



KATHARINE
LADY
BERKELEY'S
SCHOOL
FOUNDED 1384



Your

GCSE Options

Be empowered through a rich and varied curriculum

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Welcome

Dear Student

From September 2024 you move from Key Stage 3 into the 14-19 curriculum and you will start the courses that take you through to your GCSE public examinations in 2026. Over the coming weeks, you have some important decisions to make about your subject choices. We will give you as much support and guidance as possible to help you make your option choices wisely. It is important, however, that you see this as part of your longer journey to post 16 education or training, higher education (for some) and ultimately a career.

You will be familiar with many of the subjects from your Key Stage 3 curriculum; others (both vocational and academic options) will be completely new to you. It is important to look carefully at the detail of these courses so that you know exactly what they involve.

We advise that you consider your choices carefully, with support from your parents, tutor, Head of Year and subject teachers. The following will help you collect your thoughts around this process:

- Ideas about a career or higher education course
- Subjects you have enjoyed and been successful in at Key Stage 3
- A balance of subjects to keep your future options open
- The courses that interest you
- Type of assessment used; for example vocational subjects have a significant coursework component

At KLB we believe in a broad, balanced and ambitious curriculum. All students must study at least one of French, Spanish, Japanese, Chinese, Geography, History, Computer Science. This choice is made on the online form before completing the other options.

We encourage you to consider the English Baccalaureate (Ebacc), a pathway identified by Russell Group universities. These subjects are English, Maths, Science, a Language (French, Spanish, Chinese or Japanese) and a Humanities subject (either Geography or History). Many universities and employers value these subjects.

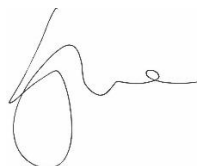
Some of you will prefer a vocational approach where the dominant assessment type is coursework instead of exams. If you think this might be for you, look carefully at the Cambridge National and VCERT qualifications.

We hope you are looking forward to choosing your subject options for this next exciting stage of your education. Please take plenty of time to think about it. It is best to get it right now rather than make changes later.

Best wishes



Ed Thomas
Ed Thomas
Deputy Headteacher



Lucy Johnstone
Head of Year 9

The Options Process

Week beginning Monday 5 February	<ul style="list-style-type: none">• Assembly delivered to all students - Tuesday 6 February• Options booklets given out• Option Evening
Week beginning Monday 12 February	<ul style="list-style-type: none">• HALF TERM
Week beginning Monday 19 February	<ul style="list-style-type: none">• Subject taster sessions within timetabled lessons
Week beginning Monday 4 March	<ul style="list-style-type: none">• Deadline for options form - Monday 4 March

How do you make a choice?

Key Stage 4 options are an exciting prospect but it is important to take care with subject choices. Some of the subjects listed are familiar to you, having studied them previously at Key Stage 3. Others are completely new to you so, with the help of your parents, tutor and teachers, you will have to find out what they are about and if they are suitable for you. The procedure you should follow:

1) How do you choose? First of all think for yourself:

- What are you good at, what are your talents?
- What are your strengths and weaknesses?
- Which subjects interest you?
- Which subjects do you enjoy?
- Do you need any specific subjects for your future education or the careers that you are interested in?

2) Next, find out as much information as you can:

- Talk to your subject teachers.
- What do the courses actually involve?
- Have you checked out your careers ideas and/or the college/university courses you may be interested in and the qualifications you may need?
- How are the courses assessed? How much coursework/controlled assessment is there?

3) Finally, talk your plans over with:

- Your parents or carers
- Your tutor and or Head of Year
- The school's independent careers advisor

Finally, when you have made your choices, you must complete the online options form, no later than **Monday 4 March**. A link for the online options form will be sent to parents' email address following the Information Evening.

Additional advice

Consider:

- Are your choices well balanced?
- Get as much advice as you can. If you don't know something, ask! Talk to your parents, tutor, teacher, Head of Department, Head of Careers, Careers Advisor, or a sibling or friend who has been through the process.
- Find out as much as possible about the courses on offer: what will you learn and how?
- Try to choose those subjects you are good at or enjoy; these are the ones you are most likely to do well at.
- Decide yourself. It is **you** who will be studying your chosen subjects for the next two years. It is **your** future you are considering.

Avoid:

- Thinking that you are expected to know at this stage what you want to do later in life. The curriculum is constructed to keep open as many doors as possible.
- Choosing a course because your friend is choosing it. You may easily find yourselves in different groups.
- Choosing a course because you like the teacher you have now. You may have a different teacher in year 10.
- Worrying if you cannot fit everything in. Some subjects can be picked up again at sixth form or college. If in doubt, find out!

Frequently Asked Questions

Will I automatically be given my first choice subjects?

Once option choices are submitted, we construct the option blocks to accommodate as many combinations as possible. This means the majority of students get their first four choices, but we may not be able to timetable an option choice for the following reasons:

1. Insufficient numbers in a subject
2. Some subjects may be limited due to facilities or staffing
3. A certain combination of subjects might not be available

It is really important to get your choices right at this stage so we can meet the needs of the year group. Your reserve choice is also important, so consider it carefully.

What happens if I change my mind before the start of Year 10?

If you need to change your mind:

- See your Head of Year/Deputy Headteacher as quickly as possible and back up with an email from parents
- Once option blocks are constructed, changes become more difficult
- In September changes will be considered for the first two weeks only

Should I choose my subjects to fit in with one particular career?

It is unlikely at this stage that you will have made up your mind about what you would like to do in the future. Most year 9 students have only vague ideas, which are almost certain to change over time. It is most sensible to select a good balance of subjects in order to keep open as many future paths as possible.

When will I find out what subjects I have been allocated?

In term 5, after the school timetable has been completed and our offer has been finalised.

Are students examined in Core Games and PSHE?

Students are not examined in Games or PSHE.

Thinking ahead, how do I find out more about the curriculum on offer in Years 12 and 13?

If you want to find out about a particular subject at A level, talk to your subject teacher. If you would like general information talk to Miss Campion, Head of Sixth Form. We have also added the A Level course booklet to the year 9 Options section of the website. This booklet contains information about the A Level courses run at KLB Sixth Form, as well as GCSE requirements to get onto a course.

Careers Education in Years 10 and 11

Year 10

- As part of the PSHE programme, you will receive approximately eight sessions of careers information. These will focus on the nature of work and the working world, an exercise in assessing your strengths and weaknesses, and a job-matching activity using specific careers software. You will also be supported in using the Careers Centre to research career choices.
- There will be the opportunity to take part in a one week period of planned Work Experience during the summer term. Year 10 tutors and careers staff will assist with preparation, planning and de-briefing. There may be the opportunity to use Work Experience with GCSE/BTEC assessments in some subjects.

Year 11

- Careers Education sessions are part of the PSHE programme. The sessions will focus on the various options available post 16.
- You will have training on research, decision making, self-analysis and transitional skills in order for you to make the best possible decisions for your future.
- Some students will be interviewed by the Careers Advisor who will assist in the development of an individual action plan.
- Your career plans and decision making will be closely monitored by your tutor who will provide general guidance and refer you to the Head of Careers for more specialist help if necessary.
- Members of the Rotary Club of Cotswold Tyndale provide mock interviews for all Year 11 students to help you hone your skills in preparation for sixth form, college or apprenticeship interviews.

