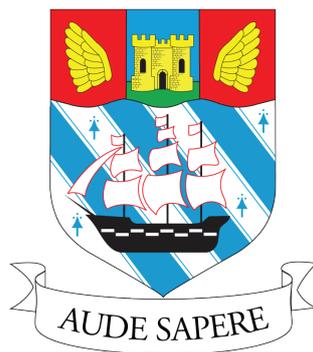


Combined Science
ENGLISH LANGUAGE *Music*
Food Preparation & Nutrition
Mathematics **RELIGIOUS STUDIES**
GEOGRAPHY **Physical Education**
German **ETHICS & VALUES**
Drama *English Literature*
Computer Science
Business Studies
Triple Science
GEOLOGY
Textiles
HISTORY
French
Art



GCSE CHOICES 2019

TORQUAY GIRLS' GRAMMAR SCHOOL

Dear Year 9

As you enter your final months within the Lower School at TGGGS, I just wanted to wish you all every success in your preparations for GCSE next year. In choosing the subjects that you wish to focus on, please take care to take on board the key messages of my presentation to you, namely that when selecting your options consider;

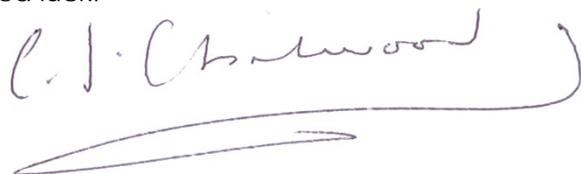
- enjoyment;
- your interests;
- the strengths you have;
- those subjects in which you are confident and, if known;
- possibly your future career.

Remember too that in the vast majority of cases, the decisions which you make at this stage in terms of which specific subjects you take, will not have a significant bearing on your future careers. This is because the school's option system makes sure that you take a range of subjects which will keep your options open. It is however really important that you choose subjects that you really like and feel you can do well in; so that you have every chance of getting great grades eventually!

Finally, always bear in mind that the decisions you take should be your decisions – not those of your best friend! Choose your pathway for your life – as the famous American poet Robert Frost said;

"Two roads diverged in the wood and I ... I took the road less travelled by ... And that, has made all the difference"

Good luck!

A handwritten signature in blue ink that reads "C. J. Charlwood". The signature is written in a cursive style and is positioned above a long, horizontal, slightly wavy line that spans most of the width of the signature area.

Mr Charlwood
Deputy Headteacher in charge of Lower School

Dear Year 9

I am looking forward to welcoming you into Key Stage 4, the next leg of your educational journey in September.

This is an exciting and important time for you as you are about to select your options for GCSE; remember to choose wisely and consider carefully all of the subjects that are available before making your final decision. Make sure you ask your teachers questions if there is anything that you are not sure of or do not understand about each subject before you confirm your choices.

Remember, do not rush your decision and make the right choices for you!

A handwritten signature in black ink that reads "Bucklar". The signature is written in a cursive style and is positioned above a long, horizontal, slightly wavy line that spans most of the width of the signature area.

Miss Bucklar
Head of Key Stage 4

CONTENTS

Introduction	2
Making your Choice	3
Important Dates	5
Core Subjects	6
Option Subjects	9
Art & Design: Fine Art	9
Art & Design: Textile Design	11
Business Studies	12
Computer Science	13
Drama	15
Food Preparation & Nutrition	16
Geography	18
Geology	20
History	21
Music	23
Physical Education	25
Religious Studies	26
Triple Science	27
Careers Education and Work Awareness	28
Making your Options Choices using the Online Form	29
Student Statement of Entitlement	32

INTRODUCTION

This booklet has been produced to help both pupils and parents understand the Year 10 Options programme at Torquay Girls' Grammar school. Decisions will be made this term about the subjects to be studied in Years 10 and 11 to GCSE standard.

It may seem rather soon to be thinking about a career or university choice but you must start to consider your ideas because certain options may be closed to you if you do not have the correct subjects at GCSE level.

At this school we aim to give you impartial, unbiased advice to help you make realistic decisions about education, training and work.

Your reason for choosing subjects will probably be because:

- You need them;
- you enjoy them;
- you are good at them.

It is important not to let the choice of your friends or your personal feelings towards teachers influence you.

All students moving into Year 10 in September 2018 will take **9 GCSE subjects** as follows;

Mathematics

English Language

English Literature

Double Science

A Humanity: *History or Geography or Religious Studies*

A Language: *French or German*

Plus

Two other options subjects from;

*Art & Design: Fine Art, Art & Design: Textile Design, Business Studies, Computer Science, Drama, History, Geography, German, French, Food Preparation and Nutrition, Music, Physical Education, Religious Studies and Triple Science**

Students may also take a fast-track GCSE in Geology which is taught in twilight sessions.

All students also do two non-GCSE subjects which are Ethics & Values and PE

So at this point you need to choose;

- Which Language?
- Which Humanities subject?
- Which two options?

Frequently asked questions include:

Can I study two languages? – YES

Can I study two technology options? – YES

Can I study History, Geography and Religious Studies together? – YES

Is double or triple science best for me? - See the guidance in the science section.

We hope that you will find this booklet useful and advise you to use it as part of the broader guidance programme designed for you this year.

Good luck!



G. Neighbour FGS
Head of Careers
January 2019

MAKING YOUR CHOICE

1. What subjects are you good at? Look at the feedback you have had in mentoring sessions. Consult subject staff - in particular, try to attend the parents' evening. Do not choose a subject which is too difficult for you.
2. Which subjects do you enjoy? Read through the subject descriptions in this booklet - consider the skills and knowledge that you will gain. Consider the subjects you have studied this year - which did you enjoy the most?
3. Which subjects do you need? If you do not have a specific career interest, it is best to keep your options open; even if you do not have a career in mind at this stage, by the end of the Year 11 you may well have changed your mind again - so it is best to keep a 'balance' of subjects.

If you do feel certain about the job you are aiming for it is important to check that you are taking the correct GCSE subjects.

Obviously, it would be wrong to keep a strict balance simply to conform to the ideal pattern. It may be that taking a creative subject will restrict your other examination subjects that you need for a certain career, or you may lack ability in the creative field. Remember that a less well balanced good set of results will be much better than a superbly balanced set of low grades at GCSE.

Keeping a balance is a useful point to start from, though.

VALUE OF SUBJECTS FOR A CAREER

Sometimes it is assumed that subjects are only useful if they relate directly to a specific career. While many careers, particularly on the science side, do require qualifications in certain subjects, all subjects have considerable educational value and are qualifications for a career. Employers will recognise potential for training by the different skills shown in examination performance. A good result in History for example, indicates an ability to retain information to interpret it and produce a logical argument in a clear manner. A good result in Geology indicates an ability to use modelling, the ability to solve problems and to communicate scientifically. Thus, all education is a preparation for further training.

Where will you be heading?

Levels of entry to work can be distinguished in most careers. It is a good idea to know vaguely to which standard you are heading, although the examples given are only a broad outline.

Technologist/Managerial Level: Degrees, HND or professional qualifications needed. Work may be managerial or involve research or development. A Level qualifications or GNVQs followed by relevant course in FE and HE or professional qualifications.

Technician Level: Those holding responsible skilled posts involving a high degree of scientific, technical or other specialised knowledge. GCSE/GNVQ/VOCATIONAL qualifications needed.

Craftsman Level: Skilled practical work in various fields – sometimes includes training for a craft apprenticeship lasting up to five years. GCSE/GNVQ/VOCATIONAL usual requirements.

