

Key Stage 4 Courses Booklet 2024



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Letter from the Head teacher

Dear Year 9 students,

As you prepare to move from Year 9 to Year 10, a degree of subject choice at key stage 4 is open to you. You are now at a point in your education where you start to take more control of what you are learning. More choice means more responsibility and you need to think carefully about what you want to do and why you want to study that subject.

At Norbury High School we take great care in selecting the most appropriate combination of subjects for our key stage four curriculum. You will all continue to study the core subjects of English, maths and science, as well as some non-examined subjects. The rest of the subjects that will make up the curriculum you study over the next two years will be guided by the pathway you are on and your interests and strengths.

The government has published an aim that 90% of students by 2025 will be taking the full range of EBACC subjects. The EBACC comprises English language and literature, two sciences (including computer science), history or geography and a modern foreign language (MFL). At Norbury we offer all of these subjects and encourage our students to take them.

All students are now required to remain in formal education, employment (with accredited training attached) or vocational training until they are 18 years old. This is the result of government changes known as “Raising the Participation Age” (RPA). In addition, young people may also have to study alternative/equivalent to a Level 2 qualification in maths and/or English if either of these subjects are **not** secured at grade 4 or above by the end of key stage 4.

The information in this booklet will help you make these decisions. The options evening will also give you an opportunity to ask staff any questions you may have regarding the options process or the subjects on offer.

Ultimately the choice has to be yours as you are the one who is going to study hard for these courses over the next two years. Please do your research, talk to other students who study the courses you are interested in and ask lots of questions. If you do not know what you want to do then keep your choices broad so you have more options later on. I wish you good luck on your options journey and hope you will make the right decisions moving forward.

Yours sincerely,

Mrs. M 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 few 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 introduction of the English Baccalaureate (EBACC)- more information below
- 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 introduction of the English Baccalaureate

In 2010 the government introduced the English Baccalaureate, designed to be a measure of whether a student has achieved good passes in 5 core academic subjects. Although introduced as a school performance measure it is a qualification that recognizes aptitude in these academic subjects and so the government has encouraged schools, parents and students to ensure they take these subjects.

The EBACC consists of:

Area	Subjects
English	English and English Literature
Maths	Maths
Science	Combined Science (Two GCSEs), or
	Separate Sciences (Biology, Chemistry and Physics)
	Computer Science
Humanities	History or Geography
Languages	French or Spanish

We recommended that learners with high attainment at Key Stage 3 choose subjects that allow them to achieve this qualification.

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. For September, these courses will 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.

Ofqual
THE QUALIFICATIONS AUTHORITY

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C, and above

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 the EBACC subjects up to the age of 16 is right for most students: this means taking a foreign language and either History or Geography. Here at Norbury High we pride ourselves on working with the student 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* Religious Studies 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 pathways on pages 11-12).

If students can 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) students may be able to sit the GCSE in it (this means being able to read, write and listen with understanding).

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	Options subjects - set in blocks	Additional options - not taught	Compulsory but not examined
English Language English Literature Maths Science MFL - French or Spanish History or Geography Religious Studies (compulsory in pathway B only)	Art & Design - Fine Art Art & Design – Graphic Communication Art & Design – Textiles Business Citizenship Studies Computer Science Design & Technology Drama Further Mathematics Health & Social Care (BTEC) Hospitality & Catering (Vocational) ICT (OCR Nationals) Music Physical Education Psychology Religious Studies Sociology	Community Languages – there will be an area to identify this on the options form	Physical Education PSHE & RSE Work experience WorldViews (SMSC)

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 2 week work experience in Year 10. In year 11 they receive an introduction to the college application process and will receive continued support in 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 2 week work experience placement. This is a great opportunity to develop skills and knowledge, as well as receiving firsthand 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 deep learning 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 60 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.

WorldViews (SMSC)

This supports the spiritual, personal and moral development of students.

