

Fullbrook

A Specialist Mathematics, Science &
Technology College with Academy Status

Year 8

Choosing your optional subjects for Year 9

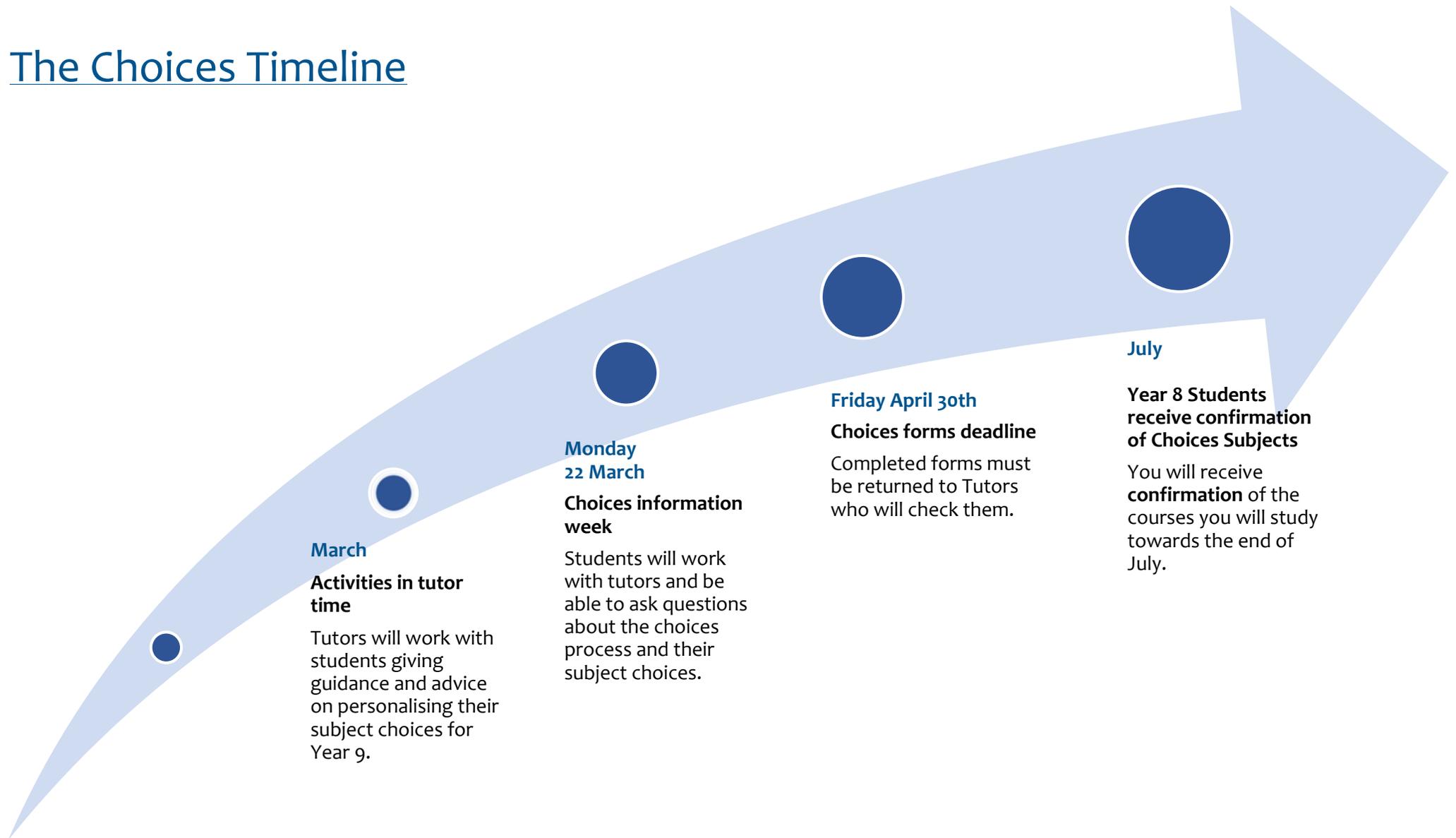
2021 - 2024

Information to help guide you in choosing the
courses you will study in Year 9

If you have any questions you may ask your Tutor or Head of Learning.
You may also email questions to year8choices@fullbrook.surrey.sch.uk.

What happens and when?

The Choices Timeline



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AN ELECTRONIC VERSION OF THIS BOOKLET MAY BE FOUND ON THE SCHOOL WEBSITE

www.fullbrook.surrey.sch.uk

1 Introduction

This guide is intended for students and parents. Our aim is to explain how we will structure our Year 9, 10 and 11 curriculum. The information in this guide will detail the curriculum offer we have for students across the next three years and the choices process the students go through to ensure they make informed decisions on which subjects they will continue to study.

Our priority has been to ensure students continue studying a broad and balanced curriculum and to provide the guidance needed for students to personalise subject choices that are right for them.

Additional guidance and support will be provided through the pastoral team in tutor time and by subject staff.

2 Why do I need this booklet?

You are about to make some very important decisions and these will have an effect on your future.

This booklet is designed to support and guide you through the process of choosing some of the subjects you will take for the next three years. It is written for the students and students have helped to create it.

Some subjects are compulsory which means everyone has to do them. However, some subjects are optional and you can choose which ones you want to take.

We give students lots of advice and guidance about which subjects they might choose. This booklet is just one of the things to help you with the decisions you will make. The timeline at the front of this booklet shows you what has happened so far and what will happen next. The Choices information week will also include a video presentation to you and your parents/carers.

Please read this booklet carefully. It contains a lot of useful information about courses, the process of choosing your optional subjects and careers guidance.

Your option choices form

Each student's Choices Form is unique to them and will be given out in tutor time. If you lose yours and need another copy please ask your tutor or Mrs Hewitt. It is a good idea to keep a note of the choices you have made before you return the form to your tutor.

Please ask your tutor, subject teachers or Head of Learning for help if you need to.

3 What are the different types of qualification?

GCSE

GCSE stands for 'General Certificate of Secondary Education'. These are academic qualifications that are recognised and valued by schools, colleges and employers. They will be useful for whatever you are planning to do in the future. GCSEs involve studying the theory of a subject and usually include some investigation work. Some may also involve practical work. All GCSEs have examinations although some might have non examined assessments too (like coursework); these must usually be completed in class under the supervision of teaching staff.

When you take your final exams in 2024 all GCSEs will be graded 9-1. Some qualifications have different examination papers for students working at different ability levels. These are called 'tiers': Higher and Foundation.

Vocational Courses- We provide a range of vocational courses which lead to respected qualifications that are equivalent to a GCSE

VTCT

VTCTs are assessed through coursework and have one examination. These courses are suitable for students who might not show their full potential in courses assessed through lots of examinations. Our VTCTs are 'Level 2' qualifications and are graded as Pass, Merit, Distinction and Distinction*.

Hairdressing and Beauty is the course offered at Fullbrook. This course is assessed through an online examination as well as coursework.

Vocational Courses (continued)

Level 2 Qualifications

Level 2 Qualifications are assessed through coursework and examinations. These courses are suitable for students who might not show their full potential in courses assessed through lots of examinations.

- The **NCFE Level 2 Certificate in Sport** is an engaging qualification which can provide a supportive progression route into further learning or employment. This qualification is designed for learners who wish to develop skills and knowledge about sport and is ideal for learners who excel at coursework. Learners who successfully achieve at Level 2 will be awarded a pass, merit or distinction.
- The **Cambridge National Certificate in Enterprise & Marketing** offers a more practical approach to Business . The OCR course is made up from two internally assessed pieces of coursework and an external exam.
- The level 2 **Certificate in Creative iMedia** is a practical course that prepares learners for working in the interactive Media Industry. iMedia is assessed by 3 internally assessed pieces of coursework and an external exam.

4 What is the English Baccalaureate ('EBacc')?

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers. It was introduced to measure how well students and schools do.

The EBacc is:

- An English GCSE
- Mathematics GCSE
- Either History and/or Geography GCSE
- At least two Science GCSEs (Computing counts as a science for the EBacc)
- a modern foreign language GCSE, either French, Spanish or Urdu

Students' attainment is calculated as an average point score, meaning that **all results at all grades** count towards the EBacc.

The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors.

Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school.

The Russell Group has published a guide to post-16 subject choices. You can find it on their website at <https://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>

Why these subjects?

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a learner will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.

It is important to study a broad and balanced curriculum, these subjects are included to give learners the opportunity to study a core of diverse subjects, ensuring that doors are not closed to learners in terms of future progression.

The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025.

Students at Fullbrook aspire to meet the criteria needed to gain the EBacc.

5 Careers information, advice and guidance

The websites below should be helpful in answering these two questions:

- Where can I find out more about different jobs and careers?
- Where can I find more information about the qualifications and skills that I might need for the jobs and careers I am interested in?



www.fullbrook.surrey.sch.uk

The Careers page is accessible from our homepage



www.startprofile.com

Contact you tutor for instructions on how to create your login details.



<https://nationalcareers.service.gov.uk/>

Advice and information on a wide range of jobs and training courses.

Speak to a careers advisor on **0800 100 900** - further details at

<https://nationalcareers.service.gov.uk/contact-us>



www.plotr.co.uk

Careers platform for 11-14 yearolds.
Discover your future.



www.careersbox.co.uk

Online careers film and video library.

6 An introduction to the Learning Pathways for Year 9, 10 and 11.

Years 9, 10 and 11 are when you will study for and take assessments in nationally recognised qualifications.

We know that some people learn and are able to show their potential in different ways, so at Fullbrook we offer different learning pathways. You will be directed towards the pathway that will help you to develop your particular skills and provide you with the best opportunities for success.

English and Mathematics are the most important qualifications for your future. You need good grades in these subjects so that you can progress to study other qualifications after Year 11. Employers will want people who have good grades in English and Mathematics too. Our Learning Pathways are designed to give you the very best opportunity to achieve in these subjects.

You will be guided toward one of two possible learning pathways: purple or red. These pathways will take you to post-16 study in a sixth form or college or an apprenticeship. Try to think beyond the next three years when making your choices; Section 5 has a list of websites that will be helpful in making your decisions.

You may be allowed to select choices outside your pathway on the recommendation of subject staff and the SEN team. Priority for the vocational courses will be given to students on the purple pathway, but students on the red pathway can still indicate their interest when making their subject choices on their personalised choices form.

Our Year 9 curriculum has been designed to meet the various needs of all of our students. We aim to provide a broad and balanced curriculum which will best prepare you for future study and careers.

In year 9, all students will continue to study the core subjects which include English, Maths, Science, Religious studies Core PE and PSHE. In addition, all students will continue to study Geography and History to ensure they learn the compulsory National Curriculum as well as gaining an understanding and skills required for GCSE.

Students on the red pathway will also continue to study their language choice.

Students on the Purple (vocational) pathway will not be required to study a language; instead, they will have option support-Functional skills and will have the flexibility to gain additional support in English and Maths where required.

All students will choose a further 3 personalised subjects. One of those subjects will be chosen from the creative elements. The other two choices will be free choices.

Year 10 and 11 Curriculum

In Year 10 students will be able to further personalise their learning by reducing their chosen subjects by two. The introduction to their optional subjects in Year 9 will enable students to have a better understanding of the requirements for each subject at GCSE and so be better informed in their final GCSE choices. Students study subject combinations which will enable them to achieve the EBACC.

