, then the separate sciences option is recommended.

You are also strongly recommended to study a language, and a humanity subject (history, geography or religious studies). You may wish to study more than one humanity or foreign language but care needs to be taken to ensure you maintain breadth. For example, to study all three humanities could lead to a lack of any arts, technology or language subjects.

Academic work is central to the life of the Schools, however, it is hoped that you will maintain and develop a wide range of interests outside of the classroom either through the Schools' extra-curricular programme or within the wider community.

Dame Allan's has achieved excellent results in public examinations over the years. This achievement has been down to the hard work of pupils and the support of parents and teachers. Your results are important, not only for entry to Sixth Form*, but also for entry to degree courses, where university selectors are likely to look for high grades in all subjects.

When making your choices, try to think of the

subjects you enjoy and are good at and which you might need for your future career, if you already know what you want to do. Some people might wish to keep their options open.

** The minimum requirement for entry into the Sixth Form is 45 points from a students' best 8 GCSE grades, counting only those awarded a 4 or above. Students new to Dame Allan's will also be invited to interview.*

Other points to remember

1. The following subjects are often taught in mixed sex groups and timetabled simultaneously in both Boys' and Girls' Schools: computer science, drama, food preparation and nutrition, music and Latin.
2. Where only a very few students opt for a subject, special arrangements may need to be made or alternatives discussed.
3. Every effort is made to timetable students' choices but it is highly unlikely that all combinations of subjects will be possible.



The Optional Subjects

Three or four subjects (depending on your science option) must be chosen from the following list:

French	History	Design and technology
German	Religious studies	Drama
Spanish	Art	Food preparation and nutrition
Latin	Computer science	Music
Geography	Dance	

The GCSE Options schedule

8 - 23 January

Three weekly talks will take place during form time. These will give you the information you need to make informed choices. Each talk will end with a Question and Answer session for any queries.

29 - 30 January

Full reports are sent home with effort and attainment grades and comments from your teachers.

6 February

You will be asked for option preferences at this stage. These preferences will help us to finalise the option blocks as we will then know the number of classes to provide for each subject.

17 - 21 February

Half term holiday

24 - 28 February (DABS)

2 - 6 March (DAGS)

Option blocks will be distributed by your form teacher during the course of this week. Start to plan which subject you are going to choose from each option block. Discuss this with your parents.

4 March (DABS)

10 March (DAGS)

Parents' Evening. You will accompany your parents as you discuss with your teachers the merits of taking the various subjects.

18 March

Deadline for returning your option forms to your form teacher. These forms must be signed by your parents.

Please note: Every effort is made to produce a set of option blocks that is the most suitable for the interests of the year group. However, it is in no way possible to provide for every combination of subjects.

Controlled Assessment

Controlled assessment is examined work which takes place entirely within lesson time so that all schools can guarantee that no external help is given to any candidate. It is designed to measure subject specific skills that may not necessarily be tested by a formal examination, for example, testing performing skills within music. Each subject has its own set of conditions for conducting controlled assessments and teachers will ensure that the details will be made clear to you before the task starts.

You will be given a sheet next year detailing the weeks in which controlled assessments are due to take place throughout the year. The weighting of these assessments varies according to the subject. Over the two year course the subjects in which there is an element of controlled assessment are:

Art	60%
Dance	60% (30% Performance, 30% Choreography)
Design and technology	50%
Drama	60% (40% Devising, 20% Texts in practice)
Food preparation and nutrition	50%
Music	60% (30% Performing, 30% Composing)

Clearly, given their relative weighting in your final mark these controlled assessments are very important. Accordingly, whilst arrangements can be made in the event of illness or unforeseen emergencies, it is important that avoidable absence - for example, term time holidays or days off school for other reasons - is avoided.

English Language and English Literature

Over two academic years, you will follow GCSE English language and IGCSE English literature courses. English language is considered a core subject and minimum grades are increasingly stipulated for entry to particular undergraduate courses.

Working closely with your English teacher, you will explore a wide range of texts to develop analytical skills and construct personal responses with confidence. You will also be presented with exciting opportunities to develop your writing talents, (creative and discursive), and improve the effectiveness of your verbal communication in a range of contexts.

