

## **GCSE Option Choices for September 2012**

This booklet will give you all the necessary information about the courses you may follow in Years 10 and 11. Details are given of both the compulsory GCSE programme and the range of subjects from which you can choose your options.

I suggest you keep this booklet as a reference document which you will find useful during your two years in Key Stage 4.

### **Why do you need to choose “Option Subjects”?**

I know that many of you would very happily continue with all of your subjects to GCSE level. I also know that there are some for whom the thought of having to continue with certain subjects might fill you with dread. In order to focus your learning on certain subjects, without exhausting you by asking you to study too many subjects, you are asked to choose those subjects that you would like to continue to study in Key Stage 4.

### **Why is now the best time to choose?**

GCSE courses look at your subjects in more depth than you have been used to at Key Stage 3. Therefore they require, in most cases, an increase in the amount of time spent on them. To allow for 2 years of thorough study it is sensible to make the choices now. It may still seem quite early to be thinking about what subjects you would like to study next September, but a lot of planning needs to take place so that we can be sure we have all the right resources ready for you for next year.

### **Can I change my mind about my option choices later?**

Yes you can change your mind later; however there is a big BUT! In January you have a free choice of subjects. Miss Court then takes those free choices and builds the option blocks around them to decide which subjects will be taught at the same time. If subsequently you decide to change your mind about your subjects then you may find that either the combination of subjects you wish to study is not possible, or that one or more of your subject choices is already full. This would leave you disappointed so it is in your interest to think very carefully and consult as many people as possible when you fill in the Option Form to ensure you are as confident as you can be that those are your preferred choices.

### **Can I take any subject?**

Some subjects are compulsory (see below). After that you may choose a further four GCSE subjects from the list given. We ask that you think carefully about the balance of your choices and the amount of work that is involved in each subject. We also ask that you take at least one modern foreign language because of the benefits this provides in applying to university and in later life. However we would also dissuade you from choosing all three modern foreign languages. A good mix of subjects would include a language, a humanity, a creative subject and one other choice.

Some subjects have a significant amount of independent work required; for example art, DT and drama. You may be advised not to take two of these subjects because of the workload involved; however if you are determined and organised it is possible to take two of these.

It is not possible to study both DT and food technology as they are both branches of the same subject and so not allowed by the examination boards.

### **Which subjects are compulsory?**

All students study mathematics, English language, English literature and the three sciences. When you reach Year 11 most students will be examined for the three separate science IGCSE awards. In addition all students have PE lessons and General RS.

### **What are IGCSEs?**

IGCSEs are a fully recognised and accredited alternative to the GCSEs you may already be familiar with. There are two major differences between IGCSEs and current GCSEs. Firstly they are “linear” which means there are no separate modules taken during the year. This enables you to focus fully on your learning during your Key Stage 4 years. Secondly there is little or no coursework or controlled assessment which experience has shown us tends to detract from the thorough learning you need for the best chances of success. This is why a number of departments have moved to IGCSE or are considering it for the future. Each department recommends to me the specification they feel best suits the needs of you, our students.

### **How many subjects do I need to choose?**

You need to choose 4 optional subjects in addition to your core of 6 subjects. This will give you a total of 10 GCSEs at the end of Year 11. During Key Stage 4 a small number of girls may request, after consultation with their subject staff, parents and Head of Key Stage to drop a subject to ensure that they get the highest quality grades. Timetable constraints mean that girls are not able to study additional GCSEs within the curriculum. At present we do not offer any additional GCSEs after school.

### **How should I choose and what is a good balance of subjects?**

You should take as much advice as possible from your teachers, your form tutor, careers staff and your parents. Talk to Dr Cheetham, Head of Key Stage 3; Mrs Hewitt, Head of Key Stage 4; Miss Dormer, Head of Careers or Mr Bethel, Deputy Head (Academic). There is also a Parents' Evening shortly before you need to submit your Option Form to which you are invited to attend with your parents.

*You must think carefully about which subjects you enjoy and in which subjects you are most likely to succeed.*

### **How can I get careers advice?**

You will receive careers guidance through your PSHE time in Year 9. In addition you may ask to see Miss Dormer, Head of Careers, to discuss any career options you may be considering to see which subjects would be best for your future plans. If you don't currently have any career aspirations then don't worry. Keeping a broad curriculum at this stage will give you plenty of opportunities in the future.

### **Will I definitely get the subjects I ask for?**

In an ideal world we would all get what we ask for! At King's we attempt to provide as many girls as possible with their preferred choice of subjects. Occasionally a particular combination of subjects may not be possible, in which case Mr Bethel will discuss with you, and with your parents if appropriate, what a good alternative might be for you. It would be important at that stage to have good reasons as to why you chose those subjects initially and an idea of what alternatives you might like to study. Do rest assured that we will have done everything we can to provide your first choices.

## **Careers Advice**

If you already have an idea of what you may wish to study beyond Year 11 then in this booklet is a table that indicates which GCSE subjects are required or desirable for each A level subject that may be offered in the Sixth Form. You will also receive careers guidance through your PSHE time in Year 9. In addition you may ask to see Miss Dormer, Head of Careers, to discuss any career options you may be considering to see which subjects would be best for your future plans.

## **Assessment**

Your GCSE subjects will be examined through a mixture of written examinations and controlled assessments during the course. The different percentages that your controlled assessments are worth are outlined in the pages that give information on individual subjects. Controlled assessments vary in the degree of control that is specified; some for example require all work to be carried out under examination conditions in class. If all the information that you need is not on the following pages then do ask your subject teachers for further information so that you are able to make an informed decision.

The controlled assessments are an integral part of your course in many subjects and contribute towards your final grade. Many of them take a significant amount of time and resources. It is therefore essential that you attend on the days that these assessments are due to take place if at all possible. In some instances it may not easily be possible to offer an alternative time for these. The dates are published well in advance by departments.

If you have any queries regarding these once your course is underway then do talk to your subject teacher, or your parents may contact Mrs Hewitt, Head of Key Stage 4.

## **Option choices in the future**

In the autumn term of Year 11 you will be asked to focus your learning further in preparation for studying A levels. The table later in the booklet lists the subjects that are currently available at A level in school. It should be noted that not every subject may run depending on whether or not students request a specific subject.

Please note that on this table is also an outline of the entry criteria for remaining at King's High for your Sixth Form years. Please ask Mr Bethel or Dr Cheetham if anything is unclear.

## **Examinations**

Just as the percentage of your final mark that depends on controlled assessment varies from subject to subject, so does the percentage that a final examination contributes. Look carefully at the information on the subject specific pages that follow and ask your subject teachers if the information that you require is not there. Over the years our public examination results have been excellent as the charts on the final pages show. Our 2011 GCSE results were:

53.5% of the entries were at A\*

84.8% of the entries resulted in grades A\* or A

97.1% of grades were A\*, A or B.

50.5% of the girls obtained all A\* or A grades.

Our pupils leave with GCSE and A level grades that are significantly above the national average and which give them a 'passport' to future education and career choices. It is extremely rare that one of our Sixth Form leavers does not choose to go on to higher education and you can see from our list of last year's leavers the range of courses and institutions chosen.

## How do I fill in the Option Form?

The Option Form has an outline of a possible arrangement for the Option Blocks. This is not a guaranteed structure, and combinations shown in that diagram may not be possible once we have all girls' requests.

Below is our suggested option block structure. You will be asked to pick one subject from each of the 4 blocks and one of them should be a modern foreign language. Details of what will be studied in each subject area are given later in this book. The final blocking structure will only be settled once we know the year group's choices. You are also free to indicate on the form a combination of subjects that is not possible in the suggested diagram below. It is very useful if you write 1-4 in order of preference against your choices on the form.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
French	Art	Art	DT
German	Drama	French	Drama
Spanish	Geography	Geography	Food Technology
	History	Religious Studies	ICT
	ICT	History	Geography
	Music	Latin	History

Subjects may not normally run at GCSE unless there is a minimum of 10 girls wishing to take it.

