

***St. Olave's  
Grammar School***



***Options  
Guide***

***2021***

---

## Table of Contents

Introduction.....	3
Making your selections.....	4
Compulsory non-examined subjects .....	6
PSHE AND CITIZENSHIP .....	7
CAREERS .....	7
PHYSICAL EDUCATION .....	8
YEAR 9.....	8
Assessment.....	8
Year 9 timetable of activities.....	9
YEARS 10 and 11 .....	10
Compulsory GCSE subjects .....	11
BIOLOGY .....	12
CHEMISTRY .....	13
ENGLISH LANGUAGE.....	14
ENGLISH LITERATURE .....	15
MATHEMATICS .....	16
PHYSICS.....	17
RELIGIOUS STUDIES (SHORT COURSE).....	18
Optional GCSE subjects .....	19
ART & DESIGN.....	20
COMPUTER SCIENCE.....	22
DESIGN AND TECHNOLOGY .....	24
FRENCH.....	26
GEOGRAPHY .....	27
GERMAN .....	28
HISTORY .....	29
LATIN .....	30
MUSIC.....	31
SPANISH.....	33

---

## Introduction

Up until now students in Year 8 have had very little choice in the subjects that they study, but, increasingly, from now onwards they will be required to make decisions which may affect their future career.

The School will provide the students with plenty of support and advice during this time to ensure that each boy feels confident and well-informed when making his subject selections.

### **What are the options?**

Although there is a wide range of subjects on offer in the School, it has never been the case that students have a completely free choice. In order to keep open as many careers and university courses as possible, students are encouraged to study a broad and balanced range of subjects. This is why some subjects are compulsory and certain restrictions are in place for the rest.

### **How does the process work?**

We ask the students to choose their subjects and then build the option blocks as far as is possible around their needs. This is a more difficult way of doing things but we prefer this approach as ultimately more boys get their first choice than if using predetermined blocks. In making their selections students are generally free to choose any subject that they have studied in KS3 but your attention is drawn to the following:

- GCSE Latin is available as an option but is likely to be limited to one class. In the event of over-subscription, preference will be given to students who have demonstrated a genuine interest and aptitude in that subject area during KS3.

Yours sincerely,

Dr A. Sidhu  
*Assistant Headteacher*

## Making your selections

Students at St Olave's take 10 ½ GCSEs

The following subjects, six and a half GCSEs in total, are compulsory:

- **English Language and English Literature**
- **Mathematics**
- **Biology, Chemistry and Physics**
- **Religious Studies** (half-course GCSE).

The following subjects are compulsory but not examined:

- PSHE and Citizenship
- Physical Education and Games.

Students are required to take **four other** subjects from the list below. **At least** one subject must be chosen from category (A) and **at least** one subject must be chosen from category (B). You may choose more than one subject in either category; i.e. you could take History *and* Geography if you wish.

- (A) **Geography**
- (A) **History**
  
- (B) **French**
- (B) **German**
- (B) **Latin**
- (B) **Spanish**
  
- **Art**
- **Computer Science**
- **Design Technology**
- **Music**

There is no predetermined restriction on the combination of subjects that can be selected; however, not all combinations will be possible to timetable and the School cannot guarantee that a student's preferred choice will be achieved.

If a subject is over-subscribed, it may be necessary for some students to find an alternative. Should this be the case, the criteria for selection will be made clear to those affected. Should an insufficient number of students choose a course to make it viable, the School reserves the right to withdraw that option.

To help with this process, students will be asked to rank their choices from 1 – 4 (1 being the highest preference) and will also be asked to indicate their **2 reserved choices** 1 and 2 (1 being the highest reserve preference) when making their final selection.

**What next?**

Students are required to make their choice by Monday 8<sup>th</sup> March 2021. Before then, it might be a good idea for them to discuss their suitability for a particular course with their subject teacher. Parents and students can consult the staff at the Parents' Evening on Thursday 4<sup>th</sup> March 2021.

Generally speaking, it is better at this stage for students to be guided by their interest, enjoyment and ability in a particular subject rather than the possible implications for careers. It is unlikely that any choice of options would rule out a particular career path, but if in doubt please seek guidance from staff.

Students are advised to read the subject summaries and course descriptions carefully and discuss their choices with their parents.

All the following details can be found on the School website [www.saintolaves.net](http://www.saintolaves.net). Go to **Curriculum>GCSE Options**.



Compulsory non-examined subjects

## PSHE AND CITIZENSHIP

In Key Stage 4 students will continue to have PSHE lessons with their Form Tutor. These will cover a range of topics including careers education. In addition, each student will be enrolled on our Citizenship programme. Students will take six-week modules on different subjects, taught by specialist staff.

### CAREERS

Thinking about careers is extremely important in KS4 and students need to actively consider the qualification choices they are making and the careers that these may lead to. It is important that they get the right advice to keep their options open where they have yet to decide their main interests. At St Olave's there are a number of opportunities which are available to the whole year group and help to support this process:

- As students will be offered a **Careers Interview** in Year 10. These are provided by the School's independent provider: Careers Bromley. The interviews last approximately 15 minutes and should help students with their choices and provide additional information on many different career pathways. Further support on careers also occurs at various points in the year through PHSE.
- **Independent Careers Advice** is available throughout the year via online resources on the school website under **Current Olavians > Curriculum > Careers**. This section has a number of links to websites where students can find out more about a particular careers and pathways.
- **Careers Information** is also available in the school libraries. All years are encouraged to visit the Careers Library; especially when choosing GCSE, A Level options, and Higher Education Courses.
- In the Spring term the School hosts a series of **Careers Talks** that take place directly after school. The School invites a number of speakers from a range of professions to speak about their work, the qualifications they undertook and what a typical day involves. These are well attended and often the speakers provide some details of training schemes and sponsorship schemes which may be available. At the end of the talk there is an opportunity for students to speak informally with the speakers and ask questions.
- Students are also encouraged to sit the **Morrisby Online** test. The Morrisby Online test assesses students' aptitude and work-based personality. The student receives a score on each of the measures which is then presented as a report. The test helps to highlight the students' strengths and areas needing development, and provides a powerful method of matching the student to jobs which correlate to their strengths. Students usually take this in Year 10 and, once completed, the student is debriefed individually by a Morrisby specialist.
- In addition, students generally participate in a business game during Year 10. Students also study some Economics and Business elements in their citizenship lessons.

