



Chelmsford County High School *for* Girls

**THE CURRICULUM
YEARS 10 AND 11**

2024 - 2026

"It is not enough to have a good mind; the main thing is to use it well." Rene Descartes

Curriculum vision

The vital concept which animates the CCHS curriculum is ambition. This is clearly communicated through the school vision – *developing the leaders of tomorrow*.

Curriculum aims:

- The pursuit of excellence
- Fulfilling individual potential
- Contributing to the local and global community

To realise the vision and aims requires institutionalised curriculum challenge, i.e. demanding and stimulating experiences across the school. Our challenge model has seven elements:

- Scheduled: habitual challenge, e.g. daily lesson activities
- Extension: amplified challenge, e.g. Parental Support Booklet activities
- Enrichment: deep challenge, e.g. Enrichment Day activities
- Overarching: cohesive challenge, e.g. Internationalism activities
- Excellence: examination challenge, e.g. GCSEs and A-levels
- Ancillary: complementary challenge, e.g. extra-curricular activities
- Innovation: novel challenge, e.g. special projects

Key Stage 4

To ensure that our students experience and benefit from a broad, balanced, and challenging Key Stage 4 curriculum, we provide a particular structure for the GCSE options process. We work hard to:

- preserve subject integrity and rigour
- develop further opportunities to enrich and challenge students
- capitalise on opportunities to highlight and develop our broad and balanced curriculum

Students build their GCSE programmes of study through a process of selection. The pages which follow will provide you with details on the content and assessment arrangements for these GCSE courses.

Mrs Cross - Deputy Headteacher, Academic.

ENGLISH LANGUAGE and ENGLISH LITERATURE

The study of English Language at GCSE and A-level is naturally of benefit in a wide variety of careers including the law, journalism and the media, education, and in any area where language skills are useful. The study of English Literature supports a wide variety of career and academic choices, and encourages open-mindedness, creative freedom and develops vital skills of analysis and inference.

Examination Board: English Language: AQA (8700)
English Literature: AQA (8702)

Derivation of Final Grade: Final assessment from exams, taken at the end of the two year course. There is no coursework for either English Literature or English Language.

Course Details:

English Language and English Literature are completely separate subjects: the girls will therefore receive two separate qualifications at the end of the process. The course is untiered: everyone is entered at the same level, and graded on a system of 9 – 1.

English Language	English Literature
<p><u>100% examination:</u></p> <p>Paper 1: Explorations in Creative Reading and Writing (1 h 45) (50% of GCSE)</p> <p>Section A: Reading (25%) Close analysis of one literature fiction text</p> <p>Section B: Writing (25%) Descriptive or narrative writing; one extended writing question</p> <p>Paper 2: Writers' Viewpoints and Perspectives (1 h 45) (50% of GCSE)</p> <p>Section A: Reading (25%) One non-fiction text and one linked literary non-fiction text</p> <p>Section B: Writing (25%) Writing to present a viewpoint</p> <p>Texts on the English Language papers involve a combination of non-fiction extracts and more 'literary fiction' from a range of 19th century and 20th century writing. Students must critically respond to these, considering key aspects of the extracts such as audience, purpose, language, rhetorical or figurative devices used, and analysing their effects upon the reader.</p> <p>The creative writing tasks require students to respond to an idea or theme triggered by the reading task – they must produce descriptive or persuasive prose.</p>	<p><u>100% examination:</u></p> <p>Paper 1: Shakespeare and the 19th-century novel (1 h 45) (40% of GCSE)</p> <p>Section A: Shakespeare: students will answer one question on <i>Much Ado About Nothing</i>. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B: The 19th-century novel: students will answer one question on Mary Shelley's <i>Frankenstein</i>. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p>Paper 2: Modern texts and poetry (2 h 15) (60% of GCSE)</p> <p>Section A: Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. We will be studying J.B. Priestley's <i>An Inspector Calls</i>.</p> <p>Section B: Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster, provided by AQA, which contains poems from 1789 – present day, including Romantic poetry.</p> <p>Section C: Unseen poetry: students will answer two questions: one question on one of the two unseen poems and one comparative question on both.</p>

Speaking and Listening is no longer a constituent element of the English Language GCSE. Instead, students are awarded a **Speaking and Listening Endorsement**. Speaking assessments consisting of a three-minute speech on a topic of the student's choice, followed by a period of questioning, are graded as either a **pass**, **merit** or **distinction**. This grade appears separately on a candidate's results letter.

MATHEMATICS

Examination Board: Edexcel (1MA1)

All students study GCSE Mathematics as part of their core programme of study.

Course Details:

There are 5 main areas that are examined as part of the GCSE course:

- Number (12-18%)
- Algebra (27-33%)
- Ratio, Proportion and Rates of Change (17-23%)
- Geometry and Measures (17-23%)
- Statistics and Probability (12-18%)

There is a strong emphasis on problem solving skills and the ability to identify what Mathematics is required to solve worded questions.

The students will receive greater detail of the topics that they are studying throughout the course via 'pupil sheets' highlighting the content they are to cover over the coming weeks. The Department divides the syllabus into 6 sections across the two years. The pupils are tested at the end of each section to give them a 'working towards GCSE grade' for that work. This also supports the preparation for final examinations in the summer of Year 11.

Derivation of Final Grade:

There will be 3 written papers, each of duration 1 hour 30 minutes, which will carry an equal weighting when considering the final grade:

Paper 1	Non Calculator Paper
Papers 2 and 3	Calculator Papers

There is no controlled assessment or coursework element for the final grade that is awarded.

Grades awarded will be: 9-1

The higher tier will allow students to access grades 9-4 and a '7' will be equivalent to an A grade.

Future Mathematics Education:

The GCSE course provides an excellent foundation for the Advanced Level Mathematics and Further Mathematics courses which are offered in our Sixth Form.

Students will also be offered the chance to complete the **Free Standing Mathematics Qualification** (FSMQ) if they are already working at a level 8 or 9 standard in the summer term of year 10. This is delivered weekly during lunch time lessons and the examination is entered privately by each individual student.

BIOLOGY

Examination Board: AQA (8461)

Derivation of Final Grade:

100% written examination.

Course Details:

Biology is about understanding how living organism's work. There have been many and rapid advances in our understanding of Biology over the last two hundred years. By applying that knowledge to medicine, agriculture, and ecology, for example, we are able to make the world a better place for the human population.

Students will begin to study GCSE Biology in Year 9 (starting with Ecology).

The course consists of the topics as outlined below:

	Topic
1	Cell Biology
2	Organisation
3	Infection and Response
4	Bioenergetics
5	Homeostasis and Response
6	Inheritance, Variation and Evolution
7	Ecology

The content will be assessed via two written examinations.

