



**Key Stage 4**

# **Barr Beacon School Curriculum Guide**

**2016-2018**

***'Proud To Succeed'***

**[www.barrbeaconschool.co.uk](http://www.barrbeaconschool.co.uk)**

## English Language

<b>Course title:</b>	GCSE English Language
<b>Exam board:</b>	Eduqas
<b>Exam board website:</b>	www.eduqas.co.uk
<b>Course code:</b>	C700QS
<b>Controlled assessment / exam split:</b>	100% examination (with a non-exam assessment in Speaking and Listening)

### Description of course:

The skills of reading, writing and speaking and listening are of vital importance in many areas, both in the daily world and the world of imagination. These skills are essential in many careers and in addition to this they underpin successful study at all levels. Pupils will be assessed across two examination papers, each with an assessed reading and writing component.

The assessment of writing skills will account for 50% of the overall GCSE and will focus on both fiction and non-fiction based writing styles. Pupils will experience a varied diet of language from a literary perspective and the everyday world around them, exploring and evaluating both fiction and non-fiction texts. Pupils shall enhance their creative imaginations as they craft works of narrative and descriptive writing. Further to this, pupils will explore their own views and opinions through the construction of non-fiction writing such as writing to persuade and argue in various formats such as letters, articles and reports.

The assessment of reading skills will also account for 50% of the overall GCSE, using 19<sup>th</sup> Century non-fiction passages as the focus for the assessment. Pupils will develop their analytical skills through the course as they investigate language, structure and form; they will be provided with a range of stimulus from different time periods in order to develop their understanding of language approaches including explicit and implicit reading interpretations.

Speaking and Listening is a non-exam assessment and as such it will be assessed in school but carries no value in supporting the overall qualification grade. For this component pupils will be expected to speak using Standard English and conduct a presentation either as an individual or as a group which is to be followed by a response to appropriately related questions.

### Assessment:

- Candidates will complete two examinations: one focused on the Creative reading and writing; the other focused on Non-fiction reading and writing.
- Speaking and Listening will be assessed but this will not support the overall grade achieved.
- This course is not tiered and pupils will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

### Pupils must demonstrate their ability to:

- read and understand texts, selecting material that is appropriate to its purpose. Develop skills that enable cross-referencing and comparison;
- develop personal interpretations and perspectives of writers' intentions and craft (making links where necessary to the context of a text);
- explain and evaluate how writers create different effects using linguistic and figurative devices;
- write clearly, effectively and imaginatively for a variety of forms and purposes. Adapt and select vocabulary that is appropriate to the purpose, task and audience whilst engaging the reader;
- organise ideas and information through informed and accurate structural choices such as sentences, paragraphs and punctuation;
- use language to craft deliberate effects and convey precise meanings ensuring accuracy of spelling and grammar (and, where required, Standard English).

### The course is suitable for people who:

English language is a core subject and is studied by all pupils at GCSE level.

### Careers:

Any job that requires you to effectively communicate through using reading, writing or verbal skills such as teaching, journalism, publishing, speech therapy and many more!

### Who to see:

Miss Fullard  
Director of English

## English Literature

<b>Course title:</b>	GCSE English Literature
<b>Exam board:</b>	Edexcel
<b>Exam board website:</b>	www.qualifications.pearson.com
<b>Course code:</b>	1ETO
<b>Controlled assessment / exam split:</b>	100% examination

### Description of course:

This course is based on the conviction that the study of English literature should centre on informed personal responses to a range of texts in the genres of prose, poetry and drama. Teachers and pupils have some flexibility in the texts studied to enhance and encourage the enjoyment and success of analytical reading skills. Texts studied will help pupils develop an appreciation of the breadth and power of the English literary heritage whilst shaping personal viewpoints and skills in reading, writing and critical thinking. The course will also allow pupils to understand how the social, historical and cultural contexts of literary works are significant when informing a critical evaluation.

There are many skills that are enhanced by combining this study with English language, such as reading and writing skills, plus an increased critical approach to language use in non-fiction texts. The course aims to enable pupils to connect ideas, themes and issues relatable to the real world.

### Assessment:

Candidates will complete two examinations, both of which will be closed text exams (this means candidates cannot take the texts in with them). Across the two papers candidates will be assessed on: a Shakespearean drama text; a 19<sup>th</sup> Century prose (novel); a text in the form of a drama or a prose; a collection of poetry from a selected anthology; a comparison of unseen poetry. These units are not tiered and pupils will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

Pupils must demonstrate:

- A close knowledge and understanding of prose, poetry and drama texts and their contexts.
- An understanding and appreciation of writers' uses of the following as appropriate: characterisation, theme, plot and setting.
- An understanding of the writers' use of language, structure and form to create literary effects.
- A focused, informed, critical and evaluative personal engagement with the literary texts.
- An accurate and coherent use of grammar and punctuation.

### The course is suitable for people who:

English literature is a core subject and is studied by all pupils at GCSE level.

### Careers:

Any job that requires you to effectively communicate through using reading, writing or verbal skills, such as the Police, Fire Service and the Army, teaching, journalism, publishing, speech therapy and many more!

### Who to see:

Miss Fullard  
Director of English

## Mathematics

<b>Course title:</b>	Mathematics GCSE
<b>Exam board:</b>	Edexcel
<b>Exam board website:</b>	www.qualifications.pearson.com
<b>Course code:</b>	1MA1
<b>Controlled assessment / exam split:</b>	100% examination

### Description of course:

This linear GCSE course develops knowledge, skills and understanding of mathematical methods and concepts including: Number, Algebra, Geometry, Measures, Statistics and Probability. Candidates use their knowledge and understanding to make connections between concepts, and apply functional elements of mathematics in everyday and real-life situations. This course gives pupils the opportunity to develop the ability to acquire and use problem solving strategies, reason mathematically and interpret and communicate mathematical information in a variety of forms.

### Assessment:

Candidates will be assessed in three written papers each contributing 33⅓% to the final grade. Examinations are 1 hour 30 minutes long for both Higher and Foundation, and assess topic areas with the following weightings. Only the first paper is non-calculator, with a scientific calculator being essential for the second and third papers

Topic Area	Foundation %	Higher %
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics	15	15

### This course is suitable for people who:

Mathematics is a core subject and is studied by everyone at GCSE.

### Careers:

Mathematics is essential for any job as it develops general numeracy skills as well as an ability to solve problems and confidently handle data, skills which are essential for a successful career. A GCSE in maths is a basic requirement for most jobs and training courses, and maths is also a subject which can be continued at A Level and degree standard. Key careers for maths would be accountancy, research and any type of engineering.

### Who to see:

Mrs Clayton  
Director of Mathematics

## Biology

<b>Course title:</b>	GCSE Biology
<b>Exam board:</b>	AQA
<b>Exam board website:</b>	www.aqa.org.uk
<b>Course code:</b>	8461
<b>Controlled assessment / exam split:</b>	100% examination

### Description of course:

This is a broad course covering many areas of biology including cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology.

Candidates are expected to develop a broad knowledge of the living world whilst:

- developing their understanding of the nature of biology and applications and the interrelationships between science and society;
- developing an understanding of the importance of scale in science;
- developing and applying their knowledge and understanding of the scientific process through hypotheses, theories and concepts;
- developing their understanding of the relationships between hypotheses, evidence, theories and explanations;
- developing their awareness of risk and the ability to assess potential risk in the context of potential benefits;
- developing and applying their observational, practical, enquiry and problem solving skills and understanding in laboratory, field and other learning environments;
- developing their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions;
- developing their skills in communication, mathematics and the use of technology in scientific contexts.

### Assessment:

Candidates are required to sit two exam papers.

**Paper 1:** Cell biology, organisation, infection and response and bioenergetics.  
1 hr 45 mins. 100 marks. 50% of the overall grade.

