

KS4 Options Brochure 2024




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Options Overview

How to Choose your Key Stage 4 Options

During the next few weeks you will have to make some important decisions about which subjects you wish to study from September when you start Key Stage 4 (Years 10 & 11). These are not easy decisions to make, especially when most of you will be unsure of your future career path.

Careful thought and discussions with your parents, your Form Tutor, subject staff and Head of Key Stage will help you select the correct combination of subjects. It pays to take some time now to listen to all the advice on offer and make sensible and realistic choices that you will be happy with throughout Key Stage 4.

You will be studying your chosen subjects for two years and once you have chosen your options, it is **very unlikely you will be able to change your mind!**

The range of subjects on offer, some of which will be new to you, may make the whole process of choosing options seem daunting. Don't however be too concerned! There will be plenty of help on-hand to guide you and remember, your teachers have been through this many times before and can help steer you in the right direction.

Do

Do choose a broad range of subjects to study.

Do choose subjects that you will enjoy, work hard at, and in which you will achieve well.

Do speak to your teachers about the subjects you are considering.

Don't

Do not choose subjects because your friends are choosing them - their choices may suit them, but may not suit you.

Do not choose a subject because of a particular teacher. Teachers sometimes change!

The Core Curriculum

All pupils follow a core curriculum consisting of 5 or 6 GCSEs, these being;

- English Language and English Literature
- Mathematics
- Combined Science OR Triple Science (in consultation with Science staff)

Girls will also follow non examined courses in Core Physical Education and PSHRSE (Personal, Social, Health, Relationship and Sex Education).

Option Subjects

In addition to the core curriculum, pupils will **select 4 further** courses, choosing **one subject from each of the option blocks** below.

Block A	Block B	Block C	Block D
Drama	Art	Art	Child Development
Geography	Classical Civilization	Food & Nutrition	French
German	Creative iMedia	History	Music
Latin	Geography	PE GCSE	Religious Studies
Spanish	Religious Studies		

Choosing your options

We advise girls to include a Modern Foreign Language and one of the Humanities (Geography, History, Religious Education or Classical Civilization) to provide a balanced course of study. The school reserves the right to decide if the number of pupils choosing a subject makes it a viable option to run (usually a minimum of 4)

Why must I choose between subjects?

Time As each GCSE subject requires a great deal of time, it is not possible to continue with all the subjects you study now.

Talents We are all better at some subjects than others. Specialising in areas in which we have talent enables us to develop our skills.

Preferences We usually do better in those subjects we enjoy.

Careers It is important to study a broad curriculum up to GCSE so that you do not limit your career path. The core curriculum will ensure that you fulfill the requirements for entry into higher education courses.

Mr. Simon Hillier
Deputy Headteacher



Frequently Asked Questions

How many option subjects will I actually chose? You will choose 4 non-compulsory option subjects, 1 from each option block shown on the previous page.

Why do I have to choose the subjects from the option blocks that the school has set up rather than my own combination? An open choice may seem to give greater choice at the start of the process. However, to make the timetable work, all subjects would eventually have to be placed into 4 separate option blocks. This would inevitably mean, after spending lots of time carefully considering and finally making your choices, some of you would not get the subjects you had chosen. You would, some weeks down the line, have to go through the process again by choosing subjects again from a pre-set pattern. We believe it is much fairer to outline at the start of the process what combinations we can offer, removing the anxiety of whether or not you will get the subjects you have chosen.

So I am guaranteed to get all the subjects that I choose? Yes, as long as you have chosen 1 subject from each block. The only exception is if not enough girls choose a subject needed to make it run or, if a subject is so oversubscribed that not everybody can be accommodated. To help avoid this, we offer some subjects in more than 1 option block.

Are there option subjects that I must take? No. We advise you to take a Modern Foreign Language and a Humanities subject but it's more important you choose subjects that you enjoy and provide a balanced curriculum (mixture of the traditional academic alongside those subjects that may have a greater practical element).

Will the choices that I make now determine my future career pathway, university and sixth form? Unlikely, particularly beyond sixth form. The majority of you will not be sure at this stage about what you wish to do when you leave school. Be reassured that this is not unusual! If you have a clear idea of what you may wish to do then this certainly helps, otherwise choose subjects that you enjoy and provide a balanced curriculum.

Is Science (triple or combined) one of my option choices? No. Combined and separate Science take place in the same number of lessons so do not count as one of your option choices. We ask you to indicate which of the two Science pathways you would prefer, but please note this is a guided choice to be made in consultation with your teachers and confirmed after the Y9 exams in the summer.

Is it not best to choose Triple Science as it is one extra GCSE? No. It is about quality not quantity. It is far better to have 9 GCSEs of good grades rather than 10 GCSEs of lower grades.

Are all the option subjects GCSEs graded 9-1? Not quite. Mathematics is an iGCSE but is graded 9-1 and accepted by all schools and sixth form providers in the same way as GCSE mathematics. Creative iMedia and Child Development are Cambridge Nationals and graded Distinction*, Distinction, Merit or Pass. They are equivalent to GCSEs and accepted as such by the great majority of sixth form providers. Please note, Esher College state "that only Cambridge National qualifications (with a minimum grade of a Merit) are accepted as equivalent to GCSEs, provided they are in a subject area related to the course which has been applied for. They are particularly relevant for progression onto BTEC National (equivalent to A Level) courses".

KS4 GCSE Subjects

GCSE Subjects	Examination	Controlled Assessment or Coursework
Art and Design	40%	60%
Biology*	100%	
Chemistry*	100%	
Classical Civilisation	100%	
Child Development	40%	60%
Creative iMedia	37%	63%
Drama	40%	60%
Combined Science*	100%	
English Language*	100%	
English Literature*	100%	
Food and Nutrition	50%	50%
French	100%	
Geography	100%	
German	100%	
History	100%	
Latin	100%	
Mathematics*	100%	
Music	40%	60%
Physical Education	60%	40%
Physics*	100%	
Religious Studies	100%	
Spanish	100%	

*= Compulsory Core Curriculum

Key Dates and Deadlines

Tuesday 23 January

Options Evenings

Overview presentation from Mr. Hillier on the options process and the chance to speak with subject teachers in EGH

