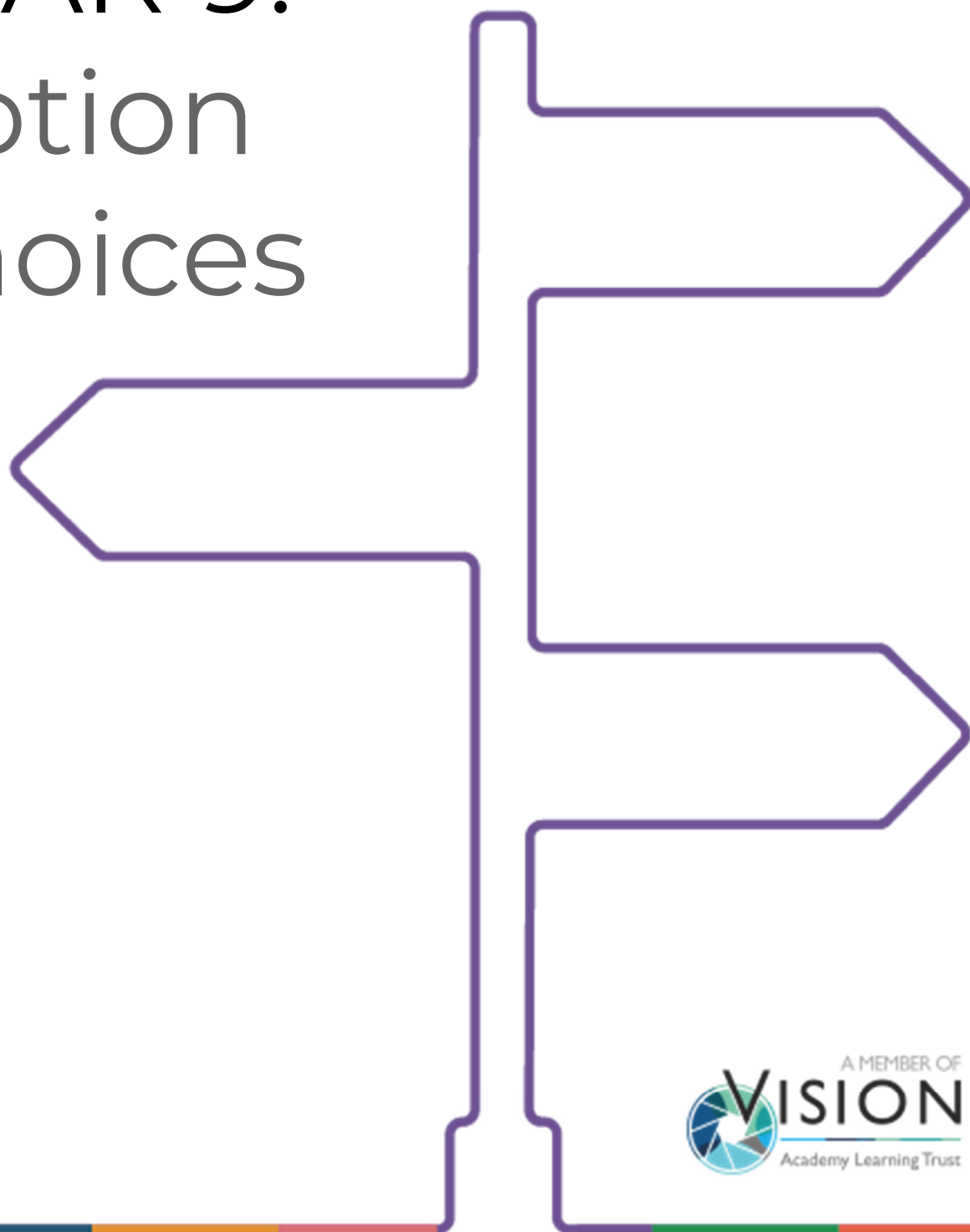


# BEYOND YEAR 9: Option Choices





# Contents

Moving into key stage 4	1
Qualification Types	2
Option Offer	3
Curriculum Pathways	4—5
The English Baccalaureate	6
Option Choice Process	7
Where do I start?	8
Information, Advice & Guidance	9 - 12
Advice about Careers	13
<b>THE COMPULSORY CORE</b>	
GCSE English - Language and Literature	14
GCSE Mathematics	15
GCSE Science—Combined	16
Core Physical Education	17
PSHE	18
Modern Languages	19
<b>Options</b>	
<b>Humanities and social studies subjects</b>	
GCSE Geography	20
GCSE History	21
GCSE Religious Studies	22
<b>Creative Arts Subjects</b>	
GCSE Fine Art	23
BTEC Art and Design	24
GCSE Drama	25
GCSE Music	26
<b>Design and Technology Subjects</b>	
GCSE DT- Electronic Design and Engineering	27
GCSE DT- Product Design and Engineering	28
GCSE DT- Textiles	29
<b>ICT and Computing Subjects</b>	
GCSE Computer Science	30
Creative iMedia	31
Information Technology	32
<b>Additional Options</b>	
GCSE Business Studies	33
BTEC Technical Award in Enterprise	34
GCSE Triple Science - Biology, Chemistry and Physics	35
GCSE Physical Education	36
Cambridge National in Sports Studies	37
WJEC Award Hospitality & Catering	38
BTEC Health and Social Care	39
Frequently Asked Questions	40



# Moving into Key Stage 4



**Read this book carefully and talk to:**

- Your subject teachers
- Your Tutor
- Your Head of House
- Your Parents/carers

# Understanding the different types of qualifications

## GCSEs

GCSEs are widely available to all 14–19 students, although there is no lower or upper age limit. GCSEs are qualifications at **Level 2** in the National Qualification Framework.

### Main features of GCSEs:

- Content is developed by exam boards and the government.
- Assessment is mainly by exam with other types of assessment only used where there are essential skills to be tested (PE, Art etc.).
- Courses are designed for two years of study – no longer divided into modules with students taking all their exams at the end of the course.
- Resit opportunities are only available in November for English and Maths.
- A grading system of 9 to 1, with 9 being the top grade. Grade 5 will be regarded as a strong pass grade (currently equivalent to a high C/low B) and a 4 is classed as a standard pass (currently equivalent to a grade C). **All GCSE subjects are graded in this way.**

### How are they assessed?

- GCSEs are mainly assessed through written exams, although some subjects have a controlled assessment element.
- Some subjects like PE / Art have a larger controlled assessment element.

## VOCATIONAL

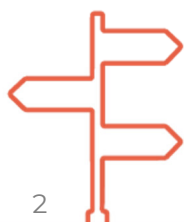
At Eggescliffe we offer BTECs and Cambridge Nationals as vocational qualifications. These are more practical and may be work-related courses that are Level 2 equivalent to GCSE courses. For BTECs students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. As well as learning about the employment area they have chosen, students develop the skills to start a career.

### Main features of vocational courses:

- All vocational courses have been re-written to bring them closer to GCSE.
- Vocational courses are equivalent to a GCSE and students can progress onto post-16 courses with a combination of vocational and GCSE qualifications.
- Skills based assessments allow students to demonstrate their knowledge and understanding based on real-life scenarios.

### How are they assessed?

- Generally, vocational qualifications are assessed via internally assessed practical assignments, however, ALL now have at least one externally assessed assignment or examination.



# Our Options Offer

## Blue Pathway

Students who are making excellent progress in English Baccalaureate subjects will be directed to take this route.

- Students must choose **four subjects-one from each option block**.
- Students must choose **a language** and **either Geography or History** plus a further two subjects.
- They should opt for a minimum of two GCSE options.

## Green Pathway

The English Baccalaureate route may not be appropriate for everyone. Students can prepare themselves for future success by opting for a well-balanced set of GCSEs that may not include a language.

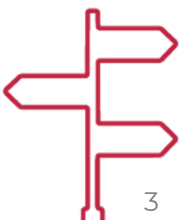
- Students must choose **four subjects-one from each option block**.
- Students must choose at least **one vocational qualification**.
- Optional: To qualify for Ebacc students **MUST** choose a language and a humanity .

## Orange Pathway

At Eggescliffe School we appreciate and value that all students have different strengths, interests and skill sets, therefore some students would benefit from opting from a wider array of GCSE and vocational qualification choices.

Students can prepare themselves for future success by opting for a well-balanced set of KS4 options.

- Students must choose **four subjects-one from each option block**.
- Students must choose at least **two vocational qualifications**.



