



ST MARY'S CALNE



Fifth Form Course Guide

2022 - 2024

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INTRODUCTION: FOR PARENTS

Your daughter is about to start on a new and exciting phase of her school career, working towards her IGCSE/GCSE examinations in 2024; in the Spring Term she will be selecting the subject options which she will take through to this level. Her choice of subjects marks the first stage in the specialisation of her academic career and will help shape her future, laying the foundations for the next stages at A Level and beyond, as she moves from school to university. This booklet will help you formulate thoughts as to which optional subjects your daughter should follow in the Fifth Form and will also give you a better understanding of the requirements for each subject.

All girls will study the compulsory core curriculum, to give the best possible platform for the Sixth Form. In addition, your daughter will choose a number of other IGCSE/GCSE options. In the overwhelming majority of cases, girls are able to study the combination of subjects chosen, and we will be in touch with you if we feel that a combination of subjects is unbalanced or impractical. We do our utmost to accommodate your daughter's wishes and we seek to create a curriculum for her which is both challenging and balanced.

Support and encouragement is available to all girls to help them make the transition a less daunting and more enjoyable academic challenge. The School's aim is very much to develop the girls' confidence, self-assurance and organisational skills and to foster a positive, industrious approach to study. We strive to ensure that each girl's academic potential is fulfilled, and we encourage them to continue with and develop the broader activities which they already undertake – sport, music, drama and other opportunities, such as DofE so that they have a fulfilling and rewarding schedule.

I do hope that you find this booklet helpful. As always, your daughter's Tutor is available to give further guidance. In addition, Mr Smyth (Deputy Head Academic), Mrs Harrison (Senior Deputy Head), Ms Holloway (Director of Sixth Form) and I myself are all readily available to offer advice both to you and to your daughter, and we look forward to guiding her in the next stage of her education.



Dr Felicia Kirk
Headmistress

FIFTH FORM SUBJECT CHOICES

We currently recommend aiming for 9½ subjects in total of which English Language, English Literature and Maths will be three. In respect of their other subjects, there are several choices to be made; we shall seek to give clear advice and guidance at every stage of the decision making process to ensure that each girl selects the combination of subjects that is most appropriate for her. Studying 9½ subjects allows pupils to fully engage with the rich and varied co-curricular programme on offer at St Mary's, as well as gain the necessary depth of understanding required to excel academically. The total number of GCSEs cannot exceed 10½ because of timetable constraints.

Science: all girls will study all three Sciences (Biology, Chemistry and Physics). They will follow **either** the separate Science course which leads to three GCSEs **or** the Double Award Science course via which they will gain two GCSEs.

Religious Studies (RS): all girls will study this subject. For most, this is likely to be the Short Course (this counts as half a GCSE) but there is also the opportunity to study the Full Course (a full GCSE); the latter must take the place of one of the option choices as it requires more teaching time.

Modern Foreign Language: all girls will study one Modern Foreign Language (from a choice of French, German, Mandarin or Spanish). An additional Language can be taken as one of the option choices. Please note that there is a timetabled (half hour) conversation lesson each week for each language studied, over and above the classroom lessons.

Core Subjects - Compulsory	Core Subjects – with a degree of choice	Option Choices
English Language English Literature Mathematics	Science Separate sciences: Biology, Chemistry, Physics – 3 GCSEs OR Double Award Science: Biology, Chemistry, Physics – 2 GCSEs	Art Classical Civilisation Classical Greek Computer Science Drama French (<i>additional language</i>) Geography German (<i>additional language</i>) History Latin Mandarin (<i>additional language</i>) Music Spanish (<i>additional language</i>)
	Religious Studies Full Course RS OR Short Course RS	
	One Modern Foreign Language French, German, Mandarin or Spanish	

All girls will also have lessons in Personal Development and Physical Education. For those who do not opt for Computer Science GCSE, they will be expected to complete the International Certification of Digital Literacy and will have timetabled ICT lessons in which to do this.

Overall, we believe that this enables a good spread of subjects as well as sufficient time to take part in extra-curricular activities such as Sport, Music, Drama or The Duke of Edinburgh's Award.

Departments have started to outline the content of their GCSE courses and girls are discussing their initial ideas with their Tutor. Parents will have the opportunity to hear subject presentations, ask questions and discuss their daughter's choices at the UIV Form GCSE Options Choices Information Event which will take place online on **Saturday 5th February between 12 noon to 4 pm.**

The choices submitted by the girls will be used to create next year's timetable and, whilst we are usually able to accommodate all the girls' requests, we cannot guarantee that every combination of subjects will be possible. **Choices should be submitted by email to Mrs Karen Turner ktturner@stmaryscalne.org by Friday 11th February 2022.** Please find the form to complete on the final page of this guide.

CORE SUBJECTS

ENGLISH LANGUAGE

Edexcel GCSE 1EN0

Aims

English Language is concerned with the development of the following:

- the ability to read for explicit and implicit meaning, whilst analysing and evaluating a wide range of texts
- fluency and accuracy in written English, including compositional skills; the broadening of a wide vocabulary and concise writing style; the ability to structure and organise sentences, paragraphing and whole texts in accordance with purpose and design
- speaking and listening skills.

Course Content

Component One – Fiction and Imaginative writing. Examination of 1 hour 45 minutes (40% of assessment)

A Fiction

- Read and analyse fictional writing
- Critical reading and comprehension
- Evaluation of a writer's choices of vocabulary, form, structure and grammar

B Imaginative writing

- Explore and develop imaginative writing skills
- Produce clear, coherent, accurate text
- Write for impact

Component Two – Non-Fiction and Transactional writing. Examination of 2 hours 5 minutes (60% of assessment)

A Non-Fiction

- Read and understand a range of non-fiction texts
- Critical reading and comprehension
- Summary and synthesis
- Evaluation of a writer's choices of vocabulary, form, structure and grammar
- Comparison of texts

B Transactional Writing

- Produce clear, coherent, accurate texts shaped for specific audiences and purposes
- Write to engage, using appropriate tone and register

Spoken Language Endorsement

- Demonstrate speaking skills in a formal setting
- Listen and respond appropriately to spoken language, including posing and answering questions
- Use spoken Standard English effectively in speeches and presentations

Costs

Text book and study guide costs approximately £40

ENGLISH LITERATURE

Edexcel GCSE 1ETO

Aims

The Edexcel GCSE in English Literature enables students to:

- engage with and develop the skills required to read actively and effectively; understand and respond to a wide range of literary texts
- develop an appreciation of the ways in which authors achieve literary effects and hone the skills needed for detailed literary study
- use contextual considerations to further understanding of texts
- find enjoyment in reading literature and understand its influence on individuals and societies.

