

## Our Key Stage 4 Programme for the Languages pathway.

We have a three year Key Stage 4 which requires pupils to make their GCSE/BTEC option choices in Year 8. We believe that one curriculum is not suitable for all pupils which is why we are running 2 different pathways. In deciding which pathway to place your daughter on, we have looked at a number of areas including ability, aptitude, report comments and tracking data over time. We have taken great care to place your daughter on the pathway which will enable her to achieve to her full potential. Your daughter is on the Languages pathway, as she is doing a Language.

A number of subjects will be part of the school core curriculum for the Languages pathway during Key Stage 4:

- English Language
- English Literature
- Mathematics
- Science (Double – following the Trilogy course)
- A Modern Foreign Language: either French or German
- Religious Education
- An ICT qualification (Level 2 Certificate - part of Year 10 curriculum only)
- Physical Education (not examined)
- Personal, Social, Health and Citizenship Education (not examined)

In addition to the core curriculum above, your daughter still has **TWO more option choices** to make from the list of subjects below.

GCSE Art	GCSE History
GCSE Business	GCSE Media
GCSE Citizenship	GCSE Music
GCSE Computer Science	GCSE Photography
GCSE Dance	GCSE Psychology
GCSE Design and Technology	GCSE Sociology
GCSE Drama	BTEC Child Development & Care
GCSE Food	BTEC Health & Social Care
GCSE Geography	BTEC Sport

A copy of the Options Form that your daughter needs to complete is on the next page and it has been completed as an example. It is important to note that whilst every effort will be made to accommodate first choices and to run all courses, this may not always be possible due to a number of constraints (eg: staffing, facilities, class sizes etc.). This is why we ask for back-up choices as well – it is important that these are also very carefully selected.

*Please note that whilst every effort has been made to give the most detailed course description possible for the above courses, they may be subject to slight variations in content due to the release of new specifications.*

## **EXAMPLE: Languages Options Form: Year 8 2019**

Pupil name:

Form:

Your daughter will take the following core subjects:

- English Language
- English Literature
- Mathematics
- Science (Double)
- Religious Education
- A Modern Language: French or German (whichever your daughter currently does)
- An ICT qualification (part of Year 10 curriculum only)
- Physical Education (not examined)
- Personal, Social, Health and Citizenship Education (not examined)

In addition to the above core curriculum, you now need to indicate your daughter's other **TWO** option choices. We will aim to give all pupils both of their first choices but do need back-up choices indicated as well.

**GIRLS WILL BE STUDYING TWO SUBJECTS FROM THE FOLLOWING LIST:**

Indicate <b>TWO</b> first choices (1 & 2 in order of preference) and <b>TWO</b> back-up choices (3 & 4 also in order of preference). Do this in the boxes next to the relevant option subjects.			
Option subjects			
GCSE Art		GCSE History	1
GCSE Business		GCSE Media	
GCSE Citizenship	2	GCSE Music	
GCSE Computer Science		GCSE Photography	
GCSE Dance		GCSE Psychology	4
GCSE Design and Technology		GCSE Sociology	
GCSE Drama		BTEC Child Development & Care	
GCSE Food	3	BTEC Health & Social Care	
GCSE Geography		BTEC Sport	

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**THIS FORM MUST BE RETURNED TO YOUR FORM TUTOR BY**  
**Friday 15<sup>th</sup> February 2019**

*Forms can be handed in from Monday 11<sup>th</sup> February 2019 - priority will be given in order of form return should any subject become over-subscribed.*

<b>Subject</b>	<b>English Language</b>
<b>Exam Board</b>	EDEXCEL
<b>Qualification</b>	One GCSE
<b>Course description</b>	<p><b>English Language</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding and responding to both fiction and non-fiction texts</b> - Students will read and respond to non-fiction texts and literary texts.</li> <li>• <b>Speaking and Listening</b> – Students will develop their skills in this area in a variety of forums including role play, discussion and presentation.</li> <li>• <b>Understanding written and texts and writing in a variety of forms</b> – Students will write many styles of writing, including creative pieces and writing to represent a viewpoint.</li> </ul>
<b>How students will be assessed</b>	<p><b>Paper One:</b> Fiction and imaginative writing 1 hour 45 minutes examination <b>40% of GCSE</b></p> <p><b>Paper Two:</b> Non-fiction and transactional writing 2 hour examination 60% of GCSE</p> <p><b>Non examination assessment:</b> Spoken Language</p>
<b>Staff to contact</b>	Ms Pimbert or Miss Ellis
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• A willingness to develop confidence in speaking</li> <li>• The ability to write creatively and for a specific audience</li> <li>• An analytical approach to a variety of texts</li> <li>• Original thinker</li> <li>• Hard worker</li> </ul>
<b>Further Education</b>	Both AS and A2 English Literature and English Language and Literature are offered in our 6 <sup>th</sup> Form Centre. It will complement all other subjects, as clear proof of ability to write accurately, at length and be widely read.
<b>Careers</b>	Media, journalism, writer, teacher, business, lawyer and many, many others...

<b>Subject</b>	<b>English Literature</b>
<b>Exam Board</b>	EDEXCEL
<b>Qualification</b>	One GCSE
<b>Course description</b>	<p><b>English Literature</b></p> <ul style="list-style-type: none"> <li>• Studying and responding to a variety of poems, plays and novels taken from a wide range of eras.</li> <li>• Looking in depth at a Shakespeare play and considering language and context.</li> <li>• Learning how to critically respond to literary texts and how to plan, develop and structure successful essays.</li> </ul>
<b>How students will be assessed</b>	<p><b>Paper One:</b> Shakespeare and post 1914 literature 1 hour 45 minutes examination <b>50% of GCSE</b></p> <p><b>Paper Two:</b> 19<sup>th</sup> century novel and poetry since 1789 2 hour 15 minutes examination <b>50% of GCSE</b></p>
<b>Staff to contact</b>	Ms Pimbert or Miss Ellis
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• A willingness to develop confidence in reading</li> <li>• The ability to write analytically about texts</li> <li>• An ability to compare texts</li> <li>• Original thinker</li> <li>• Hard worker</li> </ul>
<b>Further Education</b>	Both AS and A2 English Literature and English Language and Literature are offered in our 6 <sup>th</sup> Form Centre. It will complement all other subjects, as clear proof of ability to write accurately, at length and be widely read.
<b>Careers</b>	Media, journalism, writer, teacher, business, lawyer and many, many others...

