



Year 9 Options Evening

Key Stage 4

Curriculum Information





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The Key Stage Four Curriculum

In Years 10 and 11, students are required to study:

- English Language
- English Literature
- Mathematics
- Science
- PE (Core)
- RE/Personal, Social and Health education (Skills for Life)

There is information about the GCSE courses in English, Mathematics and Science on pages 4,5,6 of this booklet.

Additionally, at Prince William School students' study four more subjects.

All students must do at least **one** of:

- History
- Geography
- Computer Science
- French or Spanish
- ASDAN (with approval from the school's SENDCo)
- Functional Skills English (with approval from the school's SENDCo)
- Functional Skills Maths (with approval from the school's SENDCo)

and then **three other subjects** as listed on the Option Form.

Please note - we offer a 'free choice' rather than option 'columns', so that a larger majority of students should get their preferred subject combination, but:

- if numbers are too small, some courses may not run.
- if numbers are too big, we may have to ask some students to choose a different subject.
- if a student's choices cannot fit with the timetable structure, they will be asked to choose a different subject.

It is, therefore, crucial you put down a reserve choice and be willing to take that subject.



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Ambition



GCSE English

Overview:

English GCSE at Prince William School is divided into two courses – English Language and English Literature. All students will pursue qualifications in both courses.

The core English Language course is comprised of two units based on the topics of fiction, literary non-fiction, and written skills. Paper 1 sees a study of and creative response to 19th century literature, with Paper 2 focusing on 20th and 21st century non-fiction and transactional writing. Both units will be assessed by external examination and include unseen texts. The majority of students follow this course; the specification can be found at the link below.

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.html>

An alternative structure to the English Language course is followed by some students, which reflects a different method of assessment. Both courses carry equal status and weighting. English Language 2.0 also offers two units that cover 19th century and contemporary fiction and non-fiction texts. Paper 1 is the study of and response to non-fiction texts whereas Paper 2 focuses on contemporary texts. Both papers include imaginative and transactional responses.

<https://qualifications.pearson.com/content/dam/pdf/GCSE/English%20Language/2021/specification-and-sample-assessment/9781446966709-gcse-2021-112-eng-lang-2-0.pdf>

Additionally, all students will be assessed on their spoken language skills.

The Literature course also comprises two units: Shakespeare and Post-1914 Literature – a study of two texts specified by the exam board; and a 19th Century Novel and Poetry since 1789 – the study of a Victorian novel specified by the exam board and the study of poems connected by theme from an anthology as well as two unseen poems. Both units will be assessed by external examination and are closed book.

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html>

Expectations:

Students are expected to be disciplined in their approach to these subjects. The course is highly diverse and challenges students to develop a host of key skills of reading and writing. Students are expected to contribute to lessons and ensure they are organised in keeping resources and notes up to date. Wide reading of a variety of texts is also very beneficial to supporting the learning that takes place in the classroom. This is a highly rewarding pair of GCSE subjects – the more students seek to immerse themselves in Language and Literature the greater the reward.

Extra-Curricular Activities / Independent Learning Opportunities:

Students are encouraged to read widely both fiction and non-fiction texts. There are many opportunities for reflection on the place of these things in our everyday lives. Alongside the GCSE course, there are many extra-curricular competitions that students may be directed to – also helpful in showcasing their skills and supporting their learning. It is the intention of the English team that all GCSE students have the opportunity to experience live performances of drama texts and the opportunity to interact with writers of all genres and mediums.

Career Pathways:

Extensive – Teaching, Journalism, Writing, Marketing, Advertising, Business, Law, Editing, Publishing...the options are endless.

Student Testimonials:

“English is a highly varied subject, always interesting.”

“Teaching is inspirational.”

“I particularly like the diversity of English, especially studying such a range of literature and non-fiction.”





GCSE Mathematics

Overview:

Maths is for everyone. It is diverse, engaging, and essential in equipping students with the right skills to reach their future destination, whatever that may be. The volume and complexity of the GCSE Mathematics subject content have increased over the last few years with more challenging topics being introduced. Students will continue to study the areas: number, algebra, geometry & measures, statistics and probability, ratio, proportion and rates of change. The grading structure from grade 9 to 1 has a greater emphasis on problem solving and mathematical reasoning, with more marks being allocated to these higher-order skills.

We use the AQA Examination Board for which there is no coursework component. Students will undertake three examinations at the end of the course, each being equally weighted. One is non-calculator while the other two are calculator based. Each paper is 90 minutes long and carries 80 marks each and has a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student's progress through the paper.

There are two tiers of entry: Foundation (covering grades 1-5) and Higher (covering grades 4 – 9). A good pass is now considered to be a grade 5.

More information can be found at:

<https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance>

Final decisions about tiers of entry will not be made until Year 11.

Expectations:

We expect that students will take an active role in their learning by getting involved in lessons and completing homework reliably. All students are expected to take responsibility for their learning by seeking help when they have difficulties.

Students will need to have basic mathematics equipment, ruler, protractor, a pair of compasses, and a scientific calculator.

The course is assessed by examination only so it is particularly important that students build up their examination skills by revising thoroughly for all the on-going assessments.

Extra-Curricular Activities / Independent Learning Opportunities:

Students will have the opportunity to take part in Mathematics Challenge competitions, individually and in teams. We also expect that occasionally, when necessary, students will meet with their mathematics teachers out of lesson time to further their understanding of any 'tricky' areas they need to improve.

Career Pathways:

Mathematics GCSE is essential for further study and employment. Different aspects of the course will be relevant for different career pathways. For some, the numerical aspects will be most important, for others the shape and measurement or the ability to handle and interpret data. Many A-Level and level 3 courses have specific grades for GCSE Mathematics as entry requirements.

Student Testimonials:

"Challenging but I like a challenge."

"Has been very useful in many other subjects particularly geography & physics."

"I like the assessment tracking as I can clearly see the areas I need to work on."





GCSE Science

Overview:

When studying Science, the focus can range from the smallest building blocks of matter right up to the farthest reaches of space. The topics covered during GCSE Combined Science incorporate the compounds, plants, animals, and physical forces that make up the world around us.

Throughout Years 9 to 11 students learn about a huge range of topics including organisms, carbon chemistry, energy for the home, our environment, chemical resources, energy production for the future, living and growing, chemical economics, forces for transport, plants and photosynthesis, the periodic table, and radiation. Students will also be taught practical skills by completing and writing up key practical's set by the exam board. Students will also be tested on their knowledge of these practicals in their final examination.

Most students at Prince William School will follow the Combined Science course which leads them to gaining the Combined Science Qualification. This course consists of a balance of Biology, Chemistry and Physics and is worth two GCSE grades. This course will provide all students with the skills and knowledge to progress onto any A-level Science course in the future if they were to choose to do so.

Some students will be selected to take Triple Science at the start of Year 11, this leads to three separate GCSEs in Biology, Chemistry, and Physics. There will be no additional curriculum time allocated for students taking Triple Science and therefore students will be selected on their ability to cope with the additional pace as well as the additional content required to achieve this qualification.

Expectations:

Students need to bring the correct equipment to every lesson including a pen, a pencil, a ruler, and a scientific calculator. All students will also have access to online versions of the OCR textbook and can make best progress by recapping on the class subject matter at home.

All students need to attend all lessons to complete the required practical activities (PAGs) to develop practical skills and ensure that they can answer questions on these investigations in the terminal exams.

