



**Mark  
Rutherford  
School**



# **Year 9 OPTIONS**

Academic Year  
2024

**MOTIVATED. RESPECTFUL. SUCCESSFUL.**





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# Welcome

Welcome to your options booklet which we hope will provide you with the information, advice and guidance to support you in choosing your GCSE subjects. Courses are for two years so it is important you follow a pathway that is enjoyable and will lead to successful outcomes. Most students will study eight or nine GCSE or vocational courses and we expect you to work equally hard in all of them. Choosing options can be an exciting time and we would encourage you to think carefully about the choices you make. At this crucial time in your education, it is important that we give you clear and informed guidance about the choices available and how these are matched to your individual needs, interests and abilities.

You will study compulsory core GCSE subjects: English Language, English Literature, Mathematics, Science. You will also study the following non-examination subjects: core Computing, core PE and core Philosophy and Ethics which are an important part of the broad curriculum you experience during Key Stage 4 to prepare you well for the future. In addition to your core subjects, you can select three options subjects to study for two years. Studying a variety of subjects will help broaden your knowledge as well as keep your career options open. We are proud to offer a range of GCSE, BTEC Tech Award and Cambridge Nationals, all at GCSE equivalent level. Studying GCSEs, the new BTEC Tech Awards or Cambridge Nationals will provide you with a pathway into our highly successful Sixth Form or other pathways if you prefer. Within our options booklet you will find information regarding each qualification including an overview, assessment details and suggested reading around the subject as a guide.

There are three clear pathways you can follow:

1. Full EBacc pathway
2. Part EBacc pathway
3. Bespoke pathway

The option subjects are in three blocks: A, B and C. You must complete the selected subjects using the online form which will be sent to you shortly. The form will require you to rank order your preferences in each option block from your first choice downwards. Please note that some subjects have a limited capacity due to the nature of the subject so it is important that you consider carefully any reserve subjects. There is further guidance within this booklet around the EBacc pathway. If you are advised to follow a bespoke pathway you will see a wide range of subjects to select alongside tailored support in discussion with our Head of Year or SENDCO. We ask that your parents or carers trust our professional advice when directing you towards a particular pathway or subject.

It is our aim that you will receive your first option choice however due to the nature of the options process we cannot guarantee this. Choices will need to be selected by students no later than **Friday 23rd February 2024**. This will then allow us time to plan and arrange the timetable for the following academic year.

We look forward to helping you achieve success in Years 10 and 11 as you move into Key Stage 4.



Mrs Foster

A handwritten signature in black ink, appearing to read 'Mrs Foster'.

Headteacher



Mrs Spencer

A handwritten signature in black ink, appearing to read 'Mrs Spencer'.

Deputy Headteacher

## Information and Guidance

In order to make the right choices you need to be as informed as possible about what the courses involve and in particular how they are assessed.

### Support from us will include:

- This booklet
- Options assemblies
- Options tutorial sessions
- Careers interviews with an impartial careers advisor
- Careers information in the Library.

### Assistance from other sources:

- Unifrog, an online careers platform to which all Year 9 students have access
- UCAS website to investigate possible careers: [www.ucas.com/explore/career-list](http://www.ucas.com/explore/career-list)
- Informed Choices website to see how you subject choices affect degree options: [www.informedchoices.ac.uk](http://www.informedchoices.ac.uk).

## Planning for the future

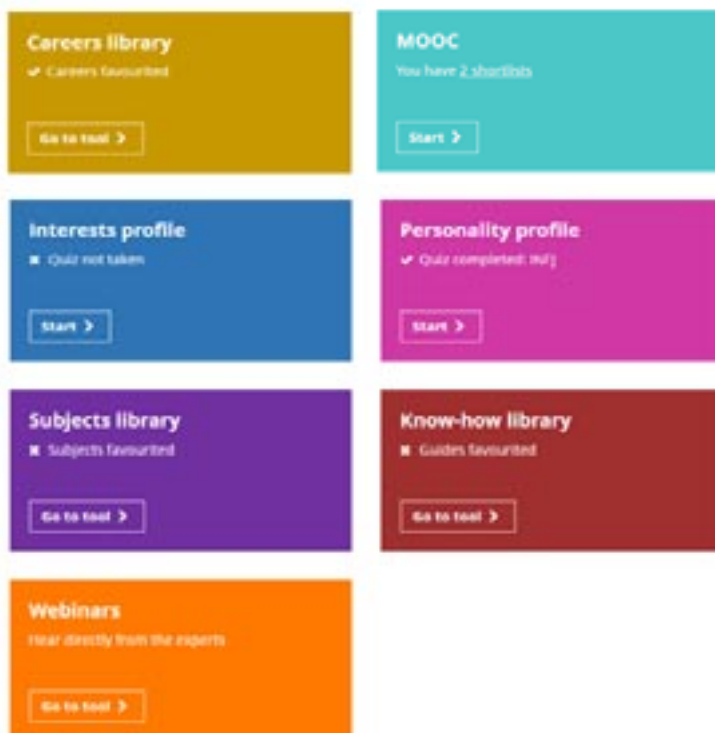
Your choices now may affect the choices you make after your GCSEs, therefore please make sure you seek advice and consider what you would like to do in future. Think about the subjects you enjoy and what you may want to study after Year 11. Also consider which career path you might like to follow when you leave education as well as investigating the subjects you need to study now in order to access your chosen career path in the future. You must consider carefully subjects that you enjoy as you will study them for the full two years.

## Unifrog

All students in Year 9 are given access to Unifrog, an award-winning, online careers platform via their school email address.

You can use Unifrog to search every undergraduate university course, apprenticeship, and college course in the UK. You can compare and choose the best university courses, apprenticeships or further education courses for you as well as exploring exciting opportunities further afield by looking at English taught undergraduate programmes available in Europe and the USA.

The best places to start your exploration of Unifrog are the 'interest profiles', 'personality profile' and 'careers library'. We would encourage all Year 9 students to use this to support your decision making process.



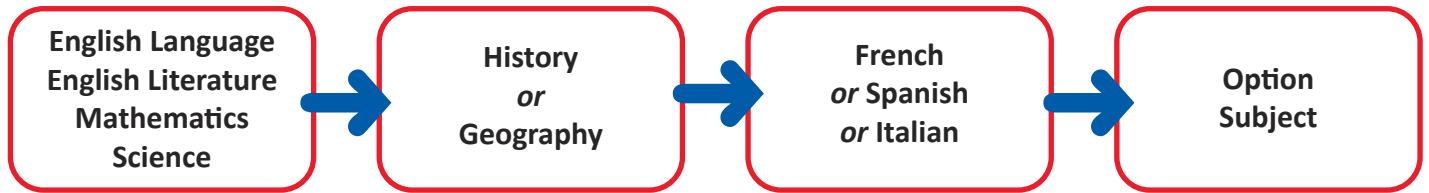
## Choosing your options

Here you will find further information regarding the pathways available to you at Key Stage 4.

### English Baccalaureate (EBacc)

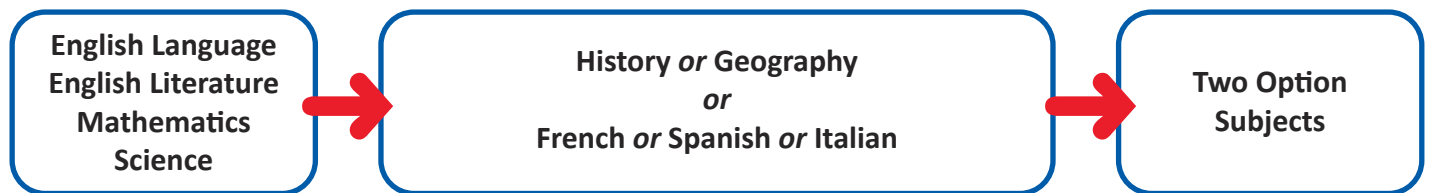
The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of pathways after your GCSEs. This is an academic pathway and not a qualification. If you would like to follow the full EBacc pathway you may do so by selecting a Modern Foreign Language in Block A and Geography or History within Block B or C.