Course Content

Paper 1 Shakespeare and Post 1914 Literature (50% of the assessment)

The assessment of this unit is through a 1 hour 45 minute examination.

The following texts are studied:

- **Section A** *Much Ado about Nothing* by William Shakespeare – a 2-part question
Part A: requires response to an extract from the play
Part B: candidates show their understanding of the text as a whole
- **Section B** *An Inspector Calls* by J.B. Priestley – one essay from a choice of two.

This is a closed book examination. Texts may not be taken into the exam hall.

Paper 2 – 19th Century Novel and Poetry since 1789 (50% of the assessment)

The assessment of this unit is through a 2 hour 15 minute examination.

- **Section A** *Pride and Prejudice* by Jane Austen – a 2-part question
Part A: requires close reading of a passage from the novella
Part B: candidates show their understanding of the text as a whole
- **Section B** Poetry. The Edexcel Poetry Anthology will be studied. Two questions must be answered – one comparing two poems previously studied and one requiring comparison of two unseen poems.

This is also a closed book examination.

Costs

Set texts and guides: approximately £60

MATHEMATICS

Edexcel IGCSE Mathematics (Specification A) 4MA0

Aims

Mathematics has been studied from the earliest days of civilisation and has modern day applications in science, technology and statistics. The IGCSE course enables girls to:

- develop their knowledge and understanding of mathematical concepts and techniques
- acquire a foundation of mathematical skills for further study in the subject or related areas
- enjoy using and applying mathematical techniques and concepts, and become confident to use mathematics to solve problems
- appreciate the importance of mathematics in society, employment and study.

Course Content

The course is broken down into four main areas:

- number, in which numerical skills are used purely mathematically but also applied in a real life context
- algebra, where letters are used in place of numbers to form expressions, equations and formulae to solve complex problems and construct graphs
- geometry where properties of angles are discovered, transformations are used to change the shape and orientation of objects and constructions using ruler and compasses
- statistics, a range of techniques are developed including statistical averages and probability.

Assessment

There are two tiers: Higher (Grades 9 to 4) and Foundation (Grades 5 to 1). All girls will initially follow the higher tier. In appropriate circumstances, and only after discussion with parents, we might advise a very few girls to enter for the Foundation Tier.

Currently, there are two examination papers for each tier, in which girls are expected to have their own scientific calculator. Each paper is 2 hours and will have approximately equal weighting.

Both papers will be sat in the summer of 2024.

For the course, the girls will be loaned the appropriate course textbooks and they will need to provide their own scientific calculator (approximately £10), ruler, protractor and compass – all of which can be bought from the school shop.

For extremely talented mathematicians, there is the option to take up the study of the Free-Standing Mathematics Qualification independently.

MODERN FOREIGN LANGUAGES

Cambridge IGCSE: French (7156), German (7159), Spanish (7160), Edexcel GCSE Chinese (4CN1)

All girls at St Mary's study at least one Modern Foreign Language to IGCSE level, with many opting to study two. Girls may choose from French, German, Mandarin and Spanish.

Aims

The aims of the IGCSE courses are:

- to revisit areas previously covered, consolidating grammar and expanding vocabulary, as well as introducing new points and encouraging the expression of ideas and opinions
- to foster a love of, and appreciation for, the culture of the target language countries and, through course content, deepen the girls' understanding of the way of life, festivals and culture
- to prepare the girls to understand and respond to written and spoken passages and to produce accurate language, both spoken and written
- to encourage all girls to produce work of a consistently high standard with the required knowledge and accurate use of grammar in their class work, preparations and examinations
- to enable girls to cope in everyday situations in their target language
- to provide enjoyment and intellectual stimulation
- to develop a fuller awareness of the nature of language and language learning
- to encourage positive attitudes towards language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations.

Examination All skills are assessed at the end of the course by examination.

Paper 1	25% Listening (45 minutes)
Paper 2	25% Reading (60 minutes)
Paper 3	25% Speaking, 1 role play + 2 general conversations (10 minutes)
Paper 4	25% Writing (60 minutes)

Topics

- Introduce myself
- My family and my friends at home and abroad
- Where I live and what it is like
- Studying and working
- The international perspective

Edexcel IGCSE Chinese

Paper 1	25% (35 minutes)
Paper 2	Reading and writing 50% (1 hour 45 minutes)
Paper 3	Speaking 25% (8 to 10 minutes)

Topics

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

Further information for MFL

All girls will have a weekly conversation class (half an hour) in small groups with a native speaker, in addition to their formal class lessons.

In order to provide the girls with the opportunity to put what they have learnt into practice and extend their knowledge, we recommend that they take part in the trips organised by the MFL department. In UIV Form they may have the opportunity to take part in the study trip to Samoëns or Malaga in June. To give an idea of cost, all trips are in the region of £700 (this may vary depending on length of trip, destination, time of year and the number of girls taking part). An opportunity to correspond with a pen friend is also available to girls studying French, German and Spanish.

RELIGIOUS STUDIES - SHORT COURSE

AQA 8061

All girls pursue the GCSE Short Course in Religious Studies unless they have opted-in to the GCSE Full Course Religious Studies (see page 20). This short course consists of roughly half of the content of the Full Course GCSE; however, the intellectual rigour and evaluative skills required are exactly the same in both courses. We believe that the Short Course provides a sound preparation for future study of the subject at A Level, if desired.

