



Key Stage 4 Courses Booklet 2026



Contents

	Page
Letter from the Headteacher to all Year 9 students	3
What do I need to know about GCSE and Vocational Qualifications?	4
The Norbury High Key Stage 4 Curriculum	5
Which subjects are available?	6
The options process – key dates & events	7
Personal preparation: how do I start?	8
Pathways	10
How do I make my choices?	11
Information on options subjects	
Core subjects	12
Options subjects	22
Next steps	41
Contact details for relevant staff and departments	41

Dear Students,

As you prepare to move from Year 9 to Year 10, you are entering an exciting stage in your education where you can begin to shape your own learning journey. This is your opportunity to make choices about the subjects you will study at Key Stage 4. With this greater choice comes greater responsibility — it's important to think carefully about what you enjoy, where your strengths lie, and how your subject choices might support your future goals.

At Norbury High School, we design our Key Stage 4 curriculum to give every student a balanced and challenging experience that supports both academic and personal growth. All students will continue to study the **core subjects of English, maths and science**, as well as **personal development and physical education**, ensuring that everyone builds a strong foundation for future learning. The remainder of your timetable will be made up of **option subjects**. These are chosen to reflect your interests, abilities and ambitions, and we will guide you in selecting a combination that gives you the best possible range of opportunities for the future.

Following the government's **Curriculum and Assessment Review (2025)**, schools now have greater flexibility in how Key Stage 4 subjects are offered. While students are **no longer required to follow the full suite of EBacc subjects**, we continue to encourage everyone to choose a **broad and balanced range of courses** — including subjects from different areas such as languages, humanities, the creative arts, and technology — to keep as many pathways open as possible.

Assessment is also evolving, with a renewed emphasis on **developing skills, practical understanding, and progress over time**, alongside final examinations. We will support you throughout these changes to ensure that you are well prepared and confident in your learning.

All young people are required to remain in **education, employment (with accredited training) or vocational study** until the age of 18, under the government's *Raising the Participation Age (RPA)* policy. If you do not achieve at least a grade 4 in English or maths by the end of Key Stage 4, you will continue to study these subjects until you reach this level.

This booklet provides information about each subject, including course content, assessment details and possible next steps. Our **options evening** will also give you and your families the opportunity to speak to staff and ask questions about the process and the subjects available.

Ultimately, the choice is yours. These are the subjects you will study and work hard on over the next two years, so take your time to explore your options, talk to your teachers, and discuss your ideas with your family and other students. If you're not sure what you want to do in the future, choose a broad range of subjects to keep your options open. We wish you every success as you make your decisions and look forward to supporting you on this next step in your learning journey.

Yours sincerely,
Mrs Hayden

What do I need to know about GCSE and Vocational Qualifications?

There have been major changes to GCSE and Vocational qualifications in the past ten years so as you engage in this process, please remember that the qualifications have changed significantly since parents, friends or even older siblings have taken them.

A few of the key changes are:

- The increased rigour of vocational qualifications
- The increased rigour and content in GCSE qualifications including:
 - The new GCSE grades of 9-1 replacing A*-U
 - The move away from coursework/controlled assessment to linear terminal exams in most subjects
 - The move away from foundation and higher papers in some subjects
 - The extra requirement for good spelling, punctuation and grammar.

The increased rigour of vocational qualifications

These courses (typically BTECs, CNAT and NCFE V-Certs) now have examination content in the main and are more challenging than they were in previous years. The project work element of some of the courses means that they are suitable for a broad range of students. These courses also contain an externally assessed examination. Vocational courses will be equivalent to one GCSE.

The increased rigour and content in GCSE qualifications

Most subjects will have examinations at the end of Year 11. The end of key stage four will be quite a pressured time as students are now required to remember lots of facts, ideas and information. Committing this to memory takes time and cannot be left until the end of Year 11.

These qualifications will make more demands of students. GCSEs will be taken by the same range of students who take GCSEs currently, across a range of abilities.

Students will be awarded in grades from 9 to 1, with grade 9 being the highest grade. This is how your daughter's progress will be reported in Years 10 and 11.

Some subjects no longer have higher and foundation papers – in English, for example.

Accuracy in spelling and grammar is also important. This will also be an important factor in most courses and will gain extra marks.

The Norbury High School Key Stage 4 Curriculum

It is important that students carefully consider their option choices. However, as a school, we can guide them towards choices that we know will maximise their options later on. The Education Secretary has a view that studying a wide range of subjects up to the age of 16 is right for most students: this means taking a foreign language, a humanity and a creative subject. Here at Norbury High we pride ourselves on working with the students and their families to ensure that we get the best out of them whilst ensuring they are not disadvantaged in anyway compared to students in other schools.

We follow two pathways and we will recommend a specific pathway that students take. In *Pathway A* French or Spanish is compulsory and in *Pathway B* an alternative subject is compulsory and there is more support, smaller core subject groups and extra lessons to facilitate good passes in English, maths and science (please see the pathway diagrams further on in this booklet).

If students can speak, read and write in another language (GCSE Community Languages – Spanish, German, Hebrew, Bengali, Persian, Turkish, Polish, Panjabi, Portuguese, Dutch, Gujarati, Japanese, Arabic, Greek, Latin, Russian, Mandarin, Italian, Urdu) then they may be able to sit the GCSE in it.

During Key Stage 4 every student continues to study a broad and balanced curriculum and there will be a number of different terms used in relation to the programme of study:

- GCSE – General Certificate of Secondary Education
- Level 2 – National standard of study in years 10 and 11, with a Pass, Merit and Distinction grading equivalent to GCSE grades 4, 6 and 8 respectively
- Level 1 – entry level standard with a pass equivalent up to a GCSE grade 3
- NCFE (Northern Council for Further Education) – Exam Board for Level 1 to Level 3 courses
- BTEC (Business Technology Education Council) – these can also be technical awards and from level 1 to level 3 and hold the same equivalence and weighting as GCSEs
- Key Stage 4 – The stage of education that encompasses years 10 and 11.

Which subjects are available?

Core subjects	Humanities block	Creative subject block	Applied subject block
English Language English Literature Maths Science MFL - French or Spanish	Geography Religious Studies History Citizenship	Art & Design - Fine Art Art & Design - Graphic Communication Art & Design - Textiles Music Drama Hospitality & Catering Media Studies Physical Education	Health & Social Care (BTEC) ICT (Vocational) Physical Education Psychology Sociology Business Studies Media Studies Computing

Non-examined content

Personal, Social and Health and Economic education and Relationships and Sex education

It is compulsory for all students to participate in PSHE. All students will have 35 hours of PSHE over the academic year. In Year 10 each student will cover racism/discrimination, current affairs, relationships, careers and healthy lifestyles (including sex and drugs education). These topics cover many PSHE issues but also give students an insight into post-16 subjects.

Careers Education, Information, Advice and Guidance (CEIAG)

CEIAG is delivered in a number of ways through the KS4 curriculum. Students complete a careers unit of work in both Year 10 and 11 in PSHE; these include preparation for interview and applying for jobs which complement and prepare students for their work experience in Year 10. In year 11 they receive an introduction to the college application process and will receive continued support with applications in form time and PSHE lessons.

Year 10 students meet in groups with the Careers Adviser at the end of the academic year. During this session they are encouraged to think about career options and different pathways available to them at the end of year 11.

In Year 11 students receive a one-to-one session with the adviser, during which they discuss pathways and the sixth form application processes. Subject specific careers information is also delivered within subject areas through project work and the use of guest speakers from industry. Lunchtime drop-in sessions are also available every Monday.

Work Experience

In Year 10 students undertake a work experience placement. This is a great opportunity to develop skills and knowledge, as well as receiving first-hand experience of the working environment.

We place a strong emphasis on the importance of preparing students for the world of work and to develop skills that will allow them to succeed in the workplace. These are often delivered through enterprise activities, PSHE and student enrichment days.