Week beginning 29 January

Tutor review appointments - individual meetings about GCSE options

Monday 5 February

Parents 'Evening

Thursday 22 February

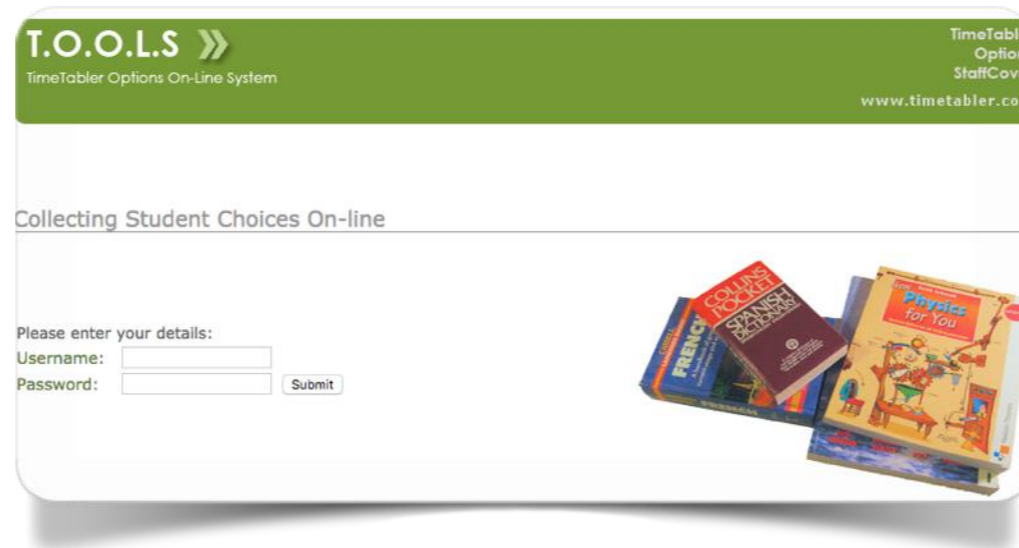
Option choices deadline date - final day by which all option choices must have been entered via Tools website (see next page)

Tuesday 21 March

Options confirmed to parents and students by letter

Making Your Choices

- 1) To enter your options, logon to the TOOLS website www.manorhouseschool.org/optools, using the individual username and password emailed to parents / given to pupils.



The screenshot shows the T.O.O.L.S. (TimeTabler Options On-Line System) login page. The header is green with the logo and text 'TimeTabler Options On-Line System' and 'www.timetabler.com'. Below the header, the text 'Collecting Student Choices On-line' is displayed. The main content area contains a login form with the text 'Please enter your details:' followed by 'Username:' and 'Password:' labels, each with an input field. A 'Submit' button is located to the right of the password field. To the right of the form, there is an illustration of three books: 'FRENCH', 'COLLINS SPANISH DATE BOOK', and 'Physics for You'.

- 2) Once in TOOLS, **enter your 5 choices of subjects**, the first being Science combined or triple, followed by your 4 option subjects, 1 from each option block as shown on [Page 2](#).

You are advised to ensure a balanced programme of study by choosing at least one subject from the Humanities section and one of the MFL.

In the event that an option subject does not run as there are too few pupils to make it viable or is over-subscribed, then we will contact pupils and parents directly.

The Core - Compulsory Subjects



Section 1

English Language GCSE

Subject contact Mrs C Lorenz

clorenz@manorhouseschool.org

Board: AQA

English Language

Pupils will follow two GCSE courses: English Language and English Literature. For both, overall grades will be awarded for performance in examinations only. There will be no written coursework.

In English Language, the three main elements of the course are: speaking and listening, reading and writing. For the speaking and listening endorsement, which is not a part of the overall subject grading, students will take part in a presentation activity. They will aim to show their ability to express interesting ideas, to adapt their speech and content for their audience and to show how well they can listen and respond appropriately to others.



For the two written examinations, students will look at how writers use narrative, descriptive and persuasive techniques to engage the interest of readers in both fiction and non-fiction texts. They will also examine how different writers present a similar topic over time. Texts will be taken from the 19th, 20th and 21st century.

Students will undertake a variety of written tasks to demonstrate that they can communicate effectively in standard English for a range of purposes and audiences.

The assessment profile is as follows:

100% of the overall grade in English Language comes from the two written examinations:

Paper 1 (50%): a series of questions about one extract from a fiction text; one extended writing question (descriptive or narrative).

Paper 2 (50%): a series of questions about two linked texts (both non-fiction); one extended writing question (writing to present a viewpoint).

20% of the overall mark comes from accurate and effective use of spelling, punctuation and grammar in the writing questions. Marks are awarded for using a range of vocabulary and sentence structures for clarity, purpose and effect.

There will be one mark of distinction, merit or pass for a spoken presentation task for the speaking and listening endorsement. This is a separate endorsement (0% weighting of GCSE).

Useful Website

[AQA English](#)

'I like the fact that English is not just sitting and writing, we get to read lots of different texts and express our opinions.'

Section 2

English Literature GCSE

Subject contact Mrs C Lorenz

clorenz@manorhouseschool.org

Board: AQA

This course provides the opportunity to study a rich and varied range of literature which will challenge and entertain. A good GCSE in English Literature is an attractive attribute for any employer. The course will provide opportunities to develop analytical skills whilst sampling some of the best writers in the English language, including Shakespeare, an array of poets and Victorian and contemporary novelists. All assessments are closed book and thus require students to fully engage with, and learn, quotations in order to respond meaningfully to tasks.



A selection of novels, plays and poems are studied and girls will demonstrate their understanding of writers' ideas and attitudes, their uses of language, structure and form as well as the impact of social, historical and cultural influences which are relevant to the texts.

The assessment profile is as follows.

English Literature:

100% of the English Literature grade comes from the two written examinations:

Paper 1 (40%): one essay question on a play by Shakespeare and one essay question on a 19th century novel.

Paper 2 (60%): one essay question on a modern prose or drama text; one comparative essay question about two poems from an anthology; two questions about unseen poems.

5% of the overall grade will be awarded for accurate and effective use of spelling, punctuation and grammar.

Please be aware that there will be no English GCSE, just these two:

English Language and English Literature. The skills which will be developed will support all the chosen GCSE options in KS4:

- Powerful and imaginative **expression**;
- To engage **critically** with a range of texts;
- To use **reading skills** to develop written work;
- To work **collaboratively** using iPad technology, presenting skills, drafting and planning skills
- To **select and adapt** writing for different purposes and audiences. Useful Website

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Mathematics iGCSE

Subject contact Mr. P O Neil

PONeill@manorhouseschool.org

Board: Edexcel

Mathematics iGCSE will allow you to have a level of confidence and fluency to support the rest of your learning lives. There is a strong emphasis on problem solving and the application of Mathematics.

In Years 10 and 11 all students take Mathematics, being taught in groups appropriate to their ability and learning style. All sets cover the Edexcel IGCSE course which is examined at the end of year 11. There is no coursework for this subject. It is expected that the majority of students will take the higher tier exam which covers the grade range 9 to 4, with the foundation tier covering 5 and below. If there is a decision to be made regarding which tier is more appropriate for your daughter, this does not have to be made until early spring of year 11.

The specific aims of the Mathematics IGCSE are to:

- Develop a positive attitude to Mathematics.
- Consolidate basic skills and meet appropriately challenging work.
- Apply mathematical knowledge and understanding to solve problems, particularly with relevance to real world situations.
- Think and communicate mathematically.
- Appreciate the place and use Mathematics has in society.
- Understand the inter-dependence of different branches of Mathematics.

