



# Gartree High School Key Stage 4 Options



## ■ CO-HEADTEACHER'S INTRODUCTION

Dear Year 9 students and parents,

This is an exciting time for Year 9 students as they make important decisions about their future. Some of you will have a very clear direction and goal, whilst others may be undecided and want to keep all pathways and possibilities open. Either way, we recommend you gather information, listen to advice and seek guidance on all aspects of the process. You will be excited about the prospect of GCSEs, but you will want to take time to make sure you are choosing the subjects that are best for you – so find out as much as possible before you decide.

The upper school at Gartree High School is based on boldness and ambition, with academic excellence built on strength of character. The essential foundations of an outstanding KS3 experience - familiar routines, values and friendships - will provide the bedrock for progression to your GCSE success. In key stage 4 you will be given plenty of support - but also be trusted to self-manage and take responsibility for your own development as a learner and as a person.

Year 9 is the first time you make a choice about your curriculum. In recent years there has been a great deal of change in key stage 4 as GCSE courses and assessment has been reformed. We have taken time to explore all specifications, selecting carefully those courses that provide engaging content to inspire you. Furthermore, our GCSE offer builds on the knowledge and understanding embedded in your current curriculum. The range of courses on offer provides you with the breadth and variety for all pathways at post-16 and beyond.

Year 10 at Gartree High School is about focused study, creativity and trying new experiences. It is about working hard and reaping the rewards. It is about being recognised for your achievement and contribution to school life. It is about building your independence and striving to do your best and to achieve your full potential. It is, above all, about becoming the person you want to be.

We will be there to support you every step of the way!

This is a time for you to flourish and take ownership of your school experience. Whatever courses you choose, whatever path you take, you will find the upper school at Gartree High School an inspirational place to learn, combining all of the great elements of life at Gartree High School with the intellectual rigour and academic expectations of GCSE.

E. Wilson & W. Carter

Co-Headteachers



# ■ CURRICULUM OPTIONS

At Gartree High School we provide a broad, balanced and challenging curriculum allowing students to develop the skills and knowledge required for their next steps in education, training or employment as well as equipping them with the tools they need to lead a fulfilling adult life.

As part of this curriculum offer, the following subjects are compulsory:

English language & English literature

Mathematics

Science

Religious Studies (GCSE short course)

Foreign Language, either Spanish or French

Core Physical Education (*not examined*)

To individualise their curriculum, students must make the following choices:

History or Geography

**And**

Two additional subjects from:

- Art and Design: Fine Art
- Art and Design: Textiles
- Business Studies
- Citizenship Studies
- Computer Science
- Creative iMedia
- Drama
- Design and Technology
- Engineering
- Film Studies
- Food Preparation and Nutrition
- Health and Social Care
- Music
- GCSE Physical Education
- Sociology
- Sports Studies



Note: students can choose to take both History **and** Geography but will then only be able to choose one option from the additional subjects list.

# ■ ENGLISH LANGUAGE

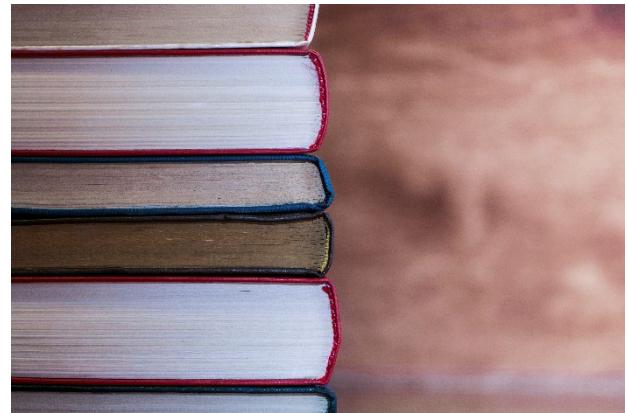
## How the course is assessed:

100% final examination

*(Additional Spoken Language Endorsement recorded separately)*

## Exam board:

Pearson Edexcel (1EN2)



## Course overview:

GCSE English Language will allow you to demonstrate the use of English in real life, investigate how language is used and draw upon your own experience. English Language at GCSE will provide students with the opportunity to develop the skills necessary to communicate with clarity and meaning, both in writing and orally. The course has been designed to develop each student's knowledge and understanding of language through a wide range of opportunities, responding to a variety of fiction and non-fiction texts, as well as through a range of speaking and listening opportunities.

Learning activities are interactive and include small group class activities, whole group discussions and computer-based activities.

## You can expect to:

- make explorations in reading through the study of fiction and non-fiction texts;
- develop extended writing skills through the use of narrative and description;
- explore spoken language through presenting styles, responding to questions and feedback using Standard English;
- refine your writing skills to enable you to communicate clearly, imaginatively and effectively, as well as investigating viewpoints and perspectives.

## Where does it lead?

GCSE English Language, when combined with other GCSE subjects, can lead you on to studying A-levels and further studies. A good qualification in GCSE English Language is demanded by most universities and employers, so it is a vital qualification to achieve. Overall, GCSE English Language is seen by many as one of the most important qualifications a person can have, as it helps to unlock many doors in education and employment. English Language is such a versatile subject that it can be combined with many other areas of study at university.



## Assessment and other information:

Paper 1: 50% of total; 1 hr 55 minutes

Section A: Reading – Short and open-response questions on two thematically linked, unseen non-fiction extracts.

Section B: Writing – Choice of two writing tasks that require an extended response from students.

Paper 2: 50% of total; 1 hr 55 minutes

Section A: Reading – Short and open-response questions on two thematically linked, unseen fiction and literary non-fiction extracts.

Section B: Writing – Choice of two writing tasks that require an extended response from students.

Spoken Language Endorsement: internally assessed under controlled conditions.