If it is not entirely clear what your wishes are from the form, Mr Bethel will contact you and if appropriate your parents, to clarify what your first choice of subjects is.

## What do I do if I need help?

I hope that this booklet and the time that your subject and form staff spend with you in discussing your options will enable you to make informed, intelligent choices. If you need further help then please make sure that you ask your subject or form teachers, Dr Cheetham, Head of Key Stage 3, Mr Bethel, Deputy Head (Academic) or Miss Dormer, Head of Careers. Your parents may also have questions in which case they should contact Dr Cheetham, or discuss their questions with your subject teachers at Parents' Evening.

## **Timescale:**

The following is a list of key events that have happened or will be happening over the next few weeks to enable you to make your Option choices.

### **Autumn Term**

<b>Monday 5<sup>th</sup> December</b>	Letter to Year 9 parents outlining programme
<b>Thursday 15<sup>th</sup> December</b>	Year 9 reports home

### **Spring Term**

<b>Wednesday 4<sup>th</sup> January</b>	Miss Dormer & the Deputy Heads see Year 9 about GCSE choices. Girls given option booklet & choices form
<b>Week of 16<sup>th</sup> January</b>	Subject staff talk to girls about courses on offer
<b>Wednesday 25<sup>th</sup> January</b>	Year 9 Parents' Evening
<b>Tuesday 31<sup>st</sup> January</b>	<b>Year 9 to return GCSE Option Forms to their Form Tutor</b>

### **HALF TERM**

<b>End of term</b>	Final blockings published
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## **A Level Choices and entry to The Sixth Form** **What GCSEs Will You Need?**

Entry into the Sixth Form from Year 11 at King's is normally dependent upon girls achieving a minimum of Bs at GCSE. In addition we strongly recommend at least a grade A in those subjects that a girl wishes to study at AS level. Any subject specific criteria or exceptions are outlined below. Please discuss any queries with the Deputy Head (Academic).

A Level subject	GCSE(s) required <u>in addition to criteria above</u>	GCSEs(s) preferred
Art		DT or Art
History of Art	English Language grade A	History(recommended),
DT		DT or Art
Biology	Grade A at IGCSE biology Grade A at IGCSE chemistry Grade B in mathematics	
Business studies	Grade B maths for AS Normally grade A maths for A2	Helps if do geography as skills similar
Chemistry	Grade A at IGCSE chemistry Grade A at IGCSE biology or physics Grade B in mathematics	
Economics	GCSE maths grade B	
English language / English literature		
Further mathematics	A* mathematics at GCSE	
Geography		
History		History at GCSE (helpful but not essential).
ICT		ICT at GCSE (helpful but not essential).
Latin		
Mathematics	A good grade A at GCSE	
Music	Grade 5 practical	
Modern languages	Grade A at IGCSE in any language taken for A level	
Politics		RS and / or history may be helpful
Psychology	English Language grade A A science or a humanity grade A	
Physical education		2 Grade As in IGCSE science one of which should be biology
Physics	Grade A at IGCSE physics Grade A at IGCSE biology or chemistry Grade A in mathematics	
Religious studies: Philosophy of religion/ethics		RS at GCSE (helpful but not essential)
Theatre studies		Drama (helpful but not essential)

Our core curriculum of English, science, mathematics and a modern foreign language means that for most careers and Higher Education all girls have the essential GCSEs.

# ART & DESIGN – FINE ART

## AQA 4202



### **What would I study?**

You would be set a variety of tasks, each making different demands on your ability, skills, intellect and imagination. We expect you to respond in an individual way.

### **What skills would I develop?**

You will already have some experience of printmaking, textiles, 3D studies, drawing, painting, and will have done a little critical and historical work. During GCSE you will be developing these skills.

You will learn to use drawing as a means of understanding and recording information and to use your sketchbook to stimulate ideas.

You will learn how to match these ideas to appropriate media.

You will learn more about the language of art and will be more critically aware of your own work and that of established artists.

### **What is the controlled assessment?**

Controlled assessment carries 60% of the marks and the externally set examination is worth 40%. Controlled assessment consists of the various pieces of practical work produced during the two years and there is much to be gained from working consistently. Individual pieces of work ultimately come together to form a portfolio developed from more than one extended project. Do not expect to be always doing the same type – or even to be completing the same amount – of work at the same time as your friends. The emphasis is always on individuality and personal targets will be set.

The externally set paper offers a great deal of choice and arrives in time for you to do some preparation in advance of the examination date. The final piece for the project that you choose must be completed within ten hours.

The course culminates in the setting up of a small exhibition of each candidate's work for the benefit of the external moderator. While it is the display that is assessed, remember that the examiner takes great delight in leafing through sketchbooks and supporting studies – these will gain you marks too.

### **Are there any special requirements for doing this course?**

We do expect you to be able to draw adequately. If you can draw brilliantly then that is a 'plus' but it is sufficient that you can draw well enough to communicate an idea. Drawing does not just mean marks with pencils, it could just as easily be modelling with wire for example. Commitment is just as important; art project work requires a large input of personal research and initiative. You have to want to do it.

### **Are there any restrictions on choosing this option?**

No.

### **If I don't take this subject at GCSE can I take it up again later?**

Not easily. The two year GCSE dovetails neatly into 'A' level studies. Art experience is accumulative in effectiveness and it is difficult for a re-entering Year 12 student to cope with the progression of learning as well as trying to cover a gap of two years. You would need to show that you had continued to draw/work artistically by yourself during this time.

### **From where can I obtain further information and when is most appropriate?**

GCSE work is often displayed in the Art Rooms and around school. Ms Lewis, Mrs Ashby and Miss Sinden will be happy to talk about what is involved at any time.

# DRAMA

## Edexcel 2DR01



### **What would I study?**

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different imaginary situations. You will have the opportunity to create your own work as well as look at plays written by other people.

### **What skills would I develop?**

As well as acquiring the skills involved in creating, and performing drama, you will also be able to acquire skills in working with others, problem solving and communication. You will find that drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.

### **The course is in three parts:**

- In part one of the course you will use drama to express your feelings and ideas about a range of issues
- In part two of the course you will look at a play to see how a playwright expresses his or her ideas about a theme or topic and explore ways of making the play work on stage. You will also write an analysis of a live production that you have seen. You will attend a range of theatre trips organised by the department, for which there is a small additional cost.
- In part three of the course you will have the choice of being involved in the performance of a play from an existing script or one you can create yourselves.

### **What is the assessment?**

There is no written examination for drama but you will be assessed on practical performance. It is worth 40% of the marks. You will take part in a play that you have created as a group or rehearsed from a script. You will perform the play in front of an audience and the examiner will be present at one of the performances.

The 60% controlled assessment part of the GCSE Drama course consists of practical performance drama workshops supported by a written portfolio of evidence. During your course you will take part in two different workshops that will be marked by your teacher. In one of the workshops you will use all that you have learnt about drama to explore your responses to a range of material presented to you by your teacher. In another workshop you will explore a play and show your understanding of drama by taking part in a number of exercises based on the play. You will be assessed on your practical work and on supporting notes you keep during the workshops.

### **Are there any special requirements for doing this course?**

An interest in drama and theatre

### **What could I do next with drama?**

The arts are the UK's 3<sup>rd</sup> largest industry, so a range of careers exist in this field. There are many things you can go on to do with a GCSE in drama. It is excellent preparation for AS and A2 Drama and Theatre Studies, as well as other A Level courses. You may wish to take GCSE Drama for its own sake or for a career in the arts. You may end up in a career where you will need some of the skills developed during the course, these may include careers in the field of retail, travel, medicine, tourism, sales, marketing or any career that involves meeting people face to face. The study of drama can help you develop transferable skills which you can take into any career or job.