<b>Subject</b>	<b>Mathematics</b>
<b>Exam Board</b>	AQA – Linear 8300
<b>Qualification</b>	One GCSE
<b>Course description</b>	<p>The content of GCSE Mathematics specifications has been grouped into the following topic areas:-</p> <ul style="list-style-type: none"> <li>• Number * Ratio, Proportion and Rates of Change</li> <li>• Statistics and Probability</li> <li>• Algebra * Geometry and Measures</li> </ul> <p>There is a larger focus on problem solving in the new Mathematics GCSE</p>
<b>How students will be assessed</b>	<p><b>Examination – 100% of the final grade</b></p> <p>There is one examination consisting of three papers at the end of the course.</p> <p><b>Paper One – 33.3% (1hr 30mins)</b> Non-calculator Paper</p> <p><b>Paper Two – 33.3% (1hr 30mins)</b> Calculator Paper</p> <p><b>Paper Three – 33.3% (1hr 30mins)</b> Calculator Paper</p> <p>All content can be tested in any of these papers.</p> <p>These papers are offered at both Foundation and Higher Level.</p> <ul style="list-style-type: none"> <li>• 25% of Foundation tier papers assess the problem solving skills of mathematics.</li> <li>• 30% of Higher Tier papers assess the problem solving skills of mathematics.</li> <li>• The content at both foundation and higher tiers has increased both in the amount of content and the topics covered.</li> </ul>
<b>Staff to contact</b>	Miss Johnson or Miss Stranges
<b>Skills &amp; qualities</b>	Problem solving and thinking skills are essential. Students need to know their multiplication tables. Perseverance and the desire to develop independent thinking and learning skills.
<b>Further Education</b>	Mathematics can be taken at AS and A2 in our 6 <sup>th</sup> Form Centre. Also Mathematics is a good subject to take alongside other Science subjects such as Chemistry, Biology, Physics and Business/Economics. AS/A level Mathematics builds on work you have met at GCSE and also involves new ideas, which you can relate to real-life situations – it is interesting but challenging.
<b>Careers</b>	A pass in GCSE Mathematics is often vital for entrance to training for many professions or careers: Environment, Health & Society, Business & Money, Entertainment, Science, Engineering, Sport, Law, Journalism, Civil Service, Archaeology, Police, Armed forces and Media... to name but a few... <a href="http://www.mathscareers.org.uk">www.mathscareers.org.uk</a>

<b>Subject</b>	<b>Science</b>
<b>Exam Board</b>	AQA
<b>Qualification</b>	Combined Science : Trilogy course which is worth 2 GCSE's
<b>Course description</b>	All students will study the following: <ul style="list-style-type: none"> <li>• Biology - consisting of 7 topics</li> <li>• Chemistry -consisting of 10 topics</li> <li>• Physics - consisting of 7 topics</li> </ul>
<b>How students will be assessed</b>	<b>All</b> students will follow the Combined Science: Trilogy pathway. They will sit 6 examinations (2x Biology, 2x Chemistry & 2x Physics) at the end of Year 11.
<b>Staff to contact</b>	Mr Hussain
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• Demonstrate a knowledge and understanding of scientific facts, concepts, techniques and terminology.</li> <li>• Apply concepts, develop arguments and draw conclusions related to familiar and unfamiliar situations.</li> <li>• Analyse, interpret and evaluate the validity and reliability of qualitative and quantitative data from different source.</li> </ul>
<b>Further Education</b>	Biology, Chemistry and Physics can be taken at AS and A2 in our 6 <sup>th</sup> Form Centre. They are essential subjects for those who wish to study Medicine, Veterinary Science, or Engineering. These subjects compliment others such as Maths, Psychology, and English.
<b>Careers</b>	Medicine, Veterinary Science, Engineering, Pharmacy, Marine Biology, Teacher, Chemical Analyst and many more.

<b>Subject</b>	<b>French</b>
<b>Exam Board</b>	AQA
<b>Qualification</b>	One GCSE
<b>Course description</b>	<ul style="list-style-type: none"> <li>• The aim of the course is to enable you to use French in a variety of situations if you visited a French speaking country.</li> <li>• You will be listening to announcements, dialogues and interviews.</li> <li>• You will learn to read signs, brochures, and letters and magazine articles.</li> <li>• You will develop your speaking skills by creating presentations and taking part in oral conversations.</li> <li>• You will develop your writing skills by progressing from writing short paragraphs to longer articles or letters. This work will be underpinned by a developing knowledge of grammar and vocabulary.</li> <li>• The themes studied are: Identity and Culture, Local, National, International and Global areas of Interest, current and future Study and Employment.</li> </ul>
<b>How students will be assessed</b>	<p><b>There are four final examinations in Listening, Reading, Speaking and Writing - each worth 25% of final grade.</b></p> <ul style="list-style-type: none"> <li>• The listening paper involves listening to recordings and answering questions. (25%)</li> <li>• The reading paper involves reading texts of varying lengths and answering questions and translation into English. (25%)</li> <li>• The writing paper involves writing 2 pieces of 150 words maximum and a translation into French. (25%)</li> <li>• The speaking exam involves role play and conversation. (25%)</li> </ul>
<b>Staff to contact</b>	Mrs Walsh or Ms Charbonnier
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• To stimulate and develop an interest in other cultures</li> <li>• To develop your communication skills</li> <li>• To develop essential study skills such as identifying patterns, deducing rules, training your memory and developing creativity</li> </ul>
<b>Further Education</b>	French can be taken at AS and A2 in our 6 <sup>th</sup> Form Centre. French can be combined with any other subject when studying at KS5 and combinations are also available at university, for example French and Law giving students the advantage of seeking employment beyond the UK. Knowledge of a foreign language is now recognised as an asset in a number of universities.
<b>Careers</b>	Lawyer, Banker, Civil Service, Foreign Office, Journalist, Translator, Interpreter, Teacher, Fashion...to name but a few.

<b>Subject</b>	<b>German</b>
<b>Exam Board</b>	AQA
<b>Qualification</b>	One GCSE
<b>Course description</b>	<ul style="list-style-type: none"> <li>• The aim of the course is to enable you to use German in a variety of situations if you visited a German speaking country.</li> <li>• You will be listening to announcements, dialogues and interviews.</li> <li>• You will learn to read signs, brochures, and letters and magazine articles.</li> <li>• You will develop your speaking skills by creating presentations and taking part in oral conversations.</li> <li>• You will develop your writing skills by progressing from writing short paragraphs to longer articles or letters. This work will be underpinned by a developing knowledge of grammar and vocabulary.</li> <li>• The themes studied are: Identity and Culture, Local, National, International and Global areas of Interest, current and future Study and Employment.</li> </ul>
<b>How students will be assessed</b>	<p><b>There are four final examinations in Listening, Reading, Speaking and Writing - each worth 25% of final grade.</b></p> <ul style="list-style-type: none"> <li>• The listening paper involves listening to recordings and answering questions. (25%)</li> <li>• The reading paper involves reading texts of varying lengths and answering questions and translation into English. (25%)</li> <li>• The writing paper involves writing 2 pieces of 150 words maximum and a translation into German. (25%)</li> <li>• The speaking exam involves role play and conversation. (25%)</li> </ul>
<b>Staff to contact</b>	Ms Brewer or Mrs Violet
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• To stimulate and develop an interest in other cultures.</li> <li>• To develop your communication skills.</li> <li>• To develop essential study skills such as identifying patterns, deducing rules, training your memory and developing creativity.</li> </ul>
<b>Further Education</b>	German can be taken at AS and A2 in our 6 <sup>th</sup> Form Centre. German can be combined with any other subject when studying at KS5 and combinations are also available at university, for example German and Business giving students the advantage of seeking employment beyond the UK. Knowledge of a foreign language is now recognised as an asset in a number of universities.
<b>Careers</b>	Lawyer, Banker, Civil Service, Foreign Office, Journalist, Translator, Interpreter, Teacher, Fashion...to name but a few.