This would be the **full EBacc pathway**:



If you would like to follow Part of the EBacc pathway you may do so by selecting one of the following subjects from any of the blocks: a Modern Foreign Language, Geography or History. This leaves two additional options to select.

This would be the **part EBacc pathway**:



### Bespoke Pathway

We are proud to be able to offer a bespoke curriculum for our students who have individual needs.

Our bespoke curriculum offers a broad range of subjects and support to access the curriculum.

Our pastoral team together with our SENDCO will liaise with you over the design of their bespoke curriculum.



## Overview

GCSE English Language and English Literature are both core subjects which all Key Stage 4 students will study. Studying English encourages students to develop knowledge and skills in reading, writing and critical thinking. Through English Literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. GCSE English Literature requires you to explore texts from a personal perspective, and offers the opportunity to experience Literature of today, and from the Literary Heritage. You will study a range of texts from different genres and you will learn about poetry, prose and drama.

## The course content

### Assessment

Both of the subjects will be assessed through written examinations at the end of Year 11. The GCSE English exam papers are un-tiered, meaning that there are no Foundation or Higher tier papers; all students take the same exams.

#### GCSE English Literature assessment:

##### Paper 1: Shakespeare and the 19th Century Novel

Written examination: 1 hour 45 minutes  
Worth 40% of the final qualification.

##### Paper 2: Modern Texts and Poetry

Written examination: 2 hour 15 minutes  
Worth 60% of the final qualification.

#### GCSE English Language assessment:

##### Paper 1: Explorations in Creative Reading and Writing

Written examination: 1 hour 45 minutes  
Worth 50% of the final qualification.

##### Paper 2: Writers' Viewpoints and Perspectives

Written examination: 1 hour 45 minutes  
Worth 50% of the final qualification.

Non-examination Assessment: Spoken Language  
Assessed by the class teacher throughout the course.

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE English Literature pupils: 19th Century Prose by writers such as Charles Dickens, Mary Shelley, Jane Austen Sir Arthur Conan Doyle and other 19th Century writers. The works of Shakespeare including Romeo and Juliet, The Tempest, The Merchant of Venice and Julius Caesar. Modern Dramas such as Blood Brothers, The Curious Incident of the Dog in the Night-time and The History Boys. Poetry by British Poets both Pre and Post 19th century.

## Further Information

Please contact Mrs Curtis, Head of English, if you would like any further information.

### What might this subject lead into?

Studying English to GCSE level will support pupils considering further study in the following subjects: English Literature or English Language at A-Level. English and English Literature are popular choices for degree courses. Other subjects such as Business, Media Studies, Psychology and Criminology all require a good pass from English Literature.

Students with an interest in the following career paths would consider studying GCSE English Literature: Journalist, Copywriter, Teacher, Paralegal, Marketing executive, Editor, Museum curator, Freelance writer.

**GCSE English is a core subject.**

## Overview

GCSE Mathematics is a core subject which will ensure that students understand a skill that they use in everyday life. All students will study GCSE Mathematics. Learning Mathematics will prepare students for the future, providing an important foundation for employment, further study, and is a requirement for many university courses. Students will be building upon knowledge learnt in Key Stage 3 and applying this knowledge towards GCSE exam questions. This course provides opportunity to acquire, select and apply mathematical techniques to solve problems. Students will be able to reason mathematically, make deductions and inferences and draw conclusions.

The GCSE Mathematics content is divided into six key topics:

- Number
- Algebra
- Ratio, Proportion and Rates of change
- Geometry and Measures
- Statistics
- Probability

## The course content

### Assessment

GCSE Mathematics has a Foundation Tier (Grades 1-5) and a Higher Tier (Grades 4-9). The Mathematics department will advise on the most appropriate tier to ensure success for the individual student. Students will take all 3 papers at the same tier in the summer of Year 11.

#### Paper 1: Non- Calculator

Written exam: 1 hour 30 minutes  
Worth 33.33% of the final qualification

#### Paper 2: Calculator

Written exam: 1 hour 30 minutes  
Worth 33.33% of the final qualification

#### Paper 3: Calculator

Written exam: 1 hour 30 minutes  
Worth 33.33% of the final qualification

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE Mathematics students: GCSE Edexcel Mathematics Exam Practice Workbook by CGP Books (Higher or Foundation), GCSE Edexcel Mathematics Revision Guide by CGP Books (Higher or Foundation) MathsBuster: GCSE Maths Interactive Revision Higher, MathsBuster: GCSE Maths Mock Exam Paper Book Higher, MathsBuster: GCSE Maths Interactive Revision Foundation, MathsBuster: GCSE Maths Mock Exam Paper Book Foundation.

## Further Information

Please contact Miss Delaney, Head of Mathematics, if you would like any further information.

## What might this subject lead into?

Studying Mathematics to GCSE level will support students considering further study in the following subjects: A Level Mathematics, A Level Further Mathematics, Level 3 Certificate in Mathematical Studies (Core Mathematics), A Level Physics, A Level Psychology, A Level Geography and A Level Design Technology.

All students will study Mathematics at GCSE. Studying Mathematics gives many valuable transferable skills and also leads to a variety of career paths including: Accountant, Engineering, Construction, Banking, Cyber Security, Data Analyst, Economist, Finance Officer, Investment Analyst, Software Developer, Teacher.

GCSE Maths is a core subject



## Overview

GCSE Science is a core subject which all Key Stage 4 students will study. Studying Science provides students with essential skills such as undertaking research and thinking analytically which is important in many other fields. We offer Combined Science and Triple Science to our students. The Science department will advise which pathway will gain each student the most success. Most students take Combined Science which is worth two GCSEs and covers aspects of all three sciences.

If you have a particular aptitude for Science then it is possible to take the Triple Science option if this is recommended by our Science department. This will allow you to study separate GCSEs in Biology, Chemistry and Physics in distinct lessons each week. Studying separate sciences will be particularly suitable for those students who may wish to specialise in the sciences at A Level and beyond, but taking Combined Science does not prevent further study of the Sciences at A Level.

**Biology topics** include cell biology, infection and response, inheritance, variation and evolution, ecology and bioenergetics.

**Chemistry topics** include atomic structure and the periodic table, bonding, the rate and extent of chemical change and organic chemistry.

**Physics topics** include forces, energy, waves, electricity, magnetism and electromagnetism, radioactivity (and space for separates only).

## The course content

### Assessment

All students will take six exams in the summer of Year 11. Students take two exams in Biology, two in Chemistry and two in Physics. GCSE Science has a Foundation Tier (Grades 1-5) and a Higher Tier (Grades 4-9). The Science department will advise on the most appropriate tier to ensure success for the individual student. Students will take all 3 papers at the same tier in the summer of Year 11. Combined Science exams last 75 minutes and Separate Science exams last 105 minutes. There is no coursework but the written exams include questions about the required practical work done in class.

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE Science pupils: The Complete Human Body by Alice Roberts, DK Chemistry: Big Ideas Simply Explained (also in this DK series: Big ideas in Astronomy, Biology, Science, Physics), That's Life by Robert Winston, Why Don't Penguins' Feet Freeze? New Scientist, Ask an Astronaut by Tim Peake, Wonders of the Solar System by Brian Cox, A Brief History of Black Holes by Dr Becky Smethurst, The Awesome Power of Sleep: How Sleep Super-charges Your Teenage Brain by Nicola Morgan, Fourteen Wolves: A rewilding story by Catherine Barr and Jenni Desmond.