### **From where can I obtain further information and when is most appropriate?**

Consult with Ms Whitehouse and arrange a mutually convenient time.

# DESIGN AND TECHNOLOGY – PRODUCT DESIGN

## AQA 4555

### ***What would I study?***

This subject looks at the way items are made and how designs are influenced by the needs of people, manufacturing processes and business constraints.

A major part of the course will be learning how to work with a range of materials and express your own design ideas in both two and three dimensions. You will become aware of the ways in which technology can be used to enhance or develop ideas.

The examination consists of:

**Unit 1: A 2 hour written paper** worth 40% of the total marks. A preparation sheet will be issued in March prior to the Examination giving an outline theme for the students to research.

Section A is a design section based on the theme set and will account for 30 marks.

Section B will test the rest of the specification under the following topics; materials, components, manufacturing processes and techniques. This section will account for 90 marks.

**Unit 2: Design and Making Practice.** (Controlled assessment task) This consists of a single design and make activity selected from a range of examination board set tasks. It counts for 60% of the total marks and should take approximately 45 hours during Year 11.

### ***What skills would I develop?***

You will learn to evaluate the work of designers - to be more critically aware of the designs which surround us in everyday life - and to offer solutions of your own. You will develop technical expertise, using a wide range of hand tools, machines and media including Computer Aided Design and Manufacture. You will learn to use a variety of graphic communication techniques, so that you can express your ideas on paper.

### ***What is the controlled assessment?***

During Year 10 you will carry out a number of smaller design and make projects as part of a foundation course. These will help you to gain confidence and improve your level of skill so preparing you for the assessed Unit 2 which is undertaken in Year 11. It gains you 60% of your marks and involves practical work and the compilation of a design folio. The work should show that you are aware of the different roles of the end user, designer, maker, manager and client - in other words, that you have researched and evaluated your work thoroughly as well as having produced a **quality** product designed to meet a commercial need. Visits and talks are arranged to assist you in your work wherever relevant and possible.

### ***Are there any special requirements for doing this course?***

The main requirement is that you are interested in designing and making activities. You should also be self-motivated and be willing to put in some hours of your own time in order to research your work and experiment with ideas.

### ***Are there any restrictions on choosing this option?***

You cannot take Food Technology together with Design and Technology-Product Design.

### ***If I don't take this subject at GCSE can I take it up again later?***

Depending on the numbers of pupils interested at the time, you can take it up again in one of two ways: (a) as DT 'A' Level or (b) it is possible that some design work may be offered as one of the extra-curricular options.

### ***From where can I obtain further information and when is most appropriate?***

Arrange to see Ms Lewis or Mr Walker during a break or lunch hour.

# **ENGLISH AND ENGLISH LITERATURE**

***Literature AQA 4710***

***Language AQA 4705***

## ***What would I study?***

This is a joint course, so that both subjects can be covered in the lessons available. It means, therefore, that you are following one combined course and gaining two GCSE grades at the end of it: GCSE English and GCSE English Literature.

You will read a range of novels, plays and poetry, as well as other non-fiction written material, and you will write essays on what you read. You will work on different kinds of tasks: for example, you might write newspaper articles, original essays, poems, speeches, letters, and so on, much as you will have done during the past three years. You will also do a range of oral exercises, such as giving speeches or taking part in discussions or debates or performing in a role play as well as analysing how spoken language is used in a variety of different contexts.

## ***What skills would I develop?***

The course aims to develop everyone's creative, critical and analytical skills in reading, understanding, writing and speaking English.

## ***What about Controlled Assessments?***

From September 2010 coursework in English and English Literature is being replaced by controlled assessments. These will take place in your lessons and are assessed both orally and by timed responses written under examination conditions, all of which will count towards your final mark.

For English you will do a variety of oral exercises; these count as 20% of your final GCSE grade. You will also write a series of controlled assessment pieces that cover creative and critical writing skills in response to a variety of stimulus material; this will give you a further 40% of your final grade.

For English Literature, you will write controlled assessment pieces on the significance of Shakespeare and the English Literary Heritage and this counts for 25% of your final GCSE grade.

As well as aiming for successful controlled assessment marks you will also be working for the examination in both English and English Literature. You will practise a variety of analytical tasks in response to unseen material and different styles of writing for English; and you will prepare set texts, including a novel, and a selection of poetry for the English Literature examination.

(English is a compulsory core subject in the National Curriculum; so there are no requirements or restrictions to consider.)

## ***From where can I obtain further information and when is most appropriate?***

Consult your English teacher if you have any questions.

# **FRENCH**

## **Cambridge IGCSE (0520)**



### ***What would I study?***

You will study a range of topic areas such as Personal and Social Life, Holidays, The World of Work and The International World. You will learn the vocabulary and structures needed to give and understand information and opinions on these topics.

You will have a conversation lesson every other week, in a smaller group and with a native speaker.

### ***What skills would I develop?***

There are four skills in language learning: Listening, Reading, Writing and Speaking. All four are tested at IGCSE. Each skill is worth 25% of the total marks. You will, of course, develop your confidence, your ability to present information and your analytical skills through learning a language.

### ***How will I be assessed?***

There is no coursework and no controlled assessment. You will do an oral examination towards the end of the Spring Term in Year 11 and you will sit an examination in each of the other three skills at the end of the IGCSE course.

### ***Are there any special requirements for doing this course?***

Everybody must do at least one modern foreign language but it may be Spanish or German instead of French. You need a good French-English dictionary.

### ***Are there any restrictions on choosing this option?***

No.

### ***If I don't take this subject at IGCSE can I take it up again later?***

No.

### ***From where can I obtain further information and when is most appropriate?***

Ask your French teacher during lessons or at another mutually convenient time.

# FOOD TECHNOLOGY

## AQA 4545

### **What would I study?**

You will be studying food in relation to food manufacture and industrial practices.

Content:

- Food Materials and Components
- Food Product Design, Development and Market Influences
- Food Processes and Product Manufacture

### **What skills would I develop?**

You will develop practical skills and use equipment to enable you to produce a wide range of quality food products both for the test kitchen and for manufacture.

You will learn why and how food products are developed, how ideas are generated and developed and how products are marketed.

You will apply your nutritional knowledge and understanding of how food materials behave when developing ideas for new food products.

You will develop a critical awareness about how food is made available to us, whether it meets our needs and whether it makes good use of resources and is safe and fit to eat.

You will use ICT and CAD/CAM where appropriate in your work.

### **What is the controlled assessment?**

Controlled assessment is worth 60% of the final examination mark.

You complete a major project in terms 4 and 5 in both lessons and homework.

You will be expected to design and make a high quality food product to meet a particular consumer need.

You will produce a design folder of evidence of the work you have done.

This practical work is worth 60% of the project mark.

### **Examples of projects:**

- We are seeing a big increase in the number of 'Fairtrade' ingredients and products on sale in food outlets. Design and make a product using 'Fairtrade' ingredients which would contribute to the range of products on sale in a 'Garden Centre café'.
- A friend with two small children has limited food preparation and cooking skills. Design and make a family meal product which shows how to prepare fruit and/or vegetables together with a staple food.

### **Are there any special requirements for doing this course?**

Enthusiasm and a genuine interest in food - you must be prepared to practise your cooking skills at home. You must do some of your own shopping so that you are able to cost your food products.

### **Are there any restrictions on choosing this option?**

You cannot study Food Technology as well as other Design Technology options.

## **German EDEXEL IGCSE**



### ***What would I study?***

You will study a range of topic areas including: Holidays, Social Activities, Health, the World of Work and Home Environment.

