

## **YEAR 10 OPTIONS 2021**

***A guide to the curriculum for Years 10 and 11  
for parents and students***

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## Introduction

This year's options process will present particular challenges to Year 9 students and their parents/carers. I would like to reassure you that we will do all we can to support Year 9 students through this important part of their education. A general presentation on the option process recorded by Mr Mann and subject presentations by those subjects not taught in Year 9 will be available on the school website on Monday 1 February for you to watch as often as you require. If you have any questions about the options process please feel free to contact me, Mr Poole or your child's tutor. For any support with subject specific questions, please contact your child's subject teacher or the relevant head of department.

This booklet is designed to provide you and your child with information about the courses and subjects available in Years 10 and 11. Along with the presentations on the website <https://klbschool.org.uk/curriculum/year-9/> and support with any specific questions you have, we hope that you will have enough information to support an informed decision about the next stage of your child's education.

Jon Dudbridge  
Assistant Headteacher

Students follow much the same curriculum in primary and secondary schools up to the end of Year 9. At Key Stage 4 there is greater depth of study which makes it impossible to follow through with all subjects studied at Key Stage 3. There are also some new subjects and qualifications which become appropriate for students to study at this age. It is at this stage, therefore, that a student's curriculum contains elements of choice.

This greater choice makes planning for the future very important. It is important that the right choices are made so that students have every opportunity to do well and leave open as many of the career and educational pathways as possible.

With this in mind, please read the following three points of advice and guidance on this page and discuss them with your child before he/she completes the options form.

1. Most students should consider options which enable them to achieve the English Baccalaureate. This is a group of subjects identified as particularly significant by the government. These subjects are:
  - English language
  - English literature
  - Mathematics
  - Science (including Computer Science)
  - Humanities subjects: One of either History or Geography
  - Foreign Languages: One of French, Spanish, Chinese or Japanese

Many universities (including Russell Group universities) and employers highly value these subjects. We strongly advise and recommend that students opt for subjects that will enable them to achieve the English Baccalaureate, especially if they are considering studying for a degree or entering a higher level apprenticeship programme.

2. We expect our students to study **at least one** of the subjects from the list of history, geography, computer science, French, Spanish, Chinese and Japanese.
3. Some students may prefer a more practical style of learning and may wish to consider studying BTEC or NCFE vocational qualifications. These provide solid preparation for further vocational study at Level 2 or Level 3 at Further Education colleges or apprenticeships.

## The Curriculum Plan for Years 10 and 11 from September 2021

NB: We run a two-week timetable with 50 one-hour lessons over the two-week cycle. The number of periods in the table below is for two weeks.

	<b>Year 10</b>	<b>Year 11</b>	
<b>Subject</b>	<b>N° of periods</b>	<b>N° of periods</b>	<b>Notes</b>
English	8	8	Core curriculum
Mathematics	7	7	Core curriculum
Science	10	10	Core curriculum
PE & Games	3	3	Core curriculum (no qualification)
Health, Wellbeing & Citizenship	2	2	Core curriculum (no qualification)
Option 1	5	5	
Option 2	5	5	
Option 3	5	5	
Option 4	5	5	

As you will see from the table above, **all** students will study the following: English; Mathematics; Science; Physical Education; Health, Wellbeing & Citizenship.

## **How do I make a choice? – *some points of guidance for students***

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:

- Read this document carefully - it has information on all the subjects you will study next year, including the option subjects.
- Consider which subjects you enjoy; students tend to do better at subjects in which they have a natural interest.
- Consider which subjects you are good at; these may coincide with the subjects that you enjoy most, but this is not always the case.
- Consider your intended career or educational pathways; at this point they may be quite vague but, if you do have general ideas, it is important to choose subjects which will keep those pathways open.
- Talk with your parents; they will probably have a realistic idea of what you are capable of achieving.
- Communicate with your tutor who has a good picture of your ability and therefore which subjects might suit you.
- Communicate with your subject teachers; most of the subjects in the option lists are subjects that you are studying now. Ask your teachers to tell you more about the courses and whether or not they think they are suited to you.
- Communicate with the careers staff. During lockdown, you can email Mr Pegg, [spegg@klbschool.org.uk](mailto:spegg@klbschool.org.uk); when school re-opens the Careers Centre will be open every day from 1.30pm until 1.45pm. Mr Pegg will be there to advise you.
- Consider your curriculum as a whole. You may wish to choose subjects in order to give yourself a broad curriculum. For example, many students will want to study at least one of the humanities (history or geography) and one of the arts subjects. Or you may choose to specialise in a particular area, such as technology.
- **Finally, when you have made your choices, you must complete the form given with this booklet and return it to your tutor, not later than Thursday 11 March.**

