



Key Stage 4
Specialisms Guide
September 2026 - June 2028



Alderman White School

A member of The White Hills Park Trust

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Key dates and events

| Date | Event |
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| Week commencing Monday 19 th January | Specialism Booklet Launched Specialism booklet will be available on the school website and emailed to parents. Hard copies available by request. |
| From Monday 19 th January | Subject Specialists information sessions Teachers will discuss what students can expect from their subject at GCSE. This will happen in your usual lessons where time will be given to give information about the GCSE course. |
| Monday 19 th January | Meet the Professionals Students will have the opportunity to meet people who work in a variety of occupations and ask questions about their job and career path. |
| Tuesday 10 th February | Specialisms Taster Day Students will experience taster sessions in subjects that are not taught in Year 7-9 to help them to make an informed decision about whether or not you wish to specialise in them. |
| Thursday 12 th February | Year 9 Specialism and Parents Evening Students and parents/carers will be invited into school to speak to teachers and find out about the different specialism subjects. You will also have a Parents Evening appointment for English, Maths and Science and Languages. |
| Friday 27 th February | Deadline for Specialisms choices. This is the deadline for students to submit their specialism form. |
| Summer 2026 | Confirmation of subject specialisms Confirmation of selected Specialisms will be sent to Students and Parents/Carers. |

Welcome

Dear Year 9 students and parents / carers,

We have thought very carefully about our Key Stage 4 (Year 10-11) curriculum and how to offer you the best possible opportunities to build on your learning so far and to prepare for post-16 education and training and your future career. We review our courses and curriculum each year and all of the qualifications that we offer are recognised by colleges, universities and employers.

It is important that you have a broad and balanced curriculum, so most of you will take 9 qualifications, and you will continue to study many of the subjects that you have in Year 7-9.

Don't worry if you aren't too sure what you want to do after your GCSEs – we are going to make sure that you continue to study a range of subjects so that you don't limit your options when you are 16. Don't stop studying a subject at GCSE that you think you might want to take at A level. However, it isn't necessary to take a vocational subject in Year 10-11 to study it later, as some schools may not offer these subjects. Please do research potential college courses and entry requirements if you already have some ideas about what you might want to do in the future.

You will take GCSE courses in English Language, English Literature, Maths and Science.

We encourage you to specialise by choosing:

- ✓ At least one Humanities subject - Geography, History or RE
- ✓ At least one Language - this is usually the language you study in Year 9 but could be another language you speak and read outside of school which we can offer at GCSE through our Language Hub. French, German and Mandarin are amongst our highest performing subjects at GCSE, and we want you to continue to build on your language learning so far. Being able to communicate in more than one language is important in a world that is so closely connected, and language learning supports your cognitive development. *For a small number of students this may not be the most suitable route and if you believe this is the case, we will provide personalised support and guidance on appropriate alternative subjects.*
- ✓ Two further subjects from the 23 courses that we offer – this is an opportunity to pursue your talents and interests. Do things that you enjoy. I strongly suggest that you take at least one practical or creative subject – Art, Drama, Design and Technology (Textiles or Product Design), Food and Nutrition, Creative iMedia, Music, Music Technology, PE or Photography. There are four subjects (Triple Science, Psychology, Media and Computer Science) where it is important that you meet the entry requirement.

If you want to take a new course that you haven't studied at Key Stage 3, such as Business Studies, Economics, Health and Social Care, Music Technology, Photography or Psychology,

make sure you really understand what the course is about. You will be offered the opportunity to select and take a taster lesson in 3 of these subjects.

I hope you find this guide a helpful starting point, along with the information on the Specialisms page of our website. This is the start of this process; I look forward to seeing you at our Specialisms Evening in February and hope that you will find the specialisms programme useful in making your specialism choices.

Mrs A Mellors – Headteacher
January 2026

Looking to the Future

We are committed to providing you with excellent careers guidance and tailored support when choosing your next steps after school.

As you are aware, we use Unifrog, an award-winning, online careers platform, to make sure that you are able to get the advice and information that you may need to help make informed decisions. All students have access to Unifrog and you can use it at home or school to gather information about possible careers and the entry requirements.

The Unifrog platform is designed to support you in making informed decisions about your future and has a range of tools that will help you to do this. You have your own personal account that provides a wide range of information related to your interests and aspirations. Some of this may not be relevant to you until you are in Key Stage 4 or 5.

Key features of the platform include:

- Exploring Pathways – personality quizzes, career and subject profiles and webinars
- Recording – self-reflection about extracurricular activities and key employability skills
- Opportunities – search tools showing live vacancies/courses/placements for apprenticeships, universities (in the UK and abroad), FE, virtual work experience and much more
- Applications – tools to help students build applications for a range of pathways (e.g., CVs, Personal Statements, Common App Essays)

You can log onto Unifrog using your email address and password from any computer, tablet or smartphone. If you forget your password, you can get a link to reset this sent to your school email account.

We would encourage you to use the platform with your parents/carers so they can help you decide on what could be your next step!

A note for parents: *Unifrog is an excellent tool which will give a range of information to support your child. They should be able to guide you through the platform, but if you do have any questions, please contact your child's tutor.*

Key Stage 4 (Year 10-11) Curriculum

The majority of students will take 9 qualifications and follow the curriculum described below.

Core Subjects (5 GCSEs)

All students will study the following subjects:

- English Language GCSE and English Literature GCSE
- Maths GCSE
- Combined Science (worth 2 GCSEs) - *students can opt to take Triple Science (Biology, Chemistry and Physics) worth 3 GCSEs as a specialism subject if they meet the entry criteria.*

Humanities Specialism (1 GCSE)

Students choose Geography, History or Religious Studies GCSE. (Students can also take another Humanities subject if they wish to.)

Languages Specialism (1 GCSE)

Students choose German, French or Mandarin GCSE. This should be the language they have studied in Year 9.

Some students may wish to study a different language GCSE in our supervised Language Hub. These students must have:

- experience of speaking, listening to, reading and writing the language they wish to take at GCSE
- the ability to study independently

The other language GCSEs that could be studied (subject to us being able to organise assessment arrangements) are: Arabic, Greek, Italian, Japanese, Spanish, Polish, Portuguese, Russian, Turkish or Urdu.

For a small number of students this may not be the most appropriate combination of subjects. Where this is the case, we will provide personalised support and guidance on appropriate alternative subjects.

2 Further Specialism Choices (2 GCSEs)

Any 2 subjects from the following:

GCSE subjects:

Art

Business Studies

Computer Science (*Suitable for students predicted to achieve Mastery in Computing and at least secure in Maths*)

Design Technology – Product Design

Drama

Economics

Food Preparation and Nutrition

French

Geography

German

History

Mandarin

Media Studies (*Suitable for students predicted to achieve at least Secure in English*)

Music

PE

Photography

Psychology (*Suitable for students predicted to achieve Mastery in Maths and English*)

Religious Studies

Textiles

Triple Science (*Suitable for students predicted to achieve Mastery in Science*)

Vocational (GCSE equivalent) courses:

Creative iMedia Cambridge National

Health and Social Care Cambridge National

Music Technology VCERT

Personalised Programme

Where this is not an appropriate curriculum for a student we will offer a personalised approach, including offering a place on our Preparation for Adult Life course. Other curriculum options will be discussed and offered with individual students as part of our partnership with Nottingham College.