Extra-Curricular Activities / Independent Learning Opportunities:

Independent learning in Science is limitless; from discussion of Science within the media to independent research into space, photosynthesis or food packaging, to name a few. Designing and carrying out independent investigations is at the core of the subject and allows students to drive forward their own progress. Research and experimentation in the controlled coursework provides further independent learning opportunities.

Above and beyond lessons, students are invited to attend talks by eminent scientists, participate in "Science Live" trips, and participate in STEM enrichment activities and chemical, biological, and physical demonstrations, during Science Week.

Career Pathways:

Science is a fantastic qualification and looked favourably among employers and further education providers. A-level science courses at Prince William school are very popular with many of our students moving into higher education courses including but not limited to, Medicine, Dentistry, Physiotherapy, Nursing, Pharmaceuticals, Scientific Research, Engineering, Biomedical Science, Biochemistry and Natural Sciences

The skills of researching, applied numeracy, and decision making underpin scientific study. These transferable skills can then be applied to any chosen career path.

Student Testimonials:

"Science at GCSE was a great base for my A-Level study. I enjoyed Y11 and felt very supported by my teachers"

"The revision materials we were given were really helpful."

"It's a really practical subject; we did loads of practicals throughout our GCSEs."





GCSE Art

Overview:

We follow the AQA Fine Art specification. Coursework (Unit 1) is worth 60% of the overall grade and the Externally Set Assignment (Unit 2) is worth 40%. The examination paper is sent out by AQA in January of Year 11. They have approximately 10 weeks to develop ideas from a given theme and prepare for a 10-hour controlled test that takes place over two school days. The coursework titles are worked through in project form to ensure all AQA assessment objectives are met. This approach helps to prepare students for the Externally Set Assignment (Unit 2) for which they are expected to explore and develop ideas for their work in an increasingly independent way. <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/fine-art>

Expectations:

For all coursework projects students work through a series of portfolio pages in answer to AQA assessment objectives – mind map the title, artists' references pages, primary and secondary images, observational drawings, development plans, material/media/processes experimentation, final composition plan, final piece.

Areas of Study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of fine art, such as those listed below:

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media
- land art

Students are encouraged to use a range of media and materials, as appropriate to students' personal intentions; for example: charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, found materials, clay, wood and metal, digital imagery, different papers, and surfaces on which to work.

Extra-Curricular Activities / Independent Learning Opportunities:

The Art Department run lunch-time sessions for students to work independently, with supervision and support as required. We are building our relationship with Oundle School Art Department to participate in produce exhibition and workshops. There is an opportunity over the two year course to visit galleries and attend workshops in London and more local galleries.

Career Pathways:

The ability to demonstrate a creative mind, practical skills, good organisation, and an interest in the arts is an excellent way to demonstrate that you are a well-rounded individual. In addition to these, art can provide a way into careers such as Architecture, Graphic Design, Journalism, Curatorship, Teaching, Public Relations, Marketing, Interior Design, Fashion Design, Photojournalism, and many more.

Student Testimonials:

"Art is great as you can use your imagination to create anything you want and, as your skills improve, you produce even better work."

"I enjoy Art GCSE because it has taught me skills in painting and drawing which have helped me to refine my art and create higher level pieces."

Why study Art GCSE?

Watch these short films to demonstrate the career opportunities, information about studying a foundation diploma when studying Fine Art at KS4. <https://www.youtube.com/watch?v=yvpJB1h1hNU>; <https://www.youtube.com/watch?v=Xf03wzUPZFU>; <https://www.youtube.com/watch?v=oH3vs-o5QY>





ASDAN and Functional Skills

Overview:

ASDAN is an education charity and awarding organisation. It provides a way for schools to offer flexible and engaging programmes and qualifications that help young people develop skills for learning, work, and life which also includes religion, health & mental well-being, and Ethics. ASDAN's programmes and qualifications for secondary schools aims to help learners make a successful start in secondary education to boost engagement and motivation, develop core skills, and enhance academic performance. ASDAN programmes and qualifications are widely recognised by educators for providing a varied curriculum that empowers students through personalised learning and choice.

The courses aim to motivate and enhance learners' confidence, self-esteem, and resilience. In addition, learners develop core skills in teamwork, group discussion, communication, problem solving, research, and self-management.

The students are expected to complete 12 Units by researching and presenting various topics these include core skills in cookery, fundraising an event for a charity, Art, Budgeting, the world of work, and the environment. The students can present their work in different forms including Word document, power-point, drawing, witness statements and artwork.

Accreditations:

All ASDAN courses are coursework-based, therefore there is no final exam. However, the students need to commit to working to the best of their ability to complete 12 units throughout the course to build a strong portfolio for external moderation.

ASDAN's established Personal Development Programmes (Bronze, Silver, and Gold) offer imaginative ways of developing, recording, and certificating a wide range of young people's personal qualities, abilities, and achievements, as well as introducing them to new activities and challenges. All the programmes link to nationally recognised qualifications.

Modules to be studied include Combined Studies; Beliefs and Values; Expressive Arts; The Wider World; Science and Technology; World of Work; Health and Survival; Number Handling; The Environment; Home Management; Sport and Leisure; The Community; Communication. After 1 year, students can achieve a Bronze Award. After 2 years, students can achieve a Silver Award.

At PWS, we aim to ensure that all students achieve the Silver Award, studying all 12 modules over their time in KS4. Students receive a Certificate at the end of the Award.



Respect



Resilience



Ambition



Functional Skills: Maths and English Summary

Functional skills enhance practical problem-solving skills and provide students with a more relatable way of learning and applying knowledge. In addition, the skills allow students to understand numbers and mathematical concepts better and improve reading, writing and communication skills.

Maths:

Functional Skills Maths focuses on practical mathematical skills that students need for everyday tasks. Students will build on their knowledge of basic mathematical operations and apply them in real-world situations. The key areas covered are:

Number and Algebra

1. Measurement
2. Data Handling
3. Ratio, Proportion, and Rates
4. Problem-Solving

English:

Functional Skills English focuses on developing effective communication skills in both written and spoken forms. The aim is to prepare students for tasks in everyday life, including work and further study.

1. Reading
2. Writing
3. Speaking and Listening
4. Grammar, Punctuation, and Spelling
5. Functional Application

Please note that entry onto both of these courses requires approval from the school's SENDCo.



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GCSE Business

Overview:

Business Studies looks at how entrepreneurs have become so successful and how businesses are created.

The course is designed to provide students with an introduction to the world of business and looks at business start-ups and the day to day operations of a business. The aim of the course is to enable students to develop an understanding of Business and Enterprise. It also involves the investigation of how enterprises add value by transforming products and services.

The first section introduces learners to business concepts and issues concerning the activities of a business. It explores the purpose and role of a business from first spotting an enterprising opportunity through to the growth of an established business. It takes a closer look at the role of marketing, including market research and how the marketing mix is changed to meet the expectations of customers; and human resources, including recruitment, motivation and employment law.

The second section focuses on operations, including how a business ensures quality, location and consumer laws; the role of finance including the source of finance, cash flow, breakeven and profit; and the external influences on a business including the environment, the economic climate and globalisation.

Throughout the course, students will need to consider how different contexts affect business decisions.

Expectations:

Students will be expected to work conscientiously over the two units and look at examples in the real world they can bring into the classroom to add depth to the theory they are studying. There are two examinations and they take place at the end of Year 11.

