



HARROGATE LADIES' COLLEGE. GCSE CURRICULUM.

INFORMATION BOOKLET

Since 1893

GCSE 2022-2024 CURRICULUM BOOKLET CONTENTS

Welcome from the Principal	3
Advice from Mrs Irvine	4
Core Curriculum and Optional Subjects	6
Art and Design	7
Art and Design – Textile Design	8
Computer Science	9
Drama	10
Economics	11
English	12
English Literature	13
Geography	14
History	15
Food Preparation and Nutrition	16
Latin	17
Mathematics	18
Further Mathematics	19
Modern Foreign Languages	20
Music	21
Physical Education	22
Religious Studies	23
Science – Biology	24
Science – Chemistry	25
Science – Physics	26
Physical Education (General Course)	27
Duke of Edinburgh’s Award	27



WELCOME TO THE GCSE CURRICULUM BOOKLET

The transition into Middle School at Harrogate Ladies' College is an exciting and challenging time when pupils can begin to shape their futures through the choices they make, both in terms of the subjects that they will study and the interests that they will pursue.

The subjects listed in the booklet are those that we currently offer. It is possible that a subject may not run without a viable number of pupils – a decision which will be made on a subject-by-subject basis.

Pupils will prepare for GCSEs (General Certificate of Secondary Education; IGCSE is the international version chosen by some departments as an alternative course) which are the external examinations taken by most pupils in the English educational system at the end of Upper 5 (Year 11).

I/GCSE is a very important examination. Employers, universities and other Higher Education Institutions use I/GCSE results as a significant indicator of an applicant's abilities. Indeed, when most people make applications at the beginning of their Upper 6 year, it is the only evidence of actual achievement that university admissions tutors have about potential students.

For popular courses at high-ranking universities, results at I/GCSE are essential in indicating whether a pupil has any real chance of gaining an offer of a place. Consequently, we are very keen that every girl at Harrogate Ladies' College should fulfil her academic potential. This means getting the best

I/GCSE grades of which she is capable. Making the right choice of subjects at I/GCSE is, therefore, very important.

Harrogate Ladies' College aims to inspire and nurture pupils to engender a deep passion for learning and a love of life. Thus, alongside the examination focused work in Lower and Upper 5, pupils are encouraged to develop other aspects of their intellects and personalities through a wide range of enrichment activities. The ability to work in a team, to communicate in a variety of circumstances and to relate well to others are vital skills in the rapidly changing world in which we all live. The academic curriculum and extra-curricular opportunities at College foster these qualities.

Pupils should aspire to be the best that they can be in their preparation for I/GCSEs: they should choose subjects which they really enjoy and in which they can achieve as highly as possible. College staff are always happy to support or advise pupils and their families in their decision making. Most importantly, pupils should embrace the opportunity to be responsible for their actions so that they can relish the sense of pride that comes from success borne of hard work and dedication.



Mrs Sylvia F. Brett
Principal



HOW TO CHOOSE YOUR GCSEs

In this booklet you will find descriptions of all the courses which are on offer to you in Middle School. All pupils will study the Core Curriculum, including Maths, English and Science. Other subjects are optional and usually pupils will choose three or four of these.

We will do our very best to organise the timetable so that you can do all of the options you choose, but we cannot guarantee this.

It can seem a daunting task deciding which subjects to continue with to I/GCSE, and there are several factors to consider. Questions that you should be asking yourself include:

What subjects do I enjoy?

You are likely to do well in subjects that you find interesting and stimulating. However, do remember that you may well have a different teacher for the I/GCSE course, and that the material studied is often quite distinct from that covered in the Lower School, so it is important that you research the content of each I/GCSE course carefully.

What subjects am I best at?

Although there is more to life than simply getting good examination results, it is important that you opt for subjects in which you have a strong chance of doing well. This is very likely to increase your enjoyment of your I/GCSE studies too.

Do I prefer coursework or controlled assessment to examinations?

The amount of assessment by coursework varies considerably from subject to subject; read the subject pages carefully. It is tempting to think that coursework must be less demanding than revising for an examination, but do remember that you need to have good organisational skills and be motivated to produce good quality work. It can also be quite challenging if you have a lot of coursework in many of your subjects, with tight deadlines to meet. Some subjects involve controlled assessment, which is similar to coursework, but these tasks are usually completed with teacher supervision, and sometimes under examination style conditions.

Do I need to study certain subjects for a particular career?

The short answer to this is a clear 'No'. Do not worry too much about career options; most pupils do not have firm ideas about a career until much later on, and that is absolutely fine. It is very unlikely that you will close off any career options through choosing particular subjects at I/GCSE. Talk to Miss Scully, Mr Dwyer or Mrs Christie about university and career requirements if you have any doubts about this.

Shall I try and fit in some extra subjects?