Statutory non-exam subjects

All students will also study the following statutory non-exam courses:

- ✓ Core PE
- ✓ Personal Development (PSHE including RSHE, Careers, Citizenship, RE)

Non-Exam Assessments (NEAs)

Some subjects are assessed only by exams at the end of Year 11. Others are assessed through a combination of a written exam and practical assessments or non-exam assessments such as coursework.

It is important that you understand the assessment structure in the specialisms you wish to take.

Qualifications that are assessed by written exam only

Business Studies GCSE – 2 exam papers

Economics GCSE – 2 exam papers

English Literature GCSE – 2 exam papers

Computer Science GCSE – 2 exam papers

Geography GCSE – 3 exam papers. *You are expected to take part in fieldwork which will be delivered through 2 x 1 day fieldtrips.*

History GCSE – 3 exam papers

Maths GCSE – 3 exam papers

Psychology GCSE – 2 exam papers

Religious Studies GCSE – 3 exam papers

Science (Combined and Triple) GCSE – 6 exam papers. *You will be required to do experiments which you will be asked questions about in your exams.*

Qualifications that have an exam and a practical assessment or NEA (Non-Exam Assessment)

Creative iMedia Cambridge National – 40% of the grade is from a final written exam, and 60% is from 2 NEA coursework units. NEA coursework starts in Year 10.

English Language GCSE – your GCSE will be assessed by written exam only, but you will also be assessed in a speaking exam for which you receive a pass, merit or distinction grade.

Food GCSE – 50% of the assessment is a final written exam and 50% is 2 NEA tasks which involve practical food preparation and written work.

Health and Social Care Cambridge National – 40% of the grade is from a final written exam, and 60% is from 2 NEA written coursework units. NEA coursework starts in Year 10.

Languages GCSEs – 25% of your grade will be gained in a speaking exam which you will take on your own with your usual teacher. You will practice this throughout the course and in mock exams.

Media GCSE – 40% of your grade is gained in a final exam and 60% from 2 pieces of NEA coursework.

Music GCSE – 40% of your grade will be achieved in a final exam, and 60% from 2 NEA tasks - Integrated portfolio (composition and performance) and Practical (Ensemble performance and Composition).

Music Technology VCERT - 40% of your grade will be achieved through an exam at the end of Year 11, and 60% through practical NEA coursework where you compose and produce a music piece.

PE GCSE – 60% of your grade will be achieved through 2 exams, 30% through practical assessment in 3 sports/activities and 10% through a NEA task to analyse skill development and create an action plan to improve performance.

Product Design GCSE – 50% of your assessment is a written exam at the end of Year 11 and 50% is an NEA design and make task which also involves written work.

Subjects with no written exam

Art GCSE – assessment is 60% coursework portfolios which you build up over the 2 year course and 40% from a 10 hour practical exam that you complete over 2 consecutive days.

Photography GCSE - assessment is 60% coursework portfolios which you build up over the 2 year course and 40% from a 10 hour practical exam that you complete over 2 consecutive days.

The Process

- Students will be asked to select their specialisms choices as well as reserve choices.
- Students may only select Triple Science, Psychology, Media or Computer Science if they meet the entry requirement for the course.
- Whilst we will endeavour to run as many of the courses as possible, however if not enough students opt for a subject this may not be possible.
- Where a subject is oversubscribed, we will carefully consider the order of preference of specialism subjects, as well as Learner Behaviour and engagement in that subject if studied in Year 9.
- We will plan the curriculum structure (ie. which subjects are timetabled at the same time) to maximise the number of students who can take their specialism choices. Where we are not able to meet a student's choice of specialisms, we will discuss with them the other subjects available.

It is important that all students consider their choices carefully, especially with regard to subjects they have not studied at Key Stage 3 and find out as much as they can from the Specialisms events. We cannot guarantee that changes can be made at a later point. The subject taster event will be of great support to students getting to know these courses.

Please do contact your child's tutor if you would like to arrange an appointment to discuss their Subject Specialisms further in addition to the advertised events.

Core Subjects

(5 GCSEs)

| Subject | GCSE English Language |
|---|--|
| Exam Board: | AQA |
| Assessment structure: | 100% final exam at the end of two years |
| Topics covered in this course include: | <p>English Language Paper 1: Fiction.</p> <p>Students read and respond to an unseen extract from a 20th/21st century novel. They show understanding by answering questions on information and ideas, language and structure, and critically evaluating the writer's methods. Students also have to choose one task which may be descriptive or narrative writing.</p> <p>English Language Paper 2: Non-fiction.</p> <p>Students read and respond to two unseen extracts, one of which is a 19th century text. They show understanding by answering questions on information and ideas, the writer's use of language, and comparing viewpoints and ideas in both sources. Students also have to undertake a discursive writing task – a speech, essay, letter, article or text for a leaflet – based on a topic linked to the content of the extracts.</p> <p>NEA: Spoken Language</p> <p>All students are required to complete a presentation, which is reported as a separate grade: Pass, Merit or Distinction</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>English Language is an entry requirement for all subjects at post-16.</p> <p>English Language GCSE leads into A-Level English Language.</p> <p>Future careers include any area of business, public or private sector work, where good communication skills are required. Specialist careers include working in the media, PR and communication, publishing, journalism, and teaching.</p> |
| For more information please contact: | Ms Trimble |

| Subject | GCSE English Literature |
|---|--|
| Exam Board: | AQA |
| Assessment structure: | 100% final exam at the end of two years. Closed book (this means that students do not have a copy of the text that they have studied with them in the examination). |
| Topics covered in this course include: | <p>English Literature Paper 1: Shakespeare and the 19th century novel. (Currently <i>Romeo and Juliet</i> and <i>A Christmas Carol</i>) Students read and respond to an extract from a Shakespeare play that they have studied and to a 19th century novel that they have studied. They show understanding by answering one question on each text, linking the extract to the whole novel or play. They must respond to the writers' ideas, use of language and structure, and apply contextual ideas.</p> <p>English Literature Paper 2: Exploring Modern Texts. Students answer one question on a 20th/21st century text, currently '<i>An Inspector Calls</i>'. Students also answer one question that asks them to compare two poems from the <i>AQA anthology</i> that they have studied, one of which is printed on the exam paper. A third question asks students to analyse <i>an unseen poem</i>. The fourth question requires students to compare the effects of language and structure in two unseen poems.</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>English Literature GCSE leads into A-Level English Literature.</p> <p>Future careers include any area of business, public or private sector work, where good communication skills are required. Specialist careers include working in the media, PR and communication, publishing, journalism, and teaching.</p> |
| For more information please contact: | Ms Trimble |