Students will be encouraged to give presentations in lessons of their learning and work in groups on team tasks. Students will also be expected to visit news websites and read newspapers and business publications to get an idea of the real world of business.

Extra-Curricular Activities / Independent Learning Opportunities:

Students may have the opportunity to visit businesses to enhance their business understanding. There may be guest speakers from business giving their viewpoint. There is also a business investment club.

Students will be expected to complete homework and do learning and research outside of their lessons. Students will have the opportunity to use various websites to aid their learning -

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

<http://www.tutor2u.net/>

Career Pathways:

Students can go on to study Business Studies or Economics at A level, or other Level 3 Business and Economics courses. Employment opportunities where business skills will be particularly valued include accountancy, marketing, management, journalism, leisure and tourism, and many more.

Student Testimonials:

“Business Studies has given me many opportunities to experience educational visits which make Business studies even more enjoyable. I like learning about topics which are relevant in the future, such as business structures and motivational theories”.





GCSE Computer Science

Overview:

The GCSE Computer Science course is designed to help students think about how technology is created and how people work together with computers to develop world-changing programs like Facebook, Spotify, and eBay. This course will enable them to develop the skills that colleges, universities, and employers are looking for.

The course consists of two components:

Component 1: Computer Systems

Introduces students to systems architecture; memory, storage, and data representation, including binary; computer networks, connections, and protocols; network security and system software. It also looks at ethical, legal, cultural, and environmental concerns associated with computer science.

How it's assessed: Written exam: 1 hour 30 minutes, 80 marks, 50% of GCSE

Component 2: Computational thinking, algorithms and programming

Students learn about specific algorithms and how to create them in general; programming fundamentals; how to produce robust programs; Boolean logic and programming languages, and integrated development environments (IDE).

How it's assessed: Written exam: 1 hour 30 minutes, 80 marks, 50% of GCSE

This is assessed solely through exams, but students are given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming. They then code their solutions in a suitable programming language and check its functionality.

Expectations:

Students are expected to work independently to develop critical thinking, analysis, and problem-solving skills. So, this qualification particularly meets the needs of those who lean towards maths and science and who want to be challenged in a more technical way.

We do recommend that for Computer Science students should have achieved at least a grade 4 in Mathematics in their February Year 9 report in order to access this course at GCSE.

Extra-Curricular Activities / Independent Learning Opportunities:

This course will require independent study, for example, when working on their programming skills outside of lesson as well as homework tasks.

Career Pathways:

The progression routes available to students taking GCSE Computer Science vary according to their interest and ability. Some could go the technical route, with the CCNA (Cisco Certified Network Associate) qualification – or indeed any manufacturer's qualifications – or they could take the academic route and study A-Level Computing.

Student Testimonials:

"I like Computer Science because it is challenging and engaging. I find it fun, especially when we are programming, which I really enjoy. I think that it promotes creative thinking as we learn how to solve problems."

"Computer Science helps to equip me for the future as I've learnt to think outside the box."



GCSE Dance

Overview:

Students will experience the opportunity to study a variety of different dance styles, performance skills, and choreographic techniques. Students will study both practical and theoretical aspects of dance, including professional works, healthy dancer, and choreographic styles.

Component 1: Performance and Choreography - What's assessed –

Performance:

Set phrases through a solo performance (approximately 1 minute in duration)

Duet/Trio performance (three minutes in duration)

Choreography: Solo or group choreography – solo (two - two and a half minutes) or a group dance for two to five dancers (three - three and a half minutes).

How it's assessed: Internally marked and externally moderated

Performance

- 30% of GCSE, 40 marks

Choreography

- 30% of GCSE, 40 marks

Total component: 60%

Component 2: Dance Appreciation - What's assessed:

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.

How it's assessed:

- 40% of GCSE
- Written examination: 1 hour and 30 minutes
- 80 marks
- Questions based on students' own practice in performance and choreography and the AQA Dance Anthology.

Expectations:

In order to achieve in Dance, it is expected that all students will organise and attend rehearsals during lunch and after school in order to develop their choreography and performance skills. Students will be creating their own choreographies and will be responsible for meeting all deadlines, providing their own music and written concepts. It is advised that students see as much dance as possible, either pre-recorded or live performances, in a variety of styles to broaden their understanding of the subject.

Extra-Curricular Activities / Independent Learning Opportunities:

Throughout the year we will run a variety of Theatre, Dance Performance, and Exhibition trips as well as advising students of performances to see in the local area. Students are given the opportunity to attend dance clubs as well as whole school performances and platforms to perform and showcase their work.

Career Pathways:

This course will create opportunities for students wishing to continue on to studying Dance at A Level or BTEC level and for students wishing to enter the Performing Arts Industry. Ex-dance students have successfully been awarded places at prestigious dance schools such as Laban Conservatoire and London Studio Centre and also accepted onto full time Dance degree courses at University such as Edge Hill and DeMontfort University. For students who decide to not continue in Dance, they will have created a great set of independent thinking and learning skills which can be applied to a variety of subjects in the future.

Student Testimonials:

"Dance gives me an amazing feeling when I perform to others."

"I love working with lots of different people and trying new dance styles."

"Dance has equipped me with the confidence to think independently and creatively."

"The theory is embedded through the practical and it makes the appreciation of Dance more exciting!"



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BTEC Tech Award in Digital Information Technology (DIT)

Overview:

The BTEC Award will raise your confidence in using ICT and plug potential gaps in digital skills and knowledge not covered by studying Computer Science. This is a **creative** and **hands-on** course that will give you a taste of what the IT sector is like, as well as the skills and confidence needed to succeed in it. You will produce a **practical solution** to a **digital** brief and gain a broad range of valuable skills for a future in the digital industry.

It's **packed with modern digital content** such as UI Design, Cloud Technologies, and Cyber Security for a broad introduction to the digital sector. You will develop a deeper understanding of the modern digital sector by:

- developing technical skills and techniques,
- planning a realistic digital solution for a given brief,
- understanding modern concepts such as cloud computing and cyber security,
- appreciating the importance of ethics when working with data.

Grading goes from a Level 1 Pass to a Level 2 Distinction*. The course consists of three components:

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

How to project plan the design and development of a user interface. Students will:

- explore user interface design and development principles,
- investigate how to use project planning techniques to manage a digital project,
- discover how to develop and review a digital user interface.

How it's assessed: Internal assessment, 30% of qualification.

Component 2: Collecting, Presenting and Interpreting Data

How to process and interpret data and draw conclusions. Students will:

- explore how data impacts on individuals and organizations,
- draw conclusions and make recommendations on data intelligence,
- develop a dashboard using data manipulation tools (such as a spreadsheet).

How it's assessed: Internal assessment, 30% of qualification.

Component 3: Effective Digital Working Practices

Explore how organizations use digital systems and the wider implications associated with their use. Students will:

- explore how modern information technology is evolving,
- consider legal and ethical issues in data and information sharing,
- understand what cyber security is and how to safeguard against it.

How it's assessed: External examination 1:30, 40% of qualification.

Expectations:

Having been taught the theory and skills, students are expected to work independently to analyse, develop and create digital solutions. This will involve reading around the subject and practising skills outside of lessons as well as in them. Students will need to have access to a computer with an Office Suite application.

Extra-Curricular Activities / Independent Learning Opportunities:

This course will require independent study for example, when working on assignments, but students will also be expected to practice their skills outside of lesson as well.