Operative Level: Work involves specific operations in industry, office, retail or other areas of work. Training can vary in length - no specific qualifications required. NVQs may be gained.

Level	Engineering	Medicine
Technologist	Development engineer	Doctor
Technician	Draughtsperson	Medical Lab. Technician
Craftsman	Instrument engineer	Nurse
Operative	Metal machinist	Nursing assistant

It is important to remember that if you hold minimum qualifications this will not necessarily guarantee you the job of your choice. **You must endeavour to gain good grades in as many examinations as possible.**

LOOKING AHEAD

You will not be considering a college or university place for a long while yet, but it is important to understand that the choices you make now have a bearing on your openings later on. At the end of Year 11 you may:

- seek employment
- seek Apprenticeships
- enter 6th form to undertake A-levels / AQA Baccalaureate
- enter college of further education
- follow vocational courses or B.TEC, National Vocational diplomas

At the end of Years 12 and 13 you may enter:

- university
- college of higher education
- college of further education
- professional qualifications
- apprenticeships
- seek employment
- take a year off (often called a "Gap Year")

At whichever stage you choose - what qualifications will be needed? You must LOOK AHEAD - think about your possible destination and check what GCSE passes might be required. If you are unsure about what you will do in future - keep your options open by choosing a sensibly balanced choice of subjects.

WHERE YOU CAN OBTAIN HELP

1. Ask Careers Staff – Mr G. Neighbour (office behind IT2)
2. Ask Careers Personal Adviser – Mrs. Caroline Tully.
3. Ask form teachers, Head of Year and subject teachers.
4. Consult relevant websites in the Careers folder in *SharePoint*.
5. Use the Careers Library - each lunchtime from 12.40 onwards – 'ICOULD', 'KUDOS', 'UNIFROG' and other resources on the Internet, including university web pages.
6. Attend Careers Options preparation session – 18th January 2019.
7. Attend Parents & Options Evening for parents – 24th January 2019 and 30th January 2019.
8. Attend (if relevant) one of our careers conferences on any of;
 - Getting into Top Universities, Science, Technology, Engineering, Maths, Art, Humanities or Law

ALWAYS ASK IF YOU ARE IN DOUBT

Also consult university and colleges of further and higher education compendiums in the careers room and in the careers annexe outside the Study Centre.

IMPORTANT DATES

You should discuss your choice of subjects with your form teacher, subject teachers and with careers staff.

Parents & Options Evening 1: **Thursday 24th January 2019 (B, C and J)**

Parents & Options Evening 2: **Wednesday 30th January 2019 (R and W)**

Completed option choices to be made by: **Friday 8th February 2019**

Take this booklet home, read it, ask your parents to read it and discuss its contents with you.

CORE SUBJECTS



GCSE ENGLISH LANGUAGE

There are two units for English Language. Both are examined at the end of Year 11.

Paper 1 (1 hour 45 minutes; 40%)

Section A

Unseen 19th Century fiction (extract up to 650 words)

Section B

Creative writing (choice of 2 tasks linked to theme)

Paper 2: 2 hours 60%

Section A

Comparison of 2 unseen non-fiction texts from 20th and/or 21st Century (totalling up to 1000 words)

Section B

Transactional writing (choice of 2 tasks, form and purpose specified).

GCSE ENGLISH LITERATURE

Students study a range of poetry and prose texts and a Shakespeare play. Units are assessed by two examinations at the end of Year 11.



Paper 1 (1 hour 45 mins; 50%)

Section A

Shakespeare text - *Macbeth*

Section B

Post 1914 British novel *Animal Farm* or *Lord of the Flies*)

Paper 2: 2 hours 15 mins 50%

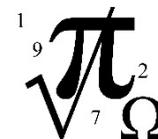
Section A

19th Century Fiction (*Jane Eyre*, *A Christmas Carol* or *Pride and Prejudice*)

Section B

Poetry (taken from the GCSE *Edexcel anthology*)
Unseen contemporary poems

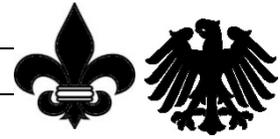
MATHEMATICS



The girls will be following EDEXCEL GCSE in Mathematics (1MA1) syllabus. They will be entered for the Higher tier. The Higher tier enables them to achieve grades 9 to 4 (where 9 is the highest grade) and tests the whole of the National Curriculum including Further Material, functional skills and quality of written communication. There will also be an emphasis on problem solving and questions will be set both in mathematical and non-mathematical contexts.

The final assessment involves three examinations only, one non-calculator and two calculator papers. Each examination is 1 hr 30 minutes in duration. The three examinations carry equal weighting and each assess content from the five topic areas: (1) Number, (2) Algebra, (3) Ratio, proportion and rates of change, (4) Geometry and measures, (5) Probability and Statistics. There is no coursework or controlled assessments.

All girls are expected to provide a suitable electronic scientific calculator and a standard set of geometrical instruments.



In both French and German your daughter has already started the GCSE course and all Year 10 pupils continue to take either French or German; we are proud of the results that our students achieve. In the last academic year our students were placed in the top 25% of similar girls nationally. In addition, if your daughter is currently a dual-linguist she can opt to continue with both languages should she wish, an option that several students do each year which often leads to them taking both languages at A-Level and beyond.

In both French and German, candidates will be entered for the GCSE examination administered by the Edexcel Board. There are two levels of entry at Key Stage 4, Foundation and Higher Tier, and it is assumed that the majority of students will be entered for the Higher Tier allowing access to the top GCSE grades. The four linguistic skills of speaking, listening, reading and writing are fully developed in the classroom. In order to supplement various course books, we also make use of extensive audio-visual material to re-create the kind of authentic atmosphere likely to be encountered abroad and in the new-style GCSE examination. Pupils are expected to take an active part in lessons, with great emphasis on being placed on speaking and listening in the foreign language to practise the extensive grammar work that they will be taught. Pupils will be assessed in all four linguistic skills at the end of Year 11 with each section (Listening, Speaking, Reading and Writing) worth 25%.

The course aims to enable students to communicate confidently and coherently whilst expressing their ideas in an increasingly spontaneous way, all within the confines of useful topics areas such as youth culture, holidays and careers. For the receptive skills, an ability to understand the gist of authentic texts and recordings will be required, as will the ability to make inferences from and critique the given information.

Our exchange link with the Collège/Lycée Jules Verne in Nantes allows pupils to practise and develop their knowledge of French, as well as offering them an insight into the French way of life. For the pupils studying German we offer an exchange with a grammar school in Lohr am Main in Bavaria. Pupils will be encouraged to take part in these exchanges and develop their communication skills which form such a vital part of the GCSE examination.

Looking ahead to the Sixth Form, we offer courses in A-Level French and German. Many pupils have successfully continued their foreign language studies to A-level and beyond, pursuing many of the excellent courses now available at Universities.

A qualification in one foreign language or more is an ideal passport to a variety of interesting professions. Students may use the language directly as a bi-lingual secretary, courier, teacher or translator. However, many students use their languages within a business context. Many companies have a high regard for candidates who have knowledge of a foreign language, where personal contact with a prospective customer may lead to a strong business link. Indeed, many of our former pupils are now employed in a wide range of posts not only in Britain but in several European countries and the MFL department at TGGGS looks forward to helping your daughter in her quest to master whichever language(s) she should choose.



PHYSICAL EDUCATION

All pupils participate in P.E. lessons.

We encourage students to be inspired, active, well-motivated with a desire to learn, improve and extend their personal skills and fitness levels.