| Subject | GCSE Maths |
|---|---|
| Exam Board: | AQA |
| Assessment structure: | 100% exam 3 Papers: <ul style="list-style-type: none"> ✓ One is a non-calculator paper ✓ Two are calculator papers All exams are 1hr 30 mins. |
| Topics covered in this course include: | All of the KS3 content covered, and many more new topics, taken from: <ul style="list-style-type: none"> ✓ Number ✓ Algebra ✓ Ratio and Proportion ✓ Geometry ✓ Statistics |
| This course is ideal for: | All students of all abilities. There are two tiers – Higher and Foundation. |
| Progress from this course: (KEY STAGE 5 or possible careers) | <ul style="list-style-type: none"> ✓ A-Level Maths and Further Maths. ✓ Links well to Sciences, especially Physics. ✓ Also supports Psychology, Geography, Product Design, Engineering and Science. ✓ In terms of careers, Maths gives you access to anything STEM related (Science, Engineering, Maths, Technology), as well as careers in business, economics, psychology etc. Employers/sixth form colleges will value passing grades in Maths at GCSE (if you don't achieve at least a grade 4+ in Maths at GCSE, you will have to re-sit the course until you do, up to the age of 18) <p style="text-align: center;">Maths opens every door!</p> |
| Also available | <ul style="list-style-type: none"> ✓ FML2 Further Maths GCSE equivalent course Available to highest attaining (grade 9) in Y11. ✓ Well regarded qualification to supplement GCSEs: valuable if choosing Further Maths at A-Level. |
| For more information please contact: | Mr Haigh |

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| Subject | Triple Science – Specialist in the Sciences. GCSE Sciences in Biology, Chemistry and Physics | | |
| Exam Board: | AQA | | |
| Assessment structure: | <p>Students DO NOT need to take Triple Science in order to study A Level Sciences, but we would advise this as the best route. Students may only select Triple Science if they are predicted to achieve Mastery in Science in Year 9 and have the support of their Science teacher. If this is not the case, they are best advised to follow the Trilogy course.</p> <p>Students will receive THREE GCSE qualifications (grade 1-9) in Biology, Chemistry and Physics.</p> <p>The current Year 9 course has been structured to bridge the learning of GCSE content for all 3 disciplines, Biology, Chemistry and Physics.</p> <p>Due to the removal of the course work element, “How Science Works” skills are embedded within teaching of content and through the delivery, interpretation and evaluation of a number of core practical investigations per GCSE (10 Biology core practicals, 8 Chemistry core practicals and 10 Physics core practicals). The skills are teacher assessed at regular intervals and knowledge and application of the core practicals will be externally assessed in the final examinations.</p> <p>Each GCSE will be assessed separately at the end of the course (summer 2019) in two written examinations: totalling six examinations.</p> <p>Paper 1 (1 hour 45 minutes), 100 marks, 50% of GCSE</p> <p>Paper 2 (1 hour 45 minutes), 100 marks, 50% of GCSE</p> | | |
| Topics covered in this course include: | <p>Biology: 7 topics</p> <ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology | <p>Chemistry :10 topics</p> <ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere | <p>Physics: 8 topics</p> <ol style="list-style-type: none"> 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure 8. Space physics |

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| | 10. Using resources | |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>Progress onto A-Level studies.</p> <p>A-Level in Biology, Chemistry and Physics if a GCSE grade 6 or above is attained by taking the higher tier assessment route.</p> <p>Level 3 Extended Certificate in Applied Science.</p> <p>Science GCSEs are often part of entry requirements or essential qualifications for careers including Medicine, Veterinary Science and Engineering.</p> | |
| For more information please contact: | Miss Crabtree | |

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| Subject | GCSE Combined Science (Biology, Chemistry and Physics) |
| Exam Board: | AQA; Combined Science – Trilogy route |
| Assessment structure: | <p>Students will study Science through the delivery of topics that are separated into the traditional Science disciplines of Biology, Chemistry and Physics.</p> <p>The course will result in a qualification that carries the weight of two GCSEs. Students will receive a pair of (equal or consecutive) grades in the form of 9-9, 9-8, 8-8, 8-7, 7-7, 7-6 etc. in Combined Science.</p> <p>They will be taught the content and skills over years 10 and 11.</p> <p>The current Year 9 course has been structured to start teaching GCSE content for all 3 disciplines, Biology, Chemistry and Physics, thus enabling students to have a "taste" of each GCSE discipline.</p> <p>Due to the removal of the coursework element, "How Science Works" skills are embedded within teaching of content and through the delivery, interpretation and evaluation of 21 core practical investigations. The skills are teacher assessed at regular intervals and knowledge and application of the core practical components will be externally assessed in the final examinations.</p> <p>Each unit will be assessed separately at the end of the course in a total of six written examinations (two biology, two chemistry and two physics):</p> <p>All papers are 1 hour 15 minutes in length and worth 70 marks. Each has a 16.7% weighting of the combined GCSE.</p> |

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| Units and topics covered | <p>Biology: 7 topics</p> <ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology | <p>Chemistry :10 topics</p> <ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources | <p>Physics: 7 topics</p> <ol style="list-style-type: none"> 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>Progress onto A-Level studies.</p> <p>A-Level in Biology, Chemistry and Physics if a GCSE grade 6 or above is attained by taking the higher tier assessment route.</p> <p>Level 3 Extended Certificate in Applied Science.</p> <p>Science GCSEs are often part of entry requirements or essential qualifications for careers including Medicine, Veterinary Science and Engineering.</p> | | |
| For more information please contact: | Miss Crabtree | | |

Humanities Specialism

| Subject | GCSE Geography |
|---|---|
| Exam Board: | AQA |
| Assessment structure: | <p>Living with the physical environment – 1 hour 30-minute exam worth 35% of overall grade</p> <p>Challenges in the human environment – 1 hour 30-minute exam worth 35% of overall grade</p> <p>Geographical applications– 1-hour 30 minute exam worth 30% of overall grade</p> |
| Topics covered in this course include: | <ul style="list-style-type: none"> • Natural Hazards • Climate Change • Rivers • Coasts • Glaciation • Ecosystems • Urbanisation • Economics • Development • Food security • Water security • Energy security • Fieldwork |
| This course is ideal for: | Students who have an interest in the natural world and our place in it. |
| Progress from this course: (KEY STAGE 5 or possible careers) | Due to Geography's wide range of topics and close links with other academic disciplines, this GCSE is a great complement to a number of A-Level courses, not just A-Level Geography. As well as there being many careers where Geography is essential (environmental management, town planning etc.), there are countless professions where it would be useful (e.g. teaching, finance, tourism etc.). As such, GCSE Geography is very highly regarded by all colleges and employers. |
| For more information please contact: | Mr Moore and Mr Higgins |