# Egglescliffe School Key Stage 4

## BLUE PATHWAY

(Exemplar options Form)

KEY STAGE 4 OPTIONS- BLUE PATHWAY									
NAME						FORM			
SIGNATURE						DATE			
<b>You must:</b> <ul style="list-style-type: none"> <li>Select <u>one option</u> from each option block</li> <li>You <b>MUST</b> choose a <u>language AND a humanity</u> (Geography or History)</li> <li>Choose at least <u>two GCSE</u> qualifications</li> </ul>					<ul style="list-style-type: none"> <li>Only choose one PE/Sport option</li> <li>Only choose one DT option</li> <li>Only choose one Art option</li> <li>Only choose one Business/Enterprise option</li> </ul>				
Compulsory Core	Option A		Option B		Option C		Option D		
ENGLISH LANGUAGE	GCSE FRENCH		GCSE GEOGRAPHY		GCSE GEOGRAPHY		GCSE GEOGRAPHY		
	GCSE GERMAN		GCSE HISTORY		GCSE HISTORY		GCSE HISTORY		
ENGLISH LITERATURE			GCSE MUSIC		GCSE RELIGIOUS EDUCATION		GCSE DT: TEXTILES		
MATHEMATICS			GCSE ART		GCSE ART		GCSE COMPUTER SCIENCE		
			GCSE BUSINESS STUDIES		GCSE PE		GCSE PE		
			GCSE DT: ELECTRONICS		GCSE TRIPLE SCIENCE		GCSE DRAMA		
COMBINED SCIENCE (2 GCSEs)			GCSE DT: PRODUCT DESIGN		GCSE DT: ELECTRONICS		GCSE TRIPLE SCIENCE		
CORE PE					Vocational Qualifications				
			BTEC Health and Social Care		Cambridge National SPORT		Cambridge National SPORT		
			Cambridge CREATIVE IMEDIA		WJEC HOSPITALITY & CATERING		BTEC ART		
			WJEC HOSPITALITY & CATERING		BTEC ENTERPRISE		Cambridge IT		

## GREEN PATHWAY

(Exemplar options Form)

KEY STAGE 4 OPTIONS- GREEN PATHWAY									
NAME						FORM			
SIGNATURE						DATE			
<b>You must:</b> <ul style="list-style-type: none"> <li>Select <u>one option</u> from each option block</li> <li>Choose <u>at least one</u> vocational/BTEC option</li> <li>You can choose a <u>language AND a humanity</u> (Geography or History) if you wish to achieve the English Baccalaureate (EBacc)</li> </ul>					<ul style="list-style-type: none"> <li>Only choose one PE/Sport option</li> <li>Only choose one DT option</li> <li>Only choose one Art option</li> <li>Only Choose one Business/Enterprise option</li> </ul>				
Compulsory Core	Option A		Option B		Option C		Option D		
ENGLISH LANGUAGE	GCSE FRENCH		GCSE GEOGRAPHY		GCSE GEOGRAPHY		GCSE FRENCH		
	GCSE GERMAN		GCSE HISTORY		GCSE HISTORY		GCSE GERMAN		
ENGLISH LITERATURE	GCSE GEOGRAPHY		GCSE MUSIC		GCSE RELIGIOUS EDUCATION		GCSE DT: TEXTILES		
MATHEMATICS	GCSE HISTORY		GCSE ART		GCSE ART		GCSE COMPUTER SCIENCE		
			GCSE BUSINESS STUDIES		GCSE PE		GCSE PE		
			GCSE DT: ELECTRONICS		GCSE TRIPLE SCIENCE		GCSE DRAMA		
COMBINED SCIENCE (2 GCSEs)			GCSE DT: PRODUCT DESIGN		GCSE DT: ELECTRONICS		GCSE TRIPLE SCIENCE		
CORE PE					Vocational Qualifications				
			BTEC Health and Social Care		BTEC SPORT		Cambridge National SPORT		
			Cambridge CREATIVE IMEDIA		WJEC HOSPITALITY & CATERING		BTEC ART		
			WJEC HOSPITALITY & CATERING		BTEC ENTERPRISE		Cambridge IT		

# ORANGE PATHWAY

(Exemplar options Form)

KEY STAGE 4 OPTIONS- ORANGE PATHWAY								
NAME						FORM		
SIGNATURE						DATE		
<u>You must:</u> <ul style="list-style-type: none"> <li>Select <b>one option</b> from each option block</li> <li>Choose at least <b>TWO</b> vocational/BTEC options</li> </ul>				<ul style="list-style-type: none"> <li>Only choose one PE/Sport option</li> <li>Only choose one DT option</li> <li>Only choose one Art option</li> </ul>				
Compulsory Core	Option A		Option B		Option C		Option D	
<b>ENGLISH LANGUAGE</b>  <b>ENGLISH LITERATURE</b>  <b>MATHEMATICS</b>  <b>COMBINED SCIENCE (2 GCSEs)</b>  <b>CORE PE</b>	GCSE GEOGRAPHY		GCSE GEOGRAPHY		GCSE GEOGRAPHY		GCSE GEOGRAPHY	
	GCSE HISTORY		GCSE HISTORY		GCSE HISTORY		GCSE HISTORY	
			GCSE MUSIC		GCSE RELIGIOUS EDUCATION		GCSE DT: TEXTILES	
			GCSE ART		GCSE PE		GCSE COMPUTER SCIENCE	
			GCSE DT: ELECTRONICS		GCSE ART		GCSE PE	
			GCSE DT: PRODUCT DESIGN		GCSE DT: ELECTRONICS		GCSE DRAMA	
							GCSE TRIPLE SCIENCE	
			Vocational Qualifications					
			BTEC Health and Social Care		BTEC SPORT		Cambridge National SPORT	
			Cambridge CREATIVE IMEDIA		WJEC HOSPITALITY & CATERING		BTEC ART	
			WJEC HOSPITALITY & CATERING		BTEC ENTERPRISE		Cambridge IT	



# The English Baccalaureate (Ebacc) Qualification

The Ebacc qualification is a suite of GCSE subjects that are looked upon favourably by some universities and may be required or preferred for entry to some degree courses. Taking this suite of subjects may ensure that you can be more flexible with your choice of university course. The English Baccalaureate is awarded to students who achieve GCSE grade 4 or above in:

- English (plus a grade in English Literature).
- Mathematics.
- Combined science or two from Chemistry, Biology, Physics, Computer Science.
- A humanity (History or Geography).
- A modern foreign language.

The Ebacc subjects are core academic subjects which are valued BUT are not the only route to consider as there are many routes into higher education, training and employment. Future learning and career aspirations should be carefully considered before final options are decided.

For more information see Russell University Group website:

<https://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>



# Options Choice Process

The options process will start in January and run throughout the rest of year 9 and is designed to help you get the best advice so that you make informed subject choices and be successful in the next important stage in your learning.

Guided interviews with your tutor will also take place to help guide you in your choices.

Below are the key dates related to the option process:

Calendar of Key Dates	
Monday 9th January	Introduction to Options Assembly
Monday 16th January	Option booklets distributed
Thursday 26th January	Parents'/Carers' Option evening
Thursday 2nd February	Deadline for preliminary choices to form tutor
Thursday 9th February	Parents'/Carers' Evening to discuss progress and confirm option choices
Wednesday 1st March	Final options deadline

# Where do I Start?

**There are a number of stages to help guide you through choosing your options:**

1. An assembly to set the scene and give you all the basic information will take place in January
2. This booklet contains lots of useful information related to courses/ subjects you may want to choose.
3. Tutorial work this term will guide you through the choices available to you.
4. You will have a short interview with your tutor to discuss your choices.
5. Your parents/carers will attend a options presentation.
6. A preliminary choice will be recorded by your tutor
7. You will have a meeting with your tutor and your parents/carers (at parents'/carers' evening) to discuss the choices which you have made and possibly finalise choices.
8. Deadline for final options.

***and all this by early March***



# Information, Advice & Guidance

## ADVICE FOR STUDENTS:

This option booklet has been designed to help you make your first decision in your journey through 14-19 education. Whilst the choices that you make now will help to decide what you study for the next two years, it will also help to direct the courses that you can study at 16 and can even impact on the choices that you might make for University or your career.

This may be the first chance that you have had to choose what you want to study, and you might feel under pressure to make the right decision or worry too much about making the wrong one, but you should remember that it is a chance for **you** to take charge of your education and start giving it some direction of your own.

Having to make these decisions now can seem daunting, but everybody your age in other schools are having to make the same decisions, so you are not on your own! Speak to our careers lead, Miss Smith, in the careers office for further advice!

Before you make your choices you will probably want to have spoken to your parents/carers or grandparents, your friends, your teachers, your local Youth Directions, or someone else that you trust who knows you well. You should try and get as much advice and guidance as you think you need, but the choice will ultimately be yours.

