



**YEAR 9 OPTIONS
INFORMATION
BOOKLET
FOR COURSES
STARTING
SEPTEMBER 2023**



The Key Stage Four Curriculum

In Years 10 and 11, the law requires all students to follow courses in:

- English Language
- English Literature
- Mathematics and
- Science

Students also have to have some PE lessons and some RE/Personal, Social and Health Education.

There is information about the GCSE courses in English, Mathematics and Science on pages 2-4 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) or
- Support (with approval from the school's SENDCo)

and then three other subjects from those .

Information about all of the subjects available to choose from is given on pages 5 – 25 of this booklet.

The English Baccalaureate

If students want to attain the English Baccalaureate, they will need to take amongst their four option choices:

either History **or** Geography,
and
either French **or** Spanish.

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 don't fit with the columns created by the subject combinations chosen by the majority, 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.

The compulsory subjects – English, Maths, and Science

English GCSE

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 in 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, 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.”

Mathematics GCSE

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 has 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 students 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."

Science GCSE

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 practicals 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.

Students in the top sets will take Triple Science which 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 are able to 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 provide 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 course 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."

The Options Subjects

Additional Mathematics FSMQ

Overview:

Additional Maths targets students who will take GCSE (9–1) Higher tier Mathematics. Many students will go on to study AS and A Level Mathematics and, for these students, this qualification provides an introduction to the subject at that level, with the possibility of subsequent, accelerated progress into AS and A Level Further Mathematics. There are others who will not continue with mathematics beyond Year 11. For these students this qualification provides a worthwhile and enriching course in its own right. This qualification provides a broad, coherent, and satisfying course of study. It encourages students to develop more confidence in, and a positive attitude towards mathematics following on from GCSE (9–1) Mathematics qualifications. It also provides a strong mathematical foundation for students who go on to study mathematics at a higher level, those students who go on to study other subjects which make use of mathematics or those students progressing to vocational qualifications or directly into employment.

The FSMQ builds on the skills, knowledge, and understanding acquired during the GCSE (9–1) course. It consists of four main 'pure' mathematics topics, each of which contains an 'applied' dimension, and two numerical topics, all underpinned by an Algebra section. More information can be found at <https://www.ocr.org.uk/qualifications/fsmq/additional-mathematics/>. It consists of one written paper worth 100% of the grade.

Students need to be currently working at a grade 6 or higher to be eligible for this course due to topics covered.

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.

Extra-Curricular Activities / Independent Learning Opportunities:

As this is a level 3 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 in their own lives and to society.

Career Pathways:

The course is worth up to 10 UCAS points and is great transition unit to A level maths and further maths. The Level 3 FSMQ: Additional Maths 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. 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."

"A very challenging course but has meant that I have extra confidence in studying maths and further maths at A level."

Art GCSE

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 post COVID-19. 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, Photo-Journalism, 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 Awards and Short Courses

Students must have approval from the school's SENDCo to choose this option.

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 aims 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 and Short Courses

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.

Bronze/Silver Award

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.

Year 10 and 11 Support

As an option support is an opportunity to have extra time to complete homework or revise for upcoming exams with the help of a teacher. During lessons you will have access to a computer and various resources, including books and past papers. The teacher is also able to give one to one help to the students whilst liaising with subject teachers to compliment and implement their learning.

The students feel that this lesson is a time to feel listened to, reassured and it turn gives them confidence that they may be lacking in certain topics.

Business GCSE

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. Examinations take place in 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.

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".

Child Development BTEC

Overview:

The early years sector focuses on the learning, development, and care of children from birth to five years. In the UK, there are approximately 2 million childcare places for children aged under five and many different types of early years settings, ranging from childminders and nannies, to nurseries, crèches, and preschools. Knowledge of child development is also important in a variety of healthcare roles such as paediatricians, psychologists, occupational therapists, and speech and language therapists.

The Pearson BTEC Level 1/Level 2 Tech Award in Child Development is for students who want to acquire knowledge and skills through vocational settings by planning, developing, and adapting play opportunities suitable for young children across five areas of development. Students will have the opportunity to develop knowledge and skills in the following areas:

- the characteristics of children's development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children's learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally, and socially and adapting activities to support children's play, learning, and development.