<b>Subject</b>	<b>Religious Education</b>
<b>Exam Board</b>	EDEXCEL
<b>Qualification</b>	One GCSE
<b>Course description</b>	<p>All students entering Year 9 will follow the Edexcel GCSE course in Religious Education. The course builds on work done in Key Stage 3 and places emphasis on the exploration of religious teachings as they influence moral values. The syllabus has two main aspects:</p> <ul style="list-style-type: none"> <li>• ‘Religion and Ethics’ Including topics such as: belief in God (Christianity); marriage and the family; living the Christian life; matters of life and death.</li> <li>• ‘Religion, Peace and Conflict’ Including topics such as: belief in God (Islam); crime, punishment; peace and conflict; living the Muslim life.</li> </ul>
<b>How students will be assessed</b>	<ul style="list-style-type: none"> <li>• Religion and Ethics (<b>50%</b>) will be examined in the summer of Year 11 in a 1 hour and 45 minute paper.</li> <li>• Religion, peace and Conflict (<b>50%</b>) will be examined in the summer of Year 11 in a 1 hour and 45 minute paper.</li> </ul>
<b>Staff to contact</b>	Miss Froomberg
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• Develop knowledge and understanding of beliefs, values and traditions of Christianity and Islam, and consider the influence of those beliefs.</li> <li>• Considering religious and other responses to moral issues.</li> <li>• Identify, investigate and respond to fundamental questions of life raised by religion and human experience.</li> </ul>
<b>Further Education</b>	Religious Education can be taken at AS and A2 level in our 6 <sup>th</sup> Form Centre, although at this stage is better described as ‘Philosophy and Ethics’.
<b>Careers</b>	Journalism, Lawyer, Civil Service, Police, Teacher ... to name but a few.

<b>Subject</b>	<b>ICT</b>
<b>Exam Board</b>	The Learning Machine (TLM)
<b>Qualification</b>	One GCSE
<b>Course description</b>	<p>This is a rigorous and challenging course with a flexible, modular structure that keeps students motivated and engaged.</p> <p>The course covers the latest in digital technology, relevant in today's digital world. Students explore how digital technology impacts on the lives of individuals, organisations and society. Students learn about current and emerging digital technologies and the issues raised by their use.</p> <p>They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.</p> <p>For the coursework units students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Students learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.</p>
<b>How students will be assessed</b>	<p>The students will need to complete coursework pieces that accumulate at least 17 credits overall. The units of coursework they will be completing are shown below:</p> <p><b>UNIT 1:</b> Improving Productivity Using IT (4 Credits)  <b>UNIT 3:</b> Using Collaborative Technologies (4 Credits)  <b>UNIT 4:</b> IT Security for Users (2 Credits)  <b>UNIT 7:</b> Word processing (4 Credits)  <b>UNIT 8:</b> Using the Internet (4 Credits)</p> <p>They will also be assessed through an examination unit which will be based on the practical aspects of the coursework.</p>
<b>Staff to contact</b>	Mrs Kazmi or Mr Tatla
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• Open to all students</li> <li>• An interest in the ICT industry</li> <li>• An interest in digital media</li> </ul>
<b>Further Education</b>	ICT can be taken at AS and A2 in our 6 <sup>th</sup> Form Centre. ICT is a perfect choice for those who wish to pursue a career in the ICT, computing, digital media or business sector.
<b>Careers</b>	Business analyst, software developer, games developer, website designer, project manager, systems analyst.

<b>Subject</b>	<b>Physical Education - Core</b>
<b>Course description</b>	<p>The aim of the course is to introduce students to new activities and to further develop sports skills previously learnt.</p> <ul style="list-style-type: none"> <li>• During Year 9 students will experience lessons in team games, rhythmic gym, fitness, dance, badminton, rounders and athletics.</li> <li>• In Year 10 students are offered the opportunity to attend local junior schools during lunchtime to lead sporting activities to the younger year groups.</li> <li>• In Year 11 students select 2 sports from a list of 8 activities that they complete for 2 six week blocks for 2 hours a fortnight. The activities include ice skating, zumba, spinning, swimming, circuits and dance.</li> <li>• There will be various clubs during lunchtime which pupils will be able to attend for enjoyment or competition including hockey, football, netball, gymnastics and badminton.</li> <li>• Students are expected to wear school PE kit to all lessons.</li> </ul>
<b>Staff to contact</b>	Mrs Croker or any member of the PE Dept.
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education.</li> <li>• It will give students exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle.</li> <li>• Students should enjoy being active and appreciate the benefits of keeping fit and healthy.</li> </ul>
<b>Further Education</b>	In Year 9 students can choose to study PE and follow this on with BTEC level 3 in Sport in our 6 <sup>th</sup> Form Centre.
<b>Careers</b>	The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in areas such as recreational management, leisure activities, teaching, coaching, officiating, the fitness industry, the armed forces and the Civil Service.

## **Personal, Social, Health and Citizenship Education**

Pupils will continue with the PSHCE course they have been following since Year 7. In Years 9 and 10 the time for this course is one hour a fortnight and in year 11 it is 1 hour a week. The programme will be delivered by a specialist team.

Programmes of study for PSHCE include:

- The global community and global challenges; the media; internet safety and risk
- Drugs Education; sex and relationships education; finance and study skills

There will be a number of visiting speakers from NCS and other nationally recognised groups.

Miss Allan co-ordinates PSHCE for all pupils.

## **Work Experience**

All students undertake a two week Work Experience placement in Year 10. The Work Experience programme enables students to develop a greater understanding of the world of work and the skills and knowledge required to enable young women to succeed in new roles and situations in today's world.

The focus of the work experience placement revolves around the development of key skills:

- Communication
- Application of number
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving

This experience is considered to be an integral part of their careers education and will assist them in making the transition from school to the work place. Placements are also intended to offer experiences which will develop an understanding of workplace disciplines rather than an offer a rehearsal for any specific career aspirations.

The school has recently been accredited with a Quality Assurance Certificate for our work experience programme.

Mrs Laguillo is responsible for co-ordinating our Work Experience programme.

<b>Subject</b>	<b>Art, Craft &amp; Design</b>
<b>Exam Board</b>	AQA
<b>Qualification</b>	One GCSE
<b>Course description</b>	<ul style="list-style-type: none"> <li>• GCSE Art is designed to inspire and broaden your creative ability.</li> <li>• Designed to help you express your own thoughts and ideas in a variety of different visual ways in 2 and 3 dimensions.</li> <li>• There are a number of trips that go on during the course such as The British Museum, Tate Modern and various others depending on the project.</li> </ul>
<b>How students will be assessed</b>	<p><b>Portfolio- 60%</b></p> <ul style="list-style-type: none"> <li>▪ A selection of subsidiary units <b>OR</b> 1 major unit (Year 10)</li> <li>▪ 1 major unit (Year 11)</li> </ul> <p>A wide range of topics are chosen and studied throughout the course and you will get more of a say in what you look at as the course progresses, especially after spring in Year 10.</p> <p><b>Controlled exam – 40% (10 hours)</b></p> <p>The exam paper is released in January of Year 11 and you will explore one of the suggested starting points over a 3-4 month period. The final outcome will be completed under exam conditions over the space of 2 days.</p>
<b>Staff to contact</b>	Mrs Kumar
<b>Why choose this subject?</b>	<ul style="list-style-type: none"> <li>• It is a creative subject with some written work</li> <li>• It allows you to express yourself in a range of styles</li> <li>• There are trips</li> <li>• The results in this subject are around 100% 9-4</li> <li>• You can experiment with a wide range of media</li> <li>• NO Written exam!</li> </ul>
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• An enthusiasm for art, creating things.</li> <li>• An attitude of “I will try everything out” is essential.</li> <li>• Some of the skills you will develop are painting, drawing, modelling, sculpture, photography, creative textiles, batik and illustration.</li> <li>• You will explore the works of other artists, designers and cultures.</li> </ul>
<b>Further Education</b>	<p>GCSE Art leads naturally on to A-level Art and Design and Photography in our 6<sup>th</sup> Form Centre.</p> <p>Students generally then go on to a Foundation course and then to degree level.</p>
<b>Careers</b>	<p>Architecture, graphic design, web design, fashion design, textiles design, set and costume design, film, TV, product design, illustration, commercial design, curator for galleries etc.</p>