Aims

Pupils will:

- be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own values and attitudes towards contemporary issues
- gain an appreciation of how religion, philosophy and ethics form the basis of our culture
- be encouraged to develop their analytical and critical thinking skills; the ability to work with abstract ideas; develop leadership and research skills
- develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their breadth and depth of understanding.

Course Content

The syllabus covers a range of religions and philosophical and ethical themes, ensuring that the girls have a variety of stimulating topics with which to engage.

Section A: Students are required to demonstrate knowledge and understanding of the beliefs and teachings of two religions: we explore both Christian and Jewish religious beliefs and attitudes, including the variety of views found within both religious traditions. This religious exploration counts for half of the course.

Section B: In the other half of the course we teach two topics which allow the girls to explore the religious, philosophical and ethical implications of the following themes:

- **Religion, Peace and Conflict:** here we explore issues such as peace, protest, forgiveness, war and violence as well as the ethics of weapons of mass destruction
- **Relationships and families:** in this topic we explore issues relating to sex, contraception, marriage and divorce and the nature and purpose of families as well as contemporary challenges of gender equality and same-sex parenting.

These allow for an exploration of the teachings of other major world religions alongside Christianity.

Assessment

There will be one written examination of an hour and 45 minutes at the end of the two-year course.

SCIENCE

Edexcel IGCSE: Biology (4BI1), Chemistry (4CH1), Physics (4PH1)
Science Double Award (4SD0)

There are two pathways for the study of Science at this level:

- Separate subjects in Biology, Chemistry and Physics (3 GCSEs)
- Double Award course which leads to two GCSEs rather than three. All three sciences are studied but there is a reduction in the volume and depth of the content.

Most girls will study the three separate sciences, and this is certainly the best preparation for A Level. Each science has two hours a week of lesson time.

For some girls it may be more appropriate to study Double Award Science. Four lessons a week are allocated to Double Science for the study of the three subjects. **If this is something your daughter would like to explore, then it should be discussed with Mr Wood, Head of Science.**

Course Aims

- To develop the girls' interest and enthusiasm for Science
- To acquire a detailed understanding of key concepts in Science and an advanced appreciation of the inter-connected nature of the three scientific disciplines
- To develop an understanding of the evolution and nature of scientific thought and a critical appreciation of scientific evidence and methods
- To develop an understanding of how knowledge produced by science is used in engineering and technology, and how the applications of this knowledge often have ethical, social, economic and political implications.

Course Content

The key course content for each of the three subjects is outlined below. Girls studying the Double Award pathway will cover the same topics as those following the separate science pathway, however, there is a reduction in the content and depth of material covered. The development of experimental and investigative skills is woven into every topic.

Biology

1. Organisms and Life Processes
2. Animal Physiology
3. Plant Physiology
4. Energy and the Environment
5. Variation and Selection
6. Microorganisms and Genetic Modification

Chemistry

1. Principles of Chemistry
2. Inorganic Chemistry
3. Physical Chemistry
4. Organic Chemistry

Physics

1. Forces and Motion
2. Electricity
3. Waves
4. Energy resources and energy transfer
5. Solids, liquids and gases
6. Magnetism and Electromagnetism
7. Radioactivity and particles
8. Astrophysics

Assessment

Separate Sciences

Two exams for each of the three disciplines (Biology, Chemistry and Physics). Six exams in total.

Paper 1, a two-hour examination worth 61.1% of the total marks is followed by Paper 2, a one hour and fifteen minute examination worth 38.9% of the total marks.

Double Award:

One exam for each discipline studied. Three exams in total.

For each discipline there is one paper, a two-hour examination, worth 33.3% of the total marks. The marks for each of the papers are totalled and two grades are awarded on a sliding scale; it is possible for the two grades to be the same or different e.g. 9 and 9; 9 and 8; 8 and 8; 8 and 7 etc.

Timing of examinations

All papers will be sat in Summer 2024.

Costs

The school provides access to eBooks to support the course. The girls buy their own revision guides from St Mary's for each of the three sciences. The cost is approximately £10.

OPTION SUBJECTS

ART OCR GCSE J171

Course Aims

- to engage the girls in a sophisticated manner in developing ideas, using critical and contextual referencing and perceptive and creative investigation
- to enable the girls to refine work in a context in which perceptive, confident selection of materials, media, techniques and processes are explored confidently
- to facilitate the girls to record observations and insights confidently whilst making connections
- to foster the girls' ability to present sophisticated and highly realised, personal and critically informed intentions, manipulating the formal elements fluently to their own intention.

Course Content

We offer a broad theme which enables every girl to pursue a subject matter of her choice within it. Fine Art enables the pursuit of a number of areas of study including: lens and light-based media, sculpture, installation, drawing, textiles and painting. The first term in the LV Form is spent experimenting with a range of materials, processes and techniques in preparation for starting the main coursework project in which girls can begin to specialise in an area of their strength. This lasts a year and is completed by the end of the Autumn Term in the UV Form. After this, girls start to prepare for their examination in January when they are given their paper; the exam generally takes place at the end of the Spring Term, i.e. March 2023. There are two preparation weekends; one in the Autumn Term and one in the Spring Term, to support the effective completion of the Portfolio and Externally Set Task elements of the qualification. Letters are sent out in the Autumn Term to advise on dates.

Girls are taken on trips to major museums and galleries to give them the opportunity to experience artworks first hand - to inspire a greater sensibility in visual language and of their own art practices in context. The emphasis at GCSE is on: skilful and focused creative development; the importance of sketchbook preparation and of resolving their intentions, which culminates in a final exhibition on Founders' Day.