Only if it will not jeopardise your overall I/GCSE performance. Universities and employers are most interested in pupils who show real interest in the subjects they have studied, and have achieved good grades. This is far more important than the total number of I/GCSEs studied. We expect that most pupils will study nine I/GCSEs because this will allow time for those other, equally important, aspects of your education such as extra-curricular activities. These interests are an important and integral part of every young person's development.

What happens next?

Please submit your option choices to Mr Massey using this form by Friday 28th January. Please submit your preferences for three or four subjects in your preference choice order. Mr Massey will then design a set of option blocks in such a way to allow all pupils to study their preferred choice of subjects as far as possible.

Can I change my mind after I have submitted my options?

We will create the option blocks on the basis of what every Upper 4 girl chooses in January, and once we have done this, certain subjects will be scheduled to be taught at the same time as each other. You will not be able to study for two subjects that are taught at the same time, but you will usually be able to make another selection that fits into the option blocks.

Who can help me make my choice?

You will not have to make these decisions on your own; there are many people on hand to help you. Your Form Tutor, subject teachers and parents will all help you think through the process, and this booklet is designed to give you more detailed information about each course offered. The Head of Middle School, Mrs Irvine, and the Senior Master, Mr Massey, have talked to you in your form time and can also offer advice and guide you through the possible options. Talk to as many people as possible and do your research carefully – in this way, you maximise the chances of making the best choice for you.

Mrs Irvine

Head of Middle School

THE CORE CURRICULUM

Before you consider your option subjects, you should spend some time making sure you understand how the compulsory subjects' work. All pupils will study:

- > **English**
- > **Mathematics**
- > **Biology**
- > **Chemistry**
- > **Physics**

You will also follow non-examination courses in:

- > **Physical Education (Games)**
- > **PSHE**

However, there is some flexibility within the 'Core' curriculum:

- > In English, most pupils will work towards two I/GCSEs, English (GCSE) and English Literature (GCSE). However, some pupils may be advised to take only one qualification, English. In rare cases, where a non-native speaker of English has weaker language skills, we may recommend that she take the First Certificate instead of the GCSE course.
- > The top division in Mathematics will also have the opportunity to take Level 2 Further Mathematics at the end of Upper 5.
- > All pupils will be taught the same Science syllabus in Lower 5. Following the Lower 5 examinations in June 2023, the Science Department will make a recommendation as to whether each girl should take the Double Award (leading to two IGCSEs), or the three Separate Sciences (leading to an IGCSE in each of Biology, Chemistry and Physics.) The year group will then be re-set according to which path the pupils are pursuing for the Upper 5 year.
- > Where possible, we recommend that all pupils study a Modern Foreign Language (French, German or Spanish) and a Humanity (Geography, History or Religious Studies).

I/GCSE Options

Once you are clear about the core curriculum, you can start to think about possible choices. For GCSE courses beginning in September 2022, the option subjects are:

- > Art and Design
- > Art and Design (Textiles)
- > Computer Science
- > Drama
- > Economics
- > French
- > Geography
- > German
- > History
- > Food and Nutrition
- > Latin
- > Music
- > Physical Education
- > Religious Studies
- > Spanish

How do I choose and what restrictions are there?

You may choose up to 4 subjects from the list above. As we are a smaller school, we aim to tailor the timetable each year to the needs of our pupils, so there are no set blocks published in advance. This allows for a much more flexible system. There are no specific restrictions, but remember that for most people it is a good idea to keep a broad curriculum.

You will be asked to fill in your choices in preference order. This is so that we can ensure that your most important choices fit the timetable first. We aim to give all pupils all of their choices, but, inevitably, it is possible that a small number of combinations may not be possible. By listing your choices in order, you are helping us to make sure that the highest priorities are catered for first.

How many subjects should I choose?

The way we structure I/GCSE choices gives you a great deal of flexibility. There will be some pupils in your year group doing seven I/GCSEs, and others who may want to do as many as eleven. The key thing to remember is that it is **quality not quantity** that matters. It is always better to have a strong range of 9 to 6 grades in, for example, nine subjects than it is to have lower grades in ten or eleven. So only choose as many subjects as you know you can do to the best of your ability!

ART AND DESIGN

EXAM BOARD – AQA 8201

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

This course offers an exploration of still life, textures and surface through research and first-hand experience of the work of various artists. Personal experimentation and creativity are encouraged, using a wide range of materials and building upon previous skills. Visits to galleries, exhibitions and interesting selected locations will aid your personal understanding and development.

This is a theme-based course with many practical demonstrations and analysis of works of art through masterclass workshops by visiting artists. As the course develops, the emphasis is on you to find your own individual style which is displayed clearly in your sketchbooks and in final pieces.

Art and Design

Candidates' submissions should include practical and critical/contextual work in at least two of the following: Fine Art, Textiles, Ceramics, Printwork or Photography.

Why study Art and Design?

