

Castle Newnham School

Traditional Values, Bright Futures, One Journey



**GCSE Options
2024-2026**

MESSAGE

FROM THE HEAD OF SCHOOL - SECONDARY

You are now embarking on an important part of your education. Making sure you pick Key Stage 4 courses that are right for you will make a difference to your experience of school over the next two years and beyond. Getting it right will help you to finish Year 11 with a great set of GCSE results. As a staff, we are committed to ensuring that you enjoy your experience of learning in Years 10 and 11 and that you strive to achieve the best outcomes you can. I am very proud of every subject area and every teacher here at CNS. I know whichever courses you choose to do, you will receive the highest quality teaching and opportunities that rival any in other schools nationally.

Our curriculum is built around the content of the traditional academic subjects since we believe that WHAT you learn is as important as HOW you are taught and the outcomes you obtain. We are very conscious that we are preparing future citizens who need to be well informed and confident of the part they have to play in contributing to their community and their wider world and our curriculum with its strong focus on traditional subjects does just that. We recognise that it is important for you to have the opportunity to continue your study of a language (French) and a Humanities subject (Geography or History) at GCSE. This combination of subjects is known as the Ebacc. Beyond this our curriculum is flexible and offers a range of subjects that will meet your individual needs and interests. From these subjects you are invited to choose two.

You will be supported at every stage of this process by your CORE Tutor, Head of Year, Mr Stevens and all staff. Ask questions. Find out more about the subjects you like the look of. However, also know that being successful at KS4 demands maturity, and that maturity begins now by making sure you choose your courses wisely.

I very much look forward to supporting you with this process and to beginning the next exciting chapter of your life at CNS.



Mrs S Levesley
Head of School - Secondary

MESSAGE

FROM THE ASSISTANT PRINCIPAL

You are about to commence the most significant aspect of your education to date, your GCSE Studies. The next few years will be a very exciting and challenging time for you. This booklet is designed to help you understand the choices available, as well as helping you to make the right choices for you personally.

Some of you will already have a clear idea about the sort of career that you would like to have, and some of you will take much longer to decide. You must speak to your family and the staff who know your strengths and aspirations, to help you decide what's best for you and your future.

Whatever the stage you have reached, it is a good idea to make your decisions about your GCSE courses based upon some of the following tips:

- **Choose** subjects that you will enjoy
- **Choose** subjects that you are good at
- **Choose** subjects that will support your career plans
- **Choose** a combination of subjects that give you a broad experience of learning
- **Do not choose** subjects because you want to be with your friends
- **Do not choose** subjects because you like the teacher

Be excited and proud to know you are at such an exciting stage of your education – we will give you all the help you need to make the right choices.

Good luck in your decisions.



Mr S Stevens

Assistant Principal - Secondary Curriculum Design and Delivery

This is the first time since starting school that our pupils have had the opportunity to take control of a significant part of their curriculum. Year 9 pupils will continue to benefit from a broad and balanced curriculum in year 10 that will allow a range of further and higher education pathways to be followed once they have completed their GCSE qualifications.

Choosing option subjects for study in Key Stage 4 is an extremely important part of the year for the students involved. We therefore devote significant time to the process and the timeline for this is shown below:

Week Beginning 29 January 2024

PSHE Next Steps Lessons - GCSE Option Choices

6 February 2024

Information Evening for Year 9 pupils and parents to explain the Options process

28 February 2024

Year 9 assembly with pupils to explain the Options process - next steps

4 March 2024

Pupils' Option Choices form completed in time for pupil interview process to begin

4 March - 21 March 2024

Individual meetings with pupils and members of CNS staff

22 March 2024

Options Choices form - submission deadline

June 2024

Parents and pupils informed of subject choice allocations



The following pages offer further clarification about how we organise Key Stage 4 as well as explaining the key staff involved in the options process. Also included is information on the core curriculum that all pupils will follow.

KEY STAFF

FOR ANYTHING RELATED TO THE OPTIONS PROCESS

Mr Shaun Stevens Assistant Principal: Secondary Curriculum Design & Delivery
Miss Shaan Hussain Head of Year 9

FOR SPECIFIC 'NEXT STEPS' ADVICE AND GUIDANCE

Mr Sean Carter Careers Lead
Mrs Cat Magee Secondary SENDCO

FOR SPECIFIC SUBJECT QUERIES

Mrs Mawgan Sturge Head of English
Mr Eric Boakye Head of Mathematics
Mrs Philippa Dawe Head of Science
Mrs Rachael Hambley Head of Modern Foreign Languages
Mrs Katherine Mohrasri Head of Geography
Mr Darren Winter Head of History
Miss Emily Green Federation Head of Performing Arts (Music)
Miss Daniella Reynolds Federation Head of Performing Arts (Drama & Dance)
Miss Amy Owen Head of Physical Education
Mr Phil Cook Head of Creative and Technical Arts (DT)
Miss Abi Coulter Head of Creative and Technical Arts (Food)
Miss Emily Robinson Head of Art
Mrs Rachel Moore Head of Religious Studies and Citizenship Studies
Mrs Amy Scott Head of Classics

WHERE CAN PUPILS GET FURTHER HELP AND ADVICE?

Sometimes it may help pupils to talk things through with people who may not know them but who can offer professional help and advice. Castle Newnham has their own in-school careers coach who is able to offer advice for our pupils. Appointments can be made by emailing Mr Carter who oversees this program of support.

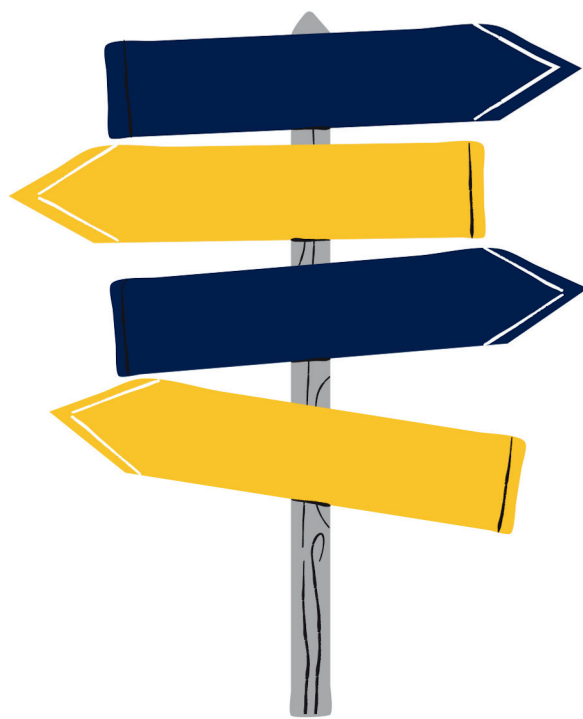
External careers advisers are also available to offer advice from 8am to 10pm every day. They can be contacted on 0800 100 900 or on the National Careers Service webpages:

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

POST 16 DESTINATIONS

To support parents with understanding post 16 choices it is useful to know that GCSEs count as Level 2 qualifications. As a general rule post 16 colleges and schools need the following:

Post 16 Destination	Qualification Type	Minimum Entry Requirements
Sixth forms A level colleges	A Levels	5 GCSE passes at grade 4 (including English and Maths) Specific Colleges and Sixth forms may have their own entry requirements (eg a grade 5 in Maths is required to study Psychology)
Colleges Vocational courses	Level 2 Qualifications	3 GCSEs at grade 3 including English and Maths or a qualification at Level 1
	Level 3 Qualifications	4 GCSEs at grade 4 including English and Maths or a Level 2 qualification
	T Level Qualifications	4 GCSEs grades 9-4 including English, Maths and Science or equivalent
Apprenticeships	Linked to college courses and T level Qualifications.	