KS3 have a broad base of activities with Year 9 being given a choice of strands to follow, allowing them to pursue activities that are of particular interest to them. This helps to prepare them for the bigger activity choices at KS4.

KS4 are presented with an option choice second to none allowing all to find activities that they enjoy, can improve in and continue in the future to ensure a healthy, active lifestyle. These are signed up for at the start of each term and each Tutor group is consulted to assist with activity choices for the following term.

All students are encouraged to actively participate even when incapacitated in the form of coaching or officiating and are requested to change into PE kit for this role!

COMBINED SCIENCE*



Students will take the following qualification which is the equivalent of two GCSEs:

AQA GCSE Combined Science: Trilogy

Our current Year 9 students started their science GCSE courses at the beginning of the academic year. In Years 10 and 11, students will continue to be taught by three teachers who will each be subject specialists. Due to GCSE option choices and timetable changes, science groups will be reorganised for the start of Year 10 and students may have different teachers to those they currently have in Year 9.

At the end of the course in Year 11, students will sit six examinations, two per science subject; these examinations will not only assess students' subject knowledge and understanding, but also their investigative skills developed during their normal science lessons. Students will be awarded two GCSE grades.

If students choose this course, they will be able to go on to do any science A level.

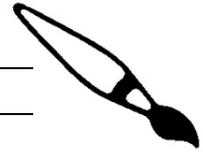
* The draft specification is awaiting accreditation and so are subject to possible amendments

ETHICS & VALUES



In order to comply with legal requirements concerning Religious Education, all students have a timetabled Ethics & Values lesson. This course explores questions of meaning and looks at contemporary moral issues from a variety of religious standpoints. In Year 10 much of the time is spent considering Human Rights. In Year 11 the focus is the Sanctity of Life and issues that arise from it.

OPTION SUBJECTS



ART & DESIGN: FINE ART

The selection of subject options involves significant decisions for each student entering Year 10 and it is perhaps an appropriate moment to reconsider some of the broader aspects of art education, as well as the more topical implications of the GCSE examination.

Whilst by no means suggesting that creativity is absent from other aspects of the curriculum, subjects which are of an essentially creative nature differ in some significant ways from the majority.

To begin with there is no text book, no fixed 'corpus' of knowledge which the successful student must assimilate - rather, each student has the opportunity, through the development of visual awareness and creative skills, to explore and interpret not just the visible world, but also the world of ideas and imagination in her own way.

The educational value of the processes of creative learning is by no means limited to a "gifted" minority. Indeed, the ability to interpret the world, to organise ideas, to develop strategies for the practical resolution of open-ended problems - the qualities of imaginative thinking, mental and practical agility and adaptability, are vital aspects of any pupil's preparations for an increasingly challenging and changing world.

By the same token, the cultivation of judgement and discrimination in a learning context where there is no given "right" or "wrong" is of crucial importance for all kinds of "real life" transactions.

Focusing more closely on Art as a subject, it is generally accepted that in a man-made environment where visual messages constantly flow into the conscious and subconscious mind; visual 'literacy' - the ability to interpret visual stimuli, and to communicate visually - is as significant as numeracy or literacy in spoken or written languages. Moreover, department staff are firm in their belief that Art is as 'academic' a subject as any other on the curriculum, and wish to dispel any lingering myth that the subject represents a 'soft' option. Of no less importance is the intense personal satisfaction derived from the act of making - potentially - a life-long source of enrichment.

Our experience indicates that the aims and benefits outlined above are promoted and enhanced by the G.C.S.E. Art course. The Art Department offers OCR courses, and the students are entered for the Fine Art option (J171).

Much of the classroom work will develop from activities and skills with which most students are already familiar. However, there is naturally a degree of enhanced expectation in certain areas and these may be summarised in the following way:-

- Firstly, students are offered the opportunity of taking much more responsibility for their own programmes of work. Whilst the staff continue to offer a structured framework of activity, individual students may diverge in their approach to the set project. Work proceeds on a flexible basis and through a continuous processes of evaluation.
- Secondly, it is expected that staff and students will, where possible, make direct use of the 'real' world outside the classroom. This will include a visit to a major gallery of national importance in Year 10. With this in mind, the distinctions between classwork and homework become blurred and the resources of home, neighbourhood and the larger environment take on greater significance.

- Students will look at ways in which other artists have approached themes and issues which are under investigation in class. Discussions take place on the role of art and design in wider society. Students should make visual presentations based upon their research and in support of their own creative work.

At the end of the course students present a coursework portfolio. This submission, selected from each student's entire submission, carries 60% of the mark. The remaining 40% is allocated to a further piece, set externally by OCR and carried out under examination conditions. In the first instance, all work is assessed by the teachers and the assessment process is completed by visiting external moderators.

The Art Dept consistently achieves outstanding outcomes in the context of the whole school GCSE results: The Dept results are historically SIGNIFICANTLY above the whole school averages. Last year, for example, under the new 9-1 grading system, the Dept achieved 96% of grades at 9-7 – the highest across all GCSE subjects in the entire school. The school average was 71%. Taking results at A*-G from previous years the same picture is true: over the previous 5 years, (2013-2017) the whole school % of A*/A grades was 68% - very impressive. However, over the same 5 year period the Art dept average % of A*/A was a whopping 86%!! This is testimony to the hard work, endeavour but above all, ENJOYMENT that the pupils taking Art invest into securing these incredible results.

Looking ahead there are numerous career opportunities in art and related areas. Courses in further and higher education range from architectural courses, fine art degrees, to specialist design courses in fashion, textiles, graphic design, illustration, interior design, furniture design, product design, animation, television and theatre design, art teaching, administration and many more.

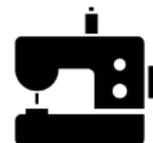
Moreover, it is vital to understand and appreciate that many universities value highly students who are able to think creatively and imaginatively 'outside the box' on courses which are far removed from the study of Art.

Past 'A' level students have secured places on Medicine and Dentistry courses, for example. Furthermore, many other students have secured places at prestigious Oxbridge and Russell Group Universities on a plethora of courses with Art as an integral part of their A Level appeal as open-minded and fully rounded students.

Taken as a 5 year average (2014-2018), the school average % of A*-B grades at A Level is 79%. The Art Dept results for the same period are an astonishing 99%!!

***All of the above should hopefully convince pupils and parents that, if you enjoy Art as a subject... THE QUESTION SHOULD NOT BE 'WHY TAKE ART?'
THE QUESTION SHOULD BE 'WHY WOUDN'T YOU TAKE IT?'***

ART & DESIGN: TEXTILE DESIGN



We will be following the AQA specification which offers a wide scope of possible practical outcomes through the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Overlapping areas and combinations of areas may be explored from the following areas of study:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

What is really important is that all work submitted is an original and creative 'personal response'

Assessment

Assessment is via 2 components, both termed as non-examination-assessment (NEA)

Component 1 *Portfolio - No time limit - 60% of final grade*

You will need to submit both:

A sustained project developed in response to an open choice of subject, theme, brief or task agreed with your teacher and appropriate to your preferred skill area(s). This should evidence the journey from initial engagement with an idea to the realisation of intentions. This will give you the opportunity to demonstrate, through an extended creative response, your ability to draw together different areas of knowledge, skills and/or understanding from across the areas listed above.

A selection of further work. This is carried out through exploration and project work in year 10 and will include sketchbook activities such as trials and experiments; skills-based workshops; responses to gallery, museum or site visits (we will have a gallery visit to London, Cardiff or St Ives to view artists work); work placements; independent study and evidence of your specific role in any group work undertaken.