The course is assessed by completing two pieces of non-examined internal assessment and an external assessment. The internally assessed element enables students to produce a report relating to case studies, create displays/posters, a presentation, and a fact file.

Expectations:

In order to prepare appropriately for classroom learning, it is expected that all students will read around the topic areas for study, regularly review their class notes to reinforce their understanding, and complete the internal assessments. It is also essential that student's complete home and class work tasks to the best of their ability and catch up on all missed work. Students will also be expected to engage in regular discussions and research using real examples of child development practice. Students are expected to demonstrate sensitivity and maturity when reflecting on difficult childhood issues.

Extra-Curricular Activities / Independent Learning Opportunities:

Students may have the opportunity to visit different aspects of early year sectors to see theory, processes and attitudes in practice and to support children through play.

Career Pathways:

Students who generally achieve Level 2 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 a BTEC Level 3 National in Children's Play, Learning, and Development or other vocational qualifications in a related sector such as a BTEC Level 3 National in Health and Social Care.

Computer Science GCSE

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.

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."

Dance GCSE

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!"

Design & Technology GCSE

Overview:

The OCR GCSE Design and Technology offers a foundation in the principles and developments related to design practices of various 21st century design and manufacture industries. The qualification offers flexibility in the approaches students use to apply knowledge and understanding of these practices and principles when designing and making prototypes that solve real and relevant problems

You can find out more at: <https://www.ocr.org.uk/qualifications/gcse/design-and-technology-j310-from-2017/>

Expectations:

There is distinct content for the examined component (01) and the non-exam component (02/03). However, all learning should be delivered through the following topic areas: Identifying requirements, Learning from existing products and practice, Implications of wider issues, Design thinking and communication, Material considerations, Technical understanding, Manufacturing processes and techniques, Viability of design solutions.

Component 01: Principles of design and technology

This includes both the 'core' principles that all students must know, and 'in-depth' principles that are more specific to the materials or systems they have deeper practical and design experience of. Students should:

- Analyse existing products,
- Demonstrate applied mathematical skills,
- Demonstrate their 'core' design and technical knowledge and understanding,
- Demonstrate and apply their in-depth technical knowledge of working with materials, ensuring functionality of products or systems and manufacturing processes and techniques.

Component 02/03: Iterative design challenge

Central to this non-examined assessment is the requirement for learners to understand and apply processes of iterative designing in their design and technology practice: exploring needs, creating solutions, and evaluating how well the needs have been met. Students produce a chronological portfolio and final prototype(s). This demonstrates their understanding and independent management of and skills in iterative designing, in particular:

- The interrelated nature of the processes used to identify needs and requirements (explore),
- Creating solutions to meet those needs (create),
- Evaluating whether the needs have been met (evaluate).

This part of the GCSE begins in June of Year 10 and continues to the following March when all coursework is handed in. This requires the majority of time in lessons spent working in the classroom or in the computer room and time in the workshop is very limited until students are making their final GCSE products.

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 Product Design in a real setting.

Career Pathways:

Because of the broad nature of the subject, students of Design and Technology (Product 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.

Why study Design and Technology at GCSE?

Watch this short film to demonstrate the importance of design and career opportunities within this subject area. <https://www.youtube.com/watch?v=4ILSEDVSAp4>

Student Testimonials:

"I am glad I picked Design and Technology. In Year 9 we made what we were told but in Year 10 I learnt how to make and design for specific people. It makes designing more realistic."

Digital Information Technology BTEC

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.

Drama GCSE

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 Nationals Level 2

Overview:

This course is a great introduction to Business. 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.

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, constituting 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."

Food and Nutrition GCSE

Year 10

GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding, and skills required to cook and apply the principles of food science, nutrition, and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition, and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Theory and knowledge-based skills taught to students

Students will be required to identify different methods and develop knowledge of the functions of key ingredients for each of the following:

- Nutritional value of common ingredients,
- The dietary needs of varying groups of the population,
- Diet and good health,
- The science of cooking food,
- Food spoilage and food hygiene.

Practical Skills Taught to students:

- Baking several products will require various pastry, bread and cake making skills,
- The use of electrical and manual equipment when batch producing products,
- Working with a planning sheet when undertaking the making of different products,
- Investigating the action of heat on food,
- Cooking with staples to make healthy and nutritious meals.