Assessment

- The Portfolio is 60% of the final result
- The Externally Set Task is 40% of the final result

Costs

On commencing the GCSE course, it is necessary to purchase a kit box (including its contents) and a portfolio. This will be essential throughout your daughter's Art career at St Mary's. These are sold at a subsidised rate and the cost is likely to be in the region of £90. There will be an option for girls to purchase a personalised apron at the beginning of the course to keep as a memento but also to protect their uniform.

There is an annual Studio Fee: this will be £90 and will cover sketchbooks, materials and canvases for normal use. An artist who is particularly prolific and who may, perhaps, use extensive amounts of costly material, such as oil paints, canvas, perspex or fabriano paper for example, will incur additional charges. However, if this is the case, we will contact you in advance to make you aware.

The likely cost of a visit to a gallery will be in the region of £30; if it is more than this, parental permission will be sought before booking.

The school reserves the right to exhibit and display girls' work as appropriate before its return. Any framing that is carried out is billed accordingly.

Girls completing Art are recommended to undertake the Adobe Accreditation available in the UV as part of the ECDL. It is a paid optional extra.

CLASSICAL CIVILISATION

OCR GCSE J199

Aims

To consider and learn about ancient culture in depth, by studying primary sources in translation and by considering the evidence from Classical Greece and Ancient Rome.

Course Content

There are two compulsory papers which require knowledge and a response to the topics:

- Thematic study on Women in the ancient world
- Literature and Culture – The Homeric World

These topics aim to inspire candidates to engage in the process of enquiry into the Classical World so that they develop as effective and independent learners and as critical and reflective thinkers. They will also develop awareness of the continuing influence of the Classical World on later times and of the similarities and differences between the classical world and later times. They will come to make an informed personal response to the material studied.

Assessment

There are two written papers which are each of 1½ hours duration.

Both papers contribute 50% of the overall total.

Who would benefit from this course?

Anyone with a real interest in the Classical World would benefit from this course, but it is particularly appropriate for those girls who have studied Classical Civilisation in the UIV Form as an alternative to Latin. The content is clear and unambiguous and so would appeal to girls who need a clear direction in their learning.

Costs

Each year there is a Classics Trip to visit the classical sites usually in the Spring Term. In recent years we have been to Rome, the Bay of Naples and Classical Greece. The cost of this trip tends to be in the region of £800. Although this is not a compulsory trip, it is highly recommended as it introduces the girls to a wider cultural understanding and allows them to put their classroom learning into context. Text books are provided, but some girls sometimes prefer to buy their set texts so that they can annotate them.

CLASSICAL GREEK

OCR GCSE J292

Aims

To consider and learn about an ancient culture in depth, by studying its language and extracts from its literature in the original.

- language: by studying and learning to read and translate Greek, girls analyse the forms and structures of language closely, and gain a closer understanding of its usage and possibilities. This also helps girls when learning Modern Languages. Through considering derivations from Greek they also gain a better understanding of English, particularly the more abstract English used in higher educational learning.
- literature: girls at GCSE study short extracts from ancient authors. These are currently Homer and Herodotus. It is exciting to read the works of writers who lived more than 2000 years ago in the original language, and to discover what they thought about issues which still concern us today, such as love, war, the family, loyalty, courage, empires, politics, religion, justice and life after death.
- background: the topics studied form a backdrop to the literature and help us understand the culture of the Greeks. Studying other cultures helps us to be more sensitive and analytical about our own culture and helps us to understand how human beings can feel, behave, and organise their societies.
- overall: girls are encouraged to look analytically at language, to enjoy problem solving through unseen translation and appreciating grammar, to respond imaginatively to the literature, to develop critical skills through writing about the set texts and to broaden outlooks through considering past civilisations.

Course Content

The language element of the course is prepared by using the course book *Greek to GCSE* which aims for a sure grasp of the grammar and relevant constructions and provides practice for unseen translation. This course book is supplemented by other courses where appropriate. There is a recommended vocabulary list which contains all the words girls are expected to know for GCSE. We prepare the set texts together thoroughly in class so that girls can be confident of knowing them well before the final examination.

Assessment

- Paper 1: Language – this paper tests the candidate’s ability in unseen translation and comprehension and grammatical structures of Classical Greek prose. Weighting 50%
- Paper 2: Prose Literature – this tests knowledge, appreciation and understanding of the chosen Prose set text. Weighting 25%
- Paper 3: Verse Literature – this tests knowledge, appreciation and understanding of the chosen Verse set text. Weighting 25%

Costs

Each year we offer all girls from the LV Form upwards who are studying Latin/Greek/or intend to study Classical Civilisation in the Sixth Form the opportunity to visit classical sites. In recent years we have been to Rome, Greece and Naples. As a guide, the cost of the trip is £800. Although this is not a compulsory trip, it is highly recommended as it introduces the girls to a wider cultural understanding and allows them to put their classroom learning into context. Text books are provided, but the girls sometimes prefer to buy their set texts so that they can annotate them.

COMPUTER SCIENCE

AQA GCSE 8525

Aims

- to learn how to develop computer programs to solve problems
- to learn about technologies which are required for advances in a wide range of industries and research fields
- to learn about the changing nature of Computer Science and how this affects society.

Course Content

The course will cover the following aspects:

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology
- Relational databases and SQL
- Programming project

Assessment

Paper 1: Computational thinking and problem solving (50% of the course)

- Practical aspects of the course focusing on: Fundamentals of algorithms; programming; fundamentals of data representation; computer systems

Paper 2: Written assessment (50% of the course)

- Theoretical aspects of the course focusing on: Fundamentals of data representation; Computer systems; Fundamentals of computer networks; fundamentals of cyber security; ethical, legal and environmental impacts of digital technology, Databases

Programming Project

- The development of a computer program along with the computer programming code itself which has been designed, written and tested by the student to solve a problem. The student is required to produce an original report outlining the development of this process. The project does not contribute to the final grade, but allows the student to develop problem solving skills essential for the exams, particularly Paper 1.