The EBACC is the title for a group of subjects which are considered the more traditional subjects. The subjects that make up the EBACC are English, Maths, Science (including Computer Science), a Modern foreign language and either Geography or History. These subjects are categorised as facilitating subjects meaning they are expected to provide the best academic foundation to go on and study for A levels and at universities alongside their other chosen subjects. Our curriculum is designed so that students are encouraged to combine some of the more traditional subjects with other creative, practical and vocational subjects in order to keep future options open.

7 What is the Core Curriculum?

The core subjects are:

- Citizenship/PSHE (non-qualification subject; includes careers, sex and relationships education, key skills development and academic progress support)
- English GCSE
- Mathematics GCSE
- Physical Education ('Core PE' is a non-qualification subject)
- Religious Studies GCSE
- Science GCSE

In year 9 everyone will also study the key stage 3 National Curriculum Subjects:

- History
- Geography
- MFL
- A Creative Subject (Technology, Art, Drama)

8 Where do I start?

Students need to have an accurate and realistic picture of themselves and where their interest and strengths are as well as any weaknesses when considering their choices.

It is important to have a selection of subjects which will keep all career paths open and will also provide variety. Universities and employers are looking to recruit people with a broad and balanced education.

Fullbrook's aim is to ensure that you engage in subjects in which you can achieve; this is why you should seek advice from your parents/carers, subject teachers, your form tutor, Head of Learning and the Careers Department. They can help you by giving impartial and specific careers advice. There are also a number of on-line resources available and these are described in Section 4.

Things to think about when making your choices

- Which subjects do you enjoy?
- What are your learning strengths and skills and which subjects do these go well with?
- Which qualifications might you need for a career or courses in higher education that will interest you?
- Does the content and style of learning interest you?
- Does the balance between coursework and examinations suit you?

Do not choose a subject because

- You like the teacher – they may not be teaching your class next year.
- Your friend is choosing it or wants you to choose it – you may end up in a different class to your friend.

Subject costs

- We cover the cost of course materials as far as possible. However, there may be some costs associated with some courses and these are detailed in the subject information pages later in this booklet (correct at time of printing).
- **The cost of materials should not stop you from taking a subject.** If there is any financial difficulty please contact the Principal at school.

REMEMBER: The final choice must be your own.

9 Choosing your Choices subjects and filling in the form

Step 1 Research

Learn about the subjects you could choose for your Learning Pathway (your Choices Form will show which Learning Pathway you are taking).

Read the subject profiles in this booklet.
Discuss your ideas with your subject teachers and your tutor.



Step 2 Complete your *Choices Form*

Follow the instructions on your Choices Form carefully to make sure you choose the correct number of optional courses.

Students must choose one subject from the creative column and 2 from the free choices column as well as 2 reserve subjects

Your tutor can help you. Make sure you record your subject choices and reserve subjects somewhere so you remember what you decided on.



Step 3 Hand-in your *Choices Form* to your Tutor

Your tutor will check that you have completed your form correctly.

The deadline is **Friday 30 April**.

Important things that you need to know:

- Choices are not allocated to people who return their forms first so please take your time to consider the options available. **However, if you do not hand in your form by the deadline then it may be difficult to accommodate your preferences.**
- Please consider your choices carefully as often it is not possible to change courses at a later date; many courses will be full.
- Sometimes it is not possible to allocate all first choices. This is usually because courses are timetabled at the same time. Every effort will be made to try to give you your first choices; however if this is not possible then you will have an appointment with Mr Thomson or your Head of Learning, who will explain why and then look with you at the other choices available.

PLEASE NOTE:

The subjects being offered and the course descriptors are correct at the time of publishing; however, they may be subject to change.

Please be aware that if there are insufficient numbers of students choosing a course, it may not run. In this case, the reserve subject(s) will be used.

10 Core and compulsory subject information

This section provides details of the Core Subjects you will study, including non-qualification subjects as well. This will provide you an overview of what you can expect to study in these subject areas next year.

Information about each core subject follows in alphabetical order by subject name.



PSHE and Citizenship

(non qualification subject)

Examination board n/a

Course code n/a

Subject contact: Mr J Czaplicki, Subject Leader

| | |
|---|---|
| <h3>Course description</h3> <p>This course is designed to ensure that everyone knows their rights and responsibilities, is equipped with wider knowledge and skills to support their development in life and to raise awareness of career opportunities and work based understanding. You will develop an understanding of how society works through analysing and discussing important issues.</p> <p>These may include</p> <ul style="list-style-type: none">▪ Human Rights▪ Racism▪ Global issues▪ Sex Education and▪ Rights and Responsibilities in the world of work. <p>The course also allows you to explore issues of importance to you. These include personal wellbeing and economic and financial capability. You will reflect upon and discuss topics such as personal identities, healthy lifestyles, self defence, risk, sex and relationships, feelings and emotions and diversity. You will also be given the opportunity to discover how Parliament is run with an emphasis on voting systems, the European Union and what it is to be a 'Citizen'. Immigration, racism and xenophobia will also be covered.</p> <p>Careers Education is tailored to meet the needs of young people and includes various careers activities.</p> <p>You will work individually, in a group and as a class. The programme is varied, not only in content, but in the responses required from each person. The ability to work with others is extremely important.</p> | <h3>Entry requirements</h3> <p>Students will build upon their prior progress in Key Stage 3 Citizenship.</p> <h3>Key skills</h3> <p>Developing personal wellbeing; economic and financial capability; developing career choice skills.</p> <h3>Cost</h3> <p>There are no costs associated with this course.</p> |
| <h3>Assessment</h3> <p>This course is a non-qualification subject, and is delivered through PHSE lessons. There are no exams or coursework.</p> | <h3>Careers</h3> <p>Skills, knowledge and understanding developed in this programme will support entry into various jobs and careers.</p> |
| <h3>Further education opportunities</h3> <p>Social sciences qualifications such as A Level Sociology and Psychology.</p> | <h3>Enrichment & Support</h3> <p>n/a</p> |



GCSE English Language

Examination board AQA

Course code 8700

Subject contact: Miss H Threlkeld, KS4 Co-ordinator

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|---|--|
| <p>Course description</p> <p>GCSE English Language will help you to develop your ability to use English in real life contexts. The course involves assessment of two different aspects of English: reading and writing.</p> <p>Students should:</p> <ul style="list-style-type: none"> • read a range of both fiction and non-fiction texts with fluency and good understanding • read and evaluate texts critically and make comparisons between texts • use knowledge gained from wide reading to inform and improve their writing • be able to write in a range of styles appropriate to purpose and audience • acquire and apply a wide vocabulary • to develop a range of speaking and listening skills | <p>Entry requirements</p> <p>None</p> |
| <p>Assessment</p> <p>100% Examination</p> <p>50% <u>Paper 1</u>: Explorations in Creative Reading and Writing</p> <p>Section A: Reading - one literature fiction text</p> <p>Section B: Writing - descriptive or narrative writing</p> <p>50% <u>Paper 2</u>: Writers' Viewpoints and Perspectives</p> <p>Section A: Reading - one non-fiction text and one literary non-fiction text</p> <p>Section B: Writing - writing to present a viewpoint</p> | <p>Key skills</p> <p>Good written work and creative ability.</p> <p>Students should be reading independently outside of lessons.</p> |
| <p>Further education opportunities</p> <p>GCSE English Language is needed for most courses students will take in the future. Many employers expect young people to have at least a grade 5 and to demonstrate effective communication skills. Students who achieve a grade 5, or above, can progress onto A Levels in English Literature or English Language and Literature.</p> | <p>Cost</p> <p>While there are no specific texts that students need to purchase, there will be revision guides available.</p> |
| | <p>Careers</p> <p>English is a core subject and may be studied as a separate course at A level and University. It is also vital for many other subjects, such as History or Geography, where good written expression is needed.</p> |
| | <p>Enrichment & Support</p> <p>Exam support sessions offered weekly. Focused revision sessions will be offered nearer to the exam.</p> |



GCSE English Literature

Examination board **AQA**

Course code **8702**

Subject contact: Miss H Threlkeld, KS4 Co-ordinator

| | | | | | | | |
|---|--|--------------|-----|---|-----|----------------------------------|---|
| <h3>Course description</h3> <p>GCSE English Literature will encourage students to develop knowledge and skills in reading and writing. Through literature, students have a chance to develop cultural understanding and their critical thinking ability. Studying GCSE English Literature should encourage students to read widely for pleasure.</p> <p>Students should:</p> <ul style="list-style-type: none">• read a wide range of classical literature fluently and with good understanding, and make connections across their reading• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas• develop the habit of reading widely and often• appreciate the depth and power of the English literary canon• write accurately, effectively and analytically using Standard English <p>This is a core subject and is taken with GCSE English Language.</p> | <h3>Entry requirements</h3> <p>None</p> <h3>Key skills</h3> <p>Good written work and creative ability. Students should be reading independently outside of lessons.</p> <h3>Cost</h3> <p>Students will be required to purchase texts so that they can annotate their own copies. Texts will be confirmed by the end of Year 9. Poetry Anthologies will be provided to all students free of charge but they may wish to purchase revision guides or study guides where appropriate.</p> | | | | | | |
| <h3>Assessment</h3> <table><tr><td>100%</td><td>Examination:</td></tr><tr><td>50%</td><td>Paper 1: Shakespeare and the 19th Century Novel</td></tr><tr><td>50%</td><td>Paper 2: Modern Texts and Poetry</td></tr></table> | 100% | Examination: | 50% | Paper 1: Shakespeare and the 19 th Century Novel | 50% | Paper 2: Modern Texts and Poetry | <h3>Careers</h3> <p>English is a core subject and may be studied as separate course at A level and University. It is also vital for many other subjects, such as History or Geography, where good written expression is needed.</p> |
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| 50% | Paper 1: Shakespeare and the 19 th Century Novel | | | | | | |
| 50% | Paper 2: Modern Texts and Poetry | | | | | | |
| <h3>Further education opportunities</h3> <p>Students who achieve a 5 grade, or above, can progress onto A Levels in English Literature, English Language and Literature and Creative Writing.</p> | <h3>Enrichment & Support</h3> <p>Exam support sessions offered weekly. Focused revision sessions will be offered nearer to the exam.</p> | | | | | | |



GCSE French

Students currently learning French in Year 8 must study French in Year 9.

Examination board **Pearson Edexcel**

Course code **1FR0**

Subject contact: Ms C Boyadjian, Head of MFL

Course description

The study of languages at GCSE will build on the work done in Year 7 and 8 and some of the vocabulary and key grammatical points will have been covered already.

Listening, speaking, reading and writing are the 4 skills practised and examined at GCSE.

By the end of Year 11 students will have covered the following areas:

- * Identity and culture
- * Local Area, holiday and travel
- * School
- * Future aspirations, study and work
- * International and global dimensions

Entry requirements

Those students who have shown an aptitude for French as their first foreign language at Fullbrook, can also study Spanish on a 3 year course.

Key skills

Communication, creativity, problem solving, social awareness, cultural awareness.

Cost

Pearson Edexcel student text book, revision guides and workbooks will be available for purchase.

Assessment

100% Examination

| Course Component | Foundation Paper | Higher Paper | % of total qualification |
|--|------------------|--------------|--------------------------|
| Listening & Understanding | 35 mins | 45 mins | 25% |
| Speaking (Internally conducted & externally assessed) | 7-9 mins | 10-12 mins | 25% |
| Reading & Understanding | 45 mins | 50 mins | 25% |
| Writing | 1 hr 10 mins | 1 hr 20 mins | 25% |

Careers

Careers in companies with international links.
Language skills are highly regarded because the skills listed above are so transferable.

