



**Key Stage 4  
Curriculum Booklet  
2021-2023**

January 2021

Dear Parent /Guardian,

In September 2021 your son/daughter will begin a two year course leading to the award of qualifications in August 2023. In this booklet you will find details of the courses we offer and the types of assessment and examinations used.

Our aim is to allow a degree of choice whilst making sure that all students have a broad and balanced curriculum. To assist in these important decisions there will be a number of events, details of which are in this booklet.

This booklet has been designed to help parents and students in making their decisions. You are advised to read all of it and discuss its implications with subject staff and tutors before final decisions are made. Students are sometimes tempted to make choices for the wrong reasons. For example, to ensure friendship patterns can continue in Year 10 or because they like their current teacher in a particular subject. They must choose wisely having considered all the information, advice and guidance.

Inevitably, staffing levels and accommodation place constraints on the options and number of teaching groups in particular subjects which we can offer. Whilst every attempt will be made to meet students' needs, it may be necessary to offer some students alternative options from those that they initially request. This may occur if too few students opt for a subject or if there are too many to accommodate.

Please do not hesitate to contact the subject teacher, Head of Department, Mr Tomlinson, Director of Key Stage 3, or Mr Fenwick, First Deputy Head (Curriculum) if you require further advice or clarification on specific subject matters or the options process itself.

Yours faithfully

**Stuart Beeley**  
**Headteacher**

# Curriculum

## Core Subjects

These are the subjects all students will take; English Language, English Literature, Mathematics, Science and French or Spanish, all lead to a GCSE qualification. All students study Physical Education and Religious Education (Short Course GCSE). Students can opt to study Physical Education and Religious Education in more depth – leading to a GCSE qualification. Students continue to study PSHE, however this is delivered through the tutor programme and a number of themed days in Year 10 and 11.

## Option Choices

As in previous years there will be an element of choice for your son or daughter. Students at Wellington School can pursue a range of further subjects in the areas of Technology, the Humanities, and the Arts. There are also courses available which are new to the students, for example in Psychology.

Students will choose three option subjects. We will endeavour to give as many students as possible their preferred three choices; however constraints like class sizes and staffing may mean this isn't possible.

## New Style GCSEs

The content and assessment methods of GCSEs has changed in recent years; they are often referred to as 'new style GCSEs'. In a nutshell there is more for the students to learn and most are now only assessed through exams at the end of Year 11. Even in those subjects which still have Non-Examined Assessment (controlled assessment or coursework), the exam now counts more towards the final grade than it did before. Under the old style GCSE students would have taken around 23 hours of exams, now it is nearly 32 hours. New style GCSEs are harder – the students have more to learn and more exams to do.

## GCSE Grading System

New style GCSEs have changed the grading system from A\* - G to 9 – 1, with 9 being the highest grade. If you are familiar with the old grading system, there are two equivalent points between the old and new, this may help you to make a comparison. Grade 4 is the equivalent of a C grade and Grade 7 the equivalent of an A grade. One of the reasons for introducing the new grading system was to differentiate at the top grades. It was felt that too many students were obtaining the top grade (A\*) and this was devaluing it. It is harder to get a grade 9 than an A\* - less grade 9's are given out.

## Non-Examined Assessment

You may be more familiar with the term 'controlled assessment' or 'coursework', Non-Examined Assessment (NEA) is similar to these. Most GCSE's don't have NEA; a handful still do and all Vocational and Technical Awards (see below) contain NEA. Students produce work under supervised conditions in school and this work contributes a percentage of the final grade. The rest of the grade is made up of the exam. The amount and nature of NEA varies between GCSE subjects.

## Vocational and Technical Awards

Vocational and Technical awards differ in their content, assessment methods and grading system from GCSEs. The content is more vocational, giving insight into the world of work and careers. There is a substantial amount of NEA in these awards, the ones we offer have between 50% and 75% of the mark made up of NEA. Finally, the grading system is different, Most follow the system seen in the diagram below with grades awarded as Level 1 and 2 then broken down to 'pass', 'merit', 'distinction' and 'distinction\*'. Below you can see how they compare to GCSE's. For example, if a student were to get a Level 2 Distinction it would be the equivalent of a grade 7 at GCSE. Where, for example Level 2 Distinction\* has 8.5 it means it is equivalent to an 8 or 9

GCSE Grade	Technical Awards	
9	Level 2	8.5 Distinction*
8		7 Distinction
7		5.5 Merit
6		4 Pass
5	Level 1	3 Distinction*
4		2 Distinction
3		1.5 Merit
2		1 Pass
1		

## Exam Tiering

In some GCSE subjects it is appropriate to set two exams to adequately test the most and least able students. Tiers are examinations set at different levels. A student entered for the higher tier can achieve a grade 4 – 9, whilst a student entered for the foundation tier can achieve a grade 1 – 5. It should be noted that a student entered on the higher tier who doesn't gain the minimum mark to get a grade 4 will not gain a qualification in that subject.

## When a course won't run

Due to financial constraints, if the number choosing a subject is too small, the course will not run. When you choose again you won't be limited to those subjects where there is space. You will be contacted and have a choice of all the subjects we offer.

## If a course is oversubscribed

This happens if we don't have enough specialist staff or facilities. Preference will be given to those who return the form on time. Then we will approach parents and students to let you know it is oversubscribed. This can lead to some choosing a different option. Failing this, names will be drawn at random. The exception is the Three Sciences and the additional Mathematic qualifications; the demands of this course mean we will select based on attainment

## **Short Course GCSE RE**

All students have to study RE in Year 10 and 11, therefore it seems logical to gain a qualification in the process. It has around half the content of a full GCSE. All students have two hours of Religious Education per fortnight; this is not enough time to deliver a full GCSE. If you opt for RE Full Course, there is an additional five hours of study per fortnight.

## **Science Curriculum**

All students will have nine hours of science per fortnight. This leads to a GCSE in Combined Science and the curriculum covers Biology, Chemistry and Physics. The qualification is worth two GCSE's (due to the amount in it) and students get a double grade for example 77 or 87.

Students can study Science in greater depth by following the 'three sciences' route. In addition to the nine hours they would use one of their three options to study for an additional five hours per fortnight. This would lead to three GCSEs qualifications - hence the 'three sciences' route. The qualifications are GCSE Biology, GCSE Chemistry and GCSE Physics. The demands of the 'three sciences' route means students will need to have reached a certain level of attainment to follow it. As a rule of thumb those in sets 9.0 to 9.4 would qualify, if in doubt speak to the Head of Science or the class teacher.

## **MFL Curriculum**

The vast majority of students chose their language at the end of Year 8 and they will continue with it into Year 10 and 11. One class (9X1), who have an aptitude for languages have carried on studying two languages in Year 9. These students can carry this on in Year 10 and 11 gaining two language GCSE's. On the options form this is the 'two languages' option.