Core Physical Education

It is compulsory for all students in Year 10 and 11 to participate in physical education. All students will continue to have 50 minutes of physical activity a week where they will be able to experience a variety of the following sports: basketball, netball, table-tennis, trampolining, tennis, dance, rounders, badminton, cricket and football.

The Options Process – Key Dates & Events 2025-2026

11 Sep to Jan 2026	Year 9 options assemblies hosted by subject leaders
Nov to Dec 2025	Year 9 careers advice with Ms. Park
Wed 03 Dec 2025	Year 9 Parents' evening
Wed 29 Jan 2026	Year 9 Options evening and careers fair Students informed of their allocated pathways Options booklets given out
Mon 03 Feb – Fri 07 Feb 2026	All Year 9 students interviewed by Senior Leadership Team
Wed 04 Mar 2026	Application form (in Applicaa) issued via email at 16.30
Fri 13 Mar 2026	Deadline for online Applicaa form to be completed

Personal preparation: how do I start?

When deciding on the next steps there are some important things you have to consider. You have to think about what your skills are, what your aims and goals are, and what you enjoy. To help you prepare for making the decision there are some activities to complete below.

1. How do I know where I am now?

Look at your levels, reports and think about comments from your teachers. This should help you work out where your strengths are.

Subjects I enjoy	Subjects I am good at
Subjects I don't always enjoy	Subjects I find challenging

2. Have you thought about what career you are looking for in the future? What might you want to go on and study in the future either at A-Level or Degree level? If the answer is yes, which subjects do you need to help you move in this direction? If the answer is no, what range of subjects would be best for you in the longer term?

Possible career choice 1:	Subject combination(s)
Possible career choice 2:	Subject combination(s)

3. There is a large amount of information available that will help you choose subjects. Have you used the following and what did you find out?

Resources	What did you find out?
Unifrog - https://www.unifrog.org/ https://www.unifrog.org/student/know-how/keywords/choosing-your-level-2-qualifications	
https://nationalcareersservice.direct.gov.uk	
Teachers	
Parents/Carers	
Reports	
Other	

4. What questions do you need to ask about the subjects to help you make your choices?

1.	
2.	
3.	
4.	

5. Read your options booklet really carefully. It tells you about all of the subjects on offer, what each one involves and how it is assessed. You need to think hard about the choices you make as you will be following these for the whole of Key Stage 4 and they could impact on your choices at post-16.

6. We have our own careers advisor, Ms. Park, who is trained to support you in this process. As part of the options process, you will have a meeting with her where she will support you and answer any questions you may have. You can also go to the Careers Room on Thursday lunchtimes to the “drop-in” sessions she runs. Speak to [Ms Park](#) for more information.

P A T H W A Y A	Core subjects All study:	Humanities Choose & study 1	Creative Study 1 (select 4 in order of preference)	Applied Study 1 (select 4 in order of preference)
	English Language English Literature Mathematics Separate sciences or combined science* French/Spanish (MFL) Not examined: Physical Education PSHE & RSE Work experience *Science pathway to be determined by the science department	Geography History Religious Studies Citizenship	Art & Design - Fine Art Art & Design – Graphic Communication Art & Design – Textiles Music Drama Hospitality & Catering Media Studies Physical Education	Health & Social Care (BTEC) ICT (Vocational) Physical Education Psychology Sociology Business Studies Media Studies Computing
Additionally, students can choose to take a GCSE in their community language				

P A T H W A Y B	Core subjects All study:	Humanities Choose & study 1	Creative Study 1 (select 4 in order of preference)	Applied Study 1 (select 4 in order of preference)
	English Language English Literature Mathematics Separate sciences (Bio, Chem & Physics) or combined science** Extra English and maths Not examined: Physical Education PSHE & RSE Work experience ** Science pathway will be determined by the science department	Geography History Religious Studies Citizenship	Art & Design - Fine Art Art & Design – Graphic Communication Art & Design – Textiles Music Drama Hospitality & Catering Media Studies Physical Education	Health & Social Care (BTEC) ICT (Vocational) Physical Education Psychology Sociology Business Studies Media Studies Computing
Additionally, students can choose to take a GCSE in their community language				

We will endeavour to give everyone as close to their first choices as possible – what you choose is not a guarantee of the final allocated subjects.

How do I make my choices?

- Consider your future plans after the age of 16.
- If you have an idea about the type of degree you would like to study – visit this website [informed choices](#) to advise you on the subjects needed.
- You will be guided towards pathway A or B.
- Make your curriculum choices based on your pathway.
- Choose subjects you will do well in and which you enjoy.
- Talk to parents / guardians, teachers and tutors.
- Speak to [Ms Park](#) our careers advisor.
- GCSE exams are linear but some are still assessed using coursework and practical skills – think about whether your strengths lie in exams or coursework.
- Students do best in the subjects they enjoy.

GOOD REASONS for choosing a subject:

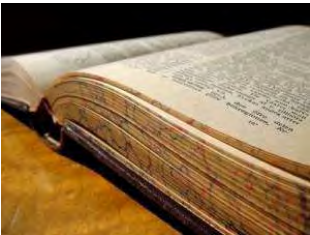
- You enjoy the subject.
- You are good at the subject.
- It will help with your planned career.
- It will broaden your experience.
- It will provide you with valuable skills and knowledge.

● **POOR REASONS** for choosing your options:


- Your best friend wants to do the subject.
- You want to be taught by a particular teacher; this may not be the teacher who teaches you.

Information on the core options subjects:


Core Subject – English

<p>Course title and Exam Board</p>	<p>GCSE English Language - Edexcel GCSE English Literature - Edexcel</p>
<p>Course Content</p> 	<p>All students will prepare for two GCSEs in English Language and English Literature.</p> <p>A variety of texts are studied for English Literature and will include a Shakespeare play, a 19th century novel, a post-1914 British novel or play and a variety of poetry, studied thematically.</p> <p>In the English Language exam, a variety of fiction and non-fiction texts will be studied and students will also develop their own original and creative writing skills.</p>
<p>Assessment Procedures</p>	<p>Both GCSEs are assessed through examinations at the end of year 11:</p> <p>END OF YEAR 11: English Language: Unit 1 fiction and imaginative writing English Language: Unit 2 non-fiction and transactional writing</p> <p>English Literature: Unit 1 Shakespeare and Post-1914 Literature English Literature: Unit 2 19th century novel and poetry</p>
<p>Additional Information</p>	<p>There is no coursework element for the English GCSEs. However, students will complete a speaking and listening qualification in class in the summer term of Year 9. This will be reported as a separate result.</p>
<p>Special requirements</p>	<p>English Literature texts need to be purchased by the students. A letter will be shared regarding this at the beginning of year 10.</p>

Core Subject - Mathematics

Course title and Exam Board	GCSE Mathematics - AQA Course Code – 8300
<p style="text-align: center;">Course Content</p> 	<p>Every student at Norbury High will follow the AQA syllabus for GCSE Mathematics. There are two tiers of entry. Students are entered for either the Higher Tier or the Foundation Tier. Students will undergo a final assessment at the end of the course. The GCSE course covers the following topic areas:</p> <ul style="list-style-type: none"> ● Number ● Algebra ● Ratio Proportion and Rates of Change ● Geometry and measures ● Statistics and Probability <p>There are two tiers of entry: Higher (Grades 5-9) and Foundation (Grades 1-5). The course starts in Year 10 and continues through to Year 11. The tier of entry is based on the student's KS3 result and their progress subsequent to that. The final decision is not made until after the mock GCSE exams have taken place in Year 11.</p>
<p style="text-align: center;">Assessment Procedures</p>	<p>During the course students take Exams at the end of each block of units taught. These are used to set predicted grades and may lead to set changes if the student would benefit from a move to a higher or lower set. The course is assessed through three terminal examination papers of equal weighting. Each paper is 1 hour 30 minutes and contains 80 marks each. Paper 1 is a non-calculator. Calculators are allowed for paper 2 and 3.</p>
<p style="text-align: center;">Special requirements</p>	<p>Scientific calculator, ruler, protractor and compasses are all ESSENTIAL to the course. GCSE questions and practice papers are used throughout the course. Students are encouraged to purchase textbooks or revision books to support study at home. The department also subscribes to two online programs called <i>MathsWatch</i> and <i>Sparx Maths</i>. Both contain video lessons on all GCSE topics taught throughout the course, accompanying worksheets and online tasks that are set regularly by teachers as independent study. Other useful websites include <i>MathsGenie</i> and <i>CorbettMaths</i>.</p>
<p style="text-align: center;">Additional Information</p>	<p>There is no coursework element to the GCSE Mathematics course. The course is assessed by 3 written papers taken at the end of year 11.</p>