GCSE CURRICULUM

CORE CURRICULUM:

All pupils will study the following core curriculum subjects:

GCSE English Language
GCSE English Literature
GCSE Mathematics
GCSE Combined Science
GCSE French
Core Physical Education
Core Religious Studies
Core PSHE

OPTIONS CHOICES:

Humanities Choice: All pupils will choose between History or Geography

In addition to the core curriculum pupils choose 1 subject from option A and 1 subject from option B. They also need to choose a reserve option from both option A and option B in case we are unable to offer their first choice or we are unable to run the course due to insufficient pupil numbers.

Option A

Art and Design
Classical Civilisation
Design Technology (3D Design)
Drama
Geography
Hospitality and Catering
Music
Citizenship Studies
Spanish

Option B

Art and Design
Dance
Design Technology (Graphics)
History
Hospitality and Catering
Physical Education
Sports Studies
Religious Studies
*Triple Science

* Nationally the Triple Science programme is regarded as being a very demanding course which comprises the Combined Science content along with extension content. Pupils will be invited to select the Triple Science option based upon their prior attainment in Science.

CORE CURRICULUM

GCSE ENGLISH LITERATURE GCSE ENGLISH LANGUAGE

EXAM BOARD: AQA

Why is English a core subject?

Reading, writing, speaking and listening are central to managing adult life successfully and to learning other subjects in school. Pupils at Castle Newnham School can expect to experience a broad and engaging GCSE English curriculum. The skills they will acquire in their studies will help them to unlock the curriculum in school and life skills beyond the school setting. Pupils will continue to learn how to comprehend what they have read and be given strategies that will enable them to get the most out of every text. Pupils will develop a wide range of writing skills. They will gain further experience in writing for different purposes and different audiences. Pupils will continually improve their verbal communication skills. Whether it's delivering a formal speech, working as part of a team or taking on a role, they will have the opportunity to express themselves and grow as a result of listening to what others have to say. In English Literature pupils will be exposed to many key figures from Britain's literary heritage. They will learn more about the nature of humanity, the social and historical contexts of works they study, and the power of the written word whilst studying some brilliant novels, plays and poems. We teach English in order to help pupils to find their own answers to the 'big questions' relating to the human condition, and help them to define their own experiences of the world around them.



COURSE CONTENTS - ENGLISH LANGUAGE

Paper 1: Explorations in creative reading and writing - 50% of GCSE

Section A: Reading one literature fiction text four written tasks rising in challenge

Section B: Writing one extended piece of descriptive or narrative writing

Assessment - written exam: 1 hour 45 minutes

Paper 2: Writer's viewpoints and Perspectives - 50% of GCSE

Section A: Reading one non-fiction text and one literary non-fiction text four written tasks rising in challenge

Section B: Writing One piece of extended writing to present a viewpoint

Assessment - written exam: 1 hour 45 minutes

COURSE CONTENTS - ENGLISH LITERATURE

Paper 1: Shakespeare and the 19th Century Novel - 40% of GCSE

Shakespeare play (Macbeth)

The 19th-century novel (A Christmas Carol)

Assessment - written exam: 1 hour 45 minutes

Paper 2: Modern Texts and Poetry - 60% of GCSE

Modern prose or drama texts (An Inspector Calls)

The poetry anthology (Power and Conflict cluster)

Unseen poetry

Assessment - written exam: 2 hour 15 minutes

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Literacy is essential for everyday life and understanding our world. All careers involve the skills of oral communication, evaluative and analytical writing skills and creativity and written communication skills that pupils will develop as a student of English. For those with a specific interest in English or English Literature, this GCSE can lead on to media-related careers, publishing, law, marketing, advertising, theatre-related careers, teaching and careers including communication skills generally. English qualifications are very important for entry to all courses in Higher Education and to employers.

GCSE FRENCH

EXAM BOARD: EDEXCEL

Why is French a core subject?

As the official language of 29 countries from Canada to the Democratic Republic of the Congo, learning French can take you much further than France itself! With an estimated 320 million French speakers worldwide, you can join 3.6% of the world's population with knowledge of an extremely popular language. If you do have a fascination with all things French – be this art, film, literature, food or fashion – learning French is sure to help you enjoy France's fascinating culture even more. For those who are looking to work internationally, being able to speak the native language can be extremely beneficial and, in some cases, essential. As there are many countries which use French as their first language, you'll also have the freedom to work all over the world. From forming life-long friendships to unexpected career and travel opportunities, the impact of learning an additional language can be far-reaching.



COURSE CONTENTS

The aim of the GCSE course is to develop skills in your speaking, listening, reading and writing French; building on the language work covered in KS3. You will develop a greater awareness of the culture of French-speaking communities and countries. During the course, you will learn to understand, and provide information and opinions, in a range of contexts:

- My personal world (family, friends, relationships and equality)
- Lifestyle and wellbeing (physical and mental well-being, food and drink, sports)
- My neighbourhood (places in town, shopping, the natural world and environmental issues)
- Media and technology (music, TV, film, social media and gaming)
- Studying and my future (school and future opportunities)
- Travel and tourism (transport, accommodation and tourist attractions)

ASSESSMENT

You are entered for either Foundation (grades 5-1) or Higher Tier (grades 9-4).
Paper 1 Speaking 25% - set by the exam board and conducted by your teacher
Paper 2 Listening 25% - written paper
Paper 3 Reading 25% - written paper
Paper 4 Writing 25% - written paper

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Learning a language helps you build on, and develop new skills beyond the classroom. You will learn to communicate effectively and use French in 'real World' situations.

GCSE French provides a sound basis for further study, work, and also for learning another language. French is widely available as an A-Level subject and can also be studied as a subject in the International Baccalaureate Diploma Programme. In a 'global economy', the ability to speak more than one language and knowledge of different cultures can be very useful, and give you the edge in many different job sectors.

There are many possible career paths both using linguistic skills directly or as part of your job. It is estimated that the ability to speak a foreign can add 10-30% to your wage.