## **Similar Subjects**

The content of the subjects below have some similarities, as such only one can be chosen from:

- Art, Craft and Design and Art and Design -Textiles
- The 'D & T' subjects
- Drama and Performing Arts
- Physical Education and Sports Studies
- Psychology and Sociology

## Options Process

### **25<sup>th</sup> January to 3<sup>rd</sup> February – Subject Q and A sessions**

These will be held via Microsoft Teams. There will be half hour sessions each evening where you can log on and ask the Head of Department specific questions about the subject. A timetable will be sent through to you

### **28<sup>th</sup> January – KS4 Options Evening (6pm)**

This will be held via Microsoft Teams. An opportunity for you to find out about the KS4 curriculum and the options process

### **5<sup>th</sup> February – Taster lessons**

During this time students will have online taster lessons in some of the subjects available

### **10<sup>th</sup> February – Parents Evening**

An opportunity to hear about your son's/daughter's progress in the various subjects they take. Students will also attend

### **11<sup>th</sup> February**

Options Form will go live on the website

### **26<sup>th</sup> February**

Deadline for the return of the Options Form.

### **29<sup>th</sup> March onwards**

You will be contacted if there is a problem with the choices.

### **June**

Confirmation of options.



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# Key Stage 4 Core subjects

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**Aim**

GCSE English Language encourages students to become critical readers so that they may express themselves creatively and imaginatively in their own writing. The course also develops the ability to use language to participate effectively in society and employment by developing skills in reading, writing, speaking and listening necessary to communicate with others confidently, effectively, precisely and appropriately.

**Grades Available**

1 - 9

**Outline of the Course**

Students will continue to develop their analytical and evaluative skills when approaching both unseen prose fiction and non-fiction texts. They will respond to texts from the early 19<sup>th</sup> century onwards. Comprehension, synthesis and comparison are all also taught to further develop pupils' reading skills.

Writing primarily focuses upon descriptive, narrative and viewpoint writing styles. Students will develop the voice and fluency in their writing as well as refining their technical and SPaG skills.

**Examinations and Assessment**

Assessment of the course is 100% examination and is split over two papers.

**Explorations in Creative Reading and Writing** (examination: 50% of grade)

Students will answer questions on an unseen piece of literary fiction. They will then produce a piece of descriptive or narrative writing

**Writers' Viewpoints and Perspectives** (examination 50% of grade)

Students will read and respond to one non-fiction text and one literary non-fiction text. They will then write a discursive piece to express a viewpoint.

**Non-examination Assessment: Spoken Language**

Students will have to produce a presentation and respond to questions and feedback. They will need to use Standard English fluently and confidently. This is a separate endorsement: whilst it is a compulsory part of the course, it does not contribute to the final GCSE grade.

**Further Study**

The English department offers popular A Levels in English Literature, English Language and Literature and Media Studies which all rest on strong English Language ability. As a core subject, the skills developed during the GCSE course also support Arts, Humanities and Science routes into Further Education.



**Aim**

GCSE English Literature affords students the opportunity to access the major genres of poetry, prose and drama. In doing so, they develop the ability to respond to texts critically and imaginatively, looking at how language, structure and form contribute to the writer's ideas. In addition, students explore how texts are linked and why they have been influential through the ages.

**Grades Available**

1 - 9

**Outline of the Course**

Across the units listed below, pupils will be taught to respond to a range of prose, poetry and drama – from Shakespeare to the modern era. Analysis and evaluation are central to all units, with students also taught to develop their perceptive insights into characters, events and writers' purposes and methods.

Contextual knowledge is also an important focus across the course with students' learning to develop their understanding of how texts are a product of their time and can be understood from a variety of perspectives.

**Examinations and Assessment**

Assessment of the course is 100% examination and is split over two papers.

Paper One: Shakespeare and the 19<sup>th</sup> Century Novel (examination: 40% of grade)

Students will study a Shakespeare play from a choice of *Macbeth* and *Much Ado About Nothing*

Students will also study a 19<sup>th</sup> century novel. Text choices will be made from the following list by class teachers: *The Strange Case of Dr Jekyll and Mr Hyde* (Robert Louis Stevenson); *A Christmas Carol* (Charles Dickens) and *Frankenstein* (Mary Shelley).

Paper Two: Modern Texts and Poetry (examination: 60% of grade)

Students will study a modern prose or drama text and a selection of poetry. They will also have to respond to unseen poetry in this unit.

Text choices will be made from: *An Inspector Calls* (J.B. Priestley), *Blood Brothers* (Willy Russell) and *Animal Farm* (George Orwell)

**Further Study**

GCSE English Literature is an excellent starting point for A Level study in the same field; the department currently offers popular A Levels in both English Literature and English Language and Literature. With a strong focus on analysis, English Literature also supports the study of other Humanities A Levels including REP, Psychology, History as well as Sociology and Media Studies

**Aim**

Mathematics teaches a number of vital skills that allow students to cope with the demands of the world, including the ability to think in abstract ways and an understanding of how to solve problems logically. Mathematics exists in many different aspects of life, including art, finance, economics, science and technology, and the course aims to foster a greater understanding of the part that Mathematics plays in these areas. It also helps equip students with the level of numeracy needed to function in everyday situations. The Higher Tier GCSE course also aims to prepare students who wish to study Mathematics at Advanced Level.

**Grades Available**

4 - 9	Higher Tier
1 - 5	Foundation Tier

**Outline of the Course**

*There are three components*

Assessment Objective 1: Use and apply standard techniques;

Assessment Objective 2: Reason, interpret and communicate mathematically;

Assessment Objective 3: Solve problems within mathematics in other contexts.

*The programme of study includes work on*

Number;

Algebra;

Ratio, proportion and rates of change;

Geometry and measures;

Probability and statistics.

**Examinations and Assessment**

All the assessment is by means of three written papers, taken at the end of Year 11 (two of which are calculator papers), each worth 33% and each 1 hour and 30 minutes long. Each of the papers is designed to cover all components of the course.

**Further Study**

Candidates who are successful at Higher Tier are likely to be able to continue their studies at A Level – while recognising that the step up to A Level from GCSE is significant and not one to be embarked upon lightly. The acquisition of a good grade at GCSE is vital for many lines of further study, including many not necessarily connected with the subject.

**Aim:**

The course aims to stimulate student curiosity, interest and enjoyment of science. The GCSE in Combined Science requires students to develop the skills, knowledge and understanding of working scientifically. Students learn to apply scientific concepts and skills in designing and undertaking experiments to solve problems. Students are encouraged to consider and discuss the practical applications of science and technology in our society and the problems that scientific discoveries can bring.

