



# TARLETON ACADEMY

FACIMUS NOSTRAE FUTURAE

Optional qualifications beginning September 2022

## What options do I have for my Key Stage 4 education?



### **Options Information Booklet**

Key Stage 4 is the name given for the two years (Years 10 and 11) during which the majority of courses are studied that lead to the final external qualifications that your son or daughter will leave us with.

There are some elements of Key Stage 4 which are compulsory and some elements which are optional. This booklet will outline some of the key details, including which courses will be on offer in the coming two years.

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## SPANISH and FRENCH

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## GCSE MUSIC

Why should I study Music?

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Component 1: Performing Music - 30% of the total qualification

Component 2: Composing Music - 30% of the total qualification

Component 3: Listening and Appraising Music - 40% of the total qualification

What can this course offer me?

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Component 01: Physical factors affecting performance (60 Marks: 1 hour: 30%)

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Assessment Process

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Why should I study Philosophy, Religion and Culture?

What will I study?

Component 1: Religious, Philosophical and Ethical dilemmas in the modern World 50%

Component 2: Study of Christianity 25%

Component 3: Study of a world faith 25%

How is the course examined?

What can this course offer me?

What will this course prepare me for?



# The Introduction of Reformed GCSEs

## A Change in the Grading System for GCSEs

In 2013 the Government announced an overhaul of the grading system for the GCSE examination.

For this year group, who sit their GCSE exams in the summer of 2024, these changes mean that they will have all of their GCSEs graded on a system of 9-1 with 9 being the highest grade.

This diagram shows you how the new grading structure works:

### The reformed GCSEs:

- are more demanding
- have been designed for a two-year period of study
- will be linear, so students will take all of their exams at the end of the course
- will have non-exam assessment removed or reduced in the majority of GCSEs
- will have a new grading scale from 9 to 1 (with 9 being the highest)

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	
2	E
1	F
	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

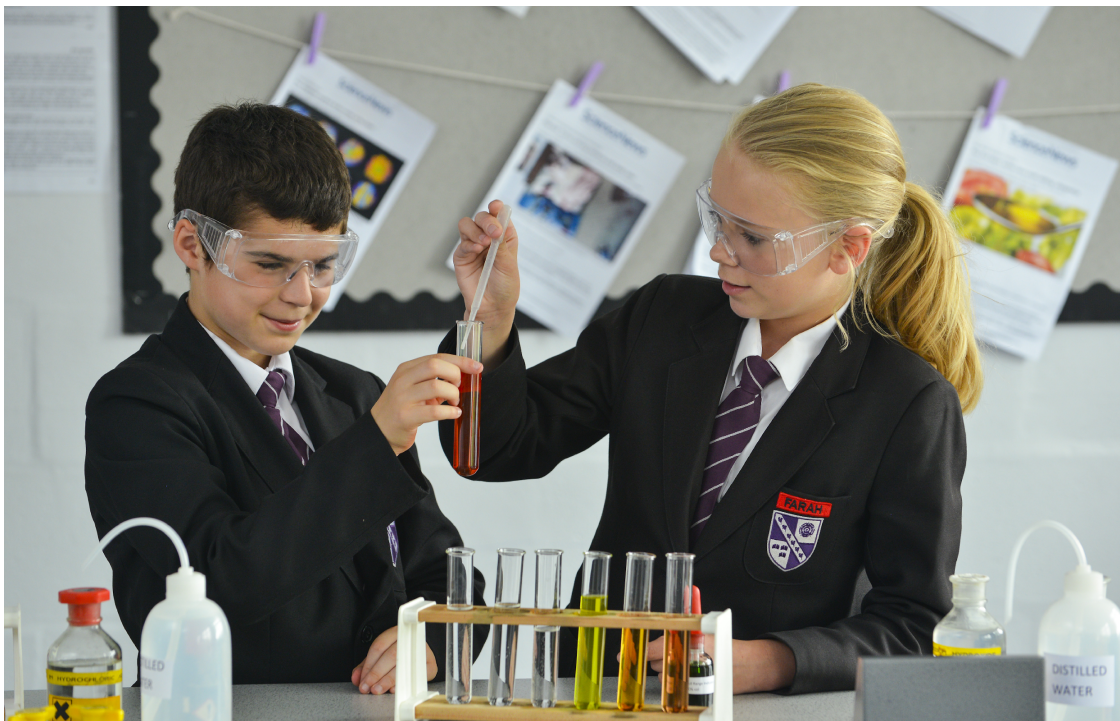
**AWARDING**  
4 and above = bottom of C and above

## The English Baccalaureate

The English Baccalaureate is not a qualification in itself; it is the name given to a collection of subjects which include English, Mathematics, two Sciences, a Language and either History or Geography. To achieve the English Baccalaureate students must have secured a grade 5 in each of their subjects within this collection.