## Further Information

Please contact Ms Pinsent, Head of Science, if you would like any further information.

## What might this subject lead into?

If you achieve high grades in Combined Science or Separate Sciences you could go on to study A-Level Biology, Chemistry or Physics. Achieving Grade 4 or above would enable you to take the Level 3 BTEC Course in Applied Science which is equivalent to one A-Level.

Studying Science gives many valuable transferable skills and also leads to a variety of career paths including: Aeronautical engineer, Animal technician, Archaeologist, Architect, Astronaut, Astronomer, Biochemist, Biologist, Biomedical scientist, Botanist, Car mechanic, Chemist, Chemical engineer, Civil engineer, Climate scientist, Computer engineer, Dentist, Dietician, Ecologist, Electrical engineer, Electrician, Engineering technician, Farmer, Fingerprint officer, Food scientist, Forensic scientist, Gardener, Geneticist, Geologist, Hairdresser, Healthcare assistant, Journalist, Marine biologist, Mechanical engineer Medical doctor, Microbiologist, Neuroscientist, Nurse, Nutritionist, Oceanographer, Palaeontologist, Paramedic, Pathologist, Physicist, Physiotherapist, Pharmaceutical scientist, Plumber, Robotics engineer, Science technician, Seismologist, Sports scientist, Sound engineer, Teacher, Teaching assistant, Vet, Veterinary nurse, Volcanologist, Zoologist.

GCSE Science is a core subject

## Overview

The course is designed to be flexible and to allow pupils to work in a variety of media; however, pupils will predominantly work within painting and drawing and need to have passion for the subject and a degree of drawing skill in order to be successful. There will be opportunities to try some photography and printmaking processes. It is a requirement of the course that students continue to improve and develop their work outside of lessons.

In Year 10, students build confidence with observational skills and different media. The course is structured to give students a greater awareness of their own work in relation to that of other artists and to gain confidence in developing their own way of working.

The projects focus on themes such as portraits and still life.

The teacher will guide students towards their area of strength when they develop their coursework portfolio, which will start in Year 10 and conclude with a final piece in the first term of Year 11. The rest of Year 11 is given to the Controlled Assessment preparation and refinement.

## The course content

### Assessment

Art work comprised of two elements:

Coursework portfolio 60% of the GCSE grade. This is worked on throughout Year 10 and into Year 11.

Controlled Assessment 40% of the GCSE grade. This paper given in Year 11. The theme for the project is set by the by the exam board. The students work on this theme in class, and as homework with their teacher culminating in a final outcome that is produced over 10 hours in exam conditions.

Both elements are marked internally by the Art Department, then moderated by the Exam Board.

### Further reading

To further extend your learning outside of the classroom, the following is strongly recommended as further reading around the subject for GCSE Art students: *Ways of Seeing* by John Berger, *The Girl with a Pearl Earring* by Tracy Chevalier, *Art: The Definitive Visual Guide* by Andrew Graham Dixon, *Amazing Artists and Designers (Brilliant Women)* by Georgia Amson-Bradshaw and Rita Petruccioli, *Artists: Their Lives and Works* by Andrew Graham Dixon, *The Arrival* by Sean Tann, *If Paintings Could Talk* by Michael Wilson, *The Rescue Artist: A True Story of Art, Thieves, and the Hunt for a Missing Masterpiece* by Edward Dolnick, *The Monuments Men: Allied Heroes, Nazi Thieves, and the Greatest Treasure Hunt in History* By Robert M. Edsel, *Why Your Five Year Old Could Not Have Done That: Modern Art Explained* by Susie Hodge, *50 Women Artist you Should Know* by Christiane Weidemann, *Art Matters: Because Your Imagination Can Change the World* by Neil Gaiman.

In addition to this regular visits to museums, galleries and exhibitions are essential for a GCSE Art student as this enables students to experience art at first hand, and to see work in context. Nothing compares to seeing the texture and scale of an artwork up close.

Local museums and galleries: The Higgins, Bedford, Milton Keynes Gallery, The Fitzwilliam and Kettles Yard, Cambridge.

Museums and galleries in London: The National, The National Portrait Gallery, Tate Modern, Tate Britain, The V and A, The Saatchi Gallery, The British Museum, The Royal Academy.

## Further Information

Please contact Ms Saunders, Head of Art, if you would like any further information.

### What might this subject lead into?

Studying Art to GCSE level will support students considering further study in the following subjects: Fine Art, Architecture, Applied Art (which includes textiles, ceramics), Fashion, Theatrical Design, Gaming Design, Photography, Graphic Communications, Illustration, Art History, Animation, Product Design.

Students with an interest in the following career paths would consider studying GCSE Art: Architect, Fine Artist, Illustration, Teacher, Museum Curator, Art Historian, Muralist, Photographer, Art Conservationist. Design in any of the following areas: Fashion, Interior Design, Graphic Design, Furniture Design, Industrial Design, Theatrical Design, TV and Film design, Textiles, Gaming Design (scenic and character).

## Overview

The GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Computer Science students analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs building on the programming skills they have learnt at Key Stage 3. In addition to this, students further develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators. Students are given the opportunity to undertake a programming task during their course of study which allows them to develop their skills to design, write, and test and refine programs using the Python high-level programming language.

## The course content

### Assessment

#### Component 1: Computer systems

Written Examination: 1 hour and 30 minutes.

This assessment tests students on their understanding of computer systems including; the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. This also includes ethical, legal, cultural and environmental concerns associated with computer science.

Worth 50% of final qualification.

#### Component 2: Computational thinking, algorithms and programming

Written Examination: 1 hour and 30 minutes.

This assessment tests students on skills and understanding of computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Worth 50% of final qualification.

#### Component 3: Programming Project

It is a requirement for all students to complete and submit a Practical Programming Project. Although this does not contribute to the final grade, it is essential in developing the skills required in components 1 and 2.

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for Computer Science students: Alan Turing: The Enigma by Andrew Hodges, Learning to Program in Python by PM Heathcote, The Bletchley Park Code Breakers, In Their Own Words by Joel Greenberg, 50 Codes that Changed the World by Sinclair McKay, GCSE Computer Science for OCR Student Book, GCSE Computer Science OCR Revision Guide, GCSE Computer Science OCR Exam Practice Workbook, Coding Practice, Learning Python, 5th Edition by Mark Lutz.

## Further Information

Please contact Mr Mataire, Head of Computer Science and IT, if you would like any further information.

## What might this subject lead into?

Studying Computer Science to GCSE level will support students considering further study in the following subjects: Computer Networking, Software Systems, Data Science. Specific areas of study include: Cloud Computing, Artificial Intelligence, Software Development, Computational Biology, Game Design and Computer Security. The GCSE Computer Science course also lays a firm foundation for those students wishing to take the subject at A Level.

Students with an interest in the following career would consider studying GCSE Computer Science: Web Development, Database Administrator, Game Designer, Software Developer, Information Security Analyst, APP Developer, Network Administrator. A career in the computer science field can offer exciting opportunities to contribute to innovations in technology and to find new ways for businesses to use computers.

## Overview

Creative iMedia students have a strong desire to acquire sector-specific applied knowledge and skills through vocational contexts by investigating, exploring and creating media products. Students will need to develop their technical skills and expanded upon learning the use of specialistic media and IT equipment. Students will be introduced to a wide range of new terminology and skills to help support them in their future media careers. This qualification will help you to develop independence and confidence in using skills that would be relevant to the media industry. This qualification will help students to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry.

You will learn how media codes and conventions are applied to create digital media products which engage audiences. You will also learn the purpose of, and reasons for legislation applicable to the media industry and what media producers must do to comply with this legislation. In addition, you will gain an understanding of the properties and formats of media files. Due to the specialised equipment required for this course please note places are limited.