**Paper 2** Homeostasis and response, inheritance, variation and evolution and ecology. 1 hr 45 mins.  
100 marks. 50% of the overall grade.

In both papers pupils will be expected to demonstrate their ability to:

- 1) demonstrate knowledge and understanding of scientific enquiry, techniques and procedures (approximately 40% of the total marks on each paper);
- 2) apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures. (approximately 40% of the total marks on each paper);
- 3) analyse information and ideas to interpret and evaluate, make judgement and draw conclusions, develop and improve experimental procedures (approximately 20% of the total marks on each paper).

### The course is suitable for people who:

This course is suitable for pupils who wish to pursue studies in A Level Biology or pursue careers in medicine, pharmacy, veterinary sciences, physical sciences, engineering and astronomy. Separate sciences are strenuous and are suggested for those with an aptitude and keen interest in all the sciences and maths.

### Careers / jobs:

Medicine, veterinary sciences, drug development, research and development, teaching, oceanography, pharmacy, microbiology, optometry, physiotherapy, agriculture and zoology.

### Who to see:

Miss Ladbroke  
Director of Science

## Chemistry

<b>Course title:</b>	GCSE Chemistry
<b>Exam board:</b>	AQA
<b>Exam board website:</b>	www.aqa.org.uk
<b>Course code:</b>	8462
<b>Controlled assessment / exam split:</b>	100% examination

### Description of course:

This is a broad course covering many areas of chemistry including atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical changes, organic chemistry, chemical analysis; chemistry of the atmosphere and using resources.

Candidates are expected to develop a broad knowledge of the material world whilst:

- developing their understanding of the nature of chemistry and applications and the interrelationships between science and society;
- developing an understanding of the importance of scale in science;
- developing and applying their knowledge and understanding of the scientific process through hypotheses, theories and concepts;
- developing their understanding of the relationships between hypotheses, evidence, theories and explanations;
- developing their awareness of risk and the ability to assess potential risk in the context of potential benefits;
- developing and applying their observational, practical, enquiry and problem solving skills and understanding in laboratory, field and other learning environments;
- developing their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions.;
- developing their skills in communication, mathematics and the use of technology in scientific contexts.

### Assessment:

Candidates are required to sit two exam papers.

Paper 1 atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, and energy changes. 1 hr 45 mins. 100 marks. 50% of the overall grade.

Paper 2 rate and extent of chemical changes, organic chemistry, chemical analysis; chemistry of the atmosphere and using resources. 1 hr 45 mins. 100 marks. 50% of the overall grade.

In both papers pupils will be expected to demonstrate their ability to:

- 1) demonstrate knowledge and understanding of, scientific enquiry, techniques and procedures (approximately 40% of the total marks on each paper);
- 2) apply knowledge and understanding of: scientific ideas, scientific enquiry, techniques and procedures (approximately 40% of the total marks on each paper);
- 3) analyse information and ideas to interpret and evaluate; make judgement and draw conclusions, develop and improve experimental procedures (approximately 20% of the total marks on each paper).

### The course is suitable for people who:

This course is suitable for pupils that wish to pursue studies in A Level Chemistry or pursue careers in medicine, pharmacy, veterinary sciences, physical sciences, materials science, engineering and astronomy. Separate sciences are strenuous and are suggested for those with an aptitude and keen interest in all the sciences and maths.

### Careers / jobs:

Medicine, veterinary sciences, chemical research and development, materials sciences, Nano chemistry, weather science, geology, atmospheric sciences, biochemistry, hazardous waste management, organic chemistry, pharmaceutical science, teaching and optometry.

### Who to see:

Miss Ladbrooke  
Director of Science

## Physics

<b>Course title:</b>	GCSE Physics
<b>Exam board:</b>	AQA
<b>Exam board website:</b>	www.aqa.org.uk
<b>Course code:</b>	8463
<b>Controlled assessment / exam split:</b>	100% examination

### Description of course:

This is a broad course covering many areas of physics including forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure and space physics.

Candidates are expected to develop a broad knowledge of the physical world whilst:

- developing their understanding of the nature of physics and applications and the interrelationships between science and society;
- developing an understanding of the importance of scale in science;
- developing and applying their knowledge and understanding of the scientific process through hypotheses, theories and concepts;
- developing their understanding of the relationships between hypotheses, evidence, theories and explanations;
- developing their awareness of risk and the ability to assess potential risk in the context of potential benefits;
- developing and applying their observational, practical, enquiry and problem solving skills and understanding in laboratory, field and other learning environments;
- developing their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions;
- developing their skills in communication.

### Assessment:

Candidates are required to sit two exam papers.

Paper 1 energy, electricity, the particle model of matter and atomic structure. 1 hr 45 mins. 100 marks. 50% of the overall grade.

Paper 2 forces, waves, magnetism and electromagnetism and space physics. 1 hr 45 mins. 100 marks. 50% of the overall grade.

In both papers pupils will be expected to demonstrate their ability to:

- 1) demonstrate knowledge and understanding of, scientific enquiry, techniques and procedures (approximately 40% of the total marks on each paper);
- 2) apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures (approximately 40% of the total marks on each paper);
- 3) analyse information and ideas to interpret and evaluate, make judgement and draw conclusions, develop and improve experimental procedures (approximately 20% of the total marks on each paper).

### The course is suitable for people who:

This course is suitable for pupils who wish to pursue studies in A Level Physics or pursue careers in medicine, pharmacy, veterinary sciences, physical sciences, astrophysics, and engineering. Separate sciences are strenuous and are suggested for those with an aptitude and keen interest in all the sciences and maths.

### Careers / Jobs:

Medicine, Veterinary Sciences, engineering, astrophysics, communication science, renewable energy sciences, architect, aeronautical sciences, laser fusion science sub-atomic particle sciences, teaching, and optometry.

### Who to see:

Miss Ladbrooke  
Director of Science

## Combined Science

<b>Course title:</b>	GCSE Combined Science: Trilogy
<b>Exam board:</b>	AQA
<b>Exam board website:</b>	www.aqa.org.uk
<b>Course code:</b>	8464
<b>Controlled assessment / exam split:</b>	100% examination

### Description of course:

- Biology:** cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation, evolution and ecology.
- Chemistry:** atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical changes, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.
- Physics:** forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, and atomic structure.

Candidates are expected to develop a broad knowledge of the natural, material and physical world whilst developing:

- an understanding of the nature of science and applications and the interrelationships between science and society;
- an understanding of the importance of scale in science;
- and applying their knowledge and understanding of the scientific process through hypotheses, theories and concepts;
- an understanding of the relationships between hypotheses, evidence, theories and explanations;
- an awareness of risk and the ability to assess potential risk in the context of potential benefits;
- and applying their observational, practical, enquiry and problem solving skills and understanding in laboratory, field and other learning environments;
- an ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions;
- skills in communication, mathematics and the use of technology in scientific contexts.

### Assessment:

Candidates are required to sit six exam papers.

Paper 1:	Cell biology, organisation, infection and response and bioenergetics	1 hr 15 mins (16.7%)
Paper 2:	Homeostasis and response, inheritance, variation and evolution and ecology.	1 hr 15 mins (16.7%)
Paper 3	Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes and energy changes.	1 hr 15 mins (16.7%)
Paper 4:	Rate and extent of chemical changes, organic chemistry, chemical analysis; chemistry of the atmosphere and using resources	1 hr 15 mins (16.7%)
Paper 5	Energy, electricity, the particle model of matter and atomic structure	1 hr 15 mins (16.7%)
Paper 6	Forces, waves, magnetism and electromagnetism.	1 hr 15 mins (16.7%)

In all papers pupils will be expected to demonstrate their ability to:

- demonstrate knowledge and understanding of scientific enquiry, techniques and procedures (approximately 40% of the total marks on each paper);
- apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures. (approximately 40% of the total marks on each paper);
- analyse information and ideas to interpret and evaluate, make judgement and draw conclusions, develop and improve experimental procedures (approximately 20% of the total marks on each paper).