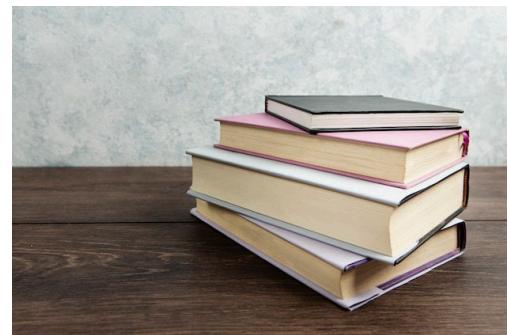
# ■ ENGLISH LITERATURE

## How the course is assessed:

100% examination

## Exam Board:

Pearson Edexcel (1ET0)



## Course Overview

GCSE English Literature offers you the chance to study classic literature, contemporary novels and poetry too. This specification develops students' enthusiasm for literature by using a skills-based approach to study.

Students will analyse the styles and techniques of some of the great works of writers such as Shakespeare, Dickens, and Priestley. English Literature will also see students studying an anthology of poems on the theme of 'Relationships'.

## You can expect to:

- read, understand, evaluate and respond to texts evaluate texts, providing an informed personal response;
- analyse the language, form and structure of texts;
- show understanding of the relationships between texts and the contexts in which they were written;
- read critically students in order to explore characters, events, themes and language.
- relate texts to their social, historical, cultural and literary contexts.
- write about the texts using relevant quotations and detailed textual references.

## Where does it lead?

A GCSE in English Literature will give students vital skills that can lead on to A-level and further studies in English literature and could lead to a career in one of its associated fields. Graduates go into a wide range of careers including journalism and media as well as law, accountancy and business. English Literature will demonstrate to employers that you acquired good reasoning and analytical skills, essential in practically all walks of life.

## Assessment and other information:

Paper 1: 50% 1 hr 15 minutes

Section A: Shakespeare - *Macbeth*

Section B: Post-1914 British Play – *An Inspector Calls* by JB Priestley.

Paper 2: 50% 2 hrs 15 minutes

Section A: 19<sup>th</sup> Century Novel – *A Christmas Carol* by Charles Dickens

Section B: Part 1: Pearson Poetry Anthology – Relationships. Part 2 – Unseen contemporary poetry.

## 'Relationships' poems:

La Belle Dame Sans Merci by John Keats; A Child to his Sick Grandfather by Joanna Baille; She Walks in Beauty by Lord Byron; A Complaint by William Wordsworth; Neutral Tones by Thomas Hardy; Sonnet 43 by Elizabeth Barrett Browning; My Last Duchess by Robert Browning; 1<sup>st</sup> Date - She and 1<sup>st</sup> Date – He by Wendy Cope; Valentine by Carol Ann Duffy; One Flesh by Elizabeth Jennings; i wanna be yours by John Cooper Clarke; Love's Dog by Jen Hadfield; Nettles by Vernon Scannell; The Manhunt by Simon Armitage; My Father Would Not Show Us by Ingrid de Kok.

# ■ MATHEMATICS

## How the course is assessed:

Three 1 hour 30-minute exams taken at the end of Year 11

## Exam board:

OCR (J560)



## Course overview:

Mathematics is a core subject and therefore studied by all students. They will continue to build on the key principles of gaining fluency in a range of methods and operations in order to solve a wide range of mathematical problems.

From year 10, the course is divided into two tiers, Foundation and Higher; pupils will cover the material for one of these tiers depending on which will better help them to maximise their potential. External assessment is 100% exam and each student's final grade will be based on three exams that will be taken at the end of Year 11 (there is no coursework element to the Mathematics course).

## You can expect to:

- gain a firm understanding of the following five key areas of Mathematics:
  - Number
  - Algebra
  - Geometry and Measures
  - Ratio and Proportion
  - Statistics and Probability;
- develop strong reasoning and problem-solving skills that will be beneficial in later life;
- experience high-quality and engaging lessons;
- develop independent study through regular homework assignments and online resources;
- receive appropriate support in exam preparation.

## Where does it lead?

Mathematics is a beautiful and engaging subject that equips students with vital reasoning and problem-solving skills. Due to the broad nature of the subject, a strong grasp of Mathematics will support learning in other subject areas such as Science, Economics, Business Studies, Computer Science and even certain aspects of Physical Education. Many career paths are open to Mathematics students, including engineering, computing, finance and academia. A strong GCSE grade in Mathematics is a pre-requisite for almost all A-Level courses, indicating the importance of this fascinating subject.

## Assessment and other information:

Students will require the following equipment for every lesson during the GCSE Mathematics course:

- pen, pencil, rubber, pencil sharpener and ruler;
- protractor;
- a pair of compasses;
- a scientific calculator (available to purchase from Gartree High School).

# ■ SCIENCE

## How the course is assessed:

100% final examination

## Exam board:

Combined Science: Trilogy AQA (8464)

Separate Sciences AQA (8461), (8462), (8463)



## Course overview:

All students study GCSE Science, following an AQA programme that covers Biology, Chemistry and Physics. The course provides a strong foundation in scientific knowledge and skills, helping students understand the natural world and the role of science in everyday life and future technologies. Students develop practical and investigative skills through a series of required practical activities in each science discipline. Although these are not assessed through a separate practical exam, understanding of them is tested in the written papers. This helps students become confident in planning investigations, analysing results and using scientific evidence.

Science teachers regularly assess students' attainment and progress. Based on this ongoing assessment, teachers determine whether students follow Combined Science: Trilogy or Separate Sciences (Biology, Chemistry and Physics). Students do not choose between these pathways; the decision is made by the school to ensure each student is placed on the course that best suits their learning needs and progress.

Assessment takes place at the end of Year 11 through **six exam papers**—two each in Biology, Chemistry and Physics.

## Students will study the following topics:

PHYSICS	BIOLOGY	CHEMISTRY
Forces Energy Waves Electricity Magnetism and electromagnetism Particle model of matter Atomic structure Space physics	Cell biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	Atomic structure & the periodic table Bonding, structure & the properties of matter Quantitative chemistry Chemical changes Energy changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources

## Where does it lead?

It is an excellent foundation for progression to many vocational and technical science courses, A-level Biology, Chemistry and Physics, and it supports future pathways into medicine, engineering, psychology, veterinary science, research, and many other STEM-related careers. Even for students who are unsure of their long-term plans, the analytical thinking and problem-solving skills developed through this course are valuable and widely applicable in many future pathways.