Further education opportunities

The richness of skills developed in learning a language means that university admission tutors look very favourably on candidates with Language skills and some universities are demanding a GCSE language as a prerequisite for entry, regardless of the course.

Enrichment & Support

Revision support sessions



GCSE Geography

Examination board **Edexcel**

Course code **1GB0**

Subject contact: Mrs H Sparke, Head of Geography

Course description

This course gives students the opportunity to understand more about the world, the challenges it faces and their place within it. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

The four key aims of this course are:

- To develop and extend students' knowledge of locations, places, environments and processes and of different scales.
- For students to gain understanding of the interactions between people and environments and change in places and processes over space and time.
- For students to develop and extend their competence in a range of skills, including; fieldwork, using maps and Geographical Information Systems (GIS) and researching.
- For students to apply geographical knowledge, understanding and skills to real-world contexts.

The course is divided into three sections or components:

| | |
|--|---|
| Component 1 Global Geographical Issues | <ul style="list-style-type: none"> ▪ Hazardous Earth ▪ Development Dynamics ▪ Challenges of an Urbanised World |
| Component 2 UK Geographical Issues | <ul style="list-style-type: none"> ▪ UK's evolving Physical Landscape ▪ UK's evolving Human Landscape ▪ Geographical Investigation |
| Component 3 People and Environment Issues | <ul style="list-style-type: none"> ▪ People and the Biosphere ▪ Forests under threat ▪ Consuming Energy resources |

Assessment

100% 3 Examinations x 1 hour and 30 minutes

Further education opportunities

Pupils may take A Level Geography if they meet the entry requirements.

Entry requirements

Good prior achievement and progress in Geography, Maths and English is required.

Key skills

Communication, graphical and cartographical skills, technological skills including ICT and GIS, interpersonal skills through debate and discussion and literacy, numeracy and problem-solving skills.

Cost

We recommend these resources to aid studies and preparation for the exams:
Revision Guide approx £3

Students will also need to attend 2 fieldwork study days which will also incur a small charge (approx. £20 each)

Careers

Teaching, Engineering, Town Planning, Aviation, Government, Geology, Tourism, Armed Forces, Nature conservation and more.

Enrichment & Support

- Revision support sessions.



GCSE History

Examination board **Pearson Edexcel**

Course code **1H10**

Subject contact: Mr W Salisbury, Head of History

| | | | | | | | | | |
|--|---|---|--|---|--------------------------------------|---|-------------------------------------|---|--|
| <p>Course description</p> <p>The course is made up of four units, each designed to develop different skills. Students will be required to undertake research and extended writing tasks.</p> <table border="0"> <tr> <td data-bbox="181 533 368 837"> <p>Unit 1 Medicine and Treatment in Britain from 1250-Present Day.</p> </td> <td data-bbox="405 539 995 831"> <ul style="list-style-type: none"> A study into the development of medicine from the Medieval period, the Renaissance, the Industrial Revolution and the 1900s to the present day. You will carry out a source investigation looking at the British sector of the Western Front, 1914–18: injuries, treatment and the trenches You will look at what has progressed and held back medical developments </td> </tr> <tr> <td data-bbox="181 853 368 1077"> <p>Unit 2 Anglo-Saxon and Norman England, c1060–88</p> </td> <td data-bbox="405 853 995 1077"> <ul style="list-style-type: none"> An in-depth study looking at the succession 1060-66, the Battle of Hastings, securing England 1066-87 and Norman England 1066-88. You will look at causes and consequences of different factors across the period, including who should be King in 1066. How does a King rule a divided country? </td> </tr> <tr> <td data-bbox="181 1099 368 1323"> <p>Unit 3 Cold War 1945-1991</p> </td> <td data-bbox="405 1099 995 1323"> <ul style="list-style-type: none"> A period study of the increasing tension between the two superpowers, the USA and the USSR, which dominated international relations for most of the second half of the 20th Century You will look at the significance of events such as, the importance of the Cuban missile crisis for international relations </td> </tr> <tr> <td data-bbox="181 1346 368 1570"> <p>Unit 4 Germany 1918-1939</p> </td> <td data-bbox="405 1346 995 1570"> <ul style="list-style-type: none"> An in-depth study of Germany considering the Weimar Republic, the rise of Hitler and the creation of the Nazi State. You will use sources and historical interpretations to examine the period. For example, what did young people feel about Hitler? </td> </tr> </table> | <p>Unit 1 Medicine and Treatment in Britain from 1250-Present Day.</p> | <ul style="list-style-type: none"> A study into the development of medicine from the Medieval period, the Renaissance, the Industrial Revolution and the 1900s to the present day. You will carry out a source investigation looking at the British sector of the Western Front, 1914–18: injuries, treatment and the trenches You will look at what has progressed and held back medical developments | <p>Unit 2 Anglo-Saxon and Norman England, c1060–88</p> | <ul style="list-style-type: none"> An in-depth study looking at the succession 1060-66, the Battle of Hastings, securing England 1066-87 and Norman England 1066-88. You will look at causes and consequences of different factors across the period, including who should be King in 1066. How does a King rule a divided country? | <p>Unit 3 Cold War 1945-1991</p> | <ul style="list-style-type: none"> A period study of the increasing tension between the two superpowers, the USA and the USSR, which dominated international relations for most of the second half of the 20th Century You will look at the significance of events such as, the importance of the Cuban missile crisis for international relations | <p>Unit 4 Germany 1918-1939</p> | <ul style="list-style-type: none"> An in-depth study of Germany considering the Weimar Republic, the rise of Hitler and the creation of the Nazi State. You will use sources and historical interpretations to examine the period. For example, what did young people feel about Hitler? | <p>Entry requirements</p> <p>Good prior achievement in KS3 History and English is required.</p> |
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| <p>Unit 3 Cold War 1945-1991</p> | <ul style="list-style-type: none"> A period study of the increasing tension between the two superpowers, the USA and the USSR, which dominated international relations for most of the second half of the 20th Century You will look at the significance of events such as, the importance of the Cuban missile crisis for international relations | | | | | | | | |
| <p>Unit 4 Germany 1918-1939</p> | <ul style="list-style-type: none"> An in-depth study of Germany considering the Weimar Republic, the rise of Hitler and the creation of the Nazi State. You will use sources and historical interpretations to examine the period. For example, what did young people feel about Hitler? | | | | | | | | |
| <p>Key skills</p> <p>Organisation, source analysis, extended writing and independent learning.</p> | <p>Cost</p> <p>We recommend students purchase revision guides recommended by the department to aid students in preparation for the exams.</p> <p><u>Pearson - Revise Edexcel GCSE (9-1) History Revision Guide and Workbook:</u> Medicine in Britain c1250-present Weimar and Nazi Germany, 1918-39 Anglo-Saxon and Norman England c1060-88 Conflict in the Middle East c1945-95</p> | | | | | | | | |
| <p>Assessment</p> <p>100% Examinations</p> <p>3 exams (Paper 1, Paper 2 & Paper 3) will be completed at the end of Year 11.</p> | <p>Careers</p> <p>This subject would be useful for a wide range of careers including law, the public sector, business management and finance.</p> | | | | | | | | |
| <p>Further education opportunities</p> <p>Students who have achieved a grade 6 will be able to progress onto A Level History and beyond. GCSE History provides students with skills that are transferable across the curriculum and into the workplace.</p> | <p>Enrichment & Support</p> <p>Revision support sessions will be offered, History Clinic & History Breakfast Club</p> | | | | | | | | |



GCSE Mathematics

Examination board **Pearson Edexcel**

Course code **1MA1**

Subject contact: Mr S Evans, Head of Mathematics

Course description

Mathematics encourages you to develop confidence in, and have a positive attitude towards, mathematics. You will recognise the importance of mathematics in your own lives and to society. This qualification prepares you to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

You will cover a wide range of topics such as:

- number and measures
- algebra
- ratio, proportion and rates of change
- geometry and measures
- probability

You will be expected to use and apply your knowledge through a range of investigations in lessons and tests.

You have the opportunity to develop your ability to:

- acquire and use problem-solving strategies
- select and apply mathematical techniques and methods in mathematical, every day and real world situations
- reason mathematically, make deductions and inferences and draw conclusions and
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Assessment

100% 3 x 1 hour 30 minute exams in the Summer of Year 11

All GCSEs are now 'linear' meaning that all exams must be taken at the end of the course.

Paper 1 will be a non calculator exam and Papers 2 and 3 will be calculator exams.

Students will be entered into either the Foundation or the Higher Tier, depending on their ability.

Further education opportunities

GCSE Mathematics provides access to numerate AS and A Levels, such as: Mathematics, Further Mathematics, Core Mathematics, the Sciences, Geography and other qualifications which require mathematical skills, knowledge and understanding.

Entry requirements

None

Key skills

Application of number, interpretation, working with others, communication, problem solving, mathematical reasoning, deduction and inference and drawing conclusions.

Resources

New GCSE Maths Edexcel Revision Guide:
Higher - for the Grade 9-1 Course
ISBN: 978 1 78294 404 1
Foundation - for the Grade 9-1 Course
ISBN: 978 1 78294 400 3

New GCSE Maths Edexcel Exam Practice Workbook:
Higher - for the Grade 9-1 Course
ISBN: 978 1 78294 403 4
Foundation - for the Grade 9-1 Course
ISBN: 978 1 78294 399 0

Careers

Accountancy, Business, Computing, Communications, Construction, Engineering, Government (e.g. GCHQ), Finance, Healthcare, Insurance, Manufacturing, Media, Operational Research, Recruitment, Academic Research, Sciences and more.

Enrichment & Support

Exam revision sessions.
Separate Additional Maths qualification offered to most able mathematicians.