- Acquire skills needed to use technology such as calculators and computers effectively.

- Acquire a firm foundation for further study.

The syllabus is assessed under three headings, as follows:

- Number and Algebra (AO1).

- Shape, Space and Measures (AO2).

- Handling Data (AO3).

100% of the IGCSE in Mathematics is externally assessed by two examination papers, both with the aid of a calculator.

All pupils are expected to have a scientific calculator (Casio calculator FX-83 or FX-85) for use in lessons and in the examinations.

Extra-Curricular Activities

Students can get involved in the UK MT Maths Challenge at intermediate and junior levels.

Separate Maths courses

We have previously entered students for the AQA Level 2 Further Maths Course and also into Edexcel's Functional Skills Courses depending on interest from students. Please speak to Mr O'Neill about these if you have further questions.

Useful Websites

www.drfrostmaths.com

www.corbettmaths.com



Science GCSE

Subject contact: Mrs R. Waterhouse
RWaterhouse@manorhouseschool.org

Board: AQA



All girls will be expected to study a Science course in which equal weighting is given to Biology, Chemistry and Physics. The girls have the opportunity of taking each discipline as a **Separate Subject** or they can follow a **Combined Science** course. Regardless of the pathway chosen, your daughter will continue to develop their knowledge and skills from the content which they will have already started in Year 9. Our knowledge of your daughter will allow us to advise them on the most appropriate pathway, ensuring they attain the highest possible outcomes and provide the best options and opportunities on leaving Manor House at the end of Year 11. We ask that your daughter's preference is stated on the options form to allow us to open up a dialogue with her regarding the pathway offered to her in Year 10.

If girls follow the Separate Science course, they will receive grades and GCSE qualifications for Biology, Chemistry and Physics on an individual basis. If the Combined Science course is followed, two grades for Science will be awarded e.g. 6-6. These grades will reflect the average mark for the three disciplines and will be the equivalent of two GCSEs.

Both of the Science courses are linear i.e. all the papers are sat at the end of Year 11. Each discipline has two written papers associated with it, covering both the theory element of the course alongside the practical and the 'working scientifically' skills needed to be a successful scientist. Depending on the course of study the length of these examinations varies.

There is no coursework however, the examination board provide a list of required practical activities (RPAs) which candidates should carry out. These will be assessed through the final examinations and so are incorporated into our scheme of learning. Knowledge of specific methods, use of specialist equipment and key analytical and evaluative skills relating to scientific investigations are examined this way. Each paper assesses at least one of these required practicals.

If you are interested in a Science based career, you may opt to take Triple Science GCSE however, most schools and colleges are also happy to accept those who complete Combined Science if they attain the required Grade for entry.

Useful Websites

<https://www.aqa.org.uk/subjects/science/gcse> - for the full curriculum detail

'It's great to see how what we have learnt applies to the new topics we are now studying. All Sciences are interlinked, the more you learn, the more you realise it'.
Year 10 student

Section 5

Core PE

(non examined)

Pupils will take part in two core PE lessons each week.

One skills lesson, which will include a variety of different sports including some lead by specialist external coaches including golf, yoga and self-defence.

The second lesson will be a games lesson where the girls will develop their game play in a variety of sports including Netball, Hockey, Football and Rugby.

Core PE offers a platform for girls to learn and practise basic life skills that will help them to develop as a rounded individual. These skills include communication, problem solving, resilience, respect and leadership. In addition to this, core PE lessons promote active, healthy minds and support the links between physical activity and mental well-being.



KS4 GCSE Options



Section 1

Art & Design GCSE

Subject contact: Mrs T. Williams

Twiliams@manorhouseschool.org

Board: EDEXCEL

The GCSE is a general Art and Design course which includes painting, drawing, print making, textiles, three dimensional and mixed media work. Students are encouraged to take photographs and to experiment with ideas and materials.

Initially students follow a set programme of study but as the course progresses there are opportunities to pursue individual areas of interest.

The study of the work of other artists and cultures, and visits to galleries and exhibitions, forms an important part of the course.

Art is an enjoyable subject and the course will appeal to anyone who welcomes the opportunity to be creative and to develop their practical skills.

However, Art is not a soft option. Good quality Artwork takes time to produce. Homework is set on a weekly basis and students are expected to maintain a work journal/sketchbook. The final grade is awarded on 60% coursework and 40% examination. Coursework consists of a personal portfolio of work including sketchbooks. The examination will be a response to an externally set, broad based thematic starting point. It includes preparatory studies followed by a test piece. The test piece is produced during a ten-hour period, under examination conditions.

Art GCSE is an essential grounding for A Level and vocational courses in Art and Design.

Career areas include interior design, product, jewellery, fashion, textile and graphic design as well as animation, architecture, theatrical design, media, hair and beauty and teaching. Many Manor House pupils have gone on to make successful careers in these areas. However, pupils also choose Art simply because they enjoy it and want an opportunity to be creative and learn in a more practical way.



'We are really encouraged to explore our own areas of interest, including textiles, three dimensional work and photography, as well as painting and drawing. Lots of girls carry on with Art for A Level and I am hoping to do so next year.'

Section 2

Child Development

Subject contact: Mrs. P. Knight
PKnight@manorhouseschool.org

Board: OCR Cambridge National Level 1/2

Many people will be parents in the future or will come into contact with young children either during family life or in the workplace. This course provides a good background to enable you to understand children more easily and help them learn.

Aims

- To increase your knowledge of human needs, find out how individuals and groups of people interact and the influence of social, cultural and economic factors on life.
- To help you develop independent learning skills, demonstrating independent thought and diligence.
- To develop your skills of critical and analytical thinking in making decisions and solving problems.
- To develop your knowledge and skills for the effective and safe organisation and management of your work.
- To develop your understanding of the rights and responsibilities of parents and children in society.
- To enable you to look at the needs of children and find out how these are met in a rapidly changing multi-cultural and technological world.

Unit 1 R057 Exam unit

- Preparing for pregnancy
- Contraception
- Reproduction
- Childhood illnesses

- Ante-natal and post-natal care
- Child safety
- Labour and childbirth
- Post-natal checks and aftercare

Unit 2 R058 Coursework made up of 4 units, including a practical; cooking task

- Safety & equipment for babies and young children
- Nutrition and healthy eating for children 0-5yrs
- Feeding solutions for children 1-5yrs
- Planning & making healthy meals (practical task)

Unit 3 R059 Coursework made up of 4 units

- Developmental norms of children 0-5yrs
- Physical, intellectual and social development
- Research and observing children
- Planning learning activities for children under 5
- Carrying out the planned activities (practical task)

Assessment

The course is assessed as 40% written exam and 60% coursework tasks. The exam unit is sat in the summer of Year 11 (duration 1 hr 15 mins). The two coursework units combined form 60% of the award and are completed by February of Yr11.

