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Your GCSE choices made simple
YOUR CORE SUBJECTS

• You must take:
  
  o the **core subjects** of English Language, English Literature, Mathematics and the Sciences.

  o **at least one Modern Language**. This could be French or it could be Italian, Mandarin Chinese or Spanish if you are studying any of these this year. **You could choose to continue two languages by choosing a language as one of your subject options.**

• All **Science** lessons will continue to be taught as separate Biology, Chemistry and Physics lessons with subject specialist teachers and you will continue to work towards separate qualifications in Biology, Chemistry and Physics during the I Junior year. It may be appropriate for a small number of pupils to work towards the Science (Double Award) qualification instead. This decision is normally taken in the II Junior year.

• You will also have non-examined lessons in:
  
  o PE
  o PSHE
  o Private Study
YOUR OPTIONS

• In addition to the core subjects you will normally **choose a further three optional subjects** from the list below.

  o Art and Design
  o Classical Greek
  o Computer Science
  o Dance
  o Drama
  o French
  o Geography
  o History
  o Italian
  o Latin
  o Mandarin Chinese
  o Music
  o Religious Studies
  o Spanish

• We will try to accommodate all choices but some combinations of subjects may not be possible to timetable. We may need to set minimum or maximum numbers of pupils for some subjects.

• You will have **four lessons per week** for each of your optional subjects.

• Full details of what study of each subject involves are included in this booklet.
## YOUR SUBJECTS: AN OVERVIEW

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lessons per week</th>
<th>GCSE qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>IGCSE English Language and IGCSE English Literature</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>IGCSE Mathematics</td>
</tr>
</tbody>
</table>
| Science                 | 3 per Science plus 1 additional Science lesson          | IGCSE Biology<br>IGCSE Chemistry<br>IGCSE Physics or IGCSE Science (Double Award)*
| Modern Language         | 4                | IGCSE French or GCSE/IGCSE* Italian or GCSE/IGCSE* Mandarin Chinese or IGCSE Spanish |
| Three optional subjects | 4 per subject    | GCSE or IGCSE as appropriate<br>See page 37             |
| PE                      | 4                | Not examined                                            |
| PSHE                    | 1                | Not examined                                            |
| Private Study           | 4                | Not examined                                            |

* All pupils continue to study IGCSE Biology, Chemistry and Physics during the I Junior year. It may become appropriate for a small number of pupils to work towards the Science (Double Award) qualification instead. The decision as to whether this is appropriate will normally be made in the II Junior year.

* See note on page 9 about Reforms to GCSEs
CHOOSING YOUR SUBJECTS

- Choosing GCSE subjects can involve difficult decisions. Talk to your parents, your subject teachers and your form tutors. If you are thinking ahead to university or a career, this may have some influence on your choice but do remember that universities are often very flexible. In general universities will be more interested in your GCSE grades than in the number of different GCSE subjects you take. In short: do not sacrifice quality for quantity.

- The important thing is to choose subjects you enjoy, because you are likely to do well in them.

- Some GCSE subjects are not offered at A-level (eg Computer Science, Dance and Mandarin Chinese).

- You will make your GCSE choices in the second half of the Lent term.

REFORMS TO GCSEs

- GCSE qualifications are in the process of being reformed.

- Some GCSE subjects are being reformed from September 2017 (for the examinations in Summer 2019) and examination boards are in the process of publishing their final, accredited specifications.

- This means, once these final specifications are published, that some of the subject information for Italian and Mandarin Chinese may change slightly from the details provided in this booklet.
Subject information

CORE SUBJECTS

Everybody takes English Language, English Literature, Mathematics and Science
English Language and English Literature

Since September 2007, we have been teaching the Cambridge International GCSE specification for English Language and English Literature. Both staff and girls have found this a very stimulating and flexible course, equipping the girls with the skills needed to write with accuracy and sophistication and helping instil a lasting enthusiasm for literature. Although English Language and English Literature are taught simultaneously throughout the Junior College, they are examined as separate subjects and each is awarded a grade at the end of the course.