More information on any of the above is available from Mrs S. Platts (Careers and Progression Coordinator) [splatts@saintolaves.net](mailto:splatts@saintolaves.net)

## PHYSICAL EDUCATION

The central purpose of Physical Education remains to develop health, physical skills and personal and social qualities through physical activity. This will be achieved through involvement in a range of physical experiences in individual, group and team situations.

Physical Education aims to promote physical development, to develop a range of skills giving better co-ordination and self-confidence, to develop stamina and strength, to create an appreciation of the concepts of fair play, loyalty to the team and good sportsmanship, and to develop an understanding of the importance of exercise in maintaining a healthy lifestyle.

The overriding aim of the department is that by the time the pupils leave the school they have discovered at least one physical activity that they will continue to be involved in, whatever the level and whatever the capacity.

### YEAR 9

Pupils receive a single lesson of PE and a double lesson of Games per week in Year 9. In PE they are grouped in their Form and in Games are selected by ability into squads. Many opportunities to participate in physical activities exist within the school through the extra-curricular programme and all pupils are encouraged to join them. The Year 9 curriculum is designed to allow our pupils to compete against other schools in a number of activities as well as to give them a broad range of experiences. Increasingly the pupils will be given opportunities to lead parts of sessions both in terms of officiating and organisation.

### Assessment

Pupils are assessed in activities that cover outwitting opponents, accurate replication, performing at maximum levels and exercising safely and effectively.

The following attributes are observed to demonstrate progress:

1. **Developing skills in physical activity**
2. **Making and applying decisions**
3. **Evaluating and analysing**

**The pupils will be given a level from 1 - 9 in most activities that they undertake. These are then averaged to give an overall level for PE.**

The table overleaf shows the activities undertaken.



Year 9 timetable of activities

Term	Games	PE
Autumn	Rugby	Basketball
Spring	Cross Country Rugby 7s (squad) or Preferences: Basketball, Hockey, Table Tennis, Badminton, Rackets, Eton Fives	Volleyball Hockey Sports' Leadership
Summer	Cricket Athletics Tennis Softball	Tennis Athletics

## YEARS 10 and 11

Pupils will be offered a range of activities which will lead to improved performance, personal achievement, understanding and increased knowledge. A wider range of options in KS4 allows pupils to select activities that they are interested in, increasing the chances that they will continue in these activities beyond their school days.

Years 10 and 11 have two single periods of Physical Education and two double periods of Games in one fortnightly cycle. The following table shows the timetable of activities undertaken.

### Year 10

Term	Games	PE
Autumn	Rugby	Basketball  Hockey
Spring	X-Country  Rugby 7s or Preferences Hockey Squash Eton Fives Tennis Basketball Table tennis Badminton	Squash / Racketball  Table Tennis / Badminton
Summer	Cricket, Athletics or Tennis	Cricket  Athletics  Tennis

### Year 11

Term	Games	PE
Autumn	Rugby (squad)  Preferences: Hockey Squash Eton Fives Tennis Football Basketball Table tennis Badminton	Basketball  Hockey
Spring	Rugby 7s  Or preferences: Hockey Squash Eton Fives Tennis Football Basketball Table tennis Badminton	Squash / Racketball  Table Tennis / Badminton
Summer	<b>Preferences:</b> Cricket Athletics Football Tennis Basketball Squash Eton Fives	<b>Preferences:</b> Squash Eton Fives Tennis Football Basketball

Mr A. Kenward (Director of Sport) [akenwa@saintolaves.net](mailto:akenwa@saintolaves.net)



Compulsory GCSE subjects

## BIOLOGY

Biology is a rewarding subject both for students who have a keen interest in Science and for those who simply want understand more about living organisms and the world around them. During the GCSE course, many areas of Biology are explored in greater depth and the emphasis is very much on developing an appreciation of how science works and how new understanding and new technologies are affecting our lives.

Students in Years 9, 10 and 11 will follow the Pearson Edexcel GCSE specification. There is no controlled assessment in this course, but there will be considerable emphasis on experimental design and the planning and implementation practical work. This will be assessed through a series of core practicals. Final assessment will take the form of two equally weighted papers, each 1 hour 45 minutes in length.

It is important to be aware that the GCSE course is started in Year 9 and develops many of the ideas first encountered in Years 7 and 8. This means that you need to retain information over a long period of time. A steady effort throughout the whole course is clearly essential.

### **Year 9:**

- An introduction to life, cell structure and the development of microscope technology
- Enzyme action and factors affecting enzyme action
- Cell division and differentiation, including uses of stem cells
- The nervous system, including structure and function of the eye
- DNA, genetics and the human genome project

### **Years 10 and 11:**

- Darwin and the theory of evolution
- Selective breeding and genetic engineering
- Health, disease and the development of medicines
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

Full details of the GCSE Biology course are available at [www.qualifications.pearson.com](http://www.qualifications.pearson.com)

Ms C. Marwood (Head of Biology) [cmarw@saintolaves.net](mailto:cmarw@saintolaves.net)

## CHEMISTRY

Students in Years 9 to 11 study the Edexcel GCSE Chemistry (9-1) course. The course will be assessed through two equally weighted examination papers of 1 hour and 45 minutes in length and the completion of eight core practicals.