### **Will I automatically be given my first choice subjects?**

After students have made their choices, the difficult task of staffing and timetabling begins. Subjects will only run if there are sufficient students choosing that subject in order to make a reasonably sized class. Usually, enough students choose each of the option subjects in order for them to run, but none can be guaranteed.

If there are too many students for one group in a subject, another group may be arranged. Again, the extra group must be of a reasonable size and, of course, we must have a teacher available to take it.

We are anxious that as many students as possible get their first choices and we work very hard to try to achieve this. Students are, however, asked to give a reserve choice in case it is not possible for them to be given one of their first choices.

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

The majority of students will find choosing their option subjects quite straightforward and will have no difficulty in following the courses through to the end of Year 11. A few students will experience some difficulty in reaching a decision and may need to make alterations as time goes on. Once the date for handing in forms has passed, the students who have chosen subjects will have first priority to join a group. If, however, you wish to change choices and there is room in the group that you wish to join, then it may be possible to transfer.

### **What happens if I find the course too difficult or feel that I've made the wrong choice?**

Once courses have started in September it becomes more and more difficult to swap subjects; this is why it is so important to get choices right in the first place. Experience shows that students find it difficult to settle into a group which has already got under way. In the interests of all students, we will only consider changes after term starts in exceptional circumstances. Again a swap can only take place if there is a place available in the group a student would like to join and the teacher running the group feels that the student will be able to make up the lost ground.

If students do feel they are in this position in September, they should talk to their tutor straight away for advice.

## **What subjects might I find useful for my career?**

This is a complex question. In general the core subjects which all Year 10 students study will give them the opportunity to follow any career pathway. Clearly if a student has a particular interest in following a career in an art based area then it is sensible to choose from the art and design courses in order to continue to develop skills and ideas. The same is true for all the other option subjects. It is also the case, however, that students who intend to continue in education post 16 might be able to pick up these subjects later. The decision, therefore, must be made on an individual basis, so students in doubt should consult teachers in the option subjects as well as getting advice from the careers department and, if necessary, professional bodies and organisations.

## **Careers Education in Years 10 and 11**

### Year 10

- As part of the Health, Wellbeing & Citizenship programme, students will receive approximately eight sessions of careers information. These will focus on the nature of work and the working world, an exercise in assessing their strengths and weaknesses, and a job-matching activity using specific careers software. Students 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 students with preparation, planning and de-briefing. There may be the opportunity to use Work Experience with GCSE/BTEC assessments in some subjects.

### Year 11

- As part of the Health, Wellbeing & Citizenship programme, there will be approximately six sessions of careers education. These will focus on the various options available post 16.
- Training will be given to students on research, decision making, self-analysis and transitional skills in order for them to make the best possible decisions for their future.
- Some students will be interviewed by the Head of Careers who will assist them in the development of an individual action plan.
- Students' career plans and decision making will be closely monitored by their tutor who will provide general guidance and refer them 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 them hone their 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.

## Types of Qualifications

This part contains general information about the types of qualifications being offered at Katharine Lady Berkeley's School. For more detailed information on the subjects, see the subject pages which begin on page 11.

### General Certificate of Secondary Education (GCSE)

GCSE subjects are assessed mainly by examination in Year 11 at the end of the two year course. A small number of subjects, including art and design technology have non-examination elements where necessary. Details of how each subject is assessed can be found in the individual subject descriptions.

Mathematics, science and modern foreign languages offer two tiers of entry: Foundation and Higher. It is possible, therefore, to be entered for foundation tier examinations with a restricted grade. Details of these are given in the individual subject descriptions.