Physical Education (Core PE)

(non qualification subject)

Examination board **n/a**

Course code **n/a**

Subject contact: Mrs C Smith, Head of PE

| | |
|---|--|
| <h3>Course description</h3> <p>In 'Core PE' you will participate in 4 lessons per cycle in Year 9. The work covered builds on the basic skills and activity knowledge gained in Years 7 and 8. The emphasis in Year 9 changes to the performance of more advanced skills and in particular being able to apply these skills where appropriate in fully competitive situations. The opportunity to develop and form your own tactics and strategies is increased and you will be expected to work closely with others to develop teamwork.</p> <p>You are given the opportunity to cover 3 activities in each of 3 terms thus giving you the chance to study in longer blocks of work; this allows you to gain a greater understanding by taking on responsibility for warming up, coaching and officiating.</p> <p>Some of you will have the possibility of developing your own fitness: guidance will be given on ways to use the Fitness Suite. Everyone is encouraged to adopt a healthy lifestyle with the aim of encouraging you to participate in some form of healthy activity when you leave school.</p> <p>You are still expected to adhere to the strict guidelines regarding kit (these can be found on the school website).</p> | <h3>Entry requirements</h3> <p>None.</p> <h3>Key skills</h3> <p>Physical motor skills, teamwork, planning and evaluating, leadership.</p> <h3>Cost</h3> <p>None.</p> |
| <h3>Assessment</h3> <p>This course is a non-qualification subject. There are no exams and there is no coursework.</p> | <h3>Careers</h3> <p>Professional Sport, Coaching, Officiating, Physiotherapy, Personal Training, Teaching, Sports Science, Sports Development.</p> |
| <h3>Further education opportunities</h3> <p>Level 2 subjects, coaching courses.</p> | <h3>Enrichment & Support</h3> <p>Full and extensive range of extra-curricular clubs.</p> |



GCSE Religious Studies

Examination board **AQA**

Course code **8062**

Subject contact: Miss N Khan, Head of Religious Studies

| Course description | Entry requirements |
|--|--|
| <p><u>Component 1: The study of religions, beliefs, teachings and practices</u> This unit will encourage you to reflect upon different beliefs and attitudes to religious and non-religious issues in contemporary British society. This knowledge may be applied throughout the assessment of the subject content. Students will also be required to provide their opinion on the issues studied in a logical and reasoned way.</p> <p>You will cover two religions:</p> <ul style="list-style-type: none"> • Christianity • Islam <p><u>Component 2: Thematic Studies.</u> During this unit you are encouraged to reflect upon issues to do with right and wrong within society. Students should consider different religious, philosophical and ethical arguments and their impact and influence in the modern world. You will consider these issues from different perspectives and learn to argue your own opinion in a logical and reasoned way.</p> <p>You will cover four topics:</p> <ul style="list-style-type: none"> • Religion, Relationships and Families • Religion and Life • Religion, Crime and Punishment ▪ Religion, Human Rights and Social Justice | <p>This is part of the core curriculum so all students study a full GCSE.</p> <hr/> <p>Key skills</p> <p>Enquiry, communication, evaluation, empathy, independent learning, extended writing.</p> <hr/> <p>Cost</p> <p>A department revision guide will be provided in Year 11, however any replacements for lost guides will need to be paid for at a cost of £3. If they wish, students may buy an Oxford University Press RS A1-9 Christianity and Islam Revision Guide to aid their learning from Year 9 onwards.</p> <p>Text books: AQA GCSE (9-1) Religious Studies A Hodder Education Or Religious Studies A Christianity Oxford University Press Religious Studies A Islam Oxford University Press</p> |
| <p>Assessment</p> <p>100 % Exams (2 x 1 hour 45 min papers in Summer of Year 11)</p> <p>You will complete several internal assessments and complete practice questions frequently throughout the course.</p> | <p>Careers</p> <p>Teacher, Social Worker, Human Resources, Youth Worker, Lawyer. The understanding and skills developed are of value in many career areas.</p> |
| <p>Further education opportunities</p> <p>You will receive a full GCSE. This will be a valuable addition to any college application; however, some of you may choose to go on to study A Levels in any of the Social Sciences, for example Sociology, Psychology or Law. You might also choose to continue your Religious Studies by taking Philosophy and Ethics A Level. Some of you may also go on to complete a Level 3 BTEC in Health and Social Care.</p> | <p>Enrichment & Support</p> <ul style="list-style-type: none"> ▪ Revision support sessions. ▪ Revision Guide provided free of charge. |



GCSE Combined Science: Trilogy

Examination board **AQA**

Course code **8464**

Subject contact: Mrs S Asghar, Key Stage 4 Science Co-ordinator

Course description

GCSE Combined Science is the academic study, investigation and explanation of the world we live in. This course will equate to two GCSEs. It includes all the things we can see as well as those we cannot. The knowledge and skills learnt and developed in science will help you throughout your lives, and the Government STEM programme suggests 80% of careers use Science in some way.

You will have timetabled lessons in Biology, Chemistry and Physics. The course is delivered in distinct topics with graded in-class tests to help track progress and inform the setting of improvement targets. The units include:

- | | |
|-----------|--|
| Biology | <ul style="list-style-type: none"> ▪ Cell Biology ▪ Ecology ▪ Organisation ▪ Infection and Response ▪ Bioenergetics ▪ Homeostasis and Response ▪ Inheritance, Variation and Evolution |
| Chemistry | <ul style="list-style-type: none"> ▪ Atomic Structure and the Periodic Table ▪ Bonding, Structure and Matter ▪ Quantitative Chemistry ▪ Chemical Changes ▪ Energy Changes ▪ The rate and extent of Chemical change ▪ Organic Chemistry ▪ Chemical analysis ▪ Chemistry of the atmosphere ▪ Using resources |
| Physics | <ul style="list-style-type: none"> ▪ Forces ▪ Energy ▪ Waves ▪ Electricity ▪ Magnetism and Electromagnetism ▪ Particle Model or Matter ▪ Atomic Structure |

Entry requirements

None. All students will complete the combined sciences in Year 9 except those who study for separate Science GCSE

Key skills

Investigation and enquiry, analysis, extended writing, independent learning, organisation.

Cost

We recommend these resources to aid students in preparation for the exams:

Revision guides are available, cost will be approximately £9.99

Assessment

100% exam 6 x 1 hr 15 min examination papers (Summer of Yr 11)

All examinations are in June. Individual exams cannot be retaken. There are two tiers in the examined units, Foundation tier and Higher tier. Students will be guided to take Foundation (grade 1-5) or Higher (grade 4-9) depending on their progress and ability.

Questions include multiple choice, structured, closed short answers and open response.

Careers

Biotechnology, Chemical Engineering, Pharmacology, Physics, Medical Sciences, Forensic Sciences, Engineering, Veterinary Sciences, Sports Sciences, Bioinformatics and more.

Further education opportunities

This qualification will enable students to complete Level 3 science qualifications such as A-level Sciences or Level 3 BTECs.

Enrichment & Support

- Year 10 Science and Engineering club.



GCSE Biology, Chemistry and Physics

Examination board **AQA**

Course code **8461/8642/8643**

Subject contact: Mrs S Asghar, Key Stage 4 Science Co-ordinator

Course description

GCSE Biology, Chemistry and Physics is the in-depth study, investigation and explanation of the world we live in. This will equate to three GCSEs. This qualification provides a more detailed exploration of the science that is around us, stretching and challenging the most able. The additional content helps to bridge between GCSE and A-level sciences (although students not taking this course are not disadvantaged).

You will have timetabled lessons in Biology, Chemistry and Physics. The course is delivered in distinct topics with graded in-class tests to help track progress and inform the setting of improvement targets. The units include all the content from Combined Science with added extra challenge concepts:

| | |
|-----------|---|
| Biology | <ul style="list-style-type: none">Cell BiologyOrganisationInfection and ResponseBioenergeticsHomeostasis and ResponseInheritance, Variation and Evolution |
| Chemistry | <ul style="list-style-type: none">Atomic Structure and the Periodic TableBonding, Structure and MatterQuantitative ChemistryThe extent and rate of chemical changeOrganic ChemistryChemical ChangesEnergy ChangesChemical analysisChemistry of the AtmosphereUsing Resources |
| Physics | <ul style="list-style-type: none">ForcesEnergyAtomic StructureWavesElectricityMagnetism and ElectromagnetismParticle Model or MatterSpace |

Entry requirements

Students who have shown an aptitude for Science in Yr 7 and 8 will be invited to do separate Science GCSE. Entry for separate Science exams is deferred based on progress.

All students in Year 9 and 10 study the same content in Science, so entry remains flexible until Yr 11.

Key skills

Investigation and enquiry, analysis, extended writing, independent learning, organisation.

Cost

We recommend these resources to aid students in preparation for the exams:

Revision guides are available, cost will be approximately £12.00

Assessment

100% exam 6 x 1 hr 45 min examination papers (Summer in Year 11)

All examinations are in June. Individual exams cannot be retaken. It is expected that students will take the higher tier papers (grade 4-9) so that they may achieve their target 8/9 grade.

Questions include multiple choice, structured, closed short answers and open responses

Careers

Biotechnology, Chemical Engineering, Pharmacology, Medical Sciences, Forensic Sciences, Engineering, Veterinary Sciences, Sports Sciences, and more.

Further education opportunities

This qualification will enable students to complete Level 3 science qualifications such as A-level Sciences or Level 3 BTECs.

Enrichment & Support

- Science challenges and trips
- Year 10 Science & Engineering club



GCSE Spanish

Students currently learning Spanish in Year 8 must study Spanish in Year 9.

Examination board **Pearson Edexcel**

Course code **1SPo**

Subject contact: Ms C Boyadjian, Head of MFL

Course description

The study of languages at GCSE will build on the work done in Year 7 and 8 and some of the vocabulary and key grammatical points will have been covered already.

Listening, speaking, reading and writing are the 4 skills practised and examined at GCSE.

By the end of Year 11 students will have covered the following areas:

- * Identity and culture
- * Local area, holiday and travel
- * School
- * Future aspirations, study and work
- * International and global dimensions

Entry requirements

Those students who have shown an aptitude for Spanish as their first foreign language at Fullbrook, can also study French at GCSE on a 3 year course.

Key skills

Communication, creativity, problem solving, social awareness, cultural awareness.

Cost

Pearson Edexcel student text book, revision guides and workbooks will be available for purchase.

Assessment

100% Examination

| Course Component | Foundation Paper | Higher Paper | % of total qualification |
|--|------------------|--------------|--------------------------|
| Listening & Understanding | 35 mins | 45 mins | 25% |
| Speaking (Internally conducted & externally assessed) | 7-9 mins | 10-12 mins | 25% |
| Reading & Understanding | 45 mins | 50 mins | 25% |
| Writing | 1 hr 10 mins | 1 hr 20 mins | 25% |

Careers

Careers in companies with international links.
Language skills are highly regarded because the skills listed above are so transferable.

Further education opportunities

The richness of skills developed in learning a language means that university admission tutors look very favourably on candidates with language skills and some universities are demanding a GCSE language as a prerequisite for entry, regardless of the course.

Enrichment & Support

11 Optional subjects information

Optional choice table

The subjects in purple are the vocational subjects and are recommended for those students on the purple pathway.

| Creative element <i>All students choose one from this column (and 1 reserve label R1)</i> | Free Choice <i>All students choose 2 from this column as well as 2 reserves (label R1 and R2)</i> <i>Vocational subjects are in Purple (priority will be given to students on the purple pathway)</i> |
|---|--|
| Design Technology- Materials | (Business)- Enterprise and Marketing |
| | Certificate in Sport |
| Art and Design | Hairdressing and Beauty |
| Design Technology- Resistant Materials | Hospitality and Catering |
| Drama | iMedia |
| Graphics Design | |
| Textiles with Art | Business |
| | Computer Science (by invitation only) |
| | Drama |
| | Food Preparation and Nutrition |
| | French (dual linguists currently studying Spanish only) |
| | Media Studies |
| | Music |
| | Physical Education |
| | Psychology |
| | Sociology |
| | Spanish (dual linguists currently studying French only) |
| | |

Information about the **optional subjects** begins on the next page. Courses are shown in alphabetical order by subject name.



GCSE Art and Design

Examination board **AQA**

Course code **8201**

Subject contact: Mrs J Tice, Head of Subject

Students are not able to choose Textiles with Art, Graphics and Art and Design courses together. For more information please contact Mrs Wright

Course description

You will develop your skills in all areas of Art and Design, exploring a wide range of different media, from 2D work such as painting, drawing and photography, to 3D work such as sculpture, clay and wire. You will also be encouraged to use information communication technology such as *Photoshop* to manipulate scanned images.

The course is designed to encourage you to explore your creative and imaginative abilities and your practical skills, to express ideas, feelings and meanings and to gain knowledge and understanding of design in contemporary societies and in other times and cultures.

Current topics include:

- Identity & Portraiture
- The sea
- Photograghy Project

If you are thinking about taking Art then please see the Head of Art to have a discussion about workload and costs.

Entry requirements

Good literacy skills, an interest in Art, a recommendation from your Art teacher.