The English Baccalaureate (or 'EBacc' as it is known) is not compulsory, though there are some who believe that to have the EBacc shows a certain level of academic achievement in addition to other subjects.

All students who want to make their applications stand out are strongly advised to choose subjects which would lead to the 'EBacc' as this may give them an advantage when their applications are considered. This is particularly the case if students hope to go to university or want to make their application to college or a higher level apprenticeship stand out.



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# The Compulsory Element

The compulsory element is made up of:

- English
- Mathematics
- Science
- Physical Education
- PSHCE - Personal, Social, Health and Careers Education

There are different pathways within some of these subjects and these are explained later in the booklet.



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# GCSE ENGLISH LANGUAGE AND ENGLISH LITERATURE



All students will study both English Language and English Literature, leading to two separate GCSE qualifications.

## Why study English Language?

Although English Language is a compulsory subject, it is important that students appreciate the breadth of skills which are nurtured within English lessons and are applicable across all other subjects. Whilst studying English Language, students will practise reading with efficiency and detail, learn to express themselves clearly both orally and within their academic writing, as well as learning to articulate complex ideas and form convincing, developed arguments. These are valuable, transferable skills in the workplace and beyond.

## GCSE ENGLISH LANGUAGE

Exam Board: AQA

The English Language GCSE is 100% exam assessed.

Examinations are in one tier only and students will be awarded the grading of 9 to 1 (9 being the highest grade awarded).

Requires learners to:

- demonstrate an understanding of the conventions of written language, including grammar, spelling and punctuation;
- experiment with language to create effects to engage the audience;
- express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication;
- form independent views and challenge what is heard or read on the grounds of reason, evidence or argument;
- write accurately and fluently, choosing content and adapting style and language to a wide range of forms, contexts, audiences and purposes.

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## Paper 1: Explorations in Creative Reading and Writing

- **Section A Reading (25%)** Students will answer reading questions on a fictional prose extract
- **Section B Writing (25%)** Prose writing – Students will write either a descriptive or narrative piece from a choice of two tasks.

## Paper 2: Writers' Viewpoints and Perspectives

- **Section A Reading (25%)** Students will answer reading questions on two non-fiction texts. The texts will be from two different eras.
- **Section B Writing (25%)** Students will complete a transactional writing response (for example: a letter, speech or article).

## Non-examination Assessment: Spoken Language

- Students will present a speech to the class upon a relevant topic of interest and will respond to questions relating to this.

## Why study English Literature?

It is important to be aware that all of our students study English Literature as a GCSE. As you will see from looking at the specification outlined below, students are exposed to an incredibly diverse repertoire of Literature spanning from the pre 19th Century to more modern texts. As well as fostering creativity and imagination, the English Literature course also aims to broaden students' worldly view through exposure to texts which often challenge current thinking and ideas.

## GCSE ENGLISH LITERATURE

Exam Board: **WJEC EDUQAS**



The English Literature GCSE is 100% exam assessed.

Examinations are in one tier only and students will be awarded the grading of 9 to 1 (9 being the highest grade awarded).

The content of the course requires learners to:

- develop and sustain independent interpretations of whole texts, supporting them with detailed textual references;

- analyse connections between texts, comparing features and qualities that connect and contrast the presentation of themes, characters and settings;
- analyse the impact of style, language, structure and form;
- relate texts to their social and historical contexts and to the literary traditions of which they are a part;
- understand how texts from the literary heritage have been influential and significant over time.

## Summary of assessment

### Component 1: Shakespeare and Poetry

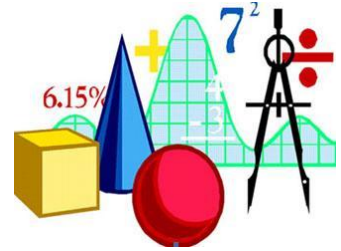
- **Section A (20%)** Shakespeare – students will answer questions on an extract from Macbeth and one essay question upon the whole play. Students will not have a copy of the play in the exam.
- **Section B (20%)** Poetry from 1789 to present day – Students will answer two questions based on the 18 poems studied.

### Component 2: Post-1914 Prose/Drama, 19<sup>th</sup> Century Prose and Unseen Poetry

- **Section A (20%)** Post-1914 prose/drama - Students will answer an essay-style question on either 'An Inspector Calls' or 'Blood Brothers'. Students will not have a copy of the text in the exam.
- **Section B (20%)** 19<sup>th</sup> Century Prose – Students will answer an essay-style question on an extract from 'A Christmas Carol'. Students will not have a copy of the text in the exam.
- **Section C (20%)** Unseen poetry from 20<sup>th</sup>/21<sup>st</sup> Century – Students will answer two essay-style questions on two poems they have not read. One question will involve comparison.

# GCSE MATHEMATICS

Exam Board: Edexcel



All students will study Mathematics.