Chemistry is a fascinating, challenging, and extremely rewarding subject. The GCSE course develops many of the ideas first encountered in Years 7 and 8 and provides our learners with a greater knowledge and understanding of the material aspects of our world. The course is delivered using a variety of activities but the emphasis is on carrying out practical work as much as possible, allowing the pupils to develop the skills, knowledge and understanding to work scientifically. In order to communicate using the “language” of chemistry, pupils will need to have a sound understanding of chemical symbols, formulae and equations. Experience has shown that those who put effort into mastering these skills early on will make faster progress and feel more confident with their chemistry.

### Year 9:

- Principles of Chemistry
- Bonding and Formulae
- Acids, Alkalis and Salts
- Metals and Reactivity
- Crude Oil: Fuels and Hydrocarbons
- The Earth’s Atmosphere

### Years 10 :

- Rates of Reaction
- The Periodic Table
- Quantitative chemistry – calculations
- Structure and Bonding
- Analysis
- Further Organic Chemistry: Alcohols and Carboxylic Acids
- Polymers

### Year 11:

- Polymers
- Energetics
- Electrolysis
- Industrial chemistry - equilibria
- Acid –base titrations
- Modern applications of chemistry
- Revision and exam preparation

Full details of the GCSE Chemistry course is available at <http://qualifications.pearson.com>

Mrs C. Johnson (Head of Chemistry) [cjohnson@saintolaves.net](mailto:cjohnson@saintolaves.net)

## ENGLISH LANGUAGE

GCSE English Language is taught as part of a single integrated course with English Literature. Assessment will be through written examination.

Students will follow the OCR GCSE specification. They are taught in form groups.

Year 9 marks a transition to focus on the skills of literary analysis and formal essay writing necessary for Key Stage 4. Building on students' enthusiasm and experience we extend the difficulty of the texts studied whilst maintaining creativity and intellectual stimulation. We are keen to extend the range and ambition of our students' reading. There will be greater emphasis on reading non-fiction and media texts and writing in timed conditions to prepare for the GCSE.

### EXAMINATION

100%

#### PAPER 1: Communicating Information and Ideas 50%

- Reading two thematically linked, unseen non-fiction extracts to demonstrate skills of analysis, evaluation and comparison.
- Non-fiction writing testing the ability to adapt style and language to a range of forms, audiences and purposes.

#### PAPER 2: Impact and Effects 50%

- Reading two thematically linked, unseen fiction extracts to demonstrate skills of analysis, evaluation and comparison.
- Writing creatively to engage reader

#### Spoken Language

This is a separately endorsed, internally assessed component which is then moderated by the examination board. Students are assessed on the following skills:

- Presenting information and ideas, selecting and organising information effectively and persuasively
- Listening and responding appropriately to questions and feedback
- Expressing ideas using Standard English when appropriate.

Full details of the GCSE English Language course can be found at:

<https://www.ocr.org.uk/qualifications/gcse/english-language-j351-from-2015/>

Miss A. Wilkie (Head of English) [awilkie@saintolaves.net](mailto:awilkie@saintolaves.net)

## ENGLISH LITERATURE

English Literature is taught as part of our single integrated course with English Language. Assessment will be through written examination.

Students will follow the Pearson Edexcel GCSE specification. They are taught in form groups.

Year 9 marks a transition to focus on the skills of literary analysis and formal essay writing necessary for Key Stage 4. Building on students' enthusiasm and experience we extend the difficulty of the texts studied whilst maintaining creativity and intellectual stimulation. We are keen to extend the range and ambition of our students' reading. The areas studied will include:

- a 20<sup>th</sup> century novel – *1984* or *Of Mice and Men*
- Shakespeare – *The Merchant's Tale with links to Othello*
- Poetry from other cultures
- Modern play leading to writing own monologue for inter-house competition
- 19<sup>th</sup> Century fiction and non-fiction
- English Language Paper

**Assessment will mirror the GCSE 100% Examination.**

**In Years 10 to 11**

**Examination 100%**

Paper 1 *Shakespeare Play and Post-1914 Literature* 50%

*1 hour 45 mins Closed book*

- Section A – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.
- Section B – Post-1914 British play or novel: ONE essay question.

**Paper 2 19<sup>th</sup> century novel and poetry collection from Pearson Anthology**

**2 hour Closed book**

- Section A – 19<sup>th</sup>-century novel: a two part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.
- Section B – Part 1: ONE question comparing a named poem from the *Pearson Poetry Anthology* collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems.

Full details of the GCSE English Literature course can be

found at <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html>

Miss A. Wilkie (Head of English) [awilkie@saintolaves.net](mailto:awilkie@saintolaves.net)

## MATHEMATICS

St. Olave's follows the **Edexcel GCSE** course. The subject is assessed by **three** equally-weighted examination papers of 1.5 hours in length (two calculator papers and one non-calculator paper).

Mathematics is a linear subject: new work often depends on previous knowledge. A consistent effort throughout the whole course is therefore essential.

### **Setting:**

At the start of Year 9, students are placed in one of five sets. There are two parallel accelerated sets (1a and 1b), a middle set (2) and two parallel smaller sets (X and Y). Some students may move class at the end of Year 9 or Year 10, based on summative assessment data.

### **Content:**

**The Year 9 scheme of work continues to build on work done in Years 7 and 8, adding the essential mathematical foundations ahead of embarking on the Higher GCSE syllabus from Year 10. As well as content, the student will grow in curiosity and work with greater resilience whilst improving their exam technique and problem-solving skills.**

- All sets will cover the Edexcel Higher GCSE Mathematics content.
- All sets engage with enrichment and extension content beyond the scope of the GCSE to deepen understanding of core concepts and to provide a taster of A Level Mathematics.
- Performance in GCSE Mathematics is of the utmost priority, so enrichment is never introduced at the expense of consolidating GCSE content. The amount of extension therefore depends on how well the various classes grasp the GCSE Mathematics content.

Under the fairest conditions, there may be opportunities in Year 11 to gain an additional external qualification.

### **Specification:**

- Full details of the GCSE Mathematics course can be found at [www.edexcel.com](http://www.edexcel.com).