# FINE ART

## How the course is assessed:

60% portfolio of work

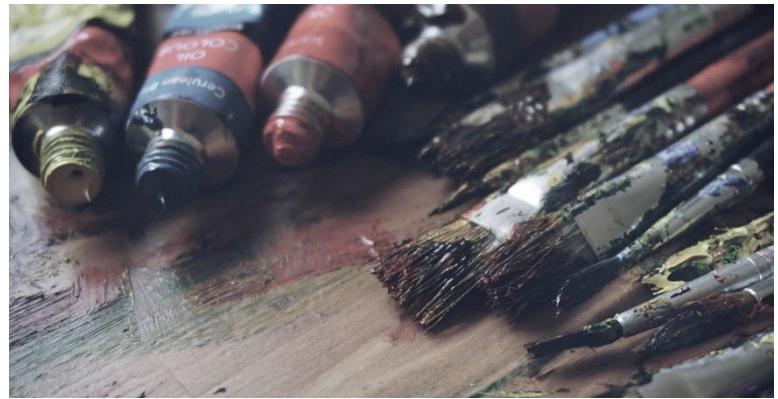
40% externally set assignments - 10 hour exam

## Exam board:

AQA (4240)

## Course overview:

Embark on a journey of artistic discovery with AQA



Fine Art GCSE! This captivating course offers students the opportunity to explore the rich and diverse world of visual expression. From mastering fundamental techniques to experimenting with a variety of mediums, our curriculum empowers students to unleash their creativity and develop their unique artistic voice. Under the guidance of experienced instructors, students will delve into a range of disciplines including drawing, painting, sculpture, photography, printmaking, mixed media, and drawing. Through hands-on exploration and experimentation, students will hone their skills in each of these mediums, cultivating their artistic sensibilities along the way. Throughout the course, students will be encouraged to explore themes and concepts that resonate with their individual interests and perspectives, fostering a deeper understanding of themselves and the world around them. Join us as we embark on a journey of artistic exploration, self-expression, and creative growth in the dynamic realm of AQA Fine Art GCSE!

Students will be encouraged to work independently to develop their own artistic style, fostering creativity and personal expression. The ways in which they convey their ideas and intentions can be represented in various ways within fine artwork. These may include figurative representation, abstraction, stylisation, simplification, expressionism, and exaggeration. By exploring and experimenting with different techniques and approaches, students will have the opportunity to discover and refine their unique artistic voice, allowing them to create works that are deeply meaningful and reflective of their individual perspectives and experiences.

## You can expect to:

- enjoy a balanced and exciting course where you develop your individual skills in the creation of artwork;
- develop your knowledge and understanding of art through the study of artists, both past and present;
- be inspired to develop your own artistic style.

Building on from the course foundation skills in Year 9, students will continue developing their artwork through extended projects in Year 10, culminating into an externally set task in Year 11 (leading on to the 10-hour exam).

Year	Sept	Dec	Jan	April	May
9	Core Foundation Studies		Course Foundation Studies	Project (mini) mock exam	
10	Project (1)		Project (2)	Mock Year 10 exam	
11	Project (3)		Externally set task and 10 hour exam (set in Feb)	Marks to AQA board	

## Where does it lead?

GCSE fine art is a strong foundation for further progression into Art related courses, such as A level art, and enhanced vocational career pathways.

## Assessment and other information:

To support their learning, students in Year 10 will be provided with an extensive range of artists' materials giving them the opportunity to develop their skills both in and out of the classroom through years 10 and 11. There will be several opportunities to enhance their knowledge and understanding of art through out of class experiences including visits to London galleries.

# ■ ART AND DESIGN: TEXTILES

## How the course is assessed:

- 60% portfolio of work (controlled assessment)
- 40% externally set assignment (10 hrs)

## Exam board:

AQA (8204)

## Where does it lead?

GCSE Art & Design: Textiles can lead to A'level and BTEC qualifications in Textiles and onto to degree courses in Fashion design, Fashion buying, Textiles design, Interior design and Costume design to name but a few.



## Course overview:

Unlock your creative potential with Art Textiles GCSE! This dynamic course invites students to explore the endless possibilities of textile artistry. From mastering traditional techniques to experimenting with innovative materials, our curriculum empowers students to express their unique vision through fabric and thread. Throughout the course, students will develop essential skills in design, composition, and craftsmanship while exploring themes that resonate with their individual interests and passions. Through hands-on exploration, students will delve into a diverse range of techniques such as mono printing, appliquéd, reverse appliquéd, Lino printing, hand and machine embroidery, weaving, and working with dissolvable fabric to unleash threads. Under the guidance of experienced instructors, students will gain proficiency in these techniques, allowing them to create stunning and original textile artworks. Whether you dream of pursuing a career in fashion, textile design, or simply seek a creative outlet to express yourself, Art Textiles GCSE offers a supportive and inspiring environment to cultivate your artistic talents. Join us on a journey of discovery and self-expression as we weave together creativity, skill, and imagination in the vibrant world of textile art.

## You can expect to:

Throughout the portfolio stage, students will apply a variety of techniques, honing their skills in line with the course curriculum and crafting a portfolio primed for their upcoming creative endeavours. Encouraged to explore concepts of line, texture, and personal expression, students will authenticate their own artistic responses in preparation for the exam-set assignments.

## Other useful information:

In support of GCSE learning, we strive to organise a visit to galleries and exhibitions showcasing contemporary and historical issues in art textiles. These first-hand experiences are invaluable in sparking enthusiasm and eliciting unique and individual responses aligned with the exam brief in Year 11.