The course offered leads to G.C.S.E. Mathematics Award.

This course is intended to help students become fluent in the fundamentals of Mathematics, ensure that students can reason mathematically and develop competence in solving increasingly sophisticated problems. Students will build on their learning from key stage 3.

Assessment objectives ensure that each paper will assess students' ability to recall, select and apply their knowledge of mathematics, to reason, interpret and communicate mathematically and to solve non-routine problems. The content will cover number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.

The course will be examined in three equally weighted written examination papers in May/June 2021. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long and has 80 marks. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

The examination has two entry tiers which will allow entry for students at a level that best suits their abilities and ensures a Grade 4 and 5 are accessible to all.

**FOUNDATION TIER:** Grades 1 – 5

**HIGHER TIER:** Grades 4 – 9

The qualification will be graded and certified on a nine grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.

There is no Controlled Assessment or coursework element.

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# GCSE: SCIENCE (Combined Award or Separate Sciences)

Exam Board: AQA

## How is the course structured?

At the start of Year 9, all students begin study towards AQA's flexible suite of Science GCSEs. This flexibility allows us to personalise the learning of individual students in order that they make the best academic progress and achieve the best possible outcomes.

At the end of Year 9, students will take internal exams to assess their knowledge and understanding of what they have studied. Attainment in this set of exams, along with ongoing assessment through the academic year, will dictate which route is followed:



## Separate Sciences

Students that have adapted well to GCSE Science and attained highly in Year 9 will go on to study new material in both Years 10 and 11, resulting in the award of three separate Science GCSEs in Biology, Chemistry and Physics.

## 'Combined' Science

Students who find the early transition to GCSE material more challenging will continue to study a less expansive array of Biology, Chemistry and Physics. This will allow a slightly slower pace and time to consolidate and build on learning from Year 9.

## What about coursework?

Coursework and Controlled Assessment are no longer part of the Science GCSE courses. In order that the emphasis on practical work is not reduced, the exam boards will examine students on aspects of some key investigations that they will undertake over the three years. In the final exams, 15% of the marks will be around the practical investigations completed in Biology, Chemistry and Physics.



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# PERSONAL, SOCIAL, HEALTH & CAREERS EDUCATION

PSHCE stands for Personal, Social, Health and Careers Education. Within PSHCE, the topics of Sex and Relationships Education, Drugs Education, Citizenship, Personal Finance and Careers Education are taught.

Elements of compulsory RE will also be delivered within PSHCE but will not overlap with the RE GCSE. This is not an examined subject.



## Careers



Careers Education at Tarleton is delivered to Years 10 and 11 through PSHCE. Activities are varied and engaging in delivering Careers Education.

We have strong connections with external agencies, colleges, sixth forms and universities, who regularly visit lessons and assemblies to deliver expert advice and guidance on careers. Years 10 and 11 have the opportunity to attend Taster Days at Colleges and Sixth Form Centres around Lancashire and we have regular visits from their representatives, who are available for students to talk to during careers drop in sessions at lunch time and at all Key Stage 4 Parents' Evenings.

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# OPTION CHOICES



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# HOW TO CHOOSE

Students are required to choose 3 option subjects. They will study these subjects for 6 hours a fortnight.

Students **must choose** at least one of either ***History, Geography, French, Computing*** or ***Spanish***.

Please read the next section carefully. It describes the content and assessment requirements of every subject.

## Ask yourself these questions

- Am I good at the subject?
- Am I interested in the subject?
- How can I get balance in my choices?
- Could dropping a subject disadvantage me in the future? What about subjects that will make up the English Baccalaureate?
- Is the subject necessary for my future career?
- What if my idea of a career changes?

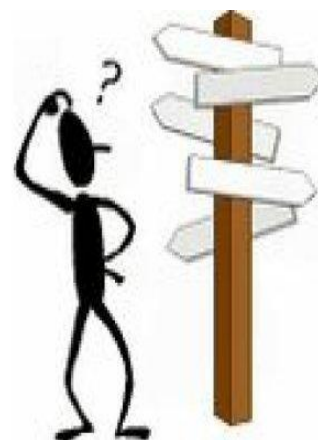
## Find out the facts

- What are my strengths?
- What are my weaknesses?
- What subject skills do I need?

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## Who is available to help me with my decisions?

- Parents – who know you best of all.
- Subject teachers – who know your ability in their subject
- Form Tutor - who sees you every day and is available to talk to about any issues. On Review Day (February 13<sup>th</sup>) they will go through your choices with you
- Head of House - who want the best for you as an individual and may follow up on your conversations with your tutor
- Senior Leadership staff – who may follow up with you if there are any issues with your options



### ***Please note***

**In some practical subjects such as Art and Design and Food Preparation and Nutrition class sizes will be limited due to health and safety requirements.**

Students will only be able to choose the following subjects if they have studied them in Year 9 – Spanish, Art & Design, Music, Drama, Computing and Food Preparation and Nutrition.