It develops your personal imagination and creativity and offers a chance to sustain and develop your ideas. It can lead on to foundation courses at Art colleges and then on to degree courses. The worlds of Fashion, Interior Design, Architecture, Physiotherapy, Jewellery Design, Occupational Therapy and Theatre all require independent creativity.

What should you bring to the course?

- > A willingness to work regularly and systematically in your sketchbook which will help to develop and refine your ideas;
- > A willingness to use the art facilities in your free time to build up your portfolio;
- > An interest in the work of artists and an enthusiasm for visiting galleries and exhibitions in your free time;
- > An enjoyment of experimenting with a variety of materials.

Assessment

Component 1: Portfolio consisting of sketchbook and final pieces

60%

Component 2: Externally set assignment; includes a preparatory period to produce a sketchbook followed by 10 hours of supervised time

40%

Head of Department: Mrs Litherland

ART AND DESIGN – TEXTILE DESIGN

EXAM BOARD – OCR J174

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

This course enables pupils to develop and demonstrate their creativity in making textiles products and it rewards flair and imagination.

The course is designed to encourage pupils to develop knowledge, skills and understanding along with creativity and imagination. It provides an opportunity to experiment with ideas, processes, media, materials and techniques and for pupils to take risks with their work whilst developing their own style.

The specification is made up of two components: a portfolio and an externally set task. The portfolio is made up of practical work which explores the skills, knowledge and understanding in the pupil's chosen practical area of study. All components are internally marked and externally moderated. The externally set task offers pupils the opportunity to respond to a choice of themes. Pupils are encouraged to select, organise and present work that represents the best of their achievement in response to the assessment objectives.

Areas of study

Textile Design is the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics. Pupils will explore and develop skills, knowledge and understanding through the application of techniques and processes including weaving, surface printing, pattern making, pattern cutting, embroidery, knitting, batik, appliqué and collage.

Why study Textiles?

To build up a variety of textiles skills; recent research has found that working on 3D projects develops cognitive skills which help with a variety of other subjects. You would enjoy studying it if you are interested in fashion, fabrics and developing creative skills.

What should you bring to the course?

- > Enthusiasm and motivation;
- > Keenness to develop your own ideas and work through problem-solving tasks;
- > An ability to work independently on a variety of techniques;
- > A willingness to record ideas through sketches and annotation.

Assessment

Portfolio: Internally assessed and externally moderated	60%
Externally set task: Internally assessed and externally moderated	40%

Head of Department: Mrs Gray

COMPUTER SCIENCE

EXAM BOARD – CIE 0984AX

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

> **Component 1: Computer systems**

Introduces pupils to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

> **Component 2: Computational thinking, algorithms and programming**

Application and development of skills and understanding in computational thinking: algorithms, programming techniques, producing robust programmes, computational logic, translators and data representation.

> **Component 3/4: Programming project**

In a controlled environment, pupils will define success criteria from a given problem and then create suitable algorithms to achieve success criteria. Pupils then code their solutions in a suitable programming language, and check its functionality using a suitable and documented test plan.

Why study Computer Science?

Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages pupils to develop their understanding and application of the core concepts in computer science. Pupils also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programmes.

The course encourages pupils to: think creatively, innovatively, analytically, logically and critically; understand the components that make up digital systems and how they communicate with one another and with other systems; understand the impacts of digital technology to the individual and to wider society.

What should you bring to the course?

- > An enthusiastic interest in computing and technology and the advances that are being made every day.
- > Mathematical and problem solving skills would be beneficial.

Assessment

Written Examination 01	40%
Written Examination 02	40%
Controlled Assessment 03/04	20%

Head of Department: Miss Scully

DRAMA

EXAM BOARD – AQA 8261

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

The course is structured into three components.

Component 1: Understanding Drama

- Knowledge and understanding of drama and theatre;
- Study of one set play from a choice of six;
- Analysis and evaluation of the work of live theatre makers.

Component 2: Devising Drama

- Process of creating devised drama;
- Performance of one piece of devised drama (pupils may contribute as performer or designer);
- Analysis and evaluation of own work.

Component 3: Texts in Practice

- Performance of two extracts from one play;
- Pupils may contribute as performer or designer;
- Free choice of play but it must contrast with the play chosen for component 1.

Why study Drama?

It is an exciting and stimulating course that gives you the chance to develop a wide variety of valuable skills. It also helps to broaden your cultural and critical appreciation through visits to see a diverse range of theatre productions. It is a subject that is welcomed by employers and universities alike, as it helps pupils to become confident communicators and effective team players.

What should you bring to the course?

- Lots of enthusiasm and a passion for performing;
- The desire to explore creative ideas through Drama;
- A willingness to work cooperatively with others.