GCSE English language: AQA

Over two academic years, students will learn essential literacy skills to become proficient readers and writers of a range of texts and genres. At the end of Year 11, students will sit two summative papers: Creative Explorations and Writers' Perspectives. Through the study of fiction and non-fiction texts, individuals will learn how to: retrieve information; distinguish between true and false statements; synthesise patterns in meanings across texts; analyse writers' manipulation of language and structure to consider how meanings are negotiated. In addition, students will become confident in expressing personal readings of texts, making explicit comparisons. As creative writers, students will learn how to produce descriptive narratives to develop their talents and will consider how to write non-fiction responses – speeches, formal letters, broadsheet articles – to accommodate purpose and audience. The teaching of how to become more

technically proficient (SPAG) will underpin every aspect of English language in order to prepare students as life-long communicators.

Both papers are 1 hour and 45 minutes in duration and externally assessed by AQA. The department will offer explicit teaching of examination technique through regular assessments to build students' confidence and expertise. This is a dynamic syllabus and has been chosen by the schools to target every student's potential to become highly literate in order to cope with the demands of A Level specifications across all subjects, reinforcing the importance of writing fluently and accurately in exam conditions.

IGCSE English literature: Edexcel

Students will explore the significance of language, form and structure in a range of texts, offering critical literary analysis through explorations of poetry, prose and drama (both modern and pre-20th century texts). Underpinning the teaching of literature is the consideration of what students can learn about the culture of the society during the period of time in which the text was written.

For the Paper 1 assessment (2 hours), students will have studied a range of anthology poems and will have learned the skills of how to analyse an unseen poem. In addition, teachers will prepare classes to respond to an essay question on a modern novel. This assessment contributes towards 60% of the final literature grade and is externally assessed by the exam board. Texts will be chosen by class teachers to offer stretch and challenge whilst considering the "best fit" for each class,

to build confidence and analytical skills.

During the course, students will have the opportunity to submit two pieces of coursework (usually Shakespeare and Modern Drama) which helps to consolidate understanding of how to write a perceptive, detailed literary analysis. Each piece of coursework makes up 20 per cent of the final literature grade.

Throughout the course, the department will use interim assessments to gradually build confidence in analysing literature texts in timed conditions both as "open" and "closed" texts.

E Hopkinson
January 2020

Mathematics

Examination Board AQA 8300 (GCSE)

All students will sit GCSE mathematics where they will be required to sit three 90 minute papers. All of the papers are equally weighted, the first is a non-calculator paper.

An understanding of mathematics is an essential pre-requisite for many courses and careers.

The attainment targets: Number and Algebra; Shape, Space and Measure; Handling Data.

Students usually sit the Higher Tier however, the Foundation Tier is available if the need arises.

This syllabus will allow and encourage students to develop, amongst other things:

- a positive attitude to mathematics, including confidence, enjoyment and perseverance
- an appreciation of the place of mathematics in society, including historical and cultural influences
- an ability to think mathematically - precisely, logically and creatively
- a willingness to work independently and co-operatively.

The GCSE provides a firm foundation for progression onto the A Level courses in mathematics by concentrating on number, algebra, ratio, and geometry skills. There is an increased emphasis on problem-solving especially in real world contexts and this skill will be important for further study.

E D Renshaw
January 2020

Science

Examination Board AQA (GCSE)

GCSEs offered: Biology, Chemistry, Physics (separate science). Combined science (dual award option)

Specifications and assessment details are available at www.aqa.org.uk

Two courses are possible. Dual Award (counts as 2 GCSEs) or Separate Sciences (separate GCSEs in biology, chemistry and physics). Progression to A Level is possible via both courses but we strongly encourage any pupil who is considering studying more than one science subject at A Level to undertake the separate course due to the increased depth to which they study the sciences.

In both cases students will study all three sciences separately and will be taught by specialist subject teachers. The courses build upon and extend the material introduced during Years 7 – 8. In Year 9 students will have already covered some of the material from the GCSE syllabi.

Study of the sciences for GCSE provides the opportunity for students to gain a better understanding of the world around them. All the sciences are based on a series of principles, which are founded on experimental evidence. Understanding of the underlying principles is aided by experimental work. It is hoped that at the end of the course all students will be able to succeed in a scientifically aware society.

In each of the three sciences, a wide variety of teaching strategies are used with an emphasis placed on encouraging learning through investigation and experience. Students are given opportunities to develop an understanding of how scientists work and the importance of science in modern society.

Assessment

All of the marks come from examinations sat by the students in the summer when they are in Year 11.

Combined Dual Award Science is assessed by:
Six 1 hour 15 minutes papers in total.
(Two in each of the three sciences).

Separate Science is assessed by:
Six 1 hour 45 minutes papers in total.
(Two in each of the sciences, biology, chemistry and physics).