Core Subject – Science

<p>Course title and Exam Board</p>	<p>GCSE Science - AQA</p>
<p>Triple Course Content & Syllabus number</p> 	<p><u>GCSE Triple Biology (8461)</u> Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.</p> <p><u>GCSE Triple Chemistry (8462)</u> Atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.</p> <p><u>GCSE Triple Physics (8463)</u> Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism, space</p>
<p>Coursework Element</p>	<p>New GCSE: required practicals</p> <ul style="list-style-type: none"> • No coursework but 28 required practicals to be completed in class over the three years • Written questions about practical work will make up at least 15% of the total marks for the qualification
<p>Special requirements</p>	<p>All required practicals must be completed and therefore attendance to all science lessons is very important.</p>
<p>Course Content & Syllabus number GCSE Combined Science: Trilogy Double Award</p>	<p><u>GCSE Combined Biology (8464)</u> Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology.</p> <p><u>GCSE Combined Chemistry (8464)</u> Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, the rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.</p> <p><u>GCSE Combined Physics (8464)</u> Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnetism and electromagnetism.</p>

Required practicals	Required practicals -21 required practicals to be completed in class over the three years -Written questions about practical work will make up at least 15% of the total marks for the qualification
Special requirements	All required practicals must be completed and therefore attendance to all science lessons is very important.


Science Assessment Procedures

GCSE Programme	Modules Studied	Number of exams	GCSEs Awarded
Triple Science: Separate	Biology 1 + 2 Chemistry 1 + 2 Physics 1 + 2	6 exams in summer of Year 11	3 GCSEs
<p>Written exam: 1 hour 45 minutes (Foundation and Higher Tier for students attaining Grade 6 and above in mocks and regular assessments)</p> <p>100 marks worth 50% of GCSE each exam</p> <p>Each paper consists of multiple choice, structured, closed short answer, and open response questions.</p>			

GCSE Programme	Modules Studied	Number of exams	GCSEs Awarded
Combined Science: Trilogy	Biology 1 + 2 Chemistry 1 + 2 Physics 1 + 2	6 exams in summer of Year 11	2 GCSEs
<p>Written exam: 1 hour 15 minutes (Foundation Tier for students attaining Grade 6 and above in mocks and regular assessments)</p> <p>70 marks worth 16.7% of GCSE each exam</p> <p>Each paper consists of multiple choice, structured, closed short answer, and open response questions.</p>			

Core Subject- Personal, Social, Health and Economic Education


This is a non-examined course

<p>Course Content</p> 	<p>It is compulsory for all students to participate in PSHE Education. In years 10 and 11 students will have one lesson a week.</p> <p>The PSHE programme of study ensures these six main themes are covered:</p> <p>BM (Being Me in My World) 'Who am I and how do I fit?'</p> <p>CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique</p> <p>DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p>HM (Healthy Me) Being and keeping safe and healthy</p> <p>RL (Relationships) Building positive, healthy relationships</p> <p>CM (Changing Me) Coping positively with change</p> <p>The PSHE programme is always developing to ensure we meet the needs of our students. Pupil voice and teacher input will be used to determine what issues are relevant amongst the students and the programme will be adapted accordingly.</p>
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Core Subject - Physical Education
This is a non-examined course

Course title	Physical Education	
Course Content	<p><u>Year 10</u> Students are offered choice in the sport they play. The sport changes every half term.</p>	
	<p><u>Invasion games:</u> Netball Basketball Handball Rugby Football <u>Striking and fielding:</u> Rounders Cricket</p>	<p><u>Net Games:</u> Badminton Tennis Volleyball <u>Creative:</u> Trampolining Dance Yoga <u>OAA</u></p>
	<p><u>Year 11</u> Students are offered choice in the sport they play. The sport changes every half term.</p>	
	<p><u>Invasion games:</u> Netball Basketball Handball Rugby Football <u>Striking and fielding:</u> Rounders Cricket</p>	<p><u>Net Games:</u> Badminton Tennis Volleyball <u>Creative:</u> Trampolining Dance Yoga <u>OAA</u></p>
Focus of lessons	<p>We follow the national curriculum and focus on our students tackling complex and demanding physical activities sessions. Our lessons involve a range of activities that develop personal fitness and promote an active, healthy lifestyle. We focus on competitive gameplay, to develop tactics, strategies and advanced skills.</p>	

Core Subject – Geography

Course title and Exam Board	GCSE Geography - Edexcel B
<p>Course Content</p> 	<p>It is vital in today's society that students learn about and understand the ever-changing world in which they live. The GCSE Geography course aims to give students a taste of the key issues that our planet will face; over their lifetime and beyond. Tackling environmental, political and social perspectives, students will investigate key issues to enable them to further their skills and understanding developed at key stage 3.</p> <p>The course consists of 3 components:</p> <ol style="list-style-type: none"> 1. Global Geographical Issues – draws across physical and human processes and people-environment interactions to consider key real-world issues. <ul style="list-style-type: none"> ● <i>Hazardous earth</i> ● <i>Development dynamics</i> ● <i>Challenges of an urbanising world</i> 2. UK Geographical Issues– focuses on contemporary issues for the UK. <ul style="list-style-type: none"> ● <i>UK's evolving physical landscape</i> ● <i>UK's evolving human landscape</i> ● <i>Investigating the UK – two compulsory field trips</i> 3. People and Environment Issues - making geographical decisions – students will develop their knowledge and understanding of the processes and interaction between people and environment and investigate related issues at a variety of scales. <ul style="list-style-type: none"> ● <i>People and the biosphere</i> ● <i>Forests under threat</i> ● <i>Consuming energy resources</i>
<p>Assessment Overview</p>	<p>Three externally-examined papers – all three assessments completed in May/June of Year 11. Each Paper is 1hour 30mins long and will be a range of short answers, analysis, and extended writing</p> <p>Paper 1-37.5% (written examination)</p> <p>Paper 2-37.5% (written examination)</p> <p>Paper 3-25% (written examination)</p>
<p>Additional Information</p>	<p>Each student will be expected to participate in two days of fieldwork in two contrasting areas – Physical and Human research. These investigations will form case studies for the 3 exams. To help each student achieve success it would be helpful if:</p> <ul style="list-style-type: none"> ● They regularly view news programmes and watch/listen to BBC, CNN and Sky news and they regularly read quality newspapers and magazines. ● Engage with the regular Seneca online learning platform to be familiar with the contents and exam skills.