Miss M. Lawrence (Head of Mathematics) [mlawrence@saintolaves.net](mailto:mlawrence@saintolaves.net)



## PHYSICS

Students in Years 9 to 11 follow the AQA GCSE in Physics. The subject is assessed by two equally weighted examination papers that are 1 hour 45 minutes in length.

It is important to be aware that the GCSE course is started in Year 9 and develops many of the ideas first encountered in Years 7 and 8. This means that you need to retain information over a long period of time. A steady effort throughout the whole course is clearly essential.

Physics is a rewarding subject both for students who have a keen interest in Science and for those who simply want to understand more about the unifying patterns and themes of physics. During the GCSE course, many areas of are explored in greater depth than is required for the examinations. A significant portion of lesson time will be devoted to the development of practical skills, as these account for 15% of the marks on the examination papers, and are essential for future study. The emphasis is very much on developing an appreciation of how science works and how new understanding and new technologies are affecting our lives.

### **Year 9:**

- Energy Transfers and Resources
- Work, Energy and Power
- Waves, Electromagnetic Spectrum and Sound
- Atomic Structure and Radioactivity
- Space Physics

### **Years 10 and 11:**

- Static Electricity
- Current Electricity
- Mains Electricity
- Light, Lenses and Black Body Radiation
- Particle Model of Matter, Gas Laws
- Kinematics (Equations of Motion)
- Dynamics (Forces)
- Forces in Action (Moments, Momentum)
- Electromagnetism

Full details can be accessed via: <http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Dr N. Stewart (Head of Science Faculty) [nstewart@saintolaves.net](mailto:nstewart@saintolaves.net)

## RELIGIOUS STUDIES (SHORT COURSE)

All Year 9 students will study the AQA Religious Studies Short Course\* GCSE. Students will complete the course in Year 10, sitting the examination at the end of that year.

Religious Studies is a challenging course with a strong emphasis on thinking skills. Many of the issues raised are age-old questions from the fields of philosophy or ethics that require students to engage with sophisticated concepts. Plenty of opportunity is provided for discussion and debate and students are encouraged to develop the ability to justify or critique an argument. The course involves a focussed study of the theology of Christianity and Islam, and two applied ethical topics. Assessment is by a single exam at the end of Year 10.

### Course Content:

#### Year 9:

##### 1 Christian Theology

Including questions such as:

- Can God do the logically impossible?
- Does the existence of evil disprove an omnipotent and omnibenevolent God?
- Who was Jesus?

##### 2 Ethical Topic: Relationships and Families

Including:

- Sex, Marriage and Divorce
- Homosexuality
- Roles of men and women

#### Year 10:

##### 3 Islamic Theology

Including:

- The nature of Allah
- The nature of revelation
- Eschatological beliefs

##### 4 Ethical Topic: Religion, peace and conflict

Including:

- Just War Theory
- Pacifism and peace-making
- Religion as a cause of conflict in the contemporary world

Full details of the GCSE Religious Studies course can be found at:

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-short-course-8061>

Mr A. Lake (Head of RS) [alake@saintolaves.net](mailto:alake@saintolaves.net)

---

'Short Course' refers to a reduced quantity of material; the difficulty level is not reduced. This allows a GCSE-level qualification to be achieved within the constraints of a tightly-packed timetable.



Optional GCSE subjects

## ART & DESIGN

Art & Design is a subject for students who enjoy observing and responding to the world around them, it encourages a questioning attitude and rewards curiosity, experimentation and self-reflection. It is highly recommended for anyone considering a future in the Creative Industries, including areas such as Architecture, Graphic Design, Fine Art, Film and Media, Computer and Game Design, Advertising, Animation, Fashion, Illustration and a range of other disciplines concerned with visual communication.

This broad course engages students in the study of Art, Design, visual communication and contextual understanding, encouraging students not only to develop their own visual work but also to consider how it sits within a wider context. It builds on the skills that have been covered at KS3 and promotes a diverse skillset which provides access to a huge range of progression options as well as supporting the development of many of the soft skills which are so highly valued by other subjects and areas of work, such as; adaptability, analysis, communication, creative thinking, work ethic, decision making, time management, motivation, flexibility, problem-solving, critical thinking and conflict resolution. Art & Design genuinely offers students the opportunity to explore ideas and themes which have a personal relevance for them and for them to select subject matter and content which will motivate and inspire. GCSE and A Level Art & Design are regarded as evidence of a broad education and highly valued, even for the most academic of courses, including medicine, at all universities including Oxford and Cambridge.

Trips, visits and workshops are an integral part of the course, in the UK at GCSE and abroad at A Level. This course provides students with a wide range of activities, and its practical nature and scope for lateral thinking make it stand out from other GCSE courses. Students taking Art & Design should be confident in their practical skill, their ability to generate ideas, their ability to work independently, be excited by the opportunity to explore and experiment and have a genuine interest in the subject.

### Course Overview:

In Year 9 students complete a foundation course of short projects, spanning areas of study that incorporate:

- **Fine Art** – Painting, sculpture, printing, drawing...
- **Graphic Communication** – Digital and analogue illustration, book and magazine design, typography...
- **Digital Photography** - Use of DSLR cameras, digital manipulation, compositional theory...

Students are encouraged to use this year as an opportunity to experiment and explore all areas of Art & Design regardless of their intended specialist area. At the start of Year 10 students have the opportunity begin to work towards becoming a specialist or they may opt to work more broadly.