We shall do our best to provide the choices that you have selected but we cannot guarantee that this will be achieved in every case. A course cannot run if insufficient students have opted for it, whilst other courses may be oversubscribed. As with other parts of the timetable, the provision of any subject is dependent on the resources and staffing available.

It is essential, therefore, that you keep up with your work in all subjects on your present timetable.

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# Important Dates in the Options Process

- 13<sup>th</sup> January – Parents' Evening
- 17<sup>th</sup> January – Options launch - students make initial subject selections via google form
- 10<sup>th</sup> February – Options Evening
- 23<sup>rd</sup> February – Review day - Students will be given the opportunity to discuss options with their tutor
- 25<sup>th</sup> February – Final Options submission from option pool groups via google form
- February to April – All students will have an individual options discussion with their House Progress Lead or a member of the Senior Leadership Team
- May – Options offer to students and parents

# GCSE ART AND DESIGN

Exam Board: AQA

## Why should I study Art & Design?

Studying Art and Design at GCSE is the first step for students to take should they be interested in a career within the creative industries. The UK's creative industries are world leading and the sector is continually growing, covering a huge range of professions and activities, it's always evolving to include new artforms and technologies. It certainly is an exciting sector to work in. The main industry areas include Visual arts, architecture, photography, illustration, fashion, graphic, design, media, TV and advertising. The opportunities within this field are endless.



## How is the courses examined?

The Assessment consists of **60% Component 1: Coursework Portfolio**, **40% Component 2: Externally Set Task (EXAM)**

The Coursework Portfolio is made up of two themed projects from which students' select and present work that exemplifies their skills. The externally set task consists of a selection of projects set by the exam board from which students choose one. They make drawings, designs and experiment with a range of materials to prepare for a final piece. The final piece is then completed in 10 hours of supervised time under exam conditions.

## What will I study?

This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. Candidates can create work using a wide range of art, craft and design materials and processes. This may include drawing, painting, printmaking, sculpture, illustration and mixed media.

## What can this course offer me?

Throughout the GCSE course students have the opportunity to develop a wide range of skills. Students will observe and record their ideas and experiences through drawing of all different forms and to research and analyse visually the work of other artists, craftspeople and designers. They learn to experiment with a wide range of materials and to develop their own original ideas. In addition to practical skills, imaginative ideas and creative thinking, students develop self confidence, responsibility and organisation. This course will develop students knowledge, skills and understanding of Art and Design, whilst giving them an excellent foundation should they choose to study Art or any form of design at Post 16 or take an employment route into the creative industries.

# COMPUTER SCIENCE

Exam Board: OCR



## What is OCR's GCSE Computer Science?

A carefully planned course which gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. OCR's GCSE (9–1) in Computer Science will encourage learners to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science

## What will I study?

There are two units of study which cover the following areas:

### Component 1: Computer Systems

This unit will assess topics including system architecture, memory and storage, computer networks, connections and protocols, network security, systems software and ethical, legal, cultural and environmental impacts of digital technology.

### Component 2: Computational Thinking, Algorithms and Programming

This unit will assess topics including algorithms, programming fundamentals, producing robust programs, boolean logic, programming languages and Integrated Development Environments.

### Practical Programming

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All students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming

## **What are the benefits of GCSE Computer Science?**

It is contemporary, relevant and rewarding for GCSE students of all levels.

The skills and knowledge developed through this qualification help students to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to computer science

## **How is the course examined?**

The full GCSE is assessed as follows:

- Component 1: Computer systems examination worth 50%
- Component 2: Computational thinking, algorithms and programming examination worth 50%



# GCSE DRAMA

Exam Board: AQA

## Why should I study Drama?

Drama is a subject that is becoming increasingly valued by employers, who feel that many young people lack confidence at interviews, the ability to present, or collaborative skills. Within drama you will not only study the craft of acting and theatre, you will also learn extremely valuable transferable skills for example – collaboration, empathy, analysis and performance skills. You are able to perform as part of your GCSE award, but there are also opportunities to undertake production design such as lighting, costume, sound, set/props.

## What will I study?



During the course students cover a variety of key performance and theatrical skills including:

- Use of voice, body and movement to communicate meaning
- Evaluation of a live theatre production seen as part of the course
- Study of a performance text
- Collaborative work through devising from a given stimulus

## What can this course offer me?

The course will allow students the opportunity to appreciate Drama as an art form and also demonstrate on their CV an aptitude for creativity, good presentation and language skills, confidence and team working skills. It also helps to develop research and analytical skills through exploration of character and play-texts. It is also designed to be fun.