The school employs the services of an independent careers advisor from Prospects who offers careers advice and guidance to students, and support with applications where necessary.

Introduction

The skills of reading, writing, speaking and listening are of vital importance in many areas, both in the daily world and the world of the imagination. Not only are they essential in many careers, they also underpin successful study at all levels.

Studying literature allows students to become critical readers of prose, poetry and drama; to experience different times, cultures, viewpoints and situations; and to develop an understanding of the ways in which literature is rich and influential.

Course Content

A wide range of literary and non-literary non-fiction; literature from the 19th, 20th and 21st centuries, including poetry, prose and drama; Shakespeare; candidates' own writing.

Skills developed in the study of English Language and English Literature

Experimenting with language to create effects to engage the audience; expressing ideas and information clearly, accurately and appropriately in spoken and written communication; forming independent views; exploring questions; developing interpretations of whole texts, and analysing connections between texts; relating texts to their social and historical contexts, and to the literary traditions of which they are a part.

Methods of learning most often used in English

Individual work, paired or small group work and discussion, reading and note making, extended writing, and creative work.

How the course is assessed

Candidates will take English Language and English Literature as two separate GCSE qualifications.

GCSE English Language

There will be two examinations at the end of the course. Students will study a range of 19th, 20th and 21st century texts and be examined on extracts from these texts. They will also be required to produce their own writing. Spelling, punctuation and grammar will be assessed in these examinations. There is no coursework or controlled assessment element in this qualification. Grades are based entirely on results from the terminal examinations during summer of Year 11. A separate certificate is awarded for speaking and listening.

GCSE English Literature

There will be two examinations at the end of the course. Students will study a range of modern and literary heritage texts. These will include a range of prose, poetry, drama and a Shakespeare play. Spelling, punctuation and grammar will also be assessed in the examinations. There is no coursework or controlled assessment element in this qualification. Grades are based entirely on results from the terminal examinations during summer of Year 11.

What can you do next with a qualification in English Language and Literature?

Proficiency in English allows students to express themselves clearly in any profession. Specifically it can lead to careers in: law; teaching; politics; journalism; editing; writing; the media; public relations; publishing; marketing.

Introduction

Mathematics is the language of logic and the process of problem solving through structured method and strategy. It is the aim of the mathematics department to develop all students' abilities in tackling the problems they encounter in a confident, efficient and logical manner using a wide range of mathematical skills and concepts. At Key Stage 4, students follow the Edexcel GCSE (9-1) mathematics course. There are two tiers of entry: at Foundation Tier, grades 1 – 5 are available; and for Higher Tier, grades 4 – 9 are available.

A scientific calculator will be required for this course.

Course Content

<http://www.edexcel.com/quals/gcse/gcse15/maths/Pages/default.aspx>

Skills developed in Mathematics

Mathematics develops the logical mind. It allows students to solve problems using a range of numerical, algebraic, geometrical and statistical methods and helps to develop reasoning skills through proof and example. It is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Methods of learning most often used in Mathematics

Individual, paired and small group work tasks are all common. Problem-solving is paramount, with responses being required in both verbal and written forms.

How the course is assessed

The course is assessed through three examination papers, taken at the end of the course. All three papers must be at the same tier of entry and are equally weighted. Paper 1 is non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes and the content of the course will be assessed across all three papers.

Overview of content:

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

What can you do next with a qualification in Mathematics?

Mathematics is recognised as a demanding academic discipline. As such it is respected by prospective employers in many areas of work. Mathematics can be studied independently or, more commonly, as a feature of an applied discipline. Specifically, it can lead to careers in engineering, science and finance, as well as design disciplines such as graphics and software development.

Introduction

Science is taken by all Year 10 and 11 students, but there are two different routes by which Science qualifications may be obtained. The majority of students will follow a Combined Science course; a double award course equivalent to two GCSEs. Two sets of students will follow the path leading to the award of Separate Science GCSE's in each of Biology, Chemistry and Physics. The decision about which students study this course is made at Easter in Year 9.



For both routes the Science specifications of the AQA Examination board are studied.

Course Options



Details of the Science Courses

Combined Science route:

In Years 10 and 11 the majority of students will study the Combined Science GCSE course. This is the AQA Trilogy Combined Science GCSE specification. On completion this leads to a double award accreditation i.e. it counts as two GCSEs. The course has units drawn from Biology, Chemistry and Physics in much the same way as KS3 Science. The broad subject content areas are outlined below.

Assessment is entirely by terminal exams in the summer of Year 11, comprising six examination papers, each of 1 hour 15 minutes length.

Separate Sciences route:

Throughout Years 10 and 11, some students (two sets) will study the Separate Science Course, leading to the award of three separate GCSE grades, one for each discipline: Biology, Chemistry and Physics. The school follows the AQA Biology, Chemistry and Physics specifications.

The decision as to which students this will benefit most will be made during Term 5 of Year 9. It will be based on performance in a range of tasks including all the year 9 assessments, and on the student's work ethic.

This course covers three GCSEs of material in the time allowance for two. The broad content areas outlined below are the same but each contain additional material not covered by the Combined Science GCSE. It therefore has higher demands and is studied by the top two sets in the year group. Separate Science students are expected to be able, conscientious and very motivated.

For each GCSE (Biology, Chemistry and Physics) all assessment is now by terminal examination in the summer of Year 11. Each GCSE concludes with two examination papers, each of 1 hour 45 minutes length (a total of six exams for the three GCSEs).

Skills developed in Science

At the centre of all courses lies 'How Science Works'. This is the understanding of recent science issues, ethical debates and the skills of collecting, analysing and presenting scientific data. The aim is to allow students to gain a deeper understanding of the role of science in society. Students learn skills such as performing their own experiments, using appropriate equipment with sufficient precision, processing data, solving problems and using ICT in analysing and presenting information.

For both science routes there is no controlled assessment as practical and investigative skills are fully embedded and developed throughout the course. Amongst the many experiments conducted, there are specific identified Required Practicals which must be completed and which can be assessed through questions written into the terminal examination papers.

Typical subject content areas:

Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure
5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	5. Forces 6. Waves 7. Magnetism and electromagnetism

PSHE

All students will follow a two-year course, based on personal and economic health and wellbeing, structured as a rotation around three areas of study.

The three areas are:

- Health and Wellbeing – covering mental health, role models, risks of drugs and alcohol, dealing with stress, and taking responsibility for health choices
- Living in the wider world – covering the risks associated with gambling, healthy finances, preparation for work experience, understanding of college applications and wider skills
- Relationships – covering sex education, managing relationship myths and expectations, managing the challenges of relationships including breakups, different families and parenting skills, managing grief and bereavement, tackling issues of domestic abuse and forced marriage and challenging extremism and radicalisation

As part of our course, we study worldviews, religions, diversity and ethics, whilst exploring the relevance for life in Britain today.