The Options Process – Key Dates & Events

13 Sep to Jan 2024	Year 9 options assemblies hosted by subject leaders
Fri 03 Nov 2023	Deadline for staff to update the options booklet
Nov to Dec 2023	Year 9 careers advice with Ms Park
Wed 31 Jan 2024	Year 9 Options evening and careers fair Students informed of their allocated pathways Options booklets given out
Mon 05 Feb – Fri 09 Feb 2024	All year 9 students interviewed by Senior Leadership Team
Thu 22 Feb 2024	Google application form issued via email
Wed 06 Mar 2024	Year 9 Parents' evening
Fri 08 Mar 2024	Deadline for online Google forms 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/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. If you still need further help, the school has its own careers advisor who is trained to give careers advice. As part of the options process you will be receiving a group meeting with the advisor to help you make decisions and answer any questions but Ms Park is in school every Thursday and you can go along to the Careers Room on Thursday lunchtimes to the “drop-in” sessions she runs. Speak to [Ms Park](#) for more help.

P A T H W A Y A	Core subjects All study:	Humanities Choose & study 1	Options Block A Study 1 (choose 4 in order of preference)	Options Block B Study 1 (choose 4 in order of preference)
	English Language English Literature Mathematics Combined science or triple science** French/Spanish (MFL) Not examined: Physical Education PSHE & RSE WorldViews Work experience **Science pathway will be determined by the Science department	Geography History	Art & Design - Fine Art Art & Design- Graphic Communication Business Citizenship Studies Design & Technology Drama Health & Social Care (BTEC) ICT (OCR Nationals) Physical Education # Psychology Sociology	Art & Design - Textiles Business Citizenship Studies Computer Science Further Mathematics Hospitality & Catering (Vocational) Music Psychology Religious Studies Sociology
Additionally, students can choose to take a GCSE in their community language EBACC subjects above in bold				

P A T H W A Y B	Core subjects All study:	Humanities Choose & study 1	Options Block A Study 1 (choose 4 in order of preference)	Study Support (study all)
	English Language English Literature Mathematics Combined science Religious Studies Not examined: Physical Education PSHE & RSE WorldViews Work experience **Science pathway will be determined by the Science department	Geography History	Art & Design - Fine Art Art & Design- Graphic Communication Business Citizenship Studies Design & Technology Drama Health & Social Care (BTEC) ICT (OCR Nationals) Physical Education Psychology Sociology	Functional Skills Maths (L1/2) Functional Skills English (L1/2) Entry level Science (L1/2)
Additionally, students can choose to take a GCSE in their community language EBACC subjects above in bold				

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

Course title and Exam Board	GCSE English Language - Edexcel GCSE English Literature - Edexcel
 <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>For English Language, 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>

Core Subject - Mathematics

Course title and Exam Board	GCSE Mathematics - Edexcel Course Code – 1MA1
<p>Course Content</p> 	<p>Every student at Norbury follows the EDEXCEL syllabus for GCSE Mathematics. There are two tiers of entry. Students are entered for either the Higher Tier or the Foundation Tier. Both tiers follow the Linear Course 1MA1. Here, students will undergo a final assessment at the end of the course.</p> <p>The GCSE course covers the following attainment targets:</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 3-9) 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>Assessment Procedures</p>	<p>During the course students take Unit Exams at the end of each unit 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.</p> <p>The linear 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>Special requirements</p>	<p>Scientific calculator, ruler, protractor and compasses are all ESSENTIAL to the course. Homework books and GCSE practice papers are used throughout the course. Students are encouraged to purchase textbooks or revision books to support study at home.</p> <p>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>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

Course title and Exam Board	GCSE Science - AQA
Triple Course Content & Syllabus number (For top 60 students) 	<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>
Coursework Element	<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
Special requirements	All required practicals must be completed and therefore attendance to all science lessons is very important.
Course Content & Syllabus number GCSE Combined Science: Trilogy Double Award	<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>
Coursework Element	<p>New GCSE: required practicals</p> <ul style="list-style-type: none"> • No coursework but 21 required practicals to be completed in class over the three years

	<ul style="list-style-type: none"> 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	<u>6 exams</u> in summer of Year 11	2 GCSEs
<p>Written exam: 1 hour 15 minutes (Foundation and Higher 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>			