Food Preparation and Nutrition in action (2 tasks)

Non-examination assessment, (50% of the qualification) 100 marks. The student will make dishes that will demonstrate their experience, knowledge, and skills. Here is an information film to explain the course further:

[GCSE Food Preparation and Nutrition - YouTube](#)

Year 11

Task A: The Food Investigation Assessment (15% of total qualification)

A short investigation based on a published theme in September of Year 11.

Task B: The Food Preparation Assessment (35% of total qualification)

A longer project based on the preparation of 3 dishes from a particular country. The theme is released in November of Year 11.

Principles of Food Preparation and Nutrition-

A written examination: 1 hour 45 minutes (50% of the qualification) 100 marks. It is taken at the end of the course in Year 11.

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

Geography GCSE

Overview:

GCSE Geography (OCR A) offers engaging and topical content with a blend of traditional and contemporary Geography to suit students of all interests. It covers the national and global scale, looking at landscapes and people of the UK and the environmental challenges posed there, leading into similar considerations at a global scale where ecosystems, development, and weather and climate form some of the areas of study. A lot of the curriculum is very relevant to today's local and global challenges as it focuses on areas such as habitat loss in the coral reef, the consequences of global warming and social inequality. It also asks students to consider what is being done about these issues. 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 is very good at developing a range of 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:

In order to prepare appropriately for classroom learning, it is expected that all students will read around the topic areas for study and regularly review their class notes to reinforce their understanding. It is also essential that students 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. Students will also be expected to attend the fieldwork course.

Extra-Curricular Activities / Independent Learning Opportunities:

There will be a fieldwork element. The location and purpose of the fieldwork changes annually and these will be shared with the students near the time of study.

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

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 that we learn about proper places and issues and 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."

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.

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

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:

- Interpreting data to assess an individual's health,
- Designing plans to improve an individual's health and wellbeing,
- Attitudes that are considered most important in health and social care, including the care values
- Processes, such as human growth and development, health and social care services and factors affecting people's health and wellbeing.

The course is assessed by conducting two pieces of non-examined internal assessment and an external assessment. The internally assessed element enables students to build on research and writing skills to produce reports relating to case studies.

Expectations:

In order to prepare appropriately for classroom learning, it is expected that all students will read around the topic areas for study, follow Health and Social care in the media, regularly review their class notes to reinforce their understanding, and complete the required internal assessments. It is also essential that students complete home and class work tasks to the best of their ability and catch up on all missed work. 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.

Extra-Curricular Activities / Independent Learning Opportunities:

Students may have the opportunity to visit different health and social care sectors to see the theory processes and attitudes in practice.

Students are also able to conduct a piece relevant health and social care research using either questionnaires or interviewing techniques.

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 or completing a Level 3 qualification 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.

History GCSE

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:

- One period study: America, 1840–1895: Expansion and consolidation
- One thematic study: Britain - Health and the People from c1000 to the present day
- One wider world depth study: Conflict and Tension in Asia, 1950-1975
- One 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 students 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

Modern Foreign Language (French or Spanish) GCSE

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 within the following topic areas:

- Identity and culture (including technology and everyday life, customs and festivals, free time activities),
- Local, national, international, and global areas of interest (including social and global issues),
- Current and future study and employment.

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,
- Paper 2 – Speaking (maximum 9 or 12 minutes for Foundation and Higher Tier respectively),
- Paper 3 – Reading (including translation into English),
- Paper 4 – Writing (including translation into French/German).

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 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.”

Music GCSE

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)

This unit gives the students the opportunities to perform for 4-6 minutes in total. A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice (see component 3).

Assessment: Non exam assessment (coursework) - the music is performed and recorded in school, assessed by the teacher and moderated by Eduqas.

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

Composing music emphasises the creative aspect of music and allows students to appreciate the process of creating music.

The student must write two compositions, one of which must be in response to a brief set by Eduqas. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Assessment: Non exam assessment (coursework) - compositions written and recorded in school, 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. 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:

In order to prepare for classroom learning and the wider practical nature of music, students will be expected to:

- Listen to a wide range of music, not only music from the set works,
- Regularly practice and take part in ensemble playing in school and in their own time,
- Use independent study time to practice and compose.