Key skills

Research, analysis, extended writing, independent learning, organisation. Ability to meet deadlines.

Cost*

A school Art Pack sold by the Art Department that includes all of the materials that you will need for the three year course: £50.

Pupils may wish to buy other materials depending on their choice of media used within projects.

Assessment

60% Coursework

40% 10 hour timed examination in Year 11 over two days

You will complete two different coursework projects in Year 9 and 10 and one project in Year 11. You are then able to choose an examination question from a paper and have 4 – 8 weeks to prepare for the 10 hour timed practical test that is taken over two days in Year 11.

Careers

Architecture, Graphic Communications, Teaching, Media, Film, Illustration, Fashion Design, Interior Design, Set Design, Landscaping, Advertising, Art Director, Commercial Artist and Animator

Further education opportunities

If you achieve a 5 grade or above at GCSE then you will have the opportunity to study A level Fine Art and Photography.

Enrichment & Support

- Art club on Wednesday nights.
- Year 10 & Year 11 trips to Aquarium and Sculpture Park

**Cost of materials should not limit subject choice. Please see Section 9 for further information.*



GCSE Business Studies

Examination board **Pearson Edexcel**

Course code **1BS0**

Subject contact: Miss B Kerr, Head of Business Studies

| | | | | | | | |
|---|---|--|--|--|------------------------------|---|---|
| <p>Course description</p> <p>Business Studies is highly valued and universally relevant. Those with specific knowledge of business methods and practices are in growing demand. GCSE Business Studies is designed to equip you with the skills and knowledge you need to work in an increasingly competitive and unpredictable economic market.</p> <p>GCSE Business Studies will cover a range of business areas:</p> <table border="0"> <tr> <td style="background-color: #e6f2ff;">Core Business Skills</td> <td> <ul style="list-style-type: none"> ▪ Technology in Business, E-commerce ▪ Social media influences in business ▪ Putting a business Idea into Practice ▪ Meeting Customer Needs </td> </tr> <tr> <td>Investigating small enterprises to large multi nationals</td> <td> <ul style="list-style-type: none"> ▪ Purpose of businesses ▪ Interactions between departments within businesses <ul style="list-style-type: none"> ○ Finance ○ Marketing ○ Human Resources </td> </tr> <tr> <td style="background-color: #e6f2ff;">Developing quantative skills</td> <td> <ul style="list-style-type: none"> ▪ Revenue, costs and profit ▪ Percentages and percentage change ▪ Gross profit margin and net profit margin ratios ▪ Cash flow forecasts, including total costs, total revenue and net cash flow </td> </tr> </table> | Core Business Skills | <ul style="list-style-type: none"> ▪ Technology in Business, E-commerce ▪ Social media influences in business ▪ Putting a business Idea into Practice ▪ Meeting Customer Needs | Investigating small enterprises to large multi nationals | <ul style="list-style-type: none"> ▪ Purpose of businesses ▪ Interactions between departments within businesses <ul style="list-style-type: none"> ○ Finance ○ Marketing ○ Human Resources | Developing quantative skills | <ul style="list-style-type: none"> ▪ Revenue, costs and profit ▪ Percentages and percentage change ▪ Gross profit margin and net profit margin ratios ▪ Cash flow forecasts, including total costs, total revenue and net cash flow | <p>Entry requirements</p> <p>Good prior achievement and progress in English and Maths is preferred.</p> <p>Key skills</p> <p>Investigation and enquiry, analysis, extended writing, budgeting, independent learning, teamwork, quantative data, organisation, application and evaluation skills.</p> <p>Cost</p> <p>We recommend this resource to aid students in preparation for the exams: REVISE Pearson GCSE Business Revision Guide</p> |
| Core Business Skills | <ul style="list-style-type: none"> ▪ Technology in Business, E-commerce ▪ Social media influences in business ▪ Putting a business Idea into Practice ▪ Meeting Customer Needs | | | | | | |
| Investigating small enterprises to large multi nationals | <ul style="list-style-type: none"> ▪ Purpose of businesses ▪ Interactions between departments within businesses <ul style="list-style-type: none"> ○ Finance ○ Marketing ○ Human Resources | | | | | | |
| Developing quantative skills | <ul style="list-style-type: none"> ▪ Revenue, costs and profit ▪ Percentages and percentage change ▪ Gross profit margin and net profit margin ratios ▪ Cash flow forecasts, including total costs, total revenue and net cash flow | | | | | | |
| <p>Assessment</p> <table border="0"> <tr> <td>100 %</td> <td>Exam</td> </tr> <tr> <td>10%</td> <td>Quantative Decisions and skills</td> </tr> <tr> <td>90%</td> <td>Core business, small enterprises to multi nationals</td> </tr> </table> <p>All examinations are in June. Individual exams cannot be retaken.</p> | 100 % | Exam | 10% | Quantative Decisions and skills | 90% | Core business, small enterprises to multi nationals | <p>Careers</p> <p>Management, Accounting, Marketing, Human Resources, Retail, Public Relations, Market Research, Buyers, Banker, Presenter, Consultant, Secretary and many more.</p> |
| 100 % | Exam | | | | | | |
| 10% | Quantative Decisions and skills | | | | | | |
| 90% | Core business, small enterprises to multi nationals | | | | | | |
| <p>Further education opportunities</p> <p>Students successfully completing GCSE Business Studies will be prepared for A level Business, although this is not a requirement.</p> | <p>Enrichment & Support</p> <p>After school revision and support sessions are offered.</p> | | | | | | |



GCSE Computer Science

BY INVITATION ONLY

Examination board **OCR**

Course code **J277**

Subject contact: Mr P Hughes, Head of Subject

| Course description | |
|---|--|
| <p>With Computer Science at the heart of governmental plans for future economic growth and security, and over 50% of jobs now requiring some level of computer skills, this qualification is ideally suited for those students wishing to improve their expertise in this field. The course includes elements of cyber security, networks, data handling and programming, as well as examining the ethical, legal and environmental impacts of digital technology. Students taking the course develop excellent computational thinking skills as well as improving their theoretical knowledge and problem solving.</p> <p>The course will give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. As part of this, you will investigate computer programming and develop understanding of current and emerging technologies.</p> | |
| Entry requirements | |
| Good ability and a high target grade in Maths. | |
| Key skills | |
| Logical reasoning, problem solving, project management, independent learning, communication, design. | |
| Cost | |
| There is no charge for the course, although students would benefit from a course text book. | |
| Assessment | |
| 50% | Paper 1: 1.5 hour practical written exam. Covering Computer Systems – 80 marks |
| 50% | Paper 2: 1.5 hour practical written exam composed of two sections covering: Part A = 50 marks: Computational Thinking Part B = 30 marks: Practical programming covering Program design, creation and testing |
| Careers | |
| There are many computing career paths including games designer, software engineer, networks, cyber security, systems analyst, IT support, web developer, business support and operations manager. | |
| Further education opportunities | |
| This course is an ideal choice for those considering further studies in Computing, such as A Levels and Degrees. Many students also go on to study vocational computing related options at college. Programming is also a very useful skill for those aspiring to undertake research in the future. | |
| Enrichment & Support | |
| There are many online communities which offer enrichment opportunities in the subject as well as advanced tutorials, competitions and research opportunities. | |



Level 2 Certificate in Creative iMedia

Examination board **OCR**

Course code : **J817**

Subject contact: Mr R Dyer, Head of Subject

Course description

If you like creating things on the computer like websites and video games, then Creative iMedia is the course for you! It prepares you for working in the interactive Media Industry. It has 1 exam and 3 units of coursework. Below are the units. It has the same weighting as a GCSE.

- **Unit Ro81: Pre-production skills (Exam Based Assessment)**
Students will learn about how to plan pre-production effectively including understanding of client requirements and reviewing pre-production briefs. They will use this knowledge in the optional units when they develop their own media products.
- **Unit Ro82: Creating digital graphics.** Digital graphics are a key part of most digital products and this mandatory unit will help support the other optional units in the suite. Students will learn the basics of digital graphics editing for the creative and media sector.
- **Unit Ro85: Creating a multipage website.** This unit enables students to understand the basics of creating multipage websites. Students will use their creativity to combine components to create functional, intuitive and aesthetically pleasing website against a client brief.
- **Ro92: Developing digital games.** In this unit students will plan a digital game, create and edit and then test the game with a focus group, identifying any areas for improvement.

Assessment

| | |
|-----|---|
| 25% | Externally Assessed 1 hour 15minute exam |
| 75% | 3 x Internally Assessed & Externally Moderated Coursework Units |

Further education opportunities

Diploma in IT or another ICT/Computing related Level 3 qualification, A Level Computing.

Entry requirements

Good prior achievement and progress in Computing/IT is required. Level 5 targets in English and Maths are ideal.

Key skills

Problem solving, project management, independent learning, literacy skills.

Cost

We recommend that students have access to a home computer which would ideally run the following software, but is not essential:

Adobe Dreamweaver
Adobe Photoshop/Photo pen – (Free)
Adobe Fireworks
Scratch
Book ISBN 978-1-4718-8668-3
OCR Creative Media Level 1/2

Careers

Web Developer, TV Producer, Script Writer, Games Developer, Multimedia, Design Analyst
Graphics Designer

Enrichment & Support

- After school coursework catch-up club.



GCSE Design Technology – Materials

Examination board **AQA**

Course code **8552**

Subject contact: Mrs H Wright, Head of Technology

| | | | | | |
|--|---|--|-----|--|---|
| <p>Course description</p> <p>Product designers create a wide range of items, from everyday products, such as mobile phones, household appliances and cars; to larger items, such as industrial tools, equipment and machinery.</p> <p>They work on new products or improve existing ones, and use their understanding of technology, materials and manufacturing methods to improve the design and usability of an item</p> <p>This course is taught in structured modules. During each module you will learn the knowledge and understanding of, product modelling and Technology theory through videos and support sheets before embarking on a design-based task.</p> <p>The course includes:</p> <ul style="list-style-type: none"> ▪ New and emerging technologies ▪ Energy materials and devices ▪ Printing processes; their pros and cons ▪ Materials and their working properties ▪ Market research and analysis to influence design inspiration ▪ Looking at sustainability and issues surrounding sustainable design ▪ Smart materials and modern technologies ▪ Spiritual, moral, social, cultural and environmental considerations relating to product design ▪ Metal casting, understanding the casting process ▪ Wood working skills, building up knowledge of different joints | <p>Entry requirements</p> <p>Good prior achievement in technology at KS3. Capable of working independently and being able to manage time effectively to meet deadlines.</p> <p>Key skills</p> <p>Independent working and good organisation skills.</p> <p>Cost</p> <p>Controlled assessment practical outcome: Students will be expected to provide their own, or contribute to the cost of materials needed.</p> <p>Controlled assessment pack: A3 portfolio, formatted sheets and materials £20 Revision guides £3</p> | | | | |
| <p>Assessment</p> <table border="0"> <tr> <td style="padding-right: 20px;">50%</td> <td>Controlled assessment: A3 portfolio of work and final product</td> </tr> <tr> <td>50%</td> <td>2 hour examination (Summer in Year 11)</td> </tr> </table> | 50% | Controlled assessment: A3 portfolio of work and final product | 50% | 2 hour examination (Summer in Year 11) | <p>Careers</p> <p>Product Design, Engineer, Industrial Designer, Marketing, Architecture etc</p> |
| 50% | Controlled assessment: A3 portfolio of work and final product | | | | |
| 50% | 2 hour examination (Summer in Year 11) | | | | |
| <p>Further education opportunities</p> <p>Students successfully completing the GCSE can then go on to study an apprenticeship in the trades or vocational qualification such as a BTEC or City and Guild.</p> | <p>Enrichment & Support</p> <p>After school coursework support</p> | | | | |