Good websites to visit are:

<https://nationalcareersservice.direct.gov.uk/>

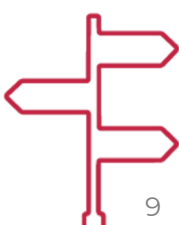
<https://teesvalley-ca.gov.uk/>

<https://icould.com/>

<http://www.careersbox.co.uk/>

<http://www.studentladder.co.uk/>

<http://www.brightknowledge.org/>



Ideally your choices will be:

- **Enjoyable** - you are more likely to succeed at a course that you enjoy doing!
- **Relevant** - the course should help you along your chosen educational or career pathway.
- **Achievable** - it's good to stretch yourself, but you should always try and make sure that your goals are realistic and you think you will do well in your chosen subject.

The best place to start is usually by thinking about yourself and the things that you enjoy and are successful at.

### **Do you like investigating things and finding out how they work?**

You might like science based courses.

### **Are you a creative person?**

Do you like performing and expressing yourself? You might look at art based subjects.

### **Do you like to find out about the world past and present?**

Then look at humanities courses!

Reading each of the subject pages will help you to get a feel for what the different subjects offer and if they are right for you.

Some GOOD reasons for choosing a course...

- It helps you towards what you want to do for a career.
- It goes well with your other choices.
- You enjoy it and you think you will do well.
- It will give you useful transferable skills.
- You're thinking of studying the course in Sixth Form.



You will also want to give some thought to the ways that you learn most effectively.

**Do you like to see something demonstrated, or do you prefer to be told how to do it so you can try for yourself?**

**Do you prefer listening or watching?**

**Do you prefer exams or coursework?**

Look at the assessment methods listed in the subject pages and see if this information helps you to make a choice.

You should also give some thought to how well your chosen subjects go with each other. Some subjects share similar themes, or have other things in common. Lots of students find it easier to learn well with combinations of subjects that go well together rather than subjects that are all very different from each other.

**Am I good at it?**

You should also think carefully about how well you have done at KS3. Are you achieving your target grade? Do you think you will achieve a good grade at GCSE?

**What about if I don't have a chosen career?**

That's alright - it's not vital that you have chosen a career path yet.

Sticking to the principles in the section above should allow you to make choices that will still give you some flexibility when you reach the end of Year 11.

Unfortunately, you should be aware that not choosing certain subjects for Year 10 will mean that there are certain pathways that would be very difficult to take in later life. This is one reason why it's really helpful to talk about any career plans you think you might have with somebody who can help to advise you.

Some BAD reasons for choosing a course...

- You think it sounds easy.
- Your friends have all picked it.
- You like the teachers you have now.
- You have just picked anything because you have ran out of time.



## **How can I find out more about a course?**

This booklet is your starting point, but you may find that you want more detail about what a course is like. You can ask to speak to a teacher who teaches the subject, but you can also try to speak to some older students who are doing the course themselves to try and find out what it is really like! You could also use Kudos to help.

## **Put yourself in charge!**

Lots of people will be happy to give you advice about what you should choose, but the decision is yours. If you let other people make the choices for you then you might end up studying for courses that are good for them but not good for you!

## **School leaving age is 18.**

Children in England are required to stay in education until they are **18**. This change does not mean you will need to stay in school, but you must continue to receive some form of education or training.

This might mean doing A-levels at school or college. You might enrol on new courses that are a mix of the vocational and academic subjects. You could also start an apprenticeship scheme. Your options need to make sure you keep the doors open so you can access the courses or training you are interested in after Year 11.



# Advice about Careers

The School Library has a section which includes a comprehensive selection of reference works about careers.

Students of all ages can use the base and investigate career opportunities, either formally or informally. They can also use the database Kudos, which allows them to research careers and match their interests to specific careers.

Careers work is formally introduced in Year 8 and then becomes an important part of the tutorial programme for Years 10 and above. Students and their parents are welcome to make enquiries at any time.

Students have a chance to put their skills into practice during a week's **Works Experience** in Year 10.



## Just Remember!!

***You may have a definite idea about a career now - but, be careful, you will probably change your mind in a few years time.***

You may have **NO** idea about your career at the moment - that does not matter at this stage. Just make sure you don't close any doors!

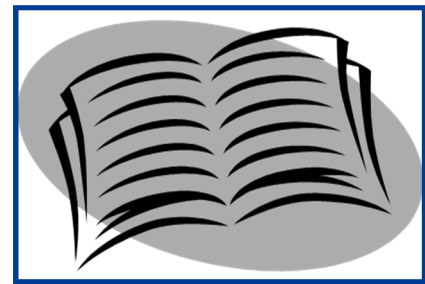
## The important things are:

- To play to your strengths - choose the subjects you like and will work hard at. You want good examination grades, in all your subjects, at the end of Year 11.
- Make sure you choose a combination of subjects which is broad and balanced.



# English & English Literature

English is a core subject and is compulsory. It is vital for developing skills of reading, writing, speaking and listening. All employers, colleges and universities will insist on a good pass in this essential subject.



## COURSE OUTLINE

### English Language

The GCSE course (awarding body AQA) is a linear course, meaning that there will be two terminal examinations at the end of Year 11 worth 50% each. Speaking and listening is explicitly assessed but awarded a separate certification.

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

##### **What's assessed**

Section A: Reading; one literature fiction text.

Section B: Writing; descriptive or narrative writing.

##### **How it's assessed**

1 hour 45 minute written exam (80 marks) worth 50% of GCSE.

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

##### **What's assessed**

Section A: Reading; one non-fiction text and one literary non-fiction text.

Section B: Writing; writing to present a viewpoint.

##### **How it's assessed**

1 hour 45 minute written exam (80 marks) worth 50% of GCSE.

#### **Non-examination Assessment: Spoken Language**

##### **What's assessed**

Presenting, responding to questions and feedback and use of standard English.

##### **How it's assessed**

Teacher set throughout course, marked by teacher and separate endorsement (0% weighting of GCSE).

### English Literature

The Literature GCSE (AQA) is a two year course that culminates in two terminal examinations. In contrast to previous years, this new format requires students to sit the examinations closed book, meaning they must learn their texts in depth. Spelling, punctuation and grammar are also awarded.

#### **Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel**

##### **What's assessed**

Shakespeare – 'Macbeth'.

The 19<sup>th</sup> Century Novel – 'A Christmas Carol' by Charles Dickens.

##### **How it is assessed**

1 hour 45 minute written exam (64 marks) worth 40% of the GCSE.

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

##### **What's assessed**

Modern Text—'An Inspector Calls' by J.B. Priestley.

Poetry from an anthology to be provided by the exam board -16 poems on the theme of power and conflict.

An unseen poem for analysis.

##### **How it's assessed**

2 hour 15 minutes exam (96 marks) worth 60% of the GCSE.



## ASSESSMENT INFORMATION

English Language  
Written Exams —100%

English Literature  
Written Exams—100%

# Mathematics

Mathematics is an important qualification that will equip you with the skills needed for both further education and the world of work. Throughout the course you will develop sound understanding of concepts; develop fluency in processing skills; become competent at applying mathematical skills in a range of contexts and become confident at mathematical problem solving.

## COURSE OUTLINE

**Paper 1**      **80 Marks**      **33.3% of the qualification**      **No Calculator Allowed**

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

**Paper 2**      **80 Marks**      **33.3% of the qualification**      **Calculator Allowed**

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

**Paper 3**      **80 Marks**      **33.3% of the qualification**      **Calculator Allowed**

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

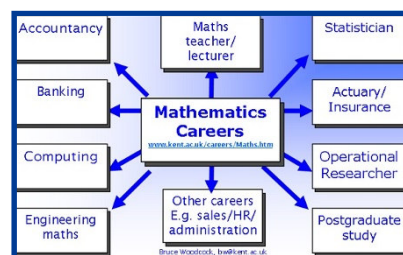
$$e^{i\pi} + 1 = 0$$

$$e^{iu} = \cos(u) + i \sin(u)$$

$$\gamma = \lim_{n \rightarrow \infty} \left( 1 + \frac{1}{2} \dots + \frac{1}{n} - \log(n) \right)$$

$$V - E + F = 2$$

$$S - I = \sum_{k=1}^p \frac{B_{2k}}{(2k)!} (f^{(2k-1)}(n) - f^{(2k-1)}(0)) + R$$



Some students, depending on their progress in core GCSE mathematics, could be offered the opportunity to study an additional GCSE in Further Mathematics. This will be arranged on an individual basis.

## ASSESSMENT INFORMATION

### Exam Board: Pearson/Edexcel

The Foundation tier grades range from 1 to 5.

The Higher tier grades range from 4 to 9.

Grade 5 is approximately equivalent to a grade C.