DRAMA

AQA GCSE 8261

Aims

- to have the opportunity to work creatively and practically
- to collaborate with others, think analytically and evaluate effectively
- to gain the confidence to pursue ideas, reflect and refine them
- to gain a toolkit of transferable skills, applicable both in further studies and in the workplace.

Course Content and Assessment

Component 1: Understanding Drama 40% - written exam 1 hour 45 minutes

One question on the study of a set text and one question on live theatre seen during the course.

The set text studied and explored in preparation for this component will be *'Noughts and Crosses'* adapted by Dominic Cooke from the novel by Malorie Blackman.

Component 2: Devising Drama 40% - practical exam

The process of creating devised drama; the performance of devised drama (girls may contribute as performer or designer); the evaluation of one's own work.

Component 3: Texts in Practice 20% - practical exam

The performance of two extracts from one play (girls may contribute as performer or designer).

Additional Information

There will be:

- Opportunities to showcase practical work in the Delscey Burns Theatre and to take work on tour to other schools and venues.
- Workshops with visiting theatre companies and practitioners. Previous years have taken part in physical theatre and devising workshops with 'Wardrobe Ensemble'.
- Regular theatre trips which are a compulsory part of the course. The girls go to the theatre approximately once every Half Term. This informs both practical work and the written exam paper on live theatre. They are required to see a wide range of theatrical styles and genres as part of the course. Recent trips have included the opportunity to see *'Jerusalem'* at the Apollo Theatre, *'Wonder Boy'* at the Bristol Old Vic, and *'Blood Brothers'* at the Bath Theatre Royal.

GEOGRAPHY

OCR GCSE B Geography – Geography for Enquiring Minds

Aims

The specification comprises the exploration of a range of exciting geographical topics, encapsulating both the geography of the United Kingdom and the rest of the world. Girls will be encouraged to make links between topics and to challenge their previous ideas developed in Geography through an enquiring approach to the content. Geographical and fieldwork skills are embedded throughout the content ensuring that the girls become both adaptable and resilient, regardless of which future pathway they might choose.

Course Content and Assessment

Assessment Overview		Content Overview
Paper 1 Our Natural World 1 hour 15 minutes	35%	<ul style="list-style-type: none">• Global Hazards• Changing Climate• Distinctive Landscapes• Sustaining Ecosystems• Fieldwork• Geographical Skills
Paper 2 People and Society 1 hour 15 minutes	35%	<ul style="list-style-type: none">• Urban Futures• Dynamic Development• UK in the 21st Century• Resource Reliance• Fieldwork• Geographical Skills
Paper 3 Geographical Exploration 1 hour 30 minutes	30%	<ul style="list-style-type: none">• Geographical Skills• Decision Making Exercise

Fieldwork

At St Mary's we never underestimate the importance of Geographical fieldwork to the social, cultural and educational development of the girls and so have developed a comprehensive programme of fieldwork throughout the curriculum. To enable girls studying GCSE Geography to reach the highest grades, we conduct detailed residential fieldwork over a period of four days in the Summer Term of the LV year. This allows the girls to immerse themselves in their studies and to transfer the theory into reality in an exciting and inspirational environment. As a guideline for parents, the cost of this fieldtrip will be in the region of £500. This will be all inclusive to include full board accommodation, excursions and all other expenses. A cost-free alternative will always be provided..

HISTORY

EDEXCEL IGCSE History (4HI1)

Aims

To understand the world we live in, it is vital to understand the past. This course helps the girls to investigate this in the following ways:

- teaching them skills which can be applied in other situations
- allowing them to consider what motivates people and helps them to understand major events and to develop skills of empathy
- asking them to question historical ideas and think for themselves
- teaching them to interpret historical sources and consider bias and propaganda
- helping them to communicate verbally and on paper; the girls develop essay writing skills and in lessons discuss historical issues and make their own judgements.

Course Content

The course covers crucial European and global historical developments in the twentieth century. The papers are laid out in examination format which is also the order in which they will be taught.

Paper 1: Depth Studies

Option 3: Germany: development of dictatorship, 1918-45

- The establishment of the Weimar Republic and the recovery of Germany, 1924-29
- The rise of Hitler and the Nazis, and life in Nazi Germany
- Germany and the occupied territories during the Second World War

Option 6: A world divided: superpower relations, 1943-1972

- Reasons for the Cold War and early developments, 1945-49
- The Cold War in the 1950s
- Three crises: Berlin, Cuba and Czechoslovakia. The thaw and moves towards détente 1963-72

Paper 2: Historical Investigation and Breadth Study

Option 3 (A2): Russia and the Soviet Union, 1905-1924

- Tsarist rule 1905-1914 and opposition: the impact of the First World War
- The February Revolution and the Bolshevik seizure of power
- Civil War, War Communism and the New Economic Policy (NEP)

Option 4 (B4): China: conflict, crisis and change, 1900-1989

- China 1900-34 and the triumph of Mao and the CCP, 1934-49
- Change under Mao, 1949-63 and the impact of the Cultural Revolution
- China after Mao, 1969-89

Assessment

Both papers are of 1½ hours duration and are worth 50% of the total. There are two multi-part questions in each paper.

Costs

The Department provides all textbooks.

LATIN

OCR GCSE J282

Aims

To consider and learn about an ancient culture in depth by studying its language and extracts from its literature in the original.

- language: by studying and learning to read and translate Latin, girls analyse the forms and structures of language closely, and gain a closer understanding of its usage and possibilities. This also helps girls when learning Modern Languages. Through considering derivations from Latin they also gain a better understanding of English, particularly the more abstract English used in higher educational learning.
- literature: girls at GCSE study short extracts from ancient authors. These will be Virgil and selections from other authors. It is exciting to read the works of writers who lived more than 2000 years ago in the original language, and to discover what they thought about issues which still concern us today, such as love, war, the family, loyalty, courage, empires, politics, religion, justice and life after death.
- background: this is studied to form a backdrop to the literature and help us understand the culture of the Romans. Studying other cultures helps us to be more sensitive and analytical about our own culture and helps us to understand how human beings can feel, behave, and organise their societies.
- overall: girls are encouraged to look analytically at language, to enjoy problem solving through unseen translation, to respond imaginatively to the literature, to develop critical skills through writing about the set texts and to broaden outlooks through considering past civilisations.