J C Downie
January 2020

Modern Foreign Languages

Examination Board AQA (French and Spanish (GCSE)), Edexcel (German (IGCSE))

Languages and the Dame Allan's Curriculum

We strongly recommend that all Dame Allan's students will choose at least one foreign language, unless they have found languages exceptionally difficult in Year 9. Students reluctant to take on a MFL should discuss their position with their language teacher.

Desirability

Languages are desirable for the importance and personal satisfaction of being able to communicate abroad, for the variety of employment opportunities they offer and for their positive impact on UCAS forms and CVs. Students should also be aware of the increasing opportunities to study one or more languages combined with subjects such as law, economics, business studies and the sciences at university.

French, Spanish and German course details and method of assessment

Four specific skill areas, speaking, writing, reading and listening, are tested at GCSE level. The French and Spanish departments follow the AQA GCSE course while German candidates follow the Edexcel IGCSE course. Both examinations are linear, meaning all four skills of Listening, Speaking, Reading and Writing are assessed during the examination period at the end of Year 11 and all components have equal weighting and are assessed externally. The speaking exam is usually slightly earlier than the other examinations and is conducted by our teachers and marked by the exam board. The syllabus contains interesting themes relevant to young people's lives which include;

French and Spanish:

- Identity and Culture (family and friends and me, technology, free-time activities, customs and festivals in the target-language speaking countries)
- Local, national and international areas of interest (home, town, neighbourhood and region, social issues such as charity work and healthy living, global issues such as the environment and poverty, tourism)
- Current and future study and employment (my studies, life at school, education Post 16, career choices and ambitions)

German:

- Home and abroad (including customs and festivals in the German-speaking world, travel and tourism)
- Education and employment (school life; Post 16 career; choices and ambitions)
- House, home and daily routine
- The modern world and the environment (environmental protection; new technology; charity work)
- Social activities, fitness and health (leisure; maintaining good health)

Students acquire knowledge and understanding of French, Spanish or German grammar throughout the courses and this is assessed in all four skill areas.

Visits/activities outside the lesson

Year 10 and Year 11 students are encouraged to participate in the MFL programme of visits abroad. This is particularly appropriate for those contemplating studying a modern foreign language at A Level. In Year 11, students have a weekly conversation class with a native speaker.

K Fletcher, January 2020

Latin

Examination Board Eduqas (GCSE)

The Eduqas GCSE in Latin aims to provide a foundation in linguistic and cultural competence, enabling learners to gain knowledge and understanding of the Roman world through reading and responding to its language and literature.

There are three components to the qualification

Component 1 Latin Language

50% of qualification

This paper will be in two sections:

Section A

A range of short comprehension questions testing understanding of the storyline (55% of the marks for this component).

Translation of a passage from Latin into English, with a gradation of difficulty (35% of the marks for this component).

There is a Defined Vocabulary List for this unit, consisting of approximately 440 words.

Section B

Either translation from English into Latin or the permitted alternative, i.e. recognise, analyse and explain items of syntax and accidence (10% of the marks for this component).

Component 2: Latin Literature and Sources (Themes)

30% of qualification

A prescription of Latin literature, both prose and verse, on a theme together with prescribed ancient source materials on the same theme. This is an open-book assessment.

Component 3: Roman Civilisation

20% of qualification

A prescribed topic of Roman Civilisation. The topic for 2022 will be either 'Daily Life in a Roman Town' or 'Roman Britain'.

Method of Assessment

Examinations at the end of Year 11

Other Points

- 1 The study of Latin contributes to students' understanding of spiritual, moral, ethical, social and cultural issues.
- 2 Though remote in time, the classical world has had a profound influence on the development of western civilisation, through both language and literature.
- 3 Students will study Books 2, 3 and 4 of the Cambridge Latin Course.
- 4 Students will be encouraged to access the Cambridge Latin Course website (www.clc.cambridgescp.com) where there is access to a cornucopia of information on civilisation, grammar, games and vocabulary tests.
- 5 The Cambridge School Classics Project has developed a wide range of print and digital support for the qualification. These will be accessed on the Cambridge Latin Course website: (www.exams.cambridgescp.com).

L Friel

January 2020

Geography

Examination Board OCR 'B' (GCSE) - 'Geography for Enquiring Minds'

This qualification aims to encourage learners to think like geographers through an enquiry approach to contemporary topics of study. This allows learners to be engaged in the subject matter and understand how the content is relevant to them.