Career Pathways:

The progression routes available to students taking this course vary according to their interest and ability. Some could go the technical route, a Level 3 vocational qualifications, such as the Cambridge Technical or BTEC in IT, or an A Level in Computer Science or ICT. Some may wish to proceed to an Apprenticeship.

Testimonials:

"This qualification continues to signpost to industry recognised certification, to support the needs of learners seeking to further enhance their knowledge and aids in an understanding of the Digital sector, and better access to employment opportunities." BT Apprenticeship Programmes.



Respect



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Ambition

EDUQAS GCSE Drama Overview:

Component 1: Devising Theatre Non-Examination Assessment: internally assessed, externally moderated 40% of qualification. 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 the exam board WJEC.

Learners must produce:

- a realisation of their piece of devised theatre,
- supporting evidence,
- an evaluation of the final performance or design.

Component 2: Performing from a Text Non-Examination Assessment: externally assessed by a visiting examiner 20% of the qualification. 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.

Section A: Set Text for assessment from 2024 onwards. 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:

One question requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

1 hour 30 minutes 40% of qualification.

Expectations:

- To attend rehearsals outside drama performances.
- To attend visits to the theatre.
- To work with all students in the class in a constructive way.

Extra-Curricular Activities / Independent Learning Opportunities:

- Dance and Drama company.
- Trips to outside performances.
- Opportunities to attend KS5 Performance Evenings.
- Dance and Drama showcase evenings.

Career Pathways:

- A variety of avenues in performance.
- Any career that requires creative, collaborative work.

Student Testimonials:

- "Drama is hard work but it is awesome."
- "I enjoy the opportunity to be creative and work in a practical way."





Enterprise and Marketing - Cambridge National Level 2

Overview:

This course is a great introduction to enterprise activities. Students will learn how a new business develops links with its customers to satisfy needs. Working individually and in small groups, students will develop their customer service and selling skills through class role play and exploring real life examples.

Students will learn about enterprise and marketing concepts in unit one, which also is applied to the other units within the qualification. It covers the main activities that need to happen to support a start-up business, and what the key factors are to consider when starting up a business. In the second topic, students will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. Finally, in unit three, students will develop a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will produce a pitch / business proposal to an external audience. As part of this project, students will review their pitching skills and business proposal using their learning, self-assessment, and feedback gathered.

Expectations:

Students will be encouraged to give presentations in lessons of their learning, and work in groups on team tasks. Students will also be expected to visit news websites and read newspapers and business publications to get an idea of the real world of business.

Extra-Curricular Activities / Independent Learning Opportunities:

Students may have the opportunity to visit businesses to enhance their business understanding. There may be guest speakers from business giving their viewpoint. There is also a business investment club.

This course has the final exam in the summer of year 11. The exam must be completed at the end of the assessment cycle as a terminal assessment to the course. The exam contributes to 40% of the final assessment grade.

For the non-exam assessed part of the course, making up 60% of the final grade, students have to design a product, amend and justify modifications as well as pitch and present their products, showing strong industry skills. Finance is a significant topic of the course as well, and students will develop an appreciation of costing and budgeting.

Students will be expected to complete homework and do learning and research outside of their lessons. Students will have the opportunity to use various websites to aid their learning.

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

<http://www.tutor2u.net>

Career Pathways:

Students can go on to study Business Studies at A level or another Level 3 Business qualification. Employment opportunities where business skills will be particularly valued include Accountancy, Marketing, Management, Journalism, Leisure and Tourism, and many more.

Student Testimonials:

“This is a great course. I like the fact that there is coursework and we are assessed on this. I am not a fan of examinations and as there is only one it takes the pressure off.”

“I like the fact our teacher brings in real life examples and case studies such as ‘Apple’ to help us understand the business theory.”





GCSE Food Preparation and Nutrition

Overview

This exciting course will equip learners with the knowledge, understanding and skills required to cook and to apply the principles of food science, nutrition, and healthy eating.

Following this qualification will encourage learners to cook and enable them to make informed decisions about food and nutrition to be able to feed themselves and others affordably and nutritiously, now, and later in life. It will allow the students to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

You will need to bring ingredients weekly to support your learning.

What will I study? – these sections will cross over all components.

Section A: Nutrition

Section B: Food Provenance and Food Choice

Section C: Cooking and Food Preparation

Section D: Skills requirements: preparation and cooking techniques

How will I be assessed?

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 30 minutes. This forms 50% of the qualification

Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated. All non-examined assessment will take place in year 11. This forms 50% of the qualification and is broken down into two assessments set out below.

Assessment 1: The Food Investigation Assessment (15%)

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment (35%)

Prepare, cook, and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking, and presentation of food. Learners will need to take part in a three-hour practical and cook 3 dishes.

These assessments will be based on a choice of tasks released by the exam board annually.

Pathways- This course is the perfect lead into Level 3 'Food Science and Nutrition' and combines well with L3 Sports Science, Business, and Science courses.



Respect



Resilience



Ambition



GCSE Geography

Overview:

Year 1: UK Geography covering aspects of physical, human and environmental geography such as coasts, landscapes, urbanisation, trade, diversity, weather and energy.

Year 2: World Geography covering aspects of physical, human and environmental geography such as ecosystems, aid, development, hazards and climate change.

A lot of the curriculum (OCR A) is very relevant to today's local and global challenges as it focuses on areas such as habitat loss in the coral reef, consequences of global warming and social inequality, challenging students to engage with sustainable solutions or management.

There is no coursework component – however, skills and fieldwork experience will be assessed through an examination. This will mean that there is a requirement to undertake work outside a classroom environment.

The course develops a wide range of transferable skills including communication, graphical, statistical, cartographical, technological, and problem-solving.

This makes it a good 'all-round' subject to study and complements many other study areas.

Expectations:

To attend fieldwork days as per the school calendar- this is an exam requirement as it is examined.

To prepare appropriately for classroom learning, it is expected that all students will read/watch/listen around the topic areas, regularly review class notes to reinforce understanding, complete work missed due to absence and fully engage in class and home learning.

Extra-Curricular Activities / Independent Learning Opportunities:

There is fieldwork that needs signing off with the exam board, this is organised by us but students must attend.

Students will also be provided with independent study opportunities throughout the course whether that is getting 'out and about' to look at features or researching and skills-based tasks.

Every other year we take students to Iceland (enrichment, not compulsory), this is good preparation for A Level.

Career Pathways:

Studying Geography can lead to careers in a diverse range of employment areas and students with Geography degrees remain highly employable and less likely to be out of work after graduating. Main areas of employment include town planning, environmental consultancy, research, marketing, industry, finance, teaching, and administration and management. Although these are the main employers, there are many other areas that take in large numbers of geographers and a great deal of emerging job markets that will need geographers such as energy development, humanitarian and peace keeping roles, and climate planning.

Student Testimonials:

"I like being able to learn about natural things and people at the same time."

"I like that we can see the things we learn about all around us wherever we go."

"It is good we learn about proper places and issues & makes me feel empowered to make a difference to the world."

"GCSE Geography is the most interesting Geography I have ever learned about."

"Doing geography is like doing lots of subjects all in one course because it has so many different and interesting areas."





GCSE Graphic Communication

Overview:

AQA Graphic Communication will give you the skills to produce personal creative work and develop your understanding of graphic design. You will develop your knowledge of materials and techniques, and the skills to communicate ideas and information visually. It will help you to develop an effective personal visual language and develop your understanding of historical and contemporary influences on design. Graphic communication opens the door to a large number of fascinating and rewarding specialisms and careers in industry, commerce and the media.