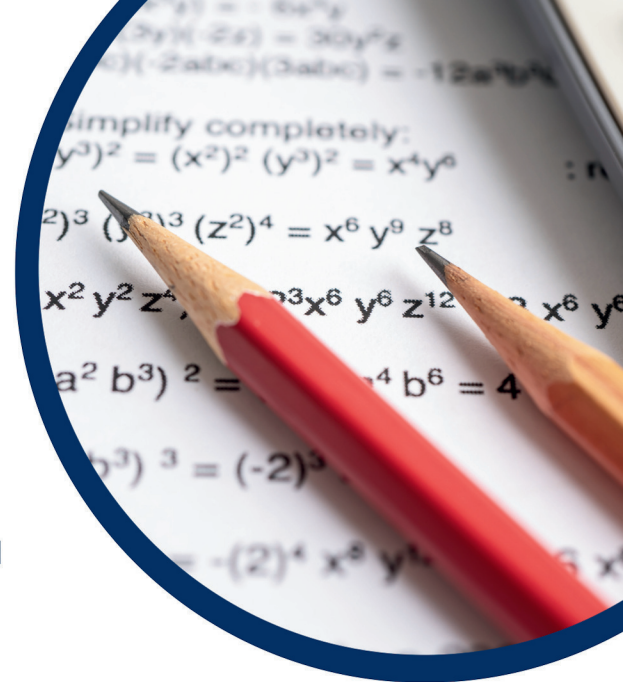
GCSE MATHEMATICS

**EXAM BOARD: HIGHER TIER - EDEXCEL
FOUNDATION TIER - OCR**

Why is Mathematics a core subject?

Mathematics is a core subject because it is essential for everyday life and understanding and existing in our world. It is also essential to science, technology and engineering, and the advances in these fields upon which our economic future depends.

While studying Mathematics pupils will learn about a range of techniques and methods, develop their problem solving skills and improving their ability to think logically. It is therefore fundamentally important to ensure that all pupils have the best possible mathematics education.



COURSE CONTENTS

There are 243 topics which are tested on the Mathematics papers. These are broadly divided into 19 areas including Number, Algebra, Geometry, Probability and Statistics. Some of the content that pupils will study is listed below:

Algebra: expressions, equations, graphs, sequences, functions, direct and inverse proportion, etc

Number: percentages, rounding, ratio and proportion, surds, standard form, calculator use, etc

Geometry: area, perimeter, trigonometry, transformation, circle theorems, vectors, etc

Statistics: averages, quartiles and statistical diagrams

Probability: set notations, theoretical probability, combined events and experimental probability

ASSESSMENT

All pupils will sit 3 exam papers at the end of their time with us. Pupils will be allowed to use a calculator in three of these exams and one exam is completed without a calculator. Higher papers are graded from grade 3 to 9 and Foundation papers are graded from grade 1 to 5. Pupils who do not meet the lowest grade boundary for the tier will be ungraded (U).

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Numeracy is essential for everyday life and understanding our world. It is also essential to science, technology and engineering and so by teaching our pupils GCSE mathematics we are able to prepare them for their next steps and build their mathematical skills to enable them to play a full and active role in society.

Mathematics forms the basis of most subjects and so pupils successful at GCSE mathematics are able to pursue several post 16 courses such as A-level Maths, Further Maths, Psychology, Physics, Chemistry, Economics, Engineering, Geography, Sociology etc. These courses might lead to careers in teaching, engineering, cyber security, pharmacology, law, artificial intelligence, medicine and more. Most university courses require a grade 5-9 at GCSE.



GCSE COMBINED SCIENCE

EXAM BOARD: AQA

Why is Combined Science a core subject?

Science is part of the core programme of study in all secondary schools. This means all pupils will study science. They will receive a double award GCSE for this, which means it has the value of 2 GCSE grades. Studying science gives pupils a broad knowledge of the world around them and how to use their curiosity to question and investigate ideas. They will learn about prominent scientific moments in our history that have developed our world. They will also learn, develop and practise new skills that will enable them to investigate and discover their own ideas and hypotheses, as well as preparing them for any career path in science they may wish to explore.

COURSE CONTENTS

All pupils will study a range of topics in all 3 sciences, such as;

Biology: Cells and Transport; Organisation in Humans and Plants; Infection and Response; Photosynthesis and Respiration;
The human body; Reproduction; Variation and Evolution; Adaptations and Competition; and Ecosystems and Biodiversity

Chemistry: Atomic Structure and the Periodic Table; Bonding and Matter; Quantitative Chemistry; Chemical changes and Energy changes during reactions; Electrolysis
Rate of Reactions; Crude Oil and Fuels; Chemical Analysis; Earth's Atmosphere; and Using our Earth's Resources

Physics: Energy; Electricity; States of Matter; Radioactivity and Matter; Forces in Motion; Electromagnetic Spectrum and Waves; and Electromagnetism

ASSESSMENT

At the end of year 11 pupils will sit two papers in each science specialism consisting of;

Biology Paper 1: Topics 1-9

Biology Paper 2: Topics 10-18

Chemistry Paper 1: Topics 1-7

Chemistry Paper 2: Topics 8-14

Physics Paper 1: Topics 1-7

Physics Paper 2: Topics 8-15

Each of these papers will be worth 75 marks and will be a 1hr 15 minute exam. The marks from all 6 papers will be combined to give students an overall grade, worth 2 GCSE grades. There are no coursework aspects of the course.

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

There are many skills involved in the GCSE science curriculum. All pupils will develop their skills of investigation, experimentation, data collection and analysis and how to design and evaluate an effective experimental method. They will work with a large variety of equipment. These skills will be developed in lessons and a through a set of required practicals, which are;

Biology: Microscopy; Osmosis; Testing for Nutrients; Measuring enzyme activity

Chemistry: Making crystals; Electrolysis; Investigating exo and endothermic reactions; Investigating rates of reaction; Paper chromatography; Testing and Treating; Water

Physics: Investigating specific heat capacity of materials; Investigating the insulating properties of materials; investigating resistance in circuits; Investigating different circuit components; Calculating density of regular and irregular objects; Investigating Acceleration; Investigating Hooke's Law; Investigating waves in a ripple tank; Investigating infrared radiation

These practicals are designed to allow pupils to develop a set of investigative skills to access a wide range of further study and career paths in science.



OPTIONS CHOICES

GCSE ART & DESIGN

EXAM BOARD: AQA

Why pupils should study Art?

You will learn many transferable skills in Art; problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to adapt, refine and present ideas. Art adds a balance to your educational journey by embracing the discovery of success through mistakes and experiments. Art is a way of seeing things and making sense of the world around you. You will delve into the world of Art from classical artists such as Picasso to contemporary artists like Banksy!