### Assessment:

The course is assessed through two coursework components which are completed during Year 10 and 11. Each unit is assessed across four equally weighted assessment objectives which are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

<p><b>Component 1: Portfolio</b></p> <p><b>What's assessed:</b> A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <p><b>How it's assessed:</b></p> <ul style="list-style-type: none"> <li>• No time limit</li> <li>• 96 marks</li> <li>• 60% of GCSE</li> </ul> <p><i>Non-exam assessment (NEA) set and marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.</i></p>	<p><b>Delivery:</b></p> <p>Completion of 2 or 3 distinct, self-contained projects completed during Year 10 and the autumn term in Year 11. Work is constantly assessed providing students the opportunity to make ongoing incremental improvements prior to completing a final piece of work during a 10 hour supervised assessment (2 school days) at the end of the autumn term.</p>
<p><b>Component 2: Externally set assignment</b></p> <p><b>What's assessed:</b> Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p><b>How it's assessed:</b></p> <ul style="list-style-type: none"> <li>• Preparatory period followed by 10 hours of supervised time</li> <li>• 96 marks</li> <li>• 40% of GCSE</li> </ul> <p><i>Non-exam assessment (NEA) set by AQA; marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.</i></p>	<p><b>Delivery:</b></p> <p>Immediately after the autumn break in Year 11 AQA release the NEA paper with the themes. Students have the rest of the Spring term until Easter to complete their preparatory studies (sketchbook and trials) and prepare to create an outcome during a 10 hour supervised session (2 school days).</p>

Full details of the GCSE Art & Design course can be found at: <https://www.aqa.org.uk/>

Mr A. Clark (Head of Art & Design) [aclark@saintolaves.net](mailto:aclark@saintolaves.net)

## COMPUTER SCIENCE

The aim of this course is to provide students with an in-depth understanding of how computer technology works. This course will allow students to analyse problems in computational term through practical experience of solving such problems including designing, writing and debugging programs. Students will already be familiar with the use of computers and other related technology that now forms a part of everyday life. However, this course will give them an insight into what goes on 'behind the scenes', including high level programming, which many learners find absorbing.

The course will encourage students to think creatively, inventively, analytically, logically and critically. This will develop understanding of the components that make up digital systems. Students will apply mathematical skills relevant to computer science. For many students, it will be a fun and interesting way in which to develop these key skills and the course provides excellent preparation for higher study and future employment.

As the field develops there is a growing demand for professionals who possess good computational skills and an in-depth understanding of algorithms; especially in the areas of cyber security and 'Big data' analysis.

Papers	Topics	Assessment
<b>Computer systems</b>	<ul style="list-style-type: none"> <li>• System architecture</li> <li>• Memory and Storage</li> <li>• Wired and wireless networks</li> <li>• Computer networks, connection and protocols</li> <li>• Network security</li> <li>• System software</li> <li>• Ethical, legal, cultural and environmental impacts of digital technology</li> </ul>	<p>Written Paper 1: (no calculator) 1 hour and 30 minutes 80 marks Weighting: 50%</p> <p>This paper consists of multiple-choice questions, short response questions and extended response questions.</p>
<b>Computational thinking, algorithms and programming</b>	<ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming fundamentals</li> <li>• Producing robust programs</li> <li>• Boolean logic</li> <li>• Programming languages and Integrated Development Environments</li> </ul>	<p>Written paper 2: (no calculator) 1 hour and 30 minutes 80 marks Weighting: 50%</p> <p>This paper has two sections: Section A and Section B. In Section B, students' ability to write or refine algorithms using a high-level programming language will be assessed.</p>
<b>Programming Project</b>	<p>The practical programming task(s) will allow students to develop skills within the following areas when programming</p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Write</li> <li>• Test</li> <li>• Refine</li> </ul>	<p>Practical programming skills will be assessed in paper 2 section B of the qualification.</p>

	<p>They can use any high-level text-based programming language, such as:</p> <ul style="list-style-type: none"><li>• Python</li><li>• C family of languages (C#, C++, etc.)</li><li>• Java</li><li>• JavaScript</li><li>• Visual Basic/.Net</li><li>• PHP</li><li>• Delphi</li><li>• BASIC</li></ul>	
--	--	--

Full details of the GCSE Computer Science course can be found at <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Mrs R Zeshan (Head of Computing) [rzeshan@saintolaves.net](mailto:rzeshan@saintolaves.net)

## DESIGN AND TECHNOLOGY

This course is for those who considering a career in design or engineering, who might be particularly interested in careers in Architecture, Mechanical/Automotive engineering, product design and the creative industry.

The Design and Technology GCSE encourages students to understand and apply the iterative design process that can be summarised as explore, create and evaluate. Students will need to develop their creativity and to use their imagination to design and make products or prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. Students will be required to demonstrate and apply mathematical and scientific knowledge and apply knowledge from other disciplines including art and design, computing and the humanities.

Students will acquire subject knowledge in Design and Technology that builds on their key stage 3 learning, incorporating knowledge and understanding of different materials, components and manufacturing processes in order to comprehensively deliver their concepts and products and prototypes. They will learn how to take design risks, become resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present Design and Technology, students will develop a critical understanding of its impact on daily life and the wider world and understand that high-quality Design and Technology is essential to the creativity, culture, sustainability, wealth and well-being of the nation.

The GCSEs will allocate 50% of total marks to exams, and 50% to non-exam assessment. The non-exam assessment will be completed in year 11 and allow students to focus on one area of interest within Design and Technology. This section will allow for the direct assessment of the student's ability to apply knowledge, understanding and skills as part of the iterative design process of exploring, creating and evaluating, over an extended period of time. A proportion of non-exam assessment marks will be awarded for the products and prototypes that students design and make. There will be a written exam at the end of the course which will account for 50% of the final grade.

Students will follow the OCR GCSE (1-9) Design and Technology

<p><b>Principles of Design and Technology</b></p> <p>This component brings together the learners' 'core' and 'in-depth' knowledge and understanding.</p> <ul style="list-style-type: none"> <li>• 'Core' knowledge of Design and Technology principles demonstrates learners' broad understanding of principles that all learners should have across the subject.</li> <li>• 'In-depth' knowledge allows learners to focus more directly on at least one main material category, or design engineering.</li> </ul> <p>The question paper is split into two sections. A minimum of 15% of the paper will assess learners' mathematical skills as applied within a design and technology context</p>	<p><b>100 marks</b> <b>2 hours</b> <b>Written paper</b></p>	<p><b>50%</b></p>
<p><b>Iterative Design Challenge</b></p> <p>This component offers the opportunity for learners to demonstrate understanding of and skills in iterative designing, in particular:</p> <ul style="list-style-type: none"> <li>• the interrelated nature of the processes used to identify needs and requirements (explore)</li> <li>• creating solutions to meet those needs (create)</li> </ul>	<p><b>100 marks</b> <b>Approx. 40 hours</b> <b>Non-exam assessment</b></p>	<p><b>50%</b></p>



- evaluating whether the needs have been met (evaluate).