Paper 1 will test topics 1-4 and Paper 2 will cover topics 5-7.

Each examination will be 1 hour 45 minutes long and contribute to 50% of the GCSE grade.

The examinations will contain a mixture of multiple choice, structured closed short answer and open response questions.

Lessons and homework tasks will cover the requirements of the specification but will also go beyond this and therefore the course will provide an excellent basis for study of Biology at A-level. Biology is an important subject for many scientific careers when taken with other sciences, especially in medical and environmental areas. Biology requires logical thinking, analysis, and handling of variables, and will link in well with Arts and Humanities subjects.

Throughout the course there will be a variety of teaching and learning techniques used, including: group work, practical and dissection (optional), computer simulations and research. As much as possible, ideas will be made relevant to real life without oversimplifying the science behind what is going on.

Working scientifically is an integral part of being a scientist and includes practical skills, planning investigations, and analysing and evaluating data. These skills will all be taught throughout the course and will be assessed through the written examinations at the end of Year 11. There will be eight required practical activities that will be specified by the examination board that must be taught (and therefore could be tested as part of the written examination) but there will be many other opportunities for developing practical skills.

Mathematical skills will also be required and the ability to apply the mathematics learned in your normal lessons is expected.

CHEMISTRY

Examination Board: AQA (8462)

Derivation of Final Grade:

100% written examination.

Course Details:

Chemistry is a branch of physical science that studies the composition, structure, properties, and changes of matter. Chemistry and chemical processes are inherently behind every aspect of our daily lives and the study of these is integral to our understanding of the Universe.

Students will begin to study GCSE Chemistry in Year 9, (starting with Atomic structure).

The course consists of the topics as shown below:

Topic	
1.	Atomic structure and the periodic table
2.	Bonding, structure, and the properties of matter
3.	Quantitative chemistry
4.	Chemical changes
5.	Energy changes
6.	The rate and extent of chemical change
7.	Organic chemistry
8.	Chemical analysis
9.	Chemistry of the atmosphere
10.	Using resources

The content will be assessed via two written examinations.

Paper 1 will test topics 1-5 and Paper 2 will cover topics 6-10.

Each examination will be 1 hour 45 minutes long and contribute to 50% of the GCSE grade.

The examinations will contain a mixture of multiple choice, structured closed short answer and open response questions.

Lessons and homework tasks will cover the requirements of the specification but will also go beyond this and therefore the course will provide an excellent basis for study of Chemistry at A-Level. Chemistry is an essential subject for many scientific careers including Medicine, Veterinary studies and Dentistry.

Throughout the course there will be a variety of teaching and learning techniques used including: group work, practical and computer simulations and research. As much as possible, ideas will be made relevant to real life and industry without oversimplifying the science behind what is going on.

Working scientifically is an integral part of being a scientist and includes practical skills, planning investigations and analysing and evaluating data. These skills will all be taught throughout the course and will be assessed through the written examinations at the end of Year 11. There will be eight required practical activities that will be specified by the exam board that must be taught (and therefore could be tested as part of the written examination) but there will be many other opportunities for developing practical skills.

Mathematical skills will also be required and the ability to apply the mathematics learned in your normal lessons is expected.

PHYSICS

Examination Board: AQA (8463)

Derivation of Final Grade:

100% written examination.

Course Details:

Physics is the study of matter, energy, space and time. No aspect of our modern existence is untouched by the understanding and advancements developed by physicists. Albert Einstein once said that “the whole of science is nothing more than a refinement of everyday thinking”, and the learning of Physics helps us to understand the laws involved.

Students will begin to study GCSE Physics in Year 9. The course consists of eight topics as shown below:

	Topic
1	Forces
2	Energy
3	Waves
4	Electricity
5	Magnetism and Electromagnetism
6	Particle Model of Matter
7	Atomic Structure
8	Space Physics

The content will be assessed via two written examinations.

Paper 1 will test topics 1-4 and Paper 2 will cover topics 5-8.

Each examination will be 1 hour 45 minutes long and contribute to 50% of the GCSE grade.

The examinations will contain a mixture of multiple choice, structured, closed short answer and open response questions.

Lessons and homework tasks will cover the requirements of the specification as well as going beyond them, to provide an excellent basis for study of Physics at A-level. Physics is the door to a wide range of career opportunities in the field of medicine, engineering, space science, meteorology and climate change, law, finance, defence, etc.

Throughout the course there will be a variety of teaching and learning techniques, such as group work, practical, computer simulations and research. As much as possible, ideas will be made relevant to real life without oversimplifying the science behind what is going on.

Working scientifically is an integral part of being a scientist and includes practical skills, planning investigations, and analysing and evaluating data. These skills will be taught throughout the course and will be assessed through the written examinations at the end of Year 11. In addition to covering ten required practical activities specified by the exam board there will be plenty of opportunities in lessons for students to develop their practical skills.

Students will also be required to demonstrate their mathematics skills in GCSE Physics assessments. They will be expected to bring a calculator to lessons to make numerical problem solving less arduous, as answers within physical phenomena range from the very big, to the very small.

ART, CRAFT AND DESIGN

Examination Board: OCR (J170)

Derivation of Final Grade:

Controlled Assessment – Coursework Portfolio (60% weighting)

Only one body of work is required, split into two different projects.

Candidates are given approximately 45 hours, (15-18 school weeks as a guide) to complete the portfolio, a requirement common to all Awarding Bodies.

Centre-set starting points, briefs, scenarios and stimuli used (can be candidate led).

Externally Set Task (40% weighting)

Only one body of work is required.

Candidates have 10 hours of supervised, controlled time to produce evidence for the OCR-set task unit. There is now no set time limit for the preparatory period.

Course Details:

Art, Craft and Design is both a form of communication and a means of expression of ideas and feelings. It is a language which complements those of the literary, mathematical, scientific and factually based subjects, and is especially concerned with the development of those complex mental processes involved in visual perception and aesthetic experience.

The class work in Art, Craft and Design is a natural progression from KS3 and builds on that foundation to tackle a broad range of skills over the two-year course. Students are encouraged to develop visual perception and understanding, including the creative, imaginative and practical skills for working in arts, craft and design. The course aims to combine the necessary breadth and depth of study with the freedom of choice required to accommodate a wide range of abilities, material resources and staffing specialisms.

Areas of study include drawing, painting, and three-dimensional works, including sculpture, textiles and mixed media. A critical study relating to a gallery or exhibition visit is made and reference to the work of other practitioners supports and enhances class work throughout the course.