Course Content

The language element of the course is prepared by using the *Cambridge Latin Course* and *Latin from Common Entrance to GCSE*; these aim for a sure grasp of the grammar and relevant constructions and provide practice for unseen translation. These course books are supplemented by other courses where appropriate. There is a recommended vocabulary list which contains all the words girls are expected to know for GCSE. We prepare the set texts together thoroughly in class so that girls can be confident of knowing them well before the final examination.

Assessment

- Paper 1: Language – this paper tests the candidate’s ability in unseen translation and comprehension and grammatical structures of Latin prose. Weighting 50%
- Paper 2: Prose Literature – this paper tests knowledge, appreciation and understanding of the chosen set text. Weighting 25%
- Paper 3: Verse Literature – this paper tests knowledge, appreciation and understanding of the chosen set text. Weighting 25%

Costs

Each year we offer all girls from the LV Form upwards who are studying Latin/Greek/or intend to study Classical Civilisation in the Sixth Form the opportunity to visit classical sites. In recent years we have been to Rome, Greece and Naples. As a guide, the cost of the trip is £800. Although this is not a compulsory trip, it is highly recommended as it introduces the girls to a wider cultural understanding and allows them to put their classroom learning into context. Textbooks are provided, but the girls sometimes prefer to buy their set texts so that they can annotate them.

MUSIC

OCR GCSE J536

Aims

- to develop the knowledge, understanding and appreciation of a range of styles of music from different times and cultures
- to develop the ability to play an instrument or sing, or to take up an instrument or singing, and produce fluent, technically assured, and musically satisfying solo and ensemble performances
- to develop the ability to craft original musical compositions, using different techniques and with an understanding of music theory.

Course Content and Assessment

Integrated Portfolio (Area of Study 1, 'My Music'): 30%

- In this coursework unit, students develop their understanding of performance and composition through exploration of their own instrument within styles and genres of their choosing
- Solo performance on the student's choice of instrument or voice, recorded in UV
- ABRSM grade 5 level or higher to obtain highest marks
- Composition for instruments or voices of the candidate's choice, in any style and for any purpose

Practical Component: 30%

- Further coursework unit completed in UV
- Ensemble performance on the candidate's choice of instrument or voice
- ABRSM grade 5 level or higher to obtain highest marks
- Composition to a set brief and incorporating a stimulus given by the exam board

Listening and Appraising: 40% (examination paper 1 hour 30 minutes sat in the Summer Term of UV)

- Listening questions, musical dictation and one extended response
- Students demonstrate their knowledge and understanding of musical elements, contexts and language
- No set works: students study styles and genres, from which music is taken for the exam

The prescribed Areas of Study for the Listening and Appraising paper are:

- Area of Study 2, The concerto through time
 - The Baroque concerto grosso and solo concerto
 - The Classical-era concerto
 - The Romantic-era concerto
- Area of Study 3, Rhythms of the world
 - Indian music: North Indian classical music, and bhangra
 - Calypso
 - Samba
 - Music of the Eastern Mediterranean
 - Percussion music of West Africa
- Area of Study 4, Film and video game music
- Area of Study 5, Conventions of pop
 - Rock and roll of the '50s and '60s
 - Rock anthems of the '70s and '80s
 - Ballads of the '80s and '90s
 - Solo artists: 2000-present day

RELIGIOUS STUDIES – FULL COURSE

AQA GCSE 8062

All girls will study either the Short Course GCSE (see page 8) or opt for the Full Course GCSE in Religious Studies. The latter covers two religions in greater depth than the Short Course, as well as a broader selection of philosophical and ethical studies, covering all manner of topics from the existence of God to the treatment of animals, the origins of the universe to the morality of warfare. The increased religious philosophical and ethical component of the Full Course GCSE will be of particular interest to any girls who may wish to continue the subject at A Level.

Aims

In the Full Course, the girls will:

- be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own values and attitudes towards contemporary issues
- gain an appreciation of how religion, philosophy and ethics form the basis of our culture
- be encouraged to develop their analytical and critical thinking skills; the ability to work with abstract ideas; develop leadership and research skills
- develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their breadth and depth of understanding.

Course Content

The specification covers a range of religions and philosophical and ethical themes, ensuring that the girls have a variety of stimulating topics with which to engage.

Section A: the Full Course requires the girls to demonstrate knowledge and understanding of the beliefs, teachings and practices of two religions: we explore both Christian and Jewish religious beliefs and practices including the variety of views and expressions found within both religious traditions. This religious exploration will form one of the two examination papers.

Section B: in the other half of the course we follow four thematic topics which allow the girls to explore the religious, philosophical and ethical implications of the following themes, from both the Christian perspective and that of other major world religions:

- **Religion and Life:** this topic covers the philosophical and scientific debates surrounding the origin of life, religious teachings on the sanctity of life and ethical discussions about abortion, euthanasia and animal experimentation.
- **The existence of God and revelation:** here we study how philosophers have tried to prove and disprove God's existence and whether we can know anything at all about God. Visions, miracles, evil, suffering and science will all be covered.
- **Religion, Peace and Conflict:** this covers the exploration of issues such as peace, protest, forgiveness, war and violence as well as the ethics of weapons of mass destruction.
- **Religion, Crime and Punishment:** Why do we punish criminals? Can corporal punishment or capital punishment ever be justified? What about forgiveness and reconciliation? All these questions will be discussed, and more, with a focus on religious and non-religious views.

Assessment

There will be two written examinations at the end of the course. Both exams are 1 hour and 45 minutes in length.