**English Language**

Studying for English Language involves reading a variety of texts and practising writing in many different styles. It develops an understanding of the nuances of language and the ways in which writers use words to give information, describe, persuade, argue and — in some circumstances — manipulate. It requires grammatical accuracy, an appreciation of English as a global language, and an awareness of the many different contexts in which English is written and spoken. You will be required to summarise material, look closely at the effects of writers’ choices of words, and argue points vigorously. Most importantly it gives you the opportunity to write creatively and to develop your own imaginative view of the world.

The English Language course culminates in one examination. Apart from this two-hour paper, you will also submit a folder of coursework which accounts for 50% of the final mark, demonstrating your own ability to write with flair, imagination and precision.

**English Literature**

This involves the study of a wide range of literary texts: plays by Shakespeare, of course, but also works by modern poets, dramatists and novelists. The set books include works from a very wide range of cultures, eras and styles. While most lessons will involve studying a written text, you will find that there is also an opportunity for much lively discussion in class. The critical views of everyone are appreciated.

For English Literature, you work towards two examinations: one on drama and another on prose and poetry. You will also have the chance to explore writers in depth in your coursework folder which accounts for 25% of the final mark, and there is plenty of opportunity to write about poems and stories that you yourself particularly admire.
Mathematics

Objectives
Mathematics as a core subject has a continuing syllabus in the first five years of secondary education. The objectives of the department are to enable all pupils to achieve their full potential in the Junior College. All girls will be taking the IGCSE exam at the Higher level with the Edexcel examination board.

Topics covered
The IGCSE mathematics syllabus has four main sections:

- Number
- Algebra
- Shape, Space and Measure
- Handling Data

Homework
All students in the Junior College are given three homeworks per week.

Exams
There are two examination papers which are taken at the end of the II Junior year. Students are allowed calculators in both papers. Each paper accounts for 50% of the final mark.

Other GCSE subjects that this subject goes well with
Anything that has any use of numbers.

Areas of study in future years for which this subject is essential
Many career choices require GCSE mathematics at C grade or above as a qualification and it is also a requirement for most University courses, even those not directly related to Mathematics or Science. For instance, there is a significant amount of statistics required for courses such as Economics and Business Studies. A good grade in Higher Mathematics at GCSE or IGCSE is certainly required for successful study at A Level in Mathematics or a Science subject.
Science

The main objective of the department is to enable all pupils to achieve their full potential in science in the Junior College. Science as a core subject has a continuing syllabus that builds upon the knowledge learnt in previous years. Girls study science throughout the Junior College with separate lessons in each of Biology, Chemistry and Physics.

We study the Edexcel examination board IGCSE syllabuses for Biology, Chemistry and Physics. The department aims to enter all girls for triple award science, which would provide three separate IGCSE grades; one for each science discipline. However, if a student finds the course and workload particularly challenging, then we have the flexibility towards the end of II Juniors to enter the student for the Edexcel IGCSE double award science option. This would require a reduced amount of theory to be learnt and only three rather than six examination papers to be answered. However, this option would provide only two IGCSE grades, resulting from a combined total of their performance in their Biology, Chemistry and Physics examinations.

Homework
All science groups will be given three homework activities to complete each week; one each for Biology, Chemistry and Physics. Each homework task should last 45 minutes.

Coursework
There is no coursework in science.

Exams
Students studying triple science will each sit two examination papers for Biology, Chemistry and Physics, at the end of the II Junior year. The first paper is 2 hours and accounts for 61% of the final mark; the second paper has an emphasis on triple content, lasts just 1 hour and 15 minutes, and accounts for the remaining 39%. Students who have been entered for double award science sit just the first 2 hour examination paper in Biology, Chemistry and Physics. Each paper accounts for 33% of the final mark.
Subject information

MODERN LANGUAGES

Everybody takes at least one Modern Language (French, Italian, Mandarin Chinese or Spanish) and a second language can be chosen as one of your options
French

Why continue with French?
French is a beautiful, complex and sophisticated Latin language, spoken by more than 70 million people as a first language. It is the third most important language for UK citizens to be able to speak, according to the British Council, in economic, cultural, social and business contexts. Top universities and employers value and welcome linguists; the more modern languages, the better!