The Art, Craft and Design GCSE is a lively, challenging course where no single skill is valued more than another. Personal development of each individual's special aptitudes and interests is encouraged, resulting in confidence and a sense of achievement.

The Art A-level syllabus has also changed to link with the style of working at GCSE. The emphasis is on course work and personal projects and has its grounding in GCSE.

The subject has relevance to architecture, engineering, industrial design, theatre design, graphic design, illustrations, textiles and much more, in this "media" "consumer" age, giving the breadth of experience required by Universities.

The Examination is taken in April of Year 11. Students are required to produce a unit of work from conception to realisation over a fixed period of time. They are given open-ended starting points and are expected to develop ideas and preparatory studies during a fixed period of time before the examination and then bring their ideas to a final conclusion in a timed ten-hour examination which runs over a period of two consecutive days.

Candidates are expected to present for assessment **one body of work split into two projects**, in the form of a coursework portfolio. All studies that have been completed contribute to the realisation of the unit of work (sketch books, study sheets, experiments, maquettes, are included within the unit).

All work, including homework and Mock Examinations, contribute to the coursework portfolio. All work is marked internally by the department and a selection of both the coursework and examination is externally moderated.

COMPUTER SCIENCE

Examination Board: AQA – GCSE Computer Science (8525)

Derivation of Final Grade:

Paper 1 – Computational Thinking and Programming Skills – Written exam – 2 hours – 90 marks – 50% of GCSE

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills

Paper 2 – Computing Concepts – Written exam 1 hour 45 minutes – 90 marks – 50% of GCSE

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

Course details:

This exciting course explores the well-established methodologies of computing, alongside the technological advances which make it such a dynamic subject. A variety of teaching methods will be used, which will include whole class teaching, practical work, self-study, demonstrations, discussions, Cornell note taking, flipped learning using course specific videos. The course has a strong focus on developing problem-solving skills that can be applied to many situations not just those found in Computer Science. Students will develop a strong base understanding of the fundamentals of programming in a high-level programming language (Python) which can then be applied to other languages they may encounter in further education.

Computational Thinking and Programming Skills: This unit covers Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

Computing Concepts: This unit covers theoretical themes such as cyber security, data representation, databases and SQL, computer systems and networks, along with ethical, legal and environmental impacts. The paper has a strong focus on theory and understanding of the subject beyond programming skills.

Why pick Computer Science as an option? Steve Jobs (2013), “Everybody should learn to program a computer, because it teaches you how to think”.

You are growing up in a world where technology is evolving rapidly, creating new subject areas to explore and changing the way people work in every area from medicine and fashion to engineering and economics. Whatever your future career aspirations are it is vital to develop a grasp of the ideas and concepts that will shape your world. GCSE Computer Science explores the principles of digital technology and invites you to develop your skills in an area called computational thinking.

You have got to be able to think logically, solve puzzles and be tenacious when the going gets tough. It is also extremely creative, and you’ll get a real buzz out of getting something to work yourself, especially when programming. Before you can do the complicated stuff, you need to master the basics. Making a computer dance to your tune is a creative thing, but it is not easy. Computer Science will really make you think, and it will stretch your powers of logic and patience. You do not already have to be able to program and you do not have to want to go on to be a computer scientist to succeed on this course – you might just be curious about learning a bit more. The skills you will develop will be of enormous benefit in lots of other subjects.

DRAMA

Examination Board: AQA - GCSE (8261)

Course Breakdown:

Component 1: Understanding Drama – Written Examination

Component 2: Devising Drama – Practical Assessment

Component 3: Texts in Practice – External Practical Examination

Course Details:

The GCSE Drama course enables students to develop on their existing theatrical knowledge in a creative, collaborative and dynamic working environment. Lessons at GCSE adopt a practical approach to exploring the AQA GCSE content. While Drama is a highly creative course, and there is a good amount of practical work, learners will also need an appreciation and understanding of the academic literacies required to complete the written examination.

There is a great range of choice available to all students studying the GCSE Drama course. While the majority of students choose to select a performance-assessed pathway, for students who have interests in the technical elements of theatre, opportunities are available to be assessed on lighting, sound, set design or costume design, should this be desirable. While students may request to be assessed on non-performance strands, an understanding that practical performances will take place on a lesson-by-lesson basis, is required.

Students will study a range of different theatrical practitioners, explore a range of texts, and experience a variety of live theatre performances throughout the course. Students who wish to study Drama at GCSE must accept a commitment to rehearse for GCSE assessed performances beyond the confines of their lessons, be that after school or at lunch time.

Component Breakdown and Derivation of Final Grade:

Component 1	
What is assessed?	<ul style="list-style-type: none">• Knowledge and understanding of drama and theatre• Study of one set play from a choice of six• Analysis and evaluation of the work of live theatre makers
How it is assessed?	<ul style="list-style-type: none">• Written exam: 1 hour and 45 minutes• Open book• 80 marks = 40% of GCSE
Component 2	
What is assessed?	<ul style="list-style-type: none">• Process of creating devised drama• Performance of devised drama (students may contribute as performer or designer)• Analysis and evaluation of own work
How it is assessed?	<ul style="list-style-type: none">• Devising log (60 marks)• Devised performance (20 marks)• 80 marks in total = 40% of GCSE
Component 3	
What is assessed?	<ul style="list-style-type: none">• Performance of two extracts from one play (students may contribute as performer or designer)
How it is assessed?	<ul style="list-style-type: none">• Performance of Extract 1 (20 marks) and Extract 2 (20 marks)• 40 marks in total = 20% of GCSE

Course Benefits:

The course develops a number of transferable skills and is ideal for any student:

- who wishes to develop their interest, skills and enjoyment of drama through active participation in creating, performing and responding to theatrical productions
- who would like to use or develop their collaborative working skills
- who would like to develop their communication skills and confidence
- who wishes to study Drama and Theatre Studies at A-level.

FRENCH

Examination Board: Edexcel (1FR1)

Derivation of Final Grade:

Tests in each of the four Assessment objectives (Listening 25%, Speaking 25%, Reading 25%, and Writing 25%).

Thematic contexts:

The course covers six engaging and relatable topic areas.

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Most of the topic areas and French grammar concepts and types of assessment task have already been met during Years 7 – 9 and students generally find that they have a solid foundation on which to build their skills for life and careers in a global setting.

Examinations

Written Papers

There are 3 written papers: Listening, Reading and Writing. For the Comprehension papers, questions range from those requiring non-verbal responses, such as ticks and true/false answers to answers in English as well as a short dictation. All questions are set in English. The Writing Paper comprises 2 pieces of writing and a short translation from English to French.