GCSE courses award grades from 9-1. The table below gives an indication of the approximate equivalence between the new number grades and the old letter grades:

Letter Grades	Number Grades
A*	9
A	8
B	7
C	6
D	5
E	4
F	3
G	2
U	1
	0

- Broadly the same proportion of students will achieve a grade 4 and above as previously achieved a grade C and above
- Broadly the same proportion of students will achieve a grade 7 and above as previously achieved an A and above
- For each examination, the top 20 per cent of those who get grade 7 or above will get a grade 9 – the very highest performers
- The bottom of grade 1 will be aligned with the bottom of grade G
- In those subjects which are tiered (mathematics, science and modern foreign languages) , grades 4 and 5 are available through both tiers

## **BTEC Tech Awards**

We offer two BTEC Tech Awards: Health and Social Care; Enterprise. BTEC Tech Awards are a Level 1/2 qualification, equivalent to one GCSE, and are graded at:

Level 1 Pass	(GCSE grade 1.25)
Level 1 Merit	(GCSE grade 2)
Level 1 Distinction	(GCSE grade 3)
Level 2 Pass	(GCSE grade 4)
Level 2 Merit	(GCSE grade 5.5)
Level 2 Distinction	(GCSE grade 7)
Level 2 Distinction*	(GCSE grade 8.5)

The aim of Tech Awards is to give students a taste of what a sector is like, and the skills and confidence to take their next steps. Students develop knowledge and understanding by applying their learning and skills in a work-related context.

Two units of study (60%) are delivered and assessed through coursework and practical exercises. As internal assessment is ongoing, students are encouraged to analyse and improve their performance. As a result, they are able to see progress as they go along rather than waiting until the end of the course.

One unit of study (40%) is assessed externally through a task-based assessment under controlled conditions.

Students might choose the BTEC qualification if they already feel drawn to a particular vocational career. Other students may prefer the more practical learning style of these courses or be keen to develop the study and personal skills that employers value.

Progression from BTEC Tech Award:

Further Education colleges offer a range of BTEC qualifications, with many at level 3 (BTEC Nationals). BTEC qualifications may help students better prepare for post-16 learning and introduce to them subjects which they choose to continue with at a higher level. (BTEC Nationals are equivalent to A levels and as such, earn UCAS points for university.)

## **NCFE Technical Award**

We offer one NCFE qualification in Health and Fitness. NCFEs are similar qualifications to BTEC Tech Awards in that they are technical alternatives to GCSEs based upon practical learning. They are equivalent to GCSE and BTEC subjects and are assessed by three internal pieces of coursework and one externally assessed examination. They are graded at:

Level 1 Pass	(GCSE grade 1)
Level 1 Merit	(GCSE grade 1.5)
Level 1 Distinction	(GCSE grade 2)
Level 1 Distinction*	(GCSE grade 3)
Level 2 Pass	(GCSE grade 4)
Level 2 Merit	(GCSE grade 5.5)
Level 2 Distinction	(GCSE grade 7)
Level 2 Distinction*	(GCSE grade 8.5)

Progression from NCFE Level 1/2:

Students can progress to Level 3 vocational courses, apprenticeships and into specific related career paths.

**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 portfolio 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 be required to provide themselves with three sketchbooks. There will also be a requirement 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	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](http://www.tate.org.uk/art/student-resource/exam-help) and [www.lightboxresource.co.uk](http://www.lightboxresource.co.uk)

## **GCSE ART AND DESIGN: GRAPHIC COMMUNICATION**

**(Known at KLB as Graphic Art)**

**Course: WJEC Eduqas**

### **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 portfolio 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 be required to provide themselves with three sketchbooks. There will also be a requirement 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	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](http://www.ccskills.org.uk) and [www.tate.org.uk/art/student-resource](http://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.

We typically run one business related trip (to an organisation such as Cadbury World)

**Course Content**

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

**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 30 minutes ; 50% of the qualification
Theme 2 – Building a business	Written examination: 1 hour and 30 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
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Computational thinking, algorithms and programming:

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Programming project: 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
- 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
Programming project	0% of the GCSE (20 hour controlled assessment)

**What can you do next with a qualification in Computing?**

The course has been introduced in response to the shortage of computer programmers in the UK. It will make 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**

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 workshop focused course in which machine and CNC tools are used to create products using wood, metal, plastic and glass **or** a 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**

Drama involves exploring situations, people, issues and events in a practical way and preparing performances which say something about these to an audience. It is a practical, creative subject and lessons are lively and varied. 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 contrast to more theoretical subjects.