PE - Games

PE and Games will allow all students to undertake a range of activities, which will allow them to develop and maintain a healthy and active lifestyle through their participation in a physical activity whilst promoting a love for life long participation.

Throughout the year, students will be placed on a carousel of different activities which they will undertake for three hours per fortnight. This will help to keep them both physically and mentally fit given the increasing emphasis on healthy lifestyle and establishing good habits for life.



Introduction

The Fine Art course is designed to provide the opportunity to explore and enjoy working with a broad range of techniques from painting to sculpture, drawing to printmaking in a vibrant and inspirational environment. Students will be given time to develop their skills with a variety of materials as the coursework develops throughout the two years.



The assessed elements of the course divide into two parts:

- The Personal Investigation (coursework) asks for the development of technical skills within adventurous projects that encourage personal interpretations of an overall theme.
- The Externally Set Task (examination) provides the opportunity to select a task from a wide choice set by the examination board.

Students will need three sketchbooks and to take part in a one-day study visit to Bristol Museum and Galleries or Pitt Rivers in Oxford.

Course Content

A range of approaches including painting, drawing, mixed-media, sculpture, installation, printmaking and lens-based media (some digital photography) and research of art and artists.

Skills developed in Art and Design

The course covers the four principal areas of: observation of subject matter; critical evaluation of art and artists; practical making; production of final pieces. These emphasise the qualities of experimentation, exploration, research and individual expression required at GCSE level.

Methods of learning most often used in Art and Design

Individual work, practical, creative experimentation, independent research, information gathering, problem-solving, perseverance, meeting deadlines.

How the course is assessed

Title	Type	Time	Date	% of marks towards the grade
Component 1	Personal Investigation		Sept Year 10 – Jan Year 11	60%
Component 2	Externally set assignment	Research & Preparation plus 10 hours in controlled conditions	Feb – April Year 11	40%

What can you do next with a qualification in Art and Design?

Fine Art is a discipline which develops creative problem solving skills and independence. As such it is respected by universities and prospective employers. Specifically it can lead to a career as an artist; museum and art gallery work; curating; architecture; advertising; film making; photography; teaching; interiors and furniture; tourism; craft; ceramics; jewellery; fashion and costume design; footwear; theatre and set stage design. Many of these are encompassed in the creative industries which are based on individual creativity, skill and talent. Interesting internet links are: www.tate.org.uk/art/student-resource/exam-help and www.lightboxresource.co.uk.

Introduction

The Graphic Art course is designed to provide the opportunity to explore and enjoy working with logos, words and visual images to convey ideas using a broad range of techniques in a vibrant and inspirational environment. Students will be given time to develop their skills with a variety of materials as the coursework develops throughout the two years.



The assessed elements of the course divide into two parts:

- The Personal Investigation (coursework) asks for the development of technical skills within adventurous projects that encourage personal interpretations of an overall theme.
- The Externally Set Task (exam) provides the opportunity to select a task from a wide choice set by the exam board

Students will need three sketchbooks and to take part in a one-day study visit to Bristol Museum and Galleries or Pitt Rivers in Oxford.

Course Content

A range of approaches including illustration, printmaking, packaging, corporate identity, branding, digital software, some digital photography and advertising, and research of art and artists.

Skills developed in Art and Design

The course covers the four principal areas of observation of subject matter; critical evaluation of art and artists; practical making; production of final pieces. These emphasise the qualities of experimentation, exploration, research and individual expression required at GCSE level.

Methods of learning most often used in Art and Design

Individual work, practical, creative experimentation, independent research, information gathering, problem-solving, perseverance, meeting deadlines.

How the course is assessed

Title	Type	Time	Date	% of marks towards the grade
Component 1	Candidate Portfolio		Sept Year 10 – Jan Year 11	60%
Component 2	Externally set assignment	Research & Preparation plus 10 hours in controlled conditions	Feb - April Year 11	40%

What can you do next with a qualification in Art and Design?

Graphic Art is a discipline which develops creative problem solving skills and independence. As such it is respected by universities and prospective employers. Specifically it can lead to a career as a graphic artist; advertising; branding; corporate design; illustration; computer arts and gaming; film and video; television and set design; fashion: exhibition display; photography; interior design; teaching. Interesting internet links are: Creative Choices www.ccskills.org.uk and www.tate.org.uk/art/student-resource.

Introduction

The Art, Craft and Design course is designed to provide art students with a variety of experiences. It offers flexibility in content and approach and the opportunity to explore and create work associated with areas of study that could combine Fine Art and Graphic Art skills, depending on the student's area of interest. Students will be given time to develop their skills with a variety of materials as the coursework develops throughout the two years. Due to a smaller class size than Fine Art or Graphic Art groups, this course allows for more one-to-one support from the teacher on a much more regular basis.



The assessed elements of the course divide into two parts:

- The Personal Investigation (coursework) asks for the development of technical skills within adventurous projects that encourage personal interpretations of an overall theme.
- The Externally Set Task (exam) provides the opportunity to select a task from a wide choice set by the exam board

Students will need three sketchbooks and to take part in a one-day study visit to Bristol Museum and Galleries or Pitt Rivers in Oxford.

Course Content

A range of approaches including illustration, printmaking, photography, sculpture, drawing, painting, digital art and research of art and artists.

Skills developed in Art and Design

The course covers the four principal areas of observation of subject matter; critical evaluation of art and artists; practical making; production of final pieces. These emphasise the qualities of experimentation, exploration, research and individual expression required at GCSE level.

Methods of learning most often used in Art and Design

Individual work, practical, creative experimentation, independent research, information gathering, problem-solving, perseverance, meeting deadlines.

How the course is assessed

Title	Type	Time	Date	% of marks towards the grade
Component 1	Candidate Portfolio		Sept Year 10 – Jan Year 11	60%
Component 2	Externally set assignment	Research & Preparation plus 10 hours in controlled conditions	Feb - April Year 11	40%

What can you do next with a qualification in Art and Design?

Art aims to develop creative problem solving skills and independence. As such it is respected by universities and prospective employers. Due to the flexibility in the course, it can lead to all the careers listed within the Fine Art and Graphic Art descriptions. Interesting internet links are: Creative Choices www.ccskills.org.uk and www.tate.org.uk/art/student-resource.

Introduction

GCSE Business starts by exploring the world of small businesses through the lens of an entrepreneur (Theme 1). How and why do business ideas come about? What makes a successful business? How can business ideas be developed or opportunities spotted and turned into a successful business?

In the second year of the course (Theme 2), business growth is investigated. How does a business develop beyond the start-up phase? The importance of meeting customer needs and making appropriate marketing, operational, financial and human resourcing decisions in a domestic or global business will be examined as well as exploring how the wider world affects the business as it grows.

Course Content

Enterprise and entrepreneurship
Spotting business opportunities and developing them successfully
Growing the business
Marketing and finance
Human resources and business operations
External influences / the wider world

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Skills developed in GCSE Business

The course is designed to encourage students to think about the practical aspects of business and how the concepts they learn can be applied to the real world. The course also gives students a chance to develop their employability skills including communication, presentation, developing persuasive arguments, decision making, creativity, numerical and ICT skills.