Course Content

Physical Geography

Gives learners the opportunity to explore the natural world, to understand why it looks the way it does and appreciate its value. It includes investigation of global hazards, examination of how the climate is changing and what this means. Learners study the distinctive landscapes and ecosystems that surround them.

Human Geography

Explores the connections between people and places, questioning how these may change. It identifies urban trends, how people live in cities and what the future holds. It provides the opportunity to study the causes of development inequalities, the UK's significance in the 21st century and one of the biggest threats to human society - our attempts to feed an ever-increasing global population.

Fieldwork and Skills

Learners develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems. They research secondary evidence, including digital sources and develop their competence in applying enquiry and investigative approaches to questions and hypotheses. Geographical and fieldwork skills are embedded throughout ensuring learners become adaptable and resilient.

Wider Skills

Geographers develop an understanding of important environmental issues, and appreciate their responsibilities as global citizens. They acquire skills in data collection, representation and analysis,

and are introduced to the discipline of balanced argument and the recognition of bias and prejudice. A wide range of ICT techniques are used including Geographical Information Systems.

Assessment

This course is assessed by three written examinations

- **01 Our Natural World** (Physical Geography)

Content overview: Global Hazards, Changing Climate, Distinctive Landscapes, Sustaining Ecosystems, Fieldwork, Geographical Skills

Assessment overview: 70 marks, 1 hour 15 minute written paper, 35% of total GCSE

- **02 People and Society** (Human Geography)

Content overview: Urban Future, Dynamic Development, UK in the 21st Century
Resource Reliance, Fieldwork, Geographical Skills

Assessment overview: 70 marks, 1 hour 15 minute written paper, 35% of total GCSE

- **03 Geographical Exploration** (Synoptic assessment of a range of topics across both Our Natural World (01) and People and Society (02))

Content overview: Geographical Skills, Decision Making Exercise

Assessment overview: 60 marks, 1 hour 30 minute written paper, 30% of total GCSE

Future careers

Geography GCSE blends literacy, numeracy and ICT skills. It equips students with a broad range of learning and thinking skills such as teamwork, independent enquiry and creative thinking - all highly valued by employers. It combines well with both arts and science subjects and forms a firm foundation for a broad range of careers.

JP Gardner

January 2020

History

Examination Board Edexcel (IGCSE)

Method of Assessment

The course is linear, with students sitting two examination papers at the end of the two year course. This gives the students the advantage of greater maturity and the benefit of a longer period of time in which to prepare thoroughly before taking the final examination. There is no controlled assessment in IGCSE History.

The examination will test all of the topics that we will study over the two years. The paper is structured in three parts and the students will study:

- Germany: Development in Dictatorship 1918 - 45
- Russia and Soviet Union, 1905-24
- Dictatorship and Conflict in USSR 1924 - 53
- Changes in Medicine 1848 - 1948

Course Details

Students will be provided with textbooks which will help to widen their knowledge and deepen their understanding of the topics. The course will allow them to experience a variety of different teaching and learning styles. They will use a wide range of source materials, access historical information through the use of IT and have the opportunity to watch thought provoking documentary films. Students will be taught how to answer specific question types so that they are fully prepared for the demands of the examination.

Beyond IGCSE

The study of history is an excellent preparation for the future. The student of history learns to analyse source material, organise information and present a well-founded argument. History encourages the development of logical thinking, mental flexibility and the coherent communication of ideas. IGCSE history is a well-respected academic qualification amongst university admissions tutors and employers.

The careers in which the study of history is considered to be an advantage are numerous; examples would be the law, journalism, business management, accountancy, library and archive work.

G Wilde
January 2020

Religious Studies

Examination Board AQA (GCSE)

You do NOT need to be religious to study RS!

GCSE religious studies is challenging, stimulating, topical and engaging. You will be provided with opportunities to think for yourself, to study some fascinating, complex issues and to develop invaluable reasoning skills. The goal is to explore a range of beliefs and develop a personal response and the means to explain and defend it.

Discussion and forming arguments are essential parts of the course and you will need to make judgements based on argument and evidence. You will acquire and hone critical reasoning skills - vital in A Level courses and everyday life - and will improve your problem-solving abilities and communication skills in both explanation and evaluation.

Questions considered include:

- Is it ever right to help someone to die?
- Are you irrational if you do not believe in God?
- Can you be a scientist and be religious?
- Is there life after death?
- Does suffering prove that God does not exist?
- Is the death penalty immoral?

One component of the course is a study of the beliefs, teachings, and practices within Christianity and Buddhism. As part of this we will explore key beliefs and practices within these religions, the reasons for them, their influence on individuals, communities and societies and look at diversity within these religions. In this way therefore you will develop a deeper understanding of human behaviour.