What will I be studying?
The topics areas studied include: everyday activities, personal and social life, the world around us, the world of work and modern issues affecting the French-speaking and wider world. In addition to your lessons in the II Junior year you will also have a weekly conversation lesson with our ‘assistante’. You will also have the opportunity to broaden your cultural horizons through outings to the cinema, galleries, including a Wallace Collection visit conducted in French, and the theatre, as well as through authentic resources used in class. There is grammar and vocabulary to learn, but there are lots of other things besides. All students will sit the Linguistics Olympiad and discover the exciting links between different languages. Language laboratory lessons at this level are exciting and will also help you develop independent listening and learning skills, particularly by making use of the extensive list of internet resources made available to language students.

How is it assessed?
We do the IGCSE French course which means that there is no coursework or controlled assessment. You will do an oral examination late April or early May of the II Junior year and there will be three further examinations at the end of that year which will assess your listening, reading and writing skills.

Is it for me?
Languages are a great asset in so many different university courses and careers so we would recommend that you do two. If you decide you only want to do one modern language and cannot decide between the two, then go with your instinct – it is important to love the language you study!
Italian

Why continue with Italian?
Think of Italy and you think of..... pizza, pasta, ice cream... but also fabulous art, music, literature and architecture, football, beautiful seashores and landscapes. Italian is a beautiful, exciting Latin language and is also the seventh most important language for UK citizens, according to the British Council, in economic, cultural, social and business contexts.

Top universities and employers value and welcome linguists; the more modern languages, the better!

What will I be studying?
The topics areas studied include: everyday activities, personal and social life, the world around us, the world of work and modern issues affecting Italy and wider world, such as environmental concerns. You will also have the opportunity to broaden your cultural horizons through outings to galleries and the cinema, as well as through authentic resources used in class. There is grammar and vocabulary to learn, but there are lots of other things besides.

Language laboratory lessons at this level are exciting and will also help you develop independent listening and learning skills, particularly by making use of the extensive list of internet resources made available to language students.

The specification for languages is similar for all examination boards and involves making use of four practical skills: listening, speaking, reading and writing. In Italian, it is most likely that you will be prepared for the CIE IGCSE syllabus: this will be confirmed when examination boards have published the final versions of their specifications.

You will be given Italian magazines and occasionally shown films in Italian. All students will sit the Linguistics Olympiad and discover the exciting links between different languages.

Is it for me?
Languages are a great asset in so many different university courses and careers so we would recommend that you do two. If you decide you only want to do one modern language and cannot decide between the two, then go with your instinct – it is important to love the language you study!
Mandarin Chinese

Why continue with Chinese?
Chinese is the most spoken language in the world with over 900 million native speakers; with English and Chinese you will be able to communicate with around a fifth of the world’s population! It is an exciting challenge to learn such a different language and the great news is that Chinese gets easier as you learn it! It is also the seventh most important language for UK citizens, according to the British Council, in economic, cultural, social and business contexts.

China also has a fascinating culture which is there for you to discover. Imagine being able to travel along the Great wall of China, though Xi’an to see the terracotta warriors, down to the rice terraces and the karst mountains in the south…

What will I be studying?
In Chinese you will be studying topics such as hobbies, holidays, food & festivals plus important cultural or social elements of China, such as how they approach environmental issues.

Although there is a lot of vocabulary to learn, Chinese grammar is very simple – no verb tenses or agreements so we can spend more time working on writing the characters and fluency in speaking. Language lab lessons at this lesson are also exciting and the girls can work independently or in groups to develop listening and learning skills using the resources available on the internet and by the school. There will be trips to China Town, art galleries and perhaps even China itself! Equally, all students will sit the Linguistics Olympiad and discover the exciting links between different languages.

How is it assessed?
The specification for languages is similar for all examination boards and involves making use of four practical skills in a separate examination: listening, speaking, reading and writing. In Mandarin, it is most likely that you will be prepared for the EdExcel IGCSE syllabus: this will be confirmed when examination boards have published their final versions of their specifications.

Is it for me?
Chinese is different as opposed to difficult and our results have, so far, been excellent. There is no reason why you can’t all continue to (I)GCSE and achieve the same fantastic results yourselves. Studying Chinese will open many doors for you – don’t waste this exciting opportunity.

Jia you! (go for it!)
Spanish

Why continue with Spanish?
Spanish is a beautiful, complex and sophisticated Latin language, spoken by more than 400 million people as a first language. It is the most important language for UK citizens to be able to speak, according to the British Council, in economic, cultural, social and business contexts. Top universities and employers value and welcome linguists; the more modern languages, the better!