## What will this course prepare me for?

The course is aimed to strengthen all important life-skills including self-confidence, time-management and communication skills. From a possible future employment perspective, the subject complements areas such as: law, public relations, journalism, diplomacy, politics, social work, hospitality, tourism and leisure and of course any form of acting or jobs in the theatre.

## How is the course examined?

All of the exam boards break the examination into 3 different components. The proposed AQA course is as follows:

### Component 1: Understanding Drama

**Non-exam assessment** Written examination in final year of course, externally marked - 40% of qualification. 1 hour 45 minutes in length - 40% of qualification

- Students need to show understanding of drama and theatre. Questions on study of a set play text chosen by the subject leader (currently 'Blood Brothers' by Willy Russell) and a live theatre performance seen (20% each topic area).

### Component 2: Devising Drama

**Non-exam assessment:** externally assessed by - 40% of qualification

- Students create, in groups, a devised performance. Performance (10%), devised log (30%). Internally assessed, externally moderated.

### Component 3: Texts in Practice

- Students develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text to a visiting examiner- 20% of qualification- marks awarded by a visiting examiner

Playwright	Written Exam Set Text Option
Willy Russell	Blood Brothers
Arthur Miller	The Crucible
Patrick Barlow	39 Steps
Dominic Cooke	Noughts and Crosses
William Shakespeare	A Midsummer Night's Dream
Carl Grose	Hansel and Gretel



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# GCSE FOOD PREPARATION AND NUTRITION

Exam Board: AQA

## Why should I study Food Preparation and Nutrition?

The new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

## What will I study?

### Food Preparation Skills.

Students will be required to use general practical skills and knife skills to prepare and produce a wide range of food products. This will include preparing fruit and vegetables, meat, fish and a variety of carbohydrate foods. Students will have to show that they can use all food technology equipment proficiently while using all cooking methods to prepare, combine and shape food. Students will learn how to tenderise and marinade meat, sauce making, dough with the use of raising agents and learn about setting mixtures.

### Food, Nutrition and Health.

In this project students will learn about macro and micronutrients. Specifically they will learn their function in the body, their main sources and the effects of deficiency or excess. During this project students will also learn about the need for water in the body and the importance of hydration. Students will learn about how to make informed choices of food for a varied and balanced diet whilst learning about technological developments associated with better health.

### Food Science

Students will research why food is cooked. They will explore different cooking methods such as the use of an oven for baking, roasting, braising or the use of a hob for poaching, shallow frying, boiling. This terms project also examines the functional and chemical properties of food and their nutrients such as protein coagulation, gelatinisation and emulsification.

### Food Safety.

Being an important subject, students will research food spoilage and contamination whilst discussing the positive use of microorganisms in food production. Students will explore how food should be stored and apply their knowledge of food safety when preparing and cooking food.

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## Food Provenance.

In this project students will discuss factors affecting food choices related to religion, culture, ethical and medical conditions. They will study traditional British food and international cuisine. In this term students will learn sensory testing methods and how to test the sensory qualities of a wide range of foods. Students must learn the fast changing laws of food labelling and how it can affect consumer choice. They will research the meaning of current food labelling in accordance with the EU and Food Standards Agency.

### **Pattern of Assessment:**

- End of Year 11 Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE
- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

### **Year 11**

**Non-Exam Assessment:** Food Investigation - Task 1

(Task issued from exam board in September)

Understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this Non Examination Assessment task.

**Non-Exam Assessment:** Food preparation assessment - Task 2 (Task issued from exam board in November)

Knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

#### **Controlled Assessment Deadline:**

- Task 1: December of Year 11
- Task 2: March of Year 11

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.



# GCSE GEOGRAPHY



Exam Board: AQA

## Why should I study Geography?

Geography is all about understanding why the world is the way it is. The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why this is and helps to prepare you for those changes.

## What will I study?

### Unit 1 – Living with the physical environment

**Topic A** – The Challenge of natural hazards – Tectonic Hazards, Weather Hazards and Climate Change.

**Topic B** – The Living world - The tropical rainforest, and a choice of either deserts or cold environments.

**Topic C** – Physical landscapes in the UK – Coasts and a choice of either rivers or glaciation.

### Unit 2 – Challenges in the human environment

**Topic A** – Urban issues and challenges.

**Topic B** – The changing economic world.

**Topic C** – The challenge of resource management – A choice of water, food or energy.

### Unit 3 – Geographical applications

**Topic A** – Issue evaluation - Includes pre released sources 12 weeks before the exam.

**Topic B** – Fieldwork – 2 fieldwork activities that investigate both human and physical environments. Both field trips will take place out of the school grounds.

**Topic C** – Geographical skills – This will be assessed throughout the course and will be assessed across all units. These skills include OS map reading, graphical skills, numerical skills, statistical skills, the use of qualitative and quantitative data, and of course literacy skills.