Component 2 *Externally Set Assignment - Preparatory period followed by 10 hours of supervised time - 40% of final grade*

AQA will provide a choice of seven different starting points. You will need to select and respond to **one** of these and develop work which draws together different areas of knowledge, skills and/or understanding from across the areas listed above in a more focussed project. Your final product will be completed within the 10 hours of supervised time.



Business Studies examines the activities of local, national and international enterprises with the help of real world case studies. These case studies seek to answer a wide range of practical questions on all aspects of business including:

- Enterprise and Entrepreneurship
- Spotting a business opportunity
- Business aims and objectives
- Revenue, costs and profit
- Breakeven analysis
- Cash flow
- Sources of small business finance
- Ownership and liability
- Franchising
- Location decisions
- Marketing
- Business Plans
- Technology and business
- Introduction to the economy
- Growing a business
- Ethics, the environment and business
- Globalisation
- Making operational decisions
- Making human resources decisions

Subject relevance

There is no doubt that business decisions have an important effect on us all as consumers, employees and citizens. If we are able to understand the forces which influence these decisions then we place ourselves in a much stronger position in our everyday lives.

Business Studies seeks to offer a lively and relevant insight into business activities and therefore to help students to make the right choice as individuals.

In addition, GCSE Business Studies is a useful introduction for those students wishing to take Business or Economics at 'A' level.

There are 2 assessment units:-

Unit 1 Investigating small business. This paper is worth 50% of the overall mark.

Unit 2 Building a business. This paper is worth 50% of the total mark.

Both papers require a mixture of multiple – choice, short - and extended answers and data response questions.

Subject skills

The course assessment will together not only assess students' knowledge and understanding of business activities but will also test skills of numeracy, literacy, investigation, selection and interpretation of data. The use of I.T. skills is encouraged and can be extremely useful for analysing data.

Students will therefore have the opportunity to learn subject specific skills and to apply appropriate areas of expertise developed in other areas of the curriculum. Through Business Studies, students can gain a much better understanding of the social, economic and political environment in which they live. It is a subject which can be combined, like Economics, with a variety of other disciplines at A-level and, as such, can provide an essential practical foundation for a wide range of academic, professional and business careers.

**Examination Board – Eduqas**

The GCSE Computer Science course is intended to be of interest to a wide range of students including those intending to study Computer Science at AS or Advanced Level. Some of you may go on to follow a higher education course or career in Computer Science or an associated area. Those of you with other interests and aspirations can also benefit from the many transferable skills inherent in the study of Computer Science.

It builds upon the knowledge, understanding and skills established whilst studying Computing and IT at Key Stage 3, whilst developing widely applicable ideas and concepts and a theoretical framework into which these ideas and concepts fit. It encourages you to develop their critical thinking skills, to see the relationship between program designer and user, and the role of computational thinking skills within the world in which we live and provides opportunities to develop your Functional/Essential Skills, particularly those in problem solving, use of IT, application of number and communication.

**Unit 1: Understanding Computer Science
62.5%****External Assessment: 1¾ hours - 100 Marks**

This examination will assess understanding of the theory content of the specification with a mixture of short, medium and longer answer questions.

**Unit 2: Solving Problems Using
Computers 37.5%****External Assessment: 2 hours - 60 Marks**

This assessment consists of a series of tasks set and marked by Eduqas and completed on screen by you. These tasks will assess the practical application of knowledge and understanding.

**Unit 3: Developing Computer Solutions -
Non-Exam Assessment**

This non-exam assessment will give you the opportunity to develop a programmed solution to a problem. You will analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution.

Why study Computer Science?

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself, as an 'underpinning' subject across science and engineering, is growing rapidly. Young people need to develop skills that will enable them to pursue a career in Computer Science if they so choose, and which will also help them gain valuable skills for life - for example, in innovation, reasoning, logic, resourcefulness, precision, problem solving and clarity. These skills will enable them to become authors of computational tools rather than simply users. As adult workers, you will be applying for jobs that have not yet been invented. A good grounding in Computer Science will teach you how to deal with change later in life and play an active and effective role in the digital world.

The course in Computer Science will give a unique opportunity to gain an understanding of how computers work and to create and troubleshoot computer programs for real-life purposes relating to her own personal interests. Computer Science develops valuable programming and computational thinking skills, which are increasingly relevant to a wide variety of jobs. Employers want workers with an understanding of rigorous principles that can be applied to changing technologies.

This GCSE specification encourages you to explore how computers work and communicate in a variety of contexts. There will be ample opportunity for you to apply and consolidate your knowledge of computer programming by carrying out practical tasks that will develop your capacity for imaginative, innovative thinking, creativity and independence. You will develop the skills of design and evaluation, and you will test and problem-solve when errors occur in both your own systems and those of others.

Other additional information

You will need to have access to a computer for homework and for practising the work needed for both unit 2 and unit 3. The software you will need is free! So you will not need to purchase any additional software. You will be using the following programming languages and software, which will need to be installed on your computer: Greenfoot and Python, as well as a basic text editor – e.g. Notepad and finally Flowgorithm.

DRAMA



Examination Board – AQA

This course allows opportunities for students to:

- Develop performance skills to a high level.
- Create their own performance pieces from a variety of stimuli.
- Explore and perform different play texts.
- Analyse and evaluate 'live' theatre.

Year 10

During Year Ten, students work on acquiring fundamental performance skills, whilst creating exciting and sustained practical work. Accompanying the performance element of the course, students develop their written ability to analyse and evaluate drama. They study a variety of texts from a practical point of view, which they write about in the written exam at the end of Year Eleven. The majority of the work is practical, with students performing a number of pieces during this year in preparation for assessments at the end of Year Ten, and throughout Year Eleven.

Students will explore a range of different texts practically throughout Years ten and eleven. They will have the opportunity to see several 'live' performances throughout the course to enable them to develop an appreciation of performance skills in action.

Year 11

Practical Course Work (60%)

In Year Eleven, students create two practical coursework pieces for assessment: one scripted piece on a chosen text (20% of GCSE) and one devised piece, developed from a stimulus (40% of GCSE).

Written Examination (40%)

Drama students sit the written examination at the end of the Year Eleven. The students develop their practical writing skills throughout the course and will undertake written assignments alongside practical projects.

Why take Drama for GCSE?

The course allows students to develop their skills in performance, communication, research and creative processes. It is relevant for all students who wish to pursue a career in drama or media as well as those that require public speaking and group skills.



This is an exciting, new qualification which was introduced in September 2016 to replace all previous food-related GCSEs, and which is designed to be more skills-based with a very clear focus on nutrition and healthy eating. Through a range of engaging and practical activities it will equip our young people for their lives whilst also providing a core of knowledge which is advantageous if pursuing further studies in Science-related A levels and beyond, for example, Sport & Exercise Science, Medicine, Sport Biomedicine & Nutrition.

The examination board which we use is AQA, and students have access to on-line resources through Dynamic Learning, including tutorials and tests to consolidate their learning. We also put resources on SharePoint, which students can access via their school email account to use for more in-depth information and for revision.