Imagine being able to travel from Mexico, via the Caribbean, through Amazon rain forests, across the Andes, up to Machu Picchu, the lost city of the Incas, down to Antarctica, talking to everyone along the way. How wonderful and useful – and Queen’s girls have done just that!

What will I be studying?
The topics areas studied include: everyday activities, personal and social life, the world around us, the world of work and modern issues affecting the Spanish-speaking and wider world, such as environmental and health issues. You will also have the opportunity to broaden your cultural horizons through outings to the cinema, galleries and the Cervantes theatre in London, as well as through authentic resources used in class. There is grammar and vocabulary to learn, but there are lots of other things besides. All students will sit the Linguistics Olympiad and discover the exciting links between different languages.

Language laboratory lessons at this level are exciting and will also help you develop independent listening and learning skills, particularly by making use of the extensive list of internet resources made available to language students.

You will be given Spanish magazines and CDs to listen to and occasionally shown films in Spanish. There is a fabulous homestay trip to Cartagena, which is a great way to explore Andalusian culture and improve your Spanish.

How is it assessed?
The EdExcel IGCSE specification for Spanish involves making use of four practical skills in a separate examination: listening, speaking, reading and writing; each skill counts for 25%.

Is it for me?
Languages are a great asset in so many different university courses and careers so we would recommend that you do two. If you decide you only want to do one modern language and cannot decide between the two, then go with your instinct – it is important to love the language you study!
Subject information

YOUR OPTIONS

Everybody normally takes a further three optional subjects, one of which could be a second modern language
Art and Design

‘Art is not what you see, but what you make others see.’ Georgia O’Keeffe

Why study GCSE Art and Design?
- You want to be creative and imaginative and have a particular love of Art
- You would like to continue to develop your skills
- You like problem solving in a practical way
- You enjoy learning about artists, designers, illustrators and sculptors
- You have an interest in an Art based career

What will you study?
GCSE Art and Design lets you explore your creative side! The course is completely practical including the examination at the end of the course.

During the course you will:
- Explore a variety of different starting points.
- Be introduced to new skills, techniques and materials.
- Create a portfolio of art work that includes painting, drawing, sculpture, mark-making, photography, ICT, printmaking and textiles.
- Develop your style as an artist.
- Learn how to develop your ideas, evaluate and review your work
- Get to explore art history, old and new.
- Go on trips to galleries.

How is it assessed?
We follow the Edexcel GCSE syllabus in Art and Design. It is divided into two parts, coursework and examination. The coursework is worth 60% of your overall grade and the examination is worth 40%. The coursework is one large portfolio of your best work created over the two years and the examination is a two day practical examination with a preparation period of approximately 8 weeks. Both the coursework and the examination are marked against the four following objectives:
DEVELOPING IDEAS          REFINING IDEAS          RECORDING IDEAS          PRESENTING A PERSONAL RESPONSE
Classical Greek

Why Greek?
Greek leads to the study of some of the world’s greatest philosophers and political thinkers, the first historians, writers of tragic and comic plays, epic poetry about gods and heroes, statues, paintings, architecture…

Is it too much to do both Latin and Greek?
No. Greek goes especially well with Latin, because after doing language work in one language you will recognise it in the other. The Romans drew inspiration from the Greeks, so it helps us understand their culture too.

What is the work like?
It is intellectually demanding, which is why it is an impressive qualification of course, but if you have coped with and Greek in Class 1, you should have no difficulties if you organise your time well. Like Latin, Greek demands memorising of vocabulary and grammar. You need to be able to weigh up possible interpretations. You need to be able to analyse the effects of poetry and style, and you need to write short essays. It is both a language and a humanities subject.

We carry on with ‘Greek to GCSE’, which introduces key figures like Socrates and Alexander the Great. As with Latin, we prepare set texts. We translate passages together in lessons, study the authors’ style, and discuss the issues that arise from the literature.

- Poetry: Homer’s story about Odysseus and the princess Nausicaa, reading the original Greek text so that you can feel the poetry and enjoy the humour.

- History: a few of the bizarre and comic stories by Herodotus (the father of history).