As an outcome of their challenge, learners will produce a chronological portfolio and one final prototype(s). It is through the iterative processes of designing that learners draw on their wider knowledge and understanding of Design and Technology principles.

Contextual challenges will be released on 1 June (during Year 10) each year.

Full details of the course can be found at <http://www.ocr.org.uk/>

Ms R. Hawley (Head of DT) [rhawley@saintolaves.net](mailto:rhawley@saintolaves.net)

## FRENCH

Studying French at GCSE means that students will be able to express themselves spontaneously, creatively, as well as increasingly fluently and accurately in the language, both in speaking and writing. The intention is to give students access to a vibrant experience of the culture of France and the French-speaking world, and an understanding of the most up-to-date language. Lessons aim to be interactive and challenging, encouraging as much active participation as possible. There is a considerable amount of work on comprehension of authentic spoken and written material, and on oral practice, as well as on essay planning and translation. A firm grammatical foundation is established to deepen the students' knowledge about how language works, and vocabulary is continually extended. Cultural knowledge of the French-speaking world is strongly encouraged through watching films and listening to authentic music, as well as reading magazines and accessible literature.

Assessments are based on past papers so that students are fully familiar with the demands of the exams before sitting them at the end of Year 11.

The examination (AQA specification) is broken down into four papers of equal weighting, which ensures that pupils of all abilities can perform well and achieve their full potential.

<u>Paper 1: Listening</u>	<u>Paper 2: Speaking</u>	<u>Paper 3: Reading</u>	<u>Paper 4: Writing</u>
25% 45mins (Listening)	25% 10-12mins (Role Play, Photo Card, General Conversation)	25% 1hr (Reading, Translation into English)	25% 1hr 15mins (90 word essay, 150 word essay, Translation into French)

The themes address (a) Identity and culture; (b) Local, national, international and global areas of interest; and (c) Current and future study and employment.

In Year 9, during Activity Week 1, students can take part in an exchange with the Institution de la Croix Blanche in Bondues near Lille, and in Year 10, during Activity Week 2, students visit Normandy. In addition, we invite a French theatre company to St. Olave's to perform a play in Years 9 & 10. In regular conversation lessons, our Native-Speaker Language Assistants provide further practice of the topics in small groups. There is an opportunity for Year 9 students to visit the Institut Français for one of their workshops for schools. The French cinema industry is the oldest and one of the most innovative and a day trip to the BFI Southbank is organised for a film viewing with workshop aimed at KS4 students. During the "semaine de la francophonie" in March, a variety of activities take place in order to celebrate the cultural and geographical diversity of the French language.

French is offered to A level at St Olave's and the school has a history of students' going on successfully to read French at Oxford, Cambridge and other Russell Group universities either combined with another subject or as a single Honours Degree. It is highly sought after by employers and remains essential in the field of diplomacy and international organisations such as the UN and the OECD.

Further details can be access via: <http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

Mrs I. Saunders (Head of French) [isaunders@saintolaves.net](mailto:isaunders@saintolaves.net)

## GEOGRAPHY

The world in which we live is changing at a faster rate today than at any other stage of human existence. Geography is a fascinating study of places, people and their interactions. It is truly synoptic and is always relevant and changing – from the local to the global. Geography is everywhere and students can enjoy this – we live in an amazing, awesome, but delicate physical environment that needs our care. Through understanding the interactions between it and human activity, geographers can find sustainable solutions to wide-ranging changes and problems. It will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment.

Geographers are also highly employable people because they exhibit the following characteristics: good communicators, good problem solvers, good team players, computer literate, well rounded, flexible thinkers who are also spatially, socially, economically and environmentally aware. Students will develop cartographic, graphical, numerical and statistical skills. It is these skills, alongside Geography's broad curriculum, which makes it such a fantastic subject, able to compliment and support a wide range of other subjects as well.

We will be following the OCR GCSE (9-1) Geography B specification:

### **Physical Geography: Unit 1 Our Natural World 35%**

Students will gain an appreciation and understanding of landscapes and the geomorphic processes that shape them. The effect of these landscapes upon human life and the modern interactions of humans with their environment will be an important element of the Unit. Topics include Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems.

### **Human Geography: Unit 2 People and Society 35%**

Students will learn to appreciate the differences and similarities between people, places and cultures leading to an improved understanding of societies and economies. The focus will feature largely upon the opportunities and challenges facing societies in the 21st century. Topics include Urban Futures, Dynamic Development, UK in the 21<sup>st</sup> Century, and Resource Reliance.

### **Synoptic Unit 3: Geographical Exploration 30%**

The links, connections and ideas within the eight topics will be brought together in this unit. Students will apply their knowledge, understanding and skills to question and develop arguments. A decision making exercise will require students to use their critical thinking skills in relation to an unseen context.

### **Fieldwork and skills**

Students will complete two in-depth studies based around fieldwork. Students will plan their own investigations, collect qualitative & quantitative data, present that data, and analyse their findings using statistical techniques to create well-evidenced arguments. They will learn to apply theory to real world contexts and to contemporary situations and issues. They will be asked questions about their fieldwork in both their Unit 1 and 2 exams.

Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the subject and will include cartographic skills using a variety of maps, graphical skills, numerical and statistical skills and literacy skills in formulating enquiry and argument.