Entry Level Certificate in Science

Course title and Exam Board	Entry Level Certificate in Science - Edexcel
Course Content & Syllabus number	<u>Biology (NSC0)</u> B1A – Cell genetics, inheritance and modification B1B – Health and disease and medicines <u>Chemistry (NSC0)</u> C1A – Atoms, compounds and states of matter C1B – Separating mixtures, breaking down substances, acids and metals <u>Physics (NSC0)</u> P1A – Forces, movement and energy P1B – Waves and radiation
Coursework Element	No coursework but practical skills are assessed through questions based on practical experiences that stem directly from the specification statements.
Assessment Procedure	<p>The method of assessment consists of short unit tests which students can sit when they are ready to and at any time during the course.</p> <p>The tests are carefully worded and designed to enable students to demonstrate readily what they have learnt and understood.</p> <p>Each test consists of 25 marks made up of multiple choice, closed response, short structured answers and short free response questions.</p> <p>There are no 6 mark open response questions and there are no core practical questions.</p> <p>The test marks from each test are then added together to determine the student's level of achievement.</p> <p>ELC Grading</p> <ul style="list-style-type: none"> • Level 1 = 30-64 • Level 2 = 65-99 • Level 3 = 100-150 <p>Students do not have to sit all six units for their score to gain an award, although sitting less will inevitably reduce their maximum potential score.</p>
Additional Information	Each qualification is broken into 6 manageable units; two biology, two chemistry and two physics.

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	<u>Year 10</u> Students are offered choice in the sport they play. The sport changes every half term.	
	<u>Invasion games:</u> Netball Basketball Handball Rugby Football <u>Striking and fielding:</u> Rounders Cricket	<u>Net Games:</u> Badminton Tennis Volleyball <u>Creative:</u> Trampolining Dance Yoga <u>OAA</u>
	<u>Year 11</u> Students are offered choice in the sport they play. The sport changes every half term.	
	<u>Invasion games:</u> Netball Basketball Handball Rugby Football <u>Striking and fielding:</u> Rounders Cricket	<u>Net Games:</u> Badminton Tennis Volleyball <u>Creative:</u> Trampolining Dance Yoga <u>OAA</u>
Focus of lessons	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 develops personal fitness and promotes an active, healthy lifestyle. We focus on competitive gameplay, to develop tactics, strategies and advanced skills.	

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
Course Content	<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>
Assessment Procedures	<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 4–9).</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>
Additional information	<p>We hope to give students the opportunity in year 10 to participate in a trip to Spain to boost their skills and confidence in speaking the language, and to benefit from an enriching cultural experience. Cultural activities such as theatre visits or film viewings may be offered as an alternative.</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.</p> <p>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.</p> <p>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
Course Content	<p>The course consists of 2 units</p> <p>Unit 1 Introduction to small business 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
Assessment Procedure	<p>Unit 1 - Written exam - 90 minutes – 50% of total GCSE Unit 2- Written exam 90 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>
Coursework Element	<p>This GCSE is 100% examination assessed and will therefore not include any coursework.</p>
Career Options	<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>
Special requirements	<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
Course Content	<p><u>Rights, the law and the legal system in England and Wales:</u> Rights and responsibilities The law The legal system (England and Wales)</p> <p><u>Democracy and government:</u> Democracy, elections and voting in the UK National, local, regional and devolved government British Constitution The economy, finance and money The role of the media and free press Politics beyond the UK</p> <p><u>Citizenship participation in democracy and society:</u> Citizen participation in democracy and society</p> <p><u>The UK and its relations with the wider world:</u> The UK and its relations with the wider world Identities and diversity in UK society</p>
Assessment Procedures	<p style="text-align: center;"><u>3 exams</u> NO COURSEWORK</p> <p>Paper 1: 50 marks, 50 minutes, 25% – short answer questions</p> <p>Paper 2: 100 marks, 1hr 45 minutes 50% – short and long answer / essay styles 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 (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 ● 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
<p>Course Content</p> 	<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.</p> <p>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>
<p>Assessment Procedure</p>	<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%
<p>Coursework Element</p>	<p>None</p>
<p>Additional Information</p>	<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.</p> <p>If you have any questions please see Ms Ingrams, Miss King, or Mr Thinavalagan and we can answer them.</p>
<p>Career options</p>	<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>
<p>Special requirements</p>	<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>