### The course is suitable for people who:

Science is a core subject and is studied by everyone at GCSE.

### Careers:

Science GCSEs can lead to vast array of jobs including medicine, veterinary sciences, engineering, astrophysics, communication science, renewable energy sciences, architect, aeronautical sciences, laser fusion science, sub-atomic particle sciences, optometry, drug development, research and development, teaching, oceanography, pharmacy, microbiology, physiotherapy, agriculture and zoology.

### Who to see:

Miss Ladbrooke

Director of Science

## Physical Education

During Key Stage 4, all pupils have one hour of physical education per week. Pupils will follow a timetable of activities in Year 10 and 11. These activities will rotate every half term. In addition to the traditional team games including football, netball, rugby and rounders, we also offer alternative activities including aerobics/fitness, trampolining, badminton, tennis, swimming, personal survival, problem solving, outdoor adventure activities and first aid.

In Key Stage 4 pupils build on skills learnt in previous years as well as developing leadership, coaching and officiating in all activities.

## PSHE

The aim of the course is to give pupils a wide range of experiences and learning situations which will be of great benefit to them on leaving school. Pupils will have opportunities to work in groups, make decisions, find out what affects the local community and use everyday economic skills. Topics covered in the programme include health-related issues, careers, sex education and citizenship. The course will be delivered by Form Tutors with contributions from specialist speakers as appropriate.

By the end of Year 11, pupils will have the appropriate knowledge and understanding of matters beyond school to enable them to face the future with confidence. Some time is also devoted to recording pupils' achievements.

## French

<b>Course title:</b>	GCSE French
<b>Exam board:</b>	OCR (subject to change)
<b>Exam board website:</b>	www.ocr.org.uk
<b>Course code:</b>	J720
<b>Controlled assessment / exam split:</b>	100% examination: Listening 25% / Speaking 25% / Reading 25% / Writing 25%

### Description of course:

Pupils will develop the 4 skills: reading, writing, speaking and listening. All skills will be sat at the end of Year 11 and are available in Higher and Foundation tiered exams. The following topics will be studied:

#### Theme 1: Identity and Culture

- Personal identity within the context of family, friends and the wider community.
- Relationships and family activities.
- Friendships and social groups.
- Youth culture and leisure activities.
- Typical lifestyles, daily routine, meals, holidays.

#### Theme 2: Local, National, International and Global Areas of Interest

- Festivals, traditions, memorable events and sporting events in target language countries; cultures and global events.
- Charity-related activities, initiatives such as fair trade, food miles, global poverty, fundraising events at school, in the local area and nationally.
- Key features and activities of a region or town in your own country and target language country.

#### Theme 3: Current and Future Study and Employment

- Studying at school and beyond, school routine and activities, plans for after GCSEs and beyond.
- Preparing for work and employment, work experience, voluntary work, importance of life and language skills in the workplace.
- World of work, part-time jobs, school/home life balance, jobs in the future.

### Assessment:

Candidates are expected to demonstrate the following in the context of the content described:

**AO1** Understand and respond to different types of spoken language

**AO2** Communicate and interact effectively in speech

**AO3** Understand and respond to different types of written language

**AO4** Communicate in writing

### The course is suitable for people who:

Have taken French as their main language in Year 9 and are genuinely interested in languages. A determination to learn vocabulary is important and pupils must have a good understanding of the language's structure. Wider reading and research is paramount to achieve the highest grades.

### Careers:

Teaching, translator, interpreter, tour guide, journalist, airline pilot, flight attendant, working for the government.

### Who to see:

Mrs Bey  
Director of Languages

## German

<b>Course title:</b>	GCSE German
<b>Exam board:</b>	OCR (subject to change)
<b>Exam board website:</b>	www.ocr.org.uk
<b>Course code:</b>	J721
<b>Controlled assessment / exam split:</b>	100% examination: Listening 25% / Speaking 25% / Reading 25% / Writing 25%

### Description of course:

Pupils will develop the 4 skills: reading, writing, speaking and listening. All skills will be sat at the end of Year 11 and are available in Higher and Foundation tiered exams. The following topics will be studied:

#### Theme 1: Identity and Culture

- Personal identity within the context of family, friends and the wider community.
- Relationships and family activities.
- Friendships and social groups.
- Youth culture and leisure activities.
- Typical lifestyles, daily routine, meals, holidays.

#### Theme 2: Local, National, International and Global Areas of Interest

- Festivals, traditions, memorable events and sporting events in target language countries; cultures and global events.
- Charity-related activities, initiatives such as fair trade, food miles, global poverty, fundraising events at school, in the local area and nationally.
- Key features and activities of a region or town in your own country and target language country.

#### Theme 3: Current and Future Study and Employment

- Studying at school and beyond, school routine and activities, plans for after GCSEs and beyond.
- Preparing for work and employment, work experience, voluntary work, importance of life and language skills in the workplace.
- World of work, part-time jobs, school/home life balance, jobs in the future.

### Assessment:

Candidates are expected to demonstrate the following in the context of the content described:

**AO1** Understand and respond to different types of spoken language

**AO2** Communicate and interact effectively in speech

**AO3** Understand and respond to different types of written language

**AO4** Communicate in writing

### The course is suitable for people who:

Have taken German as their main language in Year 9 and are genuinely interested in languages. A determination to learn vocabulary is important and pupils must have a good understanding of the language's structure. Wider reading and research is paramount to achieve the highest grades.

### Careers:

Teaching, translator, interpreter, tour guide, journalist, airline pilot, flight attendant, working for the government.

### Who to see:

Mrs Bey  
Director of Languages

## Italian

<b>Course title:</b>	GCSE Italian
<b>Exam board:</b>	AQA
<b>Exam board website:</b>	www.aqa.org.uk
<b>Course code:</b>	4630
<b>Controlled assessment / exam split:</b>	60% controlled assessment (Writing & Speaking) 40% examination (Reading & Listening)

### Description of course:

Pupils will develop the four skills: reading, writing, speaking and listening. They will study the following topics:

#### Topic Area 1: Lifestyle

Health, relationship and choices

#### Topic Area 2: Leisure

Free time and the media, holidays

#### Topic Area 3: Home and Environment

Home and local area, environment

#### Topic Area 4: Work and Education

School, college and future plans, current and future jobs

### Assessment:

Candidates are expected to demonstrate the following in the context of the content described:

1. Understand spoken language.
2. Communicate in speech.
3. Understand written language.
4. Communicate in writing.

### The course is suitable for people who:

Have studied Italian as their main language in Year 9 and are genuinely interested in languages. A determination to learn vocabulary is important in order to achieve in the controlled assessment and pupils must have a good understanding of the language's structure.

### Careers:

Teaching, translator, interpreter, tour guide, journalist, airline pilot, flight attendant, working for the government.

### Who to see:

Mrs Bey  
Director of Languages

## Spanish

<b>Course title:</b>	GCSE Spanish
<b>Exam board:</b>	OCR (subject to change)
<b>Exam board website:</b>	www.ocr.org.uk
<b>Course code:</b>	J722
<b>Controlled assessment / exam split:</b>	100% examination: Listening 25% / Speaking 25% / Reading 25% / Writing 25%

### Description of course:

Pupils will develop the 4 skills: reading, writing, speaking and listening. All skills will be sat at the end of Year 11 and are available in Higher and Foundation tiered exams. The following topics will be studied:

#### Theme 1: Identity and Culture

- Personal identity within the context of family, friends and the wider community.
- Relationships and family activities.
- Friendships and social groups.
- Youth culture and leisure activities.
- Typical lifestyles, daily routine, meals, holidays.