You will have a conversation lesson every other week, in a smaller group and with a native speaker.

### ***What skills would I develop?***

There are four skills in language learning: Listening, Reading, Writing and Speaking. All four are tested at IGCSE level. You will, of course, develop your confidence, your ability to present information and your analytical skills through learning a language.

### ***How will I be assessed??***

There is no coursework or controlled assessment. You will complete an oral examination towards the end of the Spring Term in Year 11 and you will sit an examination in each of the other skills at the end of the course.

### ***Are there any special requirements for doing this course?***

Everybody must do at least one modern foreign language but it may be Spanish or French instead of German. You need a good German-English dictionary.

### ***Are there any restrictions on choosing this option?***

No.

### ***If I don't take this subject at IGCSE level can I take it up again later?***

At many universities, if you are studying another language you can take up German from scratch.

### ***From where can I obtain further information and when is most appropriate?***

From your present German teacher during lessons or at another mutually convenient time.

# GEOGRAPHY

## AQA Specification A 4030



### **What would I study?**

There has never been a more important time to understand the nature of our environment. Geographers are trained to understand issues such as migration, world health, natural hazards, inequality and globalisation, all of which feature regularly in the news. GCSE Geography aims to give you a clear overview of the world in the 21<sup>st</sup> century. It strives to develop a sense of 'awe and wonder' so that young people like you can fully appreciate and learn from our world.

The course is based on these themes:

### **Unit 1: Physical Geography**

The emphasis here is on the interaction of people with the physical environment. Supervolcanoes and tsunamis are studied as part of the topic *The Restless Earth*. The spectacular features of underground caves are studied first-hand for the *Rocks and Resources* unit during a fieldtrip to Derbyshire. As part of *Ice on the Land*, we consider the landforms found in glaciated areas, the opportunities these offer for tourism and the threat of avalanches. This unit is examined in a 1½ hour examination, worth 37.5% of the full GCSE, taken in June of Year 11.

### **Unit 2: Human Geography**

Contrasts between richer and poorer parts of the world are considered as part of *The Development Gap*. Most people now live in towns and cities and it is important to consider solutions to the problems of squatter settlements, traffic congestion, poor housing and old city centres. Alternative visions of the future, including the development of sustainable cities, form part of the *Changing Urban Environments* topic, which is supported by fieldtrips to Birmingham and Leamington Spa. The balance between mass tourism and eco-tourism and their role in helping poorer countries to develop is studied in the *Tourism* topic. We hope to support aspects of the human geography paper with an optional visit abroad. This unit is examined in a 1½ hour examination, worth 37.5% of the full GCSE, which is taken in June of Year 11.

### **Unit 3: Local Fieldwork Investigation**

You will use fieldwork to investigate one question of local interest based on the task options provided by the examination board. You will collect primary data with your class and then carry out one extra piece of research on your own. Under the rules of the examination board, all aspects of the 2000 word written report which you will then produce are completed under teacher supervision at school. The report is worth 25% of the full GCSE.

### **What skills would I develop?**

- A range of geographical skills which relate to the topics studied: map skills, atlas skills, satellite photo analysis, ICT skills, graphs, diagrams, etc.
- The development of enquiry skills through fieldwork
- A sensitive awareness of the environment, a consideration of sustainability, and an understanding of how humans are changing the world
- An appreciation of world cultures
- General skills (teamwork, decision-making etc.) which are highly regarded by employers

### **What is the controlled assessment?**

The only piece of controlled assessment is the fieldwork investigation described above.

**Are there any special requirements for doing this course?** No.

### **If I don't take this subject at GCSE can I take it up again later?**

No, as the A level course builds on knowledge and skills acquired at GCSE

### **From where can I obtain further information and when is most appropriate?**

From your Geography teacher during lessons or from Mrs Watson at any other time.

# HISTORY

## Edexcel 2HA01



### What do I study in GCSE History?

The focus is on Modern European and World History with your Controlled Assessment on 19<sup>th</sup> century Crime and Punishment, focusing on the crimes of Jack the Ripper and the police investigation into the murders.

### You will study 4 modules:

**Module 1 – Outline Study on the Cold War from 1945-1991;** What was the Cold War? How did the Cold War change and develop over time? How did relations between the USSR and USA improve/decline over time? How did the Cold War end?

**Module 2 – Depth Study on Russia 1917-1951;** Who ruled Russia at this time and what changes occurred in Russian Government; the Russian revolutions and the Civil War; the impact of these events on the people of Russia; the rule and leadership of Stalin.

**Module 3 – Sources Unit on the USA; A Divided Union? 1945-70 -** Investigation, using sources, of the divisions caused by Anti Communism in the USA, the investigations of McCarthy, the Civil Rights Protests, key individuals and how the message and actions of protestors changed over time; other protests including the campaigns for greater female rights and the protests against the Vietnam War.

**Module 4 – Controlled Assessment** on Crime in the Nineteenth Century, including Jack the Ripper; Controlled assessment replaces the old 'course work'. You will be expected, with teacher support and guidance, to investigate different lines of enquiry surrounding 19<sup>th</sup> century crime and punishment. How did the police investigate Jack the Ripper's crimes? Why was he never caught? What comparisons are there with more modern investigations and again, why the criminals were not captured and tried?

### What skills will I develop?

History is a subject which helps you to develop many skills in learning, understanding and using information to reach **balanced judgments**. This is an essential skill to have and you will be developing your own opinions throughout the course as well as listening to those of others before reaching overall conclusions. It is essential that you can use **evidence learnt to support your views** as well as **challenge those of others!**

You will be encouraged to **think for yourself** and become mature in your judgements. These are qualities which are invaluable and which can also be applied to many different areas of study. Particular skills in working as an 'historian' are:

- a) **A knowledge of factual material and an ability to question material fully** for its purpose, usefulness and reliability.
- b) **Understanding the concepts which historians use** e.g. cause and consequence, change and continuity. Examine how things have changed or continued over time and why this might be.
- c) **The ability to make judgements** about information and to analyse and select relevant information to support your points.
- d) **The ability to write clearly**, in both notes and essays.
- e) Familiarity with primary and secondary sources, knowledge of how information can be obtained from them and be **evaluated for its reliability and usefulness**.
- f) **Understanding how historians judge the past** and have reached different opinions and conclusions about it.

### **What is the controlled assessment?**

You carry out an assignment on some aspect of crime in the 19<sup>th</sup> century, which will be an investigation into Victorian policing and Jack the Ripper as well as an investigation into the developments in 20<sup>th</sup> century policing. You will study the background to the Ripper case, the problems the police faced in the late 19<sup>th</sup> century in catching criminals as well as investigate the mistakes made and why Jack was never caught. You may also be expected to draw comparisons to more modern cases including that of the Yorkshire Ripper and question whether Jack would have been caught today.

### **Are there any restrictions on choosing this option?**

No. A love of History, a positive attitude and a dedication to your work is all we ask for! If you are prepared to work hard, you will thrive on this course!

### **If I don't take this subject at GCSE, can I take it up again later?**

Whilst it is possible to study A level without GCSE History, useful skills are acquired at GCSE level which you will find very useful when you start your A level course.

You will learn how to evaluate sources, how to question arguments as well as structure balanced answers. All of these skills will be vital at A level.

### **From where can I obtain further information?**

From Miss Carney, Mrs Wellman and Dr Gifford.

# **INFORMATION AND COMMUNICATION TECHNOLOG**

## **AQA Specification 4520**

GCSE ICT has a new, exciting specification, it is designed to cover a variety of technologies to engage students who have grown up in the digital age.

The specification comprises 3 units:

- **Unit 1:** Systems and applications of ICT. This unit is examined at the end of the course and is worth 40% of the final mark.
- **Unit 2:** Practical Problem Solving in ICT. Practical assignment worth 30% of the final mark.
- **Unit 3:** The Assignment: Applying ICT. Second practical assignment worth 30% of the final mark.