## How is the course examined?

Students will sit 3 exams at the end of year 11 that will make up 100% of their final grade. The controlled assessment element no longer exists, however students will still be examined on skills they have learnt in the field.

- ❖ **Paper 1** – Living with the physical environment. An exam lasting 1 hour 30 minutes that makes up 35% of the final grade.

- ❖ **Paper 2** – Challenges in the human environment. An exam lasting 1 hour 30 minutes that makes up 35% of the final grade.
- ❖ **Paper 3** – Geographical applications. An exam lasting 1 hour 15 minutes that makes up 30% of the final grade.

Types of questions: multiple choice, short answer, level of response, and extended prose.

## What can this course offer me?

Students follow a syllabus where the work that the students will do covers a range of transferable skills which will equip students for working life. These include being spatially aware, socially and environmentally aware, problem solvers, good team players, computer literate and flexible thinkers.

## What will this course prepare me for?

Statistics show that, compared to other subjects, Geography graduates are among the most employable. This is because they possess the skills that employers look for. In part this is because the subject is a combination of the facts of science and the understanding of the arts. Geography graduates were surveyed after their degree courses about their career destinations.

## The results show (source AGCAS):

- 40.6% management and administration
- 24.8% further training including PGCE for teaching
- 11.4% financial sector
- 10.4% retail
- 10% other professional including media



'Geography is the subject which holds the key to our future' – Michael Palin.

# GCSE HISTORY

Exam Board: Edexcel



## Why should I study History?

How did one scientist's carelessness save millions of lives? Was Francis Drake a national hero or a state sponsored pirate? Did David Hasselhoff bring down the Berlin Wall? Were American stock market speculators to blame for the rise of Hitler?

Only through the study of History can people truly understand the world in which we live today. History is about exploring the people, places and ideas that have shaped the world we live in as well as answering key questions about the past. Through the study of History, students will develop an understanding of how past cultures saw the world and how new ideas and discoveries brought change. Building on the skills learned at Key Stage 3, GCSE History encourages debate, discussion and questioning helping to develop these vital skills for later life.

## What will I study?

**Unit 1:** Thematic Study and historic environment (written exam, 1hr 15 minutes, 30% of the qualification). Medicine in Britain, c1250 – present and The British Sector of the Western Front, 1914-18: injuries, treatment and the trenches.

Medicine in Medieval England including supernatural and religious explanations for the cause of disease and a case study on the Black Death 1348-49.

The Medical Renaissance in England including the development of scientific answers to medical problems and the work of key individuals like William Harvey.

Early Modern Medicine in Britain including Pasteur and the development of germ theory and a cholera epidemic in London.

Modern Medicine in Britain including the creation and impact of the NHS and the work of Fleming, Florey and Chain in the discovery of penicillin.

This section will also include the historic environment of the Western Front, looking at the context of trench warfare and the impact and developments in medicine that happened as a result.

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**Unit 2:** Period Study and British Depth Study (written exam, 1 hour 45 minutes, 40% of the qualification)

British Depth Study - Early Elizabethan England, 1558 – 88

Queen, government and religion – the religious divisions in England and the impact these had on the reign of Elizabeth; the challenge of Mary Queen of Scots.

Challenges to Elizabeth at home and abroad – relations with Spain, the role of Francis Drake and the reasons for and causes of the failure of the Spanish Armada.

Elizabethan society in the Age of Exploration – education and leisure; the problem of the poor; exploration and voyages of discovery; Raleigh and the attempted colonization of Virginia.

Period Study – either :

The American West 1835-1895

The early settlement of the West, 1835-1862- The Plains Indians: their beliefs and way of life. Including: the social and tribal structures, beliefs about land US government policy. Migration and early settlement and conflict and tension.

Development of the Plains 1862-1876- The significance of the Civil War, ranching and the development of the cattle industry and changes of the way of life of the Plains Indians.

Conflicts and consequences 1876-1895- Changes in farming the cattle industry and settlement, conflict and tension, problems with law and order and the destruction of the Plains Indians way of life.

Or

Superpower relations and the Cold War

The origins of the Cold War, 1941-58 - Early tension between East and West; the development of the Cold War, including the Berlin airlift; the Cold War intensifies, including the Hungarian Uprising.

Cold War crises, 1958-70 - Increased tension between East and West, including the Prague Spring; Cold War crises, including the Cuban Missile Crisis; Reaction to crisis, including the Berlin Wall.

The end of the Cold War, 1970-91 - Attempts to reduce tension between East and West, including Gorbachev's 'new thinking'; Flashpoints, including the Soviet invasion of Afghanistan; The collapse of the Soviet Union, including the fall of the Berlin Wall.

**Unit 3** – Modern Depth Study (written exam, 1 hour 20 minutes, 30% of the qualification)

Weimar and Nazi Germany, 1918 – 1939

The Weimar Republic 1918 – 1929: the origins of the Republic; early challenges from Left and Right; recovery of the Republic and changes in society.