Full details of the course can be found at <http://www.ocr.org.uk/>

Mrs R. Smith (Head of Geography) [rsmith@saintolaves.net](mailto:rsmith@saintolaves.net)

## GERMAN

Studying German at GCSE means that students will be able to express themselves spontaneously, creatively, as well as increasingly fluently and accurately in the language, both in speaking and writing. The intention is to give students access to a vibrant experience of the culture of Germany and the German-speaking world, and an understanding of the most up-to-date language.

Lessons aim to be interactive and challenging, encouraging as much active participation as possible. There is a considerable amount of work on comprehension of authentic spoken and written material, and on oral practice, as well as on essay planning and translation. A firm grammatical foundation is established to deepen the students' knowledge about how language works, and vocabulary is fostered through our use of authentic material and literature in lessons, and also through having German traditions as a topic on the GCSE course.

Assessments are based on past papers so that students are fully familiar with the demands of the exams before sitting them at the end of Year 11. Booster sessions in Years 10 and 11 also focus on specific aspects of the exams and grammar from the AQA specification.

The examination (AQA specification) is broken down into four papers of equal weighting, which ensures that pupils of all abilities can perform well and achieve their full potential.

<u>Paper 1: Listening</u>	<u>Paper 2: Speaking</u>	<u>Paper 3: Reading</u>	<u>Paper 4: Writing</u>
25% 45mins Listening)	25% 10-12mins (Role Play, Photo Card, General Conversation)	25% 1hr (Reading, Translation into English)	25% 1hr 15mins (90 word essay, 150 word essay, Translation into German)

The themes address (a) Identity and culture; (b) Local, national, international and global areas of interest; and (c) Current and future study and employment. Further detail can be accessed via: <http://www.aqa.org.uk/subjects/languages/gcse/german-8668>

During Activities Week 2, Year 10 students can participate in an exchange to Wilhelmshaven. In addition, we invite a German theatre company to St. Olave's to perform a play in Years 9 and 10, and all year groups have the opportunity to attend MFL Society. In regular conversation lessons, our Native-Speaker Language Assistant provides further practice of the topics in small groups. Furthermore, in Year 9 students are invited to go on a day trip to learn about German cinema at the British Film Institute, and in Year 11 we run a day trip to the Goethe Institut for a film screening and escape room, as well as a trip to the careers fair at the German Embassy. We offer a number of online revision "webinars" provided by well-regarded companies in Year 11 post mock-exams to help students understand how to make even more progress.

German can be continued at St. Olave's in the Sixth Form to enable progression to university study, either as a Language Honours Degree or as a Joint Honours subject, in combination with disciplines ranging from Humanities subjects and Law to Mathematics, Business or Science. Even with non-language degree courses it is becoming possible to spend a year abroad studying or working for a German, Austrian or Swiss company.

Further detail can be accessed via: <http://www.aqa.org.uk/subjects/languages/gcse/german-8668>

Mrs L. Probodziak (Head of German) [lprobodziak@saintolaves.net](mailto:lprobodziak@saintolaves.net)

## HISTORY

Studying History teaches students: to conduct independent research, to identify the problems inherent in a question, to assess the arguments and evidence of others, to analyse primary data, and last but not least, to construct coherent arguments in an accessible and persuasive way. These are all skills which complement and are applicable across the academic curriculum and in the world of work. Above all History is enjoyable and intellectually stimulating! The GCSE course will provide students with an understanding of many of the most important events of the twentieth century and also the way in which Britain has developed since 1000.

GCSE historians will follow the AQA GCSE History specification.

Students will be required to study:

- **A period study:** *Germany, 1890-1945: Democracy and Dictatorship*. This unit focuses on the development of Germany during a turbulent half century of change which includes the development and collapse of democracy and the rise and fall of Nazism.
- **A wider world study:** *Conflict and tension between East and West, 1945-72*. This will include the origins and development of the Cold War after 1945.
- **A thematic study:** *Health and the people: c1000 to the present day*. This will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time.
- **A British depth study (including the historic environment):** *Elizabethan England, 1568-1603*.

Methods of teaching:

The course is based on enquiring and problem solving in which examination of primary sources is of prime importance. Students will be expected to read widely and be prepared to discuss and participate actively in class. This GCSE course is demanding but rewarding. The impressive grades achieved in recent years have been gained as a result of hard work on the part of both pupils and teachers.

For further information please see the AQA [website](#).

Mr D. Espejo (Head of History) [despejo@saintolaves.net](mailto:despejo@saintolaves.net)

## LATIN

Latin is for any pupil who enjoys the rigours and challenges of mastering an ancient foreign language and culture. Do you have a deep interest in the ancient world, mythology and seeing from where our own languages, systems of government and cultures originate? Indeed, it is particularly exciting and unique as pupils are obliged to read and study mythological prose and poetic literature in the original unabridged language (similar to what is read for university degrees in Classics). This is a splendid opportunity to study something that the vast majority of pupils nationally will not, to do something genuinely different, something that improves one's vocabulary and writing skills and encourages logical thinking.

1. Paper One. Students will be required to translate an unseen passage of adapted Latin into English. The passages will recount a story drawn from mythology or Roman history. They must also understand the derivation of English words from Latin. There is an option to translate short sentences from English into Latin drawn from the Restricted Vocabulary List or to answer questions about Latin grammar in English.

2. Paper Two. Students will study a set text in prose between 110 and 120 lines in length in lessons; the examination will be based upon this. Students will be required to translate a short passage of the set text into English. Also, through the writing of short essays, they will be required to recognise and analyse aspects of literary style, characterisation, strength of argument and literary meaning and the impact these might have upon their reader.

3. Paper Three. This paper is similar to Paper Two and tests understanding and appreciation of a poetic verse set text. As with the prose set text students will be required to translate a short passage of the set text into English. They will also, through the writing of short essays, be required to recognise and analyse aspects of literary style, characterisation, strength of argument, literary meaning poetic effect and rhythm and the impact these might have upon their reader.

The set texts for 2023 to 2024 will be as follows:-

Prose set text: 'sagae Thessalae', The Witches of Thessaly (taken upon Apuleius' ancient novel 'The Metamorphoses').