The extras
There are excursions to museums and Greek plays, you can be in the Queen’s Greek performances, go on the trip abroad, write for a classics magazine, help with our antiquities cabinet, and join in the Queen’s College Classics Society events.

Other advantages
Classicists go on to a surprisingly wide range of top careers. Greek is also useful for medicine because of the technical vocabulary, for mathematics because of the logical thinking, and for theology and philosophy because the original versions of the New Testament and the works of Plato and Aristotle were written in Greek.
Computer Science

Why study Computer Science?
Computing is complementary to, but quite different from, Information Communication Technology (ICT).

ICT is using computers and applications made by other people. Computing is about understanding computers and designing applications for others to use.

Computing has had an immense impact on the modern world within which we live. Job prospects in this field are exciting, rigorous and intellectually vibrant. Yet, there is a shortage of Computer Science graduates, particularly female, and we are experiencing a global skills shortage.

An understanding of Computer Science enables students not to just be educated users of technology, but future innovators capable of designing new computers and programs. Without this understanding we are simply users; dependent on the knowledge of others.

Computing teaches logical reasoning, algorithmic thinking, design and structured problem solving - all of which are particularly valuable concepts and skills well beyond the classroom. While studying, you will gain awareness of the resources required to implement and deploy a solution and how to deal with real-world and business constraints. These skills are applicable in many industries; from science and engineering to the humanities and business.

It is difficult to name a career which does not require an understanding of Computing or technology. Many future jobs are in industries that haven’t been invented yet. With a GCSE in Computer Science you can learn valuable skills and be part of the exciting technological advancements of the future!

Areas of study
Section 1: The theory of Computer Science
- Communication and Internet technologies
- Hardware and software
- Security
- Ethics

Section 2: Practical problem-solving and programming
- Algorithm design and problem-solving
- Programming
- Databases

Assessment
Component 1: Paper 1 Theory
Written paper, 1 hour 45 minutes, 75 marks
This is a compulsory question paper, consisting of short-answer and structured questions set on Section 1 of the subject content

Component 2: Paper 2 Problem-solving and programming
Written paper, 1 hour 45 minutes, 50 marks
This paper consists of short-answer and structured questions set on Section 2 of the Subject content. 20 of the marks in this paper are from questions set on tasks provided in the Paper 2 Problem-solving and Programming pre-release material.
The purpose of the pre-release material tasks is to direct candidates to some of the topics which will be examined in Paper 2. Candidates develop solutions to tasks using a high-level programming language, such as Python.
Dance

Why study GCSE Dance?
- Promotes fitness, a healthy lifestyle, team work and creativity
- Develops physical, technical and expressive skills
- Develops students’ skills, knowledge and understanding of choreography
- Develops a critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts
- Provides progression from Key Stage 3 and a solid foundation for further studies in dance or performing arts, including A-level Dance and the Creative and Media Diploma, and/or a career in performing

What will you study?

Course outline
This course focuses on the aesthetic and artistic qualities of dance and the use of dance movement as a medium of expression and communication in the performance, creation and appreciation of dance.

Component 1

Performance (30%) - Set phrases through a solo performance (approximately one minute in duration). Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

In the performance component you will study: Good studio practice; the technical nature of dance skills; the expressive nature of dance skills; factors which influence the achievement of high quality dance performance.

Choreography (30%) - Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

In the choreography component you will study: The process of creating choreography; choreographic structure; constituent features of dance.

Component 2

Dance Appreciation (40%) – The study of six professional works; Infra, Shadows, Artificial Things, Emancipation of Expressionism, A Lihna Curva and Within Her Eyes. Written assessment of own dance work.

What do you need for the course?
- Passion for dance in any form
- Creativity and energy
- Desire to learn about all aspects of dance
- Some previous experience in dance
- Motivation to work hard outside of lesson time
- Commitment to GCSE Dance club
Drama

Are you Creative- Artistic- Practical?
Do you enjoy working with others?
Do you enjoy performing or are you interested in theatre design?
Do you enjoy going to the theatre?
If so…GCSE DRAMA is for you!
GCSE specifications in drama will be assessed through a combination of a 40% written exam and 60% non-examined assessment.