**Grades Available:**

44 - 99

Higher Tier

11 - 55

Foundation Tier

**Outline of the Course:**

There are six units studied over Year 10 and 11 and practical work is embedded within each unit. Combined Science is worth two GCSE's.

**Biology Content:**

Biology 1: Cells and control, genetics, natural selection and genetic modification, ecosystems and material cycles

Biology 2: Plant structures and their functions, animal coordination, control and homeostasis, Exchange and transport in animals, health, disease and the development of medicines.

**Chemistry Content:**

Chemistry 1: Atomic structure and the periodic table, ionic and covalent bonding, types of substance, calculations involving masses, states of matter, methods of separating and purifying substances, acids, obtaining and using metals, electrolytic processes, reversible reactions and equilibria.

Chemistry 2: Groups 1,7,0, rates of reaction, fuels, heat energy changes in chemical reactions, earth and atmospheric science

**Physics Content:**

Physics 1: Motion, forces and conservation of energy, waves, light and the electromagnetic spectrum, particle model, radioactivity, astronomy.

Physics 2: Forces doing work, forces and their effects, electricity and circuits, magnetism and the motor effect, particle model, forces and matter

**Examinations and Assessment:**

Assessment is by examination. There are six examinations, one for each of the above units, which will each be worth 60 marks. Practical skills are also assessed through these written examinations.

**Further Study:**

Study of Science offers students routes into a variety of different career options and further education study. Students could study courses that have clear links to the Sciences such as Forensic Science, Engineering, Medicine, Zoology, and Pharmacology.

## French

Exam Board AQA

Syllabus Number 8658

### Aim

GCSE French provides students with the opportunity to derive enjoyment from language learning and be inspired and challenged by following a broad, coherent, satisfying and worthwhile course of study. Students should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language. GCSE French prepares students to make informed decisions about further learning opportunities and career choices.

The specification aims to give candidates the opportunity to:

- develop understanding of the language in a variety of contexts
- develop knowledge of language learning skills
- develop the ability to communicate effectively in the language
- develop awareness and understanding of countries and communities where the language is spoken.

### Grades Available

4-9

Higher Tier

1-5

Foundation Tier

### Outline of the Course

Over the two-year course, students will develop their abilities in the following areas:

**Listening** by responding to a variety of spoken French, including authentic materials such as songs, announcements and adverts.

**Speaking** by taking part in role plays and conversations and making presentations.

**Reading** by demonstrating understanding of a variety of texts.

**Writing** by producing a variety of written texts for different purposes.

### Examinations and Assessment

There are four elements assessed:

SKILL	TIMING & TIER	% OF GCSE
<b>Listening (Year 11 exam)</b>	35 minutes Foundation Tier. 45 minutes Higher Tier.	<b>25%</b>
<b>Speaking (Year 11 exam)</b>	Speaking test. 7-9 minutes Foundation Tier. 10-12 minutes Higher Tier.	<b>25%</b>
<b>Reading (Year 11 exam)</b>	45 minutes Foundation Tier. 1 hour Higher Tier.	<b>25%</b>
<b>Writing (Year 11 exam)</b>	Written exam. 1 hour Foundation tier. 1 hour 15 minutes Higher Tier.	<b>25%</b>

Students will be entered for either Foundation or Higher Tier. Students will do the same tier in ALL papers.

### Further Study

A GCSE in French will open up many opportunities for further study. Academic routes will take students on to A Level and a variety of degree courses at university. A Modern Foreign Language is an excellent supporting subject for a variety of career paths, for example Marketing, Law and Tourism. Of course, French can be further studied in its own right, leading to careers in Translation, Teaching and Journalism.

**Aim**

GCSE Spanish encourages students to derive enjoyment from language learning and be inspired and challenged by following a broad, coherent, satisfying and worthwhile course of study. Students should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language. GCSE Spanish prepares students to make informed decisions about further learning opportunities and career choices.

The specification aims to give candidates the opportunity to:

- develop understanding of the language in a variety of contexts
- develop knowledge of language learning skills
- develop the ability to communicate effectively in the language
- develop awareness and understanding of countries and communities where the language is spoken.

**Grades Available**

4-9	Higher Tier
1-5	Foundation Tier

**Outline of the Course**

Over the two year course, students will develop their abilities in the following areas:

<b>Listening</b>	by responding to a variety of spoken Spanish, including authentic materials such as songs, announcements and adverts.
<b>Speaking</b>	by taking part in role plays and conversations and making presentations.
<b>Reading</b>	by demonstrating understanding of a variety of texts.
<b>Writing</b>	by producing a variety of written texts for different purposes.

**Examinations and Assessment**

There are four elements assessed:

SKILL	TIMING & TIER	% OF GCSE
<b>Listening (Year 11 exam)</b>	35 minutes Foundation Tier. 45 minutes Higher Tier.	<b>25%</b>
<b>Speaking (Year 11 exam)</b>	Speaking test. 7-9 minutes Foundation Tier. 10-12 minutes Higher Tier.	<b>25%</b>
<b>Reading (Year 11 exam)</b>	45 minutes Foundation Tier. 1 hour Higher Tier.	<b>25%</b>
<b>Writing (Year 11 exam)</b>	Written exam. 1 hour Foundation tier. 1 hour 15 minutes Higher Tier.	<b>25%</b>

Students will be entered for either Foundation or Higher Tier. Students will do the same tier in ALL papers.

**Further Study**

A GCSE in Spanish will open up many opportunities for further study. Academic routes will take students on to A Level and a variety of degree courses at university. A Modern Foreign Language is an excellent supporting subject for a variety of career paths, for example Marketing, Law and Tourism. Of course, Spanish can be further studied in its own right, leading to careers in Translation, Teaching and Journalism.

**Aim**

Students will be challenged with questions about belief, value, meaning, purpose and truth, enabling them to develop their own attitudes towards religious, ethical and philosophical issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. These skills will help to prepare them for future study in RE and in other areas of the curriculum and beyond.

**Grades Available:**

1 - 9

**Outline of the Course**

Unless students choose GCSE RE (Full Course) they will study GCSE RE (Short Course). Over the two years of the course, students study the units indicated below:

Component One: The study of beliefs teachings and practice in Islam and Christianity

Component Two: Thematic Studies based on two themes:

Theme A: Relationships and Families

Theme B: Religion, Peace and Conflict

**Examinations and Assessment**

The course is assessed through 100% examination. Students will complete one exam paper for 1 hour and 45 minutes.

**Further Study**

This course can lead to a variety of both further study options and career paths. After studying this GCSE, students will have the foundation knowledge required to commence an A-Level course in Religion, Ethics and Philosophy. The skills and content within the GCSE Religious Studies specification also offers an excellent base for studying A level subjects such as English, other Humanities subjects and the Social Sciences including Sociology and Psychology.