Hitler's Rise to power, 1919 – 1933: the Nazi Party in the early years; the Munich Putsch; increasing support for the Nazis; how Hitler became Chancellor.

Nazi control and dictatorship: the police state; controlling attitudes; opposition and resistance.



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Life in Nazi Germany: policies towards women; policies towards the young; employment and living standards; the persecution of minorities.

## **What will this course prepare me for?**

History is a respected GCSE and is useful for many different careers such as law, journalism, architecture, teaching, politics, business and tourism. But the fact is that a History qualification opens far more doors than it closes!

# GCSE MODERN FOREIGN LANGUAGES



## SPANISH and FRENCH

Exam Board: EDEXCEL

### Why should I study Modern Foreign Languages?

- To improve your employability
- To stand out when applying for University
- To enjoy travelling
- To live and work abroad
- To increase your awareness of other cultures and countries

### What will I study?

Students can choose to study either French or Spanish or both Languages

The syllabus studied covers the following range of topics:

**Theme 1:** Identity and culture

**Theme 2:** Local area, holiday and travel

**Theme 3:** School

**Theme 4:** Future aspirations, study and work

**Theme 5:** International and global dimension

It is recommended that students who wish to study a second Modern Foreign Language are keen and able linguists and have demonstrated an aptitude for language study. Those students who select French must have studied the subject in Year 9. The selection of a second Modern Foreign Language will be discussed at the KS4 Course interview.

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## What can this course offer me?

The course offers in-depth study of the language(s) you have chosen, through various methods, including interactive, individual and group work. It will provide you with the ability to communicate clearly, be confident about speaking in public, problem-solving strategies and many other skills which are useful in a wide range of future careers. A language adds an international dimension to your choice of subjects which is something many employers look for.

## What will this course prepare me for?

The course prepares you for a lifelong journey of learning, and a love of languages. It prepares you for life as part of a “global community”. Now, more than ever, it is vital to study a language.

The course also prepares you for Sixth Form College, where many of our former students have gone on to study A Levels in languages.

## How is the course examined?

Examinations are in two tiers:

**FOUNDATION** Grades 1-5

**HIGHER** Grades 4-9

The language courses are assessed by final examinations at the end of Year 11. The four skills of listening, speaking, reading and writing will be assessed separately (each representing 25% of the overall GCSE Grade).

# GCSE MUSIC

Exam Board: WJEC EDUQAS



## Why should I study Music?

Students will find Music at Key Stage 4 a stimulating and enjoyable experience, with opportunities to try out their own musical ideas and styles, as well as develop their overall knowledge of the subject.

## What will I study?

Component 1: Performing Music - 30% of the total qualification

**Controlled Assessment:** Internally assessed and externally moderated.

Students offer at least two performances (traditional or technology based), between 4-6 minutes in total. These can be ensemble performances, or a mixture of solo and ensemble. The recordings can be made at any time during Year 11.

Component 2: Composing Music 30% of the total qualification

**Controlled Assessment:** Internally assessed and externally moderated.

Students compose two compositions of at least three minutes combined.

- One composition to a brief set by the exam board in Year 11.
- One 'free' composition set by the student.

The department is equipped with Apple Mac computers, running Garageband, Logic & Sibelius music software to allow students to record and refine their ideas in various ways.

Component 3: Listening and Appraising Music 40% of the total qualification

Written listening exam: externally assessed



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Students study four areas of study throughout the course:

AOS 1 – Musical Forms and Devices

AOS 2 – Music for Ensemble

AOS 3 – Film Music

AOS 4 – Popular Music

Students answer eight questions in total: two on each area of study.

Two set musical works are also studied, of which students answer a question on each.

The department is housed in the Ribble Building and has superb facilities for rehearsing, performing and sound recording.

The course is available to all, but is best suited to those students who have reached a reasonable level of keyboard, voice or instrumental skills.

An interest in creating their own music and exploring a range of other musical styles is essential.

## **What can this course offer me?**

In addition to helping students acquire subject knowledge, this course:

- provides students with the opportunity to gain self-confidence through performing
- develops team-working skills through performing with others
- extends students' creative and thinking skills through composing music
- encourages the understanding of the importance of continuous evaluation and refinement in any process

## **What will this course prepare me for?**

This course will provide you with a solid foundation for progression to music related courses, including A-level music, BTEC music and music technology, as well as a career in music professions.

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# GCSE PHYSICAL EDUCATION

Exam Board: **OCR**

Studying GCSE Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment component, you will also develop wide ranging knowledge into the how and why of Physical activity and sport. The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study learn how to improve your performance through application of the theory. Physical Education is learned about through a range of different contexts and the impact it has on both our own and other's everyday lives. You will learn the reasons why we do things, why some people outperform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

## Why should I study Physical Education?

GCSE Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain and develop their performance and analytical skills of physical activities. You will gain an understanding of the complexities of maintaining a healthy, active lifestyle and methods of training which can improve fitness, performance health and wellbeing, alongside an in depth knowledge of the human body and its relevance to sports performance and physical activity.