| Subject | GCSE History |
|---|--|
| Exam Board: | Edexcel |
| Assessment structure: | <p>Three exams at the end of Y11</p> <p>Exam 1 Thematic Study and historic environment 30%</p> <p>Exam 2 British Depth Study and Period Study 40%</p> <p>Exam 3 Modern Depth Study 30%</p> |
| Topics covered in this course include: | <p>Thematic study: <i>Medicine in Britain 1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches.</i></p> <p>This will look at medical developments in Britain and how these have changed over time. There will be a focus on how people responded to diseases like the Black Death, Cholera and lung cancer. It will also focus on the medical developments that took place during the First World War.</p> <p>British Depth Study: <i>Anglo-Saxon and Norman England 1060-88</i></p> <p>This topic will examine how William became King of England in 1066 and how he tried to control England in the years after the Battle of Hastings. This will include the development of castles, the feudal system and how he dealt with rebellions.</p> <p>Period Study: <i>The American West, c1835-c1895</i></p> <p>This topic will focus on the expansion of America into the west and how settlement of the Plains caused conflict.</p> <p>World Depth Study: <i>Weimar and Nazi Germany, 1918-39</i></p> <p>This topic will examine how the Nazis controlled life in Germany and what it was like for different groups of people to live under Nazi rule, including young people, women and the persecution of the Jews.</p> |
| This course is ideal for: | Students who are inquisitive and like to ask questions about the past. Students who want to find out about the world around them and why it is the way it is. Students who study history enjoy investigating and sorting through evidence to try to work out what happened or why people have different views about events in the past. |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>A-Level History and degrees and all types of academic study in History, classical studies, politics, etc.</p> <p>Archaeologist, archivist, lawyer, politician, journalist, writer, teacher and many, many more jobs are relevant to the study of History</p> |
| For more information please contact: | <p>Mrs Scurrah</p> <p>Mr Allsopp</p> |

| Subject GCSE Religious Studies | |
|---|--|
| Exam Board: | EDUQAS |
| Assessment structure: | 3 Exams One 2 Hour exam Two 1 hour exam 100% exam |
| Topics covered in this course include: | <u>Component 1</u> - Religious, Philosophical and Ethical Studies in the Modern World (50% of qualification) Theme 1- Issues of Relationships Theme 2- Issues of Life and Death Theme 3- Issues of Good and Evil Theme 4- Issues of Human Rights <u>Component 2</u> - Study of Christianity- beliefs, teachings and practices (25% of qualification) <u>Component 3</u> - The Study of a World Faith- Judaism- beliefs, teachings and practices- (25% of qualification) |
| This course is ideal for: | <ul style="list-style-type: none"> • Deepening students' understanding of the relationship between people • To become informed about common and divergent views within traditions, in the way beliefs and teachings are understood and expressed • To understand that religious traditions in Great Britain are diverse and include other religious beliefs, such as Atheism and Humanism <u>Developing skills such as:</u> <ul style="list-style-type: none"> • Clear & logical thinking • Critical evaluation • Literacy & expression • Organising • Problem solving • Research |
| Progress from this course: (KEY STAGE 5 or possible careers) | Key Stage 5 – A-Level Religious Studies- Philosophy and Ethics and an in-depth study of a world religion- Christianity <u>Jobs/Careers:</u> lawyer, schools, colleges, universities, doctor/ nursing, counsellor, social worker, journalist, civil service, legal firms |
| For more information please contact: | Mrs Watson |

Languages Specialism

| Subject | GCSE French |
|---|--|
| | <p>Our French curriculum is designed to create confident, enthusiastic and inspired linguists who are able to give descriptions, information, opinions and narration in a wide range of contexts through teaching across different topic areas. Students learn and practise key skills, phonics, vocabulary and grammatical structures which form the foundation of their knowledge for communication and comprehension in the subject. This is continually built upon through regular revisiting and retrieval of language as well as exposing/adding/using a constantly developing bank of vocabulary and tense work until the end of Year 11. French lessons are engaging, enjoyable and dynamic through a range of activities including competition, games and role play which are supported by various online resources to help to create independent and self-regulated learners. Students' Cultural Capital is developed through studying cultural differences and norms in Francophone countries and through the exploration of films, music, YouTube videos, food tasting and through our annual residential trip to Paris. Our teachers form strong relationships based on praise, encouragement and mutual respect and create a supportive and nurturing environment in which students feel confident to have a go and make mistakes, helping them to build confidence and resilience for the real world.</p> |
| Exam Board: | Edexcel |
| Assessment structure: | Four externally examined papers based on the following skills: listening, speaking, reading and writing (25% each) |
| Topics covered in this course include: | <p>The following themes are studied:</p> <ul style="list-style-type: none"> • My personal world • Lifestyle and wellbeing • My neighbourhood • Media and technology • Studying and my future • Travel and tourism |
| This course is ideal for: | <ul style="list-style-type: none"> • Students who have enjoyed MFL at KS3 and are keen to develop their communication skills and fluency in a foreign language • Students who want to travel and broaden their horizons • Students who want to impress others by using a skill which is in short supply |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>A-Level French</p> <p><i>Languages can offer an exciting future:</i></p> <p>The opportunity to study abroad as part of a university course <i>or a career in:</i></p> <ul style="list-style-type: none"> • International finance, sales and marketing • Internationally-based scientific research Medicine and engineering • Translating and interpreting • Travel and tourism • Teaching |
| For more information please contact: | Mrs Sanders |

| Subject | GCSE German |
|---|--|
| | <p>The GCSE German course is underpinned by the same linguistic priorities as in KS3. The key objective is to promote and further communication in the language, recognising that the main reason for learning a language is to be able to use it. Students will be given every opportunity to interact in the language, so the resources will focus on stimulating and developing verbal communication. At the same time, the more formal aspects of the language required by the GCSE, will be embedded in the linguistic classroom interaction, from a range of different sentence structures to a variety of tenses, to ensure that they become part of the learners' natural linguistic response to both spoken and written tasks, enabling them to adapt them to a wide range of contexts. The same applies to the ability to express opinions as well as react to the opinions of others. The constant repetition of these linguistic devices and the interleaving of key structures throughout the course means that students rely far more on their ability to interact naturally in the language, adapting and applying familiar structures to a range of different linguistic contexts. The emphasis is on student engagement whether it be in the form of discussion, debate or role-play. In the area of comprehension, whether it is listening or reading, there is an emphasis on using authentic up-to-date material to develop students' skills and stimulate discussion.</p> |
| Exam Board: | Edexcel |
| Assessment structure: | Four externally examined papers based on the following skills: listening, speaking, reading and writing (25% each) |
| Topics covered in this course include: | <p>The following themes are studied:</p> <ul style="list-style-type: none"> • My personal world • Lifestyle and wellbeing • My neighbourhood • Media and technology • Studying and my future • Travel and tourism |
| This course is ideal for: | <ul style="list-style-type: none"> • Students who have enjoyed MFL at KS3 and are keen to develop their communication skills and fluency in a foreign language • Students who want to travel and broaden their horizons • Students who want to impress others by using a skill which is in short supply |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>A-Level German</p> <p><i>Languages can offer an exciting future:</i> The opportunity to study abroad as part of a university course <i>or a career in:</i></p> <ul style="list-style-type: none"> • International finance, sales and marketing • Internationally-based scientific research Medicine and engineering • Translating and interpreting • Travel and tourism • Teaching |
| For more information please contact: | Mrs Sanders |