Core Subject - History

Course title and Exam Board	GCSE History - Edexcel
<p style="text-align: center;">Course Content</p>	<p>This GCSE develops and extends students' knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. It engages students in historical enquiry to develop as independent learners and as critical and reflective thinkers – all key skills for further study. The units studied are designed to allow breadth and depth topics whilst developing key critical thinking skills such as analysis and evaluation.</p> <p>Unit 1: Medicine in Britain 1250-present including the study of an historical environment</p> <p>This provides a view of how human ideas about health and disease have changed from 1250 to the present day. This unit includes the study of an historical environment. We study the British sector of the Western Front 1914-1918. This study includes investigating injuries, treatment and the conditions in the trenches.</p> <p>Unit 2: Period Study and British depth study</p> <p>This unit includes the study of shorter historical time periods in more depth. There are two parts to this paper. Students will study a period from Medieval England in depth. Our chosen unit is King John and King Richard I. Then they will study a topic outside British history. Our chosen unit is the American West from 1835-1895.</p> <p>Unit 3: Modern Depth Study: Weimar and Nazi Germany 1918-1939</p> <p>This unit involves a more in-depth study of modern history. Our chosen unit is Weimar and Nazi Germany. This unit examines the rise and fall of the Weimar Republic established after the turmoil of World War One. This unit then considers the rise of Hitler and the Nazi state. We explore how Hitler was able to take power and how life changed under the Nazi Reich.</p>
<p style="text-align: center;">Assessment Procedures</p>	<p>Three papers are taken at the end of two years:</p> <ul style="list-style-type: none"> ● Paper 1 (Thematic study and historical environment) worth 30% ● Paper 2 (Period study and British depth study) worth 40% ● Paper 3 (Modern depth study) worth 30%

Core Subject - Languages (MFL)

Course title and Exam board	GCSE French Edexcel
Course Content	<p>Language is more than words: language is communication; language is culture; language is connection.</p> <p>Thematic contexts</p> <p>The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs. Themes covered are: my personal world; lifestyle and wellbeing; my neighbourhood; media and technology; studying and my future and travel and tourism.</p>
Assessment Procedures	<p>Paper 1: Speaking in French (Internally conducted and externally assessed)</p> <p>Paper 2: Listening and understanding in French</p> <p>Paper 3: Reading and understanding in French</p> <p>Paper 4: Writing in French</p> <p>Within this framework, there are two tiers - the Foundation Tier (grades 1–5) and the Higher Tier (grades 5–9).</p>
Subject Aims	<p>The aims of this qualification are to:</p> <ul style="list-style-type: none"> • provide a coherent, satisfying and worthwhile course of study • develop confidence in, and a positive attitude towards, French and to recognise the importance of languages • provide a strong linguistic and cultural foundation for students who go on to study languages at a higher-level post-16 • develop students' ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes • develop students' ability to communicate independently about subjects that are meaningful and interesting to them • build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language • enable students to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken.
Career Options	<p>Languages are becoming increasingly important in careers such as: law, finance, business, marketing, software development, retail and tourism. In addition, a GCSE pass in a language is seen favourably in some higher courses including admission to some universities.</p>
Special requirements	<p>To have studied French in years 7 - 9.</p> <p>To be prepared for weekly vocabulary learning.</p> <p>Enthusiasm and perseverance.</p>

Core Subject - Languages (MFL)

Course title and Exam board	GCSE Spanish Exam board: Edexcel
Course Content	<p>The content provides a real-world focus with authentic situations and stimuli to encourage communication, broaden perspectives, introduce cultures from the Spanish-speaking world and develop students into global citizens.</p> <p>The course includes topics such as family, friends, equality, tourism, sports, shopping, music and social media, structured across six themes: my personal world; lifestyle and wellbeing; my neighbourhood; media and technology; studying and my future and travel and tourism.</p>
Assessment Procedures	<p>Students are assessed at either Foundation or Higher tier across all papers via four final examinations in year 11</p> <ul style="list-style-type: none"> ● 25% speaking paper ● 25% listening paper ● 25% reading paper ● 25% writing paper <p>Listening tests involve answering questions in English, and dictation</p> <p>Reading tests include understanding emails, letters, articles and literary texts plus a translation from Spanish to English.</p> <p>Writing tests include writing extended responses and one translation into Spanish</p> <p>Speaking tests are conducted in May of the final year at school but are assessed by the examination board.</p>
Career Options	<p>Languages are becoming increasingly important in many careers, for example: law, finance, business, marketing, software development, retail and tourism. Promotion prospects are enhanced by having another language. In addition, a GCSE pass in a language is seen favourably in numerous higher education courses.</p>
Special requirements	<p>To have studied Spanish in years 7 - 9.</p> <p>To be prepared for weekly vocabulary learning.</p> <p>Enthusiasm and perseverance.</p>

All options subjects


Art & Design: Fine Art

Course title and Syllabus number	Edexcel GCSE Level 2 (9-1) Fine Art (1FA0)
Course Content	<p>The Fine Art course focuses on developing observational drawing skills, painting, printmaking, sculpture and 3D design using a variety of media and approaches. Students are encouraged to develop personal and creative responses to the themes set. The study of other artist's and designers' work is an integral part of the course. Students explore these skills in 2 major units through the 2 years.</p> <p>Component 1: Personal Portfolio. Students produce supporting studies and personal responses to themes set by the department.</p> <p>Component 2: Externally Set Assignment. At the end of year 11 students have approximately 10 weeks to create preparatory work based on a theme set by the exam board. A 10-hour timed test creating a final piece is then taken over two days.</p>
Assessment Procedures	<p>Coursework and exam work are marked according to the examination boards objectives. Coursework is continually assessed throughout the course in year 10 and 11. 60% of the marks are awarded to component 1 and 40% of the marks to the Externally Set Assignment (component 2) taken at the end of year 11. The theme of which is set by the exam board.</p> <p>Teachers make a final assessment of coursework and the timed test at the end of the course and an external examination moderator will assess the final marks.</p>
Coursework Element	<p>Students are required to complete a personal portfolio. The unit contains a body of research, supporting work and developmental work leading to one or more outcomes. Each unit will focus on different themes and outcomes. The main body of work will be presented in the form of a work journal or sketchbook.</p>
Career Options	<p>The Art and Design GCSE can prepare and equip students with the skills to follow a career in the field of Art and Design.</p> <p>Art and Design can lead to many careers such as a Painter, Sculptor, Theatre Set Designer, Web Designer, Photographer, 3D Designer, Interior Designer, Fashion Designer, an Animator, or Illustrator.</p>
Special requirements	<p>Students need to be able to work independently at home on their practical work. Some basic art equipment will be necessary such as a B pencil and a sketchbook. It is advised that a set of acrylic paints would benefit the students on this course. During the course, trips to galleries are arranged and it is important for students to attend these visits.</p>

Art & Design: Graphic Communication

Course title and Syllabus number	Edexcel Level 2 GCSE (9-1) Graphic Communication (1GC0)
Course Content	<p>The course focuses on different aspects of Graphic Design practices including Illustration, Typography, Packaging, Advertising and Computer Aided Design and Interactive Media.</p> <p>Students are encouraged to develop personal and creative styles through the use of typography, imagery and colour. Students use professional software such as Adobe Photoshop alongside drawing and painting. The study of other artists and designers' work is an integral part of the course. Students explore these skills in 2 major components through the 2 years.</p> <p>Component 1: Personal Portfolio. Students produce supporting studies and personal responses to themes set by the department.</p> <p>Component 2: Externally Set Assignment. At the end of year 11 students have approximately 10 weeks to create preparatory work based on a theme set by the exam board. A 10-hour timed test creating a final piece is then taken over two days.</p>
Assessment Procedures	<p>Components 1 and 2 are marked according to the examination boards objectives. Coursework is continually assessed throughout the course in Year 10 and 11.</p> <p>60% of the marks are awarded to the Personal Portfolio and 40% of the marks to the Externally Set Assignment at the end of Year 11. The theme of which is set by the exam board. Teachers make a final assessment of coursework and the timed test at the end of the course and an external examination moderator will assess the final marks.</p>
Coursework Element	<p>Students are required to complete a personal portfolio that contains a body of research, supporting work and developmental work leading to one or more outcomes. The work will be presented in the form of a work journal or sketchbook.</p>
Career Options	<p>The Graphic Communication GCSE can prepare and equip students with the skills to follow a career in the field of Art and Design.</p> <p>Graphic Communication can lead to many careers such as a Publisher, Web Designer, Photographer, 3D Designer, Interior Designer, an Animator, Graphic Designer or Illustrator.</p>
Special requirements	<p>Students need to be able to work independently at home on practical work. Some basic art equipment will be necessary such as a B pencil and a sketchbook. A set of Gouache paints would benefit the students on this course. During the course, trips to galleries are arranged and it is important for students to attend these visits.</p>