You can find out more at: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/graphic-communication>

Expectations:

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

Our GCSE exams in Art and Design include questions that allow students to demonstrate their ability to:

- bring together the knowledge, understanding and skills acquired during their course of study
- select and present work produced during their studies to demonstrate attainment, reflecting a holistic approach to coverage of the assessment objectives
- make connections between knowledge, understanding and skills when engaging with sources such as the work of artists, craftspeople and designers and when applying working methods and processes appropriate to one or more of:
 - a starting point, stimulus or issue-based concern
 - a design brief or problem requiring a solution
 - a task which specifies an outcome such as an image, artefact or product.

There is synoptic assessment in both components of the GCSE that provides rigour and presents opportunities for students as follows:

In **Component 1 (portfolio)** students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.

In **Component 2 (externally set assignment)** students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

Career Pathways:

Because of the broad nature of the subject, students of Graphic Communication can go on to careers such as advertising, animation, film & tv design, exhibition design, graphic design, illustration, interior design, marketing, publishing, studio management, typography, web & app design and many more.

Extra-Curricular Activities / Independent Learning Opportunities:

The Design subjects provide a range of activities outside of the classroom. We have links with Oundle School that allow us to make use of their facilities when appropriate and we aim to have at least one cultural trip per year to allow students to explore Graphic Design in a real setting.



Health and Social Care – BTEC

Overview:

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and social workers. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care recognises the value of learning skills, knowledge and vocational attributes. The qualification is equivalent to one GCSE and will broaden the students experience and understanding of the varied progression options available to them.

Students will develop sector-specific knowledge and skills. The focus is on four areas of equal importance, which cover:

- Development of key skills that demonstrate your ability in health and social care such as interpreting data to assess an individual's health
- Process that supports effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- Knowledge that supports effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services and factors affecting people's health and wellbeing.

Expectations:

The course is assessed by conducting two internal assessments and an external assessment. The internal element enables students to build on research and writing skills to produce reports relating to case studies, this is 6 hours long and completed in exam conditions.

To prepare appropriately for the internal assessments that make up 60% of the award, students are expected to have strong attendance, above 90%. Students will sit their first assessment, equivalent to 30% of the award in year 10.

Students will also be expected to engage in regular discussions and research using real examples of health and social care practice. Students are expected to demonstrate sensitivity and maturity when reflecting on difficult health and social care issues.

Career Pathways:

Study of this qualification will help students make more informed choices for further learning, either generally or in this sector. The choices that students can make post-16 will depend on their overall level of attainment and their performance in the qualification. Students who generally achieve at Level 2 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as AAQ in Health and Social

Care, this qualification prepares students to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.



GCSE History

Overview:

AQA History GCSE is a fascinating course which enables students to learn about a diverse range of time periods, locations, and people from the past. Students will learn to question information and to handle historical evidence. They will consider the value of historical sources and historical interpretations. They will also reflect upon the significance of historical events and of individuals as well as considering change and continuity through time. Students will develop an understanding of causation which will help them to prioritise reasons why events happened and to investigate and research intriguing topics, making judgments about the attitudes and viewpoints of people in the past. Students are encouraged to develop arguments and support their ideas with explanations and examples. They will have the opportunity to work in small groups on a variety of tasks and activities, and to use ICT in and out of the classroom.

The GCSE History content comprises the following elements:

- Period study: America, 1840–1895: Expansion and consolidation
- Thematic study: Britain - Health and the People from c1000 to the present day
- Wider world depth study: Conflict and Tension in Asia, 1950-1975
- British depth study including the Historical Environment: Elizabethan England c1568-1603

Students will be assessed in two examinations each two hours at the end of the Year 11 course.

Expectations:

In order to prepare appropriately for classroom learning, it is expected that all students will research around the topic areas for study and regularly review their class notes to reinforce their understanding. It is also essential that student's complete home and class work tasks set to the best of their ability and catch up on all missed work if away due to an unavoidable absence.

Extra-Curricular Activities / Independent Learning Opportunities:

As well as opportunities to research using books, IT, films, and documentaries, students can visit historical sites such as Burghley House and museums, notably the Imperial War Museum and the Medicine Through Time exhibitions at the London Science Museum.

Career Pathways:

Many employers value History because of the skills it offers. These are essential for:

Journalism and Broadcasting, The Law, Accountancy, Management in Industry and Retail, Banking, Research and Administration. Other careers include Librarian, Museum or Gallery Curator, Archivist, Genealogist, Advertising, Marketing and Public Relations; basically, any job that needs you to communicate effectively.

Employers and Universities welcome History. It has been described as 'a facilitator' subject that enables students to communicate clearly and effectively both in written and verbal forms



Respect



Resilience



Ambition

GCSE French or Spanish

Overview:

With employers and higher education establishments placing high value on a GCSE in a foreign language, choosing French or Spanish is an excellent idea. The course offers a good foundation in the chosen language, building on the learning from Key Stage 3 and developing vocabulary and knowledge of grammar through different thematic contexts. These contexts include:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

The GCSE is externally assessed by four separate examinations, each worth 25% of the final grade, at the end of Year 11:

- Paper 1 – Listening (including comprehension questions and Dictation),
- Paper 2 – Speaking (maximum 9 or 12 minutes for Foundation and Higher Tier respectively- including a Read Aloud task, a Role play task and a Picture task with conversation),
- Paper 3 – Reading (including translation into English),
- Paper 4 – Writing (including translation into French/Spanish).

Expectations:

Students can opt to continue their Key Stage 3 language of either French or Spanish into Key Stage 4; the course is not suitable for beginners.

Studying a language at GCSE is challenging but very rewarding; commitment and diligence will be expected from the beginning. What students contribute to their study of the language will determine their success in their final examinations. They will be expected to learn set vocabulary, phonics and grammatical structures on a weekly basis; there is a significant focus in the GCSE on both of these.

Career Pathways:

Studying a language at GCSE contributes to the EBacc and can open several doors to students in the future as they are highly valued by employers and universities.

A GCSE language helps to develop many sought after employability skills. Careers which incorporate languages are Interpreter, Translator, Law, Journalism, Tourism, Engineering, Central Government (the Foreign office or the Ministry of Defence), Marketing, Retail, Event Management, the Voluntary and Charitable Sector. Statistics show that a graduate of languages is the third most employable graduate after those graduating in medicine or law. As a facilitating subject, a GCSE language complements all subjects, in particular Economics, English, History, Sciences (Medicine), and Geography.

Student Testimonials:

“Challenging but rewarding. Definitely a step up from Year 9 but it’s achievable.”

“By going over the basics of everything, I feel like we know Spanish so much better, and I felt confident speaking it when we went to Spain.”



Respect



Resilience



Ambition

GCSE Music

Overview:

The study of Music at GCSE follows the Eduqas specification offering a broad and coherent course of study which engages learners in the three main musical disciplines of performing, composing, and appraising.

Component 1: Performing 30% of the total GCSE mark (coursework)

Students are required to perform a minimum of two pieces (4-6 minutes in total).

One piece must be a solo performance and the other an ensemble performance.

One of the pieces performed must link to an area of study from component 3.

Assessment: Non exam assessment (coursework) - Performances take place in school. They are assessed by the teacher and moderated by Eduqas.