# ■ BUSINESS STUDIES

## How the course is assessed:

100% final examinations

## Exam board:

AQA (8132)

## Course overview:

Business has long been considered the choice subject for managers and leadership in the corporate world. Students will encounter a variety of teaching methods, including case studies, interactive media and ICT and more traditional methods. They will study setting up, investment, growth and marketing in business, as well as human resources and enterprise/entrepreneurial skills. The world needs bright young people with a clear understanding of the challenges and opportunities of the 21<sup>st</sup> century world of business.



## Where does it lead?

Through the study of this subject you will gain an understanding of the world of business. You will develop skills which will open up exciting opportunities to study business-related subjects at AS-level or A-level. Business is a fascinating subject in its own right, as well as a useful subsidiary subject to be studied alongside almost any degree course at university. Common courses to combine with Business are Law, Accounting, Economics, Mathematics, Social Sciences, ICT and Engineering.

## You can expect to:

- learn about issues concerning the setting up and operation of a business, as well as considering a wide range of business stakeholders who will hold differing perspectives;
- explore ways by which businesses recruit, motivate and retain staff;
- explore how businesses carry out customer research in order to identify and understand the needs of customers;
- explore enterprise skills that are present in successful entrepreneurs;
- learn the nature of the costs that businesses face and introduce the four key elements of business finance.

## Assessment and other information:

Students will be encouraged to participate in Young Enterprise and other specific business challenges, as well as team-building activities.

Students will be expected to keep up-to-date with current affairs and read around the subject using recommended textbooks, newspapers and business magazines.

# CITIZENSHIP STUDIES

## How the course is assessed:

100% final examination

Two 1hr 45min exams

## Examining Board:

AQA

## Course Content

<b>Identity</b> <ul style="list-style-type: none"><li>- Nationality</li><li>- Migration</li><li>- Population demography</li><li>- Human Rights</li><li>- Local Government</li></ul>	<b>Democracy</b> <ul style="list-style-type: none"><li>- Political Parties</li><li>- Elections</li><li>- Government</li><li>- Parliament</li><li>- The Constitution</li><li>- Making Laws</li></ul>
<b>Law and Justice</b> <ul style="list-style-type: none"><li>- Everyday law</li><li>- Principles of law</li><li>- Criminal v Civil law</li><li>- The Justice system</li><li>- Courts and Tribunals</li><li>- Youth Justice</li><li>- Sentencing</li></ul>	<b>Power and Influence</b> <ul style="list-style-type: none"><li>- Participation in democracy</li><li>- Pressure groups</li><li>- Protest groups</li><li>- The role of the media</li><li>- Europe – The EU</li><li>- Global relations – The UN / NATO / Commonwealth</li></ul>
<b>Active Citizenship</b> <ul style="list-style-type: none"><li>- Class project</li><li>- Research a topic / issue</li><li>- Planning</li><li>- Teamwork</li><li>- Evaluation of project</li></ul>	

## Course overview:

Citizenship has the power to motivate and enable young people to become thoughtful and active citizens. Students gain a deeper knowledge of democracy, protest, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions that benefit society.

Citizenship is a thought provoking and engaging course, it teaches young people to take responsibility for their own lives, the communities they belong to and make informed decisions. It aims to make our young people politically literate and confident in engaging in the democratic society in which we live. Furthermore, Citizenship opens students' minds to the interdependent global community of which we are part, so that they understand the international challenges that we, in the UK, face. Students will be aware of current affairs and the way that they shape and impact upon our lives.

## Where does it lead?

Studying citizenship may be a first step towards a career in the legal profession, education, the media, or the criminal justice system. It will provide an insightful and developed view of the political and social world in which we live.



# COMPUTER SCIENCE

## How the course is assessed:

100% final examination

Exam board: OCR (J277)

## Course overview:

Computer Science is a very practical subject – students will be able to use their knowledge and skills they learn in the classroom on real-world problems. This qualification helps students to think creatively, innovatively and logically. Computer Science helps to develop valuable thinking and programming skills that are extremely attractive in the modern workplace. Topics covered include:

- Computer Hardware
- Networking
- Moral, Social and Legal Concerns
- Programming Languages
- Computational Logic
- Data Representation

## You can expect to:

- learn to program in Python and understand basic SQL;
- understand what the different parts of a computer are and how the CPU works;
- learn how networks function and understand issues linked to cybersecurity;
- solve problems using computational thinking;
- learn how to design, code and test a complete software solution.

## Where does it lead?

To Computer Science A-Level or college courses such as Game Development and Software Engineering as well as apprenticeships in web development or software engineering. Potential careers in computing include: Software Engineering, Data Scientist, Web Designer, App/Game Developer, Hardware design, Network Engineer, IT Consultant as well as Academic Research.

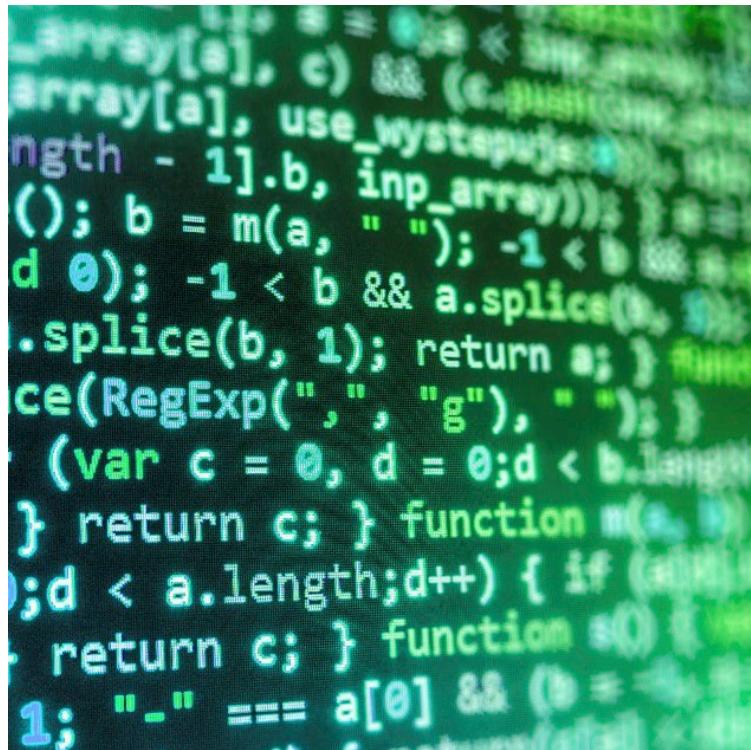
## Assessment and other information:

Students will be expected to undertake programming tasks to showcase their ability to be able to design, code and test a solution to a given problem.