COURSE CONTENTS

Component 1 – consists of two portfolios – one of experimental work and another themed portfolio that follows a journey of exploration to a final response. This component is worth 60% of your GCSE. Pupils will have a 5 hour mock exam in the summer term of Year 10 and a 10 hour mock exam in December of Year 11.

Component 2 – consists of an externally set assignment – one portfolio of work culminating in a final piece. This component is worth 40% of your GCSE. Pupils will have a 10 hour exam at Easter time to bring their final piece to completion.

ASSESSMENT

Portfolio's will be moderated by the Art Department teachers several times over the two years;

Spring term in Year 10

Spring term of Year 11

Summer term of Year 11

There will be an external moderation by someone from AQA in June of Year 11



SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

The Art and Design sector includes a wide and varied range of careers; from Professional Artist to Graphic Designer, Animator to photographer, Set Designer to Fashion Designer, Architect to Interior Designer. The UK Creative Industries employ over two million people and grow faster than other industries.

The skills gained when studying Art are transferable and sought after across all employment sectors. This course allows pupils to progress to study Art and Design at a higher level and gives pupils the necessary skills and technical language to be able to work in the industry.

GCSE CLASSICAL CIVILISATION

EXAM BOARD: OCR

Why pupils should study Classical Civilisation?

Classical Civilisation is a humanities subject and is highly respected by post 16 establishments, universities and employers. This GCSE is useful for developing analysis and evaluation skills as well as critical thinking and essay writing. It is also helpful in demonstrating an interest in people and cultures as well as being fascinating in itself!

COURSE CONTENTS

Pupils will study the Classical Worlds of Ancient Greece and Ancient Rome across the time period 3000 BCE to 500 CE. The course will look at surviving examples of written and archaeological evidence in different contexts. It is suitable to anyone interested in the Classical world and there are no requirements to have studied any ancient languages like Latin or Greek.

Pupils at Castle Newnham will study the following two components: Myth and Religion and Roman City Life. They will learn to read original texts (in translation) and form their own responses to these texts. Pupils will also investigate artifacts and gain understanding of their place in the Ancient World. Myth and Religion - this unit includes a close study of the Greek and Roman gods, their festivals and temples, mythology and ancient beliefs in the Underworld. Roman City Life - this unit has a particular focus on the urban areas of the Roman Empire such as Rome and Pompeii.

Topics range from housing all the way to gladiatorial shows back to dinner parties.

Paper 1 - Myth and Religion

Paper 2 - Roman City Life

ASSESSMENT

The course is assessed via two written exams - both are 1 hour 30 minutes in length. Each exam is worth 50% of the course. Questions range from short comprehension questions worth 1 mark to extended written answers worth 15 marks.

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

If you are planning to go on to sixth form then Classical Civilisation GCSE is great preparation for A Levels in a wide variety of subjects like English Literature and History as well as subjects like Politics or Law.

If you want to go on to do vocational courses at sixth form or into a training scheme, then Classical Civilisation will demonstrate a wide range of interests as well as teaching you valuable skills like evaluation and communication.

If you are thinking about university, Classical Civilisation provides a really useful introduction to subjects like Ancient History and Archaeology as well as Classical Civilisation itself.





GCSE DANCE

EXAM BOARD: AQA

Why pupils should study Dance?

Dance is a powerful and expressive subject which encourages pupils to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This specification recognises the role of dance in young people's lives and pupils will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

COURSE CONTENTS

The subject content details the knowledge, understanding and skills that students are expected to learn during the course of study.

This is set out in three core areas of dance:

- Performance
- Choreography
- Dance Appreciation

ASSESSMENT

Component 1: Performance and Choreography (practical)

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)
- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Component 2: Dance Appreciation (written paper)

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

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Skills Developed:

Systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve, body awareness and control, proper body alignment and posture, understanding of weight and balance, coordination of movement, flexibility and range of motion, strength and endurance, musicality and rhythm, clear and precise placement of limbs and body.

Possible Careers: Dance, Performing Arts and/or PE Teacher; Choreographer; Yoga instructor; Personal trainer; Dance therapy; Community arts worker; professional dancer

GCSE CITIZENSHIP STUDIES

EXAM BOARD: OCR

Why pupils should study Citizenship Studies?

With its emphasis on active citizenship, this course will help pupils discover what it takes to be a practical citizen, and about being involved in their community. Pupils will also have an opportunity to put what they learn into practice in a group project on an 'active citizenship' issue. In addition to this, pupils will study in depth many of the issues that they see, hear and encounter in the news and in society today.

COURSE CONTENTS

With rights, come responsibilities. Pupils will learn about both – and what they mean to individuals in their everyday life. Pupils will also learn about rights and responsibilities with regard to each other, within families, within a democracy and as a global citizen. They will find out about the legal and justice systems, democracy, voting and more.

The syllabus (OCR Citizenship Studies J270 from 2016) covers three units as detailed below:

Unit 1: Our Rights, Responsibilities and the Law:

- Rights and Responsibilities
- The law
- The legal system

Unit 2: Citizenship in Action:

- Democracy, elections and voting in the UK
- National, local, regional and devolved government
- The British Constitution
- The economy, finance and money
- The role of the media and the importance of a free press
- Citizenship participation in the UK
- International politics
- "Active" Citizenship

Unit 3: Our Society and our links with the Wider World:

- The identities and diversities that exist within UK society
- The UK and its relations with the wider world

ASSESSMENT

All three of the above units are assessed through exams at the end of Year 11, structured as follows:

Exam 1: Citizenship in Perspective

- A 50-minute exam worth 25% of your total grade. It involves answering shorter questions that are looking for the ability to recall and demonstrate KNOWLEDGE.

Unit 2: Citizenship in Action

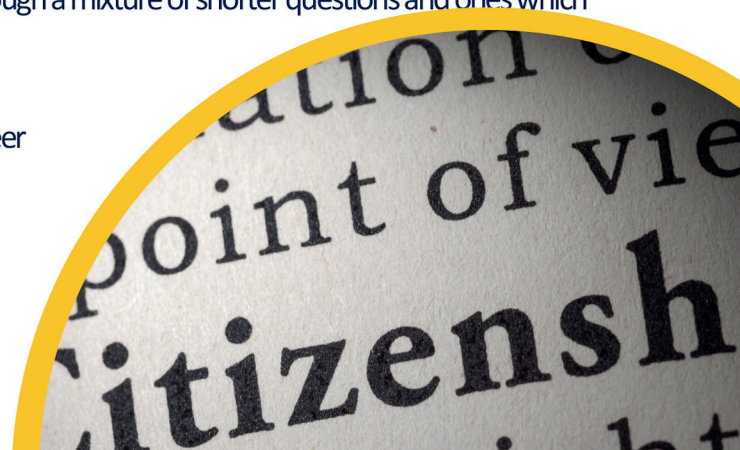
- A 1 hour and 45-minute exam worth 50% of your total grade. It will feature a combination of short and extended answers. It will also require you to write up the active citizenship project you undertake.