Further Study

In the past, students have gone on to study 'A' level Biology, Sociology, Psychology, Health & Social Care. Many students progress to courses in Childcare and Development and Early Years learning.

Careers potential

A variety of careers in nursery & early years teaching, nursery manager or assistant, social care, social worker, family liaison officer, paediatric nursing



Section 3

Classical Civilisation

Subject contact: Dr X Duffy

XDuffy@manorhouseschool.org

Board: OCR

This GCSE (9-1) qualification focuses on the civilisations of Greece and Rome. It is a wide-ranging subject involving the study of literature, art, artifacts, archaeological sites, and the ancient historical context. All the literature is read in translation so knowledge of Latin or Classical Greek is not required; all you need is an interest in the Ancient World and its cultures.

This GCSE is open to all girls, including those who did not study Classical Civilisation in Years 7, 8 & 9.

This is a content heavy course but an exciting one. Girls will be expected to write regular essays in response to the topics covered in lessons and these will be mostly answering examination-style questions from the outset.

The GCSE course comprises two units: Thematic Study and Literature & Culture. Each unit is tested in a written examination in the Summer of Year 11; both examinations are 1½ hours and are equally weighted.

Thematic Study: 'Myth and Religion'

This component involves a comparative study of ancient Greece and Rome, and combines literary and visual/material sources. The option we study is entitled Myth and Religion in which the girls will study myths

regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. They will also look at the role of religion in the everyday lives of ancient Greeks and Romans: the study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion.

Literature and Culture: 'Roman City Life'

This component contains two elements: one in-depth cultural study and one study of related literature. The option we shall study is Roman city life' in which the girls will explore everyday life in Roman cities, with a particular focus on Pompeii, Ostia and Rome itself. The Culture section includes examination of Roman housing, the home and family, structure of society, leisure and entertainment. The prescribed literary sources in translation include key writers such as Pliny, Horace, Juvenal and Petronius.

Why study Classical Civilisation? Classical Civilisation is just as useful as other humanities subjects like History, Geography and Religious Studies. Subjects like this give you really good skills such as essay writing and source analysis, and teach you how to structure a good argument. They show you are good at thinking and evaluating, and also that you have an interest in people and cultures.

From women in the Ancient World, to the study of religious beliefs and ancient ideas about war, Classical Civilisation involves interesting discussions about things that are still important today: '... *men grappled with exactly the same issues that we do: life, death, gods, love, family, children, education, the nature of the world, our origins and development, the past, money, health, status, other cultures, friendship, power, patriotism, politics, law, crime, justice, empire, war.* - Peter Jones, advisor to Classics For All, 'Taking the Long View'.



Section 4

Creative iMedia

Subject contact: Ms A. van Dyk

avdyk@manorhouseschool.org

Board: OCR Cambridge National Level 1/2

The Creative iMedia course provides an introduction to the world of Digital Media, referring to the production and use of audio, video and photo content. This plays an important part in many areas of our everyday lives and is also an important part of the UK economy.

The course has a high focus on the practical use of Digital Media and thus assessment is mainly coursework based (60%), with the remainder through an examination.

Three topics are studied:

Creative iMedia in the media industry – a mandatory unit where the students learn about the media industry, digital media products, how they are planned, and media codes which are used to impact and engage audiences. This unit will be assessed through a written examination of 1h30 and will be marked externally (**40%** of the overall mark).

Visual identity and digital graphics – the aim of this unit is for students to learn about the visual identities of clients and how to use the concepts of graphic design to create digital graphics to engage target audiences.

This is assessed through a project and will be completed during lesson time (**25%** of the overall mark).

The remaining topics are also assessed through a project and may include one of the following:

Visual imaging – where skills are developed to plan, create, and review visual images. You will learn to edit and process static and moving images to create meaningful products link to a specific client brief. This unit is assessed by completing a set assignment during lesson time.

Interactive digital media – the students will learn how to plan, create and review interactive digital media products – apps, games or websites. This is assessed by completing a set assignment during lesson time (**35%** of overall mark).

The media industry covers different sectors and there is an increasing demand from employers for a skilled and technically literate workforce as more and more products are produced digitally. This Creative iMedia course provides students with specific and transferable skills which can be utilised further in a variety of further education courses.

The Cambridge Nationals in Creative iMedia is a Level 2 qualification and is the equivalent of one full GCSE. Local colleges view this certificate as fully equivalent to a GCSE qualification although please note Esher College require a minimum grade of a Merit.

All results are awarded on the following scale:

Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2)

Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.



Section 5

Drama

Subject contact: Mrs T. Williams
TWilliams@manorhouseschool.org

Board: EDEXCEL

Drama GCSE is an interesting and varied course providing the student with many challenges.

The course is primarily practical and aims to develop the students imagination, sensitivity and self-confidence through the medium of Drama. Students gain a practical understanding of various dramatic skills and forms such as voice, role, movement, use of space and mime. They learn to improvise and to create their own performances. They use a variety of issues, ideas and extracts from different texts as a starting point. They learn to work in groups and to evaluate their work and that of others. They will extend and develop their performance skills and study costume, set and lighting design.

During the course students will also go on theatre visits.

'I like Drama because it is a different way of learning and lessons are almost always practical. I enjoyed performing in the Shakespeare evening at the start of the course. We also learnt about costume, set and lighting. One of my favourite parts of the course has been our after school theatre visits, most recently to "The Woman in Black". Year 11 student.

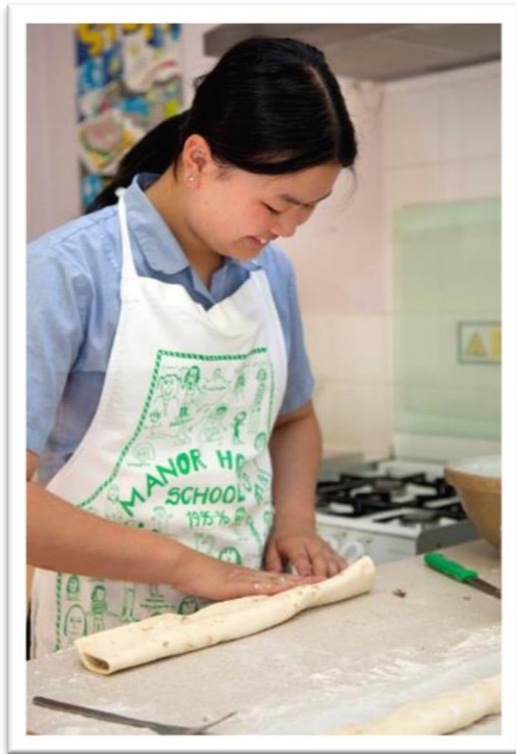


The final grade awarded is based on 60% for Drama Coursework and 40% for the final examination. The Drama Coursework is divided into two sections. The first section is based on devising and the use of Drama to explore ideas and issues culminating in a performance. The second focuses on a performance from text or the use of costume, lighting or set design. The first section is Teacher Assessed and supported by written and/ or verbal evidence. The second is Teacher directed and viewed by a visiting examiner. Students may demonstrate their skills as a performer or in a theatre craft such as set, lighting or costume design for both coursework units. Students will also study a text from the perspective of a performer, actor and director. In the final examination they will answer questions on an extract from the text. They will also answer two questions on a production that they have seen. For this part of the examination, they are allowed to take in notes to help inform their answers.