Methods of learning most often used in Business

The most usual methods involve: individual work; paired or small group work and discussion; reading and note making; practical and creative problem-solving; research tasks; oral work; written responses to case study questions; presentations; competitions.

How the course is assessed

Content	Assessment
Theme 1 – Investigating small businesses	Written examination: 1 hour and 45 minutes ; 50% of the qualification
Theme 2 – Building a business	Written examination: 1 hour and 45 minutes; 50% of the qualification

What can you do next with a qualification in Business?

A GCSE Business course could help to prepare students for an entrepreneurial role and to gain an understanding of what is involved in business-related professions such as accountancy, law, marketing or the leisure and tourism industry.

It can also help students gain access to further education in subjects such as A levels in Business or Economics. Essentially everything covered in this course is likely to be of some relevance to future life and, as such, it is respected by prospective employers in all industries.

Introduction

The course will give students a real, in-depth understanding of how programs are developed and computer technology works. The course provides excellent preparation for higher study and employment in the field of Computer Science. This subject is a recognised EBacc qualification.

Course Content

Computer systems:

- Systems Architecture
- Memory and Storage
- Storage
- System security
- Networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental concerns

Computational thinking, algorithms and programming:

- Algorithms
- Programming techniques
- Producing robust programs
- Boolean logic
- Programming languages and IDEs

Programming techniques

- Analysis
- Design
- Development
- Testing and evaluation and conclusions

Skills developed in Computing

This course will help students develop critical thinking, analysis, programming and problem solving skills. Students will also develop group working, research and presentation skills. Logical thinking and good maths skills are an advantage in this subject and will be further developed in the course.

Methods of learning most often used in Computing

- Individual programming tasks using a computer
- Individual research/problem-solving tasks using a computer and written in books
- Online research, reading and note making

How the course is assessed

Computer systems	50% of the GCSE 1.5 hour paper in summer Year 11
Computational thinking, algorithms and programming	50% of the GCSE 1.5 hour paper in summer Year 11

What can you do next with a qualification in Computing?

The course has been introduced in response to the shortage of computer scientists in the UK. It is an excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems, for example in computing, engineering, financial and resource management, science, geography, medicine, game design, the Police and Armed Forces, phone App and web page development.



Introduction

The course will equip students with the confidence to use skills that are relevant to the IT sector and more widely. The course is based on vocational study and is equivalent in size to GCSE. The qualification is 60% non-exam based (coursework) that is applicable to real-life contexts, with the remaining 40% from a single 1.5 hour exam.

Course Content

IT in the digital world

- Design tools
- Human Computer Interface (HCI) in everyday life
- Data and testing
- Cyber-security and legislation
- Digital communications
- Internet of Everything (IoE)

Data manipulation using spreadsheets

- Planning and designing the spreadsheet solution
- Creating the spreadsheet solution
- Testing the spreadsheet solution
- Evaluating the spreadsheet solution

Using Augmented Reality to present information

- Augmented Reality (AR)
- Designing an Augmented Reality (AR) model prototype
- Creating an Augmented Reality (AR) model prototype
- Using Augmented Reality (AR) to present information

Skills developed in Computing

Students will develop planning, design and analysis skills that will help set them up for further learning and the workplace. They will use IT systems such as spreadsheets and Augmented Reality creation software to produce IT solutions to problems. Students will develop problem solving and creative skills throughout the course.

Methods of learning most often used in IT

- Individual work using spreadsheet and Augmented Reality software
- Individual work using software to help design
- Research and study into particular key areas of knowledge

How the course is assessed

IT in the digital world	40% of the qualification 1.5 hour exam
Data manipulation using spreadsheets	30% of the qualification Practical assignment
Using Augmented Reality to present information	30% of the qualification Practical assignment

What can you do next with a qualification in Computing?

A level Computer Science, apprenticeships (e.g. IT, Data Analyst, Digital Technology), Cambridge Technicals or T Levels. Students can then follow routes into the technology industry working in data analysis, IT support, project management, design and development and digital media.

Introduction

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 work creatively when designing and making and apply technical and practical expertise.

Year 11 students undertake an extended project. The materials for this project can be purchased from the school or sourced from a range of suppliers to enable the students to manufacture their design.



Course Content

Students choose **either** a **Resistant Materials** workshop-focused course in which machine and CNC tools are used to create products using wood, metal and plastic **or** a **Graphic Products CAD/CAM** focused course in which products are made using our laser cutter, professional level 3D printer, sticker cutting machine and large format printers.

The course covers three main areas of study together with an extended project. The main areas of study are;

- Core technical principles
- Specialist technical principles
- Designing and making principles

Skills developed in Design and Technology

Students will learn how to use CAD/CAM, hand tools, machine equipment and power tools skilfully and safely. The extended project will concentrate on the characteristics and properties of materials. Skills will be developed on a range of projects completed during the course.

Methods of learning most often used in Design and Technology

Students will learn through both theory, practical and ICT based lessons. They will use their knowledge to experiment with drawing techniques and develop their understanding of processes and manufacturing methods such as CAD/CAM. The majority of projects completed will enable students to work individually at designing and making a range of products.

How the course is assessed

Time	Type	Time	Date	% of marks towards the grade
Controlled Assessment	Practical Project	30-35 hours	February Year 11	50%
Paper 1	Written Exam	2 hours	Summer Year 11	50%

What can you do next with a qualification in Design and Technology?

Students can use this qualification to support a wide range of applications for art or technology based courses, engineering apprenticeships or practical jobs. Many of the students who achieve higher grades study Product Design A level at the school and then go on to related higher education at university in subjects such as: graphic design; architecture; engineering; CAD/CAM; computer game design; visual effects for television or film.

Introduction

GCSE Design and Technology textiles 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 work creatively when designing and making and apply technical and practical expertise.

Year 11 students undertake an extended project to design and manufacture a product following one of the exam board themes which changes on a yearly basis. Students will be expected to use their design skills, practical knowledge and a range of equipment to manufacture a textile-based product.

Course Content

Students will increase their knowledge and skills in a range of traditional and modern textiles techniques and processes including CNC embroidery to manufacture a range of products to prepare them for their final GCSE practical assessment which accounts for 50% of the marks.

The course covers three main areas of study together with an extended project. The main areas of study are:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Skills developed in Design and Technology Textiles

Students will learn how to use traditional and modern textile techniques using a combination of hand techniques and machine equipment skilfully and safely. The extended project will concentrate on the characteristics and properties of materials. Skills will be developed by completing a range of projects during the course.

Methods of learning most often used in Design and Technology

Students will learn through both theory, practical and ICT based lessons. They will use their knowledge to experiment with drawing techniques and develop their understanding of processes and manufacturing methods such as CAD/CAM. The majority of projects completed will enable students to work individually at designing and making a range of products.

How the course is assessed

Time	Type	Time	Date	% of marks towards the grade
Controlled Assessment	Practical Project	30-35 hours	February Year 11	50%
Paper 1	Written Exam	2 hours	Summer Year 11	50%

What can you do next with a qualification in Design and Technology?