ADDITIONAL COURSES OFFERED IN THE FIFTH FORM

BCS

INTERNATIONAL CERTIFICATION OF DIGITAL LITERACY (ICDL) FLEXIQUAL ICDL ITQ L2

Aims

- to gain an internationally recognised certificate of computer skills using Microsoft Office 2010 software
- to support learning in other subjects and later life
- to provide skills which will be utilised in work experience and holiday or gap year employment
- for inclusion on the UCAS form as further proof of the wide curriculum the girls have followed.

Course content

There are five modules in the ICDL Level 2 certificate:

- Word Processing
- Spreadsheet Software
- Presentation Software
- IT Security for Users
- Improving Productivity using IT

Assessment

The ICDL is an independent learning programme consisting of on-line learning material from Atlas Could and a testing module from the British Computer Society. The use of the online programme allows for differentiated learning as girls progress at their own rate taking tests when they are ready. The girls are able to have instant feedback on all tests and have an online log of all results. The pass mark for each module is 75%; on completion of the five modules a certificate is awarded. An official from the BCS visits annually to verify the work externally.

Costs

This course costs £92 which covers BCS Registration and the on-line learning, testing materials and certification.

INTERNATIONAL CERTIFICATION OF DIGITAL LITERACY (ICDL) ADVANCED

Girls who have successfully completed the L2 ICDL Course and who wish to develop advanced spreadsheet and database skills and to be considered expert in word processing and presentation software have the option to study the Advanced ICDL Course. This is recognised nationally and internationally as one of the highest IT qualifications.

Each module can be studied independently or, if all five of the modules are successfully completed (75% pass mark), it becomes an ITQ, L3, A Level equivalent qualification which carries 24 UCAS points.

Costs

Each examination costs £43.50, which covers the learning materials, testing with the BCS and certification.

PERSONAL DEVELOPMENT AND WELLBEING

Personal Development and Wellbeing bears directly on the quality of life and the happiness and fulfilment that young people are able to achieve, now and in the future and all pupils in the Fifth Forms participate in a core bespoke programme that has been developed specifically for St Mary's pupils at this key transitional stage.

We pay particular attention to each pupil's psychological development and the capacity to cope with the increasing pressures and challenges which they all face as they navigate the world in which they live. Liaison across the whole school takes place, particularly with the House staff, the Health Centre and the Catering Department to ensure a holistic approach to each pupils Wellbeing.

Aims of the programme:

- To help support every pupil to become a healthy, considerate, responsible young adult
- To equip each pupil with the knowledge and skills to make informed choices to manage risk, stay safe and enhance and enrich their own and others' lives
- To provide opportunities for pupils to reflect on their own values, attitudes and identity
- To develop skills of enquiry and communication, make effective transitions and develop positive relationships
- To promote pupils spiritual, moral, social and cultural development, increasing their self confidence
- To develop the ability to know, articulate and manage their own emotions and to empathise with those of others
- To develop emotional wellbeing, self-efficacy and resilience when facing difficulties, coping with pressures and resolving conflict

The following key strands of Wellbeing are addressed:

- Emotional Health
- Healthy Living
- Positive Relationships
- Gratitude and Altruism
- Positive Thinking

Additional Fifth Form Units:

- Financial awareness
- Human rights
- Living in the wider world
- Relationship and Sex Education
- Drugs Education
- Resilience
- Study Skills and Work-Related Learning

This core programme is supplemented by external specialists who visit the school to take workshops and deliver lectures.

CAREERS DEVELOPMENT

Careers advice and guidance at St Mary's is not seen as an 'extra' thing which we do but it is rather an integral part of our curriculum both inside and outside the classroom. We believe that everybody has a role to play and, as such, there is a sense of collective efficacy in ensuring that we deliver this area well, giving the girls the best possible individual support through our 1:1 tutoring system.

At the heart of our careers advice and guidance is a belief that girls should be led by their passions and interests when it comes to making important choices about their future. This will ensure that they invest in making the most of their learning and develop the skills which will later be valued in the workplace. This awareness is supported with a PD programme in which pupils of all years explore a module on Life in the Wider World. This module provides guidance about the world of work and decision making.

The LVI have dedicated time on their Saturday morning Motiv8 programme to reflect and explore Careers and Higher Education.

Pupils in the UV are invited to complete My Career Choice to help them make informed decisions about their future careers. This consists of an online aptitudinal test and career choice questionnaire, followed up by optional one-to-one interviews based on the results of those tests. Advice is given on possible careers, and this helps to form the basis of further discussion between the pupil, Tutor and Director of Sixth Form. All UV Form pupils are also encouraged to complete a work experience week following the GCSE examinations in the summer.

We also have a number of Careers events involving external speakers in which girls are able to take part. We have a Careers Networking Evening for the UV, a series of informal lunch time careers seminars, an 'Inspiring Futures' Careers Conference for the LVI, our Tuesday night Lecture Programme and events run by the CGA.

THE DUKE OF EDINBURGH'S AWARD

Aims

All LV Form girls are invited to participate in the Bronze DofE programme. In taking part, it is hoped that girls will:

- develop their talents and abilities through regular, enthusiastic participation in their chosen activity programmes
- have fun and gain self-esteem and self-confidence
- learn to work in a team, seeing the best in others and coping with their own and other people's strengths and weaknesses
- develop the skills of good organisation, forward planning and leadership
- be of service to others through volunteering
- meet challenges, especially on Expeditions
- take responsibility for their eDofE electronic logbook in order to gain their Award.

Programme Content

Each participant's DofE programme has four sections: Volunteering, Physical, Skills, Expedition. Individual help is available in choosing suitable programmes and girls who are very busy are encouraged to use some of their existing activities for DofE.