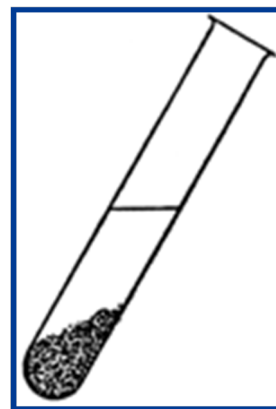
Grade 8 is approximately equivalent to a grade A\*.

There are no controlled assessments for this subject.

The examination will assess your ability to select and apply appropriate mathematical methods and how well you can solve problems.

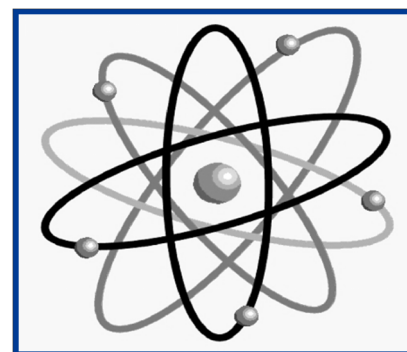
# Combined Science

All students studying combined Science gain two GCSEs. This qualification is linear so all students will sit all their exams at the end of Y11. This course contains elements of all three sciences: biology, chemistry and physics along with a mathematical skills requirement and an emphasis on working scientifically. Working scientifically will give students the opportunity to deepen understanding by investigating, observing, experimenting or testing out ideas and thinking about them.



## COURSE OUTLINE

Biology	Chemistry	Physics
Cell Biology	Atomic structure and periodic table	Forces
Organisation	Bonding, structure and properties	Energy
Infection and response	Quantitative chemistry	Waves
Bioenergetics	Chemical changes	Electricity
Homeostasis and response	Energy changes	Magnetism and electromagnetism
Inheritance, variation and evolution	Rates of reactions	Particle model of matter
Ecology	Organic chemistry	Atomic structure
	Chemical analysis	
	Atmosphere	
	Using resources	



## ASSESSMENT INFORMATION

Each of the three subjects will have two written exam papers of 1 hour 15 minutes in length.

Question types are multiple choice, structured, closed short answer and open response.

# Core Physical Education

## COURSE OUTLINE

### Year 10

Students will receive two lessons of Physical Education a fortnight, where they will be physically active for sustained periods of time and build upon the skills & tactics acquired in key stage 3, to develop more advanced techniques; which can be applied & adapted to overcome opponents in competition.

Students have a degree of choice during key stage 4, selecting activities, with guidance from teachers, from six areas of the PE curriculum:

*Team (invasion) Games*

*Individual (net-wall) Games*

*Fitness*

*Cultural Sport*

*Striking & fielding*

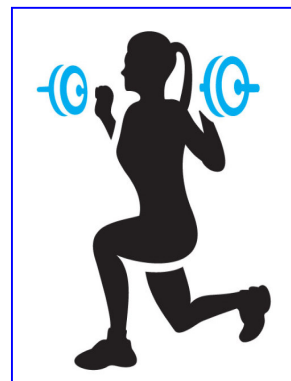
*Sports Education*

Students are encouraged to take more ownership of their involvement through refereeing, planning tactics and evaluating performance; and all pupils continue to do a block of fitness, to help improve personal fitness & understanding of the benefits of healthy participation.

### Year 11

Most students continue to take part in two lessons of PE a fortnight, changing activities every half-term. The activity areas follow a similar pattern to Year 10, with students developing greater competence in applying their skills into competitive situations.

It is hoped that students will leave this year, having enjoyed being physically active and with the knowledge & skills to manage their own participation and establish lifelong participation in exercise.



## ASSESSMENT INFORMATION

# PSHE

PSHE provides the relevant knowledge and rich curriculum of personal, health, social and economic education which includes RSHE, careers and citizenship. The aim of this curriculum is to equip students to live healthy, safe, productive, responsible and balanced lives through core themes of staying safe, health and wellbeing, relationships,



## COURSE OUTLINE

At Key Stage 4, students extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. There is a significant contribution in PSHE, to students' SMSC development, their behaviour and attitudes and it promotes students' wellbeing. PSHE promotes personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. Programmes of study, for PSHE have a clear plan for what students should know and be able to do in PSHE by the end of KS4. The PSHE programme supports the students to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. It takes the 'learning opportunities' outlined within the five core themes and helps develop the students' concepts, skills and attributes and engage in respectful discussions about these issues. PSHE aims to help students to:

- Identify their personal qualities, attitudes, skills, attributes and achievements and what influences these.
- Explore their attitudes, values and beliefs about them and develop the skills, language and strategies needed to manage any issues should they encounter them in their lives.
- Apply academic skills such as critical thinking and resilience, to their approach to the study of PSHE.
- Promote students' spiritual, moral, social and cultural development.
- Equip all students with the knowledge and skills they need to stay safe and be able to communicate when they do not feel safe
- Provide expert independent, up-to-date careers guidance that gives our students the best information and opportunities available and helps them progress into further education, training and employment.

During key stage 4, students will study topics (some of which have been previously studied but now with further age appropriate content) including:

Online safety, Risk taking behaviours, Moral Question, Mental health/ physical health and wellbeing, Relationships, LGBTQIA+, Employment and work experience, Study skills , Equality and protected characteristics, British Values.

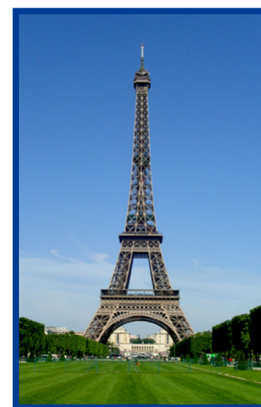
## ASSESSMENT INFORMATION



There are no qualifications for this however regular formative assessment takes place in class through lesson activities and discussions.

# Modern Languages

A Modern Languages GCSE provides our pupils with essential communication, life and cultural skills, that will be useful in enhancing job opportunities. Language skills are increasingly important in organisations and businesses who want to remain competitive on an international level. Seventy Five percent of the world's population does not speak any English at all. English is not enough!



## COURSE OUTLINE

In Years 10 and 11, pupils on the Ebacc pathway are required to study a Modern Foreign Language. Pupils on the open pathway, who are capable of achieving a Grade 5, are strongly encouraged to take a Modern Foreign Language as one of their options. GCSE courses are available in French and German. Having a language at GCSE will give pupils a real 'edge' in terms of further study and employment.

Pupils studying French and German will follow the AQA syllabus. This involves examinations in listening, reading, speaking and writing at the end of the course.

The topics covered in the GCSE course include:

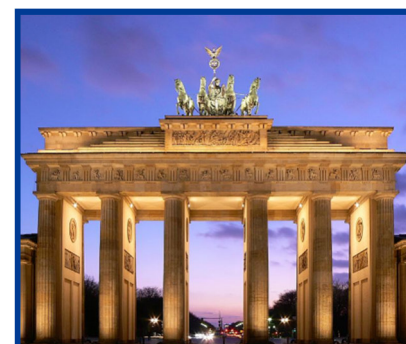
**Identity and culture:** Me, my family and friends, technology, free-time activities

**Local, national and global areas of interest:** Home town and region, social issues, health, the environment, travel and tourism.

**Current and future study and employment:** My life at school, jobs, careers and ambitions.

### Equipment

GCSE pupils should have a bilingual dictionary to support their learning at both home and in school. A suitable dictionary costs £6 and staff will happily recommend one.



## ASSESSMENT INFORMATION

Listening	Reading	Writing	Speaking
35 minutes Foundation 45 minutes Higher Final examination End of Year 11	45 minutes Foundation 60 minutes Higher Final examination End of Year 11	1 hour Foundation 1hr 15 min Higher Final examination End of Year 11	7-9 mins Foundation 10-12 mins Higher Final examination End of Year 11
25%	25%	25%	25%

Please speak to Miss Ridsdale or your teacher if you are on the green pathway and would like more information.



# Geography

Geography is the subject which tackles the big issues that affect us all. If you are interested in the changes that are occurring in our region and across the globe, then this is the subject for you.



## COURSE OUTLINE

The world in which we live in is likely to change more in the next fifty years than it ever has done before. Geography explains why, and helps to prepare for those changes. Geography is a broad subject which keeps your options open as it fits with both science and arts subjects. It also provides you with a range of skills – in data handling, research skills and report writing. It encourages flexible thinking, a valuable asset in today's world.

We study the AQA syllabus which is a contemporary course covering the following topics:

### **Paper 1-Physical Geography**

The topics studied in this unit are 'Challenge of natural hazards', 'Physical landscapes in the UK' and 'The living world'. In this unit we analyse the processes that have shaped the world we live in. We also consider how these processes effect the people who live on the planet . For example, why earthquakes in poorer countries cause more loss of life than earthquakes in richer ones?