Speaking test

Students perform one Read aloud task, a short role play in a transactional setting and discuss a picture stimulus. There is then a follow-on conversation based on the themes covered during the course. The oral is conducted at the end of the Spring term in Year 11.

Materials and Lessons

Lessons continue to offer a wide variety of engaging activities as we believe that language learning should be interesting, fun, and enriching. Students are encouraged to speak as much French as possible in pair and group activities and role-play situations, etc. In this way, they develop oral confidence and improve their fluency.

Students will use a range of resources specifically designed for the new GCSE specification. They will continue to develop their skills in situations they might encounter in France or in contact with French people, as well as deepening their understanding of French contemporary life and cultural heritage. Online resources, games and discussion feature regularly in lessons. There is a grammar workbook, for additional grammar practice and revision.

Extra-curricular

Throughout Years 10 and 11, French prefects are encouraged to contribute to our extra-curricular programme, e.g. by offering revision sessions to KS3 students and running the French film club. Y10 students studying French also have the opportunity to take part in a residential trip to Chateau du Baffy in Normandy in order to further develop their language skills and delve into French culture.

Future study and careers

At the end of the course, students will have acquired a level of fluency which can be put to practical use for holidays or future study and will have a solid basis on which to build should they wish to pursue their study of the language at advanced level. Students should be aware of the importance of studying more than one Modern Foreign Language. Many employers are now looking for people who are skilled in languages and it is possible to combine study of a foreign language with virtually any other subject at University. French is one of the official languages of the United Nations and also of the European Union. As well as being frequently used in business and political life, it is also spoken in a wide range of African countries, Canada and around the globe.

GEOGRAPHY

Examination Board: AQA (8035)

Derivation of Final Grade:

<p>Unit 1: Living with the Physical Environment Written Paper – 1 Hour 30 mins – 88 marks – 35%</p>	<p>The topics covered are:</p> <p><u>Unit 1: Living with the Physical Environment</u> Section A: The Challenge of Natural Hazards Section B: The Living World (Ecosystems, Tropical Rainforests and Hot Deserts) Section C: Physical Landscapes in the UK (River Landscapes and Glacial Landscapes)</p> <p><u>Unit 2: Challenges in the Human Environment</u> Section A: Urban Issues and Challenges Section B: The Changing Economic World Section C: The Challenge of Resource Management (including a focus on Water Supply Issues)</p> <p><u>Unit 3: Geographical Applications</u> Issue Evaluation Fieldwork</p>
<p>plus</p>	
<p>Unit 2: Challenges in the Human Environment Written Paper – 1 Hour 30 mins – 88 marks – 35%</p>	
<p>plus</p>	
<p>Unit 3: Geographical Applications Written Paper – 1 Hour 30 mins – 76 marks – 30% The fieldwork component for this unit is completed during a 4 day visit to the Snowdonia National Park.</p>	

Course Details:

The AQA specification enables a variety of approaches to teaching and learning, enabling a varied and engaging curriculum to be developed by the CCHS Geography department.

This exciting and relevant course studies Geography in a balanced framework of physical and human themes, providing opportunities to explore the links between them. Students will travel the world from the comfort of their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs), and lower income countries (LICs).

Topics of study include climate change, poverty, deprivation, global shifts in economic power, and the challenge of sustainable resource use – all of which are vital for understanding better the contemporary world in which we live. Students are also encouraged to understand their role in society, by considering different viewpoints, values, and attitudes.

Looking to the future, Geography provides many useful skills that are required in a variety of careers, particularly in relation to analysing and ordering information in its various forms. It is highly regarded by both higher education institutions and employers and has been identified as a ‘facilitating subject’ by the Russell Group universities. Certain aspects of the subject may also be used in specific careers, e.g. in planning, environmental management, travel and tourism, meteorology, civil engineering, or marketing.

GERMAN

Examination Board: Edexcel (1GN1)

There are new German and other MFL GCSE specifications for teaching beginning September 2024. Please see the details below or use the QR code.



[Introduction to Pearson Edexcel GCSE German, French and Spanish \(2024\) for students and parents \(youtube.com\)](https://www.youtube.com/watch?v=...)

Qualification at a glance:

Speaking 50 marks, 25%	Listening 50 marks, 25%	Reading 50 marks, 25%	Writing 50 marks, 25%
15 mins prep time Higher Tier: 10-12 mins exam	Higher Tier: 60 mins 5 minutes reading time included	Higher Tier: 60 mins	Higher Tier: 1 hr 20 mins
Read aloud [new for 2024] Role play Picture task and conversation [students to choose theme in advance]	Listening Dictation [new for 2024] 3 listens [new for 2024]	Reading Translation into English	Two writing responses Translation into German

Speaking exams will take place with class teacher April/May of Year 11, Listening, Reading and Writing papers are sat at the end of Year 11.

Course Details: Six contemporary and cultural themes

- *My personal world – family, friends, relationships and equality*
- *Lifestyle and wellbeing – physical and mental wellbeing, food and drink, sports*
- *My neighbourhood – places in town, shopping, the natural world and environmental issues*
- *Media and technology – music, TV, film, social media and gaming*
- *Studying and my future – school and future opportunities*
- *Travel and tourism – transport, accommodation and tourist attractions*

Lessons and Materials:

In lessons, all students are encouraged to speak as much German as possible by doing pair work, group work and role plays. Being able to engage in conversations enhances the students' communication skills and their ability to think on their feet; we are lucky to usually have a German language assistant who leads small group practice. During Years 7-9, the students will have already encountered most of the topic areas, examination skills and grammar; these will be revised and extended in KS4. We use the Stimmt textbook and Grammar & Translation Workbook, and we always aim to use new and up-to-date materials which foster European awareness, an open mind, and deepen their understanding of modern life and cultural heritage in German speaking countries.

Extra-curricular Activities:

Students enjoy their language learning experience, and in Year 10 can take part in the long-established German school exchange with our partner school in Backnang. Throughout Years 10 and 11, German prefects are encouraged to contribute to our extra-curricular programme, e.g. by offering revision sessions to KS3 students and running extra-curricular lunchtime activities.

Future Study and Careers:

At the end of the course, students will have acquired a level of fluency, which can be put to practical use and provide them with the ability to analyse and interpret language. They will have a sound basis on which to build for studies at A-level. Modern Languages are an essential tool in the world of work today and open many opportunities in a wide variety of fields such as commerce, engineering, banking and law. Many university courses offer modules in a foreign language. With Germany's strong economy and its vital role in scientific research, engineering and innovation, German is one of the most important European languages.