Students can use this qualification to support a wide range of applications for art or technology based courses, engineering apprenticeships or practical jobs. Many of the students who enjoy the subject and wish to study further can enrol on courses such as fashion textiles, set design or theatrical textiles.



Introduction

Drama involves exploring situations, people, issues and events, in both practical and written contexts. It is a creative subject, with varied lesson styles (some classroom based and some practical). In Drama, students bring their personality to the subject, use their initiative, experiment with different ideas, and work as a team to solve problems and create powerful theatre. Students are introduced to more sophisticated theory and mature stimuli, which involves analysing theatre performances and the techniques actors and designers use to affect audiences. Drama is useful for any career which involves people skills and is an enjoyable outlet for creativity.



Theatre trips are organised throughout the course, which students are expected to attend in order to complete a live theatre evaluation. Occasionally we are able to organise visits to school by travelling theatre companies.

Course Content

Throughout the course, students will take part in a range of workshops and projects which focus on: different styles of theatre; acting techniques; design skills (lighting, sound, props, costume). Students must also learn the skill of evaluating theatre, writing concise and analytical reviews and reflective documentaries on their own work and participation in the creation of drama. The written exam at the end of Year 11 focuses on students' detailed theatre knowledge (including the study of specific texts), and their ability to articulate and reflect on various roles.

Skills developed in Drama

Drama develops and provides evidence of highly valuable skills. It requires good communication skills and the confidence to present oneself in a group or public situation. Creating and giving performances encourages the use of initiative, creativity, problem solving and the ability to collaborate in a team. Finally, Drama leads students to explore and empathise with a wide range of situations and people, encouraging maturity and sensitivity.

Methods of learning most often used in Drama

Collaborative group work; reading plays; analytical discussion; practical activities; watching and writing individually to analyse performances and texts.

How the course is assessed

Title	Type	% of marks towards the grade
Component 1: Devising	Original performance (15 marks) and a 1500-2000 written portfolio of evidence (45 marks). Assessed in school, externally moderated.	40%
Component 2: Performance from Text	Performances of/designs for two key extracts from an existing performance (48 marks)	20%
Component 3: Theatre Makers in Practice	Written examination in the summer of Year 11	40%

What can you do next with a qualification in Drama?

GCSE Drama is an extremely useful qualification, which is highly respected by colleges, universities and employers. It offers evidence of essential transferable skills as outlined above. It is therefore directly relevant to a wide range of careers and to a wider appreciation of theatre, television, film and literature.

Introduction

We live in a multicultural world where foreign languages are an essential tool. Seventy five per cent of the world's population speak no English. Some 80% of English exporters are unable to conduct business in a foreign language; 30% of UK businesses recruit people specifically for their language skills. Our students may find themselves in competition for jobs here with overseas candidates, or they may wish to take up for themselves the opportunity of working abroad. Alternatively, our students may holiday abroad and wish to communicate with those they meet. We want our students to be ready to meet these challenges.

Students studying French GCSE will improve their communication skills, and learn vocabulary and grammar, which will lead to a greater confidence in speaking and writing. An exchange trip to France is offered in Year 10.



Course Content

The course covers three broad themes as they relate to France and the UK: Identity and Culture; Local, National, International and Global areas of interest; Current and Future study and Employment.

Skills developed in French

Studying French involves both understanding and using the language. It can contribute to a better appreciation of English and help develop self-confidence as students learn to communicate about themselves. We study both the language and the culture of francophone countries which can help foster positive relations with other nations.

Methods of learning most often used in French

Oral work in pairs and in groups; working individually and in pairs on listening and speaking skills in the Sanako equipped audio room; work in the computer suite with language learning and foreign websites; creative and problem-solving activities; written activities; individual paired or small group work.

How the course is assessed

Students complete final examinations at Foundation or Higher level. A student must be entered at the same tier for all skills.

Skill	Notes
Listening (25%) Understanding and responding	35 - 45 minutes
Speaking (25%) Communicating and interacting in speech.	15 minutes preparation time for all 7-12 minutes role play photograph, read-aloud task and conversation
Reading (25%) Understanding and responding	45 - 60 minutes (includes translation into English)
Writing (25%) Communicating in writing	70 - 75 minutes (includes translation into French)*

- Tbc once course has been confirmed

What can you do next with a qualification in French?

Students may choose to continue studying French at A level and at university. Languages are respected by prospective employers and by higher education establishments alike. They can be an essential part of careers in almost any area: Business; Industry; Travel and Tourism; Teaching; Law; Civil Service.

Introduction

The course focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics and functions of food safety/hygiene and food science.

Students will have the opportunity to use technological equipment, use ICT and explore how it is used in the food industry, use a range of industrial applications, test, evaluate and modify products to make improvements. Throughout this popular course, students make a variety of food products on which they are regularly assessed.

If a student opts for this course it is imperative that they bring the necessary ingredients into school on a regular basis as theory is often taught through practical activities. Students will be issued with a recipe book which contains all the recipes used during the course.



Course Content

Students develop the knowledge, understanding and skills required to cook and to apply the principles of food science, nutrition and healthy eating. It is a practical course; students are taught to make the connection between theory and practice and to apply their understanding of food and nutrition to practical preparation.

Food preparation skills are integrated into five core topics: Food, nutrition and health; Food science; Food safety; Food choice; Food provenance.

During the controlled assessment students will put their knowledge and skills into a series of practical tasks presented in a report and a portfolio.

Methods of learning most often used in Food Technology

Students will learn through both theory and practical lessons. They will use their knowledge to experiment with recipes and develop their understanding of processes and cooking methods.

How the course is assessed

Title	Type	Time	% of marks towards the grade
Paper 1: Food preparation and nutrition	Written examination	1 hour 45 mins	50%
Non-exam assessments Task 1: Food Investigation	Written or electronic 1500-2000 word report including photographic evidence. 30 marks		50%
Task 2: Food preparation assessment	Written or electronic portfolio including photographic evidence. 70 marks		

What can you do next with a qualification in Food Technology?

Depending on the grade achieved, students can use this qualification to support applications for vocational courses or Level 3 certificates. These courses can lead on to careers in the food industry: media; food science; hospitality; research; dieticians; retailing; microbiology and test kitchens; food manufacturing.

Introduction

The study of geography gives students the opportunity to understand more about the world we inhabit and the current and potential challenges it faces. This GCSE course will deepen the understanding of geographical processes, and highlight the dynamic links between places and environments at different scales including varied local and global case studies. Geography enables young people to become globally and environmentally informed, and thoughtful, enquiring citizens. With the growing importance of issues such as climate change, migration and environmental degradation, it is arguably one of the most topically relevant courses students can study.



Fieldwork: All students will attend two full days of fieldwork. In previous years, we have visited the beautiful coastal landscape of Lyme Regis, Dorset and the popular rural settlement, Bourton-on-the-Water in the Cotswolds. Students often view their fieldwork trips as one of the highlights of their course.