Business

Course title and Exam Board	GCSE Business - Edexcel
<p>Course Content</p> 	<p>The course consists of 2 units</p> <p>Unit 1 Introduction to small businesses Students will study elements of business in relation to starting a new business. For example, understanding customer needs, invention and innovation, estimating revenues and profit and the marketing mix. This unit looks at all the skills an entrepreneur needs to start a successful business.</p> <ul style="list-style-type: none"> ● Topic 1.1 Enterprise and entrepreneurship ● Topic 1.2 Spotting a business opportunity ● Topic 1.3 Putting a business idea into practice ● Topic 1.4 Making the business effective ● Topic 1.5 Understanding external influences on business <p>Unit 2 Building a business This unit looks at different aspects of business. For example, marketing including product trials, customer needs including customer service as well as effective financial management which include how to improve profit.</p> <ul style="list-style-type: none"> ● Topic 2.1 Growing the business ● Topic 2.2 Making marketing decisions ● Topic 2.3 Making operational decisions ● Topic 2.4 Making financial decisions ● Topic 2.5 Making human resource decisions
<p>Assessment Procedure</p>	<p>Unit 1- Written exam - 1hr 45 minutes – 50% of total GCSE Unit 2- Written exam - 1hr 45 minutes – 50% of total GCSE</p> <p>Both papers are divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks.</p>
<p>Coursework Element</p>	<p>This GCSE is 100% examination assessed and will therefore not include any coursework.</p>
<p>Career Options</p>	<p>Studying Business is a stepping stone to many sectors. After all, every sector has businesses! With a business GCSE you could go on to do a business administration apprenticeship, or you could decide to do a business studies A level and/or related degree.</p>
<p>Special requirements</p>	<p>An interest in business and an entrepreneurial spirit! The following are also useful: the ability to work as a team, leadership, communication, presentation, thinking and risk-taking skills. A good understanding of maths and figures.</p>

Citizenship Studies

Course title and Syllabus number	Citizenship Studies (9-1) – J270 OCR
Course Content	<p><u>Rights, the law and the legal system in England and Wales:</u> Chapter 1: Rights and responsibilities Chapter 2: The law Chapter 3: The legal system (England and Wales)</p> <p><u>Democracy and government:</u> Chapter 4: Democracy, elections and voting in the UK Chapter 5: National, local, regional and devolved government Chapter 6: British Constitution Chapter 7: The economy, finance and money Chapter 8: The role of the media and free press Chapter 10: Politics beyond the UK</p> <p><u>Citizenship participation in democracy and society:</u> Chapter 9: Citizen participation in democracy and society</p> <p><u>The UK and its relations with the wider world:</u> Chapter 11: Identities and diversity in UK society Chapter 12: The UK and its relations with the wider world</p>
Assessment Procedures	<p style="text-align: center;"><u>3 Examination Papers - NO COURSEWORK</u></p> <p>Paper 1: 50 marks, 50 minutes, (25%) – Multiple-choice and short answer questions</p> <p>Paper 2: 100 marks, 1hr 45 minutes, (50%) – Short and long answer / essay style questions</p> <p>Paper 3: 50 marks, 1 hr, (25%) – Short and long answer / essay style questions</p>
Coursework Element	No coursework, but practical citizenship action must be taken and referred to in their exam for Chapter 9 for examination paper 2.
Career Options	<p>Many students who have a GCSE in Citizenship go on to study the following subjects at A level:</p> <ul style="list-style-type: none"> ● Government and Politics ● Law
Special requirements	You must take a keen interest in current affairs and politics. If you do not find politics interesting and do not keep up with the news daily then you will struggle to understand key terms and concepts.

Computer Science

Course title and Exam Board	GCSE Computer Science - OCR
Course Content 	<p>Students will get the opportunity to learn about how the computer carries out certain tasks, as well as investigating current and emerging technologies and their impact. We will learn about some topics already covered in Year 9 such as networking, ethical and legal concerns and we will deepen your understanding of those topics.</p> <p>We will also cover some new topics that have not been done before such as: systems architecture, memory, storage, computational thinking and logic, algorithms, programming techniques, producing robust programs, translators and facilities of languages and data representation.</p>
Assessment Procedure	<p>The course consists of 2 elements:</p> <ul style="list-style-type: none"> ● Computer systems (01) 80 marks 1 hour and 30 minutes - written paper (no calculators allowed) 50% ● Computational thinking, algorithms and programming (02) 80 marks 1 hour and 30 minutes - written paper (no calculators allowed) 50%
Coursework Element	None
Additional Information	<p>You will enjoy this course if you enjoy problem solving, as it allows you to investigate a problem and produce a working solution. It also teaches you the theory behind programming. There are two papers, one is theory that consists of similar topics to those studied in year 9, and more, and the other is the theory behind programming. If you have any questions, please see Ms Ingrams or Mr Thinavalagan and they can answer them.</p>
Career options	<p>The students could take many different avenues as the specification is quite vast. There is computer programming, network engineer, network manager, system analyst, software engineering, website designer, computer game development, cyber security and many more.</p>
Special requirements	<p>You need to be dedicated to getting your work completed. Extra input will be required at home to practise some of the more logical elements.</p>


Drama

Course title and Syllabus	Eduqas GCSE Drama (C690)
Course Content	3 Components: <ul style="list-style-type: none"> ● Component 1- Devising Theatre ● Component 2- Performing from a text ● Component 3- Interpreting Theatre
Assessment Procedures	<p><u>Component 1 (40%) - internally assessed, externally moderated</u></p> <p>Students can choose either a design role or an acting role. This component offers learners the chance to engage with theatre practitioners and style. They work collaboratively to devise a performance based off of chosen stimuli. Learners must document their process in the form of a portfolio. Assessment is carried out in two ways:</p> <ul style="list-style-type: none"> ● Written or video recorded portfolio ● Performance <p><u>Component 2 (20%) - externally assessed</u></p> <p>Students can choose either a design role or an acting role. Learners must select one play script to interpret, adapt and perform.</p> <p>Assessed by:</p> <ul style="list-style-type: none"> ● Performing two extracts from their chosen play in front of an external examiner <p><u>Component 3 (40%) - written examination</u></p> <p>Students will study live theatre by going to shows across the year- learners need to critically engage with the performances they have seen by reviewing them in an essay. Students also study 1 play across the GCSE course in depth and answer questions on performance, direction and theatre production. Component 3 is split into two parts:</p> <ul style="list-style-type: none"> ● Section A- Interpreting set text chosen by centre ● Section B- Live Theatre Evaluation
Coursework Element	C1- Log/Portfolio (750 - 900 words) Document including analysis and evaluation of devising process. Research and development based on the stimuli.
Career Options	<ul style="list-style-type: none"> ● Careers in the theatre industry includes: writing, directing, performing/acting, stage management, lighting, sound, costume, make-up/ wigs, set, producer, education department in a theatre, dramaturg, talent agent, casting director
Special requirements	<ul style="list-style-type: none"> ● Creativity/ innovative thinking. ● Ability to work independently and in small and larger groups. ● Dedicated to Drama- independent rehearsal. ● Ability to communicate effectively with others. ● Understanding of Drama as an art form – strategies, mediums and elements. ● Good literacy skills to support the written elements for the course. ● Good analytical skills -access higher order thinking for C1 and C3.