Assessment

Understanding Drama: Written examination	40%
Devising Drama: Moderation process	40%
Texts in Practice: Practical performance examination	20%

Head of Department: Mr Cook

ECONOMICS

EXAM BOARD – OCR J205

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

The course content is split into two units, each assessed through a written paper:

- Introduction to Economics covers the role of markets and money.
- National and International Economics covers the economic objectives and policies of a government. It also examines globalisation, including the differences between developed and developing economies.

Why study Economics?

Economics enables us to investigate social, moral and economic problems in both the national and global context. By studying a range of analytical tools and models, we have the opportunity to offer realistic solutions through government intervention. Many economists are hired by international, national and local governments and companies. They serve in a wide variety of positions involving analysis and policy making.

What should you bring to the course?

An enthusiastic interest in topical world issues is essential to enjoy Economics fully. A sound level of mathematical and written skills would be beneficial as the course develops.

Assessment

Written Examination

100%

Head of Department: Miss Scully

ENGLISH

EXAM BOARD – OCR J351

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

This core subject embraces the traditional skills of speaking and listening, reading and writing. You will continue to build on the techniques already acquired in English lessons, developing and refining your written style and learning how to present ideas with a degree of maturity and sophistication.

You will take three compulsory components - Paper 1, Paper 2 and Component 3. Both Paper 1 and Paper 2 are externally assessed. Component 3 is internally assessed and externally moderated.

> **Component 1: Communicating information and ideas (50%)**

Candidates read and compare non-fiction texts (one 19th century non-fiction text and one 20th or 21st century non-fiction text) and write one piece of original non-fiction.

> **Component 2: Exploring effects and impact (50%)**

Candidates read and respond to literary prose texts, one of which may be non-fiction. Both texts are 20th or 21st century literary prose. There will not be a 19th century text in component 2. In the writing section, candidates write one piece of original creative writing.

> **Component 3: Spoken Language Endorsement (marks for this component are separately endorsed and do not contribute to the overall grade)**

Candidates present information and ideas in a spoken presentation and listen and respond to others appropriately.

Why study English?

Reading, writing, speaking and listening are fundamental skills that you need in order to learn every other subject and to make progress socially as well as academically.

What should you bring to the course?

You need to be prepared to open your mind to ideas, and to develop your intuition and insight whilst learning new terms and perspectives.

Assessment

Written Examination

100%

Head of Department: Mrs Long

ENGLISH LITERATURE

EXAM BOARD – OCR J352

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

Most pupils will study GCSE English Literature because we believe that the skills and responses encouraged and developed in this subject are essential for life. Although it is a subject in its own right, giving a separate grade, it is closely linked with the English course.

> **Component 1: 2 hours (50% weighting)**

For this paper candidates will study two set texts. One text will be modern prose or drama which pupils will need to connect to a thematically linked unseen extract. The other text will be a 19th century novel.

> **Component 2: 2 hours (50% weighting)**

For the second examination, candidates will study a poetry cluster from the OCR Anthology, making links to an unseen poem. For this paper you will also study a Shakespeare play.

Why study English Literature?

The way in which we approach this subject at GCSE will provide you with the analytical skills required for a good number of A level subjects.

What should you bring to the course?

- > A passion for poetry, prose and drama texts.
- > An interest in de-constructing language in order to see how writers recreate fictional worlds and how successful they are in convincing you, the reader.

Assessment

Written Examination

100%

Head of Department: Mrs Long

GEOGRAPHY

EXAM BOARD – AQA 8035

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

Geography allows pupils to gain an understanding of the physical processes and factors that produce diverse and dynamic landscapes that change over time, as well as developing an awareness of the ways in which people interact with their surroundings. We will become aware of the decisions that affect the human and physical landscapes. The course gives us the opportunity to explore Geography at different spatial levels (local, regional, national, international and global).

Fieldwork is completed over a 3-day period in a variety of locations around the Lake District, and encourages questioning, investigation and critical thinking about human, physical and environmental issues. Pupils will develop skills of problem solving, decision making, synthesising ideas and communicating findings, by working individually and as part of a team. Knowledge of the investigation and skills developed will be tested by an examination.

Paper 1: Living with the physical environment;

Paper 2: Challenges in the human environment;

Paper 3: Geographical applications.

Why study Geography?

Geography is recognised as a dynamic discipline in continuous change and it allows you to understand the way the world is developing and to stimulate an interest in different places. It will equip you with a wide range of skills and techniques that can be used in other disciplines.

What should you bring to the course?

- > An interest in the way the world works and a desire to find out what will happen in the future;
- > Enthusiasm and a willingness to think outside the box;
- > An ability to work in a group and also to be able to work independently;
- > An ever enquiring mind.

Assessment

Written Examination

100%

Head of Department: Mrs Reed/Dr Downhill
(maternity cover)

HISTORY

EXAM BOARD – AQA GCSE SPECIFICATION B (LINEAR) 9145

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

AQA GCSE History is made up of four units across two examination papers:

Paper 1

1. Germany 1890-1945; Democracy and dictatorship
2. Conflict and tension; 1918-39

Paper 2

3. Health and the people: c1000 to the present day
4. Elizabethan England; c1568-1603

Why study History?