Unit 3: Our Rights, Our Society, Our World.

- A 1-hour exam worth 25% of your total grade. It is examined through a mixture of shorter questions and ones which require extended answers.

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Citizenship Studies would be most useful if you are interested in a career involving government (local and national); charities (especially those concerned with human rights, international development or environmental issues); law, advisory bodies, the police, the Crown Prosecution Service, community groups, teaching or journalism. However, it would also be extremely useful for anyone planning on working abroad in any capacity in the future, or just spending some time travelling.



GCSE DESIGN TECHNOLOGY (3D DESIGN)

EXAM BOARD: AQA

Why pupils should study Design Technology (3D Design)?

The GCSE develops knowledge and understanding of the design, prototyping and modelling or making of products, objects, and environments, using intellectual, creative and practical skills. Alongside improving your practical expertise, you'll learn how to develop, refine and record your ideas in independent portfolios, have the opportunity to present a personal response to a design problem and improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies. Pupils will use visual language and the formal elements such as colour, line, form, shape, tone and texture to critically evaluate their work and develop their visual communication skills to create a toolbox of drawing skills for different needs and purposes.

COURSE CONTENTS

Pupils will develop a broad knowledge of materials, processes, techniques and equipment and during their studies. They will develop their skills in material manipulation to produce high quality products in a mixture of resistant materials which build a portfolio showing explicit coverage of the four assessment objectives, this will be evidenced through in class project-based learning. Pupils will produce a sustained project evidencing the journey from initial engagement of a design problem or idea to the realisation of intentions in design work, modelling and final prototype.

Work undertaken throughout the course will embed pupils with the skills required to plan and prepare for the externally set task, pupils will put these skills into practice for a final 10 hour manufactured product.

ASSESSMENT

There are two components to the course:

Component 1 - Portfolio (60% of final grade)

Pupils produce a sustained project and a selection of further work that represents the course of study covering the assessment objectives

Component 2 - Externally set assignment (40% of final grade)

Pupils are set an externally supplied contextualised task paper featuring a range of tasks, pupils will select one to explore which they get to complete preparatory work for in advance of ten hours of supervised time where the final piece will be constructed.

Examples of tasks set previously include:

- Mechanical objects - Research relevant sources and create your own three-dimensional work inspired by Mechanical Objects.
- Decorative Frames - Research appropriate examples and design and make your own decorative frame
- Landscapes - Research relevant sources and create your own response to a rural, urban or industrial landscape known to you

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

The creative sector for product design pupils offers a great variety of career opportunities in fields such as automotive design, product design, stage and theatre, materials engineer or mechanical engineering. Product design offers the designer a chance to take on challenging briefs for a range of clients, working individually or part of a team to problem solve and explore solutions creating prototypes which could end up being commercially produced.

Learning product design skills can elevate the work of entrepreneurs and inventors by expanding their toolkit, as well as benefit those with a creative eye for detail looking to build a personal brand or business bringing their ideas to life. This course allows pupils to progress onto level 3 courses and gives them the necessary skills, technical language and portfolio to be able to apprentice in the industry.



GCSE DESIGN TECHNOLOGY (GRAPHICS)

EXAM BOARD: AQA

Why pupils should study Design & Technology (Graphics)?

The GCSE develops knowledge and understanding of design practices and allows pupils the opportunity to explore the world of design history to inspire their own work. You will get the chance to practise and demonstrate a large range of practical skills, designing and making a variety of graphic products using both traditional and CAD/CAM processes. An ideal course for a creative mind allowing exploration of materials, processes and design style whilst studying the core theory behind how technology has changed over time and how it is being applied to the modern world.

COURSE CONTENTS

Pupils will develop a broad knowledge of materials, processes, techniques and equipment and during their studies. They will develop the skills in graphic communication to produce high quality paper and board products, design for a target user or market considering their wants and needs, apply a range of graphic skills in printing, binding and digital image generation. Pupils will use materials and equipment safely & efficiently considering both financial cost and environmental impact. Alongside this, pupils will also undertake a short-mixed materials practical alongside core theory content preparing them for the exam.

ASSESSMENT

Pupils will study 7 units of subject theory content and where possible this will be linked with focused practical tasks and/or project based learning. Lessons will be split to cover 5 hours across 2 weeks, 2 hours practical, 2 hours theory, 1 hour visual communication.

Pupils will sit a 2hr exam, the paper is split into 3 sections (50% of final grade)

Section A (20% of exam paper, multiple choice and short answer questions)

- Unit 1 – New and emerging technologies
- Unit 2 – Energy, materials, systems and devices
- Unit 3 – Materials and their working properties

Section B (30% of exam paper, long answer questions and diagrams)

- Unit 4 – Common specialist technical principles
- Unit 5A – Papers and Boards

Section C (50% of exam paper, long answer questions and drawings)

- Unit 6 – Designing principles
- Unit 7 – Making principles

Maths based questions will make up around 10% of paper across all 3 sections

NEA (50% of final grade)

Pupils will undertake the non-examined assessment released in June of year 10 pupils will choose from 3 contexts published from the examination board and undertake a full design and make project.

Comprising of 20 pages of A3 or digital equivalent and a final outcome

Final outcomes can be a working model with material testing or be a scaled down prototype

Examples of NEA contexts from previous years include Multifunctional living, Events and occasions, Places of interest, Caring for animals, Studying or working from home, Maintaining a Healthy lifestyle.

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

The creative sector for graphic design pupils offers a great variety of career opportunities in fields such as advertising, branding, marketing, stage and theatre, media and communications or publishing. Graphic design projects can vary widely, from traditional print mediums to digital projects and infographics allowing graphic designers to express their creativity working on challenging briefs solving design problems for a range of clients.

Learning graphic design skills can elevate the work of artists and creatives by expanding their toolkit, as well as benefit those with a good eye for detail looking to build a personal brand or business bringing their ideas to life. This course allows pupils to progress onto level 3 courses and gives them the necessary skills and technical language to be able to work in the industry.



GCSE DRAMA (PERFORMER OR DESIGNER)

EXAM BOARD: AQA

Why pupils should study Drama?

Our GCSE Drama offers pupils the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Pupils have the option to follow the below routes in GCSE Drama for the practical performances:

- Performer
- Lighting Designer
- Sound Designer
- Set Designer
- Costume Designer

Pupils will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre. The subject content details the knowledge, understanding and skills that pupils are expected to develop throughout the course of study.

COURSE CONTENTS

The subject content for GCSE Drama is divided into three components:

Component 1: Understanding drama (written exam)

Component 2: Devising drama (practical with written logbook)

Component 3: Texts in practice (practical)

For the practical units pupils choose to work as performers or designers (design students may choose lighting, sound, set, costume or puppets).