#### Theme 2: Local, National, International and Global Areas of Interest

- Festivals, traditions, memorable events and sporting events in target language countries; cultures and global events.
- Charity-related activities, initiatives such as fair trade, food miles, global poverty, fundraising events at school, in the local area and nationally.
- Key features and activities of a region or town in your own country and target language country.

#### Theme 3: Current and Future Study and Employment

- Studying at school and beyond, school routine and activities, plans for after GCSEs and beyond.
- Preparing for work and employment, work experience, voluntary work, importance of life and language skills in the workplace.
- World of work, part-time jobs, school/home life balance, jobs in the future.

### Assessment:

Candidates are expected to demonstrate the following in the context of the content described:

**AO1** Understand and respond to different types of spoken language

**AO2** Communicate and interact effectively in speech

**AO3** Understand and respond to different types of written language

**AO4** Communicate in writing

### The course is suitable for people who:

Have taken Spanish as their main language in Year 9 and are genuinely interested in languages. A determination to learn vocabulary is important and pupils must have a good understanding of the language's structure. Wider reading and research is paramount to achieve the highest grades.

### Careers:

Teaching, translator, interpreter, tour guide, journalist, airline pilot, flight attendant, working for the government.

### Who to see:

Mrs Bey  
Director of Languages

## Geography

<b>Course title:</b>	GCSE Geography
<b>Exam board:</b>	Edexcel
<b>Exam board website:</b>	www.qualifications.pearson.com
<b>Course code:</b>	Spec B 1GBO
<b>Controlled assessment / exam split:</b>	25% controlled assessment / 75% examination

### Description of course:

Pupils choosing GCSE courses are now often encouraged by schools to include courses which will enable them to achieve Ebacc as part of their Key Stage 4 education. Geography is a subject which can form part of the Ebacc. It is a solid academic subject and well respected by universities and employers alike.

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. Current GCSE courses offer a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards to name but a few. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world.

There are so many ways of learning in geography. It is very practical with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques. You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork, or working outside the classroom is a really important part of geography. Fieldwork offers a brilliant opportunity to experience some of the things you have learnt about in class out in the real world.

### Assessment:

**Component 1:** 1 hr 30 mins exam (37.5% of total marks)

- Topic 1 Hazardous Earth
- Topic 2 Development Dynamics
- Topic 3 Challenges of an Urbanising World

**Component 2:** 1 hr 30mins exam (37.5% of total marks)

- Topic 4a Coastal Change & Conflict
- Topic 4b River Processes & Pressures
- Topic 5 The UK Evolving Human Landscape - Dynamic UK Cities
- Topic 6 Geographical Investigations  
Including **ONE** physical and **ONE** human fieldwork linked to topics 4 and 5

**Component 3:** Making Geographical Decisions - 1 hr 30 mins exam (25% of total marks)

- Topic 7 People & Biosphere
- Topic 8 Forests Under Threat
- Topic 9 Consuming Energy Resources

Pupils must demonstrate their ability to show:

- **Reference skills** - ability to make use of a variety of sources for obtaining information.
- **Communication skills** - ability to present information in a clear and appropriate way through written and oral communication.
- **Interpretative skills** - ability to give meaning to data.
- **Evaluative skills** - ability to analyse critically and interpret evidence and to formulate conclusions.
- **Problem-solving skills** - the ability to enquire, to think clearly, critically and constructively and make decisions based on evidence.

### The course is suitable for people who:

Have a passion for learning about the world we live in and who are interested in going to university, especially one of the Russell Group Universities ( top 20 ) as these universities are now wanting students who have taken geography at secondary level. They believe geography students will have developed skills and knowledge which will allow them to access more degree choices .

### Careers:

Urban planner or community development, cartographer, GIS specialist, climatologist, transportation management, environmental management, writer or researcher, emergency management, demographer, marketing, librarian or information scientist, national park service ranger, real estate appraisal.

### Who to see:

Miss Clayton  
Director of Humanities

## History

<b>Course title:</b>	GCSE History
<b>Exam board:</b>	AQA
<b>Exam board website:</b>	www.aqa.org.uk
<b>Course code:</b>	8145
<b>Controlled assessment / exam split:</b>	100% examination

### Description of course:

*“Historians are often asked: ‘What is the use or relevance of studying history?’ and ‘Why on earth does it matter what happened long ago?’. The answer is that history is inescapable. It studies the past and the legacies of the past in the present. Far from being a ‘dead’ subject, it connects things through time and encourages its students to take a long view of such connections.”*

The AQA GCSE History specification is relevant and engaging for pupils and it also helps them to stimulate their interest in history. GCSE History takes four approaches: one thematic study which enables pupils to understand change and continuity across a long sweep of history, one period study which allows pupils to focus on a timespan of at least 50 years, two depth studies (one British and one European / wider world) which enables pupils to focus on a short time span, and lastly a study of the historic environment which enables pupils to focus on a particular site in its historical context. Pupils will develop a secure understanding of chronology, knowledge and understanding of history on different scales and contexts, apply historical concepts and processes and engage with the nature of evidence and interpretation.

### Assessment:

The assessments are broken into two papers:

#### Paper 1 Understanding the Modern World

Helps pupils to understand key developments and events in modern world history.

Section A: Period studies (25%)

Section B: Wider world depth studies (25%)

#### Paper 2 Shaping the Nation

Enables pupils to understand key developments and events in the history of Britain.

Section A: Thematic studies (25%)

Section B: British depth studies with the historic environment (25%)

### This course is suitable for people who:

Want to develop the ability to reason and develop an enquiring mind. Russell Group Universities are increasingly looking for students with a high academic ability; history develops and demonstrates important life skills that both employers and universities value. Pupils must have the ability to use the knowledge and skills they have acquired to produce extended pieces of writing and be able to argue their point of view and give a balanced argument. Pupils should have a genuine interest in the subject and be prepared to work hard independently.

### Careers:

History gives pupils a range of skills that are transferable to most university courses and job roles including problem solving, critical thinking, persuasive writing, confidently and coherently explaining your views and ideas, analytical thinking, presenting innovative ideas and being open minded. Employers look for history students because they are able to apply these skills in a range of situations and contexts. Pupils who have studied history go into a number of different areas of further study and employment. Some jobs that use skills and subject knowledge in history are teaching, media, law, management, medicine, nursing, accounts, business, hospitality and journalism.

### Who to see:

Miss Clayton  
Director of Humanities

## Art and Design

<b>Course title:</b>	GCSE Art and Design
<b>Exam board:</b>	OCR
<b>Exam board website:</b>	www.ocr.org.uk
<b>Course code:</b>	J171
<b>Controlled assessment / exam split:</b>	60% controlled assessment / 40 % external assessment

### Description of course:

GCSE Art and Design enables pupils to explore a range of media and techniques. It is designed to encourage creative skills, through learning to use imagination and intuition when exploring and creating new artefacts. Pupils will be encouraged to take risks when developing and refining ideas and producing solutions. Pupils will develop investigative, analytical, experimental and practical skills.

### Assessment:

Unit 1 (60% of the qualification) pupils are required to produce a portfolio of work showing their personal response to a scenario, that show a range of skill and use of media.

Unit 2 (40% of the qualification) this is set by the exam board and involves preparatory time followed by a 10 hour supervised exam.

### The course is suitable for people who:

- have an interest in art and design;
- wish to develop their skills in using a variety of media.

### Careers:

These include self-employed artist, design director, junior designer, freelance designer, interior designer, consultant, concept artist, art worker, multimedia designer, website designer, illustrator, graphic designer, textile artist or designer, product designer, ceramicist, craftsperson, fashion designer, software designer, animator, games designer, computer and interactive/multimedia artist, special effects artist, model maker, photographer, art director, 3D designer, copywriter, typographer, environment artist, arts administration...and many more.