History is fascinating. It allows you to explore times and places both very different from our own and others that can be surprisingly similar. Studying the past gives you insights into people, societies and attitudes of today.

You will develop your analytical skills and learn how to use information critically and effectively - vital skills in today's world. You will hone your ability to debate ideas and to express clear, reasoned, points of view.

The GCSE builds on the work done at Key Stage 3. History at GCSE is essential preparation for the further study of History and very useful for the degree level study of Politics, Law, Archaeology, Anthropology and Journalism to name but a few.

What should you bring to the course?

- > A hunger to find out more about the past and the ways it has shaped the present;
- > An enjoyment of discussion and problem solving;
- > A desire to learn how to think independently and articulate your own arguments convincingly.

Assessment

Written Examination

100%

Head of Department: Mr Hunt

FOOD PREPARATION AND NUTRITION

EXAM BOARD – OCR J309

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

It aims to equip learners with the knowledge, understanding and skills required to cook and apply principles of Food science, nutrition and healthy eating.

Why study Food Preparation and Nutrition?

Food and diet are essential components of life. You should consider studying Food Preparation and Nutrition if you enjoy the variety of a more practically based subject. Food relates to everyday life and is relevant to everyone. Cooking and preparing food is a life skill.

You will:

- > Develop your interest in the creative aspect and enjoyment of food;
- > Develop confidence in using the high skills necessary in food preparation and cooking;
- > Make connections between theory and practice so that you are able to apply your understanding of food and nutrition and food science to practical cooking;
- > Have an informed approach that will help you to evaluate choices and decisions about your own diet and health.

What should you bring to the course?

- > Enthusiasm;
- > An interest in the food you eat;
- > Self-motivation and the ability to meet deadlines;
- > Willingness to explore a hands-on, practical subject backed up by good subject knowledge.

Assessment

Written Examination	50%
Controlled Assessment	50%

Head of Department: Mrs Baskind

LATIN

EXAM BOARD – OCR J282

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

The course offers you the chance to study elements of the language, literature and culture of the Roman world. You will meet a range of stories written in Latin and chosen to test your understanding of fairly simple language constructions. For the literature element, you will be exposed to a series of original poems and prose passages written by great Roman authors.

All papers are externally assessed; there is no coursework or controlled assessment in this course.

Paper 1: Latin Language **50%**

Paper 2: Latin Prose Literature **25%**

Paper 3: Latin Verse Literature **25%**

Why study Latin?

Through the options above, you will learn to use and enjoy the Latin language, both for the satisfaction this offers in itself and as an aid towards a better understanding of your own language. The literature will introduce you to a wide range of the most important authors of the ancient world, dealing with topics as diverse as love, war, politics and humour.

What should you bring to the course?

- > An interest in the ancient world and its links with today;
- > Some previous enjoyment of, and success at, language work;
- > A willingness to work hard in an enjoyable context.

Assessment

Written Examination

100%

Head of Department: Mrs Whelan

MATHEMATICS

EXAM BOARD – AQA 8300

LEVELS OFFERED AND GRADES AWARDED

HIGHER: 9 TO 4. FOUNDATION: 5 TO 1.

Course Content

The subject content is organised into six broad topic areas:

- > Number
- > Algebra
- > Ratio, proportion and rates of change
- > Geometry and measures
- > Probability
- > Statistics

Why study Mathematics?

Mathematics is a very versatile subject - techniques learnt here will be utilised in many different and sometimes surprising ways. Open-ended questions which involve using and applying Mathematics particularly help to develop the invaluable skills of thinking logically, precisely and creatively.

The Higher Tier of entry stimulates the more able and provides a good foundation on which to build for those wishing to study or use Mathematics in the Sixth Form.

What should you bring to the course?

A willingness both to be open minded about Mathematics and to explore its diversity and beauty.

Assessment

Written Examination

100%

You will be assessed in the summer of Upper 5.

You will take three compulsory papers (all at the same tier), as follows:

Paper 1	Non-calculator	1 hour 30 minutes	80 marks
Paper 2	Calculator	1 hour 30 minutes	80 marks
Paper 3	Calculator	1 hour 30 minutes	80 marks

Each paper contributes equally to your final grade, and content from any part of the specification may be assessed in each one.

Head of Department: Mr Dwyer

FURTHER MATHEMATICS

EXAM BOARD – CERTIFICATE LEVEL 2

LEVELS OFFERED AND GRADES AWARDED

HIGHER: 9 TO 4.

Course Content

The specification develops the knowledge gained from GCSE Mathematics as well as introducing some new topics. It comprises of the following areas of subject content:

- > Number
- > Algebra
- > Co-ordinate Geometry
- > Calculus
- > Matrix Transformations
- > Geometry

Why study Further Mathematics?