## The course content

### Assessment

The qualification is made up of three mandatory units.

#### Unit R093: Creative iMedia in the media industry

Written examination: 1 hour 30 minute written examination  
OCR set and marked  
Worth of the final qualification

#### Unit R094: Visual identity and digital graphics

This set assignment contains two practical tasks and take approximately 10-12 guided learning hours to complete.  
OCR-set assignment  
Centre-assessed and OCR moderated

**Optional unit:** Students choose one unit from a number of optional units. Each of these units will help you develop understanding and skills related to different digital media products from a number of sectors of the media industry. This is assessed by completing a set assignment

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for Creative iMedia students: Creative and Media by Jan Champney, Making New Media: Creative Production and Digital Literacies by Andrew Burn, Design with Adobe Creative Cloud by Adobe Creative Team, Animation Production by Robert B. Musburger.

## Further Information

Please contact Mr McKenzie, if you would like any further information.

## What might this subject lead into?

Creative iMedia will support students considering further study in the following subjects: Level 2 or Level 3 OCR Cambridge Technicals in Digital Media and/or Information Technology; Game design, computer science, art and photography, marketing, business studies.

Students with an interest in the following career paths would consider studying Creative iMedia: Media Industry, Radio And TV Opportunities, Social Media Marketing, Print Marketing, Game Design, Animation Design.

## Overview

GCSE Dance students will need a love and passion for creating original work and performing repertoire using a range of different stimuli and styles of dance. Students will develop their organisation, communication and creative skills through both performance and choreographic aspects of the course.

They must be willing to work and perform in both group and solo situations, and they will also be expected to analyse and appreciate existing dance works. Extra-Curricular activities and rehearsals are essential to student's development in this course as they will be expected to attend rehearsals outside of lesson times.

*Over the course GCSE Dance students study:*

- Physical, Technical, Expressive and Mental skills
- Different dance styles and fusions of style
- A selection of established and emerging choreographers
- Different numbers and combinations of dancers
- A variety of choreographic approaches and processes
- Different choreographic structures
- A variety of types of performance environment
- A variety of aural settings
- Inclusive dance
- Dance influenced by other cultures

## The course content

### Assessment

#### Component 1: Performance and Choreography

**Performance:** Set phrases through a solo performance and duet/trio performance  
Worth 30% of the final qualification

**Choreography:** Solo or group choreography- solo (2-2½ minutes) or a group dance for two to five dancers (3-3½ minutes).  
Worth 30% of the final qualification

#### Component 2: Theory

Knowledge and understanding of choreographic processes and performing skills.

Critical appreciation of own work.

Critical appreciation of professional works.

Written exam: 1 Hour 30 minutes

Worth 40% of the final qualification



### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE Dance students: Dance Sense by Linda Ashley, The Essential Guide to dance by Linda Ashley, The Dancers study Guide by Anthony King, AQA GCSE Dance Textbook by Pam Howard and Fifty Contemporary Choreographers by Martha Bremser.

## Further Information

Please contact Mrs Halsey, Acting Head of Dance, if you would like any further information.

## What might this subject lead into?

Studying Dance to GCSE level will support students considering further study in the following subjects: Dance, Drama, Music, Sport, English language, English Literature, Biology.

Students with an interest in the following career paths would consider studying GCSE Dance: Musical theatre, Professional Dance companies, Entertainment industry, Dance teacher in schools, universities or colleges, Special educational needs, Fitness instructor, Yoga teacher, Pilate's teacher, Corporate events, West End shows, Music videos, Cruise ships, Sports events, Movement therapist, physiotherapist, Sports therapist, PE teacher.

## Overview

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will enjoy working creatively when designing and making and apply technical and practical expertise. As there are clear links with Maths and Science it benefits our students to have a sound knowledge in those subjects. Studying Design and Technology opens the door to a wide range of careers in the creative, engineering and manufacturing industries. It is also excellent preparation for careers in many other fields. Whatever career you choose, the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. You will also develop skills, such as teamwork and time management which are highly prized by employers.

GCSE Design and Technology is a two year linear course with a written examination in the summer of the final year. Students also study a Non-Examination Assessment (coursework) which is a design task with a portfolio of design work and prototype outcome(s). While the study of materials and processes will support your work in the NEA (coursework) lessons will be scheduled where you will learn the theoretical content necessary for the examination. These will often be referred to as 'theory' lessons. The theory will be taught in around 52 lessons over the course of the two years alongside your practical or NEA lessons.

## The course content

### Assessment

### Examination

Written exam: 2 hours

In the written examination, questions will address maths and science knowledge.

Worth 50% of the final qualification.

**Non-Examination Assessment (NEA):** a substantial design and make task lasting approximately one school year.

This will be in response to one of three design contexts released by the AQA towards the end of Year 10.

Worth 50% of the final qualification.

The NEA will assess the practical application of core, specialist technical and designing and making principles and consist of a substantial design and make task covering the following:

- identifying and investigating design possibilities
- producing a design brief and specification
- generating design ideas
- developing design ideas
- realising design ideas in prototype form
- analysing & evaluating

The contextual challenges are released annually by AQA on 1 June in the year prior to the submission of the NEA.

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE Design and Technology pupils: D&T AQA GCSE (9-1) Design and Technology 8552 (2022 Edition) by MJ Ross, AQA GCSE (9-1) Design and Technology: Timber, Metal-Based Materials and Polymers by Bryan Williams, Louise Attwood, GCSE AQA Design and Technology: Illustrated Revision and Practice by L Sheppard and PG Online, AQA GCSE 9-1 Design & Technology Complete Revision & Practice: Ideal for home learning by Collins.

## Further Information

Please contact Mrs Lamprecht, if you would like any further information.

## What might this subject lead into?

Studying Design and Technology to GCSE level will support students considering further study in the following subjects: A Level Design and Technology Project work in areas such as: Engineering, Fashion and Textiles, Product Design and vocational qualifications in areas such as: Building Computing/IT, Construction, Design, Engineering, Fashion, Manufacturing, Textiles.

Students with an interest in the following career paths would consider studying GCSE Design and Technology: Apprenticeships (Earn as you learn without student loans) in areas such as: Building, Computer Aided Design (CAD), Construction, Engineering, Fashion and Textiles, Graphic Design, Information Communication Technology, Manufacturing, Planning.

# Digital Information Technology

**Exam Board:** Pearson  
(BTEC Tech Award Level 1/2)

## Overview

The digital sector is a major source of employment in the UK. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for students who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying project planning, data management, data interpretation, data presentation and data protection. This course teaches Information Technology skills through vocational contexts. It broadens students' experience and understanding of the many applications of Information Technology in industry and business. It covers processes that underpin effective ways of working in digital information technology, such as; the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct. Students are taught how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues. Students learn about the various digital devices and how they are interconnected to form the backbone of today's workplaces.

## The course content

### Assessment

Students are assessed throughout the duration of Year 10 and Year 11. Components 1 and 2 are assessed through non-exam internal assessment under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. Component 1 and 2 are set by Pearson, marked by the centre and moderated by Pearson. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts.

### Component 1: Exploring User Interface Design Principles and Project Planning Techniques

The Pearson-set Assignment will be completed in approximately 6 hours under formal supervision. This will be assessed in the spring term of Year 10. This assessment is worth 60 marks - 30% of the final grade.

### Component 2: Collecting, Presenting and Interpreting Data

The Pearson-set Assignment will be completed in approximately 6 hours under formal supervision. This will be assessed in the autumn term of Year 11. This assessment is worth 60 marks - 30% of the final grade.