Health & Social Care

Course title and Syllabus number	BTEC level 1 / 2 Tech Award: Health and Social Care (Pearson/Edexcel)
Course Content	<p>1 Human Lifespan Development Physical, intellectual, emotional and social aspects of human growth and development. Factors affecting growth and development including genetic, social, economic and environmental factors. Along with life events and how we cope with them and use support: both professional and informal support.</p> <p>2 Health and Social Care Services and Values Examples of primary, secondary and tertiary health and care services; barriers to accessing those services; application of care values.</p> <p>3 Health and Wellbeing (Exam unit) Case studies of factors affecting health and wellbeing: genetic, social, economic and environmental. Consider recommended actions to improve health and wellbeing and set targets. Explaining how sources of support can help achieve actions. Barriers and obstacles that prevent access and success to health outcomes.</p>
Assessment Procedures	<p>Students can qualify at both Level 2 (GCSE level) and Level 1 The qualification is graded into the following range: Level 2: Distinction*- Distinction - Merit - Pass Level 1: Dist. - Merit - Pass</p> <p>The qualification is assessed as follows:</p> <p>1. Human Lifespan Development: (30%) Internal Pearson Set Assessment</p> <p>2. Health and Social Care Services and Values (30%) Internal Pearson Set Assessment</p> <p>3. Health and Wellbeing (40%) External Examination</p>
Coursework Element	<p>The two internal assessment units that you will do in year 10 and year 11 are Pearson Set Assessments.</p> <p>You will address the Distinction/Merit/Pass criteria by researching and responding to case studies and scenarios. For example, for Component 1, you will present information about the growth and development of an individual. You may be given the opportunity to resubmit your work if your teacher thinks you can improve it.</p>
Career Options Progression and Skills	<p>The course can be a general preparation for careers such as:</p> <p>Health related professions: e.g., nursing, midwifery, physiotherapy, Social or care related professions: e.g., childcare, teaching, counselling, care work and social work.</p>
Special requirements	<p>You should have an interest in health or caring professions. You should be willing to participate in class and discuss factors affecting health and wellbeing. We will encourage you to do a childcare or primary school placement for your year 10 work experience.</p>

Hospitality and Catering

<p>Course title and Exam Board</p>	<p style="text-align: center;">Hospitality and Catering WJEC Level 1/2 Vocational Award WJEC Eduqas (601/7703/2)</p>
<p>Course Content</p> 	<p>WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about the hospitality & catering vocational sector and the potential it can offer them for their careers or further study within this sector. The course is made up of two units.</p>
<p>Assessment Procedures</p>	<p>The course is assessed and made up of two units:</p> <ul style="list-style-type: none"> ● Unit 1 – The Hospitality and Catering Industry theory work leading up to 1 written exam – worth 40% of final grade (year 11) ● Unit 2 – Scenario based coursework project with practical cooking exam – completed in controlled conditions (12 hours of timed work) - worth 60% of final grade (year 11) <p>The practical exam is 3 ½ hours to prepare, cook & serve two dishes with accompaniments.</p> <p>The coursework is set internally with teacher guidance and the exam paper is externally set by the WJEC Eduqas exam board.</p>
<p>Coursework Element (Controlled Assessment)</p>	<p>Each student must complete a portfolio of research and investigation work in response to their scenario.</p> <ul style="list-style-type: none"> ● Research and investigate nutrition and the importance of nutrition through different stages of life, food provenance, seasonality of ingredients and cooking and preparation methods to design and produce a menu in response to a scenario from the exam board. Upon completion of their practical exam, students have to evaluate their work to demonstrate reflective learning. ● A selection of work resulting from written and research activities, developing practical skills to demonstrate highly skilled refined dishes which they can make and propose in response to the scenario provided, independent work within the kitchen etc. <p>The work submitted for this component will be marked as a whole and equates to 60% of the overall GCSE grade.</p>
<p>Special Requirements</p>	<p>Students may be expected to supply ingredients for their controlled assessment practical exam. Students will need to be able to work independently at home to revise exam content and write up notes to support them with their controlled assessment work. Students will also be encouraged ahead of the practical element of their exam to practise their dishes at home to ensure they are able to work independently and within the time frame provided by the exam board.</p>



Information Technologies

Course title and Syllabus number	Cambridge National In IT Level 1/2 Certificate J836
Course Content	<p>Students must complete three units:</p> <ul style="list-style-type: none"> • One externally assessed unit (exam) • Two centre-assessed units (NEA) <p>R050 (40% of total mark) IT in the digital world (Theory exam) In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Topics include:</p> <ul style="list-style-type: none"> o Design Tools o Human Computer Interface (HCI) in everyday life o Data and testing o Cyber-security and legislation o Digital Communications o Internet of Everything (IoE) <p>R060 (30% of total mark) Data manipulation using spreadsheets (NEA) In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client’s requirements. You will be able to evaluate your solution based on the user requirements.</p> <p>Topics include:</p> <ul style="list-style-type: none"> o Planning/Creating/Testing/Evaluating and designing the spreadsheet solution <p>R070 (30% of total mark) Using Augmented Reality to present information (NEA) In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client’s requirements.</p> <p>Topics include:</p> <ul style="list-style-type: none"> o Augmented Reality (AR), Designing/Creating/Testing and reviewing an Augmented Reality (AR) model prototype
Assessment Procedures	R050 (40% of total mark) IT in the digital world (Theory exam) R060 (30% of total mark) Data manipulation using spreadsheets (NEA) R070 (30% of total mark) Using Augmented Reality to present information (NEA)
Coursework Element	R060/070
Career Options	<p>When you have completed this course, you could continue on to the Computer Science A level, or an ICT BTEC. If you decide to not take it any further, then the course itself will prepare you with some great ICT skills that will definitely be useful in your college and university life. It is also applicable in the workplace.</p> <p>Students have gone on to support their own business with ICT solutions such as stock control, publicising their businesses, keeping records for staff and payroll.</p>
Special requirements	There are no special requirements for this course. It helps if you have Microsoft Office at home, but this is by no means essential.


Mathematics: Statistics

Course title and Exam Board	GCSE Statistics - AQA Course Code – 8382
<p style="text-align: center;">Course Content</p>	<p>Students follow the AQA syllabus for GCSE Statistics. The course is available in two tiers of entry: Foundation (grades 1–5) and Higher (grades 4–9). Students will complete the assessment at the end of the course.</p> <p>The GCSE Statistics course covers the following broad topic areas:</p> <ul style="list-style-type: none"> ● Planning and collecting data ● Processing and presenting data ● Probability and statistical interpretation ● Statistical Enquiry Cycle (SEC) <p>The course is started in Year 10 and continues through to Year 11. The tier of entry (Foundation or Higher) is based on the student’s progress, prior attainment, and mock exam performance. The final decision will be made at the end of Year 10.</p>
<p>Assessment Procedures</p>	<p>The formal external assessment takes place at the end of Year 11 and consists of two terminal examination papers (Paper 1 and Paper 2). Both papers must be taken in the same exam series and at the same tier. There is no coursework or controlled assessment element. Both exam papers are equally weighted and have the following structure:</p> <ul style="list-style-type: none"> ● Written exam: 1 hour 45 minutes ● Tiered Higher and Foundation ● 80 marks ● 50% of GCSE <p>Questions</p> <ul style="list-style-type: none"> ● Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.
<p>Special requirements</p>	<p>Students must bring to every lesson and every assessment the following essential equipment:</p> <ul style="list-style-type: none"> ● Scientific (or graphing) calculator ● Ruler (30 cm) and protractor ● Pair of compasses
<p>Additional Information</p>	<p>Regular past-paper practice is strongly encouraged (e.g., via online resources). Useful websites include revision resources specific to GCSE Statistics such as those listed by the school: e.g., Corbett Maths, MathsGenie (Statistics section), and the AQA “All About Maths” resources.</p>