Students will take two exams in:

Computer systems (50%)

Computational thinking, algorithms and programming (50%)



## How the course is assessed:

- 60% coursework
- 40% written exam

### Exam board:

OCR (J834)

## Course overview:

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Students will use tools such as Adobe Illustrator, Adobe Photoshop and Comic Life to create their coursework.

## You can expect to:

Students will complete the following units:

- R093 - Creative iMedia in the Media industry – External Assessment
- R094 - Visual Identity and Digital Graphics – Internal Coursework Assessment
- R095 - Characters and Comics – Internal Coursework Assessment

## Where does it lead?

To further study in college courses such as BTEC L3/T Levels IT, Game Development, digital media and Web Design as well as apprenticeships in web development, IT, digital media. Potential careers include: Web designer; Digital Marketing; Graphics Designer; Computer Animator; CGI Developer; UI Designer; IT/Media technician.



## ■ DRAMA



### How the course is assessed:

- **Devising Drama** - 60 Marks and 30% - Learners will research and explore a stimulus, work collaboratively and create their own devised drama - (*Non exam assessment*)
- **Presenting and Performing Texts** - 60 Marks and 30% - Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text - (*Visiting examiner*)
- **Drama - Performance and Response** - 80 Marks - 40% - Learners will explore practically a performance text, to demonstrate their knowledge and understanding of drama. Learners will evaluate and analyse a live theatre performance - (*1 Hour 30 mins Written Exam Paper*)

### Exam board:

OCR

### Where does it lead?

This course will bring the subject to life, inspiring students to achieve creatively. It teaches you many transferrable skills that would help you in all aspects of life, as it builds confidence, teamwork and communication skills. It will help you learn to analyse, reflect and use your imagination.

It would be an ideal GCSE for those interested in A- Level Drama/Theatre Studies and A-Level English Literature. It has major links with Film Studies and Media too, BTEC Nationals and Performing Arts / Drama Schools.

### Course overview:

This course is designed to be a practical, engaging and creative specification for learners to study. It allows learners to study drama in an academic setting, interrogating this art form, applying knowledge and understanding to the process of creating and developing their own performance work. There will be opportunities to understand and create drama as a practical art form, study texts in practice, explore performance texts by understanding their social, cultural and historical contexts including their theatrical conventions too!

## ■ DESIGN AND TECHNOLOGY

## How the course is assessed:

50% final examination

50% non-examined assessment portfolio

## Exam board: OCR GCSE (9-1) Design and Technology-J310

### Course overview:

Learning about Design and Technology will encourage learners to develop design and thinking skills that open up a world of possibility, giving them the tools to create the future. This GCSE will excite and engage learners with contemporary topics covering the breadth of this dynamic and evolving subject. It will generate empathetic learners who have the ability to confidently critique products, situations and society in every walk of their lives now and in the future. Design and Technology is a subject that brings learning to life, requiring learners to apply their learning to real-life situations. This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Learners will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.



### Learning aims and outcomes

- develop an awareness and understanding of real-life experiences in designing and in the developments and opportunities seen in creative, manufacturing and engineering industries
- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop an experienced understanding of an iterative design process and the relevance of these to industry practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' (and stakeholders) needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- become independent and critical thinkers who can adapt their technical knowledge and understanding to different design situations
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in Design and Technology
- use key Design and Technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics

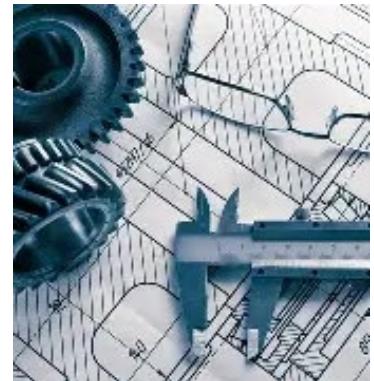
### Where does it lead?

- to an industrial career in any design field crossing all specialisms, from engineering to the fashion industry
- to further study of Design and Technology at A-level or equivalent

# ■ ENGINEERING

## About this qualification

The NCFE Level 1/2 Technical Award in Engineering is designed for learners who want an introduction to engineering that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the engineering industry or progress onto further study.



## What will the learner study as part of this qualification?

This qualification will promote the learner's understanding of:

- the different engineering disciplines
- applied science and maths in engineering
- how to read engineering drawings
- the properties, characteristics and selection of engineering materials
- engineering tools, equipment and machines
- hand-drawn engineering drawings
- CAD engineering drawings
- production planning techniques
- applied processing skills and techniques

## How is it assessed?

The qualification has 2 assessments externally set by NCFE:

- one non-exam assessment (20 hours during lesson time over multiple weeks, 60% of the final grade)
- one written examined assessment (1 hour 30 minutes, 40% of the final grade)

## Career opportunities

Learners could progress onto Level 3 engineering study such as A- or T-Level.

The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the engineering industry through a variety of occupations that are available within the industry, such as in technical writing or technical sales, or as an engineer in one of the many different sectors across the industry, such as pharmaceuticals, aerospace or construction.

# ■ FILM STUDIES



## How the course is assessed:

- Two exams worth 35% each
- A production module worth 30%

## Exam board:

WJEC EDUQAS

## Where does it lead?

This course teaches you film theory and how to analyse and respond to film. You will learn a different vocabulary in order to do this.