SECTION	REQUIREMENTS	TIME	STARTING
Volunteering	<ul style="list-style-type: none"> • Devise programmes of Volunteering, eg through Charity Fundraising initiatives in school or at home, often with a group of friends • Minimum 1 hour per week 	3 or 6* months	From Autumn of UIV or as soon as is practical thereafter
Physical	<ul style="list-style-type: none"> • Follow their chosen activity regularly (minimum an hour a week), enthusiastically and purposefully during the whole time period • Make good progress 	3 or 6* months	From Autumn of UIV or as soon as is practical thereafter
Skills	<ul style="list-style-type: none"> • Follow their chosen activity regularly (minimum an hour a week), enthusiastically and purposefully during the whole time period • Make good progress 	3 or 6* months	From Autumn of UIV or as soon as is practical thereafter
Expedition	<ul style="list-style-type: none"> • Learn First Aid • Attend Spring and Summer Term training/ planning • One Sunday Day Training Walk – Autumn Term • Practice Weekend Expedition – Spring Term • Final Expedition Weekend – Summer Term • Each team must show that they are safe, trustworthy, purposeful and competent 	2 x 6 hour days walking + 1 night's camping on a Practice and a Final Expedition	First Aid Course Spring of LV. Expedition Training and Planning during LV year.

* one section must last 6 months.

Costs

- Enrolment in Bronze DofE and provision of the Welcome Pack currently costs £23 per participant.
- Volunteering activities usually cost nothing; Skills and Physical activity costs depend on the options chosen, for example a team sport would cost nothing. Girls may also opt to use existing paid extra lessons, eg Tennis Coaching, Music or LAMDA Lessons in their DofE programmes.
- The likely cost of the Expedition section will be approximately £265 in total, covering two expedition planning and preparation days, the September day walk and the two weekend expeditions and includes transport costs.
- First Aid Training costs £30 per girl.
- School will provide tents and camping stoves and can lend the girls rucksacks, karrimats and, if necessary, sleeping bags. All girls will need their own durable waterproof jacket, waterproof trousers, walking boots and suitable socks, together with a water bottle/hydration system, a small First Aid Kit, a plastic bowl and mug and cutlery for camping. Most girls prefer to use their own three season sleeping bag. The girls are also responsible for buying their own expedition food.

Assessment

Participants are assessed on their commitment, enthusiasm and progress over the required time period.

- The Volunteering, Physical and Skills sections are assessed by the adults leading these activities
- The Final Expedition and its follow-up presentation are assessed by an independent assessor.

On completion of each section, the assessor discusses the participant's achievements with them and writes a short report for their eDofE evidence.

PHYSICAL EDUCATION, SPORT, EXERCISE and WELLBEING

Aims

- To encourage, enthuse and motivate the Fifth Form to pursue sport and exercise.
- To offer a range of sports, developing the associated skills, techniques, tactics and team work where appropriate.
- To maximise every girl's potential and promote excellence in their chosen sports and activities.
- To enjoy being part of a School team; developing confidence and self-esteem and building resilience.
- To develop their leadership skills and be a fine role model for the younger girls.
- To measure, monitor and celebrate achievement.
- To understand, recognise and appreciate the value of a healthy lifestyle through sport and exercise.
- To acknowledge the importance of sport and exercise towards positive mental health.

Fifth Form Games Afternoon and PE lesson

Autumn and Spring Terms: **Either Competitive Team Games (Performance Pathway)**

Hockey	Matches for U16A, U16B, U15A and B XI
Lacrosse	Matches for 1 st , 2 nd , 3 rd , 4 th , U15A, U15B and U15C
Netball	Matches for U16ABC and U15ABC VII
Swimming	Galas for the Senior and Intermediate team

Autumn and Spring Terms: **Or Rotational Multi Sport Options (Wellbeing Pathway)**

Badminton	Fitness	Tag Rugby
Basketball	Spinning	Football
Dance	Mountain Biking	Volleyball

Summer Term:

Tennis	Matches for U16ABCD and U15ABCD
Athletics	Athletic meets for Senior and Intermediate teams
Cricket	U16 and U15 Team

In addition to Fifth Form Games, **Team Practice** is scheduled throughout the week in the following:

Hockey	1 x Team practice	Matches mid-week
Lacrosse	1* x Team Practices and Club	Matches on Saturdays
Netball	1 x Team practice	Matches mid-week
Swimming	3 x Swim Training	Galas mid-week
Tennis	1* x Team Practices	Mid-week and Saturday matches
	*2 for senior team practice (UV)	

Additional Clubs include: **Cricket, Cross-Country, Dance, Lacrosse, Sports Leaders and Tennis**
Clubs with additional charge: **Ballet, Golf, Fencing and Ski Racing**

St Mary's Sports Centre

Under the age of 16, St Mary's pupils may use the Fitness Suite at scheduled times when staffed. Once 16, the Sixth Form rules may apply and the girls can opt for full membership to the Sports Centre.

FIFTH FORM SUBJECT CHOICES

Pupil Name

Tutor

Core Subjects - Compulsory.	
English Language	✓
English Literature	✓
Mathematics	✓
Total Compulsory Subjects	3 GCSEs

Core Subjects with a degree of choice - please choose one science option, one RS option and one MFL.	
Separate sciences: Biology, Chemistry, Physics (3 GCSEs)	
Double Award Science: Biology, Chemistry, Physics (2 GCSEs)	
Full Course RS (1 GCSE)	
Short Course RS (½ GCSE)	
French	
German	
Mandarin	
Spanish	
Total Core Subjects	GCSEs

Option Choices - you should choose at least two and ensure that your total number of GCSEs does not exceed 10 ½ across the three columns.	
Art	
Classical Civilisation	
Classical Greek	
Computer Science	
Drama	
French (additional language)	
Geography	
German (additional language)	
History	
Latin	
Mandarin (additional language)	
Music	
Spanish (additional language)	
Total Option Choices	GCSEs
Total number of GCSEs chosen	

Important points to remember:

- We recommend aiming for **9½** subjects.
- If you choose Double Award Science this will enable you to choose one extra option from the third column if you wish.
- The total number of GCSEs cannot exceed 10½ due to timetable constraints. Please use the total number of GCSEs at the bottom of each column to check that you have not exceeded this number .

Parental signature: Print name: Date:

This form should be returned via email to kturner@stmaryscalne.org by **Friday 11th February 2022**