In Year 10 students build up their knowledge of nutrition, healthy eating and dietary needs, and learn how to use an on-line nutritional analysis program, for which they have their own individual account. They also study the main food groups – meat, fish, eggs, dairy foods - and learn about the many functions of ingredients in recipes, not simply flavour, colour and so on, but also the chemistry and interactions of foods. Linked into the topics are a wide range of practical skills, designed to build on those already learned in Key Stage 3, in order that students become more confident and competent as cooks. Every student is expected to keep a Skills Log in which they can track their progress, and gradually build up a body of high level skills which they can demonstrate in the Food Preparation Investigation in order to attain a high grade. The course also teaches students about the importance of food provenance, environmental impact and sustainability to give them an understanding of how food security challenges can be met in the future. Students also study British and a further two international culinary traditions, for example, European and Asian. Safety and Hygiene is also taught as part of this course and students apply this knowledge throughout their practical work and also when planning for their final practical assessment as part of the Food Preparation Investigation non-examination assessment.

The assessment is 50% examination/50% NEA (Non-Examination Assessment), and it is graded using the new 1 – 9 system, with 9 being the highest grade attainable.

The examination is taken in May or June of Year 11 and is 1hr 45 minutes, consisting of 2 sections:

- Section A (20 marks) 20 multiple choice questions
- Section B (80 marks) 5 questions

Non Examination Assessment consists of 2 separate tasks:

Food Science Investigation (15% of total GCSE mark).

Topics are released on 1st September of the assessment year (i.e. Year 11) and change each year. Students choose one topic. The investigation should take around 10 hours of teaching time and focuses around working characteristics, functional and chemical properties of ingredients. The report produced by the student should be 1500-2000 words, plus charts, graphs, diagrams and photographs. An example topic might be: "Investigate what type of flour is best for bread making". The investigation is marked in school with a sample sent for moderation.

Food Preparation Assessment (35% of total GCSE mark).

Three topics are released on 1st November of the assessment year (i.e. Year 11). Students choose one topic. Topics will change each year. Research, planning, trialling and testing recipes, and writing up should take 20 hours, including 3 hours for the practical assessment which is carried out as a block, under examination conditions. This will be arranged in school, during the spring term – it is not a nationally implemented date. The report can be a maximum

of 20 A4 pages. The 3-hour assessment involves preparing, cooking and presenting three dishes to meet the chosen brief. It may not necessarily consist of a 3-course meal. Some examples of topics set are – dishes that would appeal to children and include fruit and vegetables; dishes based on a European cuisine; and dishes suitable for a person suffering from coeliac disease. The assessment is marked in school with a sample sent for moderation. Marks for both non-examination assessments will be submitted to the examination board in May.

The teaching and learning carried out in Year 9 is a good basis for the new course. At GCSE topics are explored in more depth and there are new text books to support students during the course, plus the previously-mentioned on-line resources which complement the resources provided by the examination board. Specimen assessment materials are also available in order to prepare students for the examination, and students are able to choose from a variety of revision guides which are available to purchase.



Why choose Geography at GCSE?

- You live in the world – why not find out more about the **challenges** and **opportunities** it offers, and how to get **involved**?
- This subject looks at the **issues** that are facing people in all parts of the world today, and asks how they might affect you as a **citizen of tomorrow's world** – and how you might be able to **influence** events
- Investigate issues of **resilience and sustainability** – will the Earth still be able to provide us with all the **resources** we take for granted now?
- How will **global warming** affect the world's population?
- How do we cope with ever growing **cities** and what challenges do they pose?
- What really causes 'natural disasters' like **floods, earthquakes** and **volcanoes**? How can people cope with them and build more resilient communities?
- Employers and universities recognise the importance of geography as it teaches so many transferable skills.
- You want to be able to learn skills that you can use in other subjects such as science, maths, history and PE.
- You will be taught by one of a team of teachers that are **experienced AQA examiners** and know exam technique inside out

Will I enjoy it? *You will enjoy this course if you want to study a subject that:*

- Provides an engaging and **real-world focus**
- Is **relevant** to the world you live in, and to your future
- Encourages you to discuss **current affairs**
- Focuses on the challenges of a **rapidly increasing world population**
- Involves **residential fieldwork** and **day visits**
- Is studied through **investigation and discussion**, not just listening and reading
- **Cares** and **understands** about the **environment** and **people** across the globe

There are three components in this specification (AQA):

Component 1: Living in the Physical Environment

- Hazards – volcanoes, earthquakes and tropical storms
- The living world – tropical rainforests and cold environments
- The physical geography of the UK – rivers and coasts

Written examination: 1 hour 30 minutes with a variety of question types (1-9 marks)

Component 2: Challenges in Human Environments

- Urban issues and challenges – UK and a city in a LIC
- The changing economic world – development gap and globalisation
- Resource management – focus on food

Written examination: 1 hour 30 minutes with a variety of question types (1-9 marks)

Component 3: Geographical Application

- Geographical fieldwork based in an urban and river / coast environment
- Decision-making exercise based on pre-release material

Written examination: 1 hour and 15 minutes with a variety of question types including a decision-making task (1-12 marks)

There is no Controlled Assessment or Coursework at GCSE Geography

Learning Outcomes if you take this course - You will be able to:

- Develop a very wide range of transferable skills.
- Develop your knowledge and understanding of geographical concepts and appreciate how they are relevant to our changing world.
- Develop your spatial awareness and appreciate the importance of the location of places and environments from local to global.
- Appreciate differing news of the world, in terms of environment, societies and cultures.
- Understand the significance of values and attitudes to the development and resolution of issues.
- Develop your responsibility as a “global citizen” and learn how to contribute to a future that is both sustainable and inclusive.
- Develop and apply your learning to the real world through fieldwork.
- Use geographical skills, appropriate technologies, enquiry and analysis.

After all, “without Geography, you are nowhere!”

“Geographers are the future of our planet”



Examination Board – Eduqas

Geology is a field-based, multi-disciplinary science that integrates the principles of chemistry, physics, biology and mathematics in the study of Earth processes and history, as well as the evolution of other planets in our solar system. Geologists study a broad range of topics including plate tectonics, glaciers, floods, groundwater flow – even dinosaur evolution.

Geologists are increasingly in demand to study and evaluate geologic hazards and natural resources such as oil and gas.

Who is likely to wish to study this subject?

Are you interested in global change, not just during historical time, but over the whole lifetime of the Earth? Are you interested in the origin and development of our landscape and in how plate tectonics control the surface features of the Earth such as earthquakes and volcanoes? Do you wonder how we can manage our natural resources more sustainably? Geologists are scientific detectives who try to reveal the past and the future of the Earth. Geology attracts people who wish to study the dynamics of the Earth we live on, its resources, and the most economic and sustainable way to use these resources.

Students who enjoy working outdoors, have a good scientific background, and are interested in understanding how the world around them works will find this field of earth sciences a rewarding area of study.

Unit 1 – Theory paper “Geological Principles” – On-Screen Examination
External Assessment 50%
1¼ hours - 80 marks

Unit 2 - Theory paper “Investigative Geology” – Written Examination
External Assessment 50%
1½ hours - 80 marks

Students will be expected to undertake fieldwork and laboratory experiments in order to develop their field observation and practical skills.

Why study Geology?

Geology is of enormous importance to the economy, and the role of geology as a discipline itself, as an ‘underpinning’ subject across science and engineering, is growing rapidly. Young people need to develop skills that will enable them to pursue a career in many different aspects of the Earth Sciences and Civil Engineering if they so choose, and which will also help them gain valuable skills for life - for example, in critical thinking, evaluation, reasoning, logic, resourcefulness, precision, problem solving and clarity.

Other additional information

This subject is an **additional subject**, taught in twilight lessons on a Tuesday after school. If your daughter is interested in taking this subject, please ask her to see Mr Neighbour to register her interest.