Theatre trips are organised throughout the course which students are expected to attend. 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 workshop and projects which focus on: different styles of theatre; acting techniques; design skills (lighting, sound, props, costume); leading theatre workshops. Students will learn the skills of evaluating theatre, writing concise and analytical reviews and reflective documentaries on their own work and participation in the creation of drama.

**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; reflection and analysis is taught through evaluating live performances. 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; logging practical activities in written notes; watching and writing individually to analyse professional theatre performances.

**How the course is assessed**

Title	Type	% of marks towards the grade
Component 1: Devising	Coursework (internally assessed, externally moderated) – 1500-2000 word portfolio of evidence and a performance	40%
Component 2: Performance from Text	Coursework (externally assessed by visiting examiner) - performances in/ designs for two key extracts from a performance	20%
Component 3: Theatre Makers in Practice	Written Examination (externally marked)	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**

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 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> 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 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> 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 examination 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. This will include a range of prose, poetry, drama and a Shakespeare play. Spelling, punctuation and grammar will also 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 examination 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.

**Introduction**

The food 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  Task 2: Food preparation assessment	Written or electronic 1500-2000 word report including photographic evidence. 30 marks  Written or electronic portfolio including photographic evidence. 70 marks		50%

**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, the challenges it faces and their place in it. This GCSE course will deepen the understanding of geographical processes, highlight the dynamic links between places and environments at different scales and develop students' competence in using a wide range of geographical investigative skills. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

A requirement of the course is that students will complete two days of fieldwork. Attendance on this fieldwork is compulsory.

**Course Content**

Changing Landscapes of the UK; Weather Hazards and Climate Change; Ecosystems; Changing Cities; Global Development and Resource Management. The two fieldwork days will be assessed through a written examination.

**Skills developed in Geography**

Students develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems. A greater emphasis is now placed on students developing mathematical and statistics 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, 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 equips students with transferable skills that make them highly employable and is a subject respected by prospective employers in many industries. Geography is a very diverse subject; beyond GCSE and A level it can be combined with other subjects at higher education level leading to courses as varied as East Asian studies, modern European studies, geology, environmental science and tourism amongst many others. Geography can lead into a vast range of careers including teaching, travel and tourism, journalism, accountancy and marine biology, depending on the route taken.

## GCSE HISTORY

## Course: OCR History A J410

### 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 which are involved are very 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**

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. (An award of grade 3 at Higher Tier may be made at the discretion of the examination board, but this is not stipulated in the qualification design.)

A Scientific calculator will be required for this course.

**Course Content**

National Curriculum; GCSE (9-1) Mathematics from 2015

(<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

Assessment Objectives and weightings:

		% Foundation	% Higher
A01	<p><b>Use and apply standard techniques</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• accurately recall facts, terminology and definitions</li> <li>• use and interpret notation correctly</li> <li>• accurately carry out routine procedures or set tasks requiring multi-step solutions.</li> </ul>	50	40
A02	<p><b>Reason, interpret and communicate mathematically</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• make deductions, inferences and draw conclusions from mathematical information</li> <li>• construct chains of reasoning to achieve a given result</li> <li>• interpret and communicate information accurately</li> <li>• present arguments and proofs</li> <li>• assess the validity of an argument and critically evaluate a given way of presenting information.</li> </ul>	25	30
A03	<p><b>Solve problems within mathematics and in other contexts</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes</li> <li>• make and use connections between different parts of mathematics</li> <li>• interpret results in the context of the given problem</li> <li>• evaluate methods used and results obtained</li> <li>• evaluate solutions to identify how they may have been affected by assumptions made.</li> </ul>	25	30

**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.

## **GCSE MODERN FOREIGN LANGUAGES FRENCH and SPANISH**

**Exam board: AQA**

### **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 and more than 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 fantastic opportunity of working abroad. Alternatively our students may wish to holiday abroad and be able to communicate with those they meet. We want our students to be ready to meet these challenges.

Exchange trips are offered in Year 10 to France and Spain.

### **Course Content**

The themes covered are: Identity and Culture; Local, National, International and Global areas of interest; Current and Future study and 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 must complete the four examinations at the end of the course. Each examination will be worth 25% of the final mark. Higher and Foundation level papers will be available in all skills, but a student must be entered at the same tier for all skills.