Units 2 and 3 are both completed under controlled assessment conditions.

### ***What would I study?***

Unit 1 subject content is arranged in four sections:

- The impact of current and emerging technologies on individuals, organisations and society. This covers aspects of technology which you are already using in your daily lives such as mobile phones, MP3 players, Bluetooth, wireless networks, digital broadcasting, blu-ray.
- Using ICT to solve problems and develop ideas. This looks at all the types of software available to you: the common applications, operating systems, data logging and control. It also includes social networking and weblogs to make sure that the specification is really up to date.
- Legal, social, economic, ethical and environmental implications. Legal issues such as Data protection, Copyright law, security of public data and others provide opportunities for lively discussion. You will also understand the social and personal effects of ICT including the growth of personal websites and social networks.
- The impact of group working in ICT. Collaborative working is a life skill that you will explore in the context of ICT.

### ***What skills would I develop?***

The specification builds on the work that you have done in Years 7 to 9. It will help prepare you for higher level studies specifically in this subject or in any other. You will develop skills in analysing where and when it is appropriate to use ICT by studying many different systems in current use. These skills will then be applied in the practical controlled assessment component by producing solutions to tasks set by the examination board.

### ***What about the Controlled Assessment Tasks?***

**Unit 2:** For this unit you will be provided with a booklet giving a scenario and details of two tasks to be completed. These tasks could be for example, setting up a website, creating a database or setting up a spreadsheet model for a business or organisation.

**Unit 3:** The aim of this unit is to develop your skills, to work independently and tackle practical aspects of solving a problem using ICT. You will choose from tasks which are set by the examination board. All the tasks reflect practical problems that you may face in your daily lives.

### ***Are there any special requirements for doing this course?***

No, although you should be able to complete all your practical work on time.

### ***Are there any restrictions on choosing this option?***

No, this subject works with and enhances any of your other option choices.

### ***If I don't take this subject at GCSE can I take it up again later?***

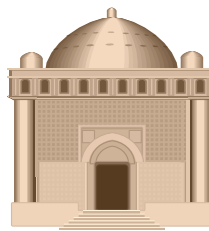
This GCSE course is a good preparation for the AS/A Level in ICT but it is not an essential requirement.

### ***From where can I obtain further information and when is most appropriate?***

From Mrs Prance, Miss Kaur or Mrs Russell at any time.

# LATIN

## OCR J28 I



### ***What would I study?***

The first aim of the course is to develop competence at translating Latin into English and to develop a sensitive and analytical approach to language. The second aim is to develop knowledge and understanding of the Classical world through studying a range of literary sources. The course is 50% language and 50% literature and will all be tested by examinations at the end of the course (Summer 2014).

### ***What skills would I develop?***

The study of the language will give you practice in accuracy, attention to detail and problem solving. Sentence analysis and the art of translation should increase your sensitivity to language and improve your ability to write good English. The vocabulary will help you to spell, understand and use correctly the many English, French and Spanish words which come from Latin and the numerous technical terms used in other subjects, especially science and mathematics. Latin will enable you to learn Italian quickly and help you to understand the grammatical structure of German and Russian or any other language you may wish to learn later in life. Latin helps to develop your analytical skills, a quality which most employers value very highly.

The study of Classical literature in its original form will give you a deeper insight into the world of the Romans such as their attitudes and values. The Romans, as well as the Greeks, made tremendous contributions to the world of art, literature, architecture, drama, technology, historical and political thought. You will observe the differences and similarities between our culture and that of the Romans. This should lead to a greater understanding of human nature, tolerance of other nations' cultures and appreciation of human aspirations and achievements.

### ***What is the controlled assessment?***

There is no controlled assessment.

### ***Are there any special requirements for doing this course?***

No.

### ***Are there any restrictions on choosing this option?***

No

### ***If I don't take this subject at GCSE can I take it up again later?***

Latin GCSE is needed to start Latin at AS level but it is now possible to start the subject from scratch at some universities.

### ***From where can I obtain further information and when is most appropriate?***

Please see Ms Peace or Miss Dormer for more information on the GCSE Latin course.

# MATHEMATICS

## *Edexcel Specification IMA0*

### ***What would I study?***

You will have already started the GCSE Curriculum in Year 9. The Mathematics course in Year 10 and Year 11 is a continuation of the National Curriculum for Mathematics work followed in the Lower School.

The main text book used as a basis is 'Edexcel GCSE Mathematics' and, as well as containing all the new material you need to learn, it also revises much of the earlier work.

The National Curriculum for Mathematics topics are divided into three parts: Number and Algebra, Geometry and Measures, Statistics and Probability.

You will take two examination papers at the end of the course. Each paper is worth 50% of the total marks. You will not be allowed to use a calculator for one of these papers.

### ***What skills would I develop?***

- a) An ability to think mathematically - precisely, logically and creatively.
- b) An ability to understand and communicate mathematical ideas.
- c) An ability to use mathematics across the curriculum.
- d) An appreciation of the ways that mathematics is used.
- e) The ability to work both independently and co-operatively.
- f) An understanding of the inter-dependence of different branches of mathematics.
- g) An appreciation of the place and importance of mathematics in society.
- h) A firm foundation for further study.

### ***What is the coursework?***

This has been removed as a requirement

### ***FSMQ***

The top division will also be prepared for The Free Standing Mathematics Qualification in Additional Mathematics. This is not a GCSE but as stated in the title is a free standalone qualification sitting between GCSE and A level. It brings together some of the more advanced topics from GCSE Mathematics with some new work from the beginning of AS Mathematics. Entry into the examination will depend on the judgement of your teacher and will be optional. If time permits sets 2 and 3 will cover some topics from the Additional Mathematics syllabus, although it is unlikely that any girls from these sets will sit the examination.

### ***From where can I obtain further information and when is most appropriate?***

Any further information can be obtained from Mr Wild or your present mathematics teacher at a mutually convenient time.

# MUSIC

## OCR J535



### **What would I study?**

There are three activities: Listening and Appraising, Performing and Composing.

**Listening:** This component is tested by examination in the second year of the course and is allocated 25% of the total marks. Musical extracts in a variety of styles will be studied including classical, popular, world and film music.

**Appraising:** This activity is tested by controlled assessment and is allocated 10% of the total marks.

**Performing:** This carries 30% of the total marks.

Prepared Performing:

All candidates are required to play or sing two contrasting pieces, one of which must be as part of an ensemble. Marks are awarded for both the quality of the performance and for the level of difficulty of the music. These pieces are recorded at various times during the course.

**Composing:** Candidates are required to submit two pieces of 2/3 minutes duration. Compositions may be written down or recorded. This component is allocated 20% of the total marks. A further 15% is awarded for a short melodic composition.

### **What skills would I develop?**

You will develop your listening skills so that you gain more pleasure from music - whether you are listening just for pleasure or in the interest of further study, particularly in the historical and aural aspects of music.

You will develop as a performer and again this should enhance the pleasure you find from playing or singing whether on a recreational or professional basis.

As for composing, you will be surprised what you can produce as a result of following the composition course which also includes recording techniques and using music technology to create your own composition.

### **What is the controlled assessment?**

The prepared performance pieces and the compositions together with appraising make up the controlled assessment in GCSE music and carry 60% of the total marks. Both of these are assessed by your own teachers with external moderation by the examination board.

### **Are there any special requirements for doing this course?**

Music GCSE is within the capabilities of most pupils with a genuine love of all kinds of music. However, the ability to play an instrument (or voice) to grade 3/4 **before** embarking on the course is clearly an advantage and some skill on a keyboard instrument is useful for composing. Some knowledge of musical notation will be required for the listening part of the course.