IF YOU WISH TO TAKE THIS SUBJECT PLEASE SELECT IT ON THE ONLINE FORM BUT NOTE THAT IT DOES NOT CONSTITUTE ONE OF YOUR MAIN OPTIONS CHOICES.



Pupils at Torquay Girls' Grammar School follow the Edexcel History syllabus for their GCSE course. This is not a tiered course. All pupils will be entered for the same examination. Studying History in Years 10 and 11 builds on the periods studied at Key Stage 3 as well as introducing new areas. Pupils may, therefore, have a welcome familiarity with some of the subject matter that they are required to study for GCSE.

The main elements to the course offer a breadth across several periods of history as well as both British and international studies:-

Paper 1: Thematic study and historic environment

Medicine in Britain, c1250–present

- c1250–c1500: Medicine in medieval England
- c1500–c1700: The Medical Renaissance in England
- c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain
- c1900–present: Medicine in modern Britain

A study of the historic environment:

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

30% of the total GCSE

Examination time: 1 hour and 20 minutes

Combination of knowledge and source based questions

Paper 2: Period study and British depth study

Depth study: The reigns of Richard I and King John 1189-1216

- Life and government in England
- Wars that England was involved in, including the Crusades
- King John and his downfall

Period study: Superpower relations and the Cold War, 1941–91

- The origins of the Cold War, 1941–58
- Cold War crises, 1958–70
- The end of the Cold War, 1970–91

40% of the qualification

Written examination: 1 hour and 45 minutes

Questions assess student knowledge and understanding of the two periods

Paper 3: Modern depth study

Weimar and Nazi Germany, 1918–39

- The Weimar Republic 1918–29
- Hitler's rise to power, 1919–33
- Nazi control and dictatorship, 1933–39
- Life in Nazi Germany, 1933–39

30% of the qualification

Written examination: 1 hour and 20 minutes

Questions are a combination of knowledge, sources and interpretations

Why choose History?

History is the subject on the curriculum which addresses itself most directly to the question of how our present society and its social and cultural attitudes, has emerged from the past. We hope that by studying a wide breadth of both British and international History the girls at this school will be better equipped as citizens to make the informed judgements that are necessary for participation in the democratic process. We further hope that a study of World History will better help them to appreciate the background to the disputes that occurred in the past between America and the Soviet Union and the difference between democratic and non-democratic systems of government. Perhaps the best reasons, however, for opting for History at this stage derive from a combination of genuine interest in the subject and a perception that the student is likely to do well.

History is highly regarded as a Humanities subject and blends in easily with other disciplines. People in all walks of life have degrees or qualifications in History. Recent statistics from Bristol University showed that graduates ended up in such varied careers as the Civil Service, Accountancy, the Navy, Management, Journalism, Advertising, Teaching and Law. An Historian therefore does not become a narrow specialist.

We also need to consider the subject with regard to changing work and lifestyle patterns. History is concerned with making informed judgements about people who have lived in the past. Most children have a shared curiosity about the past: their comics, television programmes and, for centuries, many of their games are evidence of this. The interest of adults is equally apparent; paperback sales, borrowing from public libraries, research on the Internet, enrolment in adult education classes, popularity of television programmes dealing with the past and visits to country houses and museums all bear effective witness to it. We in school can help in this searching for our own identity, in trying to seek out our "roots".

For those pupils who are considering a future course in History at 'A' level or who are considering taking a degree in subjects such as Law, Politics or History at University our current GCSE course provides a good grounding in the techniques and skills required for these disciplines.

MUSIC



Students wishing to study music should be hugely passionate about the subject. It is a fantastic opportunity to develop creative skills through composition and performance opportunities, as well as gaining a well-rounded understanding of how music works through the exploration of iconic pieces from a range of genres. Students should be committed to at least one instrument (this includes voice) and can demonstrate a performance standard of Grade 3. This may be achieved through sitting formal exams, or simply by having dedicated a significant amount of time to practicing the instrument. **If students would like to see if their skills fit the criteria, they should arrange a session with Miss Shaddick to showcase their chosen instrument.**

A range of extra-curricular activities are available to students. Those studying GCSE Music should prioritise these to widen their musical understanding:

- **Further performance opportunities:** to live audiences, in ensembles (particularly important for those who usually perform as soloists).
- **Concert participation:** students can experience first-hand how a concert runs effectively and the work that goes behind its success by participating in a music group that will perform at these events.
- **Opportunities to lead music groups:** students can gain fantastic skills through leading groups for other musicians. GCSE Music students often go on to running our Year 7 Choir in Year 12.
- **Widening repertoire:** students may discover new pieces of music that they wish to use for other performance opportunities.

Examining Board: AQA

Requirements for Coursework (60%)

The coursework is to assess your ability to compose original musical material in a traditional or contemporary idiom and to perform two pieces of music, one as a soloist, one as part of an ensemble. Composing **30%**, Performing **30%**.

Requirements of Examination (40%): Listening and Appraising Test 1 hour 30 mins.

Description of the course

Students explore **four Areas of Study (AoS)**. Through their exploration, students will develop an understanding of the organisation of sounds. Areas of Study for the whole specification are based on key periods and styles of music:

Area of study 1: Western classical tradition 1650 – 1910.

*Set work: Haydn: **Symphony 101 in D Major - The Clock. 2nd movement***

Area of study 2: Popular music.

Set work: The Beatles. Sgt. Pepper's Lonely Heart Club Band – 3 set tracks:

With a Little Help from my Friends, Within You, Without You and Lucy in the Sky with Diamonds

Area of study 3: Traditional music.

*Set work: Santana. Supernatural – 3 set tracks: **Smooth, Migra, Migra and Love of my Life.***

Area of study 4: Western classical tradition since 1910.

*Aaron Copland: **Saturday Night Waltz and Hoedown from Rodeo.***

Component 1: Understanding Music

The listening exam is split into two parts. The first part focuses on pupils responding to questions set using musical listening examples. The second part of the exam requires pupils to answer two questions based on the set works from the areas of study.

Component 2: Performing Music

Solo performance and Ensemble performance. The total length of performances must be a combined minimum time of four minutes.

Component 3: Composing Music

Two compositions to be submitted: **Composition 1:** Composition to a brief, **Composition 2:** Free composition.

A good grade at Music GCSE will enable all of the following careers to be possible:

This is an ideal course if you wish to go on to study AS/A2 Music, Performing Arts, Music Technology and as preparation for vocational courses in the music industry. Music teaching at Primary and Secondary levels, as a Community musician or as a private tutor for a particular instrument; working as a professional performer, as a session musician or in an orchestra; working as a sound engineer in the world of media eg: TV, film, theatre and radio.

The skills which students develop throughout the Music GCSE course indicate to employers and universities an ability to work and co-operate in a team; the dedication and hard work required to achieve a high level of ability on an instrument or voice; evidence that you are a well-rounded individual. In addition to this, UCAS now recognises formal examinations from Grade 6 and above and attribute UCAS points for these.



Board: Edexcel GCSE Physical Education - New specification starting September 2016

Component 1- Fitness and Body Systems 1

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

Written Examination

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions.

Students must answer all questions.

Calculators can be used in the examination.

90 marks 36% of GCSE

Component 2 - Health and Performance

- Health, fitness and well-being
- Sports psychology
- Socio-cultural influences
- Use of data

Written examination

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions.

Students must answer all questions.

Calculators can be used in the examination.

70 marks 24% of GCSE

Component 3 - Non Exam assessment:

Practical performance

Content overview

- Skills during individual and team activities
- General performance skills

Assessment overview

The assessment consists of students completing **three** physical activities from a set list.