It would be an ideal GCSE for those interested in A Level Media or Film Studies.

## Course overview:

**Key Developments in US Film:** This unit of work includes three different sections. A comparison of two US films, a unit that tests the knowledge of how film and technology have developed and a focus on a US independent film.

**Global Film: Narrative, Representation and Film Style:** This unit analyses three different films, a global English language film that focuses on narrative, a global non-English language film that focuses on representation and a British film that focuses on the style of the film.

**Production:** A practical module where a genre based screenplay or short film is created with an evaluation completed.

Study films both in and out of lessons, share your interest in film and have the opportunity to experience trips and visits to places such as Harry Potter Warner Bros. Studios and the BFI IMAX in London.

## Assessment and other information:

- **Key Developments in US Film** is worth 35%. This is a 1 hour 30 minute exam taken at the end of the two-year course.
- **Global Film: Narrative, Representation and Film Style** is also worth 35%. This is a 1 hour 30 minute exam at the end of the two year course.
- **Production:** worth 30%, is completed in the first year and part of the second year to be submitted in the Spring Term of the second year.



# ■ FOOD PREPARATION AND NUTRITION

## **How the course is assessed:**

This course is internally and externally assessed.

### Internal assessment:

**Task 1: The Food Investigation Assessment** (15% of the GCSE). Students will investigate how ingredients work together.

**Task 2: The Food Preparation Assessment** (35% of the GCSE). This assessment will require learners to: Plan, prepare, cook and present a three course meal within three hours. Students must also produce a folio of evidence.

### External assessment:

**Written examination** (50% of the GCSE) - 1 hour 45 minutes on topics studied in year 10 and 11.

## **Exam board:**

WJEC Eduqas

## **Course overview:**

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. Throughout Year 10 & Year 11 pupils will gain knowledge and skills - this will involve bringing ingredients in each week to make dishes and practice skills. We will also carry out mini food science investigations to prepare students for assessment. This will culminate in two internal assessments and one external examination.

## **You can expect to:**

- Learn about lots of different theory topics such as food commodities, nutrition, diet and good health, the science of food, food provenance (where food comes from).
- Use and develop your practical skills to create a variety of different meals/products.
- Cook every week to allow you to make a variety of tasty dishes.

## **Where does it lead?**

This course is complemented by others GCSE's such as GCSE PE and science, particularly biology and chemistry. Upon completion of this course, students can go onto to further study - there are a variety of college courses that are food related and/or then go on to study a science/food science related degree. This GCSE will also give you the skills and food safety knowledge needed in the catering industry.



# GEOGRAPHY

## How the course is assessed:

100% final examination

## Exam board:

Pearson Edexcel Geography B (1GB0)

## Course overview:

The qualification has a straightforward structure with three components. Students will be encouraged to use integrated geographical skills, including appropriate mathematics and statistics, in order to explore geographical questions and issues. Students are encouraged to make geographical decisions by applying their knowledge, understanding and skills to real-life 21<sup>st</sup> century people and environmental issues.



There is diverse content in the GCSE Geography course with themes building on what students have learnt at Key Stage 3. There are a total of three examination papers each lasting 1 hour 30 minutes:

<b>Component 1: Global Geographical Issues (Paper 1)</b>	<b>Component 2: UK Geographical Issues (Paper 2)</b>	<b>Component 3: People and Environment Issues-Making Geographical Decisions (Paper 3)</b>
<i>Topic 1: Hazardous earth</i> <i>Topic 2: Development dynamics</i> <i>Topic 3: Challenges of an urbanising world</i>	<i>Topic 4: The UK's evolving physical landscape</i> <i>Topic 5: The UK's evolving human landscape</i> <i>Topic 6: Geographical investigations</i>	<i>Topic 7: People and the biosphere</i> <i>Topic 8: Forests under threat</i> <i>Topic 9: Consuming energy resources</i> <i>Making a geographical decision</i>

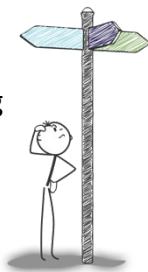
Students will undertake two fieldwork investigations based on coastal management on the Norfolk coast as well as investigating how quality of life varies within Leicester. These will enable them to develop a better understanding of fieldwork techniques and skills that will be assessed in the final exams.

## You can expect to:

- develop knowledge and understanding of places and processes through global and UK issues;
- explore geographical concepts through two fieldwork trips;
- study key contemporary geographical issues that are relevant and insightful;
- develop and extend competence in a range of skills including those used in fieldwork, in using maps and in computer software such as Geographical Information Systems (GIS).

## Where does it lead?

The study of Geography stimulates an interest in and a sense of wonder about people, places and the environment. It helps young people make sense of a complex and dynamically changing world. The Russell Group of Universities and key employers recognise Geography as one of the key 'facilitating' subjects for entry to degree level study. Geography provides a platform for career paths into town planning, architecture, aviation, environmental management, travel and tourism, plus teaching and academia.



# ■ HEALTH AND SOCIAL CARE

## How the course is assessed:

60% internal assessment and 40% external examination



## Health and Social Care

## Exam board:

OCR Cambridge National Health and Social Care Level 1/Level 2 (J835)

## Course overview:

The Health and Social Care Cambridge National Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins 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 underpins 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.

## Where does it lead?

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 administrators. 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.

## You can expect to:

- Understand human growth and development across the lifespan and factors that affect it
- Investigate how individuals deal with life events
- Understand the different types of health and social care services and barriers to accessing them
- Understand the values which underpin care work as well as demonstrating these values and review own practice
- Understanding factors affecting health and well-being
- Be able to measure and interpret health indicators
- Understand, create and evaluate person centred health improvement plans
- Identify, analyse and evaluate methods of health promotion

# ■ HISTORY

**How the course is assessed:**

100% final examination

**Exam board:**

Edexcel History (1H10)

**Course overview:**

The qualification is based on the study of five main components that have been carefully selected for broad appeal and a balanced programme of study. The specification content is framed by historical enquiry that encourages an investigative approach to each topic of study, often using sources to form judgements and opinions. Students are encouraged to make historical decisions by applying their knowledge, understanding and skills to different periods through time.