### Who to see:

Mrs Abbott  
Director of Art & Design Technology

## Business

<b>Course title:</b>	GCSE Business Studies
<b>Exam board:</b>	Edexcel
<b>Exam board website:</b>	www.qualifications.pearson.com
<b>Course code:</b>	2BS01
<b>Controlled assessment / exam split:</b>	25% controlled assessment / 75% examination

### Description of course:

Pupils will be introduced to the world of small businesses and will look at what makes someone a successful business person. They will find out how to spot an opportunity, develop an idea and turn that into a successful business.

Pupils will understand how to make a business effective and manage money. They will also see how the world around us affects small businesses and all the people involved.

In Year 11 pupils will learn more about how small businesses are developed, how they promote themselves and how they keep their customers happy. They will learn how businesses manage both their finances and the people who work for them.

### Assessment:

<b>Unit 1:</b>	<b>Introduction to Small Business</b>	externally assessed multiple choice paper (25%)
<b>Unit 2:</b>	<b>Investigating Small Business</b>	internally assessed controlled assessment (25%)
<b>Unit 3:</b>	<b>Building a Business</b>	externally assessed examination (50%)

### The course is suitable for people who:

- are considering employment in the business sector;
- want to develop skills for working life;
- want to progress to post 16 courses in business.

### Careers:

- Business management – as employee, manager, or even entrepreneur
- Banking, finance, accountancy
- Sales, PR, marketing

Many degree courses are offered in business, economics or finance, and these can be combined with most subjects for joint degrees. Growth areas in the economy, such as leisure and sport, are often studied alongside business and management.

### Who to see:

Mr Shilton  
Director of Digital Technology

## Child Development

<b>Course title:</b>	GCSE Home Economics: Child Development
<b>Exam board:</b>	AQA
<b>Exam board website:</b>	www.aqa.org.uk
<b>Course code:</b>	4580
<b>Controlled assessment / exam split:</b>	60% controlled assessment / 40% examination

### Description of course:

This course is aimed at pupils who may have an interest in, or are considering a future career in, working with children. Throughout the course pupils will study many aspects of child development. The course is divided into five different sections. Pupils will investigate the concept of parenthood, looking at different types of families, as well as the preparation and planning that is needed when deciding to have a baby.

When studying pregnancy, pupils will take a brief look at reproduction and the care that the mother receives throughout pregnancy, as well as an insight into the birth of a child. The development of a child is a key part of the course. This includes physical development - from the first smile to walking, and social development - exploring how children interact with other people. Pupils will investigate the demands of caring for a child, looking at diet and health and all the issues associated with them. Pupils will explore how to care for a child such as feeding and bathing, and will also have an opportunity to take home with them one of our virtual babies that will give them a real sense of the demands of caring for a baby.

As part of the controlled assessment, pupils will undertake a 'child study'. Each pupil will need to choose a child that is known to them between the age of 0-5 years. They will visit the child five times over a period of around four months, undertake activities with the child and produce a report that will focus on the development of the child.

### Assessment:

Candidates must complete an external examination that will be worth 40% of the final grade. This will test their knowledge and understanding of child development. Candidates will complete two controlled assessment tasks, the first being a Research Task (worth 20% of the final grade) and the second a Child Study (worth 40% of the final grade).

Pupils must demonstrate their ability to:

- recall, select and communicate their knowledge and understanding of a range of contexts;
- apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks;
- analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.

### The course is suitable for people who:

Are genuinely interested in children and want to gain knowledge and understanding about the development of a child. Pupils need to be able to work independently and have good analytical skills. It would be advantageous if they have contact with a child aged between 0-5 years in order to carry out the Child Study.

### Careers:

Child care, children's nursing, midwifery, social work and health visitor.

### Who to see:

Mrs Abbott  
Director of Art & Technology

## Computer Science

<b>Course title:</b>	GCSE Computer Science
<b>Exam board:</b>	OCR
<b>Exam board website:</b>	www.ocr.org.uk
<b>Course code:</b>	J276
<b>Coursework / exam split:</b>	20% controlled assessment / 80% examination (2 exams at 40% each)

### Description of course:

The qualification will build on the knowledge, understanding and skills established through the computer science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but also to engage learners and get them thinking about real world application.

Pupils will learn about and explore the effectiveness of computer programming and the impact that this has in today's society. The course gives a real, in-depth insight into how computer technology works. Pupils will be encouraged to understand and apply the fundamental principles and concepts of computer science including abstraction, decomposition, logic, algorithms and data representation. They will understand the impact of digital technology on the individual and wider society and will be encouraged to think creatively, innovatively, analytically, logically and critically.

Pupils who want to go on to higher education and employment in the field of computer science will find that this course provides the perfect platform.

### Assessment:

The course content is assessed in three separate units:

1. Computer Systems (40% exam)
2. Computational Thinking, Algorithms and Programming (40% exam)
3. Programming Project (20% controlled assessment)

### The course is suitable for people who:

- enjoy maths and problem solving;
- enjoy text based programming and Python;
- have a keen interest in computer science;
- have a keen interest in further education / a career in the field of computing .

Acceptance on the course will be dependant on maths and English levels as there are limited places.

### Careers / jobs:

Software developer, games developer, programmer, cyber security, robotics, analyst, computer engineer, network engineer, database design.

### Who to see:

Mr Shilton  
Director of Digital Technology

## Dance

<b>Course title:</b>	GCSE Dance
<b>Exam board:</b>	AQA
<b>Exam board website:</b>	www.aqa.org.uk
<b>Course code:</b>	Draft - 8326
<b>Controlled assessment / exam split:</b>	60% controlled assessment / 40% examination

### Description of course:

Within GCSE Dance pupils learn to work independently and as part of a group in both practical and theoretical aspects. Pupils gain knowledge of performing and choreographing in a contemporary style to prepare them for their final practical assessment. During the course pupils will take part in performances and practical workshops that will prepare them for the practical assessment.

Pupils will study a wide range of professional works focusing on the constituent features of the piece and how these affect the dance as well as the choreographic process. Where possible, pupils will have the opportunity to attend theatre trips to see professional works live.

### Assessment:

#### Component 1: Performance and Choreography (60%)

Performance (30%): A performance of a solo and a group dance. Pupils will be assessed on their technical and expressive dance skills within this unit.

Choreography (30%): Choreographic unit where pupils will have the opportunity to choreograph and perform a dance based on a stimulus.

#### Component 2: Dance Appreciation (40%)

A written paper which looks at the critical appreciation of professional dance works, critical appreciation of pupils' own practical work from component 1 and choreographic and performance processes and skills.

Pupils must demonstrate their ability to:

- strive to become a stronger dancer by taking part in a wide range of dance activities;
- work hard both mentally and physically in order to improve;
- perform in front of peers;
- be creative in their approach to lessons both practical and theory.

### The course is suitable for people who are:

Interested in dance as a career and enjoy being creative whilst building confidence and skills that can be used in other subject areas.

### Careers:

Professional dancer, choreographer, fitness instructor, teacher, dance therapy, dance journalism.

### Who to see:

Mr Phillips  
Director of Sport & Performing Arts

## Drama

<b>Course title:</b>	GCSE Drama
<b>Exam board:</b>	OCR
<b>Exam board website:</b>	www.ocr.org.uk
<b>Course code:</b>	2DR01
<b>Controlled assessment / exam split:</b>	30% controlled assessment / 30% practical examination / 40% written examination

### Description of course:

Within this GCSE pupils will learn to work independently and as part of a group both in practical and theoretical aspects. Pupils will gain knowledge of exploring text and improvisation work in preparation for their final examination.

During the course, the pupils will take part in the creation of a collaborative devised piece. They will then showcase their acting skills in performance to a visiting examiner, performing two extracts from a selected script.