<b>Subject</b>	<b>Business Studies</b>															
<b>Exam Board</b>	Edexcel															
<b>Qualification</b>	One GCSE															
<b>Course description</b>	<p>The Business Studies GCSE looks to familiarise candidates with the business aspects of organisations within their economic, political and social contexts. The course is split into two themes that cover a wide variety of business topics.</p> <ul style="list-style-type: none"> <li>▪ Theme 1: Investigating small business</li> <li>▪ Theme 2: Building a business</li> </ul>															
<b>How students will be assessed</b>	<table border="1"> <thead> <tr> <th>Theme</th> <th>Title</th> <th>Type of Assessment</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Paper 1 (written Paper)</td> <td>Exam - 1 hour 30 minutes</td> <td>50%</td> </tr> <tr> <td>2</td> <td>Paper 2 (written Paper)</td> <td>Exam - 1 hour 30 minutes</td> <td>50%</td> </tr> </tbody> </table>				Theme	Title	Type of Assessment	Weighting	1	Paper 1 (written Paper)	Exam - 1 hour 30 minutes	50%	2	Paper 2 (written Paper)	Exam - 1 hour 30 minutes	50%
Theme	Title	Type of Assessment	Weighting													
1	Paper 1 (written Paper)	Exam - 1 hour 30 minutes	50%													
2	Paper 2 (written Paper)	Exam - 1 hour 30 minutes	50%													
<b>Staff to contact</b>	Mrs Arnold															
<b>Why choose this subject?</b>	<p>This GCSE helps prepare candidates for a world that is increasingly focused on enterprise, opportunity, efficiency and decision making. Business Studies students will gain essential analytical, communication and technical skills that are needed by active participants in today's rapidly developing business environment.</p>															
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• Analytical Skills</li> <li>• Communication Skills</li> <li>• Technical skills</li> <li>• Hard worker</li> <li>• Independent worker</li> <li>• Cooperative group worker</li> </ul>															
<b>Further Education</b>	A good grade will help you move onto AS/A2 Business at our 6 <sup>th</sup> Form Centre.															
<b>Careers</b>	This award is also designed to enable students to enter employment at an operational level within a wide range of business environments.															

<b>Subject</b>	<b>Citizenship</b>
<b>Exam Board</b>	Edexcel
<b>Qualification</b>	One GCSE
<b>Course description</b>	<p>Citizenship is a vibrant and exciting subject which allows students to explore current topics, news items and controversial issues in the classroom. Students are encouraged to keep up to date and discuss relevant topics which they find interesting, as well as investigating one topic in depth for their controlled assessment.</p> <p>There are five themes we cover throughout the course:</p> <ul style="list-style-type: none"> <li>• Living together in the UK</li> <li>• Democracy at work in the UK</li> <li>• Law and justice</li> <li>• Power and influence</li> <li>• Taking citizenship action</li> </ul>
<b>How students will be assessed</b>	<p><b>100% exam.</b></p> <p>There are two exams of 1hr 45mins assessing students' knowledge, understanding and skills in each of the theme. There is no coursework, but one section of paper 2 includes questions about a project students have carried out during lessons.</p>
<b>Staff to contact</b>	Doctor Laxton
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• A good level of understanding of society</li> <li>• A willingness to contribute to discussions and debates</li> <li>• An interest in what is happening in the world today</li> <li>• A will to make a difference to the school community</li> <li>• An enquiring and inquisitive mind</li> <li>• Enthusiasm</li> </ul>
<b>Further Education</b>	Citizenship complements any humanities subject at GCSE as there is a lot of common ground. Citizenship can contribute to AS levels in Sociology, Law, Geography, History and Politics.
<b>Careers</b>	Law, police, armed forces, teacher, media, journalist, civil service...any job in the community really!

<b>Subject</b>	<b>Computer Science</b>
<b>Exam Board</b>	OCR
<b>Qualification</b>	One GCSE
<b>Course Description</b>	<p>The course will give learners a real, in-depth understanding of how computer technology works and will give them an insight into what goes on 'behind the scenes', including computer programming, and building a computer.</p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b> – Focuses on Computer Systems and will teach you the theory about a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications and networking, programming and more.</li> <li>• <b>Unit 2</b> – Focuses on computational thinking and algorithms. Students will be tested on the elements of computational thinking and logic. They are principally assessed as to their ability to write, correct and improve algorithms.</li> <li>• <b>Unit 3</b> – This is an controlled assessment unit where students will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.</li> </ul>
<b>How Students will be Assessed</b>	<p><b>Unit 1</b> – Computer systems (Written exam = 40% of final grade)  <b>Unit 2</b> – Computational Thinking, Algorithms and Programming (Written Assessment = 40% of final grade)  <b>Unit 3</b> – Programming Project (Controlled Assessment 20% of final grade)</p>
<b>Staff to Contact</b>	Mrs Kazmi or Mr Tatla
<b>Why Choose this Subject?</b>	<p>If you take a GCSE in Computing and then go on to study the subject at A Level or university, you'll have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there'll be a growing demand for professionals who are qualified in this field.</p> <p>The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine.</p>
<b>Skills &amp; Qualities</b>	<ul style="list-style-type: none"> <li>• Hard worker</li> <li>• Organised</li> <li>• Enjoy a challenge</li> <li>• Good mathematical skills</li> </ul>
<b>Further Education</b>	The course provides excellent preparation higher study and employment in the field of Computer Science.
<b>Careers</b>	Computer programmer, Software developer, Games developer, Website designer, Network Manager, Artificial Intelligence.

<b>Subject</b>	<b>Dance</b>
<b>Exam Board</b>	AQA
<b>Qualification</b>	One GCSE
<b>Course description</b>	<p>During the course students will study an anthology of 6 professional works which they will critically appreciate. The anthology will be used to inform the students own choreography, performance and theory work. The course also gives the opportunity for the students to work on their own, and in groups where they can improve their team work and leadership skills.</p> <p>The GCSE Dance anthology includes: Kenrick H2O Sandy's <i>Emancipation of Expressionism</i>, Christopher Bruce's <i>Shadows</i>, Lucy Bennett's <i>Artificial Things</i>, Itzik Galili's <i>A Linha Curva</i>, James Cousins' <i>Within Her Eyes</i> and Wayne McGregor's <i>Infra</i>.</p>
<b>How students will be assessed</b>	<p><b>Component 1: Performance &amp; choreography</b>  <u>PERFORMANCE</u> (30% of GCSE)</p> <ul style="list-style-type: none"> <li>• Set phrases through a solo performance</li> <li>• Duet/trio performance</li> </ul> <p><u>CHOREOGRAPHY</u> (30% of GCSE)</p> <ul style="list-style-type: none"> <li>• Solo or group choreography</li> </ul> <p><b>Component 2: Dance appreciation</b>  <u>WRITTEN</u> (40% of GCSE)</p> <ul style="list-style-type: none"> <li>• Knowledge &amp; understanding of choreographic processes and performance skills</li> <li>• Critical appreciation of own work</li> <li>• Critical appreciation of professional works</li> </ul>
<b>Staff to contact</b>	Miss Coking
<b>Why choose this subject?</b>	<ul style="list-style-type: none"> <li>✓ 60% Practical, so ideal for kinaesthetic learners</li> <li>✓ Only 40% written</li> <li>✓ Opportunity to perform &amp; choreograph</li> <li>✓ To gain a greater understanding of professional dance work</li> </ul>
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• The course gives you the opportunity to take a look at different choreographic styles, different professionals and different choreographies.</li> <li>• Learn about different dance styles and the importance of safe practice</li> <li>• An interest in dance – although you do <i>not</i> need to dance outside of school to take this as an option.</li> </ul>
<b>Further Education</b>	You can go on to study dance at diploma level University, A-level dance in 6 <sup>th</sup> Form, and then on to University to study for a degree in Dance or Performing Arts.
<b>Careers</b>	Performing professionally. Lecturing or teaching children, adults, the elderly, disabled and disadvantaged communities. Working as a choreographer or a rehearsal director in a variety of shows. Physiotherapy, Dance movement therapy, Dance injury prevention or working in other stage production areas such as costume design, lighting or wig making.