This qualification provides for high achieving pupils by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth. This prepares them to fully maximise their potential in further studies. The qualification places an emphasis on higher order technical proficiency, rigorous argument and problem solving skills. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs.

What should you bring to the course?

- > An enquiring and logical mind;
- > A willingness to attempt challenging questions.

Assessment

Written Examination

100%

You will be assessed in the summer of Upper 5.

You will take two compulsory papers, as follows:

Paper 1	Non-calculator	1 hour 45 minutes	80 marks
Paper 2	Calculator	1 hour 45 minutes	80 marks

Each paper contributes to your final grade, and content from any part of the specification may be assessed in each one.

Head of Department: Mr Dwyer

PLEASE NOTE: All pupils in Mathematics Set 1 at the start of Upper 5 will undertake this course. Level 2 Certificates are equivalent to a GCSE.

MODERN FOREIGN LANGUAGES FRENCH – SPANISH – GERMAN

EXAM BOARD – CAMBRIDGE IGCSE 7156, 7160, 7159

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

The content of the course for each language is similar, based on five topic areas all examined in the four skills of speaking, listening, reading and writing.

The specification for each topic is related to everyday life. For example 'Family and Relationships' allows the development of grammatical accuracy and vocabulary acquisition to take place in a genuine context in which pupils feel secure. 'Leisure and Tourism' widens their experience, while 'The Environment' and 'The World of Work' also offer a vehicle for debate, so improving the spoken language in an appropriate forum.

Why study Modern Foreign Languages?

Study of a language does, of course, prepare pupils to study it for a full university degree, but many other degree courses welcome an advanced language and this may even lead to the opportunity to study abroad for part of the degree programme.

During the course pupils will be offered the chance to visit their target language country to practise their skills and to immerse themselves in the local culture.

In the increasingly connected world in which we live, there has never been a better time to keep your language study alive.

What should you bring to the course?

- > A readiness to involve yourself in the language and culture of another country;
- > A readiness to speak the foreign language with increased confidence to meet the demands of the oral examination.

Assessment

Final Examination

100%

You will sit four examinations with equal weighting in speaking, listening, reading and writing.

Head of French: Madame Venries

Head of German: Mrs Griffin

Head of Spanish: Mrs Sanchez

MUSIC

EXAM BOARD – EDEXCEL 1MU0

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

Listening and Appraising

A listening and written paper of 1 hour 45 minutes, externally set and marked by Edexcel. Eight set works from four areas of study are covered: Instrumental Music 1700-1820; Vocal Music; Music for Stage and Screen; and Fusions. There are also unfamiliar and wider listening questions.

Coursework: Performing

Pupils produce both a solo and an ensemble performance which must be recorded in Upper 5. Performance may be on any instrument or singing and in any style. The combined length of the two performances should be between two and four minutes. It is expected that pupils will have weekly one-to-one instrumental/singing lessons throughout the GCSE years.

Coursework: Composition

Pupils produce two compositions. One is to a set brief related to the areas of study (undertaken in Upper 5) and the other is a free composition (undertaken at any time). The combined length of the two pieces should be between two and three minutes.

What should you bring to the course?

- > A genuine love of music and an openness to many different styles;
- > Ability to sing or play an instrument to a minimum standard of Grade 4;
- > A good basic knowledge of note reading and music theory and a commitment to deepening and extending this knowledge throughout the GCSE years;
- > Willingness to undertake regular instrumental or singing practice;
- > Willingness to be involved in extra-curricular music in order to support all-round musical development and GCSE performance coursework;
- > Ability to work independently on composition and meet deadlines;
- > Willingness to carry out further independent listening to support preparation for the listening examination.

Assessment

Written Examination	40%
Coursework: Performing	30%
Coursework: Composition	30%

Head of Department: Mrs Morgan

PHYSICAL EDUCATION

EXAM BOARD – AQA 8582

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

The GCSE course is based on content that covers a range of sport related topics and is structured in such a way as to give some reward for performance-related components (practical performance and analysis of performance).

Unit 1: Fitness and Body Systems. This unit covers applied anatomy and physiology, movement analysis, physical training and use of data. You will learn about how the body systems work together to allow athletes to perform at maximum levels. You will also study and experience a range of training methods to improve specific aspects of fitness.

Unit 2: Health and performance. Topics covered are health, fitness and well-being along with sport psychology, socio-cultural influences and use of data. You will learn how coaches use psychology to improve athlete performance as well as exploring healthy active lifestyles and their contribution to effective performance in sport. You will also investigate reasons different people participate in sport or physical activity and understand the effect of commercialisation on a variety of sports.

Unit 3: Practical Performance. Assessment of three physical activities to include one team sport, one individual sport and a sport of your choice which can be a team or individual sport.