One must be a **team** activity.

One must be an **individual** activity.

The final activity can be a **free** choice.

Students must participate in three **separate** activities.

Students will be assessed against set assessment criteria found in the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education practical performance assessment criteria* document on our website.

**Non-examined assessment: internally marked and externally moderated
30% of the qualification**

105 marks (35 marks per activity)

Component 4: Personal Exercise

Programme (PEP)

Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment overview

The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.

These will be assessed by the teacher and moderated by Pearson.

Non-examined assessment: internally marked and externally moderated

10% of the qualification

20 marks

Anyone considering taking this subject will need to be able to perform in a team activity and an individual activity to a good school/area/ county level and be able to maintain and improve these throughout the course. Activities performed to a high standard outside of school i.e. skiing, horse riding, swimming, may also be offered although video evidence would have to be collected.

Students should have been an active participant in school PE clubs representing teams, attending practices regularly and demonstrating a willingness to help and coach within the department. **A high level of performance is required to be successful in this subject due to the high percentage of marks awarded to the practical aspect of the course.**



Aims

The GCSE in Religious Studies aims to help pupils to:

1. understand a major part of human history and cultural heritage both in this country and worldwide,
2. describe and discuss the views of belief systems they may or may not share
3. develop their own personal beliefs and values,
4. form their own judgments.

It will encourage respect for moral and legal obligations and a concern for fairness and justice in society. It also contributes to international understanding in the world and to community relations within Britain.

The Value of Religious Studies

Religious literacy is increasingly important in our interconnected, global society. Religious Studies develops those skills which are needed in the study of any academic subject e.g. the ability to find out information, to use a variety of enquiry techniques and to handle and interpret evidence. A skill particularly developed by Religious Studies is an ability to understand and interpret the views of people who are from different traditions and cultures.

Careers

Religious Studies helps pupils to form their own beliefs and commitments, to be more critically aware of the beliefs of others and to develop a greater awareness of personal and social relationships. It will therefore be useful for careers that involve contact with and understanding of others. A qualification in Religious Studies is a very good background for social work, medicine, counselling, the civil service, business management, local government, the police, prison and probation work, legal work, teaching and personnel management in industry.

To gain a GCSE, students study two units, with each unit accounting for 50% of the total marks. Attainment is through two examinations of one hour and forty-five minutes at the end of year 11. Within the examinations, each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.

We will follow the AQA Syllabus A course. The units are 'The Study of Religions' and 'Thematic Studies':

The Study of Religions:

Christianity

- Key Beliefs
- Jesus Christ and Salvation
- Worship and Festivals
- Role of the Church in the Community

Judaism

- Key Beliefs
- Covenant and the Mitzvot
- Synagogue and Worship
- Family life and Festivals

Thematic Studies:

1. Theme A: Relationships and families.
2. Theme B: Religion and life.
3. Theme C: The Existence of God and Revelation
4. Theme F: Religion, human rights and social justice.



Instead of following the GCSE Combined Science: Trilogy course, which is offered as a Core Subject, students can use an option choice to take three separate science GCSEs:

AQA GCSE Biology
AQA GCSE Chemistry
AQA GCSE Physics

In addition to the Biology, Chemistry and Physics topics covered in the GCSE Combined Science: Trilogy course, students will study the following extension topics:

- **Biology:** culturing microorganisms; monoclonal antibodies; plant hormones and diseases; the brain; the eye; the control of body temperature; advantages and disadvantages of asexual and sexual reproduction; DNA structure; cloning; evolutionary theories; speciation; extinction; the impact of environmental change; energy flow between trophic levels; decomposition; food production.
- **Chemistry:** transition metals; nanoparticles; further calculations involving the mole in titrations and gases, atom economy and percentage yield; organic Chemistry, including the reactions of the alkenes, alcohols, and polymer; chemical and fuel cells; chemical analysis by ion identification and spectroscopy; the Haber process and NPK fertilisers; The uses of materials, such as polymers, ceramics, alloys and composites, and corrosion and its prevention.
- **Physics:** Moments, levers and gears; pressure and pressure differences in liquids; changes in momentum; reflection of waves; sound waves; waves for detection and exploration; lenses; visible light; black body radiation; insulation, fuses and circuit breakers; static electricity; loudspeakers; induced potential, transducers and the National Grid; gas pressure; hazards and uses of radioactive emissions and of background radiation; nuclear fission and fusion; space physics (solar system, stars, orbital motion and satellites; red shift).

Topics common to both GCSE Chemistry and GCSE Physics: models of the atom; relative charges of subatomic particles; atomic size and mass; electronic structure.

At the end of the course in Year 11, students will sit two examinations per science subject; these examinations will not only assess students' subject knowledge and understanding, but also their investigative skills developed during their normal science lessons. Each science GCSE will be awarded a separate grade.

Triple Science is particularly useful for those students wanting to continue with one or more science subjects at A level or are considering a science-related degree at university. It is possible for double science students to take A level sciences, but experience has shown that these students often struggle with the demands of the A level specification. There will therefore be a compulsory summer module for any double science students to complete to help them cover some of the missed subject knowledge to give the girls every chance to achieve their potential.

CAREERS EDUCATION AND WORK AWARENESS

The school is well aware of the important career decisions facing pupils during their school life and, as a result, careers education features as a regular part of the curriculum, formal and informal teaching occurs in Years 7 -13 and the material covers such topics as self-development, career management and career exploration, all of which prepare students for the choices they must make and the world of work beyond school. The aim of the careers programme is to provide pupils with information and ideas in as varied an approach as possible incorporating the use of outside agencies and employers, past pupils, role play, video films and careers literature of all kinds and resources on the Internet.

In the main school the task of teaching lessons is spread widely amongst a number of staff. In Year 7, 8 and 9 teachers start the programme within the Active Tutorial work scheme in their Reading Room lessons. Their contribution is particularly important at the time of the selection of Year 10 GCSE options and helps to support pupils as they make their choices.

Within the Year 10 Careers modules pupils have access to KUDOS, ICOULD and the UNIFROG programs and these have proved to be very useful in widening pupils' awareness of career opportunities, linking subject interests and abilities.

Apart from lessons other careers facilities exist to help the pupils in the school. In addition to the numerous career websites, careers literature and information is available in school. All pupils have access to our independent Careers and University Adviser, Mrs Caroline Tully. Caroline has many years' experience with grammar school pupils, and works extensively with years 11, 12 and 13. She will be available at the Year 9 Options choice evening, to discuss career or university issues.

Year 9 pupils can request a one-to-one careers interview with Caroline if they wish. It is also possible for students to make appointments with Mr Neighbour for further careers advice – his office is behind IT2.