<b>Subject</b>	<b>Design and Technology</b>
<b>Exam Board</b>	Edexcel
<b>Qualification</b>	One GCSE
<b>Course Description</b>	The new GCSE Design and Technology course has six possible material areas to enable specialisation: Metals, Papers and boards, Polymers, Systems, Textiles, or Timbers. Students will focus on their specialism in their NEA which is 50% of the overall assessment. The exam paper is split 40% <i>core</i> and 60% <i>specialism</i> . The exam paper is half of the assessment, so assessment of the core content is only 20% overall.
<b>How Students will be Assessed</b>	Design and Technology consists of one externally-examined paper and one non-examined assessment component (coursework). <b>Component 1: written examination</b> 1 hour and 45 minutes 50% of the qualification 100 marks <b>Content overview:</b> Core content and any <b>one</b> from the following material categories: Metals, Papers and boards, Polymers, Systems, Textiles, Timbers <b>Component 2: Non-examined assessment</b> 50% of the qualification 100 marks <b>Content overview:</b> There are four parts to the assessment: 1 – <i>Investigate</i> This includes investigation of needs and research, and a product specification 2 – <i>Design</i> This includes producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design 3 – <i>Make</i> This includes manufacture, and quality and accuracy 4 – <i>Evaluate</i> This includes testing and evaluation. Students will undertake a project based on a <i>contextual challenge</i> released by the exam board a year before certification. Students will produce a project, linked to their specialism, which consists of a portfolio and a prototype.
<b>Staff to Contact</b>	Mrs Yates or Ms Coke
<b>Why Choose this Subject?</b>	GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.
<b>Skills &amp; Qualities</b>	<ul style="list-style-type: none"> <li>• Creativity and imagination to solve problems, generate informed concepts and a logical approach to develop them</li> <li>• Understand the role and impact that design and designers play in our modern world, ranging from economic factors right the way through to the effects design has on our environment</li> <li>• Understand that design is always evolving through the emergence and development of new/smart/modern materials and emerging technologies</li> <li>• The ability to express and create informative sketches, develop physical 3D models and generate computer-aided designs</li> <li>• The skill to plan and organise a design project from concept to realisation</li> </ul>
<b>Further Education</b>	Students with strong creative skills will have solid foundations, as well as a breadth of knowledge and understanding of a range of materials, to move confidently into AS and A level and become a specialist in their chosen field.
<b>Careers</b>	Architect, product designer, design engineer, graphic designer, illustrator, car designer, interior designer, theatre designer, furniture designer.

<b>Subject</b>	<b>Drama</b>
<b>Exam Board</b>	Edexcel
<b>Qualification</b>	One GCSE
<b>Course description</b>	<p><b>Component 1 –Devising Drama 40% of the qualification – 60 marks</b> Students will create a devised performance in groups to perform. They will then complete a portfolio covering the creating and developing process and analysis and evaluation of this process.</p> <p><b>Component 2 – Performance from Texts 20% of the qualification – 48 marks</b> Students will study two key extracts from a text and perform to an audience as a drama production in front of an audience and an external examiner.</p> <p><b>Component 3 – Theatre Makers in Practice 40% of the qualification– 60 marks</b> Practical exploration and study of one complete performance text for the written exam.</p>
<b>How students will be assessed</b>	<p><b>Component 1 –Devising Drama (40%)</b></p> <ul style="list-style-type: none"> <li>• Create and develop a devised piece from a stimulus.</li> <li>• Performance of this devised piece for this performance.</li> <li>• Analyse and evaluate the devising process and performance.</li> </ul> <p><b>Component 2– Performance from Texts (20%)</b></p> <ul style="list-style-type: none"> <li>• Students will perform two key extracts from a performance text.</li> </ul> <p><b>Component 3– Theatre Makers in Practice Written Exam (40%)</b> 1h30m</p> <ul style="list-style-type: none"> <li>• <b>Section A: Bringing Texts to Life:</b> This section consists of one question broken into six parts (short and extended responses)</li> <li>• <b>Section B: Live theatre evaluation –</b> This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.</li> </ul>
<b>Staff to contact</b>	Miss Swayne
<b>Why choose this subject?</b>	<ul style="list-style-type: none"> <li>✓ 60% practical</li> <li>✓ Only 40% written</li> <li>✓ To learn more about the world of performance and acting</li> </ul>
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• The confidence to perform in front of others is a <b>must</b>.</li> <li>• Team work and group communication skills are developed.</li> <li>• An interest in seeing a variety of shows, not just musicals, is desirable.</li> </ul>
<b>Further Education</b>	Students can go on to study AS/A2 Drama and Theatre Studies in our 6 <sup>th</sup> Form Centre.
<b>Careers</b>	Acting, directing, teaching, criminal drama therapy, social worker, playwright, Stage performer, script writing etc. Students may also go into the production side of theatre e.g. stage management.

<b>Subject</b>	<b>Food Preparation and Nutrition</b>
<b>Exam Board</b>	AQA
<b>Qualification</b>	One GCSE
<b>Course description</b>	The new GCSE will require pupils to acquire a good understanding of the scientific principles behind food and nutrition, and use a number of practical cooking techniques to prepare and cook food. The new qualification will be demanding and give students in-depth knowledge of nutrition, food choice, where food comes from, and practical cooking as well as the ability to apply this knowledge when cooking.
<b>How students will be assessed</b>	<p><b>Paper 1: Food preparation and nutrition:</b></p> <p>Food, nutrition and health  Food science  Food safety  Food choice  Food provenance</p> <p><b>How it's assessed</b></p> <p>Written exam: 1 hour (50%)  45 minutes  100 marks</p> <p><b>Exam (50% of GCSE)</b></p> <p>Multiple choice questions (20 marks).  Five questions each with a number of sub questions (80 marks).</p> <p><b>Non-exam assessment (NEA)</b></p> <p><b>Task 1: Food investigation</b>  Students' understanding of the working characteristics, functional and chemical properties of ingredients.  <b>Practical investigations are a compulsory element of this NEA task.</b>  Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.</p> <p><b>Task 2: Food preparation assessment</b>  Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p>
<b>Staff to contact</b>	Mrs Yates
<b>Why choose this subject?</b>	This qualification will give young people the preparation they need to succeed in the food and hospitality industries as well as giving them vital life skills.
<b>Skills &amp; qualities</b>	Enthusiasm for designing and making food items, as well as being creative and innovative is important. This is however not purely a practical course; pupils need an inquiring mind and ability to research, produce designs, trial and test out their ideas. Practical making skills will be developed and improved throughout the course.
<b>Further Education</b>	Students can go to more specialist colleges to study courses such as Catering and Restaurant management, or on completion of their sixth form studies go on to take a degree in food science, food science with business or food technology and nutrition.
<b>Careers</b>	Food scientists and technologists, quality control specialists, food buyers, dieticians, various careers in hospitality, chefs, marketing, and Health and safety inspectors.