GCSE Drama is an excellent grounding for A Level and National Diploma courses in Drama, Theatre Studies and the Performing Arts. Students may be considering a career in the theatre, but the majority are more likely to study Drama because they enjoy it and want to build their confidence and communication skills. These are vital in all walks of life.

Section 6 Food Preparation & Nutrition

Subject contact: Mrs. P. Knight
PKnight@manorhouseschool.org
Board: AQA



What will I study?

- Food Preparation Skills
- Food Safety
- Food Provenance
- Food Nutrition and Health
- Food Science
- Food Choice

During the course you will be given the opportunity to develop a wide range of high level skills along with having a greater understanding of nutrition, food safety, food provenance and security as well as the food science behind food as a material.

It is important that you enjoy a wide variety of foods and have a keenness for cooking. Many theory topics are taught through practical work and you will be encouraged to experiment and try out new skills.

How will the course be assessed?

- All assessment takes place in Year 11 – two Non-Examined Assessment coursework tasks and one exam paper.
- Task 1 (September to December): Food Science Investigation/ 10 hours/15% of GCSE
- Task 2 (December to February): Food Preparation Assessment/20 hours/ 35% of GCSE. This will include a 3 hour practical.
- Written Paper (summer of Yr11): 1 hour 45 minutes/ 50% of GCSE

Some examples of careers in food are:

Dietician, Nutritionist, Product Developer, Food Scientist, Food Development Consultant, Consumer Technologist, Food Journalist, Environmental Health Officer, Hospitality Event Organiser, Food Purchaser and Teacher (clearly the best career!)

The Food and Drink industry is booming with an annual turnover of £66 billion. The opportunities to work in the Food industry really are endless. The Food industry contains many multinational companies and opportunities for travel or working abroad exist for those who want to spread their wings.

Useful Websites:

www.foodfactoflife.org.uk

www.nutrition.org.uk

www.aqa.org.uk

'I enjoy Food Preparation & Nutrition because it is a life skill that I will be able to develop. Learning about nutrition will ensure that my food choices will always be healthy'- Year 10 student

Section 7

Geography

Subject contact: Miss H. Savage
hsavage@manorhouseschool.org

Board: AQA

GCSE Geography is a linear qualification, meaning all three exams are sat at the end of the course. All three papers are 1 hour and 30 minutes long and consist of a mixture of multiple-choice, short answer and extended prose questions.

Paper 1 - Living with the Physical Environment (35% of GCSE)

- **Section A: The challenge of natural hazards** - tropical storms, extreme weather events, tectonic hazards and climate change.
- **Section B: The living world** – ecosystems, tropical rainforests, hot deserts or cold environments.
- **Section C: Physical landscapes in the UK** – coasts, rivers or glaciated environments.

Paper 2 - Challenges in the Human Environment (35% of GCSE)

- **Section A: Urban issues and challenges** – the growth of cities and the issues affecting them, sustainable urban living.
- **Section B: The changing economic world** – the difference in levels of development between countries, the reasons for this and strategies to improve economic development.
- **Section C: The challenge of resource management** – the study of food, water and energy supply in the UK and across the world.

Paper 3 - Geographical applications and skills (30% of GCSE)

- **Section A: Issue evaluation** – a current geographical issue is presented and students are required to think critically about the problem and ways of managing it.
- **Section B: Fieldwork** – methods of practical fieldwork experience done throughout the course are discussed.

Geographical skills – various skills learned during the course such as drawing graphs, using maps and statistical techniques are assessed across all three papers.

How will Geography GCSE help me?

Studying geography helps students to develop and extend their knowledge and understanding of places, environments and processes on both a local and global scale. The key element of geography is that it connects the scientific study of earth with the people that live on it. This allows students to gain a wider understanding of some of the major issues present in the world today, which can often be seen in the news. Throughout the course, many skills are also developed that will help in further study and employment. It is a good qualification to have that can complement many other subjects well.



It's a fascinating subject that teaches you about the natural world.

Alice, Year 11 Student

Section 8

History

Subject Contact: Ms N. Izzard
nizzard@manorhouseschool.org

Board: AQA

The GCSE History course develops the girls' ability to use evidence critically, weigh up conflicting arguments and come to reasoned conclusions.

Students will study four modules. At the end of the course, students will sit two exams which are 2 hours in length. Each exam includes two modules.

Paper 1: Understanding the modern world - Wider World Depth Study: Conflict and tension, 1894–1918

In this topic students delve deeper into the causes of the First World War and why it lasted so many years. We examine key battles such as Verdun, the Somme and Passchendaele as well as the war on other fronts and the significance of the war at sea. We also explore why Germany lost the First World War.

Period Study: Germany, 1890–1945: Democracy and dictatorship

This course explores what was happening in Germany before the First World War and how the war changed Germany. We investigate the reasons for the rise of Hitler and the Nazis, and the nature of Nazi rule up to the end of the Second World War discovering what life was like for ordinary

Germans in this period. Who resisted Hitler and why were Jews and other minorities persecuted?

Paper 2: Shaping the nation - a study of the history of Britain British Thematic Study: Health and the people c.1250-present

From the superstitions of Medieval England to the modern wonders of DNA & genetic medicine. How has medicine changed, and what factors and individuals made this possible? You will study the revolutionary individuals that changed medicine forever. You don't need to be a scientist to enjoy this course!

British Depth Study - Norman England, 1066–c1100

This is a fascinating study of this crucial and controversial turning point in English history. It explores England on the eve of conquest, the Norman invasion and victory. We also examine how England changed as a result of the conquest and the lasting impact it has had. There is also a potential visit to a historic site (castle, monastery or battlefield) due to the depth study element within this module.

Why study GCSE History?

History GCSE will give you a sound understanding of the world in which we live and develop your ability to analyse evidence, articulate your thoughts and write persuasive arguments. History is one of the most well-respected courses, which opens many doors. It is highly regarded by colleges, universities and employers alike.

It's fascinating, intriguing and fun! Plus, we visit Berlin in the Christmas period to learn more about WW1 and Germany!



"History enhances your analytical skills and makes you more aware of what going on in the world. The lessons are so interactive and engaging. 10/10"

- Lottie (Year 11)



"It's fun!"

- Arabel (Year 11)



"I chose History because I was interested in the medicine topic. It's really fun! The lessons are amazing.