In relation to careers, this subject is suited to a broad spectrum of jobs in the arena of Education, Social Work, Journalism, Law, Medicine, Public Relations, Charity Work and many more.



# Key Stage 4

# Optional subjects

(Qualifications are GCSE unless it states otherwise in the title)

**Aim**

The aim of the GCSE Art & Design course is to develop creative and imaginative individuals who can express themselves and communicate their ideas whilst learning a range of skills and techniques across a broad range of materials.

Students will explore a range of artists, craftspeople and designers to support their development and reflect their understanding of how and why Art is created.

**Grades****Available**

1 - 9

**Outline of the Course**

Students are taught a range of drawing and mark making techniques that explore a range of materials including; pencil, charcoal, ink, monoprint, mixed media, acrylic and pastel. Pattern, shape and colour are also developed to create work that is expressive, creative and experimental.

The work of artists is explored to further extend their use of materials and creativity. Students are supported in independent study to investigate these artists in more depth and to show understanding of the context in which Art is created.

Design work is carried out to take their ideas and work to a final outcome. Final outcomes can be in paint, textiles, graphics, 3D &/or mixed media.

Students have to complete a portfolio of work and explore materials on a number of themes, taking a minimum of one project into a final outcome.

The students will complete a number of different topics and themes over the course of the 2 years to develop the above skills and techniques potentially including; Architecture, Animals, Food, Insects, Portraits, Man-made &/or Organic Form.

**Examinations and Assessment**

Component 1 – Portfolio of Work, 60% of final grade

Component 2 – Externally set Assignment, 40% of final grade. Up to 12 weeks preparatory time, culminating in a 10 hour exam using preparatory studies.

Both units are internally assessed and externally moderated

**Further Study**

After studying GCSE Art you can go on to study A-Level Art.

It will help access a huge number of potential opportunities in Art including; Architecture, Graphics, Web/App Design, Jewellery, Ceramics, 3D design, Fine Art, Product Design, Film & Photography, Fashion, Interiors, Special Effects, Theatre & Costume and Animation.

Everything used in your daily life has been designed or created by an artist.

It provides a number of skills that employers are looking for in an employee, like independence, team work, communication, problem solving, research skills and creativity.

It can be a key influence in the following career paths; Teaching, Hairdressing, Gardening, Merchandising, Childcare and Beauty.



**Aim**

GCSE Art & Design Textiles is an exciting course for creative individuals who want to develop their imagination, flair and practical skills in textiles and fashion. Students explore and communicate ideas through a range of creative practical skills, techniques, and processes specific to textile design. Products and garments are created from woven, knitted, stitched, printed or decorative textiles.

**Grades Available**

1 - 9

**Outline of the Course**

Students are taught a range of drawing skills and decorative techniques which include applique, embroidery, dyeing, batik, surface printing, pattern making and cutting and garment construction to manufacture creative textiles products.

Students investigate the work of historical and contemporary artists, craftspeople, textile & fashion designers to understand the different purposes, intentions, and functions of design to explore and develop their own ideas, proposals, and outcomes.

The students work independently with support to complete several different projects and themes over the two-year course, these are devised to help students understand the fundamental process of design through research, sampling and developing ideas to create exciting functional or non-functional textile outcomes.

**Examinations and Assessment**

Component 1 – Portfolio of Work, 60% of final grade

Component 2 – Externally set Assignment, 40% of final grade

Both units are internally assessed and externally moderated

**Further Study**

After studying GCSE Art & Design Textiles you can go on to study A-Level Art and Design or A-Level Fashion & Textiles courses. It also enables potential opportunities in Textiles, Fashion, Interiors, Theatre & Costume Design, and progression to a range of vocational courses including apprenticeships.

The skills you develop are valuable and transferable from problem solving, creative thinking, investigation, research, communication, and teamwork skills, and the ability to develop, refine and present ideas which are regarded highly by employers and universities.

**Aim**

The incredible developments in computer technology over recent years have led to an explosion of computer usage by businesses and home users. We live in an increasingly digital world where the use of computers is inescapable. Computer Science aims to give those who study it a deep understanding of how computer systems work. It empowers students to be creators of applications, rather than passive consumers of technology.

**Grades Available**

1 - 9

**Outline of the Course**

1. Fundamentals of algorithms: how computers search and sort data.
2. Programming: Writing computer code to follow planned algorithms.
3. Fundamentals of data representation: How all data (text, images and sound) can be represented by binary code.
4. Computer systems: The hardware and software components that make a computer.
5. Fundamentals of computer networks.
6. Fundamentals of cyber security.
7. Relational databases and structured query language.
8. Ethical, legal and environmental impacts of digital technology on wider society.

**Examinations and Assessment**

Paper 1: Computational thinking and programming skills (2 hour paper-based examination). This component is worth 50% of the final GCSE grade and assesses code tracing, problem solving, programming concepts and algorithm design as well as theoretical knowledge of computer science from subject content 1 and 2 above.

Paper 2: Computing Concepts (1 hour and 45 minute paper-based examination). The second paper is also worth 50% of the final grade and assesses theoretical content from subject content 3-8 above.

**Further Study**

Computer Science GCSE supports further study in Computer Science A-Level or vocational equivalents. Students can then progress to courses at university such as systems engineering, software engineering and artificial intelligence. Career prospects in the computing industry are wide ranging. Other than for those who aspire to work in the computer industry, there are many others who may choose Computer Science. Study of the subject supports progress in Science, Technology, Engineering and Mathematics. It develops transferable skills, particularly logical thinking and problem solving.

## **D&T Design & Technology (Product Design)**

Exam Board

AQA

Syllabus Number

8552

### **Aim**

GCSE Design and Technology is an exciting and creative course that will prepare students to participate confidently 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 become creative and critical thinkers, developing skills to design and apply practical expertise to make products that solve real and relevant problems.

### **Grades Available**

1 - 9

### **Outline of the Course**

GCSE Design and Technology focuses on core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. Students will then study specialist technical principles in greater depth in Product Design.

- Core technical knowledge of Design and Technology principles
- Specialist technical principles.
- Designing and making principles.

### **Examinations and Assessment**

Students will be required to produce one non examination assessment which will account for 50% of the final GCSE grade.

<b>Non Examination Assessment</b>	<b>100 marks</b>	<b>Approximately 40 hours</b>
Students undertake a substantial design and make task where needs and requirements are identified through investigation. Design solutions are created to meet those needs and prototype products are manufactured and evaluated. All work is will be presented in a design portfolio.		

A final examination will provide the remaining 50% of the total GCSE grade.