GCSE Design Technology- Resistant Materials

Examination board **AQA**

Course code **8552**

Subject contact: Mrs H Wright, Head of Technology

| | | | | | |
|---|---|--|-----|--|---|
| <p>Course description</p> <p>Product designers design most things we use in our daily lives, they aim to improve the way that existing products work, and/or produce them at a lower cost. They may also be involved in designing entirely new and innovative products.</p> <p>This course is taught in modules. During each module you will learn the knowledge and understanding of technical drawing, product modelling and Technology theory before embarking on a design-based task.</p> <p>The course includes:</p> <ul style="list-style-type: none"> ▪ New and emerging technologies ▪ Energy materials and devices ▪ Printing processes; their pros and cons ▪ Materials and their working properties ▪ Understanding ergonomics and anthropometrics ▪ Market research and analysis to influence design inspiration. ▪ Metal casting, understanding the casting process ▪ Wood working skills, building up knowledge of different joints. ▪ Looking at sustainability and issues surrounding sustainable design. ▪ Smart materials and modern technologies. ▪ Spiritual, moral, social, cultural and environmental considerations relating to product design. <p>Maths and science also feature heavily in the content of the theory of the Design and Technology GCSE which is required for the final exam.</p> | <p>Entry requirements</p> <p>Good prior achievement in technology at KS3. Capable of working independently and being able to manage time effectively to meet deadlines.</p> | | | | |
| <p>Assessment</p> <table border="0"> <tr> <td style="padding-right: 20px;">50%</td> <td>Controlled assessment: A3 portfolio of work and final product</td> </tr> <tr> <td>50%</td> <td>2 hour examination (Summer in Year 11)</td> </tr> </table> | 50% | Controlled assessment: A3 portfolio of work and final product | 50% | 2 hour examination (Summer in Year 11) | <p>Key skills</p> <p>Independent researching, written analysis and evaluation, extended writing, organisation, designing, practical skills</p> |
| 50% | Controlled assessment: A3 portfolio of work and final product | | | | |
| 50% | 2 hour examination (Summer in Year 11) | | | | |
| <p>Further education opportunities</p> <p>Students successfully completing GCSE Resistant Materials can then go on to study AS/A2 Graphics, Product Design</p> | <p>Cost*</p> <p>Controlled assessment practical outcome: Students will be expected to provide their own, or contribute to the cost of materials needed.</p> <p>Controlled assessment pack: A3 portfolio, formatted sheets and materials £20 Revision guides £3</p> | | | | |
| | <p>Careers</p> <p>Product Design, Engineer, Industrial Designer, Marketing, Architecture etc</p> | | | | |
| | <p>Enrichment & Support</p> <p>After school coursework support (Year 11).</p> | | | | |

*Cost of materials should not limit subject choice. Please see Section 9 for further information.



GCSE Drama

Examination board **AQA**

Course code **8261**

Subject contact: Miss E Lawrence, Head of Drama

Course description

GCSE Drama offers students the opportunity to explore Drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will create, perform and respond to Drama informed by their theoretical knowledge of Drama and Theatre.

GCSE Drama is divided into three components, studied over two years:

1. **Devising Drama:**

Students are given a theme to explore and develop their knowledge of this stimulus through creating a 20 minute devised piece. This is performed to a public audience and is worth 40% of the GCSE.

2. **Texts in Practice:**

Students are cast in a scripted role and are then assessed on their ability to apply theatrical skills to realise artistic intentions in a live, public performance. This is worth 20% of the GCSE.

3. **Understanding Drama:**

Students sit a 1hr 45min written exam at the end of Year 11. This exam tests student knowledge of Drama and Theatre including: Staging and Theatre Roles and Terminology, the study of a professional actor in a live performance and understanding of the set text, 'Blood Brothers' by Willy Russell. This written exam is worth 40% of the GCSE.

Entry requirements

Students should be confident in their English Written Ability and have good Year 7 and 8 Drama results.

Key skills

- Collaboration with others.
- Analytical Thinking.
- Evaluation and Critique.
- Public Speaking.
- Self Confidence.
- Practical Acting and Performance.

Cost

- Acting Logbook (A4/ Hardback) **£3- £5**
- Trip to see a Live Theatre Performance **£40**

Students may also need access to costume during the course.

Assessment

| | |
|-----|----------------------|
| 10% | Devising Performance |
| 30% | Devising Portfolio |
| 20% | Scripted Performance |
| 40% | Written Exam |

Careers

Acting (Theatre, Radio, Film, Television)

Journalism, Media, Law, Creative Writing, Directing, Producing, Presenting, Management and Leadership

Further education opportunities

Students usually advance from GCSE Drama to study the A Level Drama and Theatre Course. Students also have access to a variety of future theoretical, practical and vocational subjects due to both the highly academic and practical nature of the GCSE Drama course. Our students develop the confidence and analytical, written skills required to succeed in many other areas of education.

Enrichment & Support

1:1 Tuition Sessions afterschool to help with both practical and written exam confidence.



Cambridge National Certificate in Enterprise & Marketing

Examination board **OCR**

Course code **603/0646/4**

Subject contact: Miss B Kerr, Head of Business Studies

| Course description | Entry requirements | | | | | | |
|---|---|--|---|--|---|--|---|
| <p>OCR Enterprise & Marketing is a vocational course which is more practical than the GCSE Business Studies, but still has an external assessment. OCR Enterprise & Marketing is designed to equip you with the skills, knowledge and experience which you need to work in an increasingly competitive and unpredictable economic market. OCR Enterprise & Marketing covers a range of topics:</p> <table border="0"> <tr> <td data-bbox="188 712 432 875"> Unit R064 Enterprise & Marketing Concepts </td> <td data-bbox="432 712 1027 875"> <ul style="list-style-type: none"> • What needs to be considered when setting up a business • How to support a start-up business </td> </tr> <tr> <td data-bbox="188 898 432 1061"> Unit R065 Design a Business Proposal </td> <td data-bbox="432 898 1027 1061"> <ul style="list-style-type: none"> • Research customers and design a product to meet a business challenge </td> </tr> <tr> <td data-bbox="188 1084 432 1247"> Unit R066 Market and Pitch a Business proposal </td> <td data-bbox="432 1084 1027 1247"> <ul style="list-style-type: none"> • Create a brand identity and plan a promotional campaign for your product </td> </tr> </table> | Unit R064 Enterprise & Marketing Concepts | <ul style="list-style-type: none"> • What needs to be considered when setting up a business • How to support a start-up business | Unit R065 Design a Business Proposal | <ul style="list-style-type: none"> • Research customers and design a product to meet a business challenge | Unit R066 Market and Pitch a Business proposal | <ul style="list-style-type: none"> • Create a brand identity and plan a promotional campaign for your product | <p>Good prior achievement and progress in English and Maths is preferred.</p> |
| Unit R064 Enterprise & Marketing Concepts | <ul style="list-style-type: none"> • What needs to be considered when setting up a business • How to support a start-up business | | | | | | |
| Unit R065 Design a Business Proposal | <ul style="list-style-type: none"> • Research customers and design a product to meet a business challenge | | | | | | |
| Unit R066 Market and Pitch a Business proposal | <ul style="list-style-type: none"> • Create a brand identity and plan a promotional campaign for your product | | | | | | |
| | <h3>Key skills</h3> <p>Investigation and enquiry, analysis, extended writing, presentation, budgeting, calculations, independent learning, teamwork, communication, organisation, application and evaluation.</p> | | | | | | |
| | <h3>Cost</h3> <p>All resources are provided with no additional charge.</p> | | | | | | |
| <h3>Assessment</h3> | <h3>Careers</h3> | | | | | | |
| <p>50% Unit R064 – Enterprise & Marketing concepts – 90 mins exam 25% Unit R065 – Design a Business Proposal 25% Unit R066 – Market & Pitch a Business Proposal</p> <p>Units R065 and R066 are internally assessed coursework which will be submitted in the summer of the Year 11. Unit R065 is a 90 minute externally assessed examination which will be taken when the students are fully prepared.</p> | <p>Management, Marketing, Human Resources, Retail, Public Relations, Market Research, Buyers & Bankers</p> | | | | | | |
| <h3>Further education opportunities</h3> | <h3>Enrichment & Support</h3> | | | | | | |
| <p>Students successfully completing OCR Enterprise & Marketing will be prepared for AS level Business, although this is not a requirement.</p> | <p>Revision and support sessions.</p> | | | | | | |



GCSE Food Preparation and Nutrition

Examination board **AQA**

Course code **8585**

Subject contact: Mrs H Wright, Head of Technology

Course description

Food Technology is a very exciting, creative and interesting subject to study. Working with a wide range of ingredients and equipment to develop your practical skills. You will also study in some detail the nutrition and principles of planning a healthy diet and will understand and investigate more about the science of food and how ingredients perform in a range of recipes.

Food Preparation and Nutrition

- Learning about foods, ingredients, processes and techniques
- Experimenting, investigating and testing products
- Applying knowledge of food science to different recipes
- Being creative and designing new products
- Developing skills which enable original and creative new products to be made
- Understanding about the impact of different diets on health
- Learning about special dietary needs and food allergies
- Understanding current food trends from food miles to food waste, recycling to Fairtrade.

You can be expected to take part in practical activities at least once during the timetable cycle in order to develop your skills, confidence and creativity. You will also be taking part in food science investigations which explore the way that particular ingredients behave and react.

Entry requirements

Good prior attainment in KS3 Food Technology and a passion for food. Ability to be creative and original, manage time effectively and to meet deadlines.

Key skills

Independent research, written evaluation, awareness of how science and nutrition combine to enhance creative food skills.

Cost*

Students will be expected to supply their own ingredients for all practical work undertaken throughout the three year course.

Assessment

| | |
|-----|---|
| 15% | Food Investigation task - students will investigate the properties and functions of different foods. |
| 35% | Food development task - controlled assessment to end with a 3 hour practical exam where students will have to produce three different dishes. |
| 50% | 2 hour exam |

The 1h 45 min written exam is taken at the end of Year 11 and the NEA tasks would be begun at the beginning of Year 11.

Careers

The food industry is a major growth area in the UK. Roles include Food Technologists, Dieticians and Buyers. There are also wide ranging careers in the catering industry as well as in publishing and the media.

Further education opportunities

Students may pursue more practical vocational catering courses or study sciences in order to progress to undergraduate food courses. A range of undergraduate courses are available at universities throughout the country including Food Science, Food Technology, Nutrition And Dietetics And Food Marketing as well as Hospitality Management.

Enrichment & Support

- After school support session to help build skills.
- Trip to local producer to help enhance knowledge.



GCSE Graphic Design

Examination board **OCR**

Course code **J172**

Subject contact: Mrs H Wright, Head of Technology

Students are not able to choose textiles with Art, Graphics or Art and Design courses together. For more information, please contact Mrs Wright

Course description

You will develop your skills in Graphic Design, exploring a wide range of different media, from 2D work such as drawing, ink work and photography, to computer generated work such as photoshop and illustrator.