### **Paper 2-Human Geography**

The topics studied in this unit are 'Urban issues and challenges', 'The changing economic world' and 'The challenge of resource management'. This unit investigates the world and the people in it, their interactions with one another and their complex environments.

### **Paper 3 Geographical Applications**

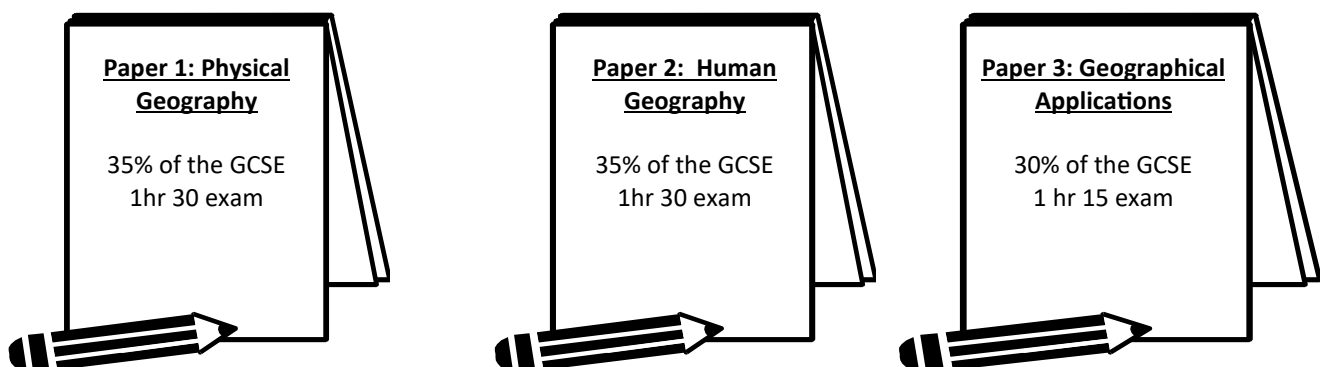
This unit requires pupils to collect primary data to investigate patterns and geographical processes. To do this the Geography Department offers a field trip to collect the necessary data for this paper. This has the additional benefit of aiding their understanding for the exam.



### **Fieldwork**

Students will undertake a day of human and physical fieldwork on the edge of North Yorkshire Moors. This will comprise of one day occurring in the summer.

## ASSESSMENT INFORMATION



# History

History teaches you skills that employers want. History is a desirable qualification for many careers including journalism, law, accountancy, media, teaching, archaeology, the armed forces, police work and even medicine. It is an Ebacc subject.

## COURSE OUTLINE

**Unit 1:** In this unit you will take a journey from The Middle Ages through to the present day. You will look at how medicine has changed. For example, how people were treated in the *Black Death* and whether this changed with the *Great Plague*. You will look at topics such as: the germ theory, antibiotics, magic bullets, DNA and the NHS. You will then use primary evidence to investigate how the First World War helped and hindered progress in the development of surgery and treatment.



**Unit 2** – Elizabeth I is considered one of the country's most successful and popular monarchs. Clever and unfathomable, she rewrote the rules of being Queen. This unit will look at how Elizabeth's reign was a time of great exploration, innovation and changes in society and successful against foreign enemies such as the Spanish. Yet, you will also learn that it was a time when the poor became poorer, religious divisions remained, books and opinions were censored, and plots to overthrow the Queen were rife.

**Unit 3** – In this unit you will study how the Cold War brought the world to the brink of destruction. How a difference of ideas, as to how countries should be run, divided the world superpowers America and the USSR. You will learn about the attitudes and actions of famous world leaders including Stalin, Churchill, Truman and Gorbachev; and events such as the development of the atomic bomb, construction of the Berlin Wall, The Cuban Revolution, The Cuban Missile Crisis and the invasion of Afghanistan.

**Unit 4:** In this unit you will consider life in Germany after the First World War and the rise of the Nazi Party. You will learn who Hitler was, how he tried to seize power in 1923 and why and how he gained total power in Germany. You will go on to look at the impact of Nazi rule on the lives of ordinary men and women and young people. For example, children's education and the treatment and persecution of minorities.



## ASSESSMENT INFORMATION

### Paper 1

Medicine in Britain, c1250 to present  
and  
The British sector of the Western Front, 1914-18:  
Surgery and Treatment

### Exam

30%

### Paper 2

Early Elizabethan England  
and  
Superpower relations and  
The Cold War, 1941-91

### Exam

20% +20%

### Paper 3

Weimar and  
Nazi Germany

### Exam

30%



# Religious Studies

## COURSE OUTLINE

This course offers pupils the opportunity to obtain a full GCSE in Religious Studies. The course is structured so that it gives pupils the ability to explore religious beliefs in depth making links to the ethical issues that the modern world faces today. The course is assessed by two terminal examinations both weighted 50% .



### **Paper 1: Religion and Ethics (50% of qualification)**

- Christian Beliefs and Teachings.
- Marriage, Family and Gender Equality (homosexuality, prejudice, discrimination).
- Christian Practices.
- Matters of Life and Death (abortion, euthanasia, animal rights, life after death).

### **Paper 2: Religion, War and Peace (50% of qualification)**

- Muslim Beliefs and Teachings.
- Crime and Punishment (treatment of criminals, death penalty, aims of punishment and prisons).
- Muslim Practices (jihad, five pillars of Islam etc).
- War and Peace (just and holy war, terrorism, peace and peace making).



## ASSESSMENT INFORMATION

The course is assessed by two exam papers at the end of Year 11.

# Fine Art

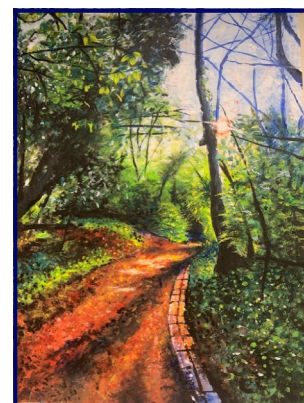
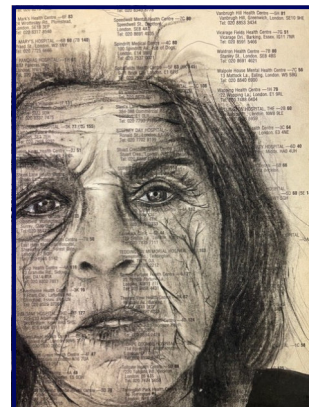
This course offers pupils the opportunity to obtain a **single** GCSE in Art & Design. The course is structured so that it gives pupils of all ability levels the chance to get the most from the subject.

Throughout both the coursework and the controlled test, all pupils will be expected to cover four assessment objectives as part of their studies:



## COURSE OUTLINE

- **OBSERVATION** – Record observations, experiences and ideas in forms that are appropriate to intentions.
- **RESEARCH** – Analyse and evaluate images, objects and artefacts showing understanding of context.
- **PLANNING & EXPERIMENTATION** – Develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses.
- **FINAL PIECE** – Make a personal response, realising intentions and making informed connections with the work of others.



These are the four assessment objectives that form the main part of the projects. Within each unit covered there will be opportunities for pupils to develop their own work in their own style as well as more formal drawing /painting exercises to focus on developing new skills and techniques.

## ASSESSMENT INFORMATION

The course is made up of **two** components:

### **COURSEWORK – 60% of final marks.**

Two, three or four units of coursework.

Coursework units should include preparatory work, sketchbooks, logs or journals relating to the final piece(s) in the chosen area(s) of study. All assessment objectives must be met in the coursework as a whole.

### **CONTROLLED TEST (10 HOURS) – 40% of final marks.**

Pupils will be required to respond to one starting point in their chosen option. A response to all assessment objectives is required. The exam board will set starting points. There will be a preparatory period, followed by ten hours of supervised time. Pupils will be expected to develop their own work to resolve their investigations, producing a final piece(s) based upon prep-work, research and studies.

**All work is assessed by your teacher as well as a visiting moderator.**

# BTEC Tech Awards in Art and Design Practice

The BTEC BTEC Tech Awards in Art and Design Practice is a fantastic vocational based course that offers you the opportunity to develop a huge range of art related skills. The course combines technical skills with creativity and imagination. It is about the creation of original ideas, developing your ideas and presenting your responses in a creative and imaginative way.

The course is equivalent to **ONE GCSE** and is a mixture of work assessed both in school and by an external moderator.