Course Content

Physical topics: Changing landscapes of the UK including Coasts and Rivers; Weather Hazards and Climate Change; Ecosystems and Biodiversity

Human topics: Changing Cities; Global Development; Resource Management

Fieldwork: The two fieldwork days outlined above will also be assessed in the written examination

Skills developed in Geography

Geography students find that the skills gained in their GCSE have many transferrable qualities. Students develop their competency for extended writing, source analysis and communication. Through fieldwork, students develop unique physical and human fieldwork techniques, subsequent data analysis and data presentation including using maps and technology through Geographical Information Systems. There is also an element of students developing mathematical and statistical skills throughout their course of study.

Methods of learning most often used in Geography

Individual work, paired or small group work and discussions, reading and note making, presentations, fieldwork, extended writing and problem solving.

How the course is assessed

Title	Type	Time	Date	% of marks towards the grade
The Physical Environment	Written Exam	1½ hours	Summer (Year 11)	37.5%
The Human Environment	Written Exam	1½ hours	Summer (Year 11)	37.5%
Geographical Investigations	Written Exam (including fieldwork)	1½ hours	Summer (Year 11)	25%

What can you do next with a qualification in Geography?

Geography students are equipped with transferrable knowledge and skills that universities and prospective employers find useful. The job market has become increasingly competitive and research shows that 75% of businesses think the UK is in danger of being left behind unless young people learn to think more globally. Geography can lead directly into university courses such as Environmental Sciences, Sociology, Politics, Geology, Modern European/ International Studies and Tourism. Geography links to a vast range of careers including environmental consultancy, scientific research, town planning, education, journalism and the civil service.

Introduction

The health and social care sector employs some of the most talented and brilliant people the country has to offer. The NHS, as the main employer, has a continual need for doctors, nurses, ambulance staff and support staff, and there are further opportunities to work for the NHS in social care in hospitals, educational settings and residential homes. When you include the sizeable private and voluntary care sectors, you have a huge and diverse range of progressive career opportunities.

We organise visits to various health and social care providers as an integral part of this course.

Course Content

The course is made up of three components:

- Supporting individuals through life events - how we grow and develop physically, emotionally, socially and intellectually. Students will investigate how various factors impact growth and development, and discover how people adapt to life events and cope with change.
- Principles of care in health and social care settings - students learn how the Health and Social Care sector works as well as the care values that lie at the core of it.
- Health Promotion Campaigns– students will understand the current public health issues within society, and will learn how to create a health campaign, deliver this campaign and review their performance.

Skills developed in Health and Social Care

All students will have the opportunity to experience vocational elements of the programme, and develop practical skills, such as demonstrating health and social care values that will help students prepare for the world of work. Students will be putting their learning into practice through real-life scenarios. They will develop planning and research skills as well as communication skills.

Methods of learning most often used in Cambridge National qualifications

Individual work, paired or small group work, research, presentations, discussion, reading and note-making, extended writing, creative problem-solving, oral and visual work, site visits.

How the course is assessed

Title of qualification	Component	Assessment	% of marks towards the grade
Cambridge National in Health and Social Care	Supporting individuals through life events	OCR set assignments (x3 coursework projects)	30%
	Health promotion campaigns	OCR set assignments (x2 coursework projects)	30%
	Principles of care in health and social care settings	External examination 1 hour 15mins	40%

What can you do next with a Cambridge National qualification in Health and Social Care?

A Cambridge National in Health and Social Care will enable progression to further study, training or employment, and enable students to make informed choices with regard to a career in this sector. They may progress to study further qualifications such as Cambridge National Level 3 or A level in Health and Social Care, or BTEC Level 3 and progress into Higher Education.

Introduction

History teaches us to think in a combination of ways not found in any other subject. Historians and students of history have to use sources as evidence to answer questions about the way people behaved, thought, and felt in the past. The methods of investigation, study and research involved are useful training for a variety of careers. In a study of history there are rarely clear-cut or simple answers to the questions which historians seek to answer. History, as an attempt to reconstruct the past, or to tell 'how it was', will always be open to different opinions and interpretations.

Course Content

- Migration to Britain c1000 to c2010
- Impact of Empire on Britain c1688 to c1730 with Urban Environments: Patterns of Migration
- USA 1919-48: The People and the State
- International Relations: the changing international order 1918 - 1975

Skills developed in History

Evaluating and analysing sources for bias and prejudice, arguing points of view, reaching balanced conclusions, based on evidence and challenging their own ideas about issues from history.

Methods of learning most often used in History

Individual work, reading and note making, extended writing, lively classroom debate.

How the course is assessed

Title	Type	Time	Date	% of marks towards the grade
Paper 1: International Relations and the USA	Written Exam	1 hour 45 mins	Summer Year 11	50%
Paper 2: Migration to Britain	Written Exam	1hour	Summer Year 11	25%
Paper 3: Impact of Empire on Britain with Urban Environments	Written Exam	1 hour 15 mins	Summer Year 11	25%

What can you do next with a qualification in History?

History is recognised as a demanding academic discipline. As such it is respected by prospective employers in many industries. Specifically it can lead to careers in: teaching; archaeology; museum work; antiques; library services; law; commerce; Civil Service; journalism; tourism.

Introduction

Japan is a major investor in the UK as well as an important export market for UK businesses. It is well-known for its range of traditional and more modern cultural activities. Japanese GCSE offers students the opportunity to develop their language skills further, as well as being a stepping stone to possible future contact with Japan. Students improve their communication skills and learn a wider range of vocabulary and grammar, and will be tested in all four language skills. Topics in the course are useful for everyday situations and are relevant to the world in which we live. Students may join an exchange trip and/or host a Japanese student to further their cultural and linguistic understanding.



Course Content

The course covers five themes as they relate to both Japan and the UK: Identity and culture; Local area, holiday and travel; School; Future aspirations, study and work; International and global dimension (events and good causes, environmental issues). The specification includes 200 Kanji as well as core and theme-specific vocabulary.

Skills developed in Japanese

Conversation and presentation skills; letter-writing and essay-writing; listening comprehension; use of ICT in Japanese, techniques for learning and remembering non-roman scripts; developing understanding of non-European grammar systems; skills to deal with authentic texts.

Methods of learning most often used in Japanese

Individual, paired and group work, reading, listening, conversation, presentation, essay-writing, being creative and imaginative, memory-development techniques and games, work in the computer and audio suites.

How the course is assessed

Skill	Weighting	Notes
Listening and understanding	25%	35-45 minutes
Speaking	25%	9–12 minutes; role-play, photograph and conversation
Reading and understanding	25%	50–65 minutes; includes translation into English
Writing	25%	75–85 minutes; includes translation into Japanese

Students are entered for either Higher (grades 9-4) or Foundation (grades 5-1) tier.

What can you do next with a GCSE in Japanese?

As well as being a prerequisite for the A level course, language GCSEs are a common requirement of many university courses, and are very important in the world of work. Students may carry on Japanese at university or use it as a unique selling point on a CV or UCAS application.