- Aggie (Year 11)



"You learn about the history of England in the war. We also learn more about the world around us. It's fascinating and factual. The lessons are interactive and fun! We laugh every lesson"

- Year 11 history group



Section 9

Latin

Subject contact: Dr. X. Duffy
XDuffy@manorhouseschool.org
Board: EDUQAS

The Latin GCSE (9-1) (C990PB) course comprises three papers:

- **Language** (01) – this is worth 50% of the GCSE and is 1 hour 30mins.
- **Literature and Sources** (02) – this is worth 30% of the GCSE and is 1 hour 15mins.
- **Roman Civilisation** (03B) – this is worth 20% of the GCSE and is 1 hour.

All three papers are tested by written examination at the end of the two-year course. The **Language** paper has two sections:

Section A examines students' understanding of a narrative in Latin divided into three passages. There are comprehension questions on parts one and three (totalling 55 marks), and part two is to be translated into English (35 marks).

Section B offers the choice between:

- a translation from English into Latin of a small number of simple (single clause) sentences (10 marks).
- the recognition, analysis and explanation of syntax and accidence within a short passage of Latin (10 marks).
- a Defined Vocabulary List (DVL) is provided by Eduqas for the language papers totalling 440 words. Any words in the narrative outside this DVL will be provided in the exam.

The **Literature and Sources** paper tests understanding and appreciation of prepared set texts. Candidates are required to answer comprehension questions, comment on literary style and characterisation and show awareness of the cultural and social context of the prescribed material. Candidates will also select and evaluate evidence from throughout the theme to respond to an extended evaluative question. All vocabulary is provided in the exam by Eduqas.

The **Roman Civilisation** paper requires candidates to study the prescribed ancient source material covering a topic of Roman culture (all in English). Questions will require analysis of the sources provided (visual and textual) in the assessment, a personal response to the material and a demonstration of knowledge and understanding of the sources in the prescribed sources booklet.

Course outline:

In Year 10 we work through the textbook Latin to GCSE (Books 1 & 2) extending the girls' knowledge of vocabulary, grammar and classical background and enabling them to develop their comprehension and translation skills. The Literature and Sources set texts are also started in the Summer Term.

In Year 11 we complete the study of the set texts and undertake the Roman Civilisation component. Examination-style practice papers are regularly set throughout the two-year course.

Latin is a challenging subject which helps to develop clear and disciplined thinking skills; it is highly respected on a CV by Colleges and Universities.



Section 10

Modern Languages

iGCSE

Modern Foreign Languages

Subject contact: Mr T Jones

Tjones@manorhouseschool.org

Examination board: EDEXCEL

Modern Languages are great options for any girl who is keen to study them. A GCSE Language is an excellent transferable skill and knowledge of foreign languages is always in demand amongst UK employers. The GCSE specification for Languages is designed to support a wide range of interests, learning of the target language culture, to show how language can be used in practice, and to facilitate progression from KS3 and to A level.

We offer GCSEs in **French, German** and **Spanish**. The four linguistic skills of listening, speaking, reading and writing are examined. Pupils sit the Edexcel International GCSE (iGCSE). All four skills are equally weighted and are examined in the summer at the end of Year 11, and there are no controlled assessments.

The content relates to five compulsory topic areas: Home and abroad; Education and employment, Personal life and relationships; The world around us; Social activities, fitness and health;. These five topics are further divided into sub-topics. All topics will be assessed across all four skills.

Listening

The listening comprehension develops the ability to listen and understand spoken **French, German** or **Spanish** in a range of contexts and variety of styles. In the listening test pupils will answer questions on recorded

material from different topic areas. There will be a mix of multiple-response and open response questions. Some questions and instructions will be in English and some in the Target Language with no requirement to produce answers in the Target Language. The weighting for this skill is 25%.

Speaking

The speaking examination assesses pupils on their ability to communicate and interact effectively through speaking in the Target Language for different purposes. It is conducted and recorded by the class teacher but marked by the examination board. There will be three tasks, one of which can be prepared in advance. The weighting for this skill is 25%.

Reading and Writing

The reading comprehension tests the ability to read and respond to different types of written language. Pupils will have to answer questions about short texts on different topics, for example, text messages and advertisements. Some questions and instructions will be in English and some will be in the Target Language. Writing is also combined into this paper and pupils will demonstrate their ability to write the target language on different topics (short and long writing), showing a wide variety of different linguistic structures. Pupils will also be tested on their knowledge of grammar with a grammar gap-fill exercise. The weighting for Reading and Writing skills is 50% (25% each).

The Modern Foreign Languages GCSE will provide a good foundation for further study and/or practical use of the foreign language. Not only will pupils have the opportunity to acquire a good knowledge of French,

German or Spanish, they will also have the opportunity to learn about the customs and the culture of those countries where the language is spoken. Languages can be combined successfully with most other subjects at AS or A level and also in University or College courses.

The International GCSE requires a knowledge and understanding of the culture of the country / countries where the language is spoken. The best way of gaining this is to visit the country! Past trips have included the Jerez de la Frontera / Tenidiomas language tuition and home stay trip, the History and German trip to Berlin and the immersion trip to Northern France. Planning is under way for next year, and we will be repeating some of these trips as well as planning some new ones. We also run our regular Love Film Club, Onatti theatre company plays and compete in various competitions such as GCHQ's National Language Competition and Business Language Champions.

Useful Websites:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses.html>

<https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/General/Pearson-Edexcel-International-gcse-9-1-MFL-Feb-2017.pdf>

www.whystudylanguages.ac.uk



'I really love learning languages because I especially like all the trips and the plays and films, it makes it all really good fun '
Year 11 student



'I want to do languages at A level and then use them in my career as a diplomat! So they are really important to me. '
Year 11 student

Section 11

Music

Subject contact: Ms N Summerley

nsummerley@manorhouseschool.org

Board: EDEXCEL

This syllabus is designed to build directly on skills, knowledge and understanding established by the curriculum at KS3 and to provide a suitable foundation for further study, including A Level. You do not need to have taken any music theory exams, but an understanding of musical notation is essential. You will not be asked to play music from sight, but will need to be able to follow a score and analyse key elements of music. Although it is not essential, an instrumental or vocal qualification of Grade 4 or higher is desirable.

Aims

To develop an understanding of a wide range of musical genres through performance, composition, listening and appraising. A study of music further develops many attributes, including analysis, co-operation, teamwork, perseverance, and determination.

Assessment Pattern

Component 1 Performing Coursework (at least Grade 4 level **on just one instrument**, which can be singing). One solo performance, one ensemble (ensemble performance can be on a different instrument) 30% of total marks.