<b>Subject</b>	<b>Geography</b>
<b>Exam Board</b>	Edexcel Syllabus A
<b>Qualification</b>	One GCSE
<b>Course description</b>	<p>This specification takes a thematic approach, with content organised by physical and human environments. It also enables students to explore the people-environment challenges we face in the UK.</p> <ul style="list-style-type: none"> <li>- <u>Paper 1: The Physical Environment</u> <ul style="list-style-type: none"> <li>▪ The changing landscape of the UK</li> <li>▪ Weather hazards and climate change</li> <li>▪ Ecosystems, biodiversity, and management</li> </ul> </li> <li>- <u>Paper 2: The Human Environment</u> <ul style="list-style-type: none"> <li>▪ Changing cities</li> <li>▪ Global development</li> <li>▪ Resource management</li> </ul> </li> </ul> <p>While Paper 3 involves students investigating contemporary challenges using a range of geographical skills drawn from one or more of the key themes: resource consumption and environmental sustainability, settlement, population and economics, landscape, and climate change.</p>
<b>How students will be assessed</b>	<p><b>Examinations:</b> There are 3 exams at the end of the course and <u>no</u> coursework.</p> <p>Paper 1 = 37.5% Paper 2 = 37.5% Paper 3 = 25% All the exams are 1 hr 30 minutes long.</p> <p><b>Geographical Investigation</b> This course includes 2 days of compulsory fieldwork. The 2 days of fieldwork that students are expected to be completed are written up in class and then examined in paper 3.</p>
<b>Staff to contact</b>	Ms Martin, Ms Lyon
<b>Why choose this subject?</b>	Geography takes a multi-disciplinary approach that links with many other subjects and gives geographers a good understanding of the world around them.
<b>Skills &amp; qualities</b>	Geographers develop a wide range of useful skills: problem solving, independent research, data presentation and analysis, cartographic skills, spatial awareness, mapping skills, and decision making.
<b>Further Education</b>	Geography can be taken at AS and as a full A-Level in our 6 <sup>th</sup> Form. It can be studied as a subject in its own right at university, or lead to other subjects like environmental sciences, ecology, or geology. It has links with many subjects, especially Biology.
<b>Careers</b>	Many careers require the skills, knowledge and understanding that Geographers develop; from education and government, to financial management, journalism, environmental agencies and project management.

<b>Subject</b>	<b>History</b>
<b>Exam Board</b>	OCR
<b>Qualification</b>	One GCSE
<b>Course Description</b>	<p><b>Outline Studies</b></p> <ul style="list-style-type: none"> <li>• International relations from 1918-2001</li> <li>• The USA 1919-48</li> <li>• Migration to Britain 1000 to 2010</li> <li>• The Impact of Empire on Britain 1688-1730 with a focus on patterns of migration</li> </ul>
<b>How students will be assessed</b>	<p><b>3 exams at the end of year 11</b></p> <p><b>Paper One</b> (worth 50%) – 1 hour and 45 minutes</p> <ul style="list-style-type: none"> <li>• International relations from 1918-2001 <b>AND</b> The USA 1919-48</li> </ul> <p><b>Paper Two</b> (worth 25%) – 1 hour</p> <ul style="list-style-type: none"> <li>• Migration to Britain 1000 to 2010</li> </ul> <p><b>Paper Three</b> (worth 25%) – 1 hour and 15 minutes</p> <ul style="list-style-type: none"> <li>• The Impact of Empire on Britain 1688-1730 with a focus on patterns of migration</li> </ul>
<b>Staff to contact</b>	Mrs Cherry
<b>Why choose this subject?</b>	<ul style="list-style-type: none"> <li>• History is a well-respected academic subject accepted by all universities</li> <li>• Prepares students for a wide range of careers</li> </ul>
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• Open to any student</li> <li>• Ability to write at length</li> <li>• Analysis of source material</li> <li>• Enquiring mind</li> <li>• Hard worker</li> </ul>
<b>Further Education</b>	History can be taken at AS and A2 in our 6 <sup>th</sup> Form Centre. History is always preferred for those who wish to go on and study law at a later date. Also is a good subject to take alongside other Humanities subjects such as English, Economics, Sociology, Psychology and Politics.
<b>Careers</b>	Lawyer, Journalist, Civil Service, Archaeologist, Police, Armed forces, Set/Costume Designer, Media... to name but a few...

<b>Subject</b>	<b>Media</b>
<b>Exam Board</b>	EDUQAS
<b>Qualification</b>	One GCSE
<b>Course description</b>	<p><b>Exploring the Media:</b> For this exam, you will be assessed on media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.</p> <p><b>Understanding Media Forms and Products:</b> Students will explore media industry issues to show their knowledge and understanding of media language, representation, audiences and media industries in relation to television and music.</p> <p><b>Creating Media Products:</b> This is the non-examined assessment element of the course. Students will create media products using a range of equipment and editing software. An individual media production for an intended audience in response to a choice of briefs set by EDUQAS, applying knowledge and understanding of media language and representation.</p>
<b>How students will be assessed</b>	<p><b>Non-Examined Assessment</b> – 30% of final grade</p> <p><b>Two written exams</b> – 70% of final grade (40% and 30% respectively)</p>
<b>Staff to contact</b>	Miss Lewis
<b>Why choose this subject?</b>	<ul style="list-style-type: none"> <li>• The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society</li> <li>• The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale</li> <li>• Chance to learn practical editing and production skills</li> <li>• Learn to use new technology and equipment</li> <li>• Study a contemporary and relevant set of topics</li> <li>• To develop analysis skills</li> </ul>
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• Open to any student</li> <li>• Suited to those with practical, analytical flair</li> <li>• Requires organisation and ICT skills</li> <li>• Good team working essential</li> <li>• Excellent English skills are a necessity</li> </ul>
<b>Further Education</b>	Media and Film A Level is offered in the 6 <sup>th</sup> Form. At degree level students can specialise in one area of Media Studies, such as theory or production. A good subject for those wishing to demonstrate communication skills. It goes well with English, Sociology, Psychology and ICT.
<b>Careers</b>	Journalist, publisher, graphic design, film and television related careers.