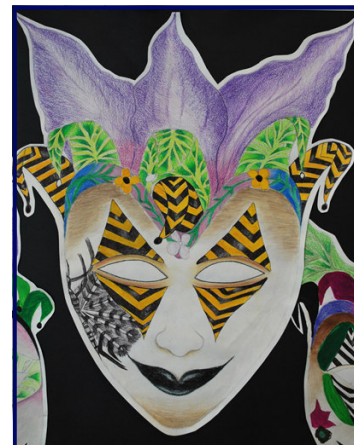
## COURSE OUTLINE

### Structure of the Course

- The course comprises of two units over the two year course. Both units are broken down into four distinct areas. During this time students will explore how to RESEARCH, DEVELOP IDEAS, EXPLORE MEDIA & MATERIALS and PRESENTATION OF A PORTFOLIO.

Component 1—Creative Practise in Art & Design.

Component 2— Responding to a Brief.



- Within the course pupils will have the opportunity to work with a wide range of media working to briefs in the following areas. Design Crafts, Fashion and Textiles, Photography, Product Design, Visual Arts, Visual Communication.
- Whilst studying this course, pupils will produce work in a variety of different forms. It may vary from working to a set brief, where their outcome has a specific purpose, as well as the course encouraging students to be creative and experimental with new techniques and their own style.
- During the duration of this course, pupils will be working with both traditional art materials as well as more modern digital based approaches to making artwork, develop your own photographs and use Photoshop to edit your digital work.



## ASSESSMENT INFORMATION

- The course is made up of two units, both set by the exam board. One is internally moderated and the second externally. They are predominantly produced during the second year of the course and are both a mix of working to a brief, looking at the work of artists, experimenting with different media and presenting the work on a digital portfolio.
- During the first year of the course, students will examine the requirements of the course and how to work towards an exam brief. All of this is vital to the final outcome.



# Drama

Our pupils choose Drama for many reasons. It boosts confidence. You can use Drama to explore your creativity. It compliments core English as we study the same play. It also develops vital skills such as; cooperation, empathy and communication skills, which are essential for any profession.



## COURSE OUTLINE

The Drama GCSE course is highly valuable and very enjoyable. It allows pupils to explore theatre with real creativity.

Whilst the course is 70% written, and students need to be very committed and keen, we are experienced in supporting students of all abilities with their written assessments.

Students will apply their learning from KS3 and build on this to develop a wide range of vital skills, alongside building detailed knowledge and understanding of Drama and Theatre.

For **Component 1** they will create their own pieces of theatre with a strong and relevant message. They will write a detailed portfolio analysing and evaluating their decisions, their rehearsals process and the final performance.

In **Component 2** students select two extracts from the same play to perform. They can share a monologue, duologue or group piece.

**Component 3** allows pupils to explore imaginative ways to bring an exciting text to life. They will learn about acting, directing and design. They also experience live, professional theatre and learn how to become a critic.



***Drama can lead anywhere!***

## ASSESSMENT INFORMATION

Component 1: Devising Theatre (portfolio 45 marks, devised performance 15 marks) 40%

Component 2: Performance of a Play Text (two extracts worth 24 marks each) 20%

Component 3: Theatre Makers in Practice (1 hour 30 min examination 60 marks) 40%



# Music

GCSE Music at Eggescliffe is very popular and students benefit enormously from our outstanding facilities, and the nationally renowned opportunities we can offer.



## COURSE OUTLINE

The GCSE course is practical for a GCSE, which students really enjoy. Many lessons are spent playing or composing music, which we find gets the best out of our students.

We also aim to make lessons as individual as possible, with students developing their own musical style, their own instrumental or singing skills, and writing music in a style that interests them.

**Performance** - Over the two years students will produce a solo recorded performance. They will also record an ensemble performance (as part of a group).

**Composition** - We use our excellent facilities, including iMac computers, to produce two compositions where the students can focus on their musical interests and musical style.

**Listening** - There is a final listening exam where students listen to music and give answers based on what they hear in the music.

We have an outstanding team of instrument and singing teachers and lessons in school are subsidized by the school. I would strongly encourage all GCSE students to be undertaking a weekly instrument or singing lesson.

Students enjoy music, achieve in music, and produce some outstanding finished products of which they and their parents can be very proud.



## ASSESSMENT INFORMATION

- 60% coursework: performance and composition.
- 40% listening exam: identifying musical features of a range of music from pop and jazz, to classical and world music.

# Design Technology

## Electronic Design & Engineering

This aspect of the Design and Technology course is ideal for those pupils who enjoyed the electronic product design and making element of D&T at Key Stage 3 and would like to further their electronic skills. In this section of D&T you will be mainly working with electronic components but you will be required to design and engineer the case to house the electronic circuit.

### COURSE OUTLINE

AQA GCSE Design and Technology.

The specification requires pupils to cover:

- Core technical principles.
- Specialist principles.
- Designing and making principles.



This course has 50% controlled assessment in order to recognise the importance of practical work within the subject.

In year 10 the pupils will design and engineer two minor projects to help develop their technical skills, these will be:

- An electronic game
- A FM Radio



On completion of these two minor projects the pupils will then embark on their chosen coursework project. The project will be chosen from a list of tasks set by the exam board but will allow plenty of freedom for the pupils to pursue their design ideas. The coursework involves the pupils producing a design portfolio and a working prototype.

### ASSESSMENT INFORMATION

**Unit 1**  
**Exam 50%**

**Unit 2**  
**Coursework 50%**

# Design Technology

## Product Design and Engineering

This aspect of the Design and Technology course is ideal for those pupils who enjoyed the product design and making element of D&T at Key Stage 3 and would like to further their design and making skills. In this section of D&T you will be mainly working with woods, metals and plastics to design and engineer working prototypes.

### COURSE OUTLINE

AQA GCSE Design and Technology.

The specification requires the pupils to cover:

- Core technical principles.
- Specialist principles.
- Designing and making principles.



This course has 50% controlled assessment in order to recognise the importance of practical work within the subject.

In Y10 the pupils will design and engineer two minor projects to help develop their technical skills, these will be:

- A small tool box
- A desk organiser



On completion of these two minor projects the pupils will then embark on their chosen coursework project. The project will be chosen from a set list of tasks set by the exam board but will allow plenty of freedom for the pupils to pursue their design ideas. The coursework involves the pupils producing a design portfolio and a working prototype.

### ASSESSMENT INFORMATION

**Unit 1**  
**Exam 50%**

**Unit 2**  
**Coursework 50%**

# Design Technology Fashion & Textiles

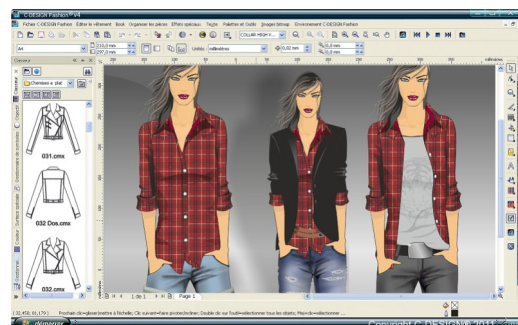


Choosing to study a GCSE in Fashion and Textiles is ideal for students who have a creative flair and enjoy working with and experimenting with making textile products. Fashion is a very exciting subject that encourages students to explore the work of others, craft and printing techniques, pattern cutting, manufacturing processes and modern technological advances gaining valuable skills that are transferable to the real world.

Studying Fashion and Textiles can lead to a wide variety of exciting careers for example Product designer, Trend forecaster, Fashion Merchandiser, Editor, Tailor, Illustrator, Stylist and Fashion Designer.

## COURSE OUTLINE

Learning centres around hands-on activities and the exploration of technical skills, materials and processes that enables you to display evidence of your creative thinking.



In year 10 you will build up a wide range of skills, knowledge and understanding through the completion of small projects, that will ensure you are fully prepared for the contextual task completed in Year 11.

**Skills:** experimenting with fabric, CAD/CAM, laminating, design and make strategies, printing, batik, applique, pattern drafting, garment construction, embroidery, patchwork, silk painting, dying, surface pattern and illustration.



## ASSESSMENT INFORMATION

**Controlled Assessment [50%] Examination [50%]**

### Unit 1

**Written Paper—2 hours**

**Exam 50%**

### Unit 2

**Contextual Task: small-scale design and make project showcasing skills.**

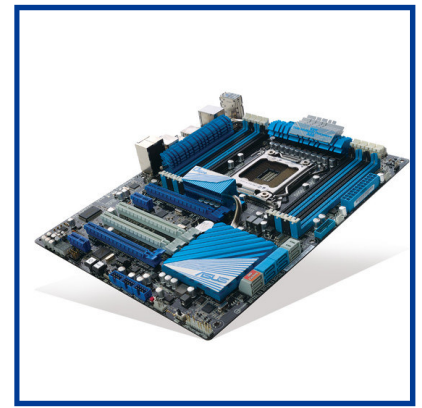
**Coursework 50%**



# GCSE Computer Science

This course is about the study of computational thinking - how to deconstruct problems, apply logic and create solutions. Computer programming is a big part of this, as is the study of computer components and networking.