### Component 3: Effective Digital Working Practices

Effective Digital Working Practices requires learners to apply decision-making skills and techniques in line with different organisations' use of digital systems and the wider implications associated with their use. This examination will take place in the summer term of Year 11. This assessment is worth 60 marks - 40% of the final grade.

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for Digital Information Technology students: Pearson Revise BTEC First in ICT Revision Guide, BTEC Level 2 First IT Student Book, Information and Communication Technologies in Everyday Life: Opportunities and Challenges paperback by Ali AL-Dahoud, Loved: How to Rethink Marketing for Tech Products by Martina Lauchengco, Crypto for Beginners: A Simple Non-Technical Guide on the Blockchain Revolution and Crypto Investing for Creating Multi-Generational Wealth by Hudson Lee.

## Further Information

Please contact Mr Mataire, Head of Computer Science and IT, if you would like any further information.

### What might this subject lead into?

Studying Digital Information Technology will support students considering further study in the following subjects: Level 3 BTEC IT, Digital Marketing, Information Technology degree or study ICT as a module of many other courses such as Psychology, Human Sciences, and Economics.

Students with an interest in the following career paths would consider studying Digital Information Technology: Website Developer, Database Analyst, Privacy Coordinator, UX Designer, Online Community Coordinator, Web Marketing Management, Information Security Analyst, Digital Strategist, Staff Technologist.

## Overview

Drama is a practical subject suitable for students who like to be both creative and active, and is highly valued in both educational settings and the work place. It is a valuable subject for those students who wish to develop, performance and analysis skills. Lesson time is split between practical exploration, development of performance and design skills, and written theory work. Students will continue to develop skills gained at Key Stage 3, and start to apply these to a variety of theatre styles and practitioners to create their own original work for performance. Students are also required to write about live theatre they have seen, therefore it is essential that students choosing GCSE Drama understand that they will be required to attend up to three theatre visits over the course. GCSE students also attend rehearsals after school as part of their development and rehearsal process for their practical exams.

The GCSE Drama course offers two pathways; Acting or Production Design. Production design is based on sound and lighting design, and it is the design element that is assessed and not the operation of the technical equipment. Students are able to opt for either pathway and will be taught within one class with access to specialist teaching in their chosen field. GCSE Drama provides a contrasting learning environment to many other subjects, and our student comment enthusiastically on the how this different learning environment impacts positively on their mental wellbeing and motivation for all subjects.

## The course content

### Assessment

#### Component 1: Devising Theatre

Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC. Non-exam assessment: Students are assessed through non-exam internal assessment and externally moderated. Worth 40% of final qualification.

#### Component 2: Performing from a Text

Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts. Non-exam assessment: Students are externally assessed by a visiting examiner. Worth 20% of final qualification.

#### Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes.

##### Section A: Set Text for assessment.

A series of questions on one set text from a choice of seven:

1. Macbeth William Shakespeare
2. An Inspector Calls J.B. Priestley
3. Find Me Olwen Wymark
4. Noughts & Crosses Malorie Blackman
5. Refugee Boy Benjamin Zephaniah
6. I Love You Mum – I Promise I Won't Die Mark Wheeler
7. The IT Vivienne Franzmann

**Section B:** Live Theatre Review. Requiring analysis and evaluation of a given aspect of a live theatre production seen during the course. Worth 40% of final qualification.

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE Drama students: An Inspector Calls by J.B. Priestley, The Frantic Assembly Book of Devising Theatre by Scott Graham, GCSE Drama: Live Theatre Evaluation by Annie Fox, WJEC/Eduqas GCSE Drama (New spec from Sept 2016) by Gary Nicholas, Stanislavski For Beginners by David Allen, Brecht: A Practical Handbook by David Zoob. In addition, we would also recommend seeing as much live theatre as possible.

## Further Information

Please contact Mrs Farnsworth, Head of Drama, if you would like any further information.

## What might this subject lead into?

Studying Drama to GCSE level will support students considering further study in the following subjects: Drama and Theatre Studies, Performing Arts, English Literature, Psychology, History, Design, Media Studies.

Students with an interest in the following career paths should consider studying GCSE Drama: Acting, Design, Director, Playwright, Journalism, Media, Communications, Entrepreneur, Lawyer, and Teacher.



# Food Preparation and Nutrition

Exam Board: (AQA GCSE)

## Overview

The GCSE Food Preparation and Nutrition course equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety. It develops an awareness of diverse needs to include Health, Fitness, Food science as well as the Moral and social aspects of Food.

At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are divided into five topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

## The course content

### Assessment

AQA Food Preparation and Nutrition is a linear course with non examination units and a written examination in the summer of Year 11.

### Examination

Written examination: 1 hour 45 minutes

Worth 50% of the final qualification.

### Non-Examination Assessment (NEA)

**Written report:** Food investigation looking at the working characteristics, functional and chemical properties of ingredients. Completed over 10 hours and students are expected to produce 1,500–2,000 words and photographic evidence.

Worth 15% of the final qualification.

**Portfolio:** Food preparation assessment tasks which demonstrate students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition. Completed over 20 hours and students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Worth 35% of the final qualification.

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE Science pupils: Use the GCSE textbooks by A Rickus et al, Anita Tull and Garry Littlehood and revision Guide, The missing ingredient by Jenny Linford, Ingredient by Ali Bouzari, On Food and Cooking by Harold McGee.

## Further Information

Please contact Mrs Mpofu, if you would like any further information.

### What might this subject lead into?

Studying GCSE Food Preparation and Nutrition will support students considering further study in the following subjects: Food Science and Nutrition A Level, Hospitality and Catering.

Students with an interest in the following career paths would consider studying GCSE Food Preparation and Nutrition: Food science, Food Technology, an apprenticeship in the Hospitality and Catering Industry.

## Overview

Speaking another language opens up a world of opportunities for our students. Language skills are in high demand in a competitive job market and an international career can be extremely rewarding. The GCSE French course not only prepares students well for the international job market allowing them to communicate confidently but enriches their knowledge of our global society outside of the UK. Students studying GCSE French are expected to work hard and undertake regular vocabulary practice at home to support their memory of a new language. Students study all of the following themes across the two year course:

- **Theme 1:** Identity and culture
- **Theme 2:** Local, national, international and global areas of interest
- **Theme 3:** Current and future study and employment

## The course content

### Assessment

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students will be entered for the most appropriate tier to ensure success for the individual. Students take all four question papers at the same tier in the summer of Year 11.

#### Paper 1: Listening

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- Worth 25% of the qualification

#### Paper 2: Speaking

Students are expected to speak in French for:

- 7–9 minutes (Foundation Tier)
- 10–12 minutes (Higher Tier)
- Worth 25% of the qualification

#### Paper 3: Reading

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- Worth 25% of the qualification

#### Paper 4: Writing

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- Worth 25% of the qualification



### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE French students: AQA GCSE (9-1) French Vocabulary Crosswords by Samiul Hassan, GCSE French AQA Exam Practice Workbook by CGP Books, GCSE French Translation Skills Workbook by CGP Book, French Short Stories for beginners by Lingo Mastery, Les Etrangers – Book 1 - Un garçon mystérieux by Dr Gianfranco Conti, Le Petit Prince: bilingue avec le texte parallèle by Antoine de Saint-Exupéry, Journal d'un dégonflé (French Edition) by Jeff Kinney.

## Further Information

Please contact Mrs Soto, Head of Languages, if you would like any further information.

### What might this subject lead into?

Studying French to GCSE level will support students considering further study in the following subjects: French A level, Law, Politics, European Studies, Translation, Interpreting, International Relations, Marketing.

Students with an interest in the following career paths would consider studying GCSE French: Interpreter, Translator, Lawyer, Politics, Economist, Working in the EU, Bilingual PA, International Accountant, Teacher, Journalist.