Extra-Curricular Activities / Independent Learning Opportunities:

The music department is a very busy, exciting place to study and students will be expected to:

- Take part in regular extra-curricular school activities as directed by the music department,
- Show a high level of independence,
- Participate in arranged 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.'

Music Technology Level 2 Technical Award

Overview:

This qualification enables learners to develop skills, knowledge and understanding of the music technology industry. It is suitable for learners who are motivated and challenged by learning through hands-on experiences. The qualification will allow learners to gain practical skills in music using technology to create music.

This qualification is aimed at 14-16 year old learners with an interest in music production and recording and is designed to sit alongside GCSEs in the Key Stage 4 curriculum. It's a vocational qualification equivalent to GCSE at grades 9-4.

The qualification provides an introduction to the music technology industry and enables learners to acquire, develop, and apply the skills and knowledge required for further academic and/or vocational study.

The course will consist of using digital audio workstations, creating music, and sound creation as well as learning how to record and produce music.

Expectations:

In order to prepare for classroom learning and the technology side of music, students will be expected to:

- Listen to a wide range of music,
- Develop a wider knowledge of the subject through additional research and study.

Independent Learning Opportunities:

The music department is a very busy, exciting place to study and students will be expected to:

- Show a high level of independence in using the music department at lunchtimes to work on projects
- Participate in arranged visits to concert halls, theatres and local music events.

Career Pathways:

Studying music technology can lead to a career in:

- Film studies
- Media studies
- Music
- Computing
- Computer game soundtrack composing

Physical Education GCSE

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 Department makes full use of the Physical Education facilities, 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 students' knowledge and understanding.

The course consists of two units, Paper 1 and 2 (Theory) and Practical Performance (Practical). The written papers are both 1 hour 15 minutes and 60% of the final result. The Human Body and Movement in Physical Activity, and Sport/Socio-Cultural Influences and Well-being in Physical activity and Sport. Practical Performance is 40% of the final result. Students are assessed on their 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). For each of their three activities, students will be assessed in skills in progressive drills and in the full context. Students will also be assessed on their analysis and evaluation 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 course-work 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".

Religion, Philosophy and Ethics GCSE

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 students 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.’

Sociology GCSE

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? Sociology (WJEC) is a course designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure (institutions) in explaining social issues such as crime, education, the family, poverty, and mass media.

Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. By following this course, learners will develop their own sociological awareness through active engagement with the contemporary society.

This specification will develop learners' ability to think sociologically in relation to their experience of the social world around them so that they are able to play a positive, active, and informed role in society.

Expectations:

In order to prepare appropriately for classroom learning, it is expected that all students will read around the topic areas for study, follow current affairs, and regularly review their class notes to reinforce their understanding. It is also essential that students complete home and class work tasks to the best of their ability and catch up on all missed work. Students will also be expected to engage in regular discussions and demonstrate sensitivity and maturity when reflecting on difficult social issues.

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. Outside speakers from the police come in to talk to the students about current policies and there are often opportunities for students to take part in debating events both inside and outside the classroom.

Career Pathways:

Sociology gives learners the skills and knowledge to move onto a number of professions and institutions including law, criminology, psychology medicine, education, health and social care, media, and politics. Sociology also provides learners with a range of transferable skills including social/ market research, data analysis, and report writing.

How to make your choices

Click on this link to [the options form](#).

Questions 1 – 3 ask you to fill in your **surname, first name, and tutor group**.

Question 4 asks you to choose **one of the following subjects** (all students must take one of these):

- History
- Geography
- Computer Science
- French or Spanish
- ASDAN (with approval from the school's SENDCo)
- Support (with approval from the school's SENDCo)

Question 5 asks you to make **three further subject choices**. Please make sure you don't choose any subject twice! You must choose 4 different subjects over questions 4 and 5.

Question 6 asks you to choose one more subject as your **reserve subject**. Again, this must be a different subject from the four subjects you have chosen in questions 4 & 5.

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 don't fit with the columns created by the subject combinations chosen by the majority, they will be asked to choose a different subject.

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

When you have completed questions 1 – 6 please **click submit**.

You need to complete this form by Thursday 16 March. Failure to do so could mean your choices of subject are not considered as the subjects are put into columns and as decisions are made about which courses will run. This means you may have an increased risk of not being able to take the subjects you would like to take.