There is significant maths content and it is recommended that students who find maths challenging discuss their options with their computing



## COURSE OUTLINE

### Programming Project

You will spend a significant amount of time learning what it means to be a computer programmer. This means learning how to write code, but also how to break down a problem into small parts, design solutions and test the code that you have written.

### Paper 1 - Computer Systems

Over the course of Y10 and Y11 you will learn about the parts that make up computer systems. This includes memory, storage, networks, software and security. You will have a much better understanding of how to find and fix physical problems with computer systems and an awareness of the ethical, legal, cultural and environmental concerns associated with the increasing numbers of computer systems.



### Paper 2 - Computational Thinking

Around half of your curriculum time will be spent on programming activities, mostly using the Python programming language. You will gain confidence with problem solving and gain skills to help you think like a programmer. In addition you will look at some theory topics including the different types of programming languages and their translators.

## ASSESSMENT INFORMATION

**Examination 100%**

Paper 1  
Computer Systems  
50%

Paper 2  
Computational Thinking  
50%

# Creative iMedia

This vocational course is all about how ICT is used in the creative industries. The focus is very much on the practical elements of creating and editing digital products and is largely assessed by completing assessed tasks during lessons. The course is made up of three units - two practical and one written exam.



## COURSE OUTLINE

### Visual identity and digital graphics

In this unit you will learn how to develop visual identities for clients. This includes things like logos, slogans, typography and the use of bespoke colour schemes to help a brand stand out. You will also learn how to use a wide range of image editing tools using Adobe Photoshop in order to plan, create and evaluate a suite of digital products such as logos, album covers and posters for a client.

### Visual imaging

Having learned how to manipulate digital images, the next unit is focused on collecting digital images. This includes both photography and video sequences. You will learn about the media language used in digital photography and cinematography to describe composition, shot angles and shot lengths, before heading out with our range of DSLR cameras to collect your own digital photographs and video footage. All equipment is provided, though you can also use your own devices to collect images outside of school.



### Creative iMedia in the media industry

The final, examined unit provides an overview of the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

## ASSESSMENT INFORMATION

Controlled Assessment (60%)  
Examination (40%)

# Information Technology

This vocational course is all about how ICT is used in the real world and is designed to provide you with practical skills that will help you in any future career. You will learn how to use a range of different software applications to design, create, and evaluate IT solutions, coming up with modern solutions to modern problems. Just over half the course is coursework based, with two projects including data manipulation and Augmented Reality products.



## COURSE OUTLINE

### Data Manipulation

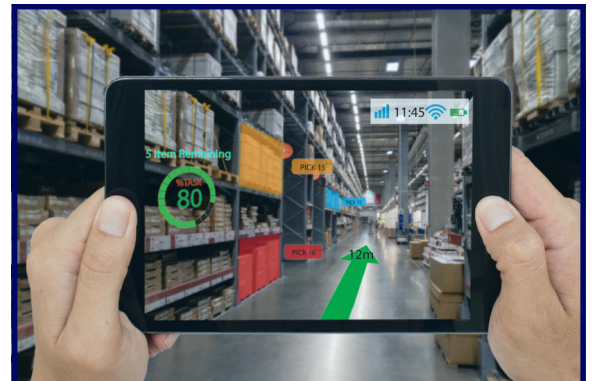
The first coursework unit is all about collecting, processing and making use of data to ask “What If...?” and make predictions. Spreadsheet modelling is one of the most critical applications of Information Technology and businesses from sole traders to multi-national corporations use them to quickly analyse everything from profit and loss to student progress and predictions for the future. There are very few workplaces out there where knowing how to create and use a spreadsheet won’t be a huge advantage.

### Augmented Reality

Augmented reality is the blending of the real world and the digital world. Whether it’s Pokemon Go! Or holding your phone up to the sky and seeing the constellations displayed in real-time, Augmented Reality is increasingly being used in medicine, education, business, and entertainment. You will learn about how AR works, why it is so effective, and how to create your own prototype Augmented Reality products, finishing with a project to create your own AR system for a real client.

### IT in the Digital World

The final, examined, unit is all about understanding how IT is used in the wider world. This includes the use of digital planning tools, the design of HCI (Human Computer Interface), how data is collected and stored. You will also learn about cybersecurity, including both the risks to user’s data and a variety of methods that can be used to protect that data. We will investigate the IoT (Internet of Things) and the IoE (Internet of Everything), to explore the benefits and drawbacks of smart devices in our homes, our cars and our businesses.



## ASSESSMENT INFORMATION

Controlled Assessment (60%)  
Examination (40%)

# Business

Business Studies provides you with a unique insight into the world of work. Through its study, you discover how businesses operate and learn about their key elements and essential business functions.



## COURSE OUTLINE

**Theme 1:** This unit introduces you to issues concerning the setting and operation of a business. It explores the activities of business and the reasons for success or failure. It encourages you to appreciate that businesses must operate within society and that this involves businesses engaging with a wide range of stakeholders who will hold differing perspectives. The main topics that will be covered are setting up a business, marketing, finance, legislation, HRM and production.

**Theme 2:** This unit builds upon the content of Unit 1, allowing you to study businesses as they grow and the issues that expansion raises. The main topics that you will learn are the business organisation, marketing, production, finance and personnel.

You will get practical and relevant business experience with our extensive links with local businesses including visits to McDonald's and Cummins Engines. We also offer enterprise activities in school, enabling you to set up and run your own business.



## ASSESSMENT INFORMATION

### Examination (100%)

Theme 1	Theme 2
Investigating a small business	Building a business
Written Paper (90 minutes)	Written Paper (90 minutes)
Exam 50%	Exam 50%

# BTEC Technical Award in Enterprise

This Level 2 Technical Award in Enterprise is the equivalent to one GCSE and is for learners who wish to acquire skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, setting up, running and reviewing an enterprise as part of their key stage 4 learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment.



## COURSE OUTLINE

The course will give a practical introduction to life and work as an entrepreneur, the learner will:

- Develop an aptitude in planning and carrying out an enterprise activity.
- Develop the knowledge that underpins the effective use of skills that can affect the performance of an enterprise.
- Develop attitudes and ways of working that are important for enterprise.

### Unit 1: Exploring Enterprises

During this component, learners will:

- Examine the characteristics of enterprise.
- Explore how market research helps enterprises meet customer needs.
- Understand competitor behaviour
- Investigate the factors that contribute to the success of an enterprise.
- Apply what they've learnt in undertaking research and make decisions about the success of SMEs.

### Unit 2: Planning for and running an Enterprise

During component 2, learners will:

- Explore ideas for a micro enterprise activity.
- Plan for a micro enterprise activity.
- Pitch for a micro enterprise activity.
- Operate a micro enterprise activity.
- Review the success of a micro enterprise activity.

### Unit 3: Promotion and Finance for Enterprise

In component 3, learners will:

- Demonstrate knowledge and understanding of elements of promotion and financial records.
- Interpret and use promotional and financial information in relation to a given enterprise.
- Make connections between different factors influencing a given enterprise.
- Advise and provide recommendations to a given enterprise on ways to improve its performance.

## ASSESSMENT INFORMATION

### Controlled Assessment [60%] Examination [40%]

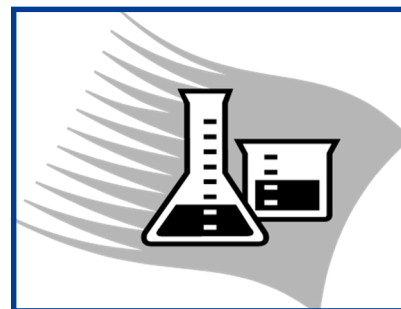
**Unit 1—internally assessed**  
30% of the final grade

**Unit 2—internally assessed**  
30% of the final grade

**Unit 3—External exam**  
40 % of final qualification

# Science Triple Award

All students studying Triple award Science gain three GCSEs. This qualification is linear so all students will sit all their exams at the end of Y11. This course contains elements of all three sciences: biology, chemistry and physics along with a mathematical skills requirement and an emphasis on working scientifically. Working scientifically will give students the opportunity to deepen understanding by investigating, observing, experimenting or testing out ideas and thinking about them.



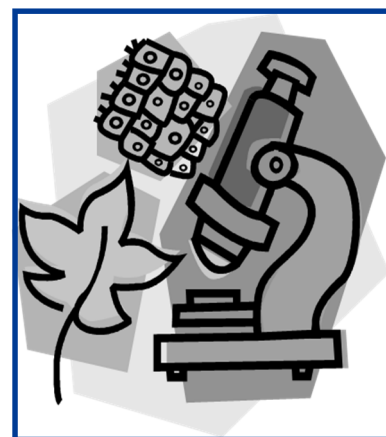
## COURSE OUTLINE

These are similar topics as those taught in Combined Science but are covered in greater depth and detail.