<b>Subject</b>	<b>Music</b>
<b>Exam Board</b>	EDEXCEL
<b>Qualification</b>	One GCSE
<b>Course description</b>	GCSE Music is designed to open your horizons to a variety of styles and types of music from different centuries and countries. Eight pieces of music are set which cover music from different backgrounds and genres. A new aspect of wider listening has been added for students to appraise unfamiliar music in order to understand the wider context of music in general. This will help your understanding of the development of music from Baroque to Pop. The syllabus is based on three key areas - Performing, Composing and Listening.
<b>How students will be assessed</b>	<p><b>Performing Music [Controlled Assessment] 30%</b></p> <ul style="list-style-type: none"> <li>• One solo (voice or instrument)</li> <li>• One ensemble/in a group (voice or instrument)</li> </ul> <p><b>Composing Music [Controlled Assessment] 30%</b></p> <ul style="list-style-type: none"> <li>• One to a set brief.</li> <li>• One as a free composition - any style that you choose!</li> </ul> <p><b>Listening and Appraising Music [Exam] 40%</b> Written paper lasting 1hr 45 mins</p> <ul style="list-style-type: none"> <li>• <u>Section A</u> – Six compulsory questions based on extracts from 8 set works. One question on aural/rhythmic dictation and one question identifying features of an unfamiliar piece of music.</li> <li>• <u>Section B</u> – One extended writing question on comparing 2 pieces of music-one familiar, one unfamiliar.</li> </ul>
<b>Staff to contact</b>	Mrs Dennis
<b>Why choose this subject</b>	Choose this subject if: <ul style="list-style-type: none"> <li>• You enjoy playing or singing music.</li> <li>• You are creative and want to compose your own music</li> <li>• You like reflecting on music and why it has been composed</li> <li>• You wish to study the key elements of how a piece of music works</li> <li>• But most of all you have a passion and love for music!</li> </ul>
<b>Skills &amp; qualities</b>	The ability to perform on an instrument or sing is <b>essential</b> . Performing and composing skills will be developed throughout the course. In depth analysis of music from a variety of genres will take place, enabling you to appreciate the complexities of the subject.
<b>Further Education</b>	GCSE Music is a good preparation for further study and a solid foundation for AS/A Level or you may feel like combining it with Dance and /or Drama in a Performing Arts Course in the 6 <sup>th</sup> Form.
<b>Careers</b>	There are many careers that involve music - performing, arts administration, teaching, music therapy, sound engineering, music journalism, community arts work to name just a few.

<b>Subject</b>	<b>Photography</b>
<b>Exam Board</b>	AQA
<b>Qualification</b>	One GCSE
<b>Course description</b>	<ul style="list-style-type: none"> <li>• GCSE Photography is designed to inspire and broaden your creative ability.</li> <li>• Designed to help you express your own thoughts and ideas in a variety of different visual ways using digital media and in particular photography.</li> <li>• There are a number of trips that go on during the course for photo shoots such as Central London, Tate Modern and various others depending on the project.</li> </ul>
<b>How students will be assessed</b>	<p><b>Portfolio- 60%</b></p> <ul style="list-style-type: none"> <li>▪ A selection of subsidiary units <b>OR</b> 1 major unit (Year 10)</li> <li>▪ 1 major unit (Year 11)</li> </ul> <p>A wide range of topics are chosen and studied throughout the course and you will get more of a say in what you look at as the course progresses, especially after spring in Year 10.</p> <p><b>Controlled exam – 40% (10 hours)</b></p> <p>The exam paper is released in January of Year 11 and you will explore one of the suggested starting points over a 3-4 month period. The final outcome will be completed under exam conditions over the space of 2 days.</p>
<b>Staff to contact</b>	Mrs Kumar
<b>Why choose this subject?</b>	<ul style="list-style-type: none"> <li>• It is a creative subject with some written work</li> <li>• It allows you to express yourself in a range of ways using digital media</li> <li>• There are trips</li> <li>• You learn how to use Photoshop properly</li> <li>• No written exams!</li> </ul>
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• An enthusiasm for art, creating things.</li> <li>• An attitude of “I will try everything out” is essential.</li> <li>• Some of the skills you will develop are compositional skill, photography, Photoshop, Fine art.</li> <li>• You will explore the works of other Photographers, artists, designers and cultures.</li> </ul>
<b>Further Education</b>	<p>GCSE Photography leads naturally on to A-level Photography in our 6<sup>th</sup> Form Centre.</p> <p>Students can then go on to a Foundation course and then to degree level.</p>
<b>Careers</b>	<p>Web design, Media careers, Fashion design, textiles design, set and costume design, film, TV, product design, graphic design, illustration, commercial design, and architecture.</p>

<b>Subject</b>	<b>Psychology</b>																
<b>Exam Board</b>	AQA																
<b>Qualification</b>	One GCSE																
<b>Course description</b>	<ul style="list-style-type: none"> <li>• <b>Cognition and behaviour</b> This section covers topic areas such as: memory, perception, development and research methods.</li> <li>• <b>Social context and behaviour</b> This section covers topic areas such as: social Influence, language, thought and communication, brain and neuropsychology, and psychological problems.</li> </ul>																
<b>How students will be assessed</b>	<p><b>Examination</b> All students are entered for the same exam.</p> <table border="1"> <thead> <tr> <th><b>Sections</b></th> <th><b>Paper one 50% of the final grade (1 hour 45 minutes)</b></th> <th><b>Paper Two 50% of the final grade (1 hour 45 minutes)</b></th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Memory.</td> <td>Social Influence.</td> </tr> <tr> <td>B</td> <td>Perception.</td> <td>Language, thought &amp; communication.</td> </tr> <tr> <td>C</td> <td>Development.</td> <td>Brain and neuropsychology.</td> </tr> <tr> <td>E</td> <td>Research Methods.</td> <td>Psychological problems.</td> </tr> </tbody> </table> <p>There is <b>NO</b> coursework in GCSE Psychology</p>		<b>Sections</b>	<b>Paper one 50% of the final grade (1 hour 45 minutes)</b>	<b>Paper Two 50% of the final grade (1 hour 45 minutes)</b>	A	Memory.	Social Influence.	B	Perception.	Language, thought & communication.	C	Development.	Brain and neuropsychology.	E	Research Methods.	Psychological problems.
<b>Sections</b>	<b>Paper one 50% of the final grade (1 hour 45 minutes)</b>	<b>Paper Two 50% of the final grade (1 hour 45 minutes)</b>															
A	Memory.	Social Influence.															
B	Perception.	Language, thought & communication.															
C	Development.	Brain and neuropsychology.															
E	Research Methods.	Psychological problems.															
<b>Staff to contact</b>	Mrs Popat																
<b>Why choose this subject?</b>	<ul style="list-style-type: none"> <li>• An interesting subject</li> <li>• You learn skills to carry out your own investigation</li> <li>• Learn about the various approaches and methods in psychology</li> </ul>																
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• Good communication skills.</li> <li>• Research skills.</li> <li>• Problem Solving.</li> <li>• Improving own learning and performance.</li> <li>• Critical analysis and independent learning.</li> <li>• Enquiring mind.</li> </ul>																
<b>Further Education</b>	The AQA specification has been developed to enable a smooth progression to A level Psychology, so pupils who do GCSE Psychology will be well prepared when moving on to AS and A level Psychology which is also offered in our 6 <sup>th</sup> Form Centre.																
<b>Careers</b>	Teaching, Police, Psychologist, Counsellor, Child Psychologist.																

<b>Subject</b>	<b>Sociology</b>
<b>Exam Board</b>	AQA
<b>Qualification</b>	One GCSE
<b>Course description</b>	<ul style="list-style-type: none"> <li>• <b>Studying society</b> – What is Sociology? Including Families and Education.</li> <li>• <b>Families</b> – Including how the changing nature of relationships between men and women influences the ways in which we live together.</li> <li>• <b>Education</b> – Including why the social background of pupils influences their educational achievements.</li> <li>• <b>Crime and Deviance</b> – Raises questions about the accuracy of people’s perceptions about the pattern of law breaking behaviour in Britain.</li> <li>• <b>Social Stratification</b> – Including why some live in luxury while others have little.</li> <li>• <b>Sociological research methods</b> – explaining methods and its issues.</li> </ul>
<b>How students will be assessed</b>	<b>Examination</b> <b>Paper One</b> <b>50% of the final grade (1 hour 45 minutes)</b> Section A – Families Section B – Education and sociological research methods <b>Paper Two</b> <b>50% of the final grade (1 hour 45 minutes)</b> Section A – Crime and Deviance Section B – Social Stratification
<b>Staff to contact</b>	Mrs Popat
<b>Why choose this subject?</b>	<ul style="list-style-type: none"> <li>• It’s an exciting, relevant and interesting subject</li> <li>• It will encourage you to develop your questioning, critical and evaluative skills</li> </ul>
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• Ability to write at length.</li> <li>• Analysis of source material.</li> <li>• Organisation of knowledge and understanding in different ways.</li> <li>• Ability to base reasoned judgements and arguments on evidence.</li> <li>• Hard worker.</li> </ul>
<b>Further Education</b>	AS and A level Sociology are offered in our 6 <sup>th</sup> Form Centre, and would be a good progression from GCSE.
<b>Careers</b>	Police, Social work, Nursing, Teaching, Advertising, Journalism and Law.