## Overview

GCSE Geography students have an interest and knowledge of the world around them and be hungry to learn more about how the human and physical (natural) world interact to create distinct landscapes. Our students are curious around the processes that lead to changes in these environments. Students considering GCSE Geography will need to be hard working with strong literacy and numeracy skills to allow them to make the most of the extended written answers and the analysis of data, images and maps. There are mathematical elements throughout all papers and an understanding of working out percentages, mean, mode, median and range are vital along with interpreting information and data and map skills. These will be developed throughout the course but a sound knowledge to begin with would be beneficial. Students will be expected to deepen their learning at home through tasks set that will strengthen their case studies and practise their written responses. Exposure to other forms of media are also important to gain a more critical understanding of the subject, such as documentaries and podcasts.

The GCSE will look at a range of geographical concepts, processes and then these will be applied to detailed examples that students will need to learn and recall in the examinations; these are known as geographical case studies.

The core themes of the GCSE are as follows:

- **Physical Geography** – the natural world, to include the key landscapes of coasts and rivers. Weather and hazards, including climate change and ecosystems and biodiversity.
- **Human Geography** – Urban growth and reasons for this, development geography and the reasons for differences in inequality within and between countries and geopolitics.
- **Field work** – there is a fieldwork element to the GCSE. Students will need to collect data to answer a geographical question and will be examined externally on their findings in an exam setting. There is a small cost involved with these visits that will require a parental contribution, but ability to pay should not be a factor in deciding on this as an appropriate course. There is support available for qualifying students.

## The course content

### Assessment

Students are assessed over 3 separate examinations in the summer of Year 11. The breakdown of the examinations is as follows:

- **Paper 1 – The Physical Environment:** Written examination 1 Hour and 30 minutes. Worth 37.5% of total qualification.
- **Paper 2 – The Human Environment:** Written examination 1 Hour and 30 minutes. Worth 37.5% of total qualification.
- **Paper 3 – Geographical Investigations:** Fieldwork and UK Challenges. Written examination 1 Hour and 30 minutes. Worth 25% of total qualification.

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE Geography students:

Factfulness: Ten reasons we are wrong about the world by Hans Rosling, any book by Tim Marshall (Prisoners of Geography and Divided are good starting points), There is No Planet B by Mike Berners-Lee and any National Geographic publication.

## Further Information

Please contact Mr Morgan, Head of Geography, if you would like any further information.

### What might this subject lead into?

Studying Geography to GCSE level will support students considering further study in the following subjects: Geography, Geo-engineering, Mathematics, Biology, Environmental Sciences, Geology and Development Studies

Students with an interest in the following career paths would consider studying GCSE Geography: Teaching, Oceanography, Business analyst, Cartographer, Data analyst, Environmental consultant, Engineering, Tourism and Travel Agency, Environmental Officer, Park Ranger, Political Analysis, Charity Work (NGO), Development Economist and Geologist.

**Geography is one of the EBacc group of options.**

## Overview

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled. Studying Health and Social Care at Key Stage 4 provides a good foundation of knowledge about the key principles which run throughout the sector. Furthermore, students will be given the opportunity to apply their understanding to practical scenarios. There are strong opportunities for post-16 progression in this important sector. Our Health and Social care qualification is suitable for students on a bespoke pathway. Over the course Health and Social Care pupils study:

- **Component 1: Human Lifespan Development**  
Pupils will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.
- **Component 2: Health and Social Care Services and Values**  
Pupils will explore the health and social care services that are available and why individuals may need to use them.
- **Component 3: Health and Wellbeing**  
Pupils will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

## The course content

### Assessment

Students are assessed throughout the duration of Year 10 and Year 11. Components 1 and 2 are assessed through non-exam internal assessment under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. Component 1 and 2 are set by Pearson, marked by the centre and moderated by Pearson. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts. This external exam is based on a written assessment that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification.

### Component 1: Human Lifespan Development

The Pearson-set Assignment will be completed in approximately 6 hours of formal supervision.  
This will be assessed in the spring term of Year 10.  
Worth 30% of the final qualification.

### Component 2: Health and Social Care Services and Values

The Pearson-set Assignment will be completed in approximately 6 hours of formal supervision.  
This will be assessed in the autumn term of Year 11.  
Worth 30% of the final qualification.

### Component 3: Health and Wellbeing

Written exam: 2 hours  
Worth 40% of the final qualification.

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for BTEC Health and Social Care pupils: Student Book - BTEC Tech Award 2022 Health and Social Care (2022), CGP Revision Guide - BTEC Tech Award 2022 Health & Social Care (2022).

## Further Information

Please contact Mrs Sacco, Head of Social Sciences, if you would like any further information.

## What might this subject lead into?

Studying Health and Social Care will support students considering further study in the following subjects: Health and Social Care Level 3 BTEC, Psychology, Criminology, Sociology, Applied Science, English Language.

Students with an interest in the following career paths would consider studying BTEC Health and Social Care: Health Care roles such as healthcare assistants, health visitors, midwives, nurses, paramedics and Social Care roles such as care assistants, careers advisors, foster carers, nursery managers, social workers and youth workers.

## Overview

GCSE History pupils will need a love of the past and a desire to understand how the past has shaped our future.

Much emphasis is placed on written work and there is a very high degree of reading and essay writing involved; students will need to have strong literacy skills to succeed on this course.

Pupils will enjoy building upon their current knowledge from Key Stage 3 by revisiting and deepening their understanding of content studied previously. Our History course supports progression to A Level so that students will have a coherent and diverse experience of history if they take both an Edexcel GCSE and go on to study A Level in History.

Over the course GCSE History pupils study:

- Crime and Punishment from 1000AD to 2000AD
- Whitechapel from 1870-1900

Certain time periods are also studied in depth:

- The Elizabethan Age
- Germany, 1918-1939
- The Cold War 1941-1991

## The course content

### Assessment

GCSE History consists of three externally examined papers in the summer of Year 11.

#### Paper 1: Thematic study and historic environment

Written examination: 1 hour and 15 minutes  
Worth 30% of the final qualification

#### Paper 2: Period study and British depth study

Written examination: 1 hour and 45 minutes  
Worth 40% of the final qualification

#### Paper 3: Modern depth study

Written examination: 1 hour and 20 minutes  
Worth 30% of the final qualification



### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE History students: *The Book Thief* by Markus Zusak, *Alone in Berlin* by Han Fallada, *The Third Reich* by Michael Burleigh, *Going Over* by Beth Kephart, *The Origins of the Cold War* by Martin McCauley, *Two Brothers* by Ben Elton.

## Further Information

Please contact Mr Margetts, Head of History, if you would like any further information.

### What might this subject lead into?

Studying History to GCSE level will support students considering further study in the following subjects: History, Criminology, Politics, European Studies, Art History, International Relations.

Students with an interest in the following career paths would consider studying GCSE History:  
Lawyer, Politics, Economist, Working in NATO or the European Union, Archaeologist, Teacher, Journalist.

GCSE History is one of the EBacc group of options.

## Overview

Speaking another language opens up a world of opportunities for our students. Language skills are in high demand in a competitive job market and an international career can be extremely rewarding. The GCSE Italian course not only prepares pupils well for the international job market allowing them to communicate confidently but enriches their knowledge of our global society outside of the UK. Pupils studying GCSE Italian are expected to work hard and undertake regular vocabulary practice at home to support their memory of a new language.

Students study all of the following themes across the two year course:

- **Theme 1:** Identity and culture
- **Theme 2:** Local, national, international and global areas of interest
- **Theme 3:** Current and future study and employment

## The course content

### Assessment

GCSE Italian has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils will be entered for the most appropriate tier to ensure success for the individual. Pupils take all four question papers at the same tier in the summer of Year 11.