The second component consists of the study of four philosophical and ethical studies themes: Religion and life; The existence of God and revelation; Religion, peace and conflict; Religion, crime and punishment

In 'Religion and life' you will consider topics connected to the nature and value of the universe and human life including moral dilemmas such as environmental ethics, animal ethics, abortion, euthanasia, death and the afterlife. In 'The existence of God' you will examine arguments and challenges to those arguments for God's existence so that you can justify your own view on this; you will also explore different ways God has been said to communicate with people. In 'Religions, peace and conflict' you will explore arguments for and against war and violent action, including terrorism, in addition to exploring specific arguments connected to weapons of mass destruction. In, 'Religion, crime and punishment', you will explore different crimes, the causes of crime and the justifications for punishments including the death penalty.

Assessment

The two written exams are taken at the end of Year 11 and cover the components outlined above. Each exam is 1¾ hours in length and consists of questions with a set-structure on each unit. Exam preparation and practice are integral parts of the course.

Beyond GCSE:

Religious Studies is a well-respected academic discipline which is highly valued by all universities. It gives you a firm grounding in forming arguments and critical analysis of these. The subject prepares you for working with people of different cultures and beliefs. It has been useful to those who have gone on to careers in law, medicine, psychology, personnel management, social work, teaching, and many other professions.

K Wilkinson
January 2020

Art

Examination Board AQA (GCSE)

Course details

The art syllabus for GCSE is a two year course of study in fine art, concerned primarily with drawing and painting but containing also some opportunity to work in a range of other media such as print making and 3D work.

Students will be encouraged to engage in a variety of individual approaches exploring and developing their own ideas and creativity.

At the same time, attention will be paid to the development of strong techniques and skills.

Students will be expected to show that, in the process of producing their own work, they have studied related art and artists of various times and cultures. They are also expected to support their controlled assessment with sketchbooks showing the development of ideas, and the use of different media and techniques.

During the two year course, students will usually have the opportunity to take part in an art trip to soak up the art and culture of a European city such as Paris or Barcelona.

Method of assessment

Unit 1 (60%). Candidates submit a portfolio of work demonstrating the nature of their experiences and personal engagement in the learning opportunities provided. The portfolio will include two extended collections of work evidencing the journey from initial engagement to the realisation of intentions undertaken in Years 10 and 11.

Unit 2 (40%). Externally set task (Spring term Year 11). Candidates respond to one starting point or project brief from a paper set by the exam board. There will be an extensive preparation period during which staff can guide

students in developing and exploring ideas. Candidates will then produce a personal outcome in a timed period of 10 hours.

Beyond GCSE

The purpose of the course is to stimulate interest and to develop practical skills, analytical ability and knowledge as well as to prepare the ground for further study. Art at A Level is accepted by universities and colleges as an entry qualification for most degree courses. It is of particular value to those interested in architecture, engineering, marketing and business studies, as well as the more specifically art and design related careers in graphic design, product design, industrial design, interior design, environmental design, fine art, fashion and textiles.

Z Allonby
January 2020

Computer Science

Examination Board OCR (GCSE)

Background

A GCSE in computer science will enable you to:

- understand and apply the principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
- analyse problems in computational terms through practical experience of solving such problems
- think creatively, analytically, innovatively, logically and critically
- understand the components that make up digital systems and how they communicate with one another and with other systems
- understand the impacts of digital technology on individuals and wider society
- apply mathematical skills that are relevant to computer science.

The three-unit course is designed to give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the screens'. You will develop a range of skills that can be transferred to other subjects and also applied in day-to-day life.

Course Content and Assessment

100% Written Examinations

Programming Project (non-assessed)

The first theoretical unit, Computer Systems will teach you about a wide range of topics, such as: systems architecture; system hardware, including memory and storage; wired and wireless networks; network topologies; protocols and layers; system security; system software and ethical, legal, cultural and environmental concerns. This written examination is worth 50% of the GCSE and consists of short answer questions and some extended response questions.

The second theoretical unit, Computational Thinking Algorithms and Programming will focus on algorithms and the methods used to develop program code; the production of robust programs; computational logic and data representation. This written examination is worth 50% of the GCSE and again consists of short answer questions and some extended response questions.

The non-assessed programming project consolidates skills and knowledge developed through the theoretical units and provides an opportunity to demonstrate practical skills that have been developed.