Design and Technology

Course title and Exam board	Design and Technology AQA
<p>Course Content</p> 	<p>Design and Technology offers students a unique opportunity to identify and solve real problems by designing and making products or systems in a wide range of contexts.</p> <p>Through studying GCSE Design and Technology, students will participate confidently and successfully in an increasingly technological world.</p> <p>Students will design and manufacture products to solve real life situations by:</p> <ul style="list-style-type: none"> ● Gaining an understanding of industrial techniques and processes including CAD/CAM ● Use materials such as wood, plastic and metal, as well as applying a range of finishes for each material. <p>Some of the areas covered may include flat-packed furniture, jewellery making and wooden toys.</p>
<p>Assessment Procedure</p>	<p>Exam content</p> <ul style="list-style-type: none"> ● 50% Coursework ● 50% Written examination
<p>Coursework Element</p>	<p>Coursework is a key element and is the single focus in Year 11. The deadline is usually the end of February, after which students focus on exam preparation.</p>
<p>Career options</p>	<p>Many students with a GCSE in Design Technology go on to the following careers:</p> <ul style="list-style-type: none"> ● Architecture ● Construction Industry ● Graphic Designer ● Interior Design and manufacturing ● Engineering technology.
<p>Special course requirements</p>	<p>Students need to work independently on coursework and you will be expected to supply some specialist components for your chosen project.</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>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.</p> <ul style="list-style-type: none"> ● Written or video recorded portfolio. ● Performance <p><u>Component 2 (20%) - externally assessed</u></p> <p>This component gives learners the opportunity to explore a variety of scripts from classics to more contemporary plays. Learners select one play script to interpret, adapt and perform.</p> <ul style="list-style-type: none"> ● Perform two extracts from chosen play text in front of the visiting examiner. <p><u>Component 3 (40%) – written examination</u></p> <p>This component allows learners to critically engage with script and theatre, in the form of analysis and evaluation. Learners study a play script in depth and answer questions on performance, direction and theatre production.</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 theatre- acting, stage management, theatrical designing (lighting, sound, set, scenery), drama facilitation. ● Outside of theatre- presenter, broadcaster, teacher, drama therapist, writer, events manager.
Special requirements	<ul style="list-style-type: none"> ● Ability and confidence to perform theatre. ● 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.

Functional Skills: English

Course title and Syllabus number	AQA Functional English Level 2 (8725)
Course Content	<p>Three components:</p> <ul style="list-style-type: none"> • 3.1 Reading • 3.2 Writing • 3.3 Speaking, listening and communicating
Assessment Procedures	<p>Paper 1: Reading (1 hour)</p> <p>Paper 2: Writing (1 hour)</p> <p>NEA: Speaking, Listening and communicating</p> <p>This is a pass/fail qualification.</p>
Coursework Element	Non-Examined Assessment: speaking, listening and communicating
Career Options	This specification for Functional Skills English Level 1 and Level 2 (8720, 8725), is designed to equip learners with the life skills they need to succeed. It aims to ensure learners can communicate with confidence and independence and offer excellent preparation for employment and further education.
Special requirements	There are no prior learning requirements for this pass/fail qualification.