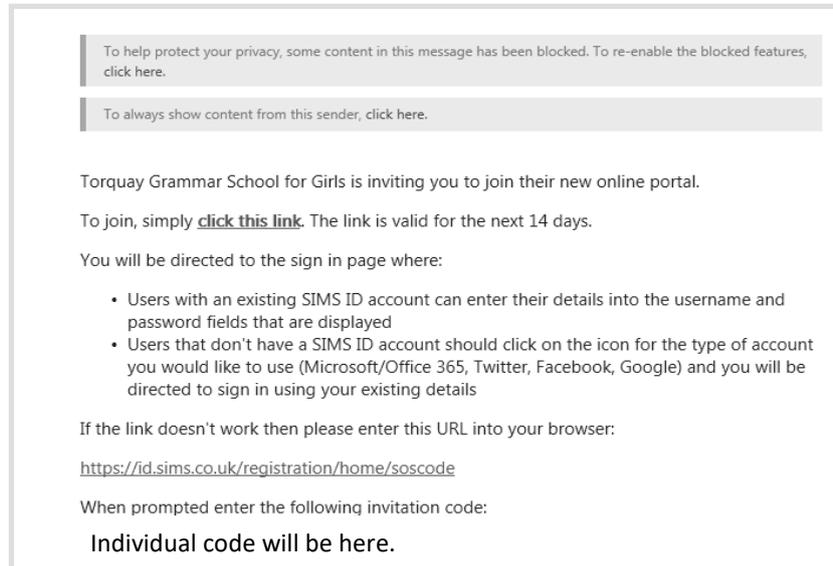
In years 10 pupils are encouraged to visit various places of work and to arrange work experience. Work experience is also encouraged throughout year 11 and the Sixth Form. In addition, attempts are made to hold meetings between staff and employers in schemes to promote "Links with Industry".

The main school Careers library provides access to a range of careers materials including video films and computer programmes including ICOULD, KUDOS, UNIFROG and other INTERNET facilities. Pupils should make use of these in their free time.

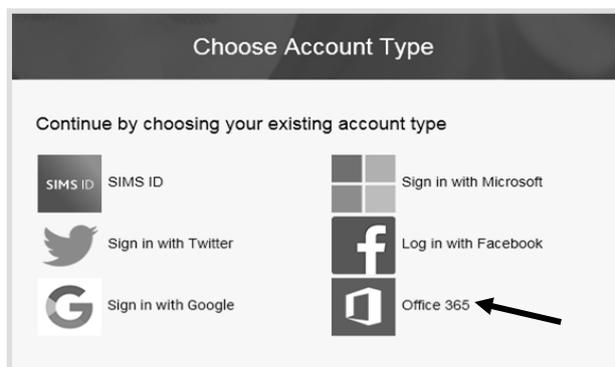
MAKING YOUR OPTIONS CHOICES USING THE ONLINE FORM

Students' instructions – Accessing the online system:

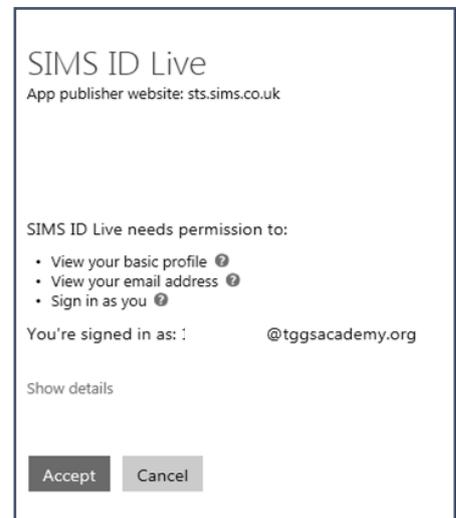
You will be sent a link via your school email account to enable you to access the Options Choices website. The e-mail will look like this:



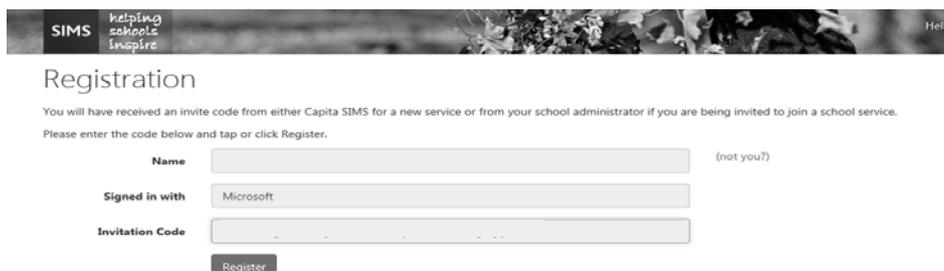
Once you have clicked onto the link you should choose your Office 365 school account and register using your school e-mail address and password. We strongly suggest that you tell the computer to remember you.



You will need to **Accept** SIMS ID Live



A SIMS registration page will come up prompting you to register. We suggest that, when prompted, you copy and paste your unique invitation code from your e-mail:



Finally, after entering your date of birth the system will take you back to the login screen. Once you have logged in again you will need to check that your details are correct and then, with the support of your parents, you will be able to start making your choices.

You can revisit your options and make any alterations up to the deadline by simply going to <https://www.sims-options.co.uk> clicking on



and logging in using your school e-mail and password.

Instructions for parents:

Should you wish, you can login to the online options system to oversee the options process. Currently, you are only able to view, not alter, the options that have been chosen.

1. Ensure that you are registered with SIMS Parent. Any issues here please contact dataoffice@tggsacademy.org.
2. Go to <https://www.sims-options.co.uk>. Sign in using the same credentials as you use for SIMS Parent, e.g: your Gmail username and password. We strongly suggest that you tell the computer to remember you.

Students' instructions – Inputting your options into the system:

There are four **Option** areas need to be thought about. We would strongly encourage you to discuss your potential options with your parents and your teachers. Please also ensure that you read the online explanatory notes.

Key points:

1. To take the "Fast-Track" Geology, you need to click on the button "**Geology GCSE Full 9-1 Course**" – Remember this is an additional subject and does not count as one of the option choices.
2. At least **one foreign language** from the **Modern Foreign Language** option block must be chosen.
3. At least **one humanities** subject from the **Humanities** block must be chosen.
4. To take more than one language OR more than one humanity then you can select the additional subject(s) in the **Option Block – two options** must be chosen here.
5. Ideally two **Reserve** choices are also selected.
6. With all option blocks clicking once on the subject name will select it as an option. Clicking it again will remove that option. Clicking on the Reserve button will pick that subject as your reserve. The right hand side of the screen will clearly show which subjects have been selected and by dragging and dropping you can alter your order of preference. This is especially important for your reserve options.

Remember: up to the Options' deadline you are free to login and make changes as often as you like. Just go to <https://www.sims-options.co.uk> each time.

Please note:

GCSE option subject viability is dependent on sufficient student numbers. If your first choice of option subject does not receive adequate interest and therefore cannot run, your reserve choice(s) will be used. However, unless Mr Twelves tells you to the contrary all your first choices will have been allocated.

Student Statement of Entitlement Careers Education and Guidance

As a student at Torquay Girls' Grammar School you will be entitled to participate in a comprehensive Careers Education programme, which will be implemented from Year 7 upwards. The programme will be delivered through citizenship lessons, reading room lessons, Computing & IT lessons and tutorials.

- develop ideas and awareness of self in relationship to abilities, aptitudes, interests, attitudes, values, skills, strengths and limitations;
- participate in suitable learning opportunities which will explore, process, test and record these ideas;
- acquire knowledge and awareness of opportunities, qualifications, routes ahead, occupational structures, progression, implications of choices;
- access these opportunities through Open Days, interviews, careers conventions, admission systems;
- identify strategies and tools for putting self-awareness and opportunity awareness together in order to make informed and reasoned choices (self-development, career exploration and career management)

Through the Careers Resources held within the School and those available through Unifrog, KUDOS (Cascaid) and icould, the School's commitment is to provide you with information that is:

- freely available
- accessible
- up-to-date
- accurate
- unbiased
- comprehensive
- of high quality
- at an appropriate level

You will have the opportunity to learn about the world of work which is linked to the curriculum.

Individual guidance will be available from specialist careers staff and professional advisers which is:

- impartial and free from institutional bias
- available at key decision times
- confidential