Component 2 Composing Coursework. Two compositions, one free composition (own choice), one to a brief set by the Board. These

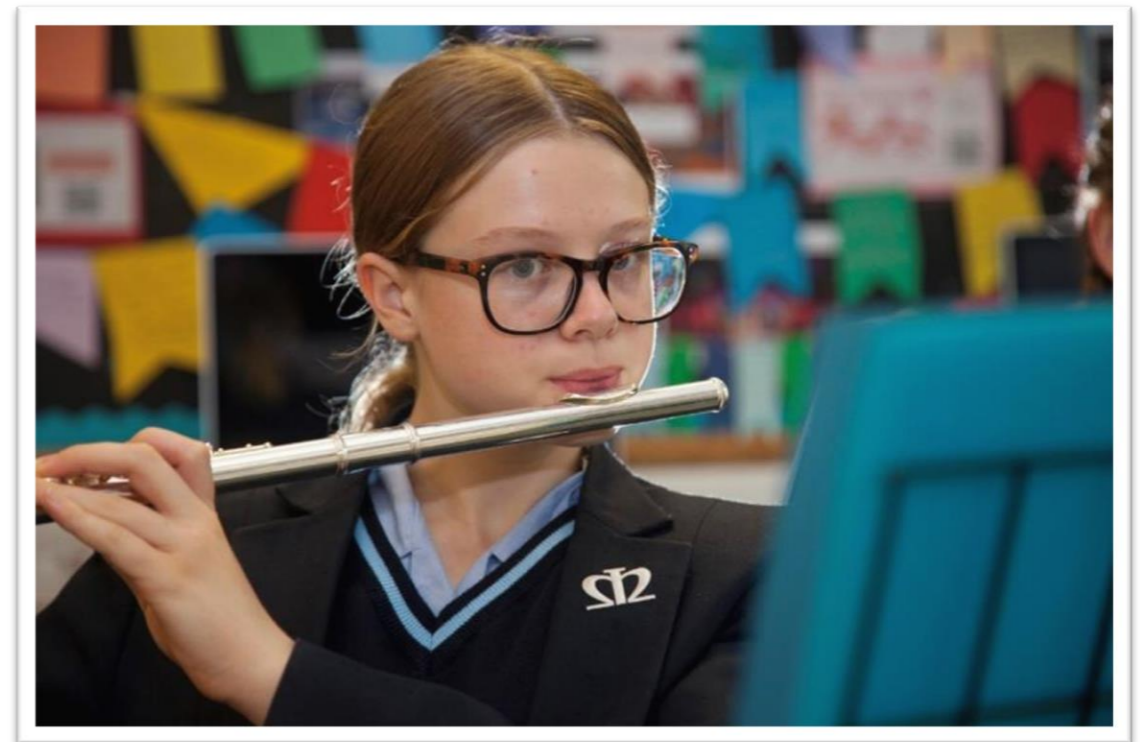
can be presented in any medium – formal score, computer generated song, performance with lead sheet, - 30% of total marks

Component 3 Appraising: Written Examination (1hr 45); 40% of total marks. You will study 8 different pieces, from a variety of genres, including Music from the Western Classical Tradition, Film & Theatre, and World Music/Fusions.

Assessment Objectives

The examination will assess a candidate's ability to:

- Demonstrate technical control, expression and appropriate interpretation by performing two pieces (1 solo and 1 ensemble). This can be done if you play one instrument (including singing as an instrument) **or** on two instruments if you so wish.
- Create and develop musical ideas by composing music (2 pieces).
- Analyse and evaluate 8 set works using musical terminology. In the examination you are expected to answer questions based upon the works.



Section 12

Physical Education

Subject contact: Mrs H. Tauber
HTauber@manorhouseschool.org
Board: AQA

GCSE PE involves the integration of both the theoretical and practical elements of the study of physical activity and movement. Pupils wishing to follow this course need to be competent in three physical activities (one of which must be a team activity, one an individual activity and a third can be either). Pupils will take on the role of player/performer and will be assessed on their practical ability both in their core skills and in a competitive context. They will also complete a non-examinable assessment (NEA) which takes the form of an analysis and evaluation coursework.

The practical element makes up 40% of overall grade, with the theoretical aspect making up the remainder. The two written examinations cover the following subject content:

- Applied anatomy and physiology
- Structure and function of the cardio-respiratory system
- Anaerobic and aerobic exercise
- Movement analysis
- Physical training
- Sports psychology
- Socio-cultural influences
- Commercialisation of sport
- Ethical issues
- Health, fitness and well-being
- Use of data



The examinations will be in the form of two written papers each 1 hour 15 minutes long. The papers will include a mixture of multiple

choice questions, a number of structured short answers and further extended questions.

Paper 1. The Human Body and Movement in Physical Activity and Sport.

Paper 2. Socio-Cultural Influences and Well Being in Physical Activity and Sport.

The course covers interesting aspects of physical activity and sport. As for its value and recognition, many employers regard it highly as another desirable facet to a potential employee's credentials. In itself, it is a challenging, interesting and varied subject.



'GCSE PE is an enjoyable, educational and enthralling subject. The lessons are interactive and engaging and I would thoroughly recommend GCSE PE'. Y11 student

Further Subject Information

Religious Studies	No controlled assessment Two x examinations of 1hr 45mins, in the Summer of Year 11
Art	Assessment on-going in lessons throughout the two years
Biology, Chemistry and Physics	6 x 1 hour 45 minutes written examinations at the end of Year 11, individual grade awarded for each Science discipline, 8 required practical's per subject discipline to be completed throughout the course
Classical Civilisation	No controlled assessment. 2 x 1½ hour written examinations in the Summer of Year 11
Drama	There will be two coursework units. One will focus on performing or designing, the other will focus on devising and improvisation. It is likely that one of these will be done at the end of Year 10 /first term Year 11 and the other in the second term of Year 11.
GCSE Combined Science	6 x 1 hour 15 minutes written examination at the end of Year 11, average of all disciplines awarded as an overall double grade, 16 required practical to be completed throughout the course
Maths	No controlled assessment. Final examination in summer of Year 11 - two 2-hour calculator papers
Music	2 x 10hrs composition work in lessons during Year 11 2x performances (1 solo, 1 ensemble) with 10 hours recording time per candidate to be used as necessary. Pieces to be practised outside of lesson time.
Geography	All 3 written examinations in Summer of Year 11
Creative iMedia	Controlled assessment through Y10, then in Y11 a mixture of controlled assessment and preparation for the examination at the end of Year 11
History	30hrs teaching; 12hrs research 2 exam papers in summer of Year 11
Languages	No Controlled Assessments with the new GCSE which commenced September 2016. Final examinations for listening, speaking, reading and writing in the summer of Year 11.
PE	Physical assessments are on-going throughout KS4 Controlled assessment - Analysis and evaluation in Year 11 2 examination papers summer of Year 11
English	There will be no written controlled assessments with the new GCSE which commenced in September 2015. There will be one assessment in school for speaking and listening, given for a presentation. Teachers may offer more than one opportunity for this during the course, and students and parents will be given notice before these opportunities arise.