An authentic programming experience and the opportunity for creativity is achieved via a task; in which you design, develop, test and refine a computer program, using a specified programming language (usually Python). In addition to the developed program, a report will be produced to outline its development.

Further information

You can find more information about the computer science course by speaking to Mrs Dunne, Mrs Raines or Mrs Morris.

S J Dunne
January 2020

Dance

Examination Board AQA (GCSE)

Dance is a powerful and empowering form of non-verbal communication and it is both physical and expressive, which makes it both similar to and different from other art forms and physical

activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities.

Assessment

Course component	Weighting	Method of assessment
Component 1: Performance and choreography <ul style="list-style-type: none"> Solo composition from set phrases Performance in a duet or trio created in collaboration with the subject teacher Solo or group choreography 	60% overall 15% 15% 30%	Internally marked and externally moderated
Component 2: Dance appreciation <ul style="list-style-type: none"> Written examination looking at professional works and understanding choreographic processes and performing skills 	40%	Externally assessed: set and marked by AQA

The department is very dynamic and has many workshops by visiting teachers in various dance styles to enable students to work in a style that they enjoy. This new specification acknowledges the important role that dance plays in young people's lives today with GCSE students studying a range of dance styles. Students are actively encouraged to go to see live dance at regional theatres. The department goes on residential trips; previous visits include London and The Hague. Groups are also actively

encouraged to perform in both regional and national platforms. These enable all of the skills required for GCSE dance to be developed in a creative, fun environment.

This course is a must for those of you who have an adventurous, creative spirit. It provides an opportunity to gain a qualification that enables you to 'stand out from the crowd!'

C Turnbull
January 2020

Design and Technology (Product Design)

Examination Board AQA (GCSE)

This subject is concerned with creative design principles and problem-solving processes which lead to the making and evaluation of a wide range of products. It is concerned with identifying the changing needs of modern society and the role designers play in meeting these demands. Students are encouraged to combine creative problem solving skills with the application of new technology, allowing them to create new and innovative products which meet these specific user requirements.

The syllabus content is designed to help develop a wide range of knowledge and skills needed for the assessment of AQA design and technology and includes the following topics:

- Identifying needs
- Design and problem-solving
- Using materials, tools and equipment
- Product making skills
- Evaluating one's own products and the products of others
- Classification and selection of materials based on their properties
- Preparing, processing and finishing materials
- The manufacture of commercial products
- The use of ICT in CAD/ CAM
- Design and market influences

Much of the learning in the course, particularly in Year 10, will take place through practical tasks. Needs and problems will be identified, research undertaken, design solutions formulated, with practical outcomes constructed and evaluated.

Written examination topics

- Core technical principles
- Specialist technical principles
- Designing and making principles

Assessment

- Written exam: 2 hours • 100 marks
- 50% of GCSE

Section A - Core technical principles

(20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B - Specialist technical principles

(30 marks) Several short answer questions (2-5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

Section C - Designing and making principles

(50 marks) A mixture of short answer and extended response questions including a 12 mark design question.

Controlled assessment coursework:

- 35 hours approx.
- 100 marks • 50% of GCSE

Task(s)

- Substantial design and make task

Assessment criteria:

- Investigating
- Designing
- Making (Students will produce a working prototype to accompany their portfolio)
- Analysing and evaluating

S Sweeney
January 2020

Drama

Examination Board AQA (GCSE)

Course content

This course is exciting, creative and challenging. It combines practical controlled assessment tasks with a written examination. The course is taught through practical workshops, whole class and small group learning, and a range of visits and live performances. Students keep a logbook of practical work.

Assessment

	How is it assessed	What's assessed?
Understanding Drama	<ul style="list-style-type: none"> Written exam Open book 40% of GCSE 	<ul style="list-style-type: none"> Knowledge and understanding of drama & theatre Study of one set play from a choice of six Analysis and evaluation of the work of live theatre makers
Devising Drama*	<ul style="list-style-type: none"> Devising log Devised performance 40% of GCSE 	<ul style="list-style-type: none"> Process of creating devised drama Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work
Text in Practice*	<ul style="list-style-type: none"> Practical Performance (no written element) 20% of GCSE 	<ul style="list-style-type: none"> Performance of two extracts from a play (students may contribute as performer or designer)

**This component is marked by teachers and moderated by AQA*

Why study drama?

Drama is a popular GCSE choice. Many students opt for drama having enjoyed their experience of the subject, LAMDA lessons, or participation in school productions and want to develop their skills further. Many students find that the range of skills honed during the course provides a beneficial accompaniment to their other GCSE subjects. Others take it to increase self-confidence and presentation skills. Whatever the reason, imagination, enthusiasm, a willingness to try new ideas and commitment are key qualities in a successful drama student.