Verse set text: Virgil, 'Aeneid' Book 6.295-316, 384-416, 679-712, 752-759 and 788-800.

All students will receive translations which will contain copious notes, vocabulary and assistance in the manner in which to tackle these texts. All resources will be available online. The pupils are all provided with a prescribed vocabulary list to learn in order to tackle the unseen passages. OCR will not put into an unseen paper any word that does not appear on the prescribed Vocabulary List. Additional vocabulary will be given in a glossary in the examination paper. In toto, if you are a pupil who enjoys a real challenge, which involves language, history, culture, philosophy, religion and mythology, Latin is for you.

Full details of the GCSE Latin course can be found at

<https://www.ocr.org.uk/qualifications/gcse/latin-j282-from-2016/>

Mr A.K.J. Carroll (Head of Classics) [acarroll@saintolaves.net](mailto:acarroll@saintolaves.net)

## MUSIC

Studying Music at GCSE offers students the chance to explore a wide variety of music from different genres and cultures and to learn more about the way music works in depth. It is particularly suitable for those who already enjoy making music and are keen to pursue their interest in a subject that combines academic rigour with creativity and practical music-making.

Students opting for Music at GCSE should have reached Grade 2 standard on at least one instrument by the start of the course. It is also expected that students contribute to at least one of the many extra-curricular musical activities at St Olave's. These conditions are put forward not only to encourage GCSE Music candidates in their role amongst the senior ambassadors of Music in the school, but also serve to support the curriculum content and offer the students the best chances of reaching the highest grades.

This course of study provides an excellent foundation of general knowledge in music, as well as being an essential preliminary stage preceding the study of Music at AS and A-Level.

We use the Pearson Edexcel GCSE specification which comprises three components: **Performing** (30%), **Composing** (30%) and **Appraising** (40%).

### Areas of Study

Four broad Areas of Study, designated by Pearson, provide the stimuli for the composition activities:

- **Instrumental music 1700-1820**
- **Vocal music**
- **Music for stage and screen**
- **Fusion**

Within each Area of Study, there are two prescribed set works. Knowledge of these will be the subject of examination in Component 3 (see below). Each will be listened to in class and studied in some detail so that the recordings and the scores are familiar to all students in preparation for the written paper.

For Component 1 (**Performing**), students choosing this GCSE **must already be having and commit to continuing with regular individual tuition on voice or on a musical instrument**. Although the course is intended for all those of any practical playing ability who are interested in music of all types, students who are not strong performers generally find the other aspects of the course much harder than their more experienced counterparts. You will be expected to play both as a soloist and as a member an ensemble performing a distinct role.

Regular class performances are recorded and assessed by the Music Teacher according to criteria laid down by Pearson. The best solo performance and best ensemble performance are submitted and an external examiner subsequently moderates the teacher's assessments of this work.

Component 2 - the **Composing** paper - requires students to complete a number of creative exercises, of which the best two will be developed into submitted pieces. The compositions are produced as written scores and accompanied by a recording of both pieces. One work must address a brief specified by Pearson; the second may be to a freely-chosen brief. The final submissions will be completed within controlled class time, principally using **Sibelius** software, and is assessed by the Music Teacher and moderated by an external examiner.

The **Appraising** paper (Component 3) is in the form of a written exam in two parts, where tasks relate to the **Areas of Study** and the associated collection of musical set works. Section A involves technical and short-answer questions about both recorded extracts and printed music. In Section B, students write in more detail about one of their set works and compare this with an unfamiliar piece of recorded music.

Not only does this course act as a strong foundation for those wanting to study Music at higher levels, it is a highly regarded course for any university application on account of the breadth of skills developed and the discipline required to succeed. Studying Music at GCSE does not preclude students from pursuing any future study programme or career of their choice. Instead, it can be the perfectly complimentary subject for the well-rounded learner.

Full details of the GCSE Music course can be found at:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

Mr M. Price (Director of Music) [maprice@saintolaves.net](mailto:maprice@saintolaves.net)



## SPANISH

GCSE Spanish is a respected qualification which is valued by universities, colleges, and employers. Learning Spanish will undoubtedly benefit students' future career given that there is a significant global demand for Spanish speakers in a wide range of industries and professions.

The course not only gives students the opportunity to improve the ability to communicate formally and informally in a range of contexts but also the ability to access challenging texts, styles, and registers, as well as the chance to be exposed to the different cultures and traditions linked to the language.

Lessons aim to be interactive and challenging, encouraging as much active participation as possible. There is a considerable amount of work on comprehension of authentic spoken and written material, and on oral practice, as well as on essay planning and translation. A firm grammatical foundation is established to deepen the students' knowledge about how language works, and vocabulary is fostered through our use of authentic material and literature in lessons, and also through having Spanish traditions as a topic on the GCSE course.

Assessments are based on past papers so that students are fully familiar with the demands of the exams before sitting them at the end of Year 11.

The examination (AQA specification) is broken down into four papers of equal weighting, which ensures that pupils of all abilities can perform well and achieve their full potential.

<u>Paper 1: Listening</u>	<u>Paper 2: Speaking</u>	<u>Paper 3: Reading</u>	<u>Paper 4: Writing</u>
25% 45mins Listening)	25% 10-12mins (Role Play, Photo Card, General Conversation)	25% 1hr (Reading, Translation into English)	25% 1hr 15mins (90 word essay, 150 word essay, Translation into German)

The themes address ..... Further detail can be accessed via:

<https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016.PDF>

Enrichment:

Spanish is a new department and is therefore still in the process of organising trips and cultural outings. Our plan is to arrange a film viewing with the Instituto de Cervantes in London, as well as to host the Onatti theatre company for Year 9 students to watch a play performed entirely in Spanish this coming academic year.

Further detail can be accessed via:

Mrs L. Probodziak (Curriculum Lead: Spanish) [lprobodziak@saintolaves.net](mailto:lprobodziak@saintolaves.net)