Component 1: Devising. This is an exciting and challenging opportunity to work collaboratively with others to create an original performance piece. It allows you as performer or designer the opportunity to stretch the limits of your creativity and imagination. You will develop skills in group work, research and negotiation, while also developing creativity, performance and design skills. You will keep an individual record of your contribution throughout the process.

Component 2: Performance from Text. This component focuses on developing your knowledge, understanding and skills through exploring and performing from a performance text. You will interpret, rehearse and perform two key extracts. You will demonstrate and use a wide range of acting and/or design skills to communicate your interpretation through performance.

Component 3: Theatre Makers in Practice. This is a written paper of 1hr 30 minutes on a set text and live theatre evaluation.
Geography bridges the arts and sciences so it is an excellent choice for anyone to have in their GCSE subject mix.

- Are you curious about the world?
- Do you care about the future of our planet?
- Do you want to understand and seek solutions to some of today’s most pressing challenges?

... then Geography is the subject for you!

It’s great for general knowledge because the course is broad, and addresses some of the most pressing issues that the World faces today. It involves investigating geography topics such as population and development, the natural environment, plate tectonics and resource conservation. In addition, there is a geographical skills paper which will help you develop and extend your ability to use maps and data from around the world. We aim not only to equip our pupils to continue their geographical studies successfully at a higher level, but also to really enjoy Geography!

We follow the Cambridge Geography IGCSE which is divided into two written papers. There is a separate coursework assignment, which you will carry out in II Juniors, with a practice one completed in I Juniors. The fieldwork investigations are very important and attendance on field trips is vital so that you can prepare fully for the demands of the examination. This year we have visited the Amersham Field Studies Centre to study micro-climates and rivers. One piece of fieldwork is submitted as part your IGCSE, some of which is completed in class with teacher help and other sections are completed by the you with preparatory assistance from your teacher.

If you’re thinking ahead, you should know that the Russell Group of top universities has recognised Geography as one of their preferred ‘facilitating subjects’, which supports an application into a wide range of undergraduate courses. In the longer term, Geography provides a great basis for many careers including employment in banking, journalism, environmental sciences, publishing, management consultancy, travel and tourism, geology, hydrology, planning, accountancy and law.
History

Why choose History?
History is an exciting intellectual discipline that teaches you how to think, not what to think. You will gain knowledge and understanding of the past, learn the skills of analysis and evaluation and construct rational and supported arguments about human affairs.

Aims and Objectives
• To meet the requirements of the CIE Modern World syllabus 0470.
• To acquire and communicate knowledge and understanding of the human past.
• To investigate and analyse historical changes, events and issues.
• To use historical sources critically and effectively in their context.

Topics covered
• Core Content: Aspects of International Relations: The Inter-War Years, 1919-1939 and Post-War Years 1945-2000
• Depth Study and Coursework: The USA 1919-41
• Source questions on one core topic: How effectively did the USA contain the spread of Communism? (2019).
• The course explores key 20th century events. It combines international relations with the study of individual countries and their politics, society, economy and culture. Highlights include: Hitler’s foreign policy, the USA in the 1920s and 1930s and the Vietnam War and Cuban Missile Crisis.

Homework
There is an average of 1-2 hours homework per week.

Coursework
One assignment of 2000 words is required. The coursework is word processed and is completed in class and at home. The coursework is usually completed in the Lent Term of the II Juniors and is worth 27% of the total marks.

Subject Combinations
History combines well with other humanity subjects like Geography and RS: Philosophy and Ethics. We also study literature, art and architecture as historical sources. The Modern World specification is useful for subjects like English, History of Art and Modern Languages where knowledge of the recent past provides valuable contextual understanding.

Future Potential
Every subject has an historical dimension, which enriches your area of study. The importance of research, argument and debate in History make it a useful subject for Politics, the Media, Law, Philosophy and Journalism.
Latin

Why Latin?
What we read is funny, sad, shocking, beautiful... Western culture has its roots in Rome, which is why Latin is hugely helpful for English (e.g. Shakespeare, Milton, TS Eliot, Tom Stoppard), history, RS, modern languages and even for understanding scientific and technical terminology. We go on trips, and you can get involved in live performances, help with our museum and write for our magazine.

What the work is like
As a language, Latin demands the memorising of vocabulary and grammar. At times, it is a matter of decoding. You need to be able to appreciate literary style and write a short essay, but there is no need for background reading - you just need to know what is on your specification.