Functional Skills: Mathematics

Course title and syllabus number	Edexcel Functional Skills Mathematics Entry Levels 1-3 603/4269/9 and Level 1/2																											
Course Content	The course content focuses on: 1. Using number and the number system – whole numbers, decimals and fractions 2. Using common measures, shape and space 3. Handling information and data.																											
Assessment Procedures	<p>The Edexcel Functional Skills Qualification in Mathematics at Entry Level 1 consists of one externally-set, internally-marked and externally verified assessment. It is available as a paper-based, on-demand assessment. Each assessment comprises two sections – a non-calculator section (calculator prohibited) and a calculator section (calculator permitted) The qualification is graded Pass/Fail.</p> <p><u>Level: 1</u></p> <table><tr><th>Assessment structure</th><th>Duration</th><th>Number of marks</th><th>Percentage of qualification</th></tr><tr><td>Section A: Non-calculator</td><td>20 minutes</td><td>5 marks</td><td>25%</td></tr><tr><td>Section B: Calculator</td><td>60 minutes</td><td>15 marks</td><td>75%</td></tr></table> <p><u>Level: 2</u></p> <table><tr><th>Assessment structure</th><th>Duration</th><th>Number of marks</th><th>Percentage of qualification</th></tr><tr><td>Section A: Non-calculator</td><td>25 minutes</td><td>7 marks</td><td>25%</td></tr><tr><td>Section B: Calculator</td><td>65 minutes</td><td>21 marks</td><td>75%</td></tr></table>				Assessment structure	Duration	Number of marks	Percentage of qualification	Section A: Non-calculator	20 minutes	5 marks	25%	Section B: Calculator	60 minutes	15 marks	75%	Assessment structure	Duration	Number of marks	Percentage of qualification	Section A: Non-calculator	25 minutes	7 marks	25%	Section B: Calculator	65 minutes	21 marks	75%
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Section A: Non-calculator	25 minutes	7 marks	25%																									
Section B: Calculator	65 minutes	21 marks	75%																									
Coursework	There is no coursework element to this qualification.																											
Career Options	Functional Skills qualifications provide reliable evidence of a learner’s achievements against demanding content that is relevant to the workplace. The qualifications assess learners’ underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the government’s accountability systems.																											
Special requirements	No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.																											

Functional Skills: Science

Course title and syllabus number	Entry Level Science 5960
Course content	<p>Content:</p> <ul style="list-style-type: none"> • Organised into 6 components: 2 Biology, 2 Chemistry, 2 Physics • Within each component there are 10 learning outcomes to cover <p>Components:</p> <p><u>Biology</u></p> <p>Component 1: The human body</p> <p>Component 2: Environment, evolution and inheritance</p> <p><u>Chemistry</u></p> <p>Component 3: Elements, mixtures and compounds</p> <p>Component 4: Chemistry in our world</p> <p><u>Physics</u></p> <p>Component 5: Energy, forces and the structure of matter</p> <p>Component 6: Electricity, magnetism and waves</p>
Assessment Procedures	<p><u>Externally set assignment (ESAs)</u></p> <p>For each component, three sets of tests are provided by AQA:</p> <ul style="list-style-type: none"> • They are short written high control tests (ESAs) • Each test comprises questions worth a total of 20 marks, mainly – tick a box, draw a ring around, linking boxes etc. • Up to 45 minutes are allowed for the test • Tests may be taken at any time when the student is ready • Tests must be done under high control • Students cannot re-sit the same test but they may take more than one version of a test and submit the best marks. <p><u>Teacher devised assignments (TDAs)</u></p> <ul style="list-style-type: none"> • Teacher devised assignments (TDAs) that assess all aspects of an investigation • Practical work • TDAs marked by the teacher using five skill areas outlined in the specification. <p><u>Single award assessment structure: 5961</u></p> <p><u>Externally Set Assignment (ESAs)</u></p> <p><u>What's assessed</u></p> <p>Students should submit evidence from at least three of the six components. At least one each from Biology, Chemistry and Physics.</p> <p><u>How it's assessed</u></p> <p>Externally set-assignment: 45 minutes</p> <p>Each test is 20 marks</p>