HISTORY

Examination Board: AQA (8145)

Derivation of Final Grade:

Paper 1:

- Understanding the Modern World
- Examination of 2 hours
- 50% of GCSE

Paper 2:

- Shaping the Nation
- Examination of 2 hours
- 50% of GCSE

Course Details:

History: Understanding the Modern World and Shaping the Nation

The course builds on and extends the work covered throughout KS3 and forms an excellent basis for further study at A-level. The following topics will form the focus of what we cover:

- Period Study - Germany, 1890-1944: Democracy and dictatorship
- Wider world depth study - Conflict and tension, 1918-1939
- Thematic study - Britain: Power and the people: c.1170 to the present day
- British depth study including the historic environment - Elizabethan England c.1568-1603

The course enables students to gain an understanding of the complexities of modern society, and of events as they occur, by studying aspects of the political and economic developments during the twentieth century. By looking at the roots of problems students will be in a better position to understand their outcome. Students also gain a deeper understanding of the development of democracy in this country, essential knowledge for any potential leader of tomorrow! A focus on a major British female leader, Elizabeth I, will not only give students the chance to study a key period of major changes in British history, but also the chance to study a remarkable woman. The practical element of looking at the historical environment is a very exciting new development, as this will develop the skills of examining the relationships between historical events in the Elizabethan period and an actual historical site.

On top of this, History GCSE also concentrates on some of the key historical techniques and skills employed by historians: change and continuity; cause and consequence; and the comprehension, interpretation, and evaluation of historical sources. Students are encouraged to understand how the past has been represented and interpreted, and that historical conclusions are liable to reassessment in the light of new evidence. The practice and development of these analytical and evaluative skills, through a variety of teaching strategies, helps students to prepare for A-level courses, particularly History.

An understanding of the human past and human behaviour, coupled with the historical skills of interpretation, evaluation, and communication, makes History a highly regarded GCSE in many areas, for example: accountancy, banking, law, management, social work, and teaching.

LATIN

Examination Board: OCR (J282)

Derivation of Final Grade:

50% Language – One written paper; 100 marks; 1 hour 30 mins.

50% Literature – Two written papers; 50 marks each; 1 hour each.

Course Details:

The course builds upon all the skills introduced and practised in Years 8 and 9. It enables students to have a richer appreciation of their own society and culture by gaining a deeper insight into the Romans.

The Language element of the course is familiar to students from their prior studies, being assessed via translation and comprehension from Latin into English, alongside some knowledge of derivations and grammatical comprehension. This is achieved via continuing study of the *Suburani* coursebook alongside an internally-produced Grammar booklet to collate and organise the key linguistic requirements of the GCSE course.

The Literature element allows students to engage with extracts of authentic Latin texts, both poetry and prose, translating them and developing the skills to analyse the authors' intentions and stylistic techniques.

At the end of the two-year course students should be able to:

1. demonstrate, with vocabulary support, an understanding of unprepared passages of Latin by: a) translation, b) comprehension.
2. show an understanding of the composition of the language through answering questions on accident & syntax.
3. demonstrate knowledge of some prepared Latin literature by:

either translating an extract or showing a response to the content of the passages and an understanding of the author in his historical and literary context.
4. show some knowledge of the life, history, and customs of Roman people, and to appreciate the similarities with, and differences from, their own.

The course is designed to provide both a satisfying experience in its own right and a sound basis for further study. Latin is the key to many aspects of the modern world.

It helps us:

- 1) to understand more English words and spell them correctly
- 2) to succeed in many careers involving technical language
- 3) to learn French, Italian and Spanish
- 4) to find out about the origins of our civilisation
- 5) to make more sense of the world today.

European literature today still turns to classical writers for inspiration, and much of our knowledge of early European History depends upon documents written in Latin.

Consequently, Latin not only combines well with a variety of academic subjects, but it is highly valued by employers and university admissions tutors.

MUSIC

Examination Board: Eduqas (WJEC)

Music is an extremely enriching and valuable academic subject. It is well-documented that through the study of music self-confidence, behaviour and social skills can be improved alongside academic areas such as literacy, numeracy, and language development. The study of music at CCHS is enjoyable, creative, and a valuable experience that helps to prepare students for further education and beyond.

Lessons will be divided between performance, composition, and historical study, with an emphasis on developing aural skills, whilst ensuring practical music making and analysis is at the heart of everything we do.

Derivation of Final Grade:

Listening to and Appraising Music (Externally assessed)	40%	Written paper on unprepared listening and two set works
Composing (Internally assessed then moderated)	30%	One free choice composition and one other chosen from a series of briefs set by the examination board.
Performing (Internally assessed, then moderated)	30%	A minimum of two performances, one solo and one ensemble of approximately grade 3 (ABRSM) (at the end of the course)

Course Details:

The course encourages students to become informed performers, skilled composers and understanding listeners. The course builds on skills developed in Year 9.

Listening Paper

Assessment is through a terminal examination marked by external examiners. Candidates explore the history of Western Classical Music, film music and popular music, as well as music from other cultures. Students focus on two particular set works chosen by the examination board. Students will answer questions on these works and on unprepared listening examples, focusing on the ability to identify and analyse music from a variety of cultures and times.

Composition

Following a series of lessons introducing the concepts of composition, students will compose two original works. They will have set composition briefs to choose from should they find this helpful, or they may choose another style they are comfortable with.

Performance

Students are required to showcase their performing skills by playing a minimum of two pieces (minimum combined length of pieces must be 4 minutes duration):

- One solo
- One ensemble

PHYSICAL EDUCATION

Examination Board: AQA (8582)

Physical Education is an engaging and challenging subject which allows you to delve into the theoretical understanding of how the human body moves & works, why people participate in physical activity, the effects of commercialisation & technology on sport, ethical & socio-cultural issues, the importance of nutrition, hydration & having an active, healthy lifestyle, while developing and enhancing your physical performance.

Derivation of Final Grade:

Paper 1 – The human body & movement in physical activity and sport

78 marks – Written examination of 1 hour & 15 minutes

30% of GCSE

Paper 2 – Socio-cultural influences & well-being in physical activity and sport

78 marks – Written examination of 1 hour & 15 minutes

30% of GCSE

NEA – Practical performance in physical activity and sport

100 marks – Practical performance, analysis & evaluation

40% of GCSE

Course Details:

The human body & movement in physical activity and sport

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

Socio-cultural influences & well-being in physical activity & sport

- Sports psychology
- Social-cultural influences
- Health, fitness & well-being
- Use of data

Practical performance in physical activity and sport

- Practical performance in 3 different physical activities (1 team, 1 individual & 1 of either)
- Analysis & evaluation of performance to bring about improved performance (written)

It would be beneficial for students to participate in extra-curricular clubs & school teams and where possible in clubs outside of school.