We continue to read the stories in the Cambridge Latin Course, along with ‘Essential Latin’ by John Taylor and Queen’s College booklets. You have already learned a great deal of the grammar and vocabulary.

We also study set texts. These are the works of Roman authors, in the original Latin. We write the translations together in class and note how the authors make their work amusing, moving, persuasive etc. They will be:
- **Poetry**: the tragic love story of Dido and Aeneas from Virgil’s epic, the *Aeneid*.
- **Prose**: the historian Tacitus on the power of Druids in ancient Britain, their education and religion, and their last stand against the Romans, and on Boudica’s rebellion.

We discuss the **characters**, and the **moral, social, political and religious** questions that arise from these texts. As an option, you can prepare a poetry recitation for the Greek and Latin Reading Competition and focus on the effects of sound, pace and metre.

Is Latin a **useful** qualification, I hear you ask?
Answer: YES!

The value of Latin
This is an obviously academic qualification. It is useful for many A-levels and university and job applications because it is known to develop an eye for detail, linguistic skills, the ability to analyse logically and how to argue a point of view. Like Greek, Latin leads to a wide range of top careers.
Music

In this wide-ranging course, you have the opportunity to “enjoy and appreciate the benefits of being involved in playing music, making music and understanding music”. The course is structured around three units; Unit 1: Performing Music, Unit 2: Composing Music and Unit 3: Listening and Appraising. GCSE Music students also enjoy concert trips and visits as part of the course.

An excerpt from ‘Artikulation’ by György Ligeti

<table>
<thead>
<tr>
<th>Unit 1: Performing music</th>
<th>You will record a solo and an ensemble performance lasting 4 minutes in total</th>
<th>30% of the total GCSE mark (completed as coursework)</th>
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</thead>
<tbody>
<tr>
<td>Unit 2: Composing music</td>
<td>You will write two compositions using Sibelius software – they will last for 3 minutes in total</td>
<td>30% of the total GCSE mark (completed as coursework)</td>
</tr>
<tr>
<td>Unit 3: Music – listening and appraising</td>
<td>A 1 ¾ hour written paper on set works we studying during the course</td>
<td>40% of the total GCSE mark</td>
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We analyse music in groups called ‘Areas of Study’. These Areas of Study also underpin questions in the 1 ¾ -hour Listening and Appraising examination (40%). This means you will study a wide range of music from different genres learning about how the music is written and its influences. You will study the scores and learn about their texture, harmony, melody, tonality and structure. The areas of study are: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen & Fusions. The scores you will study range from Beethoven, Purcell or Bach to Queen’s Killer Queen and Defying Gravity!

60% of Music GCSE is coursework which we complete during our lessons. This gives you control over the work and helps you manage your coursework at a pace that best suits you. We record your solo and ensemble performances during lesson times so they are informal and designed to support you. The compositions are also completed in our lesson time using Sibelius software to produce a written score.

An excerpt from ‘Makrokosmos’ by George Crumb

You should have attained a performing standard of at least Grade III (or equivalent) at the start of the course and should be able to read music fluently from traditional Western notation. It is recommended that you aim to complete your ABRSM Grade 5 theory examination by the Michaelmas Term of I Juniors. Music GCSE students are expected to participate in the extra-curricular life of the department by belonging to one of our ensembles or choirs. All GCSE music students must be having instrumental or singing lessons as a requirement of the course.

Further information from: Miss Forsey, Director of Music.
Religious Studies

What is it all about?

<table>
<thead>
<tr>
<th>Part 1: Beliefs &amp; Values</th>
<th>Part 2: The Religious Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of course; religious and atheist responses to philosophy and ethics (with emphasis on Christianity and Humanism).</td>
<td>40% of the course; in-depth study of Islam.</td>
</tr>
<tr>
<td>o The Universe, creation and the place of human beings.</td>
<td>o Sources of authority: scripture, founders and leaders.</td>
</tr>
<tr>
<td>o Life and death.</td>
<td>o Worship and practice; rules for living.</td>
</tr>
<tr>
<td>o Peace and conflict.</td>
<td>o Festivals, rites of passage and pilgrimage.</td>
</tr>
<tr>
<td>o Rights, equality and social justice.</td>
<td></td>
</tr>
</tbody>
</table>

Where does it all lead?
In general, you will improve your writing, reading and debating skills as well as your ability to analyze ideas. Students with a literary turn of mind enjoy the course, as do those interested in the sciences and medicine. If you are considering philosophy, theology, anthropology, law, psychology, journalism or politics in the long-term, you will profit a great deal from this course.