ASSESSMENT

Component 1 assesses the pupils knowledge and understanding of drama and theatre. Pupils study of one set play and analysis and evaluate the work of live theatre makers. In the practical units pupils understand the process of creating devised drama, analysis and evaluation of own work and perform extracts from one play.

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Pupils develop a range of skills whilst studying drama at GCSE.

- Fosters a spirit of cooperation.
- Build teamwork.
- Teaches communication skills.
- Sharpens visualisation and creative skills.
- Hones your critical thinking skills.
- Develops public speaking skills.
- Boosts self-confidence.
- Deepens your well of empathy.

Possible careers: Actor; Broadcast presenter; Community arts worker; Drama therapist; Set construction; Stage manager; Teacher; Television and radio presenter; and Theatre director, to name a few!



GCSE GEOGRAPHY

EXAM BOARD: EDEXCEL

Why pupils should study Geography?

Without geography, where would we be? Geographers know how the world works, and why, and can also suggest how we can live in it sustainably, providing for all, both now and in the future. They can plan and carry out research and can combine a variety of sources of information to reach conclusions and make informed decisions. This, combined with many other skills needed in today's workplace and those of the future, make geography a great choice, both for itself and as a subject which supports others.



COURSE CONTENTS

The course has a focus on the physical and human geography of The United Kingdom together with other countries and places from around the world. You will also learn more about the processes that shape our world and our lives in it, and current and developing issues we face.

Our study is divided into:

The Physical Environment: geology and distinctive landscapes of The United Kingdom; coastal and river landscapes and processes weather hazards and climate change; ecosystems, biodiversity and management (including tropical rainforests and deciduous woodlands)

The Human Environment: changing cities; global development; resource management – including the supply and management of fresh water

Geographical Investigations: two investigations on two days – at the coast and an urban enquiry

Throughout the course, you will learn how processes have led to our world today, about the interaction between people and environments and how we might manage sustainable development.

ASSESSMENT

Three exams at the end of Year 11:

Paper 1 - the physical environment - 37.5% of your GCSE

Paper 2 - the human environment - 37.5% of your GCSE

Paper 3 - geographical investigations - 25% of your GCSE

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

An academically challenging GCSE, geography combines much knowledge and many skills both unique to itself and which reinforce those met in other subjects.

A Geography GCSE grade 4 and above will support applications for all post-16 education courses. Most sixth-forms will expect a GCSE grade 6 or above to move on to study geography at A-level.

A geography A-level will be needed in order to study geography at degree level – or degrees linked with geography. Many other degrees can be accessed with geography A-level linked with either arts or science based A-levels.

Geography is a subject highly regarded by a wide range of employers and geography graduates have one of the highest rates of employment six months after graduation.

GCSE HISTORY

EXAM BOARD: EDEXCEL

Why pupils should study History?

History is not just dates, kings, leaders and wars: it is the story of how our world has developed. It explains why the events we view on the news, or how we live our lives, has been made possible. History allows us to learn from previous events and mistakes in order to shape a better future. You will develop core skills that are influential in many jobs in the modern job market, enhancing what you already learnt at KS3. You will gain a greater depth of understanding on how the world is portrayed by the media, governments and society. Most importantly, you will open a window on a fascinating subject that surrounds us in every aspect of our lives, our landscape and the way we think. History enables you to look to the future by looking at the past.



COURSE CONTENTS

Anglo-Norman England c.1042 - c.1088

All pupils will begin their study with Anglo-Norman England c.1042-c.1088. This topic focuses on life in England before the Norman Conquest and how the Normans adapted, changed or continued aspects of English life. As well as 'big events' such as the Battle of Hastings, the rebellions against William I's rule and succession crises, we also explore the impact on the lives of everyday people.

Weimar and Nazi Germany 1918 - 1939

This is a hugely influential period of time and focuses on the challenges faced by Germany following World War 1 and how these challenges allowed extremist political groups such as the Nazi's to flourish. We also investigate how and why the Nazi Party grew in popularity, gained power and then everyday life under the Nazi's before the start of World War 2. This topic is a source-based topic drawing upon the skills developed over Key Stage 3 in critical thinking of evidence and source analysis.

Medicine Through Time c.1250 - c.2020 and Medicine on the Western Front 1914-1918 (mini-topic part of Medicine Through Time)

This module explores how medical knowledge, practice and thinking develop from the middle-ages through to the modern day. A focused topic explores the importance of the Western Front of World War for the development of medical treatment. This module is a blend of sources and knowledge and enhances the practice and skills taught in all other modules.

Superpower Relations and the Cold War 1941 - 1911

Our studies begin by exploring the changes in the relationship between the U.S.A and U.S.S.R. from 1941-1947. During the rest of this topic, our GCSE study will continue to investigate the key events of this period such as the Cuban Missile Crisis, the development of NATO and the Warsaw Pact as well as explore the changing relations between the Superpowers and the impact that this still has on modern politics.

ASSESSMENT

3 exams at the end of Year 11

Paper 1 - Medicine Through Time c.1250 - c.2020 and Medicine on the Western Front 1914-1918

Paper 2 - Anglo-Norman England c.1064 - c.1087 and Superpower Relations and the Cold War 1943 - 1911

Paper 3 - Weimar and Nazi Germany 1918 - 1939

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Over the GCSE course you will develop many skills you have begun to use over Key Stage 3: you will be able to create a critical viewpoint from different pieces of information, analyse a piece of data to decide how useful it is. You will learn to view other viewpoints critically, decide how they have created these ideas and how accurate these views are. Alongside this will be a development of your ability to create your own arguments using evidence and clearly explain these to a reader.

These are all skills which are becoming vital in the modern workplace and are sought after by a wide number of employers. Beyond obvious jobs such as historians, research assistants, librarians and education, history is also widely regarded in the following jobs because of the analytical and critical thinking skills that you will acquire: journalism, politics, officers in the armed forces, managerial roles, marketing, law, police and civil service.

TECH AWARD HOSPITALITY & CATERING

EXAM BOARD: EDUQAS

Why pupils should study Hospitality & Catering?

This award is equivalent to a GCSE and has more practical and vocational elements within the course. This course develops knowledge and understanding which is sector specific. You will get the chance to practise and demonstrate a large range of practical skills, designing and making a variety of food products. You will also need to consider how to cater for a range of nutritional needs and a range of Hospitality and Catering settings. It is important to remember that this course is not solely practical and does include many theory elements, leading to a written exam.

COURSE CONTENTS

Pupils will develop a broad knowledge of ingredients, techniques, equipment and nutrition during their studies. They will develop the practical skills to produce high quality food products, developing their own menus and recipes and maintain safe and hygienic working practices. Pupils will use materials and equipment efficiently considering both financial cost and environmental impact. Alongside this, pupils will also develop an understanding of the commercial kitchen and opportunities within the industry.