GCSE PE combines well with a variety of academic subjects such as sciences, humanities and psychology, along with developing a variety of transferable skills such as decision making, psychological understanding, analysis and evaluation. It allows a sound basis for continuing on to A-level studies and many universities courses.

RELIGIOUS STUDIES

Examination Board: AQA – GCSE Religious Studies A (8062)

Derivation of Final Grade:

100% written examination.

There are two examination papers that you will sit at the end of Year 11. Both papers are worth 50% each of the final mark. Throughout the course you will complete regular past paper practice that will ensure you become confident and efficient in your examination technique.

Course details:

This is a dynamic and challenging exploration of the controversial issues that shape our world and much public debate. Students will investigate in depth, matters discussed in forums as diverse as the media, the law courts, the Houses of Parliament and amongst their friends and family. As they study these challenging topics they will think about diverse religious viewpoints.

Unit 1: The study of religions: beliefs, teachings and practices

Students will study and consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They will gain an understanding that the religious traditions of Great Britain are, in the main, Christian, but that in modern times Great Britain is religiously and culturally diverse. As required by the government, students will explore the teachings of two religions; at CCHS we have chosen to deliver the Christian syllabus and Buddhism syllabus. Students will be required to reflect upon and critically analyse the beliefs, teachings and practices of Christianity and Buddhism. This will enable them to approach the world around them with a comprehensive understanding of two contrasting belief systems.

Unit 2: Religious, philosophical and ethical studies

Students will consider Christian, Buddhist, philosophical and ethical arguments along with their impact and influence in the modern world. They will reflect upon different perspectives on the issues studied, within and/or between the two religions, as well as non-religious views. They will learn to demonstrate their understanding of religion through the application of teachings from religion and beliefs and through specific references to sources of wisdom and authority including scripture and/or sacred texts as appropriate.

Theme A: Relationships and families <ul style="list-style-type: none">• Sex, marriage and divorce• Families and gender equality	Theme B: Religion and life <ul style="list-style-type: none">• The origins and value of the universe• The origins and value of human life
Theme C: The existence of God and revelation <ul style="list-style-type: none">• Arguments for the existence of God• Revelation and Enlightenment	Theme D: Religion, crime and punishment <ul style="list-style-type: none">• Religion, crime and the causes of crime• Religion and punishment

Why pick Religious Studies as an option:

Students will gain an understanding of the beliefs and values people are motivated by and so gain a sharper focus on the world around them. They will need an enquiring mind, an appreciation of different viewpoints, and an ability to come to clear, balanced decisions they have researched carefully.

Religious Studies is increasingly popular at both GCSE and A-level. The content of such courses has changed dramatically over the years to ensure students develop a holistic approach to their studies and become fluent in the art of academic debate. Universities believe this kind of study is excellent in providing students with the knowledge and skills necessary for a wide variety of degrees such as Medicine, Law, Philosophy, History, Politics, and Economics.

SPANISH

Examination Board: Edexcel (1SP1)

Derivation of Final Grade:

Tests in each of the 4 assessment objectives (Listening 25%, Speaking 25%, Reading 25%, and Writing 25%).

Course Details:

The key subject aims are to enable students to develop:

- an understanding of Spanish in a variety of contexts
- a knowledge of Spanish vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in Spanish
- an awareness and understanding of countries and communities where Spanish is spoken
- an appreciation of the enjoyment and intellectual stimulation involved in language learning and to provide a basis for further study.

The course covers the following six thematic contexts:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

These topics and their sub-topics will be explored and reviewed during the course, integrating the grammar and vocabulary in a systematic way. A variety of sources and materials will be used in order to focus the teaching according to the needs of the students on an accelerated course.

Examinations:

Written Papers

There is a Listening, a Reading and a Writing paper. A variety of question types are used to test comprehension in the reading and listening papers, ranging from multiple choice, multiple response to short answers in English. The Reading paper also includes a translation task into English and the Listening paper includes a dictation task. In the Writing paper, students are required to complete three questions: two writing responses with a choice of two options for each question, and a translation into Spanish.

Speaking test

The oral is conducted at the start of the summer term of Year 11. It consists of three tasks: a read aloud task, a role play in a transactional setting and a picture description task with a follow-on conversation.

Future study and careers:

Spanish is truly a world language, having the second highest number of native speakers in the world (after Mandarin) and is the second most studied language after English. The course will provide students with a strong basis with which to approach further study in the Sixth Form and beyond. Success in an accelerated course such as this will also highlight your abilities and adaptability as a linguist, a skill highly sought-after by employers.

This will be an accelerated two-year GCSE course and will be suitable for students who have an interest in learning languages and wish to expand their knowledge of Modern Foreign Languages beyond the French and German that they study at Key Stage 3. Students choosing to follow the course will enjoy the challenge of embarking on a new language journey and the ability to apply the language skills they already have to their learning of Spanish.

CCHS CITIZENSHIP PROGRAMME

International Context

Principles (1 and 4) of the United Nations Convention on the Rights of the Child provide an international inspiration for work relating to young people:

Principle 1 - *“States parties shall respect and ensure the rights set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s parents or legal guardian, race, colour, sex, language, religion...national, ethnic or social origin, poverty, disability, birth or other status.”*

Principle 4 - *“States parties shall assure to the child who is capable of forming his or her own views the rights to express those views freely in all matters affecting the child, the view of the child being given due weight in accordance with the age and maturity of the child.”*

National Context

All schools are required by law to promote the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

A CCHS student, Ayesha, articulated the following reflection on these values:

“Here at CCHS, we not only embrace British values, but truly celebrate them and encourage others to respect and enjoy them too. We strive to work hard to improve ourselves, our community and beyond – never forgetting our place in the diverse and globalised society in which we live. As a school, we love to learn and grow – with the seeds of excitement, enthusiasm and encouragement we cannot fail to blossom to our individual potentials. We celebrate diversity in all its forms, not only respecting and tolerating people of different faiths, and of no faith, cultures and beliefs, but also learning from them. We place individual liberties and respect for the rule of Law at the very heart of our democratic values – we may live as individuals; but can never forget the fabric of society of which we are an integral part. We refuse to neglect those in crisis or in need of help. With humility, we look back at our humble beginnings at school and with excitement; we look forward to our future in taking our place as Leaders of Tomorrow – serving humanity with the principles of excellence and compassion, wherever life may lead us.

School Context

As part of our [change@cchs](#) initiative, we work to promote:

- understanding
- co-operation
- respect
- civility

We support our students, through their interactions with each other and with members of staff, as members of CCHS community, to understand the values which animate our school ethos (vision and aims). Those relating specifically to the concept and experience of citizenship are:

Developing the leaders of tomorrow (school vision) – **Citizenship**: inspiring students to think for themselves and to act for others.