#### Paper 1: Listening

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- Worth 25% of the qualification

#### Paper 2: Speaking

Students are expected to speak in Italian for:

- 7–9 minutes (Foundation Tier)
- 10–12 minutes (Higher Tier)
- Worth 25% of the qualification

#### Paper 3: Reading

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- Worth 25% of the qualification

#### Paper 4: Writing

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- Worth 25% of the qualification



### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE Italian pupils: AQA GCSE Exam Guide by Derek Aust, Preparazione al New GCSE in Italian Book & CD by Marco de Biasio, Italian Short Stories for Beginners by Lingo Mastery, Italian Vocabulary Builder by Lingo Mastery.

## Further Information

Please contact Mrs Soto, Head of Languages, if you would like any further information.

### What might this subject lead into?

Studying Italian to GCSE level will support students considering further study in the following subjects: Italian A level, Law, Politics, European Studies, Translation, Interpreting, International Relations, Marketing.

Students with an interest in the following career paths would consider studying GCSE Italian: Interpreter, Translator, Lawyer, Politics, Economist, Working in the EU, Bilingual PA, International Accountant, Teacher, Journalist.

## Overview

While studying GCSE Media Studies students will explore the world of mass media which includes advertising, television, film, newspapers, web-based media, radio, popular music, magazines and video games. To study the media is to understand the world we live in. This course seeks to enable students to become aware of key media concepts, their role as consumers of the media, explore how audiences are constructed and targeted, analyse media texts, carry out research and create their own practical media work.

## The course content

### Assessment

External Assessment accounts for 70% of the total marks.

There are two papers of equal weighting:

#### **Paper 1: Industries, audiences and representation**

- A study of a wide range of set texts exploring how different industries operate, how audiences receive texts and how representations are constructed.

#### **Paper 2: Media language and contexts**

- A close textual analysis of how audio-visual texts construct meaning and the influence of contexts on the creation of texts.

NEA accounts for 30%

- A practical production piece in response to a brief. This allows you to demonstrate your theoretical knowledge and apply it to a real-life context.



### Further reading

To help develop your understanding of Media the following texts are recommended: The Media Student's Book - Gill Branston and Roy Stafford, Digital Culture: understanding new media -Glen Creeber and Royston Martin, Key Themes in Media Theory - Dan Laughey, Convergence Culture: Where Old and New Media Collide - Henry Jenkins and Key Concepts and Skills for Media Studies - James Baker

## Further Information

Please contact Mrs Curtis, Head of Media Studies, if you would like any further information.

### What might this subject lead into?

The media is an ever-expanding industry. Promotion through social media is a rapidly growing area. GCSE Media Studies can help students on the road to a career in the media. It provides students with relevant, modern and practical knowledge and skills. Students can progress to Media Studies at A-Level, and beyond at university.

There are also a range of apprenticeships available with respected media corporations.

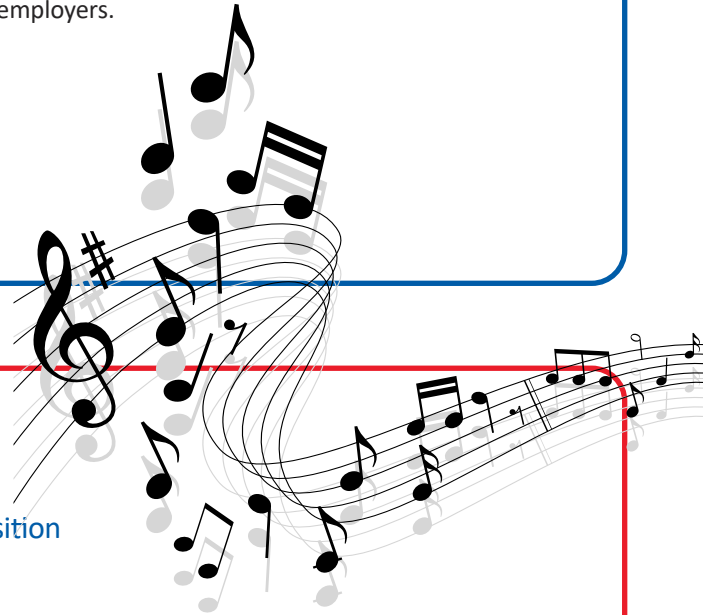
## Overview

GCSE Music students learn about the theory of music, focusing on functional harmony and melody writing as well as nurturing their own ability to play an instrument or sing. All GCSE Music students are provided with a 20 minute instrumental or vocal lesson weekly for the entirety of the course. Students learn about the history of music, different styles, genres and listen to a wide variety of music from around the world and throughout history. Music is considered highly by universities as it nurtures the ability to be an independent learner and to be able to be self-motivated to practice and rehearse.

There is a high level of team work and collaboration in Music and the Arts and the ability to work effectively with others is considered highly by both further education establishments and potential employers.

Students will study music under 4 different headings:

- The concerto through time
- Rhythms of the world
- Film music
- Conventions of pop



## The course content

### Assessment

#### Integrated portfolio: Solo performance and own choice composition

Worth 30% of the final qualification.

#### Practical component: Ensemble performance and exam board brief composition

Worth 30% of the final qualification.

#### Listening Exam: 1 hour 30 minutes

The exam comprises of 8 listening questions; 2 extended writing questions.

Worth 40% of the final qualification.

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE Music pupils: GCSE OCR Student Guide to AoS 2: The Concerto through time by Priscilla Crundwell, OCR GCSE Music Study Guide by Steven Berryman, Hanh Doan and David Guinane.

## Further Information

Please contact Mr Phelps, Head of Music, if you would like any further information.

## What might this subject lead into?

Studying Music to GCSE level will support pupils considering further study in the following subjects: Music A level, Music BTEC Level 3, Music Tech Level 3, Performing Arts Level 3.

Students with an interest in the following career paths would consider studying GCSE Music: Composition, Digital Music, Live Events Production, Popular Music Performance, Media and Communication (Music Industries), Music Business, Music Journalism, Music Management, Music Production, Music Technology, Musical Theatre, Songwriting, Sound Engineering, Sound Technology, Stage Management.



## Overview

GCSE PE and CNAT Sport Studies in Key Stage 4 build on the knowledge, understanding and skills established in Key Stage 3 and provide exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. Studying either the GCSE PE or CNAT Sport Studies develops knowledge and practical skills in a range of physical activities and examines the effects of exercise and how training can improve performance. Students will find ways to improve their own performances in a variety of roles, identifying ways to develop and maintain a healthy and active lifestyle through participation in physical activity and appreciate the benefits of promoting 'sport for all'. Students should have an outstanding attitude towards sport, enjoy being active and appreciate the benefits of keeping fit and healthy.

### GCSE PE

For GCSE PE, it is expected that students represent the school in at least one sport and plays regular competitive sport outside of school. Our GCSE PE students are practically strong in PE. With a demand on knowledge linked to the Science curriculum, GCSE PE students have a genuine interest in the human body. In addition to this, as there is a high degree of essay writing involved, it is recommended that students have strong literacy skills to succeed on this course.

### CNAT Sport Studies

For CNAT Sport Studies, it is expected students have an outstanding attitude towards sport with regular participation in sport and physical activity. Our Sport Studies students are practically strong in PE with leadership qualities. This course supports students to develop independence and confidence in using skills that would be relevant to the Exercise, Physical Activity, Sport and Health sector. Students are expected to work hard and undertake a degree of research to support coursework so working hard in English supports our students.

Please note that students choose either the GCSE or CNAT qualification, considering carefully the most appropriate route.