| Subject | GCSE Mandarin |
|---|--|
| | <p>The GCSE Mandarin course is based on a strong belief that languages should be accessible for all students. The course has been designed to make language learning enjoyable and stimulating. The specification has been developed to help students of all abilities progress and develop a passion for languages, through culturally-engaging content. The Edexcel GCSE Chinese specification rewards advanced research and reading skills and acknowledges the importance of Chinese language culture. It is an engaging and inspirational course of study that will enable our students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.</p> |
| Exam Board: | Edexcel |
| Assessment structure: | Four externally examined papers based on the following skills: listening, speaking, reading and writing (25% each) |
| Topics covered in this course include: | <p>There are 5 themes:</p> <ul style="list-style-type: none"> • Identity and culture • Local area, holiday, travel • School • Future aspirations, study and work • International and global dimension |
| This course is ideal for: | <ul style="list-style-type: none"> • Students who have enjoyed MFL at KS3 and are keen to develop their communication skills and fluency in a foreign language • Students who want to travel and broaden their horizons • Students who want to impress others by using a skill which is in short supply |
| <p>Progress from this course: (KEY STAGE 5 or possible careers)</p> | <p>A-Level Mandarin</p> <p><i>Languages can offer an exciting future:</i> The opportunity to study abroad as part of a university course <i>or</i> a career in:</p> <ul style="list-style-type: none"> • International finance, sales and marketing • Internationally-based scientific research Medicine and engineering • Translating and interpreting • Travel and tourism • Teaching |
| For more information please contact: | Mrs Sanders |

| | |
|---|---|
| Subject | GCSE Languages Hub (including Arabic, Greek, Italian, Japanese, Polish, Russian, Spanish and Urdu. Please enquire about other languages) |
| Exam Board: | Edexcel/AQA |
| Assessment structure: | Four externally examined papers based on the following skills: listening, speaking, reading and writing (25% each) |
| Topics covered in this course include: | <p>There are 5 themes:</p> <ul style="list-style-type: none"> • Identity and culture • Local area, holiday, travel • School • Future aspirations, study and work • International and global dimension |
| This course is ideal for | <ul style="list-style-type: none"> • Students who have prior knowledge of the language: eg where it is a heritage language (spoken at home), they have lived in the country where the language is spoken, or they are learning the language as part of our Language College provision. • Students who enjoy working independently – students will be expected to manage their own learning, where possible with some guidance from specialist tutors, using our digital language lab. |
| Progress from this course: (KEY STAGE 5 or possible careers) | <ul style="list-style-type: none"> • A-Level in the chosen language <i>can offer an exciting future:</i> The opportunity to study abroad as part of a university course <i>or a career in:</i> • International finance, sales and marketing • Internationally based scientific research, medicine and engineering • Translating and interpreting • Travel and tourism • Teaching |
| For more information, please contact | Mr Stephan |

Other Specialisms

| Subject | GCSE Art |
|---|--|
| Exam Board: | AQA |
| Assessment structure: | The AQA GCSE Art & Design (Fine Art) carries a 60% weighting for controlled assessment over two years. Students will carry out two broad units of work during this time. This is then followed by a 10-hour practical exam/controlled test after a given preparation time. This makes up 40% of the final GCSE grade. |
| Topics covered in this course include: | Students carry out a range of practical projects in two and three dimensions, learn about the creative process and understand how to make decisions about the development and direction of their work. They will also need to be able to demonstrate an awareness and understanding of the work of other artists and craftspeople. This can be done in writing and annotating their own personal response to others' work and their own work also by a personal response through their own artwork. |
| This course is ideal for: | This course will appeal to students who enjoy Art, or who would like to consider a creative or design-orientated career. |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>Students who are considering further study at A-Level in Art and Design or are thinking of a career in any of the design areas below will need to take the GCSE Art & Design course as they will be required to submit a portfolio of work at interview.</p> <p>There are numerous career opportunities in Art related fields such as architecture, product designer, window dresser, teacher, film or theatre set designer, web designer, game design, animation, graphics, textile design, fashion or costume design.</p> |
| For more information please contact: | Mrs Brewer |

| Subject | GCSE Business Studies |
|---|--|
| Exam Board: | Edexcel |
| Assessment structure: | 100% Exam (this is split into two exams that are taken in summer of year 11. They are worth 50% each) |
| Topics covered in this course include: | <p>Business is taught in two units:</p> <p>Investigating small businesses, which includes sections on:</p> <ul style="list-style-type: none"> ✓ Enterprise and entrepreneurship ✓ Spotting a business opportunity ✓ Putting a business idea into practice ✓ Making the business effective ✓ Understanding external influences on business <p>Building a business, which includes sections on:</p> <ul style="list-style-type: none"> ✓ Growing the business ✓ Making marketing decisions ✓ Making operational decisions ✓ Making financial decisions ✓ Making human resource decisions |
| This course is ideal for: | <p>Students interested in the world of business and understanding the key aspects of business. There is a large amount of content to cover and revise, so excellent attendance is essential. There is also significant written demand with long, written answers requiring strong literacy skills and a thorough understanding of exam technique and structure. Finally, there is understandably a significant requirement for applying numeracy skills for financial calculations, for which a calculator will be required.</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>Overall, the course offers a varied and interesting introduction to the subject of Business. Whilst the content will be new to all students (and therefore quite demanding) it will be of use to students later in life and help them understand business in practical terms.</p> <p>The course introduces Business, Economics and Enterprise and will therefore be of use to students who wish to study these subjects at A-Level. The course gives a broad introduction to many important and useful areas of Business in today's competitive world.</p> |
| For more information please contact: | Mr Haigh |

| Subject | GCSE Computer Science |
|---|--|
| Exam Board: | OCR |
| Assessment structure: | There are two written exams which are taken in Year 11 and make up 100% of your final grade (50% per exam) |
| Topics covered in this course include: | <p>Students will study the following:</p> <ul style="list-style-type: none"> • Computer systems and programming (Written exam paper) <p>This component will assess:</p> <ol style="list-style-type: none"> 1. Systems architecture 2. Memory & storage 3. Computer networks, connections & protocols 4. Network security 5. Systems software 6. Ethical, legal, cultural & environmental impacts of digital technology. <ul style="list-style-type: none"> • Computational Thinking, Algorithms and Programming (Written exam paper) <ol style="list-style-type: none"> 1. Algorithms 2. Programming fundamentals 3. Producing robust programs 4. Boolean logic 5. Programming languages & Integrated Development Environments. <ul style="list-style-type: none"> • Programming project (controlled assessment) |
| This course is ideal for: | Students who are logical and enjoy problem solving. Computer Science is also aimed at students who want to learn more about coding to produce programmes, to meet a range of briefs. |
| Progress from this course: (KEY STAGE 5 or possible careers) | A-Level in Computer Science through to a degree and career in a whole host of computing Specialisms, including programming, project management and network management. |
| For more information please contact: | Mr Bateman |