Introduction

Mandarin Chinese GCSE offers students the opportunity to consolidate the language they have learnt at KS3 and develop their skills further, as well as continuing to learn about Chinese culture and history. Students will improve their communication skills, learn a wider range of vocabulary and grammar, which will lead to a greater confidence in reproduction of the language, and increase their understanding of how the Chinese language and Chinese people work.



A trip to China may be offered with this course if it is feasible to travel.

Course Content

The course covers three broad themes related to both China and the UK: Theme 1 - Identity and culture (personal information, daily and cultural life); Theme 2 - Local, national, international and global areas of interest; Theme 3 - Current and future study and employment (events and good causes, environmental issues).

Skills developed in Chinese

Conversation and presentation skills; letter and essay writing; listening comprehension; use of ICT in Chinese; research and presentation of current Chinese society as it changes; techniques for learning and remembering characters; developing understanding of a non-European grammar system; skills to deal with authentic texts.

Methods of learning most often used in Chinese

Individual work; paired or small group work; reading; listening; conversation and creative writing; analysing single and compound characters; dictionary skills; flashcard work; some websites for research purposes and character repetition. One-to-one and small group conversation work with Chinese assistant teacher.

How the course is assessed

Candidates are entered at either Higher (grades 4-9) or Foundation (grades 1-5) tiers. There are four units as follows, all assessed in summer of Year 11:

Skill	Weighting	Notes
Listening and understanding	25%	35–45 minutes
Speaking	25%	7–12 minutes; role-play, picture-based discussion and general conversation in Chinese
Reading and understanding	25%	45-60 minutes; includes translation into English
Writing	25%	60-85 minutes; includes translation into Chinese

What can you do next with a qualification in Chinese?

A GCSE in Chinese on a CV or UCAS application will jump out at a university tutor or prospective employer as a unique skill. Students will be able to use it as a conversation starter and selling point for the rest of their lives, and it may be the key to the job they want to do. Students could continue studying Chinese post 16 and further to university level. Former students have spent their university year-abroad in Taipei, Nanjing, Beijing, Shanghai, Hangzhou and Ningbo. Their jobs include accountancy with Grant Thornton, Visa Officer and project coordinator at the British Embassy in Beijing, Nanny in Guangzhou, translator in Taiwan, translator at Wembley Stadium and work in the Home Office.



Introduction

There is a clear link between musical aptitude and academic success. The study of music develops important pathways in the brain, linking aural, mathematical, linguistic and creative skills within one universal language. Musical qualifications are highly rated by further education establishments and the wider professional community as an indicator of these skills.

GCSE music encourages all performers, no matter their current skill level on their instrument or voice, to develop further and achieve their potential.



Instrumentalists will require their own musical instrument, or can borrow a school instrument where possible. Where applicable, school instrumental lessons that take place onsite are subsidised by the school. The subsidy is 50% of the normal cost of tuition (please enquire for specific pricing).

Course Content

Performance and composition work (coursework) and an end of course listening exam in Year 11. The listening exam is based on four Areas of Study: Western Classical Music; Music for Ensemble; Popular Music; Film Music.

Skills developed in Music

Students will develop their performance skills (both as a soloist and as a group), focusing on accuracy, fluency, and musical expression. Composition techniques will also be developed, with students completing small melody/chord exercises and learning how to expand them into larger compositions across a diverse range of styles. For the listening exam, aural skills and the application of theory knowledge are the primary elements.

Methods of learning most often used in Music

- Individual practise, small group and whole class performing work
- Small technical composition exercises, designed to help develop more formal composing skills
- Listening to a variety of music, following scores and analysing musical elements
- Consolidation and application of theory concepts and key vocabulary

How the course is assessed

Title	Type	Time	Date	% of marks towards the grade
Component 1	Performing	Controlled Assessment	Throughout course	30%
Component 2	Composing	Controlled Assessment	Throughout course	30%
Component 3	Listening	1¼ hrs	End of course	40%

What can you do next with a qualification in Music?

Many employers take notice of students with Music GCSE. It is evidence of application as well as an interesting talent, social skill and communication tool. It is useful throughout the worlds of entertainment, broadcasting and recording, as well as other creative fields. School-based teachers with musical skills have increased employability. Private instrumental tuition is also a fulfilling career. Other musical careers include performer (soloist, band, orchestral/ freelance/ Armed Forces musician) composer (Film/TV, computer games FX, song-writer) instrument maker/tuner/technician, publishing/sales, librarian/editing, music-therapist.

Introduction

The GCSE specification is focused on performance, development and understanding of the physical, mental and social factors that influence physical activity and sport.

Course Content

Anatomy and physiology of the body; movement analysis in sport; physical training principles and methods; health, fitness and wellbeing; nutrition in sport; mental preparation and psychological factors that impact performance in sport; and social-cultural factors that impact on physical activity and sport.

Skills developed in Physical Education

Students will develop a range of skills during the course, assuming different roles regarding organisation and health and safety. Students will develop technical skills and tactical awareness in a range of sports. They will also develop their ability to analyse and evaluate their own performance in order to bring about improvement in one of their chosen activities.



Methods of learning most often used in Physical Education

Classroom based lessons will involve note making, applying theoretical concepts to practical scenarios and group discussions. Practical lessons will involve lots of group work, with students performing and providing feedback to others.

It is recommended that students taking GCSE PE are training and competing regularly in at least two sports at either school or club level to facilitate the practical performance grade. Please see the AQA GCSE PE link below which outlines the course in more detail including a list of practical activities which may students may be assessed in; <https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

How the course is assessed

Title	Type	Time	Date	% of marks towards the grade
Paper 1: The human body and movement in physical activity and sport	Written Examination	1 hour 15 minutes	Summer Year 11	30%
Paper 2: Socio-cultural influences and well-being in physical activity and sport	Written Examination	1 hour 15 minutes	Summer Year 11	30%
Practical performance in physical activity and sport	Practical assessment in three different activities; one team, one individual activity and one of their choice (either team or individual)		Ongoing throughout the course	40%
PAA – Performance analysis assessment. Coursework element.	Analysis and evaluation of performance in one activity		At the end of Year 10	

What can you do next with a qualification in Physical Education?

Physical Education is recognised as having both theoretical and practical challenges, both of which are transferable to higher education and work environments. Specifically it can lead to careers in: Teaching; coaching; sports development; physiotherapy; sports therapy; facility management; sports journalism; health and leisure industry.

Introduction

This qualification is designed for learners with an interest in health and fitness. It will provide them with experience of using different training techniques and methods to enable them to use these within further education or apprenticeships. It will also provide students with the opportunity to develop and experience their own fitness programme.

Course Content

The course focuses on an applied study of the health and fitness industry sector. There is a core knowledge and theoretical content along with providing opportunities to develop practical and technical skills.

- Unit 01 Body Systems and principles of training in health and fitness
- Unit 02 Preparing and planning for health and fitness

How the course is assessed

Title of qualification	Unit	Assessment	% of marks towards the grade
NCFE Technical Award in Health and Fitness	Body Systems and principles of training in health and fitness	Externally assessed and marked paper	40%
	Preparing and planning for health and fitness	Internally assessed assignment	60%

Methods of learning

Where possible, a practical approach to learning will be undertaken. This will be followed up with classroom based evaluations and portfolio work, where students will have the opportunity to work both individually and in groups, working on research projects, presentations, discussions, reading and note-making, extended writing, creative and problem-solving relating to the leisure industry.