Unit 4: Analysis of Performance. Analyse your own or another's performance, to identify strengths and weaknesses. You will then create an action plan to improve these weaknesses.

Why study Physical Education?

It allows for practical activity during your very intense GCSE courses and rewards those who are good at sport. It also allows you to understand the theory behind physical activity and sport whilst learning about wider issues relating to elite sport and participation. It is an excellent qualification to take if you are interested in studying sport in further depth and possibly going on to a career in a sporting environment.

What should you bring to the course?

- > High performance in 3 sports;
- > An interest in sport and the science behind physical activity;
- > Motivation to be involved in Physical Education outside the classroom;
- > Discipline to learn in the classroom, and then apply the theory in a practical setting.

Assessment

Written Examination (2 Papers)	60%
Practical (3 Activities)	30%
Analysis of Performance (Coursework)	10%

Head of Department: Miss Priestley

RELIGIOUS STUDIES

EXAM BOARD - AQA 8062

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

Beliefs and practices includes the following:

- > **Christianity** - The nature of God, creation, incarnation; the crucifixion, resurrection, ascension; death, judgement, heaven, hell; sin, salvation; worship, baptism, eucharist; pilgrimage, festivals; mission, evangelism; charity.
- > **Islam** - The nature of God; the Five Pillars of Sunni Islam, the Ten Obligatory Acts of Shi'a Islam; angels, predestination - the Day of Judgement, death, resurrection, heaven and hell; prophethood, holy books, jihad; festivals.

Religious, philosophical and ethical studies includes the following:

- > **Religion and life** - origins of the universe and human life; the environment; the use of animals; sanctity and quality of life; abortion and euthanasia; death and an afterlife.
- > **Peace and conflict** - peace, justice, forgiveness, reconciliation; violence, terrorism; reasons for war, the just war theory, holy war, pacifism; weapons of mass destruction.
- > **Crime and punishment** - good and evil, suffering; reasons for crime; attitudes to crime; aims of punishment; treatment of criminals, forgiveness, the death penalty.
- > **Human rights and social justice** - social justice, human rights and responsibilities; prejudice and discrimination in religion, gender, sexuality, disability and race; wealth and poverty; people trafficking; charity.

What study Religious Studies?

You will study some of the big religious, philosophical, and ethical questions in life. This will develop your skills in analysis and evaluation of ideas, and in critical thinking and rational argument. Study of GCSE Religious Studies can lead on to A level and be useful to many degree courses. For instance, Medicine, Law, Philosophy, and Politics all require the skills you will use and develop in Religious Studies.

What should you bring to the course?

- > An interest in religion, philosophy, and ethics (you do not need to be religious);
- > A questioning attitude and an open mind;
- > An enthusiasm for engaging in discussion.

Assessment

Written Examination

100%

Head of Department: Mr Hunt

SCIENCE – BIOLOGY

EXAM BOARD – EDEXCEL IGCSE 4BI1

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

You will study material consisting of five units:

- The nature and variety of living organisms;
- Structure and function in living organisms;
- Reproduction and inheritance;
- Ecology and the environment;
- Uses of biological resources.

The material covered in the Separate Science Biology course will be in more depth than the Double Award Science course.

What study Biology?

A comprehensive understanding and awareness of scientific issues will enable pupils to become part of a future generation who are better equipped to meet some of the challenges facing our planet - and possibly provide some solutions!

The biological sciences are the most diverse of subjects – from molecular biology to the biosphere. A qualification in Biology equips you with skills: literacy, numeracy, social awareness, and an ability to make connections between natural, social, economic, political and technological fields.

Routes in science

All pupils will be prepared for the three separate sciences in Lower 5. Following the Lower 5 examinations, the Science Department will make a recommendation as to whether each pupil should take the Double Award (leading to an averaged two IGCSE grades), or the three separate sciences (leading to an IGCSE in each of Biology, Chemistry and Physics). Both routes are delivered in the same time allocation. This ensures that every pupil maximises the quality of their grades.

Assessment

Written Examination

100%

Head of Department: Miss Ali

SCIENCE – CHEMISTRY

EXAM BOARD – EDEXCEL IGCSE 4CH1

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

You will study material consisting of four units:

- Principles of Chemistry;
- Inorganic Chemistry;
- Physical Chemistry;
- Organic Chemistry.

The material covered in the Separate Science Chemistry course will be in more depth than the Double Award Science course.

What study Chemistry?

Studying Chemistry offers opportunities for contextualised learning and development of lifelong skills, including creative thinking and problem-solving. Chemistry opens the door for many careers because training in Chemistry is essential for many positions in industry. Chemistry is highly desirable for medicine, dentistry, veterinary science, chemical engineering, food sciences, teaching, and careers in public service and management. Practical investigations enable the development of skills and ability to analyse and evaluate data critically. Pupils could use this expertise to help them decide upon the validity of research presented in the media. Chemistry touches our lives every minute of the day.