Following a practical exploration of texts and visits to theatres, pupils will complete a 90 minute examination, where they will evaluate these processes.

### Assessment:

**Unit 1 (30%)** Learners will research and explore a stimulus, work collaboratively and create their own devised drama.

**Unit 2 (30%)** Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.

**Unit 3** Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama.

Learners will analyse and evaluate a live theatre performance (40%).

### The course is suitable for people who:

- are considering further a career in the drama field;
- are interested in media and journalism;
- want to develop interpersonal skills;
- enjoy performing and critically evaluating performances;
- want to aid their understanding of English through the study of play-texts;
- want to develop crucial speaking and listening skills.

### Careers:

Possible career paths that this course will support include actor, director, teacher, journalist, drama therapist, and a number of careers in television and media.

### Who to see:

Mr Phillips  
Director of Sports & Performing Arts

## Food Preparation and Nutrition

<b>Course title:</b>	GCSE Food Preparation and Nutrition
<b>Exam board:</b>	AQA
<b>Exam board website:</b>	www.aqa.org.uk
<b>Course code:</b>	8585
<b>Controlled assessment / exam split:</b>	50% controlled assessment / 50% external examination

### Description of course:

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

Food preparation skills are integrated into five core topics:

1. Food, Nutrition and Health
2. Food Science
3. Food Safety
4. Food Choice
5. Food Provenance

### Assessment

#### Unit 1 : Food preparation and Nutrition ( 1 hr 45 mins) (50%)

An external, written examination that includes multiply choice questions and structured questions.

#### Unit 2: Non Exam Assessment

##### Task 1: Food Investigation (15% )

Pupils will investigate the working characteristics, functional and chemical properties of ingredients. They will produce a report on their findings.

##### Task 2 Food Preparation Assessment (35%)

To plan, cook (in three hours) and evaluate a menu of three dishes for a specific target audience. Pupils will be assessed on planning, preparation, cooking and presentation of food as well as the application of their nutritional knowledge.

### The course is suitable for people who:

Are genuinely interested in food and willing to experiment and test new ideas. It is not a purely practical course. It will involve both written and practical work. Pupils must be prepared to bring in ingredients from home on a weekly basis.

### Careers:

Careers in the food and catering industries such as food product development, chef, dietician, sports nutrition and teaching.

### Who to see:

Mrs Abbott  
Director of Art & Technology

## Health and Social Care

<b>Course title:</b>	BTEC First Award in Health and Social Care
<b>Exam board:</b>	Edexcel
<b>Exam board website:</b>	www.qualifications.pearson.com
<b>Course code:</b>	BF031440
<b>Coursework / exam split:</b>	75% coursework / 25% external assessment

### Description of course:

The course is designed for pupils who have an interest in health and social care and have an interest in entering a caring profession such as nursing, social work, midwifery and the probation services.

The course content looks at many aspects of health and social care including human lifespan development. This unit explores how people grow and develop throughout their lifespan (from birth to late adulthood) and how lifestyle choices can impact on our physical, emotional and intellectual development.

Pupils will look at the role of the health professionals and the health and social care values that they portray. It looks at the roles and responsibility of the carer and the needs of the individuals. Effective communication plays a major part in the role of the health care professional. Throughout the course pupils will look at the different methods that are used as well as the barriers to communication.

Pupils will develop a variety of skills including independent learning, investigation and research skills as well as data handling and analysis.

### Assessment:

Pupils are required to complete four units of work. Three units are teacher assessed and one unit is an external assessment. The external examination is a 1 hour written assessment worth 25% of the final grade.

### The course is suitable for people who:

Are thinking of a career in the 'caring profession'. The course is aimed at pupils who are willing to work hard and who are good at communicating their opinion whilst being sensitive to the views of others. You must be willing to work independently and meet set deadlines.

Pupils cannot choose both GCSE Child Development and BTEC Health and Social Care as the courses are too similar.

### Careers:

The course is aimed at pupils who have an interest in nursing, midwifery, social work, probation services and other caring professions.

### Who to see:

Mrs Abbott  
Director of Art & Design Technology

## Media Studies

<b>Course title:</b>	GCSE Media Studies
<b>Exam board:</b>	AQA
<b>Exam board website:</b>	www.aqa.org.uk
<b>Course code:</b>	4810
<b>Controlled assessment / exam split:</b>	60% controlled assessment / 40% examination

### Description of course:

GCSE Media Studies gives pupils the chance to develop an understanding of the role of the media in daily life. It encourages pupils to understand how to use media concepts to analyse media products and provides an opportunity for hands-on practical work.

#### Unit 1: Investigating the Media

The aim of this unit is to enable pupils to explore the role of mass media in society. Pupils will learn about the key concepts of media to help prepare them for the written exam.

#### Unit 2: Understanding the Media

This unit will aim to give pupils an understanding of how and why media texts are created as they are. This will involve investigating many different types of media, from television and film to magazines and newspapers.

### Assessment:

Pupils will complete two units of work:

#### Unit 1: Investigating the Media (examination - 40%)

Pupils will complete an externally assessed examination, which is a combination of written and creative tasks. They will be given a stimulus to prepare them for this examination.

#### Unit 2: Understanding the Media (controlled assessment - 60%)

Pupils will explore different types of media by completing the following assignments:

1. Analysis of a Media Product
2. Cross Media Study
3. Practical Production

### The course is suitable for people who:

- actively use media products (e.g watch films and television, read magazines) and want to investigate how and why they are produced;
- would like to develop their media production skills;
- would like to develop their confidence and team working skills;
- enjoy a combination of written and creative tasks.

### Careers:

Film/TV work, advertising, animation, journalism, graphic design, script writing, web design, photography, radio, editor.

### Who to see:

Mr Shilton  
Director of Digital Technology

## Music

<b>Course title:</b>	GCSE Music
<b>Exam board:</b>	OCR
<b>Exam board website:</b>	www.ocr.org.uk
<b>Course code:</b>	J536
<b>Controlled assessment / exam split:</b>	60% controlled assessment / 40% listening examination

### Description of course:

Studying GCSE Music gives pupils the chance to explore their own musicality in a variety of ways, including solo work and performing as part of a group across a range of topics both practical and theoretical.

During the course pupils will compose for both solo and groups of instruments, refine their performance skills and study how music is created across a wide range of musical styles.

### Assessment:

#### AoS 1: My Music

This unit consists of working on a solo instrument, performing a solo piece and composing music for the instrument.

#### AoS 2: Shared Music

This unit consists of performing an ensemble piece and composing a piece of music based on a style of music.

#### Written Paper

The listening exam covers an extremely wide range of music from early (1400) to modern day. Pupils cover a range of musical techniques and styles during lessons in order to prepare themselves for the exam.

### The course is suitable for people who are:

- interested in delving deeper into this fascinating and extremely rewarding subject, having enjoyed music in the past;
- interested in developing their musicality to the extent that they are able to perform complex pieces on their instrument and take part in group performances later in life;
- considering at a career in music and the creative arts;
- interested in developing a wide range of skills that can be applied across all subject areas.

As this course is dependant on practical skills, pupils may be asked to do an assessment before being accepted on the course.

### Careers:

Possible career paths that this course will support include musician, session recording, music journalism, teaching (private or mainstream), arranger/editor, musicologist, composer for film, television, advertising and videogame industries.

### Who to see:

Mr Phillips  
Director of Sport & Performing Arts

## Philosophy and Ethics

<b>Course title:</b>	GCSE Philosophy and Ethics of Religion
<b>Exam board:</b>	OCR
<b>Exam board website:</b>	www.ocr.org.uk
<b>Course code:</b>	J625
<b>Controlled assessment / exam split:</b>	100% examination

### Description of course:

Philosophy and ethics of religion encourages pupils to think in a completely new way and make them ponder the big questions in life. We study questions like, “Do we really exist?”, “Can there be anything after we die?”, “Why should we act morally?”, “What do we really know to be true?”. It is the study of knowledge, reality, values, reason and existence.