Component 2: Composing 30% of the total GCSE mark (coursework)

Students are required to compose two pieces.

Composition 1- A composition written in response to a brief set by Eduqas. The briefs are released during the first week of September, in the academic year in which the assessment is to be taken.

Composition 2- The second composition is a free composition for which learners set their own brief.

Assessment: Non exam assessment (coursework) - compositions are assessed by the teacher and moderated by Eduqas.

Component 3: Appraising 40% of the total GCSE mark (final exam)

In this unit students develop their listening and appraising skills through the study of music across a variety of styles and genres.

There are eight questions in total, two on each of the four areas of study:

- Area of Study 1: Musical Forms and Devices,
- Area of Study 2: Music for Ensemble,
- Area of Study 3: Film Music,
- Area of Study 4: Popular Music.

Assessment: 1 Hour 15 minutes listening exam paper - **externally assessed by Eduqas.**

Expectations:

The Music Department is a very busy and exciting place to study. Students will be expected to:

- Listen to a wide range of music
- Regularly practice and take part in ensemble activities both in and OUT Of school
- Use independent study time to practice and compose.

Extra-Curricular Activities / Independent Learning Opportunities:

There are a number of opportunities for students throughout the year. These include:

- Taking part in regular extra-curricular school activities
- Participating in concerts/music events
- Opportunities for visits to concert halls, theatres, and local music events.

Career Pathways:

Studying music can lead to a career as:

- Professional musician
- Education
- Creating and marketing music
- Music technology

Student Testimonials:

‘Everyone is involved in learning and covering a range of different styles of music, with individual based learning that really helps me.’





GCSE Physical Education

Overview:

The syllabus offers an opportunity to foster enjoyment of physical activity and enables students to develop an understanding of effective and safe physical performance. During the course marks are submitted for three practical assessments as a performer. There will be two written examinations testing students on their theoretical knowledge at the end of Year 11.

The course consists of two units, Paper 1 and 2 (Theory) and Practical Performance (Practical) Candidates are internally assessed.

The Human Body and Movement in Physical Activity and Sport/Socio-Cultural Influences and well-being in Physical activity and Sport Written Papers – 2 x 1 hour 15 minutes 78 marks – 60% of final result, questions will consist of multiple choice, short answers and extended answer questions.

Practical Performance Controlled Assessment – 100marks – 40%

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Why choose GCSE PE?

This specification follows on from the Key Stage 3 Physical Education programme of study by providing students with exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of activities in which to participate. The content of this GCSE Physical Education specification is designed to enable students to understand how the body works in relation to physical exercise and the benefits it can bring from being physically active; to provide a route to further study in Further Education awards, such as A levels, and to Higher Education in PE as well as to related career opportunities.

Expectations:

Students should choose GCSE PE if they love being active and want to find out more about how to improve their performance. There are two main elements to the course, theory and practical. The Theory mark will be made up out of one examination paper, worth 60% of the final grade, Practical is worth 40% of the final grade. Students will be graded on their three best activities which must include at least one team and one individual sport. For this reason, we recommend that they only choose GCSE PE if students belong to at least one club inside or outside of school. Students also complete one piece of controlled coursework assessed during their practical lessons.

Extra-Curricular Activities / Independent Learning Opportunities:

The faculty makes full use of the Physical Education facilities and equipment and possesses a range of videos and books to aid teaching. Students will be encouraged to use the Internet and other appropriate programs to greater develop their knowledge and understanding. Extensive range of clubs at lunchtime and after school all students that study GCSE PE will be expected to attend.

Career Pathways:

GCSE qualifications are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications. Employment opportunities include The Leisure Industry, Coaching, Teaching, Psychology, Sports Development, Sports Administration, National Government Bodies, and Public Services.

Testimonials:

“The variety of practical activity that is on offer at GCSE is outstanding, the theory side however, is quite challenging but some of the sections of the theory are nice to learn about, for example: “Muscles and Joints”. “The coursework is also quite difficult but once you start to get on with it, it all becomes much easier to keep writing. Overall, I’m glad that I chose PE because I have enjoyed it, especially the practicals”.



Respect



Resilience



Ambition



GCSE Religion, Philosophy and Ethics

Overview:

Religion, Philosophy and Ethics is designed to help students to develop their knowledge, skills and understanding of religion by exploring philosophical and ethical questions within the context of two world faiths. Students will be challenged to explore the significance and impact of beliefs, teachings, sources, practices, and ways of life. Students will also be encouraged to express personal responses and informed insights on fundamental questions and issues about meaning, purpose, truth, values, and commitments.

Component 1: The study of religions: beliefs, teachings and practices – assessed through written examination

This component will study two world religions (Christianity and Buddhism), covering key beliefs and teachings, worship, and festivals, as well as the role of the specified religions in society today.

Component 2: Thematic studies – assessed through written examination

This component will study different philosophical and ethical responses to four key issues of the modern world. These issues will come from the themes such as euthanasia, abortion, war, nuclear weapons, weapons of mass destruction, capital punishment, gender equality, relationships, the environment, and animal rights.

Expectations:

In order to prepare appropriately for classroom learning, it is expected that all students regularly review their class notes to reinforce their understanding. It is also essential that student's complete home and class work tasks to the best of their ability. Students should be ready to participate in whole class discussion about questions of meaning and value.

Extra-Curricular Activities / Independent Learning Opportunities:

Students will be provided with opportunities for independent study throughout this course. Some of this might involve reading around particular arguments or watching video clips from films, TV shows and documentaries.

Career Pathways:

Students who take Religion, Philosophy and Ethics at GCSE may find that they want to extend and develop their understanding to A level standard. Due to the nature of this qualification, it can be applied to any university course or career because it develops skills of interpretation, analysis, and the ability to put forward and justify a point of view. These skills are valuable and can be applied in many areas – Law, Journalism, Teaching, Media, Social Work, Police Force, Human Resources and Community Work.

Students Testimonials:

'An interesting, challenging subject. Love it.'

'Really interesting. Lots of discussion where you can express your own views and listen to views of others.'

'This subject allows you to explore big questions and evaluate different arguments.'

'You don't have to be religious to take this course as it is about arguing from religious and non-religious views.'





GCSE Sociology

Overview:

Why do we, as human beings, behave the way that we do? Who influences us? What influences us? Why is society unequal? Why do some people commit crime and others don't?

Eduqas GCSE Sociology is designed to introduce students to the study of society, focusing on how social structures, processes and issues influence individuals and groups. This dynamic and engaging course encourages students to think critically, evaluate evidence, and develop a sociological perspective on the world around them.

GCSE Sociology covers the following topics:

- Key concepts and processes, including influences on identity
- Families: family structures, roles and their changing nature
- Education: role of education, educational inequality and sociological perspectives
- Crime and deviance: understanding causes of crime, deviance and societal responses
- Social Stratification: investigating class, power and inequality within society.
- Research methods: how sociologists conduct and analyse data

Expectations:

To succeed in GCSE sociology, students are expected to engage in critical thinking and actively participate in class discussions and debates, as well as collaborating with peers to hear and respect different viewpoints. It is also important that students work independently, completing homework, research tasks and exam preparation to a high standard. Staying informed with current social issues is essential to apply sociological concepts to real world examples.

Extra-Curricular Activities / Independent Learning Opportunities:

All students will conduct a piece of social research in which they create research tools (questionnaires or content analysis grids) and apply them to a section of the school community to test a hypothesis. To complete this research, students will need to conduct wider reading on an issue of interest and pursue some of the research in their own time.