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for PE and Sport Studies students:

Fever Pitch by Nick Hornby, Touching the Void by Joe Simpson, Born to Run by Christopher McDougall, Leading by Alex Ferguson, Legacy by James Kerr, The Rodchenkov Affair by Dr Grigory Rodchenkov, The Blind Side by Michael Lewis, Open by Andre Agassi, Runner by Lizzy Hawker, The National Team by Caitlin Murray, The Big Miss by Hank Haney, Sevens Heaven by Ben Ryan, Soccernomics by Simon Kuper & Stefan Szymanski.



## Further Information

Please contact Mr Gale, Head of PE, if you would like any further information.

### What might this subject lead into?

Studying either GCSE PE or Sport Studies is the ideal preparation for the A Level Physical Education course or a Level 3 vocational course in Sport or Sport and Exercise Sciences.

Students with an interest in the following career paths would consider studying GCSE PE or Sport Studies: Nutritionist, Physical Therapist, Chiropractor, Physiotherapist, Professional Sportsperson, Sports Reporter, PE teacher, Personal trainer, Diet and Fitness Instructor.

## The course content

### Assessment

We offer both GCSE PE and Level 1/Level 2 Cambridge National in Sport Studies; the main difference between the two options is the way in which students will be assessed.

### GCSE PE

Students will sit the two externally examined papers in the summer of Year 11.

#### Component 1: Fitness and Body Systems

Written Examination: 1 hour and 45 minutes  
Worth 36% of final qualification.

#### Component 2: Health and Performance

Written Examination: 1 hour and 15 minutes  
Worth 24% of final qualification.

#### Component 3: Practical Performance

Students are assessed in 3 sports; one team sport, one individual sport and one free choice.  
Assessed via practical exam in school or by collecting video evidence of performance outside of school.  
Worth 30% of final qualification.

#### Component 4: Written Coursework

Students must design, complete and evaluate a 6-week Personal Exercise Programme.  
Assessed internally by subject teacher and moderated by the exam board.  
Worth 10% of final qualification.

### CNAT Sport Studies

Students are assessed throughout the duration of Year 10 and Year 11.  
Students will study two mandatory units and one optional unit from a choice of two.

#### Contemporary Issues in Sport

Written exam: 1 hour 15 minutes  
This examination will take place in the summer term of Year 11.  
Worth 40% of the final qualification.

#### Performance and Leadership in Sport

**Coursework:** This is assessed by a set assignment. In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.  
Worth 40% of the final qualification.

#### Sports and the Media

**Coursework:** This is assessed by a set assignment. In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.  
Worth 20% of the final qualification.

## Overview

The GCSE Religious Studies course takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world. Students understand more about the world, the religious challenges it faces and their place within it. The course will enable learners to deepen their understanding of the relationship between people, as well as becoming informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed. Students learn how to demonstrate an understanding of the influence of religion and ethical issues on individuals, communities and societies, from different perspectives. The course ensures that learners know and understand the fact that religious traditions of Great Britain whilst being, in the main, Christian are also diverse and include the following religious and non-religious traditions and beliefs such as humanism and atheism. Learners will be expected to know, understand and express common and divergent views, and the basis for beliefs, teachings and practice.

The aims and objectives of the course are to develop students' knowledge and understanding of religions and non-religious beliefs, such as humanism and atheism. Students gain knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.

Students will enjoy developing the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject and topics covered. They will also appreciate the opportunities given to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.

## The course content

### Assessment

Students will be assessed on three components and will complete three written papers in the summer of Year 11.

### Component 1: Religious, Philosophical and Ethical Studies in the modern world

Written examination: 2 hours  
50% qualification

### Component 2: Study of Christianity

Written examination: 1 hour  
Worth 25% of final qualification

### Component 3: Study of a World Faith (Islam)

Written examination: 1 hour  
Worth 25% of final qualification

### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE Religious Studies students:

Philosophy and Faith by Steve Wilkens, Religion and Life Issues by Ina Taylor, Religion and Beliefs – Christianity by Ina Taylor, Christianity and Moral Issues Anne Jordan, Islam Beliefs and Teachings by Ghulam Sarwar, Seeking Religion: The Muslim Experience by Jan Thompson.

## Further Information

Please contact Ms Day, Head of Religious Studies, if you would like any further information.

### What might this subject lead into?

Studying Religious Studies will support students considering further study in the following subjects: Philosophy, Religious Studies, Sociology, Law, Politics, Psychology, and Criminology.

Students with an interest in the following career paths would consider studying GCSE Religious Studies: Teacher, Social worker, Youth worker, Police officer, Armed forces, Journalist, Lawyer, Doctor, Midwife, Travel Industry, Editor and Author.

## Overview

Speaking another language opens up a world of opportunities for our students. Language skills are in high demand in a competitive job market and an international career can be extremely rewarding. The GCSE Spanish course not only prepares students well for the international job market allowing them to communicate confidently but enriches their knowledge of our global society outside of the UK. Students studying GCSE Spanish are expected to work hard and undertake regular vocabulary practice at home to support their memory of a new language.

Students study all of the following themes across the two year course:

- **Theme 1:** Identity and culture
- **Theme 2:** Local, national, international and global areas of interest
- **Theme 3:** Current and future study and employment

## The course content

### Assessment

GCSE Spanish has a Foundation Tier (Grades 1–5) and a Higher Tier (Grades 4–9). Students will be entered for the most appropriate tier to ensure success for the individual. Students take all four question papers at the same tier.

#### Paper 1: Listening

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- Worth 25% of the qualification

#### Paper 2: Speaking

Students are expected to speak in Spanish for:

- 7–9 minutes (Foundation Tier)
- 10–12 minutes (Higher Tier)
- Worth 25% of the qualification

#### Paper 3: Reading

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- Worth 25% of the qualification

#### Paper 4: Writing

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- Worth 25% of the qualification



### Further reading

To further extend your learning outside of the classroom, the following is recommended as further reading around the subject for GCSE Spanish students: AQA GCSE (9-1) Spanish Vocabulary Crosswords by Samiul Hassan, GCSE Spanish AQA Exam Practice Workbook by CGP Books, GCSE Spanish AQA Revision Guide by CGP Books, GCSE Spanish Translation Skills Workbook by CGP Books, Esperanza Rising by Pam Muñoz Ryan, Los Futbolísimos by Roberto Santiago, El caso de la pluma perdida by René Saldaña Jr, Diario Del Wimpy Kid (Spanish Edition) by Jeff Kinney.

## Further Information

Please contact Mrs Soto, Head of Languages, if you would like any further information.

### What might this subject lead into?

Studying Spanish to GCSE level will support students considering further study in the following subjects: Spanish A level, Law, Politics, European Studies, Translation, Interpreting, International Relations, Marketing.

Students with an interest in the following career paths would consider studying GCSE Spanish: Interpreter, Translator, Lawyer, Politics, Economist, Working in the EU, Bilingual PA, International Accountant, Teacher, Journalist.

GCSE Spanish is one of the EBacc group of options.

# OPTIONS BLOCKS

## Compulsory Core Subjects

GCSE English Language  
GCSE English Literature  
GCSE Mathematics  
GCSE Science

Core Computing  
Core PE  
Core Philosophy and Ethics  
Philosophy and Ethics  
Core PSHE

### BLOCK A

Please pick one subject

History  
Geography  
Spanish  
French  
Italian  
Computer Science  
Sport Studies  
Food  
Health and Social Care

### BLOCK B

Please pick one subject

History  
Religious Studies  
Drama  
Sport Studies  
Physical Education  
Design Technology  
Food  
Art  
Creative iMedia  
Music  
Media Studies

### BLOCK C

Please pick one subject

History  
Geography  
Dance  
Art  
Drama  
Health and Social Care  
Digital Information  
Technology  
Computer Science

Link to the Options form will be emailed out shortly. Please complete by  
**FRIDAY 23rd FEBRUARY 2024**