Philosophy and ethics of religion is a new subject that develops skills for all subject areas and every career. It is a subject that is regularly full of debate on many subjects. It also develops written skills, especially writing balanced arguments. If pupils are curious about life and why people act the way they do, then this course is for them. Topics in philosophy and ethics include the debate between religion and science, equality, relationships, abortion, euthanasia, animal testing, good and evil, war and peace. Pupils will explore these topics from a religious and non religious viewpoint.

### Assessment:

Candidates will be assessed regularly to train them for their final examinations. Pupils will take exams in philosophy, ethics, and religious belief and practice. They must demonstrate their ability to:

1. describe, explain and analyse using knowledge and understanding;
2. use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing responses.

### The course is suitable for people who:

Have a thirst for knowledge and are generally interested in people, their beliefs and actions. We will be looking at some interesting yet controversial topics; therefore pupils must be able to debate ideas both in discussion work and in your written work. Pupils must be able to argue their point of view and be able to write a balanced argument. Pupils should be able to appreciate and respect the views of others, whilst being able to question and analyse all different kinds of opinions.

### Careers:

Philosophy and ethics gives pupils a range of skills that are applicable to most university courses and job roles. This includes problem solving, critical thinking, persuasive writing, confidently and coherently explaining your views and ideas, analytical thinking, presenting innovative ideas and being open minded. Employers look for philosophy and ethics of religion students because they are able to apply these skills in a range of situations and contexts. Pupils who have studied philosophy and ethics of religion go into a number of different areas of further study and employment.

Some jobs that use skills and subject knowledge in philosophy and ethics are teaching, media, social work, law, management, medicine, nursing, accounts, business, hospitality, child care, health care professions.

### Who to see:

Miss Clayton  
Director of Humanities

## Physical Education

<b>Course title:</b>	GCSE Physical Education
<b>Exam board:</b>	Edexcel
<b>Exam board website:</b>	www.qualifications.pearson.com
<b>Course code:</b>	1PEO
<b>Controlled assessment / exam split:</b>	40% controlled assessment / 60% examination

### Description of course:

The course looks at pupil's knowledge and understanding of the factors underpinning physical activity and sport performance. Pupils will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.

Pupils will also study the factors underpinning participation and performance in physical activity and sport. Pupils will develop their theoretical knowledge and understanding of the contribution that physical activity and sport make to health, fitness and well-being and how these can impact on their own performance.

Sports psychology will be introduced, with a focus on skill development, through relevant practice, guidance and feedback, as well as knowledge that learners can then apply to their own learning in practical situations in order to improve their performance. Key socio-cultural influences that can affect people's involvement in physical activity and sport will also be considered.

Pupils will perform in different physical activities in the role of player/performer. They will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a formal/competitive situation while under pressure.

### Assessment:

**Component 1:** First assessment: May/June 2018 1 hr 45 mins

The assessment is out of 90 marks and consists of multiple-choice, short-answer, and extended writing questions. For the nine-mark extended writing questions, pupils will be expected to draw on their knowledge and understanding in relation to the question, apply their knowledge and understanding and come to a reasoned judgement in order to answer the specific requirement of the question.

**Component 2:** First assessment: May/June 2018 1 hr 15 mins

The assessment is out of 70 marks and consists of multiple-choice, short-answer, and extended writing questions. For the nine-mark extended writing questions, pupils will be expected to draw on their knowledge and understanding in relation to the question, apply their knowledge and understanding and come to a reasoned judgement in order to answer the specific requirement of the question.

**Component 3:** First assessment: May/June 2018.

The assessment for each physical activity and sport may take place over multiple sessions up to a combined duration of 12 hours. The practical performance consists of 105 marks (35 marks per physical activity, which are added together to give the total mark for this component). The physical activities will be marked by the teacher and moderated by the exam board.

### Pupils must demonstrate their ability to:

- strive to become a better sports performer by taking part in a range of sports;
- work hard both mentally and physically in order to improve;
- perform and work with peers;
- be motivated in their approach to lessons both practical and theory.

### The course is suitable for people who:

Are Interested in sport as a career and enjoy being physically active whilst building confidence and skills that can be used in other subject areas.

As this course is dependant on practical skills, pupils may be asked to take part in assessment before being accepted on the course.

### Careers:

Sport scientist, coach, fitness instructor, sports doctor, physiotherapist, sports psychologist, sports massage therapy, sports journalist.

### Who to see:

Mr Phillips  
Director of Sport & Performing Arts

## Product Design

<b>Course title:</b>	GCSE D&T : Product Design
<b>Exam board:</b>	AQA
<b>Exam board website:</b>	www.aqa.org.uk
<b>Course code:</b>	4555
<b>Controlled assessment / exam split:</b>	60% controlled assessment / 40% examination

### Description of course:

This course offers pupils the opportunity to look at modern and historic artefacts and inventions, analyse them and suggest ways of moving the world of product design forward. They will look at professional designers' work and use worldwide themes and cultures as influence.

Pupils should be creative and imaginative in their designing. They will be encouraged to 'take risks' and not replicate something that is already on the market. They will use a variety of media, including ICT, to create quality designs. The ability to draw is not essential as the pupils will develop their skills, being taught a variety of techniques.

Pupils will make a variety of products during the course, culminating in their GCSE 'product' that will be assessed, contributing towards the final GCSE grade.

Some of the topics covered are: new and smart materials, sustainability, ergonomics, designer influences, traditional materials, printing techniques, branding, packaging, consumer issues, production and manufacturing scales and methods.

### Assessment

#### Unit 1

Candidates must complete a 2 hour external examination that will be worth 40% of the final grade. This takes place at the end of the course and will test their knowledge and understanding of product design.

Pupils must demonstrate their ability to:

1. recall, select and communicate their knowledge and understanding of a range of contexts.;
2. apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks;
3. analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.

#### Unit 2

Candidates will complete a piece of controlled assessment worth 60% of the final grade. This is a single design and make activity selected from a range of examination board set tasks.

There are no material restrictions within product design; the controlled assessment project is more concerned with the development of the pupil's work and their product.

### Pupils must demonstrate their ability to:

1. recall, select and communicate knowledge and understanding in design and technology including its wider effects;
2. apply knowledge, understanding and skills in a variety of contexts and in designing and making products;
3. analyse and evaluate products, including their design and production.

### The course is suitable for people who:

Are interested in design and the development of new concepts and products. The qualities required are an innovative and creative mind and the ability to transfer ideas into artefacts. It is not a purely practical course, and expectations will be set high for pupils to work independently and to the best of their ability.

### Careers / jobs:

Product design (including electronic, engineering and computer-aided), graphic designer, car designer, sports product design, product design management and teaching.

### Who to see:

Mrs Abbott  
Director of Art & Design Technology

## Psychology

<b>Course title:</b>	GCSE Psychology
<b>Exam board:</b>	AQA
<b>Exam board website:</b>	www.aqa.org.uk
<b>Course code:</b>	41801
<b>Controlled assessment / exam split:</b>	100% examination

### Description of course:

Psychology is not a course on mind reading. Psychology is the science of the mind and behaviour. It is the study of what people and animals do and why they do it. Psychologists try to bring about change and help people with difficulties through psychological research.

Pupils will take modules on the following:

#### Unit 1 (Year 10)

Memory, non-verbal communication, development of personality, stereotyping, prejudice and discrimination and research methods

#### Unit 2 (Year 11)

Social influence, learning, sex and gender, aggression and research methods

### Assessment:

Pupils will follow the AQA specification. This comprises of 2 units which carry equal marks. Pupils will be examined in June at the end of Year 11.