Contributing to the community (school aim 3) – **Duty**: ensuring students always conduct themselves with civility and compassion, supporting each other and looking beyond themselves.

Our Objectives

Through everyday behaviour, we are determined to make face-to-face interactions a force for:

- respectful exchanges of ideas
- broadening horizons
- forging lasting friendships

Through online behaviour, we are determined to make social media interactions a force for:

- positive engagement
- supporting one another
- celebrating successes

Our Commitments

How are our students able to have their voices heard?

- Form discussions
- change@cchs initiative
- Student Voice
- Sixth Form Council

How can our students appreciate the variety of cultures and heritages in our school?

- Engagement in lessons
- Assemblies
- Music Concerts, School Productions and Dance Shows

How can our students share their ideas with confidence and dignity?

- ‘Stand Up, Speak Out!’
- Assemblies
- House Debating
- Public speaking competitions and the Jack Petchey ‘Speak Out’ project

How can students listen to and understand different points of view?

- ‘Listen and learn’ mindset
- The art of disagreement

How can students take responsibility for the predictable consequences of their actions?

- Celebrating role models by understanding their qualities
- A zero-tolerance approach to all forms of discrimination

CCHS PSHE and WELL-BEING PROGRAMME – A LIFE WELL-LIVED

Our PSHE and well-being programme aims to fulfil all the statutory requirements of delivering PSHE and more. We take guidance from the PSHE Association, many professional organisations, and external agencies. We are passionate about developing strong and independent women, who can confidently take their place in the world. We allow a safe space to discuss all of the issues covered on the programme and encourage our students to develop confidence with their own intellectual and social abilities, including public speaking and developing grit and resilience.

Emotional intelligence and discernment is a strong theme that runs through the programme to support the students as they develop a deeper understanding of themselves and the world that they live in. Our programme is also aligned with the school aims and vision. Our aim of developing the Leaders of Tomorrow is borne out, as we actively prepare the students to developing their leadership characteristics, so that they can go on to lead in whichever field that they choose.

The three main themes are:

1. Health and Well-being
2. Relationship and Sex Education
3. Living in the Wider World - economic wellbeing, careers, and the world of work.

The programme at KS4 will cover the following:

For Year 10

- Relationships & Sex education
- Perfectionism
- Study skills.
- Mental Health & Emotional Wellbeing
- Health awareness.
- Internet Safety
- Speaker: Samaritans.

For Year 11

- Extremism and Radicalisation.
- Sex education – pregnancy, families, abortion & sexting.
- Risk taking.
- Introduction to Sixth form – talks, options & sixth form fayre.
- Careers advice including introducing Unifrog platform.
- An educational theatre company will also deliver a powerful drama about road safety.

Methods of learning include discussion and debate, film, presentation, role play and written work.

PHYSICAL EDUCATION

Key Stage 4 Core PE:

In Key Stage 4 students are given the opportunity to expand and develop the fundamental skills they have learned in Key Stage 3. The two-year KS4 programme allows students to pursue the activities they particularly enjoy and learn new skills through an Option Scheme which gives each student the opportunity to choose a personal programme from a wide range of familiar and new activities. In order to maintain a balanced programme, there are some compulsory activities. All students will complete the CCHS Lifesaving Award and CCHS Sports Leaders Award courses which will be internally assessed and certificated.

Compulsory activities:

- Athletics
- Health Related Fitness
- CCHS Life-Saving Award
- CCHS Sports Leaders Award

Options:

Autumn & Spring Terms

- Badminton
- Basketball
- Dance
- Football
- Handball
- Lacrosse
- Table Tennis
- Tag-Rugby
- Trampolining
- Volleyball
- Water polo

Summer Terms

- Cricket
- Rounders
- Tennis

Chelmsford County High School *for Girls*

Super Curriculum

We are delighted to introduce our exciting array of Super Curricular Courses specifically designed to ignite the passion for learning in our students. These optional courses are crafted not only to deepen their understanding and love for various subjects but also to offer an opportunity for additional qualifications that can set them apart in the academic landscape.

Our Super Curricular Courses go beyond the standard curriculum, providing an enriching and intellectually stimulating experience for students who seek to expand their learning beyond the GCSE curriculum. Whether a child has a natural affinity for a particular subject or is eager to explore new realms of knowledge, these courses offer a dynamic platform for growth.

Here are a few key features of our Super Curricular Courses:

1. **Passion-Driven Learning:** Our courses are tailored to cater to the intrinsic interests of students. We believe that a genuine love for a subject is the most potent motivator for academic success.
2. **Holistic Development:** In addition to gaining in-depth knowledge, students will develop critical thinking, problem-solving, and research skills. These courses aim to nurture well-rounded individuals ready to face the challenges of the future.
3. **Qualification Enhancement:** For those students looking to bolster their academic achievements, our Super Curricular Courses offer the opportunity to gain additional qualifications. These can be a valuable asset in future academic pursuits.
4. **Subject Expertise:** Our courses are led by experienced and passionate educators who are committed to fostering a positive and engaging learning environment. They are dedicated to nurturing the intellectual curiosity of each student.
5. **Flexible Learning Options:** Engage in our Super Curricular Courses driven by a love of learning; the pursuit of additional qualifications is entirely optional. Students can decide later in the course whether to enter for the formal qualification.

We believe that education should be a journey of exploration and self-discovery. Our Super Curricular Courses are designed with this philosophy in mind, aiming to inspire a lifelong love for learning in our students.

CORE RELIGIOUS STUDIES

Super Curricular: The Higher Project Qualification (HPQ)

All students take part in our Core Religious Studies course where students explore and research a SMSC project of their choosing. Guided by subject experts, they are given the opportunity to enter their project for the formal HPQ (Higher Project Qualification).

Examination Board: AQA – Level 2 Higher Project (7992)

There are some issues that are not only provocative and exciting to discuss, but society benefits from wide ranging dialogue about them. In core Religious Studies students will have the chance to engage with 21st century religious, philosophical, and ethical issues such as human cloning, prejudice, terrorism and animal rights. This course is rigorous and encourages mature thinking and dialogue.

- In Year 10 these lessons are attended by all students who will follow the Level 2 Higher Project syllabus. Students will then be given the opportunity to decide if they wish to make a formal submission of their project for external assessment: which will be awarded in the summer exam series.
- In Year 11 students will study the philosophy of free will and applied business ethics. This is delivered through PSHE lessons. There is no formal assessment.

Students considering taking GCSE RS will find Core RS stimulating. We ensure that course material does not overlap.