In the prepared performance pieces candidates should have reached a standard equivalent to Associated Board Grade 4/5 (approximately) to obtain the highest marks.

### **Are there any restrictions on choosing this option?**

None at all but note the paragraph above regarding the desirability of keyboard skills and performance levels in instrumental playing (or singing).

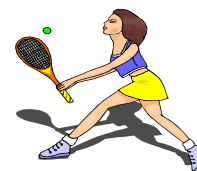
### **If I don't take this subject at GCSE can I take it up again later?**

In exceptional cases, it may be possible to proceed to 'AS' level without having taken GCSE, but this is not advised. Listening and composing skills are not covered by Associated Board examinations.

### **From where can I obtain further information and when is most appropriate?**

Please see Mr Smallwood or Mrs Wallace in class music lessons.

# PHYSICAL EDUCATION AND GAMES



In both Year 10 and Year 11 pupils have an extended games lesson. While the emphasis remains on enjoyment and participation, new activities are introduced during the course of the two years which all girls are welcome to try and pursue. They will study each activity for half a term. Each lesson is tailored to the needs of the group.

The girls can choose which activities they wish to pursue from the lists below:

**Year 10 & 11:** (1 hour 45mins. per week / 1 lesson)

## Examples of Games Options Choices:

Girls choose one activity from each group and one other to participate in for half a term each.

Girls who are in or wish to be considered for either the hockey and / or netball teams must choose these activities for 1 / 2 of their options.

Activities in Options A & B (not C) may be chosen twice.

<b>Option A</b>	<b>Option B</b>	<b>Option C</b>
Hockey	Basketball	Hip Hop
Football	Badminton	Fitness
Tag Rugby	Volleyball	Swimming
Netball	Tennis	Yoga
		Fencing

Pupils are also encouraged to pursue their interests in extracurricular activities either in or out of school. To stretch the most able there are inter school matches and tournaments.

In Year 10 all pupils are encouraged to take part in inter form hockey, netball, tennis, rounders and athletics.

# RELIGIOUS STUDIES

## AQA 4050 Specification A



### **What would I study?**

This course introduces you to ideas found in the Philosophy of Religion and Religious Ethics.

### **Unit 7 Philosophy - Drawing on all major world faiths where appropriate**

#### *1. The Existence of God*

Arguments for the existence of God.

#### *2. The Nature of God*

Language used to describe God

#### *3. Revelation and Enlightenment*

The different ways in which believers claim that God can be known.

#### *4. The Problem of Evil*

Study of how the existence of different types of evil makes some people question the existence and/or nature of God.

#### *5. The Compatibility of Science and Religion*

Study of how science and religion might give opposing and congruent answers to the existence and role of the world and of human life.

#### *6. The Afterlife*

The arguments put forward for different forms of life after death and the validity of each of these arguments.

### **Unit 2 Ethics - Drawing on Christianity**

#### *1. The Right to Life*

Christian views on the sanctity and quality of life and how these influence attitudes to abortion and euthanasia.

#### *2. The Use of Medical Technology*

Christian views on fertility and genetic treatments, cloning, and the appropriateness of embryonic research, including the question of hybrid embryos.

#### *3. Personal Responsibility*

Christian views on the importance of commitment and responsibility and how these influence attitudes and personal lifestyle in relation to sexual relationships and the use of drugs.

#### *4. Social Responsibility*

Christian views on the importance of commitment, responsibility, equality and justice and how these influence attitudes to marriage, and prejudice and discrimination.

#### *5. Global Concerns*

Christian views on the world as God's creation, stewardship, justice and respect for life and how these influence attitudes to the world and its inhabitants.

#### *6. Conflict*

Christian views on justice, forgiveness, reconciliation and peace and how these influence attitudes to war and peace, and to crime and punishment

There is no controlled assessment in RS.

### **What skills would I develop?**

Numerous skills are fostered:

- knowledge, understanding and tolerance of religious practice
- the ability to research independently
- confidence in discussions
- the ability to think critically, analyse rational arguments and express reasoned opinions.

### **Are there any special requirements for doing this course?**

No. Anyone who has an open mind, who is interested and prepared to think about life and religion and develop their own ideas on such issues, is welcome to study GCSE Religious Studies.

### **From where can I obtain further information?**

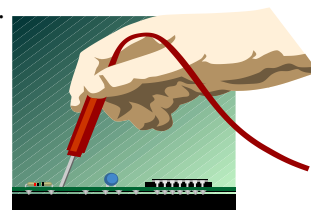
Dr. Lidgett and Mrs Day will be happy to explain the course further to girls and parents.

## SCIENCE

### Edexcel (IGCSE) Biology

### Edexcel (IGCSE) Chemistry

### Edexcel (IGCSE) Physics

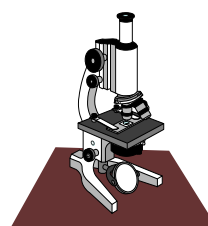


#### **What would I study?**

During year 9 and KS4 you will be covering the syllabus material allowing you to sit examinations in each of the three science subjects leading to 3 IGCSE qualifications. You will follow the Edexcel Science IGCSE course in biology, chemistry and physics. They are designed to be interesting, challenging and inspiring modern specifications and will prepare you in an excellent manner if you wish to study one or more the subjects; biology, chemistry or physics post-16. Each subject will be taught by a subject specialist and you will have 3 or 4 lessons per week depending on the subject. At the end of Year 11 you will sit two separate papers for each subject (a 2 hour paper and a 1 hour paper). During your study of the three GCSE science subjects you will cover the following areas-

#### **Biology**

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

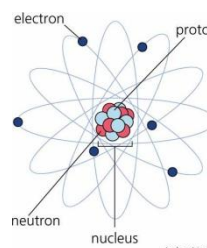


#### **Chemistry**

- Principles of chemistry
- Chemistry of the elements
- Organic chemistry
- Physical chemistry
- Chemistry in society

#### **Physics**

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



#### **What skills would I develop?**

By studying this course you will:

- Gain a body of scientific knowledge and an understanding of scientific concepts, principles, themes and patterns.
- Learn how to explain phenomena and solve problems by selecting, organising and presenting information clearly and logically, using appropriate scientific terms and conventions
- Appreciate the significance of science in wider personal, social, environmental, economic and technological contexts, and consider ethical issues
- Question, and engage in debate on scientific issues developing an awareness of scientific evidence used in decision-making
- Sustain and develop an enjoyment of, and interest in, the scientific world
- Appreciate the practical nature of science, developing your experimental skills by developing hypotheses, designing experiments to test them and making measurements by selecting and using instruments effectively
- Learn to process both numerical and qualitative information appropriately.
- Apply and develop your use of ICT skills

**What is the controlled assessment?**

There is no controlled assessment although you will be assessed on an understanding of practical design and analysis and evaluation of results in the written papers.

**Are there any special requirements for doing this course?**

No

**Are there any special requirements on choosing this option?**

No, because you are required to opt for IGCSE Science.

**If I don't take this subject up at IGCSE can I take it up later?**

This is not relevant since you have to study the three IGCSE science courses.