### **Examinations and timings**

**Listening** (35 minutes Foundation; 45 minutes Higher)

Understanding and responding to different types of spoken language

**Speaking** (12 minutes preparation time for all: 7-9 minutes Foundation; 10-12 minutes Higher) Communicating and interacting effectively in speech. This includes a photo card, a role-play and general conversation

**Reading** (45 minutes Foundation; 1 hour Higher)

Understanding and responding to different types of written language

**Writing** (1 hour Foundation; 1 hour 15 minutes Higher)

Communicating in writing includes translation, structured responses and open-ended responses.

### **What can you do next with a qualification in Languages?**

Languages are demanding academic disciplines, respected by prospective employers and by higher education establishments. They can be an essential part of careers in almost any area: Business; Industry; Travel and Tourism; Teaching; Law; Civil Service.

**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 are also able to join the exchange trip and/or host a Japanese student to further their cultural and linguistic understanding.

An Exchange trip is offered with this course.

It is recommended that students have a Japanese dictionary (the only one we would recommend is the Oxford Beginner's Japanese Dictionary)

**Course Content**

The course covers five broad themes as they relate to both Japan and the UK: Identity and culture (personal information, daily and cultural life); Local area, holiday and travel; School; Future aspirations, study and work; International and global dimension (events and good causes, environmental issues).

**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 safe to travel owing to the Covid-19 pandemic. It is recommended that students have a Chinese dictionary (Oxford Pocket Chinese dictionary).

**Course Content**

The course covers three broad themes as they relate 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-writing 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; dictionary skills.

**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 Hanban Chinese assistant teacher.

**How the course is assessed**

Candidates are entered at either Higher (grades 4-9) or Foundation (grades 1-5). 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 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 and translator at Wembley Stadium.

**Introduction**

There is a clear link between musical aptitude and academic success. Study of Music develops pathways in the brain that no other subjects do. It links aural, mathematical, linguistic and creative skills with manual dexterity, and in doing so is a true universal language. Musical qualifications are highly rated by Further Education establishments and the wider professional community.

GCSE Music allows students already proficient on an instrument to pursue their interest and make the most of their skill, whilst equally encouraging less experienced performers to foster a potential lifelong hobby.

Students will require their own musical instrument and relevant extras (strings, reeds, amps, etc.). Where applicable, school instrumental tuition is subsidised. The subsidy is 50% of the normal cost of tuition. For 2020/21, GCSE students are therefore paying £180.00 per year for 20-minute lessons or £255.00 per year for 30-minute lessons.

**Course Content**

Practical work (Performing and Composing) and an end of course Listening exam (similar to End of Year exams in KS3) are delivered through four Areas of Study (Western Classical Music 1600-1899, Music for Ensemble, Popular Music and Film music).

**Skills developed in Music**

Performing as a soloist and in a group, completing small melody/chord exercises and seeing how to expand them into larger compositions and study of diverse musical areas through analysis of individual pieces of music.

**Methods of learning most often used in Music**

- Individual practise, small group and whole class performing work
- Small technical creating exercises, designed to help more formal composing skills
- Listening to a variety of new music, following the scores and analysing structure
- Reading around the subject and occasional note-taking

**How the course is assessed**

Title	Type	Time	Date	% of marks towards the grade
Unit 1	Performing	Controlled Assessment	Throughout course	30%
Unit 2	Composing	Controlled Assessment	Throughout course	30%
Unit 3	Listening	1¾ 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 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.

It is recommended that students purchase an additional PE top due to the increased number of practical lessons they will be participating in.

**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.

**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**

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:

- Absorb and retain complex information and identify key issues
- 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 a disciplined approach to problem solving
- 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 campaign activities; analysing media; constructing logical chains of reasoning; engaging with contemporary and historical issues.

The department will also offer a range of educational visits.

**How the course is assessed**

Title	Type	Time	Date	% of marks towards the grade
Islam (beliefs and practices) and Buddhism (beliefs and practices)	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. A GCSE in Religious Studies will support further study at A Level and beyond.