Skills and knowledge

Students will explore various genres and styles and learn how professionals use drama to communicate to an audience. They will develop improvisation, performance and production skills, working collaboratively to achieve dramatic intentions. They will research, select and synthesise ideas and will acquire reflective, evaluative and analytical skills.

Beyond GCSE

The course enables a smooth transition to AQA A Level Drama and Theatre Studies. The A Level course complements a range of academic subjects such as English literature or language, politics, history and psychology, as well as other creative and performing arts such as art, music and dance. Previous drama students have gone on to further studies and a wide variety of careers including theatre, acting, journalism, politics, law, business and events management.

K Clark

January 2020

Food Preparation and Nutrition

Examination Board AQA (GCSE)

Food preparation and nutrition aims to equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

Aims and learning outcomes

The course will encourage learners to:

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

Summary of subject content

Section 1 - Nutrition and health

Section 2 - Food science

Section 3 - Food safety

Section 4 - Food choice

Section 5 - Food provenance

Assessment

This is made up of three units

Written Examination

1. Food Preparation and Nutrition The examination will be one hour and 30 minutes and is worth **50% of the overall qualification**. Learners will be expected to answer questions based on content studied across sections 1, 2, 3, 4 and 5.

Controlled Assessment

Learners complete **two** tasks

2. Food Investigation Task - This task assesses the scientific principles underlying the preparation and cooking of food. This component is worth **15% of the qualification**.

3. Food Preparation Task - This task assesses the planning, preparation, cooking and presentation of food. This component is worth **35% of the qualification**.

Learners are required to prepare, cook and present three dishes within a single period of no more than three hours and plan, in advance, how this will be achieved.

D Crawley
January 2020

Music

Examination Board Edexcel (GCSE)

This course is perfect for any student with a keen interest in listening to, creating and performing music. Students will develop knowledge on a wide range of repertoire, whilst progressing their performance skills and

using theoretical concepts to create their own compositions. This course is essential for those hoping to carry on studying music and develops a diverse skillset, ideal for students to progress in a variety of subjects.

Course content

Unit 1: Performing Music (30%) Internally assessed and moderated by Edexcel.	Year 11: candidates perform a solo and ensemble piece, either singing or on an instrument. Candidates wishing to achieve a high grade should have reached Grade 4 standard or equivalent by the end of Year 11. Students can perform from a wide range of genres.
Unit 2: Composing Music (30%) Internally assessed and moderated by Edexcel.	Students produce: one composition in response to a brief set by Edexcel and one free composition set by the student. Combined, both compositions need to be at least three minutes in duration. Students can compose for acoustic instruments or develop music technology pieces. These need to be either notated or described in a detailed annotation. Compositions can be in any style or genre.
Unit 3: Music – Listening and Appraising (40%) 1 hr 45 minutes examination	This written paper assesses listening skills, essay writing and music knowledge on the set works from the four areas of studies (see below). Students will be asked to complete a short dictation exercise and answer questions on an unfamiliar piece of music.

Students will develop their performing abilities and composition work through workshops, exercises and practical tasks. They will also analyse the musical elements, contexts and language in the following set works:

Instrumental Music 1700–1820

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Vocal Music

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

Music for Stage and Screen

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

To achieve at as high a level as possible, it will benefit students starting this course to be:

- Receiving tuition on a musical instrument or voice,
- Performing at around grade 2 standard on their instrument or voice,
- Familiar with at least treble clef notation.

N A Smith, January 2020

Higher Education & Careers

We use the acronym of **IDEAS** to help students believe in and be motivated by their own ideas. What matters is what **I**nspires them, **D**evelops, **E**ncourages them, what their **A**spirations are and what they **S**ucceed in! The Ideas Programme ensures **I**ndividual **D**evelopment of the skills linked with **E**mployment, **A**dventures and **S**tudy.

Years 7 to 9 enjoy investigating the world of work via JED (Job Explorer Database). They become more self-aware via The Buzz personality testing so that they understand their strengths and interests better. By Year 9 plenty of advice and information has been given to assist GCSE choices.

Careers consultations are offered; there is a HE and careers post box and designated email account (wow@dameallans.co.uk) for all enquiries and Year 11/Sixth Form Careers Ambassadors assist with events and mentoring younger students.