| Subject | GCSE Design and Technology (Product Design route) |
|---|--|
| Exam Board: | Edexcel |
| Assessment structure: | <ul style="list-style-type: none"> • 50% of the final mark will consist of a written exam (1 paper which is 1 hour and 45 mins long) • 50% of the final mark will consist of coursework (a single design and make task, set by the exam board) |
| Topics covered in this course include: | <ul style="list-style-type: none"> • Understanding and using materials • The principles of technology, tools and processes. • The Design Process. • Designing and making a prototype against a brief. |
| This course is ideal for: | Students who enjoy being creative, and those who have a desire to understand the built environment and how we can shape it for the future. |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>The course is varied and is a good mix of theory and practical skill. The skills that students acquire through studying GCSE Product design will be useful to them later in life. The course is the perfect platform to numerous courses in further education, including A level and more vocational style courses.</p> <p>Career progression is wide and varied from product design and manufacture to engineering and beyond.</p> |
| For more information please contact: | Mr Moore (in Technology) |

| Subject | GCSE Drama |
|---|--|
| Exam Board: | Eduqas |
| Assessment structure: | <p>Component 1: Devised Performance (40%)</p> <p>Component 2: Scripted performance (20%)</p> <p>Component 3: Written Exam (40%)</p> |
| Topics covered in this course include: | <p><u>Component 1: (40%) Devised performance</u> For this unit students are required to respond to a stimuli provided by the exam board and work in groups to create a performance in the style of a practitioner of their choice. To support this they also produce a written portfolio that summarises their ideas, rehearsal process and an evaluation of their final work</p> <p><u>Component 2: (20%) Scripted performance</u> Students select two extracts from a play (totalling no more than 10 minutes) to perform in front of an audience and visiting examiner. This play will be selected by the students themselves and provide a contrast to the text studied for the written exam</p> <p><u>Component 3: (40%) Written Exam</u> Section A: A series of questions exploring a selected text (students will have the opportunity to review and select the text we study as a class). Questions will take into consideration characterisation, staging and design aspects Section B: A written review of a live theatre performance seen during the course</p> |
| This course is ideal for: | <p>Our Drama GCSE course is ideal for students who enjoy performing and have a love of theatre. Students will participate in at least two performances during the course as either actor or designer. They will also have the opportunity to visit the theatre and work with professionals from within the industry. We pride ourselves on delivering a course that reflects current theatrical practice and is student-led. Drama is more than just learning to act; it equips students with empathy, a wider perspective on the world they live in as well as developing creativity, communication and organisational skills. As well as the traditional acting focused route there is also the option to be assessed for components 1 and 2 as a designer or technician (please speak to your Drama teacher for more information on this option)</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>This course provides a route to further study including A Level Theatre Studies, BTEC Performing Arts and Production Skills. Previous students have gone on to Drama school, studied the subject at university as well as careers in the Performing Arts industry, including cruise ships, and communication, education, marketing and film and television.</p> |
| For more information please contact: | Mrs Armitage-Giles |

| Subject | GCSE Economics Studies |
|---|--|
| Exam Board: | OCR |
| Assessment structure: | <p>100% Exam (this is split into two exams that are taken in summer of year 11. They are worth 50% each)</p> <p>Both Exams are 1 hr 30 mins</p> <p>Exams consist of: Multiple choice questions, short, medium and extended written responses as well calculations and graph work.</p> |
| Topics covered in this course include: | <p>Economics is taught in two units:</p> <p>Introduction to Economics</p> <ul style="list-style-type: none"> • Introduction to Economics • The role of markets and money <p>National and International Economics:</p> <ul style="list-style-type: none"> • Economic objectives and the role of government • International trade and the global economy |
| This course is ideal for: | <p>Students interested in the world of business, data, current affairs and politics. There is a large amount of content to cover and revise, so excellent attendance is essential. There is also significant written demand as well as a keen appreciation for graphs and a thorough understanding of exam technique and structure. Finally, there is understandably a significant requirement for applying numeracy skills for financial calculations, for which a calculator will be required.</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>Overall, the course offers a varied and interesting introduction to the subject of Economics. Whilst the content will be new to all students (and therefore quite demanding) it will be of use to students later in life and help them understand the world of work.</p> <p>The course introduces the concept of economies and Business and will therefore be of use to students who wish to study these subjects at A-Level. The course gives a broad introduction to many important skills that will help pupils understand data, politics and current affairs.</p> |
| For more information please contact: | Mr Haigh |

| Subject | GCSE Food Preparation and Nutrition |
|---|---|
| Exam Board | Eduquas |
| Assessment structure: | <p>Written examination: 1 hour 45 minutes. 50% of the final mark</p> <p>Internal Assessment: 50% of the final mark</p> <p>Assessment 1. Food Investigation Assessment- 15% (8 hours)</p> <p>Assessment 2. Food Preparation Task- 35% Investigate, prepare, cook, serve, and evaluate a menu of 3 dishes for a set theme (12hrs)</p> |
| Topics covered in this course include: | <p><u>Component 1</u>: Principles of Food Preparation and Nutrition. (Written exam)</p> <ul style="list-style-type: none"> • Food commodities • Nutrition, diet, and good health • The science of food • Where food comes from • Cooking and food preparation <p><u>Component 2</u>: Food Preparation and Nutrition in Action. This is assessed through 2 exam board set assessments</p> <p><u>Assessment 1</u>: (15%) An example of a task might be to practically investigate the effects of using different ingredients in shortcrust pastry and to produce a report to evidence your findings.</p> <p><u>Assessment 2</u>: (35%) An example of this task might be to research, prepare and cook three dishes to promote the cuisine of a specific country or region that could be served on a themed menu for a local restaurant's International Week.</p> |
| This course is ideal for: | <ul style="list-style-type: none"> • Students learn through practical experimentation and skills development • Practically increasing knowledge, skills and confidence in working with a wide range of foods and preparation and cooking methods. Developing high level practical making skills. • Developing an understanding of food and health so that pupils can look after their own needs and those of others (life-skill) • Developing an understanding of factors that influence the foods that we eat e.g. environmental, ethical, economic, social • Exploring and understanding a range of ingredients and processes from different culinary traditions • Being creative with food and enjoying working with and developing new recipes |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>Level 2 and 3 courses in Catering and Hospitality</p> <p>Food-related courses at A-Level</p> <p><u>Prospects</u></p> <p>Food scientist, product development, hospitality and catering, dietician, sports nutrition, teaching, lecturing, health promotion</p> |
| For more information please contact: | Ms Hunt, Mrs Kydd |