What is the higher project qualification (HPQ)?

The (HPQ) requires students to carry out research on a religious, philosophical, or ethical topic that they have chosen that is not covered by their other qualifications. They then use this research to produce a written report and presentation. A student can take inspiration from something studied in class or something completely unrelated to their studies.

How is the Higher project delivered?

Projects are overseen by project supervisors. The supervisor guides their student through the process; they do not guide the content or unduly influence the outcome of their research; this is all down to the independent work of the student.

How will the higher project enrich your learning?

The HPQ is the perfect way to extend and develop beyond the material studied in class and offers students an opportunity to explore their passion for a subject.

Students will discover the joys of independent learning, take responsibility for their own study, and develop new life and study skills.

The specification is designed to provide a clear structure within which all learners can:

- develop transferable and core skills to apply in a future workplace, apprenticeship or further study.
- become inquisitive and independent learners.
- experience new areas and methods of study, including how to plan and review their progress.
- if needed, use ICT and appropriate technologies with confidence.

Super Curricular: Additional Mathematics (FSMQ)

Exam Board: OCR (Level 3 certificate)

Examination Details: 6993

- **Paper 1: 100% of qualification, 100 marks, 2 hour calculator exam.**

Course Details:

The FSMQ builds on the skills, knowledge and understanding acquired during the GCSE (9–1) course. It consists of four main ‘pure’ mathematics topics, each of which contains an ‘applied’ dimension, and two numerical topics, all underpinned by an Algebra section.

The content is arranged by topic area statements that each have a unique reference code. The content is separated into 7 sections; however, links are made across sections, and we teach the content in the order we feel best aligns with the students GCSE curriculum.

Rationale for study:

- It will allow learners to experience the directions in which the subject is developed post-GCSE (9–1)
- It provides an excellent preparation for A level study in maths and further maths.
- It provides an enriching and challenging course of mathematical study for those following a non-mathematical A level course without having to follow a full AS course.
- It will provide a springboard for future progress and achievement in a variety of subjects and in future employment.
- It attracts up to 10 UCAS points in the new tariff.
- It is a simple assessment model, which consists of one two-hour examination, with no non-examination assessment.

Entry details:

Students will be given the opportunity to sit an entrance exam for this qualification in the summer term of year 10. This will enable the students to make an informed decision about whether the additional workload and difficulty of this qualification is appropriate for them to commit to.

We will recommend a minimum target grade for this entrance exam, but it is not a restriction on entry, as this is a voluntary arrangement and a privately entered qualification (families will be required to pay for the examination entrance).

We highly recommend that only students who have consistently achieved a grade 8 or 9 in their year 10 assessments consider taking on this course.

When and how is it taught:

We currently have 2 options for students to choose from to attend classes for the FSMQ: lunch time on a Tuesday or lunch time on a Thursday. This will last for the whole hour and is taught by an A Level maths teacher.

In January of year 11, you will be given a checkpoint assessment, and from this you can make an informed decision on whether to pay the entrance fee and complete the qualification in the summer.

Super Curricular: Ancient History

Exam Board: OCR

Examination Details: J198

- **Paper 1: Greece and Persia-** 50%, 100 marks + 5 SPAG, 2 hours.
 - **Period Study:** Persian Empire, 559- 465 BC
 - **Depth Study:** Alexander the Great, 356–323 BC
- **Paper 2: Rome and its Neighbours-** 50%, 100 marks + 5 SPAG, 2 hours.
 - **Period Study:** The foundations of Rome: from kingship to republic, 753–440 BC
 - **Depth Study:** Cleopatra: Rome and Egypt, 69–30 BC

Course Details:

This course assumes no previous experience or study of the ancient world at any level, though our students will be familiar with some concepts due to their study of Latin in years 8 and 9. Sessions will run after-school on a Friday, over two years.

From the 7th century BC to the 1st century BC, we will be exploring the Mediterranean and Middle East, and the complex interactions between cultures over time. The GCSE will touch on economic, political, cultural, social, religious, and military histories, as well as exploring the nature and origin of the discipline of history itself. We will be exploring the formations of civilisation, the origins of different political systems, the impacts of empire, great men, and women, and how this still impacts us and the modern world.

Our period studies of Persia and Rome will compare and contrast two very different empires, with different impacts on the world and different ways of viewing each other; as well as their impact on creating the western world. Our depth studies will provide pupils with the opportunity to study two renowned historical figures, Alexander the Great, and Cleopatra. Alexander is seen as history's best general, admired by Caesar and Napoleon; he is also one of the earliest historical figures to be considered to have a homosexual relationship allowing pupils to explore LGBT history. Cleopatra is arguably the most famous queen in history and shows us the ways that women in power have been presented across time.

Ancient History allows for a wide range of sources- while we will be looking at historical accounts, we will also be looking at objects such as coins and statues, letters, and epic poems. This allows pupils to understand how many ways the past has been represented and interpreted, and the nuances to any particular 'truths' that may exist.

By opting in to this extracurricular, students will be engaged in pursuing their own curiosity, and have a greater feeling of independence. They will develop soft skills such as time management (due to having to ration their time with an extracurricular) and resilience (by opting into an extracurricular GCSE and making a commitment to themselves to engage in the GCSE). They will also be gaining important cultural capital to engage in other subjects more deeply.

Ancient History is not a frequently offered subject in state education with approximately 0.1% of GCSE age pupils taking the Ancient History exam, so this provides a way to excel outside of the usual boundaries; although, the content and skills used in Ancient History provides support for History, English Literature, Latin, Geography, and Religious Studies. Ancient History historically has been taken by those who are leaders, including many politicians, military leaders, and philosophers, so will be beneficial to the leaders of tomorrow!

Year 9 Options (March 2024)

Guidance

To ensure that our students experience and benefit from a broad, balanced, and challenging curriculum, we provide a structure for the selection of GCSE options.

SIMS Options Online will allow students to build their programmes of study through a process of selection, making decisions across MFL, Humanities, Additional and Open choices.

All courses are run subject to staffing and timetable requirements, as well as student numbers.

Submitting your Options Form

The online options form will be activated on **Friday 8th March 2024**. This year we will be using **Options Online**, which will be accessed using the **SIMS Parent App**. Parents will receive an email on this day, which will provide instructions for the completion and submission of the options form. Completed online options forms need to be submitted by **Wednesday 27th March 2024**.

If you have a curriculum query prior to the submission of your option choices, please do not hesitate to contact Mrs Cross, Deputy Headteacher jcross@cchs.co.uk

If you have a technical query during the submission process, please contact our IT colleagues: icthelpdesk@cchs.co.uk

Deadline for submission – Wednesday 27th March 2024