	<p>Weighting is 57%</p> <p><u>Teacher Devised Assignment (TDAs)</u></p> <p><u>What is assessed?</u></p> <p>Students must submit evidence for three components. They are not required to be the same component as the ESAs, but they must be one each from Biology, Chemistry and Physics. These are assessments of practical tasks set by the teacher and marked against the marking criteria provided in the scheme of assessment.</p> <p><u>How it is assessed</u></p> <p>Teacher devised-assignment</p> <p>Each piece of coursework is worth 15 marks</p> <p>Weighting is 43%</p> <p><u>Double award assessment structure: 5962</u></p> <p><u>Externally Set Assignment (ESAs)</u></p> <p><u>What's assessed</u></p> <p>Students should submit evidence from all six components.</p> <p><u>How it's assessed</u></p> <p>Externally set-assignment: 45 minutes</p> <p>Each test is 20 marks</p> <p>Weighting is 57%</p> <p><u>Teacher Devised Assignment (TDAs)</u></p> <p><u>What's assessed</u></p> <p>Students must submit evidence for all six components. These are assessments of practical tasks set by the teacher and marked against the marking criteria provided in the scheme of assessment.</p> <p><u>How it's assessed</u></p> <p>Teacher devised-assignment</p> <p>Each piece of coursework is worth 15 marks</p> <p>Weighting is 43%</p>
Coursework Element	<p>Components:</p> <p><u>Biology</u></p> <p>Component 1: The human body</p> <p>Component 2: Environment, evolution and inheritance</p> <p><u>Chemistry</u></p> <p>Component 3: Elements, mixtures and compounds</p> <p>Component 4: Chemistry in our world</p> <p><u>Physics</u></p> <p>Component 5: Energy, forces and the structure of matter</p> <p>Component 6: Electricity, magnetism and waves</p>

Career Options	Employability skills Apprenticeship Diploma in Science to become Lab Technician in Schools, Hospitals and Industries National Vocational Qualification (NVQ).
Special requirements	<p>Entry Level Science (ELC) is designed for students who are unlikely to achieve a grade 1 or 2 at GCSE, who are working towards GCSE, or who are not yet ready for GCSE.</p> <p>The Specification is available as either a Single or Double Award depending on how many components a student has been able to complete successfully.</p> <p>The Double Award covers the programme of study for Key Stage 4.</p> <p>ELC is awarded at three levels, Entry 1, Entry 2 and Entry 3 (the highest).</p> <p>The substantive content is a subset of the GCSE Combined Science. This enables mixed groups of students to be co-taught.</p>


Further Mathematics

Course title and Exam Board	L2 Certificate Further Mathematics - AQA Course Code – 8365			
Course Content	<p>This qualification fills the gap for high achieving students by assessing their higher order mathematical skills. These skills are particularly in algebraic reasoning, thus preparing them fully to maximise their potential in further studies at Level 3. It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement.</p> <p>The course focuses on the following areas of Mathematics</p> <ul style="list-style-type: none">• Number• Algebra• Coordinate Geometry in the 2D plane• Calculus• Matrix Transformations• Geometry <p>This qualification is suitable for students who already have or are expected to get grades 7 to 9 in GCSE Mathematics and who are likely to progress to A-level study in Mathematics and possibly Further Mathematics.</p>			
Assessment Procedures	<p>AQA Level 2 Certificate in Further Mathematics is linear. Students take two question papers. Both question papers must be taken in the same series.</p> <table><tr><td><p>Paper 1: non- calculator</p><p>What's assessed</p><p>Content from any part of the specification may be assessed</p><p>How it's assessed</p><ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 80 marks• Non-calculator• 50% of the AQA Level 2 Certificate in Further Mathematics assessment<p>Questions</p><p>A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p></td><td>+</td><td><p>Paper 2: calculator</p><p>What's assessed</p><p>Content from any part of the specification may be assessed</p><p>How it's assessed</p><ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 80 marks• Calculator• 50% of the AQA Level 2 Certificate in Further Mathematics assessment<p>Questions</p><p>A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p></td></tr></table>	<p>Paper 1: non- calculator</p> <p>What's assessed</p> <p>Content from any part of the specification may be assessed</p> <p>How it's assessed</p> <ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 80 marks• Non-calculator• 50% of the AQA Level 2 Certificate in Further Mathematics assessment <p>Questions</p> <p>A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p>	+	<p>Paper 2: calculator</p> <p>What's assessed</p> <p>Content from any part of the specification may be assessed</p> <p>How it's assessed</p> <ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 80 marks• Calculator• 50% of the AQA Level 2 Certificate in Further Mathematics assessment <p>Questions</p> <p>A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p>
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Special requirements	<p>A scientific calculator is ESSENTIAL to the course. There are supporting text books used in class which can be purchased. Some topics taught in Further Mathematics do overlap with the Higher GCSE Mathematics course and so is supported by “MathsWatch” and “Sparx Maths” which the department subscribes to.</p>			
Coursework Element	<p>There is no coursework element to the GCSE Further Mathematics course. It is 100% written final exam as outlined above.</p>			