Progression opportunities

NCFE Levels 1/2 Certificate in Health and Fitness will enable progression to further study, training or employment, and enable students to make informed choices with regard to a career in the sport and leisure industry. They may progress to study further qualifications such as A level Physical Education or BTEC Level 3 in sport.



Introduction

The qualification is designed to engage young learners by providing an accessible and motivating curriculum that will support them to develop their confidence, wellbeing and personal resilience. They will help foster a positive mind-set and develop their ability to be independent learners who can both take initiative and work effectively with others. The key building blocks of personal effectiveness are the ability to communicate, collaborate and be emotionally intelligent. The course will allow learners to develop the knowledge, skills, values and attributes of personal and social effectiveness.

Certificate of Personal and Social Effectiveness qualifications will:

- develop a range of knowledge, targeted skills, attributes and values as well as cumulatively developing learners' vocabulary stores, understanding and fluency
- give learners regular opportunities to explore all elements of the curriculum and situate their learning in topics, activities and experiences that have meaning for them
- comprise streamlined course content that is intuitive to deliver and assess
- contain competencies developed in a global context that represent the culture and heritage of young people in the UK
- Provide ongoing assessment opportunities that centres can schedule at times that are personalised to the learner

Course Structure - Units and standards

The course has three units of work:

- Unit one: Developing myself and my performance
- Unit two: Working with others
- Unit three: Problem solving

How will I be assessed?

Students are assessed on how well their evidence for each activity is presented and recorded in their folders.

What can you do next with a Certificate in Personal and Social Effectiveness?

This course will support skills learned in other subjects and develop the ability to apply for jobs and courses. You will learn to complete important tasks independently and develop the ability to work as part of a team. Students do not sit an end of Year 11 test.



Introduction

The Religious Studies GCSE will encourage students to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes an understanding of non-religious beliefs such as humanism and atheism. Students will explore personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness.

Course Content

The course enables students to think critically, engage with contemporary religious, moral and ethical issues and prepares them for some of the challenges they may face when they leave school and go into our multi-ethnic, multi-faith society. Students explore their own views, the views of their peers and some of the views and teachings found in Christianity and other religions as well as non-religious views.

Skills developed in Religious Studies

Students will have the opportunity to:

- Select relevant information and think logically
- Express ideas clearly through essay writing and discussion
- Tackle aspects of new languages
- Use imagination and creativity
- Develop a critical approach to contemporary issues
- Develop investigative, analytical and critical evaluation skills
- Understand, and take a sensitive approach to, different cultures and beliefs
- Show a real curiosity in people and world cultures

Methods of learning most often used in Religious Studies

Discussing; presenting; reading; researching; planning, implementing, and evaluating activities; analysing media; constructing logical chains of reasoning; engaging with contemporary and historical issues such as the death penalty.

The department will also offer a range of educational visits.

How the course is assessed

Title	Type	Time	Date	% of marks towards the grade
Beliefs and practices of two religions	Written Exam 1	1 hour 45 mins	Summer Year 11	50
Themes (philosophy and ethical issues)	Written Exam 2	1 hour 45 mins	Summer Year 11	50

What can you do next with a qualification in Religious Studies?

The course facilitates the development of many sought after and transferable skills that employers and further education providers look for. Areas of employment that benefit from the skills developed in RE include: Teaching, Charity Officer, Counselling, Civil Service, Travel and Tourism, and Journalism. A GCSE in Religious Studies will support further study at A Level and beyond.

Introduction

Sociology is the study of society. Sociologists are keen to understand human behaviour. Research is conducted to describe and explain why something in society may happen or occur. Evidence is used to provide answers to burning issues in society such as:

- Why do people commit crime?
- Are the official criminal statistics on crime accurate?
- Why do certain groups underachieve in education?
- What are the effects of the mass media on its audience?
- Do we need 'the family'?

Course Content

The sociology of: Crime and Deviance; The Family; Mass Media; Education. Students will also learn about the process of socialisation; the formation of culture; identity.

Skills developed in Sociology

Students will evaluate the different sources sociologists use to test a hypothesis or question they have about social life. Students will conduct research using key sociological research methods to investigate a choice of topic.

Methods of learning most often used in Sociology

Students will: work independently; make notes; write extended pieces; debate; visit a Crown Court.

How the course is assessed

Title	Type	Time	Date	% of marks towards the grade
Component 1 – Understanding Social Processes	Written Exam	1 hour 45 mins	Summer Y11	50%
Component 2 – Understanding Social Structures	Written Exam	1 hour 45 mins	Summer Y11	50%

What can you do next with a qualification in Sociology?

Sociology is recognised as a rigorous academic subject. The skills that students acquire in the subject may lead to careers in the law; the police; education; social work; marketing and business; health work; and many others.

If you enjoy writing and debating, sociology will be the subject for you.

Introduction

We live in a multicultural world where foreign languages are an essential tool. As Spanish is spoken in 44 countries, by learning Spanish you will be able to communicate with over 572 million people globally.

The Spanish language will open doors to a rich and historically important culture, which you may wish to experience through future study, travels and possible work opportunities.

At KLB, we aim to provide our students with the important first steps towards all these pathways



An exchange or trip to Spain may be offered in Year 10.

Course Content

The themes covered are: Identity and Culture; Local, National, International and Global areas of interest; Current and Future study; Employment.

Skills developed in Languages

Studying a language involves both understanding and using the language. It can contribute to a better appreciation of English and help develop self-confidence as students learn to communicate about themselves. We study both the language and the culture of other countries which can help foster positive relations with other nations.

Methods of learning most often used in Languages

Oral work in pairs and in groups; working individually and in pairs on listening and speaking skills in the Sanako equipped audio room; work in the computer suite with language learning and foreign websites; creative and problem-solving activities; written activities; individual paired or small group work.

How the course is assessed

Students complete final examinations at Foundation or Higher level. A student must be entered at the same tier for all skills.

Skill	Notes
Listening (25%) Understanding and responding to different types of spoken language	Foundation: 35 minutes Higher: 45 minutes
Speaking (25%) Communicating and interacting effectively in speech. This includes a photo card, a role-play and general conversation	12 minutes preparation time for all Foundation: 7-9 minutes Higher: 10-12 minutes
Reading (25%) Understanding and responding to different types of written language	Foundation: 45 minutes Higher: 60 minutes
Writing (25%) Communicating in writing includes translation, structured responses and open-ended responses.	Foundation: 60 minutes Higher: 75 minutes

What can you do next with a qualification in Languages?

Students may choose to continue studying Spanish at A-Level and at university. Languages are respected by prospective employers and by higher education establishments alike. They can be an essential part of careers in almost any area: Business; Industry; Travel and Tourism; Teaching; Law; Civil Service.

Notes



Ambition Enjoyment Success