<b>Written Examination</b>	100 marks	2 hours
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### **Further Study**

Following the successful completion of GCSE Design and Technology, and depending on the specialist route they have followed: students can go on to study 'A' Level Product Design or Graphic Communication. It also provides the knowledge and practical skills that would benefit further study or employment in many areas such as Graphic Design, Website Design, Packaging Design, Video Game Design, Interior Design, Architecture, Construction and Civil Engineering to name a few!

<b>NCFE Level 1/2 Technical Award in Engineering</b>	Exam Board	NCFE
	Syllabus Number	603/2963/4

## Aim

This qualification is designed for learners who want an introduction to engineering that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the engineering sector or progress to further study. Within the qualification a number of engineering sectors are looked at, such as; mechanical, electrical and electronic, aerospace, communications, chemical, civil, automotive, biomedical and software. This qualification is designed to match the rigour and challenge of GCSE study.

The qualification aims to cover the following areas:

- understand engineering disciplines
- understand how science and maths are applied in engineering
- understand how to read engineering drawings
- understand properties and characteristics of engineering materials and know why specific materials are selected for engineering applications
- understand engineering tools, equipment and machines
- produce hand-drawn engineering drawings
- produce Computer Aided Design (CAD) engineering drawings
- demonstrate production planning techniques
- demonstrate processing skills and techniques applied to materials for a manufacturing task
- understand how to create, present and review art and design work

## Grades Available

Level 2: Distinction \*, Distinction, Merit, Pass

Level 1: Distinction \*, Distinction, Merit, Pass

## Outline of the course

### Exam Assessment (40%)

A mixture of multiple – choice, short answer and extended response questions.

### Non Exam Assessment (60%)

Learners will research, design, build and test a product responding to an externally set brief.

The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.

## Further Study

The successful completion of this course will enable learners to progress to whichever engineering related route they choose. This could be; further study in an A-level or level 3 qualification, or application to a relevant apprenticeship. Possible career routes are numerous, some to consider are; aerospace engineering, computer engineering, design engineering, biomedical engineering or software engineering.

## Aim

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## Grades Available

1 - 9

## Outline of the Course

GCSE Food Preparation and Nutrition takes a hands on approach using practical cooking skills to ensure students develop a thorough understanding of nutrition and the working characteristics of food materials, as well as where food comes from and issues affecting food choice. The course is designed to nurture students' practical cookery skills with five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Students will be expected to work alone as well as part of a group and anyone who is interested in food would enjoy this course.

## Examinations and Assessment

Students will be required to produce two non-examination assessments which will account for 50% of the final GCSE grade. Both non-examination assessments will take place in Year 11.

<b>Food Investigation</b>	30 marks	10 hours
Understanding the working characteristics, functional and chemical properties of ingredients.		
<b>Food Preparation</b>	70 marks	20 hours
Planning, preparing, cooking, and presenting a final menu demonstrating knowledge, skills and application of nutrition related to a chosen task specified by AQA.		

A final examination will provide the remaining 50% of the total GCSE grade.

<b>Written Examination</b>	100 marks	1hr 45mins
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## Further Study

Following the successful completion of GCSE Food Preparation and Nutrition, it provides students with the knowledge and practical skills that would benefit further study or employment. These areas are Cooking and Food Preparation, Catering, Hospitality, Food Science and Technology, Nutrition, Dietician or training as a Chef.

**Aim**

The aim of the course is to develop students' ability to create, perform and respond to drama. In addition, students will explore performance texts and seek to understand their social, cultural and historical contexts. Throughout the two years, students will develop a range of theatrical skills and apply them to theatrical performance. Confidence in performance and communication are essential skills for this course.

**Grades Available**

1 - 9

**Outline of the Course**

**Devising Drama:** Students will be given a stimulus from which they must create a piece of drama. Students will create a portfolio to accompany the creative processes of this unit.

**Performance from text:** Students will be given two extracts from a text which will be performed to, and externally marked by, a visiting examiner. An audience is required for this part of the course. A performance realisation document will also be written before the examiner arrives at the centre.

**Theatre Makers in Practice:** The written exam is broken down into three sections. Section A consist of multiple choice question based on production. For section B of the exam, students will be given four questions which will be based on an unprepared extract from a text which students will have studied in depth. For section C, students will be given a question which will ask them to analyse and evaluate a piece of live theatre which the students will have seen.

**Examinations and Assessment**

**Devising Drama:** Non-Examined Assessment, 40% of the qualification, 80 marks. (20 marks for performance and 60 marks for the portfolio.)

**Performance from text:** Non-Examined Assessment, 20% of the qualification, 40 marks. Externally assessed by visiting examiner.

**Theatre Makers in Practice:** Written Examination: 1 hour 45 minutes, 40% of the qualification, 80 marks. Open book.

**Further Study**

Drama offer a clear route into further and higher education for drama, performance and English-related courses. Career opportunities are numerous, for example, acting, presenting, stage managing, drama therapy and directing. In addition, students develop skills which support other further/higher education courses and career pathways. These include the ability to collaborate with others, think analytically and evaluate effectively.

**Aim**

This course is designed for students who want an introduction to business which includes a vocational and hands-on element. The course aims to develop students' understanding of enterprise and marketing and encourages creative thinking and decision making. Students learn about the world of business through research and investigation as well as practical tasks.

The course will appeal to students who wish to either set up their own business, move into employment or progress onto further study. Students will develop transferable skills including team working; communication skills; presentation skills; using initiative; and working independently

**Grades Available**

Level 1 or Level 2: Distinction \*, Distinction, Merit, Pass

**Outline of the course**

Students will cover a variety of topics, including how to create a business proposal for a new business. They will explore the use of branding and methods of promotion used in businesses and develop and promote a brand for a new business startup. Students will also assess gaps that exist in the market; considering consumer trends and externalities that can affect the startup of a business.

Unit	Unit Content	Weighting
Unit R064: Enterprise and marketing concepts	Students will learn the main activities which must be completed to start up a business	50%
Unit R065: Design a business proposal	Students will design a product to meet a business challenge.	25%
Unit R066: Market and pitch a business proposal	Students will create a brand identity and promotional plan for their business proposal.	25%

**Examinations and Assessment**

Unit R064 – External examination (1 ½ hrs) sat in June of Year 10 (with one resit opportunity in Yr11)  
Units R065 & R066 – Internally assessed synoptic project set by OCR

**Further Study**

The successful completion of this course will enable students to progress to whichever business related route they choose. This could be; further study in an A-level or level 3 qualification, or application to a relevant apprenticeship.

In relations to careers, this course can lead to a career in Business Management, Human Resources, Marketing, Administration, Finance, as well as setting up your own business.