Health & Social Care

Course title and Syllabus number	BTEC level ½ Teach Award: Health and Social care (Pearson/Edexcel QAN: 603/0395/5)
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: <u>Level 2: Distinction*- Dist - Merit - Pass</u> <u>Level 1: Dist. - Merit - Pass</u> 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 each divided into five Pearson Set Assessments. 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 qualification aims to encourage a realistic introduction to vocationally relevant knowledge, skills and situations. The course can be a general preparation for careers such as: 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

Course title and Exam Board	<p style="text-align: center;">Hospitality and Catering WJEC Level 1/2 Vocational Award WJEC Eduqas (601/7703/2)</p>
Course Content 	<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>
Assessment Procedures	<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 hrs 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>
Coursework Element (Controlled Assessment)	<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>
Special Requirements	<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	Information Technologies Level 1/2 Certificate J808
Course Content	<p>There are two components for this course:</p> <p>R012: Understanding tools, techniques, methods and processes for technological solutions. Students develop their knowledge and understanding of different hardware and software applications and the tools and techniques used to select, store, manipulate and present data. They also explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be mitigated. The theory covered here relates closely to the practical element you will carry out in R013.</p> <p>R013: Developing technological solutions students create a technological solution that processes data and communicates information, following the phases of the project life cycle using different hardware and software technologies to create an integrated technological solution. They develop practical skills such as carrying out a SWOT analysis, creating GANTT charts, developing online surveys, and presenting data through web-based technologies. In short it covers spreadsheet skills (both basic and advanced), Databases, Presentation and publishing software skills. With the introduction of Computer Science at KS3 a lot of students lack basic skills in Office and have completed some very advanced projects for their coursework, that will be transferable whatever their next steps may be.</p>
Assessment Procedures	R012 is a 50% weighted exam, the other 50% is the coursework element in R013.
Coursework Element	Component R013 is a controlled assessment; it is completed in class, moderated by our staff and then sent off for moderation. You are given a new brief every year, with tasks and you will have 20 hours to complete it. Examples in the past have been databases, spreadsheets and other ICT solutions.
Career Options	This course is an introduction to some topics covered in the GCSE Computing course. 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. The skills taught on this course will help you solve problems on the computer in a way that you were not able to before. Some of our students have gone on to support their own business with ICT solutions to things such as stock control, publicising their business, keeping records for staff and payroll.
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.


Music

Course title and Syllabus number	Music GCSE Eduqas
Course Content 	<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</i> (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. <i>Music for Ensemble</i> (area of study 2) allows learners to look more closely at texture and sonority. <i>Film Music</i> (area of study 3) and <i>Popular Music</i> (area of study 4) provide an opportunity to look at contrasting styles and genres of music.</p>
Assessment Procedures 	<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>
Coursework Element	<p>Two performances and two compositions.</p>
Career Options	<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>
Special requirements	<p>You should be able to play an instrument or sing to a minimum of grade 1 level. 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 Students 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 sport psychology Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media. There are three topics:</p> <ul style="list-style-type: none"> • Socio-cultural influences • Sports psychology • Health, fitness and well-being. <p>Component 03: Performance in Physical Education Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. They are also required to demonstrate their ability to analyse and evaluate their own performance to produce an action plan for improvement.</p>
<p>Assessment Procedures</p>	<p>Exam Assessment: Physical Factors affecting performance (01) 30% Exam Assessment: Socio-Cultural issues and sports Psychology (02) 30% Non exam assessment: Performance in Physical Education (03) 40%</p>
<p>Practical Sports</p>	<p>A choice of: 2 Team/1 Individual or 1 Team/2 Individual Team Sports: Badminton/ Basketball/ Cricket/ Dance/ Football/ Handball/ Hockey/ Netball/ Rugby/ Table Tennis/ Tennis/ Volleyball Individual Sports: Athletics/ Badminton/ Cycling/ Dance/ Golf/ Gymnastics/ Kayaking/ Rock Climbing/ Skiing/ Swimming/ Table Tennis/ Tennis/ Trampoline.</p>
<p>Career Options</p>	<p>Working in the fitness industry /physiotherapy / sports coaching / sports law / sports journalism/ sports nutrition/ teacher/ medicine/ events manager/ outdoor activities instructor.</p>
<p>Special requirements</p>	<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.