The following units are studied in GCSE History course with examination papers lasting between 1 hour 15 minutes and 1 hour 45 minutes:

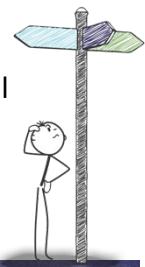
Thematic study and historic environment (Paper 1)	Period study and British depth study (Paper 2)	Modern depth study (Paper 3)
<i>Migrants in Britain, c800–present and Notting Hill, c1948–c1970</i>	<i>Early Elizabethan England, 1558–88</i> <i>and</i> <i>Superpower relations and the Cold War, 1941–91</i>	<i>Weimar and Nazi Germany, 1918–39</i>

**You can expect to:**

- develop and extend your knowledge and understanding of specified key events, periods and societies in local, British, and wider world history - and of the wide diversity of human experience;
- engage in historical enquiry to develop as an independent learner and as a critical and reflective thinker;
- develop your ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context;
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them;
- organise and communicate your historical knowledge and understanding in different ways and reach substantiated conclusions.

**Where does it lead?**

History is a 'facilitating' subject that is highly respected (both educationally and professionally) as academically rigorous. It is an excellent platform for anyone interested in law, journalism, social studies and politics, as well as further studies in History. It provides valuable skills of expression and enquiry that are valued at Higher Education and in the workplace. History opens doors into many careers: law, genealogy, architecture, teaching, business, journalism, politics, and market research.

**■ MFL: FRENCH or SPANISH****How the course is assessed:**

75% final examination: 25% listening/reading/writing  
25% teacher-assessed speaking task (externally moderated)

**Exam board:**

AQA French (8652)  
Spanish (8692)

**Course overview:**

The courses consist of three broad themes: People and lifestyle; Popular culture; Communication and the world around us. Within these themes, the courses cover a variety of topics including: Identity and relationships with others; Healthy living and lifestyle; Education and work; Free time activities; Customs, festivals and celebrations; Celebrity culture; Travel and tourism, including places of interest; Media and technology; The environment and where people live. In exploring these topics, students will develop their ability in all four language skills (listening, speaking, reading and writing), as well as gaining a fuller understanding of the world around them.

**You can expect to:**

- improve your spoken communication, confidence and public speaking skills in your chosen language
- explore a wide range of topics
- develop problem-solving strategies
- enhance your knowledge of how a language is structured

**Where does it lead?**

Studying a modern foreign language will enable students to improve their communication skills and confidence, as well as allowing them to express their ideas, interests and opinions to speakers of their chosen language. It will deepen their understanding of how languages work, will stimulate their cultural knowledge and can enhance their understanding of many other subjects, including English, Music, Mathematics and ICT. Language study adds an international dimension to their choice of GCSE subjects, and is valued by future employers and higher education providers alike.

**Assessment and other information:**

Achieving proficiency in a Modern Foreign Language at GCSE requires a commitment to independent study and regular revision. You can make use of a range of online resources as well as materials available in school to help you progress.

¡hola!

# ■ MUSIC

## How the course is assessed:

- 40% final examination
- 30% composing (two compositions)
- 30% performing (two performances)

## Exam board:

Edexcel (1MU0)



## Course overview:

This course will equip students with all the skills required to develop as a musician. The three key components of the course are appraising, composing and performing - with a focus on developing deeper musical understanding in a wide variety of contexts throughout the course. Students will be given the opportunity to perform with others, and to use technology to compose music in a variety of genres and styles.

## Areas of study:

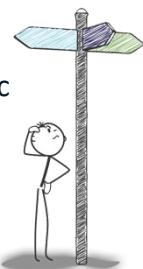
- Instrumental Music 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusions

## You can expect to:

- appraise and understand music from a variety of genres
- perform as a soloist and in groups/ensembles
- compose music based on your own ideas and set composing briefs

## Where does it lead?

Music is both a creative and theoretical subject that can lead to many fields including music teaching, music therapy, sound recording and music technology-based industries. GCSE Music is an ideal path into A-level music, which can lead to many specialised courses including those at degree level. There are also many college courses specialising in performance, studio techniques, and sound recording.



## Assessment and other information:

Students will take part in extra-curricular music making in school and will need to follow a dedicated practice regime on their specialist instrument. Students will take every opportunity to perform in school concerts, shows and events. Some performance assessments throughout the course take place at the Soloist Concerts. The ability to read music is an advantage but not essential. Students will develop the knowledge of music theory throughout the course.

\*Students will need to have been **taking instrumental lessons** or be a confident singer for at least two terms before considering taking this course and should continue throughout the course. Pupil Premium students can have their lessons funded by the school. Speak to your Music teacher if you are not sure whether you would be a suitable candidate.

# ■ GCSE PHYSICAL EDUCATION

## **How the course is assessed:**

30% Non-Examination Assessment (NEA). Three practical performances.

10% NEA, One Performance Analysis Task

60% Two examination papers (2x 1 hour)

## **Exam board:**

OCR (J587)

## **Course overview:**

If you want the knowledge to keep yourself fit, healthy and active for life, find the human body fascinating, want to learn how to train SMART, not just harder or you want to develop the knowledge to get better in the sport or activity you take part in the GCSE (9 - 1) Physical Education is for you!

Studying GCSE PE will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-examined assessment component, you will also develop a wide-ranging knowledge into the how and why of Physical activity and sport.

The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study learn how to improve your performance through the application of theory.

You will learn the reasons why we do things, why some outperform others, mentally and physically. You will delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

## **You can expect to:**

- enjoy a mix of practical and theory lessons.
- improve personal performance and the performance of others through effective coaching.
- develop analytical skills and be able to evaluate performance.
- broaden your theoretical knowledge of sport.