Music


Course title and Syllabus number	Music GCSE Eduqas
<p>Course Content</p> 	<p>The Eduqas music GCSE course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles. The <i>Western Classical Tradition</i> forms the basis of <i>Musical Forms and Devices (area of study 1)</i>, and learners should take the opportunity to explore these forms and devices further in the other three areas of study. <i>Music for Ensemble (area of study 2)</i> allows learners to look more closely at texture and sonority. <i>Film Music (area of study 3)</i> and <i>Popular Music (area of study 4)</i> provide an opportunity to look at contrasting styles and genres of music.</p>
<p>Assessment Procedures</p> 	<p>Students will be assessed in three areas:</p> <p>Component 1: Performing. Two performances lasting 4-6 minutes. 30% of qualification. Recorded at school. Externally moderated.</p> <p>Component 2: Composing. Two compositions lasting 3-6 minutes. 30% of qualification. Recorded at school. Externally moderated.</p> <p>Component 3: Appraising. Written examination: 1 hour 15 minutes (approximately) 40% of qualification.</p>
<p>Coursework Element</p>	<p>Two performances and two compositions.</p>
<p>Career Options</p>	<p>Some career options are: a musician, producer, composer, arranger, teacher, music therapist, sound engineer, musicologist, conductor or a pop star.</p> <p>You will also build a range of skills by studying music that will help you get a great job even if it is not connected to music.</p>
<p>Special requirements</p>	<p>You should be able to play an instrument or sing. You should enjoy listening to a wide variety of music.</p>

Physical Education

Course title and Syllabus number	Physical Education (examined) OCR (9-1) J587
<p>Course Content</p> 	<p>Component 01: Physical Factors affecting performance Explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results. There are two topics:</p> <ul style="list-style-type: none"> ● Applied anatomy and physiology ● Physical training. <p>Component 02: Socio-cultural issues and sports psychology</p> <ul style="list-style-type: none"> ● social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. <p>There are three topics:</p> <ul style="list-style-type: none"> ● Socio-cultural influences ● Sports psychology ● Health, fitness and well-being. <p>Component 04: Performance in Physical Education Assessed in performing three practical activities taken from the OCR approved lists: a team sport, an individual sport and the last from either option. In the practical unit, they must demonstrate effective performance and application of core and advanced skills, the use of tactics or techniques and the ability to observe the rules and regulations within the sport.</p> <p>Component 05: Analysis and Evaluation of Performance This component enables them to analyse and evaluate their own or a peer's performance in one activity. This is done through a controlled assessment.</p>
Assessment Procedures	<p>Exam Assessment: Physical Factors affecting performance (01) 30%</p> <p>Exam Assessment: Socio-Cultural issues and sports Psychology (02) 30%</p> <p>Non exam assessment: Performance in Physical Education (04) 30%</p> <p>Non exam assessment: Analysis and Evaluation of Performance (05) 10%</p>
Practical Sports	<p>A choice of: 2 Team/1 Individual or 1 Team/2 Individual</p> <p>Team Sports: Badminton/ Basketball/ Cricket/ Dance/ Football/ Handball/ Hockey/ Netball/ Rugby/ Table Tennis/ Tennis/ Volleyball</p> <p>Individual Sports: Athletics/ Badminton/ Cycling/ Dance/ Golf/ Gymnastics/ Kayaking/ Rock Climbing/ Skiing/ Swimming/ Table Tennis/ Tennis/ Trampoline.</p>
Career Options	<p>Working in the fitness industry /physiotherapy /medicine/ sports coaching / sports law / sports journalism/ sports nutrition/ teacher/ events manager/ activities instructor.</p>


Special requirements	<ul style="list-style-type: none">● Represent the school in at least one sport.● Participate in physical activity outside of school (play for a club) is desirable.● To regularly attend extracurricular activities.● To want to have a potential career in sport studies.● An interest in human biology and/or sports current affairs is advantageous.
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Psychology


Course title and Syllabus number	Edexcel GCSE 9-1 Psychology Specification code: 1PS0			
Course Content 	<p>Paper 1</p> <ul style="list-style-type: none"> ● Topic 1: Development – How and at what ages did your skills and self-awareness develop? ● Topic 2: Memory – How does your memory work and why do you forget? ● Topic 3: Psychological problems – How would mental ill health affect you? E.g. addictions & depression. ● Topic 4: The brain & neuropsychology – How do parts of your brain work and control behaviour? ● Topic 5: Social influence – How do groups and individuals affect your behaviour? <p>Paper 2 – two options from below...currently those in <u>bold and underlined</u></p> <ul style="list-style-type: none"> ● <u>Topic 6: Criminal psychology – Why do people become criminals? How can we control criminality?</u> ● Topic 7: The self – What makes you who you are? ● Topic 8: Perception – How do you interpret the world around you? ● <u>Topic 9: Sleep and dreaming – Why and how do you need to sleep and dream? Also sleep disorders.</u> ● Topic 10: Language, thought and communication – How do you communicate with others <p><u>PLUS</u></p> <ul style="list-style-type: none"> ● <u>Topic 11: Research methods – How is psychological research carried out?</u> 			
Assessment Procedures	<p>100% exam</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Paper 1: Written examination 1 hour and 45 minutes 55% of the qualification 98 marks </td> <td style="width: 50%; border: none;"> Paper 2: Written examination 1 hour and 20 minutes 45% of the qualification 79 marks </td> </tr> </table>		Paper 1: Written examination 1 hour and 45 minutes 55% of the qualification 98 marks	Paper 2: Written examination 1 hour and 20 minutes 45% of the qualification 79 marks
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Career Options	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> Jobs directly related Health psychologist Clinical psychologist Counsellor Play therapist Educational psychologist Psychotherapist Forensic psychologist Advertising account planner Occupational psychologist Mental health nurse </td> <td style="width: 50%; border: none; vertical-align: top;"> Jobs where Psychology is useful Market researcher Teacher Forensic criminologist Careers officer Human resources officer Civil Servant Advice worker Sport and exercise psychologist </td> </tr> </table>		Jobs directly related Health psychologist Clinical psychologist Counsellor Play therapist Educational psychologist Psychotherapist Forensic psychologist Advertising account planner Occupational psychologist Mental health nurse	Jobs where Psychology is useful Market researcher Teacher Forensic criminologist Careers officer Human resources officer Civil Servant Advice worker Sport and exercise psychologist
Jobs directly related Health psychologist Clinical psychologist Counsellor Play therapist Educational psychologist Psychotherapist Forensic psychologist Advertising account planner Occupational psychologist Mental health nurse	Jobs where Psychology is useful Market researcher Teacher Forensic criminologist Careers officer Human resources officer Civil Servant Advice worker Sport and exercise psychologist			

Special requirements	Students who are likely to succeed will be able to memorise a large amount of information (lots of content). Students who are good at English, Maths and Biology tend to do best as you will be required to write essays, use and manipulate data and apply scientific understanding both to the methodology used in Psychology but also in terms of theory.
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Religious Studies

Course title and Exam Board	Religious Studies GCSE WJEC Eduqas (C120)
<p>Course Content</p> 	<p>This thematic RS course gives students the opportunity to consider some of the world's major issues from a variety of religious viewpoints. Pupils are expected to give their own opinions on this range of issues (some of which will be very personal to them), while also being expected to offer a view that differs from their own. This may be a religious or Humanist view.</p> <p>This course is made up of eight units covering life issues and human experiences. The units are as follows:</p> <p><u>Year 10</u></p> <p>Component 1: Religious, Philosophical and Ethical Studies in the Modern World</p> <ul style="list-style-type: none"> ● Issues of relationships ● Issues of life and death ● Issues of good and evil ● Issues of human rights <p><u>Year 11</u></p> <p>Component 2: Study of Christianity</p> <ul style="list-style-type: none"> ● Christianity: beliefs & teachings ● Christianity: practices <p>Component 3: Study of a world faith: Islam</p> <ul style="list-style-type: none"> ● Islam: beliefs & teachings ● Islam: practices
<p>Assessment Procedure</p>	<p>To receive a full course qualification, students will sit three exam papers at the end of Year 11. The course is 100% exam based.</p>
<p>Additional Information</p>	<p>Watching the news and reading the newspapers to find out about topical issues is very helpful in understanding other people's points of view and in recognising the relevance of religion in today's world.</p>
<p>Career Options</p>	<ul style="list-style-type: none"> ● Activist ● Administrative Coordinator ● Author ● Charity Coordinator ● Child & Youth Worker ● Clergyperson ● Community Centre Director ● Community Developer
<p>Special Requirements</p>	<p>Religion Studies (RS) is a rigorous humanities subject. It is important in helping students to become global citizens. An open mind and an interest in the world are useful. RS students learn to form and challenge their own opinions, to listen and evaluate.</p>