Is it for me?
If these are the sort of questions which interest you and if you would like to be at the cutting edge of contemporary thought, then this is a course that you will enjoy. The course is accessible to students of any religious persuasion and none.

Every other year a trip to Amsterdam is run for RS students in the Junior College.
Subject information

NON-EXAMINED SUBJECTS

Everybody continues with core Physical Education in the Junior College as well as PSHE. You can also take the Duke of Edinburgh Bronze Award.
Physical Education

Pupils will participate in the normal Physical Education curriculum of two double periods per week. Each pupil will be able to choose two options every term from Netball, Spinning, Bootcamp, HRE, Zumba, Gym Induction, Circuit Training, Football, Tennis, Rugby and Rounders.
Duke of Edinburgh Award

Current Class 1 students can opt to take the Bronze Duke of Edinburgh (DofE) Award, which is an extra-curricular activity.

The Bronze Award consists of four sections:

1. Volunteering
2. Physical
3. Skills

Students can choose what they do for each of the above sections, although this must be approved by Mrs Hammond. They then undertake each activity for a minimum of one hour a week. Two sections must be done for three months and the third for six months. Participants can choose which they do for the longer period. All attendance and progress is recorded on the Duke of Edinburgh Award website. Students can do all the sections at the same time or choose to spread them out – there is no time limit on completion.

The fourth section is:

4. Expedition (on foot)

Preparation is undertaken at school with Mrs Hammond, and also by attending a one-day training course run by Mountainwise (a company who organise and assess DofE expeditions). The course for the current Class 1 students will be on Tuesday 13th June 2017 in Harlow, Essex. We will travel by coach together leaving school at 8am and returning by 5.30pm.

The Bronze expedition covers two days with one night camping. In order to pass this section, students must complete a practice expedition weekend and an assessment weekend. These are organised by the school and have already been booked for 16th-17th September and 30th September-1st October 2017. Please note, parents will need to arrange transportation for their daughter to and from the campsites in Essex on these weekends. The total cost of the expeditions, including training and hire of equipment, is £300.

For further information, visit the Duke of Edinburgh Award website at www.dofe.org or contact Mrs Hammond on dhammond@qcl.org.uk or 020 7291 7014 (Mondays, Wednesdays and Fridays only).

There will be an information evening early in the Summer term for the parents of those Class 1 students who register to take the award.
PSHE

Pupils will receive a single period of personal, social and health education each week. These sessions will focus on a wide variety of different topics and will be delivered by the form tutor or external speakers who are trained in the relevant area. The topics may include, but are not limited to, the list below:

- Target setting
- Study skills, stress and time management
- Relationships and SRE
- Adolescent health/ Mental health
- Nutrition
- Relaxation skills
- Addictions (Drugs, Alcohol)
- Money management
- Careers
- Global and environmental issues
- Safety on the internet
# Summary of subject specifications

<table>
<thead>
<tr>
<th>Subject</th>
<th>GCSE</th>
<th>IGCSE</th>
<th>Examination board</th>
<th>Specification</th>
<th>Grading system</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td>Yes</td>
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<td>CIE</td>
<td>0500</td>
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* These GCSE subjects are being reformed; some examination boards are in the process of publishing their final, accredited specifications. This means the examination board and specification code details given here for these subjects may change.
Grading systems for GCSE and IGCSE examinations

One of the changes associated with reforms to GCSE and IGCSE is that exams are moving from a grading system based on letters (from A* to G) to one based on numbers (from 9 to 1 where 9 is the highest grade).

The table on page 37 shows which grading system each subject is expected to follow for the subject specifications followed at Queen’s: some of these may be subject to change as some examination boards are in the process of their final, accredited specifications.

The diagram below, provided by Ofqual (the non-ministerial government department which regulates qualifications, examinations and assessments in England), gives an approximate interpretation of how the number-based system (on the left) compares to the letter-based system.