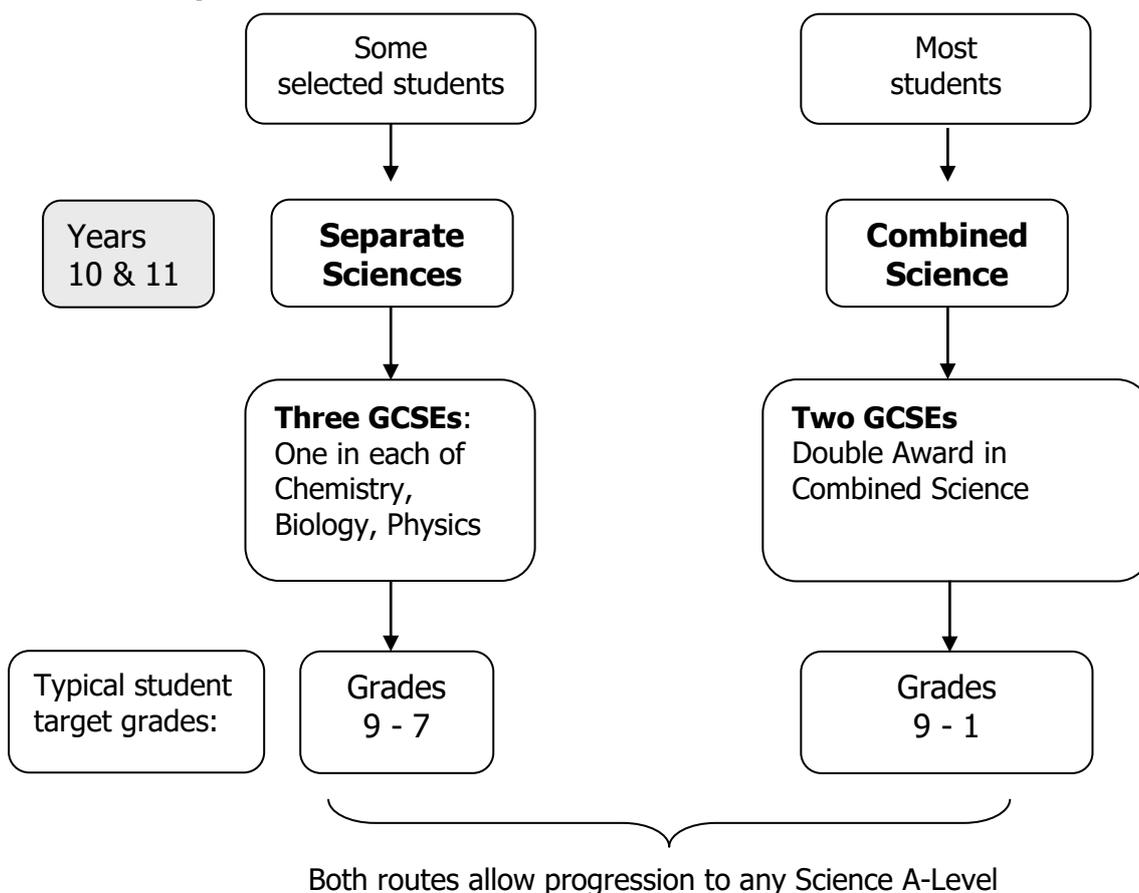
## GCSE SCIENCES:

### 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 of which pupils 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 Year 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 GCSE's. 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 only by terminal exams in the summer of Year 11; comprising of six examination papers each of 1 hour 15 minutes length.

### **Separate Sciences route:**

Some students (two sets) throughout Years 10 and 11 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 in the spring term of Year 9. It will be based on performance on a range of tasks (including the year 9 on-going assessments and a SATs style paper) 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 however 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 therefore 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 mins length (i.e. total six exams for the three GCSEs).

### **Skills developed in Science**

At the centre of all courses is '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; 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

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

**Methods of learning most often used in Sociology**

Students will be expected to: 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**

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world.

Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. Enterprise skills provide a fantastic pathway into a number of roles in an organisation and are transferable into all businesses. With this in mind, the BTEC Tech Award in Enterprise offers a more practical and vocational introduction to life and work as an entrepreneur than the GCSE Business course, with 60% of the marks coming from internally set assignments rather than exams.

We organise visits to various local businesses as an integral part of this course.

**Course Content**

The course consists of three components:

Exploring Enterprises aims to examine different enterprises to develop knowledge and understanding of the characteristics of enterprises, the skills needed by entrepreneurs as well as exploring the importance of market research and understanding competitor behaviour. (Internally set assignment)

In Planning for and pitching an enterprise actively students get to select an enterprise idea to plan, pitch for and review. (Internally set assignment)

The final component, Promotion and Finance for Enterprise, aims to explore promotional methods, financial information, planning and forecasting. (External examination)

**Skills developed in BTEC Tech Award in Enterprise**

All students will have the opportunity to experience vocational elements of the programme, and develop employability skills such as communication, teamwork, problem solving, planning, research and self-reflection, which will help them prepare for the world of work. Students will be putting their learning into practice through real-life scenarios.