Self-awareness and self-development are encouraged and is recorded in students' reports and personal development files and in Unifrog. The Morrisby psychometric assessments and interests questionnaires offer individual guidance reports online from Year 10. Students can access this support and information for life. In one to one consultations with the Head of Careers, each student can start to map the journey ahead and make decisions about their future.

The careers consultation and HE and careers ambitions pack ensure that students are aware of the importance of all the opportunities ahead.

In Year 11 students plan their work experience via modules: The world of work (WoW) and self-awareness (Me) in lessons, these modules work towards the Dame Allan's Employability Award, sponsored by Reece Group. Various checkpoints are achieved throughout Year 11 e.g. CV and letter of application writing and mock

interviews. The winner of the Employability Award is offered the prize of an insight into the career the student is interested in.

Work experience is recommended in the last week of June for Year 11 following their exams, and in the holidays for Year 12.

Summary of higher education and careers education, information, advice, guidance and opportunities at Dame Allan's Schools.

- Access to bespoke websites - 'My Great Future'
- Annual 'When I Grow Up ...' competition
- National Careers Week events (March)
- Biennial Futures Fair (October)
- Years 7-9 self-awareness and career workshops
- PSHEE Education Unit - 'Living in the Wider World'
- Year 9-13 access to Unifrog
- From Year 10 onwards: Morrisby psychometric assessments, interests questionnaire, guidance report and follow up guidance consultations
- Year 11 Dame Allan's Employability Award, sponsored by Reece Group
- Year 11-13 Personal Development Profile
- Year 11-13 work experience and shadowing, extended weekly placements, Inspire! at the Junior School
- Year 12-13 Enrichment Programme: employability workshops; online self-profiling; transitions to student life, finance, accommodation, and study; UKCAT and UCAS training - registration, personal statement writing, and preparation for interviews.

B J Whitehouse,
January 2020

Personal, Social, Health and Economic Education

This course covers a wide variety of topics. Part of the Dame Allan's ethos is to equip students not only with information they will need but also the skills to assess sources of information, potential bias and alternative views. It is Dame Allan's policy that we attempt to address issues before they become a potential problem for students, but of course all issues are approached in an age-appropriate manner.

PSHEE covers issues such as: current affairs and citizenship, financial awareness, health issues including alcohol, drugs and safe sex, diversity and anti-discrimination, gender, self-esteem, mental health, peer group and media pressures. (Note: parents will be given the option each year to remove their son/ daughter from the particular lessons regarding sex and relationships education by writing to the school.)

Students are encouraged to develop skills of assertiveness to enable them to withstand the

pressures of 'modern life' and to make sensible decisions to keep themselves safe, healthy and happy. The length of study and discussion of each topic will vary depending on its complexity and on the needs of the particular group.

In the PSHEE lessons students are encouraged to explore their own knowledge and opinions regarding controversial topics and to listen carefully to the views of others and the wider society. They are encouraged to think about the kind of person they want to be, the morality of their actions and potential impact upon themselves and others.

There is a rota for Careers and PSHEE in Year 10 and 11 ensuring students receive an equal spread of topics.

A Brady
January 2020

Physical Education and Games

Year 10

Physical education in Year 10 is currently divided into a single PE lesson every fortnight and a double games lesson each week. Boys and girls continue to be taught separately.

Girls' activities:

Athletics	Cricket
Health and Wellbeing	Hockey
Netball	Rounders
Rugby	Tennis
Volleyball	Lacrosse
Table Tennis	Badminton

Boys' activities:

Athletics	Fitness
Cricket	Hockey
Football	Softball
Rugby	Tennis
Basketball	Volleyball
Table Tennis	Badminton

Some of these activities may take place offsite which allows students to experience the opportunities offered by outside agencies. *Activities may vary according to staffing/ facilities.*

Year 11

A wide range of activities continue to be available in Year 11. The games programme is now based on 'Performance' and 'Participation' pathways with some sports and activities changing each term. At this stage an element of choice is also added to the curriculum for both PE and games, allowing students to opt for a preferred activity where possible. However, it is expected that team players will participate in their respective sport(s) during games.

Example of girls' activities:

Football	Fitness/Conditioning
Lacrosse	Hockey
Netball	Rounders
Squash	Tennis
Tag Rugby	Volleyball
Trampolining	

Example of boys' activities:

Badminton	Basketball
Cricket	Football
Hockey	Squash
Rugby	Tennis
Table tennis	Fitness
Volleyball	

There is also a broad extra-curricular programme on offer to all Year 10/11 students.

C McBain
January 2020