Students will explore, acquire and develop skills, knowledge and understanding through the learning of various techniques and will demonstrate the ability to work creatively in a range of different projects in the following areas:

- Communication Graphics
- Design for print
- Advertising and Branding
- Illustration
- Typography

If you are thinking about taking Graphic Design then please see the Head of Technology to have a discussion about workload and costs.

Entry requirements

Good literary skills, a good prior achievement in Art and Technology.

Key skills

Research, analysis, extended writing, independent learning, organization. Ability to meet deadlines.

Cost*

Students will be expected to contribute £20, for a graphics pack which includes sketchbooks and personal equipment in a toolbox.

Assessment

60% Coursework

40% 10 hour timed examination in Year 11 over two days

You will complete two or three different coursework projects in Year 9 and 10 and one project in Year 11. You are then able to choose an examination question from a paper and have 4 – 8 weeks to prepare for the 10 hour timed practical test that is taken over two days in Year 11.

Careers

Architecture, Graphic Designer, Teaching, Media, Illustration, Interior Design, Packaging, Set Design, Advertising.

Further education opportunities

Students successfully completing GCSE Graphic Design can go on to study A Level Graphics or BTEC equivalents.

Enrichment & Support

After school support sessions. Possible museum trip.

VTCT Level 2 Certificate in Hairdressing and Beauty Therapy

Examination board

VTCT

Course code 601/0556/2

Subject contact: Mrs D Mutto, Head of Subject

| Course description | | Entry requirements |
|---|--|---|
| <p>This course consists of two mandatory units and two optional units. <u>Mandatory units:</u></p> <ul style="list-style-type: none"> • Understanding the Hair and Beauty sector Learners will develop the knowledge and understanding of the hair and beauty sector that underpins all other units. • Hair and Beauty research project Learners will develop the planning and research skills required to successfully complete all other units. <p><u>Optional units:</u></p> <ul style="list-style-type: none"> • Enterprise in the Hair and Beauty sector • Marketing Hair and Beauty products and services • Hair and Beauty science • Responding to a Hair and Beauty design brief <p>The optional units will be selected to provide a programme for learners to best suit specialist interests, as well as the employment context of the local area, and the availability of, and access to resources.</p> <p>Although this course is a theory based course a practical lesson will be given once a cycle.</p> | | <p>Good prior progress in KS3 English and Maths. A keen interest in the hairdressing industry.</p> |
| | | Key skills |
| | | <p>Critical thinking, reflective on self performance, self-motivated, self-management, creative, use of initiative, independent learning, problem solving, effective communication – verbal, written and visual.</p> |
| | | Cost |
| | | <p>There are no costs for this course.</p> |
| Assessment | | Careers |
| 25% | <p>1 hour 30 mins online examination (all learning outcomes) Coursework (all mandatory and optional units)</p> | <p>Hair stylist, Colour Technician, Salon Manager, Beauty Therapy, Make-up artist, Nail Services, Complementary and alternative therapies, Spa therapy, Fashion and photography, Theatre and media, Travel and tourism.</p> |
| 75% | <p>Each unit within this qualification has specified assessment and marking criteria which are used for grading purposes. A grading model of not yet achieved, pass, merit, distinction or distinction* is used.</p> | |
| Further education opportunities | | Enrichment & Support |
| <p>Students who successfully achieve this qualification could progress onto an apprenticeship in Hairdressing or Beauty Therapy or related Level 2 qualifications.</p> | | <p>Coursework catch up sessions after school</p> |



Level 1/2 – Hospitality and Catering

Examination board **Eduqas/WJec**

Course code **601/7703/2**

Subject contact: Mrs H Wright, Head of Design Technology and Art

| | |
|--|--|
| <h3>Course description</h3> <p>This course is run parallel to the GCSE Food Preparation and Nutrition course, but directed to equip students with the skills and passion to pursue careers in the Catering industry.</p> <p>Given the importance of Catering in the UK today, the emphasis will be on skills and concepts applicable to this. Students will also be expected to complete practical work as part of a team.</p> <p>Topics covered will include:</p> <ul style="list-style-type: none"> • Nutrition and how it affects health at all life stages • Menu planning • Planning meals for special diets • Health, Safety and Hygiene • An insight into how a professional kitchen is structured and different ways it will be run • A focus on Careers in the catering industry and the skills needed for these roles. • A look at the different types of catering provision and what services might be offered <p>Students who choose this course should expect to cover a majority of the course through practical lessons, Practical will be at least once a cycle but there will be occasions where this is more. Students should be prepared to also complete written and theory work.</p> | <h3>Entry requirements</h3> <p>Good prior attainment at KS3 and a passion for food. Ability to be organised and good time management are important.</p> |
| <h3>Assessment</h3> <p>40% UNIT 1 1 hour 30 min examination – looking at the different aspects of the catering industry, considering different aspects including health and safety and catering provision.</p> <p>60% UNIT 2 Internally set task (9 hours) – coursework style project, students are set a brief that is set by the exam board. N.B. this has a 3 hour practical exam element.</p> | <h3>Key skills</h3> <p>Practical cookery skills, ability to plan and organise work and applying food concepts to development of products. Teamwork and the ability to communicate effectively.</p> |
| | <h3>Cost</h3> <p>Students will be expected to supply their own ingredients for the majority of practical work undertaken throughout the three year course.</p> <p>Parents and carers are asked for a contribution towards the cost of supplying ingredients for some areas of the course.</p> <p>Exam pack: Revision guide and coursework pack available. Cost TBC</p> |
| <h3>Further education opportunities</h3> <p>This technical (vocational) GCSE course will prepare students for further training or employment in the dynamic hospitality and catering industry. The most popular route is to pursue vocational courses at specialist catering colleges.</p> | <h3>Careers</h3> <p>The food industry is a major growth industry in the UK and employs Food Technologists, Dieticians and Buyers. There are also wide ranging careers in the catering industry as well as in publishing and the media.</p> |
| | <h3>Enrichment & Support</h3> <p>After school support sessions as required.</p> <p>?? Trips to Hospitality & Catering locations in order to see it in practice.</p> |



GCSE Media Studies

Examination board **EDUQAS**

Course code **603/1115/0**

Subject contact: Ms A Learmont, Head of Media

Course description

All GCSE Media Studies students have the opportunity to:

Develop investigative, critical thinking and decision-making skills through consideration of issues that are important, real and relevant to students and the world they live in.

Develop an appreciation and critical understanding of the media and its role in their daily lives.

Develop their practical and creative skills through opportunities for personal engagement and creativity.

Understand how to use media concepts and ideas to analyse media productions in their various contexts.

The course is organised in terms of two external examinations in Summer of Year 11 (70% of the grade) and a practical Coursework project in Summer Term of Year 10 (30% of the grade)

Assessment

Examination 1 – 1 hour 30 minutes
Exploring Media Language and Representation
Exploring Media Industries and Audiences
Examination 2 – 1 hour 30 minutes
Understanding Media Forms and Products
Section A: Television
Section: Music

Further education opportunities

Students successfully completing GCSE Media Studies can progress to A Level Film Studies, A Level Media Studies

Entry requirements

No specific requirements.

Key skills

Investigation and enquiry, analysis, extended writing, independent learning, organisation, creative, evaluative, and practical.

Cost

We recommend the purchase of the relevant exam board text book which will be advised at the start of the GCSE course.

Careers

Marketing, Advertising, PR, Film, TV, Magazine Publishing, Gaming, Radio, Newspaper Publishing, Music Industry, Web Design, Social Media, Communications.

Enrichment & Support

- Year 10/11 Coursework Club after school once a cycle.
- Revision booklets.
- Trips.



GCSE Music

Examination board **Pearson Edexcel**

Course code **1MU0**

Subject contact: Mr L Johnson, Head of Music

| | | | | | | | | | | | |
|--|--|--|----------------------|--------------------------|-----------------|--|--|-----------------|---|--|---|
| <h3>Course description</h3> <p>GCSE Music is for those who enjoy performing music in their own time and are learning to play an instrument, having singing lessons, or enjoy creating music using computers.</p> <p>You will learn how to improve your performing skills, both as a soloist and as part of a group. Through your work in composing and arranging, you will gain an understanding of many styles and concepts in music. Basic music theory will be worked on to support this. All coursework elements are worked on throughout the course, with final recordings and compositions taking place in Year 11.</p> <p>You will also learn to analyse and broaden your knowledge of many genres, including world, classical and popular music through your study of 8 set works and other important music from the last 400 years.</p> | | <h3>Entry requirements</h3> <p>Can play or sing to a Grade 2 or 3 standard and have some basic keyboard skills. You do not have to have taken a graded exam.</p> | | | | | | | | | |
| | | <h3>Key skills</h3> <p>A good team player, independent study, creative thinking and good time management.</p> | | | | | | | | | |
| | | <h3>Cost</h3> <p>CGP and Rhinegold Study books are available for individual purchase.</p> | | | | | | | | | |
| <h3>Assessment</h3> <table border="1"> <tr> <td>30% Performance</td> <td>One solo performance</td> <td>One ensemble performance</td> </tr> <tr> <td>30% Composition</td> <td colspan="2">Two compositions: one to a brief set by Edexcel; one to a brief set by your teacher.</td> </tr> <tr> <td>40% Examination</td> <td colspan="2">A 1 hour 45 minute listening exam based on the 8 set works and some unfamiliar music.</td> </tr> </table> | | 30% Performance | One solo performance | One ensemble performance | 30% Composition | Two compositions: one to a brief set by Edexcel; one to a brief set by your teacher. | | 40% Examination | A 1 hour 45 minute listening exam based on the 8 set works and some unfamiliar music. | | <h3>Careers</h3> <p>Performer, Composer, Arranger, Studio Engineer, Producer, Teacher, Theatre Technician, Music Therapist.</p> |
| 30% Performance | One solo performance | One ensemble performance | | | | | | | | | |
| 30% Composition | Two compositions: one to a brief set by Edexcel; one to a brief set by your teacher. | | | | | | | | | | |
| 40% Examination | A 1 hour 45 minute listening exam based on the 8 set works and some unfamiliar music. | | | | | | | | | | |
| <h3>Further education opportunities</h3> <p>Students who successfully complete GCSE Music will have the opportunity to go onto study A Level Music, or A Level Music Technology.</p> | | <h3>Enrichment & Support</h3> <ul style="list-style-type: none"> After school theory, composition and performance clinics. Extra curricular music ensembles. | | | | | | | | | |



GCSE Physical Education

Examination board **Pearson Edexcel**

Course code **1PEO**

Subject contact: Mrs C Smith, Head of PE

| Course description | | Entry requirements |
|---|---|--|
| <p>The course develops your knowledge, understanding and skills, building on the work you have done in Key Stage 3 PE.</p> <p>You will study the Theory of Physical Education which includes these topics:</p> | | <p>Good prior progress in Physical Education and Science.</p> |
| Component 1 Fitness & Body Systems 36% | <ol style="list-style-type: none">1 Applied Anatomy & Physiology2 Movement Analysis3 Physical training4 Use of data | Key skills |
| Component 2 Health & Performance 24% | <ol style="list-style-type: none">1 Health, fitness & well-being2 Sport psychology3 Socio-cultural influences4 Use of data | <p>Extended project (PEP), independent learning, extended writing, organisation.</p> |
| Performance in Physical Education | | Cost |
| <p>Section 1 Three practical performances from a set list in the role of a player. One must be a team activity, one must be an individual activity and one can be either a team or individual activity. You can achieve 30% of the marks from your three performances.</p> <p>Section 2 Analysis of performance in an activity from the set list. This will be worth 10% of the marks and should include planning, performing and evaluating a Personal Exercise Programme.</p> | | <p>We strongly recommend that all students purchase a Revision Guide. These can be purchased from the PE Dept, at a cost of £3.00.</p> |
| Assessment | | Careers |
| 60% | Written examination | Recreational Management, Leisure Industry, Fitness Industry, Teaching, Sports Science and more. |
| 30% | Practical performance | |
| 10% | Controlled assessment: Analysis of performance | |
| Further education opportunities | | Enrichment & Support |
| <p>Students who achieve a 6 grade or higher will have the ideal preparation for the A Level Physical Education Course, or a Level 3 equivalent qualification.</p> | | <ul style="list-style-type: none">▪ GCSE practical after-school club.▪ Revision sessions. |



GCSE Psychology

Examination board: OCR

Course code: J203

Subject contact: Miss R Johnson, Head of Psychology, or Miss J Pike, Head of Social Sciences

Course description

Psychology is the scientific study of the human mind and its functions, particularly those affecting behaviour.