**Methods of learning most often used in BTEC 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
BTEC Tech Award in Health and Social Care	Exploring Enterprises	Internally set assignment	30%
	Planning for an enterprise	Internally set assignment	30%
	Promotion and finance for Enterprise	Written examination 2 hours	40%

**What can you do next with a BTEC qualification in Enterprise?**

A BTEC Tech Award in Enterprise will enable progression onto further vocational and academic study at Level 2 and Level 3 (A Level or equivalent), as well as apprenticeships and traineeships. It should also enable students to make informed choices with regard to a career in business and potentially progress into Higher Education.

**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 & social care providers as an integral part of this course.

**Course Content**

The course is made up of three components:

Human Lifespan Development - 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.

Health and Social Care Services and Values - students learn how the Health and Social sector works as well as the care values that lie at the core of it.

Health and Wellbeing – students will aim to help improve someone’s health and well-being and will learn how to create a health plan, based on a brief.

**Skills developed in Health & 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 pupils 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 BTEC 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
BTEC Tech Award in Health and Social Care	Human Lifespan Development	Internally set assignments (x2 coursework projects)	30%
	Health and Social Care Services and Values	Internally set assignments (x2 coursework projects)	30%
	Health and Wellbeing	External examination based on a case study	40%

**What can you do next with a BTEC qualification in Health & Social Care?**

A BTEC Tech Award 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 BTEC Level 3 or A Level in Health and Social Care and progress into Higher Education.

**Introduction**

This qualification is designed for learners with an interest in health and fitness. It will provide learners with experience of using different training techniques and methods to enable them to use these within further education or apprenticeships. It will also provide them 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 BTEC Level 3 in sport.

**Introduction**

The aim of the qualification is to develop and demonstrate a range of personal key employability skills which lead to personal effectiveness for the world of work. It can also allow students to gain credit for a variety of activities both inside and outside of the formal classroom environment.

Students have a variety of challenges which they will be responsible for planning, organising, doing and reviewing. This will enable them to gain valuable life and work experience, which is a good basis for further qualifications and the workplace. The modules and challenges reflect the skills and subject areas employers and colleges have said they want to see in young people and come from areas across the curriculum.

**Course Structure**

There are 12 modules available with three levels of challenge within each one. Each challenge is allocated a set number of hours and, on completion of each challenge level, students are awarded a credit. Students need to achieve a minimum of 12 credits to complete the course.

The module titles are:

- Communication, e.g. planning and delivering a presentation on an area of choice
- Sport and Leisure, e.g. learning a new sport, planning a journey, first aid
- Independent living, e.g. furnishing a flat; planning and preparing a meal
- The environment, e.g. sustainability, horticulture, energy, wildlife
- Vocational preparation, e.g. work experience, career planning, interview preparation
- Health and fitness, e.g. designing a programme, interviewing a sportsman
- Work related learning, e.g. applying for college, jobs; workplace skills
- Science and technology, e.g. role of materials, energy systems
- International links, e.g. researching other countries, planning a world tour, a holiday
- Expressive arts, e.g. drama and arts, practical and expressive activities
- Beliefs and values, e.g. role of charities, inspirational figures, human rights
- Citizenship and community, e.g. rights, community issues, economy, politics

**Key skills are developed and assessed in:**

Planning and organisation; Working with others; Problem solving; Research; Presentation; Discussion skills.

**How the course is assessed?**

There are no examinations as students are assessed on a portfolio of evidence that they build throughout the course. For Level 1 they need to complete the key skills and achieve any 12 credits. For Level 2 they need to complete the key skills and achieve six of their credits at Level 2 in the challenges available.

**What can you do next with a COPE qualification?**

Students who have completed the CoPE Level 1 may access Level 1 or 2 courses at college. Those who achieve Level 2 CoPE may access Level 2 or 3 courses.

**Qualification**

CoPE has a GCSE equivalent of Grade 2/3 at Level 1 and grade 5 at Level 2.

## **Health, Wellbeing and Citizenship Education**

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