## **Where does it lead?**

This course will lead to a secure foundation for progress to:

- A level PE
- BTEC level 3 Sport
- Higher Education Qualifications

These qualifications can then lead to career opportunities within sport, such as sports management, teaching, personal trainer or physiotherapy.



# SOCIOLOGY

## How the course is assessed:

100% final examination

2 - 1hr 45min exams



## Examining Board:

AQA

## Course overview:

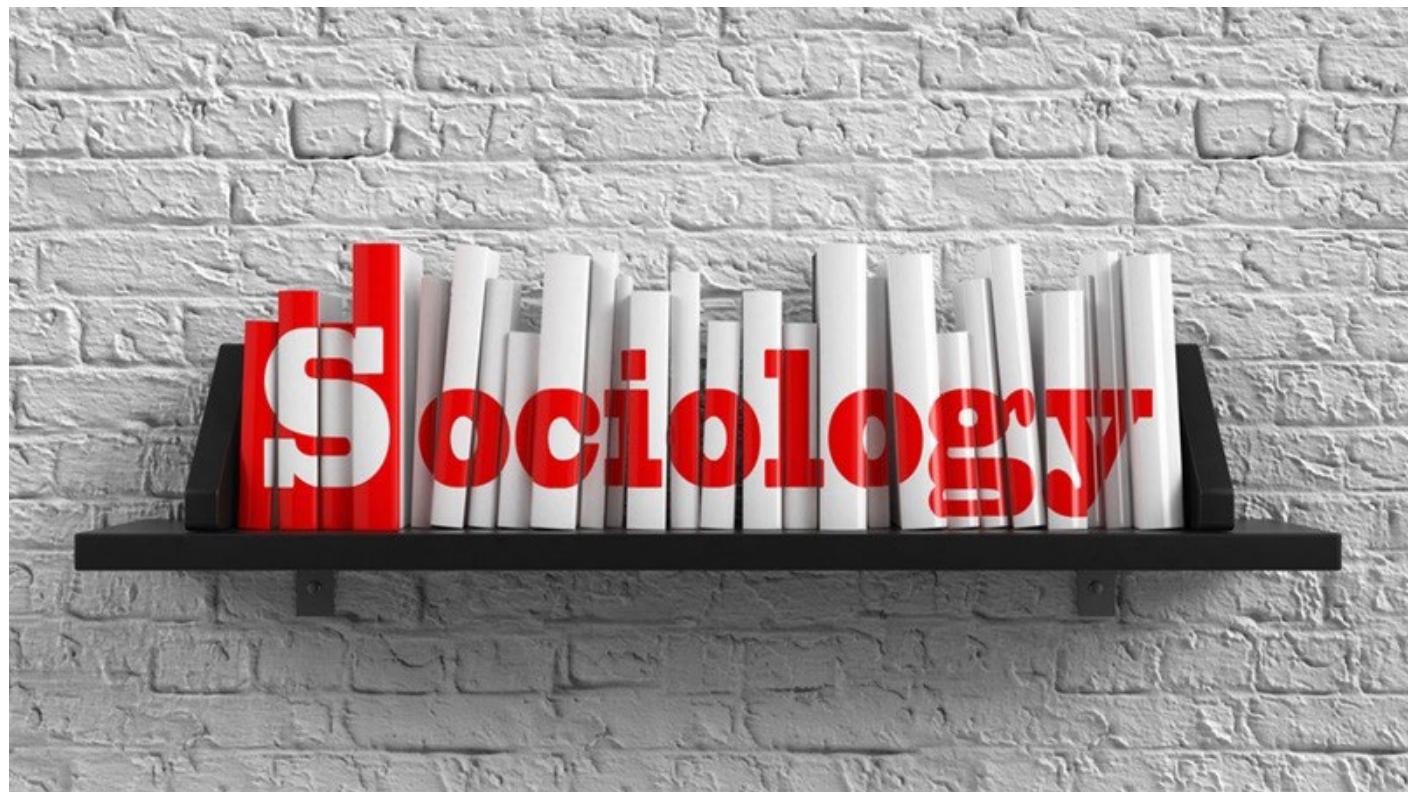
Sociology looks at the different groups that individuals belong to within society and the interaction between them, such as families, school and the national population. Through the study of society, sociology looks at the way in which our behaviour, beliefs and identity are shaped. Some sociologists believe that social institutions like the media, education, religion, the law and families play a major role in doing this.

The course is likely to focus on social inequalities, families, education and crime and deviance. Students will therefore study different views about society and our role in it.

The course will introduce students to sociological methodology, which focuses on research processes including social surveys, questionnaires, interviews, observation and statistical data, to reveal the varying ways in which evidence is collected about the social world.

## Where does it lead?

Studying sociology may be a first step towards a career in the caring professions, education, the media, or the criminal justice system. It will certainly provide a new perspective on the social world in which we live.



# ■ SPORTS STUDIES

## How the course is assessed?

### 2 Mandatory Units:

Contemporary issues in sport examination (40%) – external examination  
Performance and leadership in sports activities (30%) - Set Assignments

### 1 optional unit (30%) from:

Sport and the Media  
Increasing awareness of Outdoor and Adventurous Activities



## Exam board

OCR

## Course Overview

The Cambridge National in Sport Studies takes a sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, the influence of the media and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

In the '**Contemporary issues in sport**' unit students will understand a range of topical and contemporary issues in sport,

including learning about participation levels and barriers to completing sporting activities. They will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

In the '**Performance and leadership in sports activities**' unit students will have an opportunity to develop their skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. They will work both independently and as part of a team, including communicating with team mates performing under pressure, both as a participant and as a leader.

## You can expect to:

- enjoy a mix of practical and theory lessons;
- consider the ways that sport is run in this country
- improve leadership skills and deliver leadership sessions
- broaden your theoretical knowledge of sport.

## Where does it lead?

Cambridge Nationals provide a strong base for progression to Further Education, whether it is on to Level 3 Cambridge Technicals or A Levels, or to an apprenticeship or work.