Pupils will be assessed on their knowledge and understanding of the subject area together with their ability to analyse and evaluate studies. They will also be assessed on their ability to design, conduct and report on psychological experiments through the use of research methods. The exam is solely short answer questions.

Pupils must demonstrate their ability to:

- work independently;
- write in a full prose and have a concise writing style;
- look at and analyse data;
- use good grammar and spelling as there is a lot of terminology;
- work as part of a team within a class, as there is a lot of group work.

### The course is suitable for people who:

Are good at maths, science and English - an essential requirement for success in psychology.

### Careers:

- Clinical psychology: working directly with people with mental health problems, individually or in groups, as well as conducting assessments, designing and carrying out therapies.
- Forensic psychology: studying offending behaviour through work in the police, prison or probation service. This involves the completion of risk assessments to inform the Home Office of risk, to protect the public.
- Educational psychology: applying theory to young people in education, examining learning difficulties as well as social and emotional problems. This involves doing assessments, researching into teaching methods, planning educational programmes.

### Who to see:

Miss Clayton  
Director of Humanities

## Sociology

<b>Course title:</b>	GCSE Sociology
<b>Exam board:</b>	AQA
<b>Exam board website:</b>	www.aqa.org.uk
<b>Course code:</b>	4190
<b>Controlled assessment / exam split:</b>	100% examination

### Description of course:

Have you ever wondered 'Why are we fixated with celebrities?', 'What makes someone a criminal?', 'Does social class matter anymore?' or 'What makes people behave like that?' Sociology looks at how we experience life and how sociological research can help inform new sociological policies that can be implemented in society today. This is a two year course where pupils develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues. Sociology is exciting, interesting and relevant to pupils' lives.

Pupils will complete the following units:

- Studying Society
- Education
- Families
- Crime and Deviance
- Mass Media
- Social Inequality

### Assessment:

Candidates will complete two examinations at the end of the two year course.

Pupils must demonstrate their ability to:

1. recall, select and communicate knowledge and understanding of social structures, processes and issues;
2. apply knowledge and understanding in a range of contexts both familiar and unfamiliar;
3. select, interpret, analyse and evaluate information from different sources.

### The course is suitable for people who:

Are curious about human behaviour. This is an ideal course for pupils who have a genuine interest in current affairs and the world around us. The course will appeal to people who want to look at what happens in the world in a scientific and unemotional way.

### Careers:

People who study sociology go on into a wide variety of jobs. They will gain a range of valuable skills that will give them a variety of future career options. They will learn how to work independently. They will learn how to find information, extract what is important from it and turn it into an argument. They will learn to think critically and analyse arguments. It will give pupils the ability to think clearly and deliver a viewpoint coherently. Employers agree sociology students have skills that make them very valuable in the workplace. Jobs and fields that use sociology skills and subject knowledge include: professional sociologist, social work, business person, lawyer, medicine, teaching, criminal justice, journalism, human resources, environmental studies, public relations, politics and many others.

### Who to see:

Miss Clayton  
Director of Humanities

## Sport

<b>Course title:</b>	BTEC First Award in Sport
<b>Exam board:</b>	Edexcel
<b>Exam board website:</b>	www.qualifications.pearson.com
<b>Course code:</b>	BFO31442
<b>Coursework / exam split:</b>	75% Coursework / 25% External Assessment

### Description of course:

The course is different to the traditional GCSE in Physical Education as it appeals to young people that have strong vocational abilities. It is an extremely hands on approach to learning where pupils will develop their knowledge and understanding by applying their learning and skills in a practical or work-related context.

Pupils will take part in a range of practical activities and tasks that may include team sports such as: football and netball, a variety of fitness tests, involvement in the leadership of House competitions and many more. This will allow pupils to develop their knowledge in a range of activities.

### Assessment:

Internally assessed units will be teacher-led through the completion of a number of coursework activities that are completed under controlled conditions. These include written assignments and the delivery of presentations.

The externally assessed unit will be completed through an online test with:

- multiple choice questions
- short answer questions
- one extended writing question

### Mandatory units -

Unit 1: Fitness for Sport and Exercise - externally assessed

Unit 2: Practical Sports Performance - internally assessed

### Optional Specialist Units - all of the below units are internally assessed

Unit 5: Training for Personal Fitness

Unit 6: Leading Sports Activities

### This course is suitable for people who:

Are physically fit and are committed to weekly practical lessons. Pupils must also participate in a number of sporting activities outside of school or have a high level of commitment to extra-curricular activities. Pupils must also complete regular unit assessments and homework tasks.

### Careers / jobs:

Possible career paths that BTEC Sport support include sports coach, sports development officer and leisure management. Those wishing to go into a career in the armed forces, police or fire brigade would also benefit from this course.

### Who to see:

Mr Phillips

Director of Sport & Performing Arts

## Statistics

<b>Course title:</b>	GCSE Statistics
<b>Exam board:</b>	Edexcel
<b>Exam board website:</b>	www.qualifications.pearson.com
<b>Course code:</b>	2ST01
<b>Controlled assessment / exam split:</b>	25% controlled assessment / 75% examination

### Description of course:

This linear GCSE course helps pupils to acquire knowledge and understanding of statistical techniques and concepts, encourages statistical problems solving, and develops understanding of the importance and limitations of statistics. In addition, Statistics GCSE aides progression through statistics and related disciplines.

### Assessment:

Candidates will be assessed through:

- a written paper
- an internal assessment with controlled conditions

### Examination:

**Foundation Tier** one written paper lasting 1 hour 30 minutes, with a total of 80 marks available, containing both short and long answer questions.

**Higher Tier** one written paper lasting 2 hours, with a total of 100 marks available, containing both short and long answer questions.

These written papers examine statistical techniques, diagrams and probability, and give pupils the opportunity to analyse written and statistical evidence.

### Controlled Assessment:

This is not tiered and consists of three sections:

1. Planning
2. Data collection and processing and representing data
3. Interpreting and evaluating data

### The course is suitable for people who:

Are interested in being able to predict the future. Taking statistics will expand on your learning in maths and is suitable for pupils who enjoy the subject.

### Careers:

Statistics GCSE not only compliments a pupil's study of Mathematics GCSE, but also supports techniques used in a wide variety of other subjects for example psychology, sociology, business studies, sciences and geography.

### Who to see:

Mrs Clayton  
Director of Mathematics

## Textiles

<b>Course title:</b>	GCSE D&T Textiles Technology
<b>Exam board:</b>	Edexcel
<b>Exam board website:</b>	www.qualifications.pearson.com
<b>Course code:</b>	2TT01
<b>Controlled assessment / exam split:</b>	60% controlled assessment / 40% examination

### Description of course:

Textiles is designed for those pupils who have an interest in design. The course will enable pupils to develop their knowledge and understanding of textile materials and components. Analysing and designing products will be an important part of the course. Pupils will investigate industrial and commercial textile processes as well taking into consideration sustainable and ethical design considerations.

Throughout the course pupils will develop a range of practical skills through the use of textile materials and the production of textiles products.

### Assessment:

Pupils will produce a portfolio that demonstrates their ability to develop a new textile product. An external examination will test their knowledge and understanding of textiles materials, component and processes.

Pupils must demonstrate their ability to:

- recall, select and communicate their knowledge and understanding in design and technology including its wider effects;
- apply knowledge, understanding and skills in a variety of contexts and in designing and making products;
- analyse and evaluate products, including their design and production.

### The course is suitable for people who:

- are interested in fashion and design;
- have a creative mind.

The course will involve both written and practical work. The expectations for pupils are high and they must be able to work independently and generate 'innovative ideas'.

### Careers:

Fashion designer, interior designer, footwear design, fashion marketing, fashion purchasing, fashion journalism, textile and fabric design, teaching.

### Who to see:

Mrs Abbott  
Director of Art & Design Technology