Biology	Chemistry	Physics
Cell Biology	Atomic structure and periodic table	Forces
Organisation	Bonding, structure and properties	Energy
Infection and response	Quantitative chemistry	Waves
Bioenergetics	Chemical changes	Electricity
Homeostasis and response	Energy changes	Magnetism and electromagnetism
Inheritance, variation and evolution	Rates of reactions	Particle model of matter
Ecology	Organic chemistry	Atomic structure
	Chemical analysis	Space physics
	Atmosphere	
	Using resources	

### Practical Endorsement

There is no longer a coursework component within the GCSE, however, there are a set of twenty four required practicals. These must be completed by all students as they will be used to support and consolidate scientific concepts, develop investigative skills and build and master practical skills. In the written exam questions will draw on knowledge and understanding gained by carrying out the practical activities.



## ASSESSMENT INFORMATION

Each of the three subjects will have two written exam papers of 1 hour 45 minutes in length.

Question types will include multiple choice, structured, closed short answer and open response.



# GCSE Physical Education

PE comprises of two course options, GCSE PE and Cambridge National in Sports Studies. Pupils are able to opt into either of the options but we will ensure that students are following the correct pathway.

GCSE PE is divided into three main assessment areas. The highest weighting lies in two theory/exam papers, worth 60% of the overall mark; whilst students' practical competence is assessed across three sports, worth 30%, and a controlled assessment piece making up the final 10%.



## COURSE OUTLINE

OCR GCSE PE requires pupils to critically analyse and evaluate physical performance and to develop their knowledge and understanding of the subject. Pupils will be able to identify the benefits of taking part in physical activity, applying their theoretical knowledge into practical examples.

A variety of practical activities are performed, with focus on the range & quality of skills & tactics in competitive situations; along with analysis of strengths and weaknesses in individual performances.

Students are encouraged to attend as many extra-curricular clubs as possible to enhance their practical scores. It is also an advantage to be involved in sports clubs/practices outside of school.

### Areas studied:

- Components of fitness & testing
- Training principles & methods
- Diet, health, fitness and well-being
- Skeletal and muscular systems during exercise
- CV and respiratory systems during exercise
- Sports psychology & skill learning
- Participation and reasons for activity trends in social groups
- Commercialisation of sport
- Ethics in sport
- Minimising risks & safe preparation in sport



## ASSESSMENT INFORMATION

### Theory:

- Paper 1—Applied anatomy and physiology. Physical training  
Multiple-choice, short-answer and extended response questions—1 hour written paper—30%
- Paper 2— Socio-cultural influences, sports psychology and fitness and well-being  
Multiple-choice, short-answer and extended response questions—1 hour written paper—30%

### Practical:

Assessment in three activities:

- One 'team' activity—10%
- One 'individual' activity—10%
- One 'choice' from either team or individual category—10%

### Controlled Assessment:

- Evaluating and Analysing Performance—10%

# Cambridge National in Sport Studies

A Cambridge National in Sports Studies aims to inspire and enthuse learners to consider a career in the sports and active leisure sector, rather than just to participate in sport as recreation.

Students will gain a broad understanding and knowledge of the sport sector, e.g. the health and fitness industry, sports leadership and sports media.



## COURSE OUTLINE

Cambridge National Sports Studies has 3 Units; the first 2 units are coursework based, and aim to apply knowledge of sport and physical activity to vocational activities, such as coaching.

Together they are worth 60% of the course.

The 3rd is an exam based unit at the end of the course worth 40%.

### R185- Performance and Leadership in Sports Activities (40%)

In this unit you will develop your skills both as a performer, in two different sporting activities, and as a leader. You will work both independently and as part of a team, developing a range of transferable skills whilst leading sports sessions.

Topics include:

- o Key components of performance
- o Applying practice methods to support improvement in a sporting activity
- o Organising and planning a sports activity session
- o Leading a sports activity session
- o Reviewing your performance in planning & leading a sports activity session.

### R186- Sports and the Media (20%)

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.

Topics include:

- o The different sources of media that cover sport
- o Positive effects of the media in sport
- o Negative effects of the media in sport

### R184-Contemporary Issues in Sport (40%)

In this unit you will understand a range of topical issues in sport, including activity levels and barriers to participation.

You will also learn about the promotion of values and ethical behaviour, high-profile sporting events, national governing bodies and the use of technology in sport.

Topics include:

- o Issues affecting participation in sport
- o The role of sport in promoting values
- o The implications of hosting a major sporting event for a city or country
- o The role of National Governing Bodies in sport
- o The use of technology in sport

## ASSESSMENT INFORMATION

In Year 10, you complete **two** set assignments which make up 60% of your final grade:

- R185 Participation and Leadership (40%)\*
- R186 Sports and Media (20%)

In Year 11, you cover the exam curriculum content, sitting a one hour exam at the end of the year:

- R184 Contemporary Issues in Sport

⇒ \*To get a strong grade in R185 you must be doing at least one sport outside of school.





# WJEC Award in Hospitality & Catering

Choosing to study for a qualification in Hospitality and Catering is a great decision to make for many reasons. The hospitality industry is very diverse and offers a wide variety of exciting careers here in the UK or internationally. So, whether you want to be a top sous chef at a Michelin-starred restaurant, an events co-ordinator running big named corporate events or a front of office manager for a large international hotel chain, this qualification can help you achieve your dream job as well as sharpen your skills for employment or further study and help you take that first step.



## COURSE OUTLINE

Initially, you will cover topics that introduce you to the hospitality and catering industry. Here you will investigate the structure, size and different areas of the hospitality industry, as well as the products and services it offers. You will also investigate the trends that affect hospitality businesses, the impact of these trends, how hospitality and catering provision meets health and safety requirements and the consequences of poor food safety and hygiene.

Following this you will then look at working in the hospitality industry, in this topic you will be given an opportunity to look at working skills needed for a number of roles within the hospitality industry. You will learn of the importance of team working, customer services, and effective communication with customers.

You will also plan, prepare and finish a wide range of dishes with different levels of complexity working towards a practical based controlled assessment which will showcase the variety of skills you have learnt.

## ASSESSMENT INFORMATION

The qualification is made up of two units:

**Unit 1** is an externally assessed examination that covers all aspects of the Hospitality and Catering industry. 40%

**Unit 2** is called 'Hospitality in action' it is a controlled assessment project which includes a practical task. 60%

# BTEC Health and Social Care

Choosing to study for a Tech Award in Health and Social Care is a great decision to make for many reasons. It is an area to work in which gives many varied opportunities for you to make a difference to people's lives in a positive way. At the same time you are gaining skills that you can transfer to other professions. This vocational course allows young people to explore and broaden their knowledge of health, human development, life span, communication and the social care sector gaining valuable skills that are transferable to the real world.



## COURSE OUTLINE

### Core Units

Component 1: Human Lifespan Development will explore different aspects of growth and development and the factors that can affect this across the life stages. You will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events.

Component 2: Health and Social Care Services and Values will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

Component 3: Health and Wellbeing will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.



## ASSESSMENT INFORMATION

The qualification is made up of three components, which are equally weighted.

Components 1 and 2 are completed in Year 10 and are both internal assessments projects.

Component 3 is completed in Year 11 and is an externally controlled task.

# Frequently Asked Questions

## **I want to be in a class with my friends, will this happen?**

This is not a good way to think about options. Choose options that suit you, not your friends, even if you choose the same subjects as your friends it is quite possible you will end up in different groups.

## **Do all subjects have the same amount of assessments/coursework/controlled assessment?**

No. Coursework will vary massively between different subjects. Check with each subject area to find out more details.

## **If I change my mind can I change my options in Year 10?**

After your initial choices you can change your mind before you hand in your final options form. It is vital that you gather as much information as possible before the final deadline from the tutorial programme, Parents'/Carers' Evening, options booklet and from your subject teachers so you make the best choice. It may be difficult or even impossible to change your options in year 10 as courses may be full or they may not be in the same block. It is much better to get it right first time.

## **Why do some students not get their first choice?**

There are many reasons, such as too few or too many students opting for a particular subject, the combination of subjects chosen is not appropriate or the subjects chosen do not fit into the required blocks. Every effort will be made to ensure as many students as possible get their first choices.

## **Does it matter which block I choose my options from?**

No, you must ensure you choose a subject from each block and read any additional information that might be needed (for example, you can only choose one from Art, BTEC Art/Creative Art).