| Subject | Level 1/2 Cambridge National Certificate in Health and Social Care |
|---|---|
| Exam Board: | OCR |
| Assessment structure: | <p>There are three units. Two units are coursework based and cover the topics of Health Promotion Campaigns and Supporting individuals through life stages.</p> <p>There is a written exam which is one hour and 15mins long on Principles of Care in Health & Social Care setting.</p> |
| Topics covered in this course include: | <p>Communication Skills - These cover verbal, written and electronic. You will also participate in an assessed presentation as part of your Health Promotion Campaign. The modules covered are:</p> <ul style="list-style-type: none"> • Principles of care in health and social care settings • Supporting individuals through life events • Health promotion campaigns <p>Across the units you will be assessed on your ability to:</p> <ul style="list-style-type: none"> • Recall knowledge and show understanding • Apply knowledge and understanding • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply skills and processes relevant to the subject area |
| This course is ideal for: | Students who have a desire to provide care for vulnerable people in society and want to understand key principles that underpin why and how this should be done. |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>Level 3 Health/Social Care related courses/Sociology/Psychology/A-Level Science/Biology.</p> <p>NVQ and Apprenticeship route</p> <p>Careers: Paramedic, nurse/midwife, mental health worker, childcare worker, occupational therapist, counsellor, radiographer plus many, many more.</p> |
| For more information please contact: | Mrs Watson Mrs Ferris |

| Subject | Level 1/2 Cambridge National Certificate in Creative iMedia |
|---|--|
| Exam Board: | OCR |
| Assessment structure: | One exam; Creative iMedia in the media industry worth 40% 2 coursework units worth 30% each. |
| Topics covered in this course include: | <p>These qualifications will assess the application of creative media skills through their practical use. The qualification will encourage independence, creativity and awareness of the digital media sector.</p> <p>Creative iMedia in the media industry In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products.</p> <p>Visual identity & digital graphics In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of roles within the media industry.</p> <p>Interactive digital media In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.</p> |
| This course is ideal for: | This course is ideal for students who wish to develop their knowledge and practical skills in creative digital media products such as websites and digital graphics. If you enjoy the creative side of ICT designing and creating a product for a particular audience, this is a perfect course. |
| Progress from this course: (KEY STAGE 5 or possible careers) | Cambridge Technical Creative iMedia provides a strong base for progression to Further Education, whether it is on to the Level 3 Cambridge Technical ICT, A Levels, apprenticeship or work. Careers in ICT, Digital Marketing. |
| For more information please contact: | Mr Bateman |

| Subject | GCSE Media Studies |
|---|--|
| Exam Board: | EDUQAS |
| Assessment Structure: | <p>Component 1: Exploring the Media (40% exam)</p> <p>Component 2: Understanding Media Forms and Products (30% exam)</p> <p>Component 3: Creating Media Products (30% non-examined assessment)</p> |
| Topics Covered in this course include: | <p>We will cover a wide range of media products and platforms, carrying out detailed analyses and explorations in terms of Media Language, Audience, Institution and Representation: Magazines, Film Marketing, Newspapers, Advertising, Media Industries, TV Crime Drama, and Music Videos (modern marketing and distribution).</p> |
| This course is ideal for: | <p>Anyone with an interest in why and how the media manipulate and shape our responses to make us think in the ways that we do. If you're the kind of person who always wants to know the tricks and secrets behind how blockbuster films are marketed and promoted. If you already have practical skills in photography and a passion for film making. If you can use ICT and different DTP and editing programs to make your own film posters, short films or radio podcasts, then this is the course for you.</p> |
| Progress from this course: (KS5 or possible careers) | <p>A Level Media Studies A Level Photography A Level English Language University Degrees in Media, Journalism (TV and print), Film making and editing, Advertising, Marketing. Careers in TV, the BBC and journalism. People who have a background in Media are highly desirable candidates in the marketing and advertising industry thanks to the independent research and practical skills they gain throughout their studies.</p> |
| For more information please contact: | Ms Trimble |

| Subject | GCSE Music |
|---|---|
| Exam Board: | OCR |
| Assessment structure: | <p>Integrated portfolio (30%)</p> <ul style="list-style-type: none"> • Performance on your chosen instrument. • Composition to a brief set by you. <p>Practical component (30%)</p> <ul style="list-style-type: none"> • Ensemble performance. • Composition to an OCR set brief. <p>Listening and appraising exam (40%)</p> <ul style="list-style-type: none"> • 1 hour and 30 minutes written exam. |
| Topics covered in this course include: | <p>The course covers five units:</p> <ul style="list-style-type: none"> • Your music • Concerto • Rhythms of the world • Film music • Conventions of pop. <p>These provide students with a broad perspective of the world of music and provide a foundation for the coursework and exam assessments.</p> |
| This course is ideal for: | <p>The GCSE Music course is ideal for students who want to develop their skills as a musician. The course provides a contemporary and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising. Learners explore performance and composition with a focus on their own instrument and genre choices. Learners are encouraged to be creative and to broaden their musical horizons and understanding with areas of study that inspire and challenge.</p> <p>Please note: Students should already be able to play an instrument competently to fully access the course</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>A GCSE Music qualification is recommended if you want to go on to study Music at A level, Music Technology or related BTEC Courses and degree courses. It is also useful if you want to pursue a career in the Performing Arts industry, such as an instrumentalist, singer, teacher, DJ, sound engineer, songwriter, film music composer, dancer or actor.</p> |
| For more information please contact: | <p>Ms Hebbs Mr Wedgeworth</p> |

| Subject | Level 2 Vocational in Music Technology |
|---|---|
| Exam Board: | NCFE |
| Assessment structure: | <p>Students will study a range of modules that allow them to develop their knowledge of the Music industry, key genres and how Music Technology has developed over time. They will also study and practically explore approaches to recording live music as well as using digital software to edit and create their own pieces related to a specific brief.</p> <p>In the second year of the course students will receive an assignment brief from the exam board that assesses their knowledge across the core units. This will comprise a composition task and supporting portfolio. At the end of Year 11 (June) students will sit a written exam with listening tasks which will be 40% of the total grade for the course.</p> <p>Continuous assessment will take place throughout the course in the form of both practical and written assessment.</p> |
| Topics covered in this course include: | <p>Students study five core units to provide them with a broad subject knowledge in preparation for assessment:</p> <ul style="list-style-type: none"> • Introduction to music technology and the music business • The digital audio workstation (DAW) • Musical elements, musical style and music technology • Sound creation • Multi track recording |
| This course is ideal for: | <p>Do you have an interest in listening to Music? Do you want to create your own compositions but perhaps don't play a traditional instrument or have any formal playing experience? Interested in computers and technology? If the answer to these questions is YES then Music Technology may be the course for you!</p> <p>We will be working closely with professional organisations, including Confetti college, to ensure we offer a course that is creative, engaging and equips students with the skills to pursue Music Technology, or related fields, either in a further education setting or within the workplace.</p> |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>This course provides an excellent route into further studies including BTEC Music Technology and Production design courses. Students will develop skills that equip them to pursue careers in the Music and live entertainment industry as well as fields such as game and web design and the film and television industry.</p> |
| For more information please contact: | <p>Mr Wedgeworth Mrs Armitage-Giles</p> |