**From where can I obtain further information and when is it most appropriate?**

Your current science teachers will be more than willing to talk to you about the syllabuses at any stage. The specifications can be found on the Edexcel website at the following addresses:-

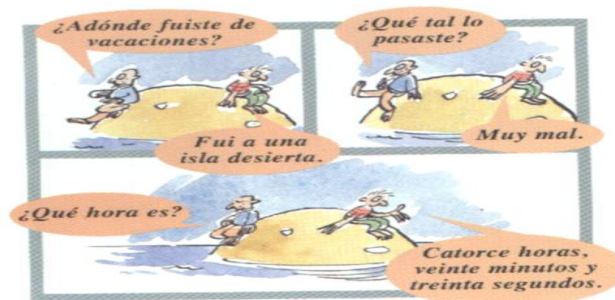
[http://www.edexcel.com/migrationdocuments/IGCSE%20New%20IGCSE/IGCSE%20Biology%20\(4BI0\)%20Issue%202.pdf](http://www.edexcel.com/migrationdocuments/IGCSE%20New%20IGCSE/IGCSE%20Biology%20(4BI0)%20Issue%202.pdf)

[http://www.edexcel.com/migrationdocuments/IGCSE%20New%20IGCSE/IGCSE%20Chemistry%20\(4CH0\)%20Issue%203.pdf](http://www.edexcel.com/migrationdocuments/IGCSE%20New%20IGCSE/IGCSE%20Chemistry%20(4CH0)%20Issue%203.pdf)

[http://www.edexcel.com/migrationdocuments/IGCSE%20New%20IGCSE/IGCSE%20Physics%20\(4PH0\)%20Issue%203.pdf](http://www.edexcel.com/migrationdocuments/IGCSE%20New%20IGCSE/IGCSE%20Physics%20(4PH0)%20Issue%203.pdf)

# SPANISH

Cambridge IGCSE (0530)



## **What would I study?**

You will study a range of topic areas such as Personal and Social Life, Holidays, The World of Work and The International World. You will learn the vocabulary and structures needed to give and understand information and opinions on these topics.

You will have a conversation lesson every other week, in a smaller group and with a native speaker.

## **What skills would I develop?**

There are four skills in language learning: Listening, Reading, Writing and Speaking. All four are tested at IGCSE. Each skill is worth 25% of the total marks. You will, of course, develop your confidence, your ability to present information and your analytical skills through learning a language.

## **How will I be assessed?**

There is no coursework nor is there any controlled assessment. You will do an oral examination towards the end of the Spring Term in Year 11 and you will sit an examination in each of the other three skills at the end of the IGCSE course.

## **Are there any special requirements for doing this course?**

You should have done Spanish during the last 2 years. You will need a good Spanish-English dictionary.

## **Are there any restrictions on choosing this option?**

No.

## **If I do not take this subject at IGCSE can I take it up again later?**

At some universities, if you are studying another language you can take up Spanish from scratch.

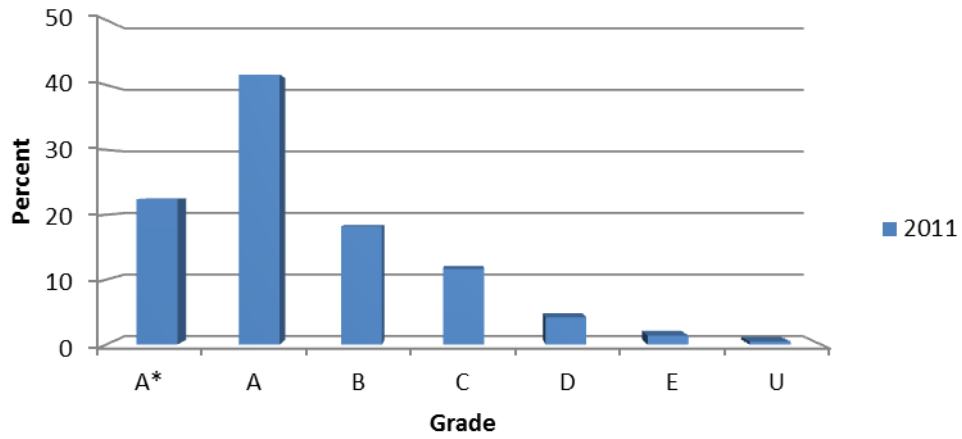
## **From where can I obtain further information and when is it most appropriate?**

Ask your Spanish teacher in lessons or at another mutually convenient time.