Psychology

Course title and Syllabus number	Edexcel GCSE 9-1 Psychology Specification code: 1PS0	
<p>Course Content</p> 	<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> 	
<p>Assessment Procedures</p>	<p>100% exam</p> <p>Paper 1: Written examination 1 hour and 45 minutes 55% of the qualification 98 marks</p>	<p>Paper 2 : Written examination 1 hour and 20 minutes 45% of the qualification 79 marks</p>
<p>Career Options</p>	<p>Jobs directly related</p> <p>Health psychologist Clinical psychologist Counsellor Play therapist Educational psychologist Psychotherapist Forensic psychologist Advertising account planner Occupational psychologist Mental health Nurse</p>	<p>Jobs where Psychology is useful</p> <p>Market researcher Teacher Forensic criminologist Careers officer Human resources officer Civil Servant Advice worker Sport and exercise psychologist</p>
<p>Special requirements</p>	<p>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.</p>	

Religious Studies

Course title and Exam Board	Religious Studies GCSE WJEC Eduqas (C120)
Course Content 	<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
Assessment Procedure	<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>
Additional Information	<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>
Career Options	<ul style="list-style-type: none"> ● Activist ● Administrative Coordinator ● Author ● Charity Coordinator ● Child & Youth Worker ● Clergyperson ● Community Centre Director ● Community Developer
Special Requirements	<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 is 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)
Course Content	<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: Families: Patterns and changes in the diverse forms of the family in Britain today; roles and authority in relationships, <ul style="list-style-type: none"> • patterns of fertility and life expectations, sociological approaches to the family- positive and critical, changes in patterns of divorce and consequences; family-related issues. 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: Crime and Deviance: sociological explanations of criminal and deviant behaviour, such as subcultural theories, labelling theory and relative deprivation <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 Social Inequality: social stratification as involving the unequal distribution of wealth, income, status and power <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>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
Careers Options	Teacher; lecturer; housing manager/officer; marketing executive; police officer; policy officer.
Special Requirements	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 yourself as you may be asked to present your work to the class or undertake peer marking.

Textiles

Course title and Exam Board	Textiles GCSE – AQA (8204)
Course Content	This Art, Design and Technology 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 or interiors. Student creativity and curiosity is strongly encouraged, while independent ownership of work is fostered.
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	Though most resources are provided free by the college, 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.

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 an options Google form on the 23 Feb 2024. Please complete your choices through this link by the 08 March 2024

Any questions on the process please mark emails for the attention of Ms A. Ryder Owen
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	
Ms J. Sinclair	Citizenship studies	
Ms S. Ingrams	Computer science	
Ms D. Spiegel	Design & Technology	
Ms M. Davies	Drama	
Ms B. Millard	GCSE English Lang /Lit	Functional skills English
Ms C. Spyridon	French	
Mr Z. Choudhury	GCSE Maths	Functional skills maths
Ms I. Stanesco	Further maths	
Ms S. Etor	Geography	
Mr J. Tchetché	Health & social care	
Ms C. Frimpong	Hospitality and catering	
Mr A. Davis	History	
Ms S. Ingrams	Information Technologies	Computer Science
Ms A. Lampard	Media Studies	
Mr G. Garwe	Music	
Ms M. Angileh	Physical education	
Ms D. Spiegel	Graphic Communication	
Ms S. Tsoukkas	Psychology	
Ms J. Sinclair	Religious Studies	
Mr A. Affram	Science	
Ms E. John Lewis	Sociology	
Ms J. Clayton	Spanish	
Ms S. Holt	Textiles	
Mrs Karen Leslie	Community Languages	
Ms A. Dancy	SENDco	