## Further Maths & Statistics

Exam Board Edexcel (Statistics)

Syllabus Number 1ST0

Exam Board AQA (Further Maths)

Syllabus Number 8365

### Aim

***In addition to their Maths GCSE, students who choose this option will study for two extra Mathematics qualifications: GCSE Statistics (Year 10), and Level 2 Certificate in Further Maths (Year 11).***

The aim of these qualifications is to enable students to develop the skills and knowledge to excel in Mathematics in an academic environment and beyond. As well as advancing students' theoretical understanding of the subject, the courses acknowledge that mathematics exists in many different aspects of life, including art, finance, economics, science and technology, and will aim to foster a greater understanding of the part that Mathematics plays in these areas.

*Due to the academically demanding nature of this course, this is a 'guided' option. A students' level of attainment and their commitment to Mathematics will be used to determine their suitability for the qualification.*

### Grades Available

#### GCSE Statistics

4 - 9 (Higher Tier)

#### Level 2 Certificate in Further Maths

5 - 9

### Outline of the Course

**GCSE Statistics:** Through study of the Statistical Enquiry Cycle, students will learn about the use of statistical techniques to plan, analyse, present and evaluate statistical investigations. During the course, students will use real world data in contexts such as finance, environment and populations. The course will also advance students' knowledge of a number of topics in GCSE Maths, as well as preparing students for potentially studying Mathematics at A Level.

**Level 2 Certificate in Further Maths:** This qualification is designed to stretch and challenge high achieving mathematicians. It complements GCSE Maths by encouraging students' higher Mathematical skills, particularly numeric, algebraic and geometric reasoning. It also helps students prepare for the extra mathematical rigour required in A Level Mathematics.

### Examinations and Assessment

**GCSE Statistics:** 2 x 1 hour 30 min papers worth 80 marks each (sat at the end of year 10)

**Level 2 Certificate in Further Maths:** 2 x 1 hour 45 min papers worth 80 marks each (sat at the end of year 11)

### Further Study

Candidates who are successful in these qualifications will be well prepared to continue their study of Mathematics at A Level. The acquisition of these qualifications will also be useful for many other lines of future study beyond Mathematics; including Science, Social Sciences, Geography and Engineering.



**Aim**

Throughout the GCSE geography course students have the opportunity to consider a variety of geographical issues and, in doing so, become knowledgeable and critical geographers. There is a strong emphasis on the understanding of physical processes in the environment, as well as the management and mismanagement of resources by people. Students also have the opportunity during this course to develop their fieldwork skills.

**Grades Available**

1 - 9

**Outline of the Course**

The course is divided into three main themes:

**Section 1:** Living with the physical environment

In this section study will focus on the challenge of natural hazards including volcanoes, earthquakes and tropical storms. Weather and climate change is also a focus, followed by physical landscapes of the UK, including coasts and rivers. Finally, the living world which includes ecosystems such as tropical rainforests and hot deserts or cold environments.

**Section 2:** Challenges in the human environment

This section covers population, urban growth, the changing economic world and global development. Resource management including the global distribution of food, water and energy and in particular detail the demand for food resources globally are also a focus.

**Section 3:** Geographical applications and skills

This section involves the undertaking two different fieldwork tasks that will be assessed in the final examinations at the end of Year 11. Pre-released material is received 12 weeks prior to the examination which will be studied in lesson time.

**Assessments and Examinations****Examination**

There are three exam papers at the end of Year 11. The first examination focuses on section 1 of the course, physical geography. It is 90 minutes long and makes up 35% of the total GCSE grade. The second paper is also 90 minutes long, also making up 35% of the GCSE grade. This examination focuses on section 2 of the course, human geography. The final paper is 75 minutes long and makes up the final 30% of the total GCSE grade. This examination has a focus on section 3, geographical applications and skills. There is no controlled assessment for geography. The examinations makes up 100% of the final grade.

**Further Study**

Geography is a strong, traditional subject that can be of use to students when taking up a variety of further educational courses, as well as in the world of work. It also gives students an excellent platform and skills base to move on to A level studies and beyond in a wide range of subject areas.

**Aim**

The aim of the course is to ensure that not only do students achieve an excellent grade at GCSE, but also to develop in students a life-long curiosity and a passion for furthering their knowledge about the past. The students will be guided on how to develop their skills of source analysis and how to evaluate a range of themes and factors that have led to developments and conflict throughout History. They will be encouraged to think independently and to develop their own judgements. Furthermore, their communication skills will be enhanced through the focus on writing a sustained and justified argument, and through lively classroom debate.

**Grades Available**

1 - 9

**Outline of the Course**

Students undertake a module which focuses on changes and developments in the 'Settlement of the American West' over a period of around 100 years. In addition, they will study a module on Modern European History in the period between the wars; this will specifically concentrate on how the governments of Europe tried to deal with the emergence of Hitler, Nazi Germany and the other dictators in the 1920s and 1930s. They will also study 'Britain: The Health and The People', a course that follows the development of medical knowledge and procedure throughout time, and specifically its impact on health in Britain, from medieval plague doctors to modern day keyhole surgery, including the development of Public Health. Finally, we will study 'Norman Britain' and this module will include a study of a local historical site.

**Examinations and Assessment**

The course is examined through 2 formal examinations, lasting 2 hours each, one for the America and the Modern European module; and the other will focus on the Medicine and the Medieval modules.

Both of these examinations will take place at the end of Year 11.

**Further Study**

History is a well-respected academic subject that is viewed favourably by colleges, universities and employers alike due to the rigour of the academic content and the analytical skills that are developed in the process. Furthermore, a good qualification in History suggests that a person is self-disciplined, independent, organised and able to communicate well.

History is a particularly useful course to support the study of English, Politics, Economics and Psychology, as well as offering an interesting alternative area of study alongside the Sciences and Mathematics.

## Aim

Modern life is influenced like never before by digital data. It is impossible to go through a single day without interacting with a system that makes use of it. Our society relies on it to function correctly. The generation and analysis of data will be the key to solving some of the greatest challenges facing humanity, such as global warming, generating new antibiotics and how to meet the needs of an aging and expanding population. Studying the Cambridge National in Information Technologies will teach students how data is gathered, analysed, communicated and presented. They will learn about the software, hardware and techniques used in data management projects.

## Grades Available

Distinction \*, Distinction, Merit, Pass at Level 1 and 2

## Outline of the Course

1. Understand the tools and techniques that can be used to initiate and plan data management solutions – project planning.
2. To be able to initiate and plan a solution to meet an identified need – project management.
3. Understand how data and information can be collected, stored and used.
4. Understand the factors to be considered when collecting and processing data and storing data/information – protecting data from hackers and malware, the legal framework around data and ensuring it is reliable.
5. To be able to import and manipulate data to develop a solution to meet an identified need – use of spreadsheet and database software.
6. Understand the different methods of processing data and presenting information.
7. To be able to select and present information in the development of the solution to meet an identified need.
8. To be able to iteratively review and evaluate the development of the solution.