Career Pathways:

GCSE sociology provides an excellent foundation for further education and careers in a wide range of fields, including:

- Social sciences- sociology, psychology, criminology, anthropology
- Public services- social work, policing, community development
- Education- teaching, research, youth work
- Media- journalism, public relations and media analysis
- Law and justice- law, criminology and roles within the legal system.





GCSE Statistics & Level 2 Further Maths

Overview:

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret and present data.

It complements subjects such as GCSE Biology, Geography, and Business, and opens the door to a variety of careers – from weather forecasting to the biological sciences.

The further maths qualification fills the gap for high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3 (A-level). It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement.

The content assumes prior knowledge of the Key Stage 4 Programme of Study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills. It also introduces calculus and matrices and develops further skills in trigonometry, functions and graphs.

The AQA Level 2 Certificate in Further Mathematics is an un tiered Level 2 linear qualification for learners who:

- are expected to achieve, grades 7, 8 and 9 in GCSE mathematics
- are likely to progress to A-Level study in Mathematics and possibly Further Mathematics.

Students need to be currently working at a maths department stage 8S or above in the Spring Term to be eligible for this course due to topics covered. This is at the discretion of the head of maths.

Expectations:

As with compulsory maths lessons, we expect that students will take an active role in their learning by getting involved in lessons and completing homework reliably. All students are expected to take responsibility for their learning by seeking help when they have difficulties.

Students will need to have basic mathematics equipment: ruler, protractor, a pair of compasses, and a scientific calculator.

The course is assessed by examination only, so it is particularly important that students build up their examination skills by revising thoroughly for all the on-going assessments.

Statistics:

2 exam papers worth 50% each. Both papers have a duration of 1h 45mins.

Further Maths Level 2:

2 exam papers worth 50% each. Both papers have a duration of 1h 45mins.

Extra-Curricular Activities / Independent Learning Opportunities:

As this is a level 2 course, there will be an expectation that the students use independent learning to ensure full understanding of topics covered. The course consolidates and develops GCSE level mathematical skills and encourages learners to recognise the importance of mathematics & statistics in their own lives and to society.

Career Pathways:

The course is a great transition unit to A level maths and A Level further maths. The Level 2 Further maths & Statistics prepares learners for further study and employment in a wide range of disciplines involving the use of mathematics, including STEM disciplines. Some learners may choose to follow this qualification in order to broaden their curriculum and to consolidate their interest and understanding of mathematics & statistics. A learner who has taken this qualification is, by design, well prepared to continue mathematics at AS and A Level.

Student Testimonials:

“This has given a good basis to move onto A level maths.”



GCSE 3-Dimensional Design

Overview:

Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills. In Component 1 and Component 2 students are required to work in **one or more** area(s) of three-dimensional design, such as those listed below:

Architectural Design	3D Digital Design	Product Design	Designs for Theatre, Film and Television	Jewellery Design
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They may explore overlapping areas and combinations of areas.

Assessment:

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards. The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response.

Component 1: Portfolio (60% of overall grade)

The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used. Each student must select and present a portfolio representative of their course of study.

The portfolio must include both:

1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
2. A selection of further work resulting from activities such as trials and experiments; skills based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

Component 2: Externally set assignment (40% of overall grade)

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

A preparation period which can begin on or after 2 January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time starts.

Extra-Curricular Activities / Independent Learning Opportunities:

The Design subjects provide a range of activities outside of the classroom. We have links with Oundle School that allow us to make use of their facilities when appropriate and we aim to have at least one cultural trip per year to allow students to explore Design in a real-world setting.

Career Pathways:

Because of the broad nature of the subject, students of Design often follow career paths in quite different directions, for example some of our previous students have become Furniture Designers, Interior Designer, Aeronautical Engineers, studied Architecture, worked in Motorsport, Set Designers, and Production Designers in TV and film. The list goes on...





Careers Information

Skills and Careers

As you make decisions about your GCSE subjects for Key Stage 4, please take time to think about what you enjoy, where your talents lie and where you want these subjects to take you.

The school Careers Lead is Mr Lane.

The school Careers Advisor is Kate Allen

The following sites are useful:

www.unifrog.org

This is the online platform our school subscribes to. It contains useful careers information and activities in one place. Remember to use your school email address. If you have forgotten your password, you can simply click the forgotten password link to refresh. Use the **careers library** to find careers that you are interested in and then identify the subjects you need to study. Or you can use the **careers library** to type in your favourite subjects and find out what careers they might lead to. Or you can use the **subject's library** to type in your favourite subjects and find out what areas of higher education and careers they may lead to.

Other useful websites:

<https://icould.com/explore>

This site may be useful for finding out the subjects that may be useful/necessary for areas of work in which you are interested.

<https://icould.com/stories/using-lmi-careers-decisions/>

This site gives more details about labour market information (LMI). Remember, LMI helps you find out about the salary and hours of work for a particular job as well as growth in that sector. You can find up to date LMI for Northamptonshire on the school website.

[Prince William School \(emat.uk\)](http://emat.uk)

Visit the school website. The careers section of our school website can be found by hovering over 'key information' and then selecting 'careers information'.

A direct link can be found here: <https://pws.emat.uk/key-information/careers>

This section of the school website provides information and links to useful sites on careers guidance.

As students move into KS4 they should check their emails for any updates that we send out regarding careers opportunities.



Respect



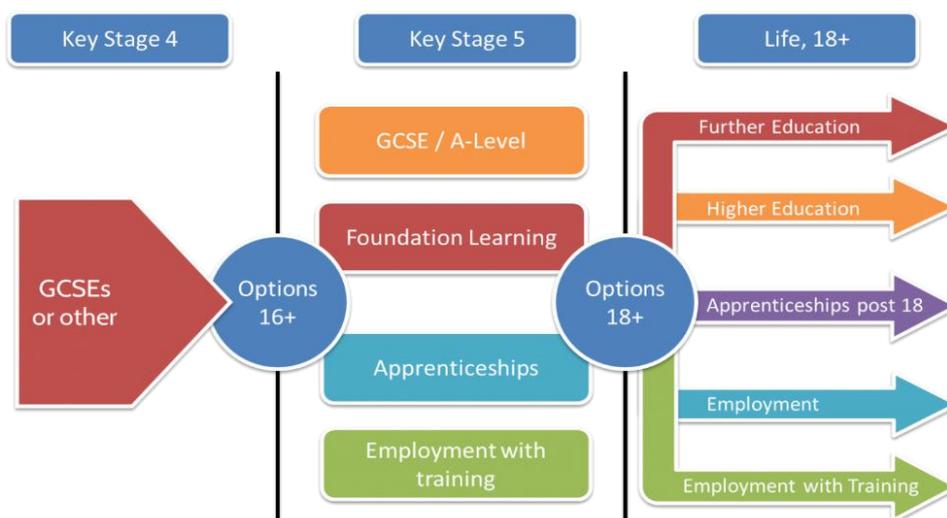
Resilience



Ambition

Careers Information Cont.

Remember, every young person must be in education, employment, or training until the age of 18. After Key Stage 4 this might involve attending sixth form or college. Or it might involve an apprenticeship or other employment with training:



Our careers advisor, Kate Allen, can be contacted at kate.allen@pws.emat.uk with any questions related to careers. Students can email Kate and ask to meet with her during breaktimes and lunchtimes. Her office is located in the entrance to the sixth form block.