Chapter 5 GCSE Grading and Other Advice

The way in which GCSEs are graded changed with the introduction of the more rigorous reformed GCSEs, phased in some years ago now.

Far fewer subjects now have any controlled assessment or coursework elements, with outcomes determined by examinations at the end of the two years rather than in modules along the way.

The most significant change however was that **GCSEs are now graded on a 9-1 scale** rather than the pre-existing A*-G. The new grading scale aims to better differentiate between the highest performing pupils, with the old A*-A grades now spread across the 9-7 range. Candidates achieving at least a grade 4, roughly equivalent to a low C on the old system and referred to as a 'standard pass' by the Department for Education, will not need to retake English or Maths at Sixth Form.



9-1 Grades Compared to A*-G

All the GCSEs your daughter may take in the summer of 2026 will be graded 9-1 with the exception of Creative iMedia which as OCR Cambridge Nationals, is graded Distinction*, Distinction, Merit or Pass at Level 2. Please note these are GCSE equivalent qualifications.

Legacy GCSEs	New GCSE Grades	Vocational Qualifications	
A*	9	Distinction * 8.5	Level 2
	8		
A	7	Distinction 7	
B	6	Merit 5.5	
	5		
C	4	Pass 4	
D	3	Distinction * 3	Level 1
E	2	Distinction 2	
F		Merit 1.5	
G	1	Pass 1	
U	U	Not Yet Achieved (NYA)	

Practical Advice and Exam Entries

The transition from Key Stage 3 to 4 will be marked by an increase in demands and workload. Girls will have to manage homework that may sometimes be required for the next day whilst other pieces will be planned over a longer period of time. Increasingly, girls will recognise that the extent of homework is open-ended and will need to decide what is a feasible maximum, as opposed to a minimum! Not everyone manages this transition easily and assistance is generally required by all at some stage. This area is a primary role for your Form Tutor and Head of Key Stage as well as an issue discussed in PSHCE time. *We strongly encourage girls to seek guidance and support, being confident in the knowledge that this is something your staff are well used to dealing with.* Early help and intervention helps avoid small problems growing in to larger ones!

Homework at GCSE

Homework for Core subjects is set once every week to consolidate the learning that occurs in the classroom and provides an opportunity for girls to develop their reading, writing, research and analytical skills. One further hour of homework is set per option subject, per week.

How parents can help.

- Encourage your child to spend quality time completing homework assignments.
- Ask to see the homework they are producing and check it together on Schoolbase
- Encourage your child to have all the equipment they require, including a fully charged iPad.
- Encourage reading at home of both fiction and non-fiction texts, or materials relating to their GCSE course.
- Explore opportunities to experience film, documentaries, theatre visits or trips to the library in relation to the subjects your child is studying.
- The information on [p30](#) gives an overview of when coursework / controlled assessment is being undertaken or due for those subjects where this remains a requirement. These may be times when your daughter is feeling the pressure and will need additional support in managing her time effectively.

GCSE Exam Entry Procedures and Fees

Entries for exams are made by the Exams Department following discussion between the subject teachers, Heads of Department, pupils and parents. Exam fees will be added to your school fees account usually in January and March. Costs vary between Exam Boards but are typically £40-£50 per subject. The total cost for GCSE exams is approximately £350 - £450 each year dependent on the number of subjects taken.

If entries are made after the published Exam Board deadlines penalty fees are charged. These can amount to 3 times the original cost of the exam and will be passed on to parents when appropriate. Withdrawal from an exam entry after the deadline does not always guarantee a refund of the exam fee. Changes in tiers, e.g. from Higher to Foundation, at a late stage also incur an administration charge from the boards.

Information, including subject specifications and practice papers can be accessed from the Examining Board websites. Care should be taken to check that the papers being looked at match the specification taught. Check with your teacher if you need further advice

AQA www.aqa.org.uk
OCR www.ocr.org.uk
Pearson/Edexcel www.pearson.com



Section 2

Post 16 Progression and Support

Some years ago the Government changed the law so that from all young people are required to continue in education or training until they are 18 years old.

Additionally, all students will continue to study GCSE English Language and Mathematics until they achieve a grade '4' or higher in the new GCSE.

There are a variety of pathways that can be followed after Year 11 (Post 16), these are:

- Full-time study in school, college or with a training provider.
- Full time work or volunteering combined with part-time education or training.
- An Apprenticeship.

Guidance on Post 16 Progression at Manor House

Pupils in Years 9-11 will be provided with the following support in choosing the right post 16 destination for each individual:

- **Sixth Form Information Evening** - alternating with Future Schools, this event sees us hosting speakers from schools such as Charterhouse and Christ's Hospital who offer their advice on what to look for post 16 and indeed what they as schools are looking for in prospective candidates.

- **Mock Interviews** - undertaken by, for example, college lecturers and individuals with backgrounds in business and commerce, these interviews are designed to put the girls through their paces in helping them to prepare for formal interviews.

- **Headteacher Appointments** - each of the girls has the opportunity to meet with Miss Fantham individually to talk through and refine and formulate their plans for life after Manor House.

- **Curriculum Vitae Writing** - guidance on how pupils can put together a CV that will stand out from the crowd.

- **Critical Thinking Workshop** (optional) - to help girls prepare for this aspect of the interview process that they will encounter if they apply to e.g. Reed's School.

- **Individual advice from subject teachers** when applying for scholarships and tutors/HOKS4 for applications.

Sixth Form Destinations

All students in Year 9 2023-24 are guaranteed a place at St Teresa's Sixth Form as part of the offer for pupils in the Effingham Schools Trust.

At St Teresa's, we are incredibly proud of our outstanding Sixth Form; our A Level results place us in the top 1% of Sixth Forms nationally for value-added scores, and our broad A Level curriculum is complemented by an extensive enrichment programme. There are extensive opportunities for student leadership, which plays a lively and active part of school life. We promote that every student is recognised as an individual, and support our students to be happy and healthy. The majority leave St Teresa's to study at a Russell Group university, including Oxbridge, and our alumnae have graduated in an extensive range of undergraduate and post-graduate disciplines, leading to stimulating and fulfilling careers. More than this, however, is our insistence that our students are capable of facing an uncertain future with spirit, morality, and good humour. Dr Claire McShane, Headmistress

<https://st-teresas.com/sixth-form/academic/>



Cranleigh School

Epsom College

Esher College

Ewell Castle

George Abbott School

Glyn School

Godalming College

Guildford College

Hurtwood House

King's College Wimbledon

Prior's Field School

Reed's School, Cobham

Rosebery School

Sir William Perkins 'School

St George's School Weybridge

St John's, Leatherhead

The Howard of Effingham

Reigate College

University of the Creative Arts

Wimbledon High School

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Russell Group www.informedchoices.ac.uk

www.apprenticeships.org.uk

www.ucas.com

or make an appointment to see your **Form Tutor**

hboxall@manorhouseschool.org

posborne@manorhouseschool.org