ASSESSMENT

Unit 1: The Hospitality and Catering industry - 40%

This unit will be externally assessed and is made up of 1 assessment which tests pupil knowledge of the Hospitality and Catering sector. It will cover the following topics

- Roles and responsibilities in the industry; Health and safety requirements including food legislation; and Food induced ill health

Unit 2: Hospitality and Catering in Action - 60%

Pupils will undertake an extended project based on a given brief. The briefs change yearly and have themes such as “Waste not Want not” and “British Produce”.

Pupils will be expected to:

- Analyse the given brief; Research the topic; Select an appropriate customer to profile; Design, test, develop and make suitable products; and Evaluate the dishes selected in terms of nutrition and why they are suitable for the given task.



SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

The Hospitality and Catering sector includes all businesses that provide food, beverages and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues: businesses where hospitality and catering is not their primary source but increasingly important to their success.

In Britain, Hospitality and Catering accounts for around 10% of the overall workforce. Since 2010 25% of all new jobs have been within this industry, the majority of these roles falling within the 18-24 age group.

This course allows pupils to progress onto level 3 courses and gives them the necessary skills and technical language to be able to work in the industry.

GCSE MUSIC

EXAM BOARD: EDUQAS

Why pupils should study Music?

In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

COURSE CONTENTS

Composing: Over the course of the 2 years, pupils will learn how to write music in various different ways and genres. We compose on Macs and use both Garageband and Musescore to learn how to build a piece of music.

Performing: Pupils will have the chance to develop their musicianship on their chosen instrument. We will look at developing ensemble playing skills so pupils learn how to make themselves fit into a group setting. We will also look at ways to perform a piece of music further than just the notes that are on the page, all to make them a better performer.

Appraising: Over the course of the 2 years, we learn the theoretical context, history and development of 4 Areas of Study: Music for Ensemble, Film Music, Musical Forms and Devices and Popular Music. The last two areas of study contain set works which are chosen by the exam board and studied in more detail. We will also spend the two years developing knowledge of reading music and other theoretical knowledge around the elements of music.

ASSESSMENT

Composing: Pupils will be expected to write 2 pieces of music. One as a response to a brief and one free composition of the pupils choice.

Performing: Towards the end of Year 11, pupils are expected to complete 2 performances, one solo and one ensemble.

Appraising: At the end of Year 11, there is a listening exam that will test pupils on their knowledge of the Areas of Study and general music theory by listening to music and answering a range of 1-10 mark questions.

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills. Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. You will gain a deep understanding of a number of transferable skills and practice applying these to new situations, developing analytical and problem solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.

Eduqas Music teachers were recently asked to give details of the next steps of former students and many had continued to study Music at Music Colleges, or University. Others had gone on to read Acting, Art, Arts Journalism, Biology, Business, Chemistry, Classics, Computer Science, English and Drama, English Literature, French, Geography, Japanese, Liberal Arts, Marine Biology, Maths, Medicine, Midwifery, Modern Languages, Journalism, Occupational Therapy, Physics, Politics, Primary Education, Psychology, Sports Science, and Veterinary Medicine. Others had started Apprenticeships in Accountancy, joined the Royal Marines or other Armed Forces. At least one is starring in the West End, and others have started (or continued) careers in performance and tuition.

Entry Requirements: Instrumental lessons in their instrument of choice and Grade 3 standard or above on their instrument of choice (or equivalent)



GCSE RELIGIOUS STUDIES

EXAM BOARD: AQA

Why pupils should study Religious Studies?

Religious Studies enables pupils to gain a deeper understanding of religious philosophical and ethical issues. You will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards a variety of different issues.

You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture, legal system and moral codes; this will mean that you will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

All of these skills are vital in helping you understand issues that face the modern world and will prepare you for how you will respond to this both in your personal and professional life.



COURSE CONTENTS

The course is broken up into two main areas :

- Component 1- Religious Beliefs, Teachings and Practices
- Component 2- Philosophical and Ethical themes

Year 10

Component 1:

Christianity: Beliefs and Teachings
Christianity: Practices and Worship
Islam: Beliefs and Teachings

Component 2:

Relationships and Family
Religion and Life

Year 11

Component 1:

Islam: Practices and Worship

Component 2:

Existence of God and Revelation
Religion, War, Peace and Justice

ASSESSMENT

This GCSE is 100% exam based with two exams at the end of the course. Each component is examined and is worth 50% of the overall grade. The exams are both 1 hour and 45 minutes long and include a mixture of shorter mark answers and essay questions.

Throughout the course we will do regular exam practice which will support your preparation for the final paper.

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

A GCSE in Religious Studies shows that pupils have a high level of literacy and that they are able to analyse complex information and reach balanced conclusions. The qualification is suitable for pupils who plan to pursue A Levels or BTECS.

Careers which Religious Studies would be useful for include: Law, the Police Force, Nursing, Medicine, Business, Scientific research, HR and Recruitment and the Charity Sector. The top three industries that people enter after graduating with a degree in Religious Studies (or related subject) are education, professional, scientific and technical activities and human health and social studies.

GCSE TRIPLE SCIENCE

EXAM BOARD: AQA

Why pupils should study Triple Science?

Triple science is an option for pupils who genuinely enjoy science and are keen to gain a more detailed understanding of the different science disciplines.

Triple science adds additional knowledge on top of the combined science course to help gain experience of more specialised areas of science and provides a platform to make the transition into next steps, such as science A Levels, less challenging. Students receive additional learning hours to study more specialised topics which will give them knowledge of specialised fields of science and career paths they may wish to pursue.

It is right for someone who passionately believes they will study science at A-Level and one day enter STEM employment. It requires a lot of dedication and hard work



COURSE CONTENTS

All pupils will study a range of topics in all 3 sciences, where triple science students will also study these additional and more specialised topics

Biology: Plant diseases and defences; Monoclonal antibodies; Structure and problems of the eye; Removing waste from the body and kidney function; DNA structure and Gene expression; Adult cell cloning; History of Genetics and Theories of evolution; and Food production

Chemistry: Organic Chemistry; Quantitative Analysis of Substances; Chemical engineering (polymers); Using our Earth's resources in Industry; and Chemical Analysis of Substances

Physics: Space; Light; Extended learning on electromagnetism; Nuclear Fission and Fusion

ASSESSMENT

At the end of year 11 students will sit two papers in each science specialism consisting of;

- Biology Paper 1: Topics 1-9 and Biology Paper 2: Topics 10-18
- Chemistry Paper 1: Topics 1-7 and Chemistry Paper 2: Topics 8-15
- Physics Paper 1: Topics 1-7 and Physics Paper 2: Topics 8-16

Each of these papers will be worth 100 marks and will be a 1hr 45 minute exam. The marks from both papers will be combined to give pupils a grade for each of the 3 sciences. There are no coursework aspects of the course.