## Examinations and Assessment

Exam: Understanding tools, techniques, methods and processes for technological solutions. This component is worth 50% of the final grade and assesses content from topics 1, 3, 4 and 6 above.

Project: Developing technological solutions. A 20-hour project which assesses students' ability to plan a project and gather, manipulate and present data. This covers topics 2, 5, 7 and 8 above.

## Further Study

The skills, knowledge and understanding students will develop through this qualification are very relevant to both work and further study. They will support them in a range of subject areas such as A Levels in Business and Computer Science or vocational IT qualifications. They can also support their progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.

**Aim**

GCSE Media Studies makes understanding the media industry interesting, challenging and creative. It offers rigorous but accessible learning on a subject of key importance for young peoples' understanding of the world they experience. The course offers extensive coverage of media theory and practice, creating opportunities to learn about real media products and industries.

**Grades Available**

1 - 9

**Outline of the Course****Component 01: Television and promoting media**

- In Section A: *Television*, students engage with an in-depth study of one contemporary and one historic television product, responding to questions covering the whole of the theoretical framework and a range of media contexts
- In Section B: *Promoting media*, students study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.

**Component 02: Music and news**

- In Section A: *Music*, students engage with one in-depth study covering magazines, a comparative study of music videos and a study of contemporary radio.
- In Section B: *News*, students engage with one in-depth study of online news, including its social and participatory media. Students also study contemporary and historical newspaper front pages and how they illustrate changing social, cultural, historical and political contexts.

**Component 03: Creating media**

- Students apply their knowledge and understanding of media language and representations to create media products of their own, using the theoretical framework to express and communicate meaning to an intended audience

**Examinations and Assessment**

- **Component One:** Written examination, 1hr 45minutes (35%)
- **Component Two:** Written examination, 1hr 15minutes (35%)
- **Component Three:** Non Examined Assessment (30%)

**Further Study**

GCSE Media Studies leads directly into Media Studies A-Level. It also complements A-Levels in English Language and Literature, English Literature, Art and Design and Graphic Communication.

**Aim**

Studying music at GCSE allows students to continue developing skills from Key Stage 3, with the study of music from different musical periods and genres. They also have to participate in musical performances, either through the use of music technology, playing instruments or singing; as well as being given the opportunity to learn about the recording process. Compositional skills are also taught in a traditional sense, using notation as well as using different software to create electronic music. The course also gives students the opportunity to develop broader life skills, including critical and creative thinking, cultural understanding, self-discipline, self-confidence and self-motivation.

**Grades Available**

1 - 9

**Outline of the Course**

The course is split into 3 units: Performing; Composing; and Appraising. The 3 disciplines are taught and developed around the study of 2 set works and non-familiar music from 4 different areas of study: Musical Forms and Devices; Music for Ensemble; Film Music; Popular Music.

**Examinations and Assessment**

Unit	Assessment Type	Date of completion	Duration	Weighting
1. Performing	Non-examined assessment	December 2022	N/A	30%
2. Composing	Non-examined assessment	March 2023	N/A	30%
3. Appraising	Written examination	May 2023	1h 15m	40%

**Further Study**

The GCSE in Music leads directly in to the Music or Music Technology A-Level. Students will have enough technological and musical knowledge and experience to continue developing their skills at A-Level.

## Aim

The AQA Technical Award in Performing Arts is a practical introduction to life and work in the industry. Students will develop specific practical skills and techniques, devise and deliver performances, and analyse and evaluate their performances. This course will suit students with an interest in to the industry of performing arts.

## Grades Available

Level One: Credit and Advanced Credit

Level Two: Pass, Merit, Distinction and Distinction\*

## Outline of the Course

### Unit 1: Unlocking Creativity

This unit assesses the theoretical content involved in the discipline of acting and involves researching and understanding the wider Performing Arts industry. Students will be assessed on their research, idea development, planning and budgeting, presentation and communication skills throughout this unit.

### Component Two: Developing Skills and Techniques

This unit develops the practical skills and research of unit 1 and encourages students to implement what they have learned in a practical way. Students will be asked to create a key performance based on a specific performance brief (choice of 5). They will also be assessed on their teamwork skills by working as a theatre company.

### Component Three: The Performing Arts experience

Pupils will sit a written exam which is externally assessed. This written exam focuses on students' knowledge of roles and responsibilities in the performing arts industry, the role of performing arts within society today, approaches to rehearsal, working as a deviser/performer/director, marketing and public relations, health and safety, design and technical elements, reviewing performance and theatre in education.

## Examinations and Assessment

**Component One:** 30% of the qualification; internally assessed assignment, 60 marks. Performance (50%) and written portfolio (50%) of this unit.

**Component Two:** 30% of the qualification; internally assessed assignment, 60 marks. Performance (100%) of this unit.

**Component Three:** 40% of the qualification; externally assessed written exam 1hour 30 minutes, 80 marks.

## Further Study

The AQA Technical Award offers a clear route into further and higher education for drama, performance and directorial courses. Career opportunities are numerous, for example, acting, presenting, stage managing, drama therapy and directing. In addition, students develop skills which support other further/higher education courses and career pathways. These include the ability to collaborate with others, think analytically and evaluate effectively.

**Aim**

The aim of this course is to build on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It will give students exciting opportunities to be involved in a number of different physical activities, promoting an active healthy lifestyle.

Students will be assessed as performers in three sports. They must have an interest in physical education and sport, enjoy being active and appreciate the benefits of keeping fit and healthy. Students will also be given the opportunity to develop their leadership skills, organising inter-form activities with staff and supervising Sports Day.

**Grades Available**

1 - 9

**Outline of the course**

Year 10	Health, Fitness and Well Being	Sports Psychology	Social Cultural Influences	Data Analysis
Year 11	Anatomy & Physiology	Movement Analysis	Physical Training	Skill Acquisition

**Practical**

Students will take part in a full range of activities; they will cover traditional invasion games, racket sports and athletics. Students can also be assessed in activities that they take part in outside of school, for example, dance, cycling, skiing and horse-riding.

**Examinations and Assessment**

30% practical assessment in 3 sports/activities

10% personal exercise programme related to a practical activity

60% theory exam at the end of Year 11

**Further Study**

This course can lead to a variety of further study options and career paths. After studying this GCSE, students will have the foundation knowledge required to commence an A-Level course in Physical Education. The skills and content within the GCSE Physical Education specification also offers an excellent base for studying A-level subjects such as Biology and Applied Science.