<b>Subject</b>	<b>Child Development and Care (Level 2)</b>										
<b>Exam Board</b>	CACHE										
<b>Qualification</b>	NCFE CACHE Level 2 Award in Child Development and Care										
<b>Course description</b>	<p>CACHE Level 2 Award in Child Development and Care has been designed to include the knowledge and understanding of child development and well-being necessary when preparing for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development for children aged 0-5 years. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.</p> <p>This qualification consists of 3 units:</p> <table border="1"> <tr> <td>Unit 1</td> <td>An introduction to working with children aged 0-5 years</td> <td>Assessment task</td> </tr> <tr> <td>Unit 2</td> <td>Development and well-being 0-5 years</td> <td>Assessment task</td> </tr> <tr> <td>Unit 3</td> <td>Child care and development 0-5 years</td> <td>Multiple choice question paper</td> </tr> </table>		Unit 1	An introduction to working with children aged 0-5 years	Assessment task	Unit 2	Development and well-being 0-5 years	Assessment task	Unit 3	Child care and development 0-5 years	Multiple choice question paper
Unit 1	An introduction to working with children aged 0-5 years	Assessment task									
Unit 2	Development and well-being 0-5 years	Assessment task									
Unit 3	Child care and development 0-5 years	Multiple choice question paper									
<b>How students will be assessed</b>	<ul style="list-style-type: none"> <li>• Two units graded A*– D assessed by Assessment Tasks</li> <li>• A Synoptic Assessment unit externally assessed by a Multiple Choice Paper</li> </ul>										
<b>Staff to contact</b>	Miss Coking										
<b>Why choose this subject?</b>	<ul style="list-style-type: none"> <li>• Only 30% written</li> <li>• Helps prepare for further learning or training and/or develop knowledge and/or skills in child development and care</li> <li>• Provides a good foundation for those who wish to progress into childcare</li> <li>• Learn how to work with children in a variety of settings</li> <li>• An understanding of the stages and sequence of child development</li> <li>• Learn how to observe and cater for individual needs of children</li> </ul>										
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• Enthusiasm and energy</li> <li>• A desire to work with young children</li> <li>• A willingness to explore new ideas and to communicate them effectively</li> <li>• A willingness to work independently and as part of a team</li> </ul>										
<b>Further Education</b>	<p>This course supports progression to higher level professional training, including:</p> <ul style="list-style-type: none"> <li>• Level 3 Award and Certificate in Child Care and Education</li> <li>• Level 3 Diploma or a Foundation Degree in Child Care and Education</li> </ul>										
<b>Careers</b>	<p>Child Minder, Nursery Assistant/Manager, Midwife, School Nurse, Social Worker, Play Group Staff, Teaching Assistant, Primary School Teacher, Day-care Centres, Pre-schools, Crèches, Child Development Officer, Teaching Child Development in Secondary Schools &amp; Further Education</p>										

<b>Subject</b>	<b>BTEC Health and Social Care</b>		
<b>Exam Board</b>	EDEXCEL		
<b>Qualification</b>	BTEC Level 2 Tech Award in Health and Social Care (1 GCSE)		
<b>Course description</b>	A BTEC qualification is a nationally recognised work-related qualification designed to provide you with a choice of routes into further education or employment. The Edexcel BTEC Level 2 Tech Award in Health and Social Care consists of <b>three</b> core units which are mandatory. <b>One unit is a Synoptic External.</b>		
	Core Unit		
	1	Human Lifespan Development	Internal
	2	Health and Social Care Values	Internal
	3	Health and Well-being	Synoptic External Task
<b>How students will be assessed</b>	75% of the course is assignment based; this is collected in a portfolio of evidence and will be assessed as you go along. 25% is externally assessed.		
<b>Staff to contact</b>	Mrs Dhokia		
<b>Why choose this subject?</b>	<ul style="list-style-type: none"> <li>• Independent Learning</li> <li>• 75% Coursework</li> <li>• Working on your own or as part of a team</li> <li>• Doing short projects and long assignments</li> <li>• Completing a placement for a period of two weeks in a health or social care sector (during Y10 work experience)</li> </ul>		
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• A lively and enquiring mind</li> <li>• An interest in the health care sector</li> <li>• A willingness to explore new ideas</li> <li>• An ability to communicate your ideas effectively</li> <li>• A willingness to present your ideas to other people and work as a team</li> </ul>		
<b>Further Education</b>	A BTEC First Extended Certificate gives you a good grounding to progress onto other higher level courses such as the Level 3 BTEC National Subsidiary or Diploma, as offered in our 6 <sup>th</sup> Form Centre.		
<b>Careers</b>	Midwife, School Nurse, Social Worker, Support Officer, Occupational Therapist, Physiotherapist, Mental Health Nurse		

<b>Subject</b>	<b>BTEC Sport</b>
<b>Exam Board</b>	EDEXCEL
<b>Qualification</b>	BTEC Level 2 First Award in Sport
<b>Course description</b>	<p>A BTEC qualification is a nationally recognised work-related qualification designed to provide you with a choice of routes into further education or employment. A BTEC First Certificate is made up of four units of study: 2 core units &amp; 2 optional units.</p> <p><b>Core Units:-</b></p> <ul style="list-style-type: none"> <li>• Fitness for Sport and Exercise (external)</li> <li>• Practical Sports Performance (internal)</li> </ul> <p><b>Optional Units:-</b></p> <ul style="list-style-type: none"> <li>• The Sports Performer in Action</li> <li>• Leading Sports Activities</li> </ul>
<b>How students will be assessed</b>	<p>75% of the course is assignment based; this is collected in a portfolio of evidence and will be assessed as you go along.</p> <p>25% of the course is externally assessed using an onscreen test. Edexcel sets and marks the test.</p>
<b>Staff to contact</b>	Mrs Croker
<b>Why choose this subject?</b>	<ul style="list-style-type: none"> <li>• Independent Learning</li> <li>• 75% Coursework</li> <li>• Working on your own or as part of a team</li> <li>• Doing short projects and long assignments</li> <li>• Organising sports events both in our school and local junior schools</li> </ul>
<b>Skills &amp; qualities</b>	<ul style="list-style-type: none"> <li>• The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education.</li> <li>• It will give you exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle.</li> <li>• You can perform to a good level in at least 2 sports.</li> <li>• You should have an interest in physical education and sport, enjoy being active and appreciate the benefits of keeping fit and healthy.</li> </ul>
<b>Further Education</b>	A BTEC First Award gives you a good grounding to progress onto other higher level courses such as the Level 3 BTEC National in Sport, as offered in our 6 <sup>th</sup> Form Centre.
<b>Careers</b>	The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in areas such as recreational management, leisure activities, teaching, coaching, officiating, the fitness industry, the armed forces and the Civil Service.