In addition to this:

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

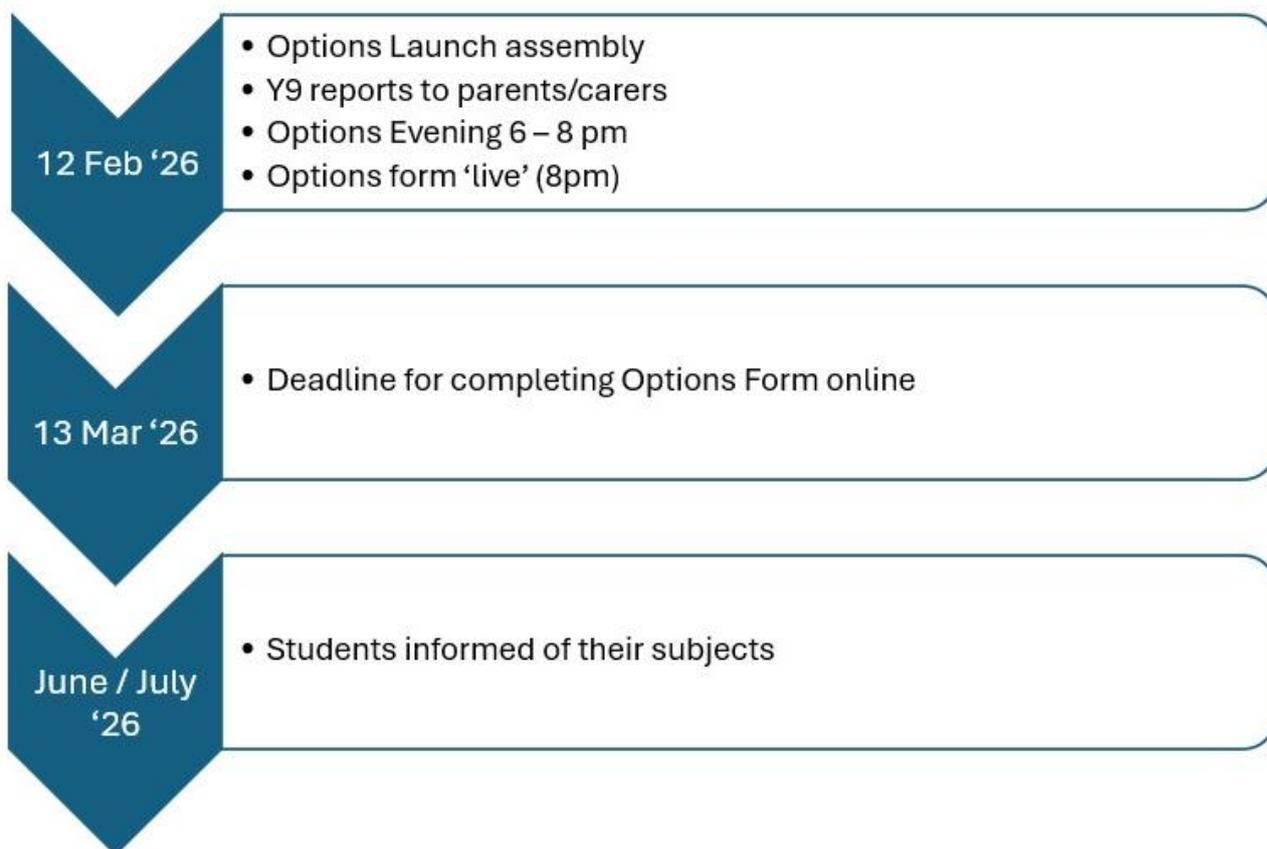
The National Careers Service provides high quality, free and impartial careers advice, information and guidance. The service is available to anyone aged 13+ no matter what stage of the careers journey they're at. The website is there to give individuals the tools to make decisions about their career at their own pace and in their own time. They can:

- explore careers and job profiles to see what career options are out there
- read careers advice articles for help to make good career decisions
- take a skills assessment to find out what they're good at
- find a course that will provide the training and qualifications needed

Advisors are also available to talk to on 0800 100 900 or web chat on the website



Options Timeline



Links

[Options Form](#)



[Curriculum Information](#)



The online form will open for completion at 8pm on Thursday 12th February 2026. The form will remain open until 8pm on Friday 13th March 2026.



Respect



Resilience



Ambition



Options Information

- Students should select **ONE** subject from list A and **THREE** further subjects from list B. The three list B choices must be different subjects.
- Please also select one additional subject as a Reserve choice. If no Reserve Option is chosen, then the school may allocate a subject based upon numbers and demand.

List A		List B
Computer Science GCSE	3D Design GCSE ⁽²⁾	Art GCSE
Geography GCSE	Business GCSE ⁽¹⁾	Computer Science GCSE
History GCSE	Dance GCSE	Digital Information Technology BTEC
French GCSE	Drama GCSE	Enterprise & Marketing L2 Cambridge Nationals ⁽³⁾
Spanish GCSE	Food and Nutrition GCSE	French GCSE ⁽⁴⁾
ASDAN ⁽⁷⁾	Further Maths and Statistics	Geography GCSE
Functional Skills English ⁽⁷⁾	Graphic Communications GCSE ⁽⁵⁾	Health & Social Care BTEC
Functional Skills Maths ⁽⁷⁾	History GCSE	Music GCSE
	Physical Education GCSE	Religion, Philosophy and Ethics GCSE
	Sociology GCSE	Spanish GCSE ⁽⁶⁾
	Functional Skills English ⁽⁷⁾	Functional Skills Maths ⁽⁷⁾
		ASDAN Bronze/Silver Award ⁽⁷⁾

(1) if selecting this option, you would NOT be able to choose Enterprise and Marketing

(2) if selecting this option, you would NOT be able to choose Graphic Communications or Art

(3) if selecting this option, you would NOT be able to choose Business Studies

(4) if selecting this option, you would NOT be able to choose Spanish

(5) if selecting this option, you would NOT be able to choose Art or 3D Design

(6) if selecting this option, you would NOT be able to choose French

(7) with approval from the school's SENDCo

Please Note: Whilst we aim to accommodate all choices made by students, we do recommend that for Computer Science students should have achieved at least a grade 4 in Mathematics in their February Year 9 report in order to access this course at GCSE.



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SUBJECT / ACTIVITY	ROOM(S)
OPTION EVENING TALK – 6PM 6.30PM AND 7PM	THE GLOUCESTER HALL
COMPUTER SCIENCE AND DIGITAL INFORMATION TECHNOLOGY ASDAN/ FUNCTIONAL SKILLS FURTHER MATHS & STATISTICS	M2 M5 M4
GCSE ART FOOD 3D DESIGN GRAPHIC COMMUNICATION	D3 D9 D5 D7
HEALTH AND SOCIAL CARE & SOCIOLOGY	G2
LANGUAGES (SPANISH/ FRENCH) PHYSICAL EDUCATION	ENGLISH CENTRAL AREA
BUSINESS STUDIES ENTERPRISE AND MARKETING	B1
DANCE DRAMA	DRAMA STUDIO DANCE STUDIO
CAREERS & SIXTH FORM	SIXTH FORM CENTRE
GEOGRAPHY HISTORY RELIGION, PHILOSOPHY AND ETHICS	LIBRARY
MUSIC	MU1