## What will I study?

- A variety of physical activities and sport and gain a knowledge, understanding to improve performance and developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- How the physiological and psychological state affects performance in physical activity and sport
- Analysis of performance and evaluate in order to improve performance
- Understand how physical activity and sport make to health, fitness and well-being
- The key socio-cultural influences that can affect people's involvement in physical activity and sport

## What will the course prepare me for?

GCSE Physical education will lay the foundation for further study in a variety of areas, the obvious being A-Level Physical Education or Btec Sport Level 2 or Level 3, leading onto higher education. However the content of the course facilitates and promotes knowledge and understanding of areas such as sociology, psychology, biology, human anatomy and physiology, diet and nutrition.

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## Assessment Process

### Component 01: Physical factors affecting performance (60 Marks: 1 hour: 30%)

Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

There are two topics:

- Applied anatomy and physiology
- Physical training.

### Component 02: Socio-cultural issues and sports psychology (60 Marks: 1 hour: 30%)

Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

There are three topics:

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

### Component 03: Performance in physical education

(80 Marks = 40%. This includes the performance of 3 sports: 20 marks each totalling 60 marks and AEP coursework : 20 marks)

Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. They are also required to demonstrate their ability to analyse and evaluate their own performance to produce an action plan for improvement.

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# OCR Level 1/2 Cambridge National Certificate in Sport Science

Exam Board: **OCR**

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the technology involved in sport, sports injuries and sports nutrition. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

## Why should I study Cambridge National Sport Science?

This course is different from the GCSE in PE, as, by taking part in different types of sport and fitness activities, it gives you the opportunity to apply your knowledge, skills and techniques in centre assessed tasks. The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and nutrition; the science of training and application of training principles, and psychology in sport and sports performance.

## What will I study?

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, sports nutrition as well as practical sports performance. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills. The qualification is 120 GLH, which is the same size and level as a GCSE.

Students must complete three units:

- One mandatory externally assessed unit -Reducing the risk of sports injuries and dealing with common medical conditions
- One mandatory NEA unit - Applying the principles of training: fitness and how it affects skill performance
- One optional NEA unit, from a choice of two.
  - The body's response to physical activity and how technology informs this



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-Nutrition and sports performance

## **What will the course prepare me for?**

If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above, and developed through studying this qualification, will give you a strong foundation for academic or vocational study at level 3, including apprenticeships.

## **Assessment Process**

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on.

All results are awarded on the following scale:

Level 2 – Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2)

Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified

## Why should I study Philosophy, Religion and Culture?

The aim of the course is to inspire, challenge and develop students' understanding of the world we live in. They will do this through exploring religious, philosophical and ethical dilemmas. Through a variety of learning approaches, students will explore current issues through the use of ICT, media, lead learner tasks, group work and student led debate. Students will develop their understanding of religious and non-religious beliefs. This course also challenges learners to reflect upon their own values and belief system.

## What will I study?

The course investigates social and moral issues from both a secular and religious viewpoint which involves the study of Christianity and one or two other principal religions.

**Component 1: Religion and Ethics:** Students will look into the issues and topics associated with family life as well matters of life and death. This involves looking into topics such as abortion and euthanasia and the ethical conversations surrounding those topics. On top of this students will partake in a study of Christianity as a religion, looking at their beliefs and their practices.

**Component 2: Religion, Peace and Conflict:** Students will begin looking at topics surrounding War and Peace, how religion has played a part within both of these concepts and how they are currently affecting modern day life. As well as this there will be a study on Crime and Punishment, how our country punishes criminals and the ultimate purpose of punishment. The final section of this paper is an exploration of Islam as a religion, focusing on their beliefs and practices.

## How is the course examined?

There are two papers: Component 1 and Component 2, both of which are 1 hour and 45 minutes.

## What can this course offer me?

This two year study would result in a GCSE in Religious Studies. It provides opportunities to develop skills to debate, analyse, interpret, evaluate and arrive at conclusions, all of which help to equip students with life skills. By the end of this course students will be able to write balanced and well informed arguments that would benefit them at any further education establishment.

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## **What will this course prepare me for?**

An increasing number of students choose to continue their studies post 16 with courses in Law, Medicine, Journalism, Philosophy and Ethics, Sociology, Politics and Religious Studies and Theology.

Religious Studies is a useful background for those considering careers in media, teaching, law, medicine, social work, the armed forces and many more. The main focus of the course is people: What they think and how this impacts on their behaviour and choices. This means that Religious Studies is relevant to any future that involves working with people.