Sociology

Course title and Exam Board	Sociology GCSE AQA (8192)
<p style="text-align: center;">Course Content</p> 	<p>The sociological approach Debates within sociology; how sociological knowledge and ideas change over time and sociological theories and theorists. Social structures and social processes, including socialisation, social control and social change. Social issues, including the causes and consequences of inequality, power and authority.</p> <p>Sociological research methods: you will learn about research methods and how Sociologists apply the methods in their research.</p> <p>Paper 1:</p> <p>Families: Patterns and changes in the diverse forms of the family in Britain today; roles and authority in relationships, patterns of fertility and life expectations, sociological approaches to the family- positive and critical, changes in patterns of divorce and consequences; family-related issues.</p> <p>Education: structure of the education system, variations in and influences on educational achievement in terms of class, gender and ethnicity. Functions that education performs: needs of the economy, social mobility, and social cohesion.</p> <p>Paper 2:</p> <p>Crime and Deviance: sociological explanations of criminal and deviant behaviour, such as subcultural theories, labelling theory and relative deprivation</p> <ul style="list-style-type: none"> • the usefulness of official crime figures, and self-report and victim studies, • significance of criminal and deviant behaviour for victims, communities and society in general <p>Social Stratification: social stratification as involving the unequal distribution of wealth, income, status and power</p> <ul style="list-style-type: none"> • including class, status and life chances • forms based on class, gender, ethnicity, age and religion
<p>Assessment Procedure</p>	<p>Paper 1 Sociology of Families and Education 50% written Paper</p> <ul style="list-style-type: none"> • Two question areas – 1 hour 45 min <p>Paper 2 Sociology of Crime and Deviance and Stratification</p> <ul style="list-style-type: none"> • Two question areas - 1 hour 45 min
<p>Careers Options</p>	<p>Teacher; lecturer; housing manager/officer; marketing executive; police officer; policy officer.</p>
<p>Special Requirements</p>	<p>You will be required to research, discuss and produce extended pieces of writing on a range of topics. You should also be prepared to work independently and apply your knowledge as you may be asked to present your work to the class or undertake peer marking.</p>

Textiles

Course title and Exam Board	Textiles GCSE – AQA (8204)
Course Content	<p>This Art and Design Textiles GCSE course is based on research, designing and making activities delivered through fashion and textiles. The course entails a wide range of workshops, tutorials and developmental work which involves the production of a detailed design portfolio and the realisation of designs for fashion, costume Art or interiors. Student creativity and curiosity is strongly encouraged, while independent ownership of work is fostered.</p>
Assessment Procedure	<p>The course is assessed in two components:</p> <ul style="list-style-type: none"> ● Coursework based project portfolio (Years 10 /11) 60% ● Externally set practical examination (Year 11) 40% <p>The coursework is set internally through teacher guidance and the practical exam paper is externally set by the AQA exam board and requires a preparation and practical exam period.</p>
Coursework Element	<p>Each student must select and present a personal portfolio of work which includes:</p> <ul style="list-style-type: none"> ● A sustained project developed in response to a subject, theme, task or brief set through tutorials with their teacher. This evidences the journey from initial engagement with an idea(s) to the realisation of intentions. ● A selection of work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study etc. <p>The work submitted for this component will be marked as a whole and equates to 60% of the overall GCSE grade.</p>
Careers Options	<p>Clothing/textile technologist Colour technologist Illustrator Interior and spatial designer Fashion designer Printmaker Textile designer</p>
Special Requirements	<p>Though most resources are provided free by the school, students may be expected to supply some of the materials required. Students will need to be able to work independently at home on some portfolio elements. During the course one or two contextual trips are organised to support learning and it is important for students to attend these visits.</p>

Community Languages

<p>Course title and Exam Board</p>	<p style="text-align: center;">GCSE – Edexcel Arabic, French, German, Greek, Gujarati, Hindi, Italian, Japanese, Mandarin, Persian, Portuguese, Russian, Spanish, Turkish, Urdu</p> <p style="text-align: center;">GCSE – AQA Polish</p> <p style="text-align: center;">Cambridge O Level – Cambridge Sinhala, Tamil</p> <p style="text-align: center;">Cambridge IGCSE – Cambridge Hindi</p>
<p>Course Information</p> 	<p>At our school, students have the exciting opportunity to sit an <i>extra</i> GCSE in their home or community language in Year 10. This is available to students who are already confident in all four skills (listening, speaking, reading and writing) in their chosen language.</p> <p>Thematic contexts Themes covered are: my personal world; lifestyle and wellbeing; my neighbourhood; media and technology; studying and my future and travel and tourism.</p>
<p>Assessment Procedures</p>	<p>Edexcel and AQA Paper 1: Speaking (Internally conducted and externally assessed) Paper 2: Listening and understanding Paper 3: Reading and understanding Paper 4: Writing Within this framework, there are two tiers - the Foundation Tier (grades 1–5) and the Higher Tier (grades 5–9).</p> <p>Cambridge O Level Paper 1: Composition Paper 2: Translation and Reading Comprehension</p> <p>Cambridge IGCSE Paper 1: Reading and Writing Paper 2: Listening Paper 3: Speaking (Optional)</p>
<p>Additional Information</p>	<p>The school does not offer practical lessons specifically aimed at preparing students for Community Languages examinations. Students are expected to review and study independently. However, relevant materials are available upon request to support their preparation.</p>
<p>Special requirements</p>	<p>Students must be confident in all four skills (listening, speaking, reading and writing) in their chosen language.</p>

Next Steps

We want you to spend time finding out about the option subjects and thinking carefully about your choices before deciding.

You will receive an email with a log in to Applica to complete your choices

Any questions on the process please mark emails for the attention of Mr T. Dale. admin@nhsg.org.uk

Any questions on the subjects please contact the relevant teacher from the following list on admin@nhsg.org.uk and mark the email FAO (for the attention of that staff member)

Staff and subjects

Information about relevant staff and departments

Staff	Subject	Subject
Ms. V. Radcliffe	Art	Graphic Communication
Ms. S. Patel	Business studies	
Mr. S. Newman	Citizenship studies	
Mr. K. Thinavalagan	Computer science	
Ms. D. Spiegel	Art/Graphic Communication	
Ms. A. Sullivan	Drama	
Ms. E. Kennedy	GCSE English Lang /Lit	
Ms. C. Spyridon	French	
Ms. C. Dale Rivas	Maths	
Ms. S. Etor	Geography	
Ms. R. Mutumbo	Health & social care	
Ms. D. Spiegel	Hospitality and catering	
Mr. N. Mandalos	History	
Mr. K. Thinavalagan	Information Technologies	Computer Science
Mr. G. Garwe	Music	
Ms. M. Angileh	Physical education	
Ms. S. Holt	Textiles	
Ms. Z.Noel-Bain	Psychology	
Mr. L. Muhammad	Religious Studies	
Ms. C. Muzenda	Science	
Ms. R Mutumbo	Sociology	
Ms. C. Spirydon	Spanish	
Ms. S. Holt	Textiles	
Ms. Karin Meza Lancellotti	Community Languages	
Ms. A. Dancy	SENDco	
Ms. K Leslie	EAL	