Routes in science

All pupils will be prepared for the three separate sciences in Lower 5. Following the Lower 5 examinations, the Science Department will make a recommendation as to whether each pupil should take the Double Award (leading to an averaged two IGCSE grades), or the three separate sciences (leading to an IGCSE in each of Biology, Chemistry and Physics). Both routes are delivered in the same time allocation. This ensures that every pupil maximises the quality of their grades.

Assessment

Written Examination

100%

Head of Department: Miss Ali

SCIENCE – PHYSICS

EXAM BOARD – EDEXCEL IGCSE 4PH1

LEVELS OFFERED AND GRADES AWARDED

SINGLE TIER ENTRY OFFERING GRADES 9 TO 1.

Course Content

You will study material consisting of eight units:

- Forces and motion;
- Electricity;
- Waves;
- Energy resources and energy transfer;
- Solids, liquids and gases;
- Magnetism and electromagnetism;
- Radioactivity and particles;
- Astrophysics.

The material covered in the Separate Science Physics course will be in more depth than the Double Award Science course.

What study Physics?

Physics is the science which attempts to describe how the universe works using the language of mathematics. It is usually considered the most fundamental of sciences.

Physicists are problem solvers; versatile and capable of clear, analytical thought. The skills that you learn in Physics can be applied in a range of careers, but are particularly important for future scientists, engineers and medics.

Routes in science

All pupils will be prepared for the three separate sciences in Lower 5. Following the Lower 5 examinations, the Science Department will make a recommendation as to whether each pupil should take the Double Award (leading to an averaged two IGCSE grades), or the three separate sciences (leading to an IGCSE in each of Biology, Chemistry and Physics). Both routes are delivered in the same time allocation. This ensures that every pupil maximises the quality of their grades.

Assessment

Written Examination

100%

Head of Department: Miss Ali

Physical Education

General Course

Physical Education during Lower 5 consists of two double periods each week, in which a wide choice of major games are available. Pupils may choose to participate in a different activity each term or stay with one they particularly enjoy. The activities usually include: lacrosse, netball, badminton, hockey, basketball, swimming, volleyball, tennis, athletics, rounders as well as using the school multi gym.

Team practices take place at lunchtime and after school. Tennis and badminton coaching is also available for all pupils in Lower 5.

Duke of Edinburgh's Award Bronze / Silver / Gold Level

The Duke of Edinburgh Award and HLC's provision of it has been badly disrupted by COVID restrictions for the last couple of academic years. We are now running Duke of Edinburgh again, and we have a record number of pupils who have signed up.



The Duke of Edinburgh's Award is a programme designed to challenge and develop your commitment, leadership, maturity, responsibility, social skills and teamwork whilst giving you new experiences along the way.

At Harrogate Ladies' College we give you the opportunity to complete the Bronze level of the award as an extra-curricular activity in Upper 4 or Lower 5. Anyone can take up the Duke of Edinburgh's challenge, however places are limited.

Each level consists of four compulsory sections. The time spent on each section depends on the level of the Award. Please note that the Duke of Edinburgh's Award is an extra-curricular activity; lessons and activities you already do as part of the school syllabus cannot count towards the Award. The school can help and support you with ideas on how to complete each section but it is up to you to show your commitment and take responsibility for completion.

The four sections you must complete are as follows:

Volunteering – giving help to the local community to make a difference to people's lives. You could help in an old people's home, work in a charity shop, become a Young Leader for the Scouts or Guides, volunteer for a community action group, fundraise for a charity or help an environment action group.

Skill – this section will help you to discover and develop personal interests, make new friends and improve your practical skills. There are many different skills you could learn for this section, for example, you could learn a musical instrument or astronomy.

Physical – the aim for this section is to improve and maintain your fitness and well-being. It is about challenging yourself to make improvements and show commitment to an arduous activity. Any form of sport, dance or fitness training can be used for this section.

Expedition – this is the adventurous and most time consuming section. You will be trained for an hour each week during a lunchtime and must commit to 6 days of walking, camp craft and navigation skills over a period of 4 weekends throughout the school year. You will learn how to work as a team, how to put up a tent and cook on a stove, how to read a map and how to lead and inspire. Your final test will be a two day expedition walk, carrying all necessary equipment and being completely self-sufficient from teachers and parents. You have to learn to survive without a mobile phone or the internet. Although the expedition section is often considered the hardest and most challenging, it is also considered the most fun, giving you stories and experiences to tell for years to come.

To gain a Duke of Edinburgh's Award, all of the above sections must be completed. There is no half certificate for only one or two sections being completed. For this reason the Duke of Edinburgh's Award has a lot of credibility in the outside world. It is a prestigious certificate to include on your CV as it requires a high level of commitment, organisation and independence to complete the challenge.

The application process and training dates will be given in October and if you are successful, you must commit to attend the club for the rest of the school year.

I AM ME.



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