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

There are many skills involved in the GCSE science curriculum. All pupils will develop their skills of investigation, experimentation, microscopy, data collection and analysis and how to design and evaluate an effective experimental method. Triple scientists will also gain additional skills to help prepare them for a career in science, such as;

- Investigating and identifying unknown solutions.
- Investigating and calculating unknown concentrations of solutions.
- Observing and recording the rate of decay.
- Investigating aseptic techniques.
- Investigating reflection and refraction of light.



GCSE SPANISH

EXAM BOARD: EDEXCEL

Why pupils should study Spanish?

With more than 400 million native speakers, and ranking fourth on the list of most spoken languages in the world, there are many reasons to learn Spanish! It's a particularly great choice if you dream of travelling; Spanish is the official language of 20 countries across the globe, including Mexico, Chile, Costa Rica and Argentina. Knowledge of Spanish not only opens a window to Spain's history, tradition and lifestyle, but is also the key to expanding your cultural horizons; giving you an insight into a wide variety of different traditions and customs in countries all over the world. In today's business landscape there is also a growing demand for Spanish-speaking employees, particularly in companies with an interest in Latin America or Spain. Fluency in Spanish is increasingly required for administrative and commercial roles, as well as for effective communication with customers and suppliers.

COURSE CONTENTS

The aim of the GCSE course is to develop skills in your speaking, listening, reading and writing Spanish Edexcel 1FR1, building on the language work covered in KS3. You will develop a greater awareness of the culture of Spanish-speaking communities and countries. During the course, you will learn to understand, and provide information and opinions, in a range of contexts:

- My personal world (family, friends, relationships and equality)
- Lifestyle and wellbeing (physical and mental well-being, food and drink, sports)
- My neighbourhood (places in town, shopping, the natural world and environmental issues)
- Media and technology (music, TV, film, social media and gaming)
- Studying and my future (school and future opportunities)
- Travel and tourism (transport, accommodation and tourist attractions)

ASSESSMENT

You are entered for either Foundation (grades 5-1) or Higher Tier (grades 9-4).
Paper 1 Speaking 25% - set by the exam board and conducted by your teacher
Paper 2 Listening 25% - written paper
Paper 3 Reading 25% - written paper
Paper 4 Writing 25% - written paper

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

Learning a language helps you build on, and develop new skills beyond the classroom. You will learn to communicate effectively and use Spanish 'real World' situations.

GCSE Spanish provides a sound basis for further study, work, and also for learning another language. Spanish is widely available as an A-Level subject and can also be studied as a subject in the International Baccalaureate Diploma Programme.

In a 'global economy', the ability to speak more than one language and knowledge of different cultures can be very useful, and give you the edge in many different job sectors. There are many possible career paths both using linguistic skills directly or as part of your job. It is estimated that the ability to speak a foreign can add 10-30% to your wage.



GCSE PHYSICAL EDUCATION

EXAM BOARD: OCR

Why pupils should study Physical Education?

The OCR PE curriculum at GCSE is carefully structured to capture the interest of pupils, incorporating a diverse range of physical activities that promote both physical well-being and cognitive development. The coursework focuses on refining practical skills, deepening theoretical knowledge, whilst encouraging pupils to apply scientific principles to enhance their own physical performance.

It is imperative that pupils take part in at least one sport outside of school, in order to support their learning and understanding of this course. Please note there are no practical lessons for GCSE PE, only theory.

COURSE CONTENTS

Paper 1: Physical Factors affecting performance

- Applied anatomy and physiology
- Physical training

Paper 2: Socio-cultural issues and sports psychology

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

ASSESSMENT

Written exams (60%)

2 x 60-minute exams (30% each)

Pupils are tested on their theoretical knowledge of PE, including topics such as anatomy and physiology, sports psychology, socio-cultural influences on sport, and contemporary issues in physical activity and sport. The paper consists of a mixture of multiple choice, short and extended answers.

Non-exam assessment (40%)

Practical Performance 30%

Pupils are assessed on their ability to perform in various physical activities, such as team sports, individual sports, and outdoor adventurous activities. This involves demonstrating skills, techniques, tactics, and strategies. Pupils will be assessed based on their competence, consistency, and improvement in these activities.

Analysis and Evaluation of Performance (AEP) 10%

This component requires pupils to evaluate their own and others' performance in specific activities. They analyse strengths and weaknesses, identify areas for improvement, and demonstrate an understanding of relevant theoretical concepts. This is a written task that is produced under controlled conditions.

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

A-Level PE or BTEC Sport: Many pupils choose to continue their studies by taking A-Level Physical Education or pursuing a BTEC in Sport. These courses provide a more in-depth understanding of sports science, physiology, psychology, and other related subjects. A-Level PE can be a stepping stone to university-level studies in sports-related disciplines.



CAMBRIDGE NATIONAL SPORTS STUDIES

EXAM BOARD: OCR

Why pupils should study Sports Studies?

Studying Cambridge National Sports Studies can offer various benefits, as it covers not only the physical aspects of sports but also the theoretical and socio-cultural elements, allowing pupils to develop a comprehensive knowledge base. The curriculum often incorporates real-world applications, case studies, and practical experiences. This can help pupils apply their theoretical knowledge to practical scenarios, enhancing their problem-solving and critical-thinking skills. Covering a wide range of topics within the realm of sports studies, including anatomy, physiology, psychology, sociology, and ethics.

Due to the weighting of examination to coursework, this may suit individuals more than GCSE PE, whilst incorporating much of the same content.

COURSE CONTENTS

Unit R184 - Contemporary Issues in Sport: Ethical considerations; The impact of commercialization on sport; and The role of national governing bodies in sport

Unit R185 - Developing Sports Skills and Sports Leadership: Principles of skill acquisition; Application of skills in a chosen sport; Analysis and improvement of sports performance; Leadership styles and their application; Planning and leading sports activities; and Reviewing and evaluating leadership in sport

Unit R186 - Sport and the Media: The influence of media on sport; Positive and negative impacts of media coverage; and How media affects the perception of sport

ASSESSMENT

Written exams (40%)

Unit R184: Contemporary issues in sport

Non-exam assessment (60%)

Unit R185: Performance and leadership in sports activities

Unit R186: Sport and the Media

SKILLS DEVELOPED, PROGRESSION AND POSSIBLE FUTURE CAREERS

The curriculum often incorporates real-world applications, case studies, and practical experiences. This can help students apply their theoretical knowledge to practical scenarios, enhancing their problem-solving and critical-thinking skills. If you plan to pursue higher education in sports-related fields, Cambridge National Sports Studies can serve as an excellent foundation.

The program provides a solid base of knowledge that can make the transition to advanced studies smoother. Cambridge National Sports Studies can open up various career opportunities in the sports industry. Whether you're interested in coaching, sports management, sports science, or another field, the program provides a solid foundation for pursuing further studies or entering the workforce directly.





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Respect
Excellence

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