The course is split into two papers with different topics explored in each. Both papers are worth 50% of the total GCSE and are 1 hour and 30 minutes each.

Paper 1: Studies and applications in Psychology 1 (01)

Criminal Psychology: Focuses on the different types of crime including: violent, drug related, acquisitive, sexual and anti-social offences, criminal behaviour as a social construct and how crime is measured.

Development: Focuses on the stages of development; pre-natal, childhood, adolescence and adulthood. It also explores the development of the brain and the nervous system.

Psychological Problems: Explores the ways mental health is defined and the current prevalence of mental health problems. It will focus particularly on Schizophrenia and Depression.

Research methods: The focus will be on designing an investigation using the methods followed by Psychologists.

Paper 2: Studies and applications in Psychology 2 (02)

Social influence: This topic looks at the way people conform, crowd behaviour including pro-social and anti-social behaviour, as well as, the concept of obedience including obeying the orders of authority figures.

Memory: Focuses on the stages of information processing, types of forgetting, and the structure and functions of the brain and how the brain works in the formation of memories.

Sleep and Dreaming: The functions, features and benefits of sleep, the stages of sleep and when dreaming occurs. The causes of sleep disorders, sleep onset and sleep maintenance insomnia.

Research methods: The questions will relate to a novel source. Specific research methods content may also be assessed within all the topic areas.

Entry requirements

Good prior achievement in KS3 English, Maths and Science is required.

Key skills

Organisation, analysis, extended writing, maths, and independent learning.

Cost

We recommend this resource to aid students in preparation for the exams:

OCR GCSE (9-1) Psychology
Mark Billingham and Helen Kitching
Hodder Education

Assessment

100% 2 x 1 hour 30 minute examinations (Papers 1 & 2)

Careers

This subject would be useful for anyone considering a career where the main focus of the work is dealing with people such as: counselling, therapy, teaching, law, journalism, medicine, social work.

Further education opportunities

Students who achieve a grade 6 in GCSE Psychology will be able to study a Social Sciences or Humanities subject at A level.

Psychology GCSE provides students with skills that are transferable across the curriculum at a higher level and in the workplace.

Enrichment & Support

Revision support sessions will be offered.

Revision material on the SLE.



GCSE Sociology

Examination board **AQA**

Course code **8192**

Subject contact: Mr J Czaplicki, Head of Subject

Course description

Sociology is the study of how and why people are influenced by the variety of groups to which they belong. The course is under development under the government reforms and the details of the draft content is below. You need to be aware that the assessment requires essay writing skills.

There are 2 units:

- Unit 1 The Sociology of Families and Education
- Unit 2 The Sociology of Crime & Deviance and Social Stratification

The topics that are studied and the sorts of questions we try to answer include:

The sociological approach: Different theories regarding why we behave the way we do, from ideas of society being in conflict to those who believe society runs under common agreements.

Social Inequality: We answer questions such as: does class still matter? Why are some people poor? Are people able to move up in society?

Control and Power: We look at who has power in Britain today. We also explore how social control influences our decisions.

Social structures and institutions: We consider the influence that our family, education, the media and the criminal justice system has on our behaviour.

Research methods: You will be able to achieve an understanding of how to interpret qualitative and quantitative data. We will also reflect on the best methods for certain subjects.

Entry requirements

Good prior achievement in KS3 English is required.

Key skills

Organisation, analysis, extended writing/essay writing and independent learning.

Cost

There is no additional cost attached to studying this subject.

Assessment

100% 2 x 1 hour 45 minute examinations (Units 1 & 2)

Careers

This subject would be useful for anyone considering a career where the main focus of the work is dealing with people. Examples include: teaching, law, journalism, medicine, social work or counselling and more.

Further education opportunities

GCSE Sociology is viewed favourably for student studying Social Sciences at A level. Sociology GCSE provides students with skills that are transferable across the curriculum at a higher level and in the workplace.

Enrichment & Support

- Revision support sessions will be offered.
- Revision material on the VLE.



Level 2 Certificate in Sport

(Sport, Exercise & Fitness)

Examination board **NCFE**

Course code **601/3037/4**

Subject contact: Mr C Simmonds & Miss S Pepper, Teachers in charge of Level 2 Sport

| | | | |
|---|---|---|---|
| <h3>Course description</h3> | <h3>Entry requirements</h3> | | |
| <p>The course has three units that everyone must take plus one optional unit that you may choose.</p> | <p>Sound prior achievement in Physical Education and a positive attitude.</p> | | |
| <h3>Compulsory units</h3> | <h3>Key skills</h3> | | |
| <table border="0"> <tr> <td style="vertical-align: top; padding-right: 10px;">Participating in Sport</td> <td>You will develop your practical skills in sport through planning, participating and evaluating performance. You will develop knowledge and understanding of the rules, regulations of a variety of sports.</td> </tr> </table> | Participating in Sport | You will develop your practical skills in sport through planning, participating and evaluating performance. You will develop knowledge and understanding of the rules, regulations of a variety of sports. | <p>Research, leadership, LLL and analysis and evaluation.</p> |
| Participating in Sport | You will develop your practical skills in sport through planning, participating and evaluating performance. You will develop knowledge and understanding of the rules, regulations of a variety of sports. | | |
| <table border="0"> <tr> <td style="vertical-align: top; padding-right: 10px;">Anatomy & Physiology in Exercise</td> <td>You will develop knowledge of the structure & function of the body and how exercise impacts it. You will cover the skeletal, muscular, respiratory, cardiovascular, nervous & energy systems.</td> </tr> </table> | Anatomy & Physiology in Exercise | You will develop knowledge of the structure & function of the body and how exercise impacts it. You will cover the skeletal, muscular, respiratory, cardiovascular, nervous & energy systems. | <h3>Cost</h3> <p>There are no costs for this course.</p> |
| Anatomy & Physiology in Exercise | You will develop knowledge of the structure & function of the body and how exercise impacts it. You will cover the skeletal, muscular, respiratory, cardiovascular, nervous & energy systems. | | |
| <table border="0"> <tr> <td style="vertical-align: top; padding-right: 10px;">Healthy Exercise & Nutrition</td> <td>You will explore the effects of exercise on the body, the essential components of fitness and training methods used to achieve successful sports performance. You will be able to consider the impact & importance of good nutrition.</td> </tr> </table> | Healthy Exercise & Nutrition | You will explore the effects of exercise on the body, the essential components of fitness and training methods used to achieve successful sports performance. You will be able to consider the impact & importance of good nutrition. | |
| Healthy Exercise & Nutrition | You will explore the effects of exercise on the body, the essential components of fitness and training methods used to achieve successful sports performance. You will be able to consider the impact & importance of good nutrition. | | |
| <h3>Additional units</h3> <p>One unit from a selection of additional units: Sports Coaching, Injuries, Performance analysis for sport, Psychology, Planning & running a sports event, Strength & conditioning training, Development of personal fitness, Planning & delivering a session and Leisure industry.</p> <p>Lessons will consist of a mixture of both practical and theoretical classroom-based learning.</p> | | | |
| <h3>Assessment</h3> | <h3>Careers</h3> | | |
| <p>100% Coursework (Unit 1-3 plus one additional unit)</p> <p>Each unit within the qualification has specified assessment and marking criteria which are used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction.</p> <p>All work is internally assessed and the portfolio of evidence is externally moderated.</p> | <p>Recreational Management, Coaching, Fitness Industry, Officiating, Apprenticeships in Exercise & Fitness, Sports Nutrition.</p> | | |
| <h3>Further education opportunities</h3> | <h3>Enrichment & Support</h3> | | |
| <p>Students who achieve at least a 'merit' will have the ideal preparation for the Level 3 Sport qualification or entry level jobs in the sector.</p> | <ul style="list-style-type: none"> ▪ Assisting at sporting extra-curricular activities. ▪ Assignment catch-up sessions. | | |



GCSE Textiles with Art

Examination board **OCR**

Course code **J174**

Subject contact: Miss C Taylor, Head of Textiles

Students are not able to choose Textiles with Art, Graphics and Art and Design together. For more information please contact Mrs Wright

| | | | | | |
|--|---|------------|-----|--|---|
| <h3>Course description</h3> <ol style="list-style-type: none">1. You will develop your skills in Textiles exploring and experimenting with a wide range of techniques and medias, such as, Batik, Freehand Embroidery, Printing, Dyeing and Appliqué.2. The course is designed to explore your creative ability and your practical skills, to develop ideas and outcomes.3. Previous topics have included<ul style="list-style-type: none">• Cultures of the world• Under the sea• Nature4. Throughout the course students will develop design ideas by researching, selecting, constructing and presenting textile pieces. Students will record their ideas, observations, insights and outcomes using appropriate vocabulary.5. Students will also be required to understand how their research inspires the development of their own ideas, by researching the work of textile designers from contemporary and/or historical contexts, periods, societies and cultures. | <h3>Entry requirements</h3> <p>Good prior achievement in Technology at KS3. Ability to work independently and be able to manage time effectively to meet deadlines. Creativity is essential.</p> <h3>Key skills</h3> <p>Independent researching, written analysis, extended writing, independent learning, organisation, designing, practical skills. Ability to meet deadlines.</p> <h3>Cost*</h3> <p>Students will be expected to contribute £15 yearly, towards the cost of fabrics, materials etc needed for the design based tasks.</p> <p><i>*Cost of materials should not limit subject choice. Please see Section 9 for further information.</i></p> <p>A school pack that includes all basic equipment that you need is £30.</p> | | | | |
| <h3>Assessment</h3> <table><tr><td>60%</td><td>Coursework</td></tr><tr><td>40%</td><td>10 hour timed examination in Year 11 over two days</td></tr></table> <p>You will complete two or three different coursework projects in Year 9 and 10 and one project in Year 11. You are then able to choose an examination question from a paper and have 8 weeks to prepare for the 10 hour timed practical test that is taken over two days in year 11</p> | 60% | Coursework | 40% | 10 hour timed examination in Year 11 over two days | <h3>Careers</h3> <p>Fashion, textile design, interior design, buying, merchandising, window dressing, fashion marketing and more.</p> |
| 60% | Coursework | | | | |
| 40% | 10 hour timed examination in Year 11 over two days | | | | |
| <h3>Further education opportunities</h3> <p>Students successfully completing GCSE Textiles can go on to study A Level Textiles, or BTEC equivalent in Fashion/Textiles/Interior Design.</p> | <h3>Enrichment & Support</h3> <p>After school support (Year 11). Museum trips</p> | | | | |

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