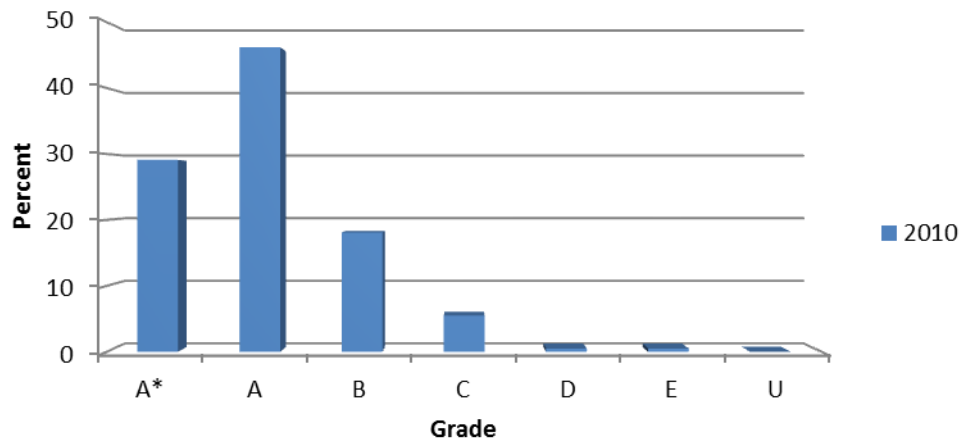
## A Level Examination Results

N.B. A\* at A2 level only available from August 2010

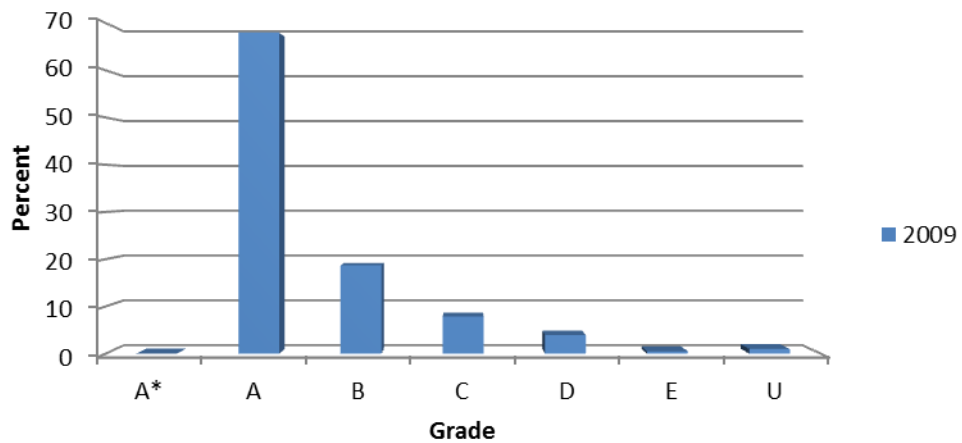
### 2011



### 2010

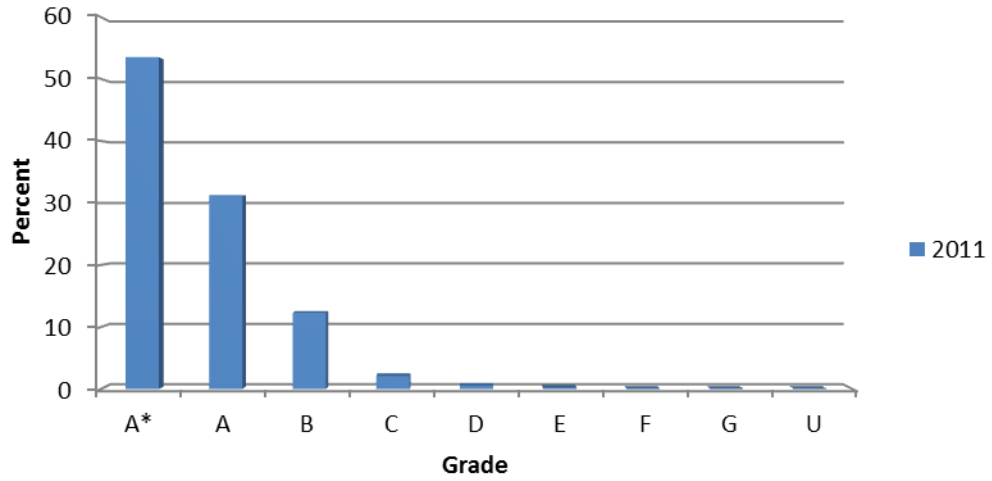


### 2009

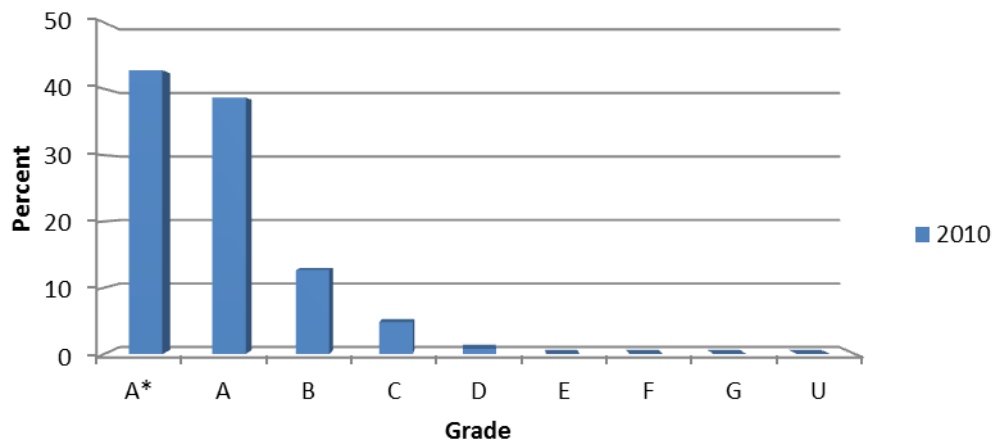


# GCSE Examination Results

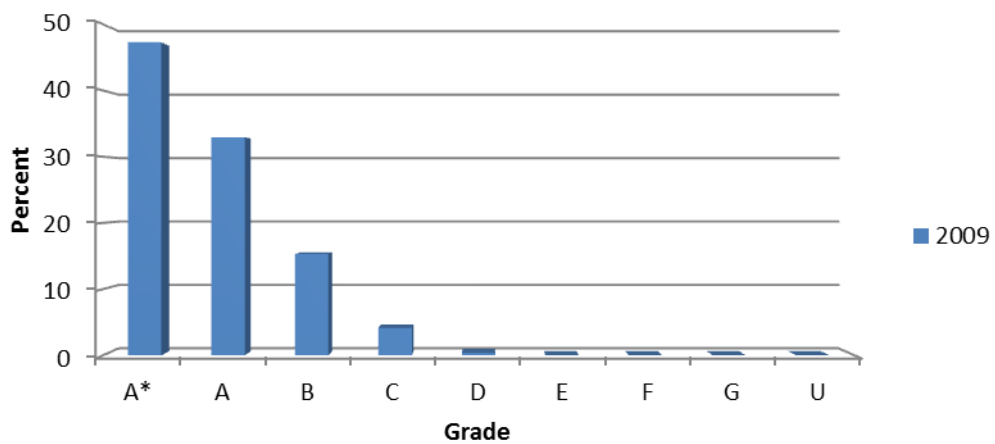
## 2011



## 2010



## 2009



## UPPER SIXTH LEAVERS' DESTINATIONS 2011

\* Left 2010

Georgia Appleton & Forensic Anthropology)	Australian National University (Psychology & Sociology (Crime & Law)
Zoe Arnott	Gap Year
Inderdip Atthi	Essex (Oral Health Sciences)
Sophie Balan	Durham (Education)
Francesca Barnett	Nottingham (American Studies)
Lydia Bates	Oxford Brookes (English Communication & Culture)
Katherine Bend	Bristol (History)
Bhavandip Birdi	Gap Year
Rupa Bodalia	Birmingham (Medicine)
Eleanor Booth	St John's College, Cambridge (Geography)
Charlotte Bostock	Cardiff (Business Economics)
Katie Bradley	Gap Year
Lucy Carr	Southampton (Spanish & Latin American Studies)
Ellise Chappell	Exeter (Drama) *
Jessica Connor	Northampton (Fashion)
Emily Court	Gap Year
Hannah Crofts	Heythrop College, London (Philosophy, Religion & Ethics)
Imogen Davison	Liverpool (Ancient History) *
Serena de Nahlik	St John's College, Oxford (Engineering)
Sarah Dickson	Exeter (Economics)
Charlotte Drummond	Durham (Mathematics)
Lauren Faulkes	Bath (Business Administration)
Alice Fidler	Southampton (Economics)
Sophie Filipiuk	The Arts University College Bournemouth (Art & Design Foundation)
Zoe Findlay	Lancaster (Information Technology for Creative Industries)
Olivia Foster	Gap Year
Sophie Freestone	Warwick (Chemistry) *
Harriet Giles	Sheffield (Chinese Studies) *
Isobel Giles	Gap Year
Aleisha Gill	Nottingham (Mathematics & Economics)
Edith Godman	Gap Year
Caitlin Gordon	Durham (Law)
Charlotte Gower	Durham (Biomedical Sciences)
Paige Gray	Gap Year
Alexandra Guyver	Birmingham (Modern Languages – Transferring to Ancient History)
Jessica Hain	Warwick (Theatre & Performance Studies) *
Elizabeth Haines	Southampton (English Literature)
Hannah Ingram	Nottingham (History)
Hannah Jallouli-White	Gap Year
Rachel Jee	Gap Year
Anne Jordan	Gap Year
Brodie Kane	Newcastle (Architectural Studies)
Louise Keegan	Bristol (Geography)
Keshvi Kotecha	Birmingham (Business Management)
Georgina Lawson	Leeds (French & Italian)
Emily Lewis	Bath (Biochemistry)
Harriet Lloyd	Gap Year
Cara Luciano	Lady Margaret Hall, Oxford (Philosophy, Politics & Economics) *

Sarah Marguerie	Southampton (Medicine)
Katherine Massey	Bath Spa (Fashion Design)
Harriet McCormick	Reading (Accounting & Management)
Francesca McDaniel	Newcastle (History & Politics)
Sacha McGinnity	Leeds College of Art (Art Foundation)
Victoria Mundell-Rigg	De Montfort (Business & Management)
Hazel Nichols	Sheffield (Business Management) *
Charlotte Paige	Plymouth (International Relations with Law)
Flavia Palmer	Gap Year
Michaela Parkes	Glasgow (Neuroscience)
Montana Plantier	Gap Year
Alexandra Pullen	St Edmund Hall, Oxford (Fine Art)
Alexandra Riley	Gap Year
Lydia Rothwell	Cardiff (Medicine)
Akriti Sachdev	Imperial College, London (Medicine)
Holly Shayler	Leeds (Geography & Spanish)
Rosemary Simmons	Gap Year
Rebecca Smith	Gap Year
Madeline Snedker	Bath (Politics with Economics)
Rosalind Stock	Bristol (French & Russian)
Rachael Stone	Loughborough (Social Psychology)
Lindsay Swain	Manchester (Fashion and Textile Retailing)
Nunu Tao	Christ's College, Cambridge (Natural Sciences)
Emily Wale	Bath (Business Administration)
Emma Walshe	Trinity College, Oxford (English Language & Literature)
Nicola Watt	Leeds (Psychology)
Kate Wearden	Nottingham Trent (Business Management & Marketing)
Evangeline Weavers	Newcastle (Business Management)
Polly Zwolinski	King's College, London (English Language & Communication)