In relation to careers this subject is suited to a broad spectrum of jobs in the arena of Education, Coaching, Fitness Industry, Physiotherapy, Sports Journalism, Outdoor Pursuits and many more.

**Aim**

The course aims to encourage students to develop a personal interest in and enthusiasm for psychology and prepare them to make informed decisions about further learning opportunities and career choices. Pupils engage in the process of psychological enquiry in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. They develop an awareness of why psychology matters; acquire knowledge and understanding of how psychology works and its essential role in society. They also develop an understanding of the relationship between psychology and social, cultural, scientific and contemporary issues and the impact of psychology on everyday life.

**Grades Available**

1 - 9

**Outline of the Course**

Module of Study	What will be covered
Studies and applications in Psychology 1	Criminal Psychology, Development, Psychological Problems and Research Methods
Studies and applications in Psychology 2	Social Influence, Memory, Sleep and Dreaming and Research Methods

**Examinations and Assessment**

Studies and applications in Psychology 1	One hour and 30 mins. 90 marks. 50%
Studies and applications in Psychology 2	One hour and 30 mins. 90 marks. 50%

**Further Study**

After studying this GCSE, students will have the foundation required to commence an A-Level course in Psychology. The skills and content within the GCSE also offer an excellent base for studying A-level subjects such as Sociology, Religion and Philosophy and other Science based subjects. Career opportunities are vast; for example, Psychology, Public Services, Media and Marketing and Sport.



**Aim**

Students will be challenged with questions about belief, value, meaning, purpose and truth, enabling them to develop their own attitudes towards religious, ethical and philosophical issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. These skills will help to prepare them for future study in RE but also be useful in other areas of the curriculum and beyond.

**Grades Available:**

1 – 9

**Outline of the Course**

Component One: The study of beliefs, teachings and practice in Islam and Christianity.

Component Two: Thematic Studies.

For Component Two, students will complete the themes below:

Relationships and Families

Religion, Peace and Conflict

Religion, Crime and Punishment

Religion and Life

**Examinations and Assessment**

The course is assessed through 100% examination. Students will complete one exam paper for Component One worth 50% of the GCSE (1 hr and 45 minutes). They will then complete a second exam paper on Component Two also worth 50% of the GCSE (1 hour and 45 minutes). The two components will be added together to give a final GCSE grade.

**Further Study**

This course can lead to further study options and career paths. After studying this GCSE, students will have the foundation knowledge required to commence an A-Level course in Religion, Ethics and Philosophy. The skills and content within the GCSE Religious Studies specification also offers an excellent base for studying A level subjects such as English, Humanities and the Social Sciences including Sociology and Psychology.

In relation to careers, this subject is suited to a broad spectrum of jobs in the arena of Education, Social Work, Journalism, Law, Medicine, Public Relations, Charity Work and many more.

**Aim**

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance, and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

**Grades Available**

1 - 9

**Outline of the Course**

Module of Study	What will be covered
Paper 1: The sociology of families and education	The sociology of families The sociology of education Relevant areas of social theory and methodology
Paper 2: The sociology of crime and deviance and social stratification.	The sociology of crime and deviance The sociology of social stratification Relevant areas of social theory and methodology

**Examinations and Assessment**

Paper 1: The sociology of families and education	One hour and 45 mins. 100 marks. 50%
Paper 2: The sociology of crime and deviance and social stratification.	One hour and 45 mins. 100 marks. 50%

**Further Study**

After studying this GCSE, students will have the foundation required to commence an A-Level course in Sociology. The skills and content within the GCSE also offer an excellent base for studying A-level subjects such as Psychology, politics, History, Religion and Philosophy and other Social Science based subjects. Career opportunities are vast; for example, Social Policy, Public Services, Media and Marketing, Education.

## Technical Award in Sport Studies

Exam Board  
Syllabus Number

OCR  
600/5123/1  
J803/J813

### Aim

This qualification is designed for learners with an interest in current affairs and sport, topics such as the Olympics and barriers to participation. It will provide learners with experience of various team and individual sports as well as the opportunity to officiate and lead others. Learners will also cover the media and its involvement in sport.

### Grades Available

Pass / Merit / Distinction / Distinction\* at Level 1 and 2

### Outline of the course

#### Unit R051\_Contemporary issues in sport

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

#### Unit R052 Developing sports skills

Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

#### Unit R053 Sports leadership

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.

#### Unit R054 Sport and the media

Students explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. They look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.

### Examinations and Assessment

25% Exam (contemporary issues in sport)

25% Sport and the media (assessed through controlled assessment work, classroom and computer based)

25% Developing sports skills (physical assessment in 3 sports)

25% Sports leadership (assessed through teacher observation and self-reflection)

### Further Study

This course can lead to a variety of further study options and career paths. After studying this course, learners will have the foundation knowledge required to consider industry work, vocational qualifications or coaching roles.

In relation to careers, this course is suited to a broad spectrum of jobs in the arena of nutrition, coaching, fitness industry, physiotherapy, sports journalism, outdoor pursuits and many more.

## **Biology, Chemistry, Physics (Separate Sciences)**

Exam Board  
Syllabus Number

Edexcel  
1BIO, 1CHO,1PHO

### **Aim**

The course aims to inspire, challenge and motivate students by a broad, in depth and coherent study. Students develop their curiosity about the world around them allowing them to experience how science works across all three disciplines. Due to the academically demanding nature of this course, this is a 'guided' option. A students' level of attainment and their commitment to science will be used to determine their suitability for the qualification.

### **Grades Available**

4-9	Higher Tier
1-5	Foundation Tier

### **Outline of the Course**

Students are awarded 3 separate GCSEs in Biology, Chemistry and Physics. In order to complete the three subjects, students need to use one of their option choices in addition to the compulsory science time all students have.

All GCSE Science courses are now linear in nature, meaning that all examinations will be terminal. This means that students will be examined at the end of their studies in Year 11.

Every student studying the separate sciences will cover the same base content as students covering the Combined Science course (see earlier pages), however in the separate sciences students cover the topics in more depth; deepening their conceptual understanding of each of the scientific disciplines. They will also cover additional and more academically challenging material.

### **Examinations and Assessment**

<b>GCSE Chemistry</b>	External Assessment 100%	2 x 100 mark written examinations
<b>GCSE Biology</b>	External Assessment 100%	2 x 100 mark written examinations
<b>GCSE Physics</b>	External Assessment 100%	2 x 100 mark written examinations

Practical skills are also assessed through these written examinations.

### **Further Study**

GCSE Biology, Chemistry and Physics provide the best foundation for studying A-Level Sciences. Career opportunities from studying the three Sciences are highly varied from Medicine and Dentistry to Engineering and Architecture as well as the less obvious links with careers in Law and Business.