| Subject | GCSE PE |
|---|---|
| Exam Board: | OCR |
| Assessment structure: | 60% external exam 40% practical and written controlled assessment |
| Topics covered in this course include: | <p>Component 1: Exam covering the physical factors effecting performance (30%)</p> <p>Component 2: Exam covering the socio-cultural issues and sports psychology (30%)</p> <p>Component 3: Practical Performances (30%) Non-examined assessment: internally marked and externally moderated (60 marks) Assessment in 3 sports/activities (20 marks per activity) General performance skills in team and individual sports</p> <p>Component 4: Analysis and evaluation of performance (10%) Non-examined assessment: internally marked and externally moderated (20 marks) Analysis task of skill development Carrying out an action plan to improve performance Evaluating the impact of the action plan.</p> |
| This course is ideal for: | Students who wish to pursue a career in the sports industry, especially those who are interested in sports, training and fitness and will be physically competent in at least two sports. Students will be expected to complete a controlled assessment based on their practical performance. |
| Progress from this course: (KEY STAGE 5 or possible careers) | A GCSE in PE will aid progression to further study and prepare students to continue into further education. Students studying a GCSE in PE have a whole array of career paths that are suitable to them based upon this course, such a sports science, physiotherapy, coaching and teaching. When taken as part of a balanced curriculum, there is a clear progression route to A-Level PE or a BTEC-Level 3 course. |
| For more information please contact: | Mrs Kilbane |

| Subject | GCSE Photography (Art and Design) |
|---|---|
| Exam Board: | AQA |
| Assessment Structure: | <p>Students following the GCSE Photography course will complete two main assessment portfolios. Component 1 (Portfolio) This is worth 60% of the final mark and is a Personal Investigation exploring one major theme.</p> <p>Component 2 (exam topic) This is worth 40% of the final mark. Students must respond to a title set by AQA during a 10-hour practical exam/controlled test after a set preparation time.</p> |
| Topics Covered in this course include: | <p>We begin the course by introducing students to different photographic styles and techniques, including landscape photography, sequencing, Photoshop editing and comic books. Students will produce a sketchbook of work in which they explore different photographers, experiment with editing techniques and refine their own photographic skills.</p> |
| This course is ideal for: | <p>This course will appeal to students who want to improve and develop their photographic skills and understanding of different styles of photography. Students who take this course can work creatively and independently and enjoy experimenting with making different outcomes to their work.</p> |
| Progress from this course: (Key Stage 5 or possible careers) | <p>A Level qualification in Photography, Media Studies and Art. University degrees in photography, creative arts subjects, journalism and design. Students with an A level in Photography have successfully accessed courses in marketing and design based on the independent and creative skills they have gained throughout this course.</p> |
| For more information please contact: | Miss Hunt, Mr Moore (from Technology) |

| Subject | GCSE Psychology |
|---|---|
| Exam Board: | AQA Psychology 8182 |
| Assessment Structure: | Two 1 hour 45min exams 100% Exam |
| Topics Covered in this course include: | <p><u>Developmental Psychology:</u> the way we develop including intelligence.</p> <p><u>Memory:</u> the structure and role of memory including short term and long term.</p> <p><u>Psychological Problems:</u> different mental health problems including depression, schizophrenia and addictions.</p> <p><u>Social Influence:</u> conformity, obedience and collective behaviour.</p> <p><u>Neuropsychology:</u> the structure and function of the brain and how it impacts on behaviour</p> <p><u>Research Methods:</u> understanding the different research methods used in Psychology and basic descriptive statistic methods</p> |
| This course is ideal for: | Students who are interested in understanding how we function as human beings and why we display different types of behaviours (e.g. Understanding the impact of nature and nurture on human brain development). |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>A-Level Psychology, Criminology, Sociology and Health & Social Care.</p> <p>Careers in all of the above areas and in psychology, psychiatry, counselling and mental health work etc.</p> |
| For more information please contact: | Mrs Watson Mrs Ferris |

| Subject | GCSE Textiles |
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| Exam Board: | Edexcel/AQA (tbc) |
| Assessment structure: | <p>If following the Art route</p> <ul style="list-style-type: none"> • 60% practical coursework • 40% Exam (practical) <p>If following the DT route</p> <ul style="list-style-type: none"> • 50% coursework – practical. • 50% exam (written) |
| Topics covered in this course include: | <ul style="list-style-type: none"> • Exploring the work of Fashion and Textile designers. • Experimenting with different construction and decorative techniques using. • The Design process. • Designing and making a prototype against a brief. |
| This course is ideal for: | Students who enjoy being creative and have inquisitive minds. An interest in fashion, textiles, costume design, Art or photography would be beneficial. |
| Progress from this course: (KEY STAGE 5 or possible careers) | <p>The course is varied and is a good mix of theory and practical skill. The skills that students acquire through studying GCSE Textiles will be useful to them later in life. The course is the perfect platform to numerous courses in further education, including A level and more vocational style courses.</p> <p>Career progression is wide and varied from working in the fashion sector and theatre to interior design, graphic design, illustration and beyond. Students who choose to opt for Textiles may not be able to choose Product Design or Art alongside the subject.</p> |
| For more information please contact: | Mrs Brewer, Miss Hunt |

Statutory courses (no qualification)

| Subject | Core PE |
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| Activities included in Core PE: | Students are asked to make a choice of one of the following <i>pathways</i> : Performance, Creative, Participation and Leadership. Within the chosen <i>pathway</i> , students select the activities to compete and participate in. We feel giving students a choice is essential, as this is an integral part of sustaining interest and a positive attitude towards being physically active. We hope this will represent the way they may approach physical activity outside of school and so encourage lifelong learning and participation. |
| Skills developed in core PE: | Within Core PE, students will continue to develop their physical skills and the ability to perform within a range of sports and activities alongside developing their overall understanding of what it is to be fit and healthy for life. We also place a strong emphasis on a range of skills which include the ability to demonstrate leadership, resilience, working within a team and communication skills. |
| The benefits of Core PE: | The list is numerous, none more so than the ability to understand and maintain a healthy lifestyle, which has a range of physical, social and mental benefits. Within a sporting environment and during physical activity, students engage with a number of concepts and challenges that develop the whole person. |
| Progress from this course: | Progress from Core PE develops into lifelong participation in physical activity. Overall, the aim is to develop a person who can understand why it is important to lead a healthy lifestyle and how they can achieve this. |

| Subject | Core Personal Development |
|------------------------------|--|
| Activities included: | Students cover all the key aspects of their statutory entitlement relating to RSHE in these subjects including: <ul style="list-style-type: none"> ✓ Sex and relationships ✓ Online safety ✓ Drug and alcohol awareness ✓ Careers advice and post-16 planning ✓ Religious and philosophical views on controversial topics ✓ British Values |
| Skills developed: | PSHE, RE and Citizenship enable students to acquire the necessary skills and knowledge to become informed, active citizens. |
| The benefits of this course: | These subjects enable students to discuss issues within society and develop analytical skills. |
| Progress from this course: | These courses are particularly appropriate to studying Government & Politics and / or Philosophy & Ethics. |