



# TARLETON ACADEMY

FACIMUS NOSTRAE FUTURAE

Optional qualifications beginning September 2024

## 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 students study the subjects that lead to the final external qualifications that your son or daughter will leave us with. In most cases these are GCSE subjects but there are some other qualifications we offer. 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.

# Contents

## [The introduction of the reformed GCSEs](#)

- [A Change in the Grading System for GCSEs](#)
- [The reformed GCSEs](#)
- [The English Baccalaureate](#)

## [The Compulsory Element](#)

### [GCSE English Language And English Literature](#)

- [GCSE English Language](#)
- [GCSE English Literature](#)

### [GCSE Mathematics](#)

### [GCSE Science \(Combined Award and Separate Sciences\)](#)

### [Personal, Social, health & Careers Education](#)

## [How to choose](#)

- [Important dates in the Options process](#)

### [GCSE Art and Design](#)

### [GCSE Computer Science](#)

### [GCSE Design and Technology](#)

### [GCSE Drama](#)

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

### [GCSE Geography](#)

### [GCSE History](#)

### [GCSE Modern Foreign Languages](#)

### [GCSE Music](#)

[GCSE Physical Education and Sports Science](#)  
[Level 1/2 Cambridge National Certificate in Sport Science](#)  
[GCSE Religious Studies](#)

## What are GCSEs and how are they graded?

In 2013 the Government announced an overhaul of the grading system for the GCSE examination. This is displayed on the left.

### 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 grading scale from 9 to 1 (with 9 being the highest)

New grading structure	Current grading structure
9	A*
8	
7	A
6	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>GOOD PASS (DfE)</b>                      5 and above = top of C and above                 </div>
5	
4	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>AWARDING</b>                      4 and above = bottom of C and above                 </div>
3	
2	D
1	E
	F
	G
U	U

## 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.



---

# 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.



---

# 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 practice 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).

GCSE English Language 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.



---

### 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 GCSE English Literature?

It is important to be aware that all 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.

## English Literature

Exam Board: 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 Anthology

- 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.

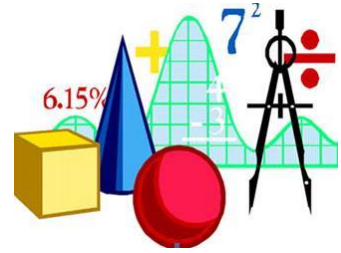


---

# GCSE MATHEMATICS

Exam Board: OCR

All students will study Mathematics leading to one GCSE qualification.



The Maths GCSE is 100% exam assessed.

The examination has two tiers of entry, Higher and Foundation. Both tiers of entry allow access to a grade 4 and 5 and decisions on tiers will be decided by the Maths Faculty to ensure students are entered into a tier at a level that best suits their abilities. Students will be awarded the grading of 9 to 1 (9 being the highest grade awarded).

**Foundation Tier:**

Grades possible: 1 – 5

**Higher Tier:**

Grades possible: 3 – 9

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.

## **Summary of Assessment**

The course will be examined in three equally weighted written examination papers in May/June of year 11.

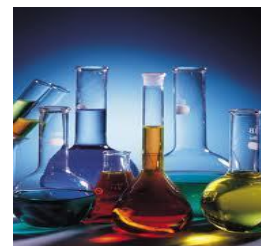
Paper 1 and 3 are calculator assessments and paper 2 is a non-calculator assessment, each paper is 1 hour and 30 minutes long and carries a total of 100 marks per paper.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

---

# GCSE: SCIENCE

## (Combined Award or Separate Sciences)



Exam Board: AQA

### How is the course structured?

In year 10 our students continue to study Science within the disciplines of Biology, Chemistry and Physics. At the end of Year 10, students will take internal exams and their attainment in these exams, along with ongoing assessment throughout the academic year, will dictate which of the following course they will follow:

### Separate (Triple) Science

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

### Assessment:

Six exam papers of 1 hour and 45 minutes: two in each of Biology, Chemistry and Physics.

### 'Combined' Science

All students not following the Separate Science pathway will continue to study a more focused combination of Biology, Chemistry and Physics. This will allow more time to consolidate and build on prior learning, resulting in the award of two GCSEs. Combined Science **is suitable** preparation for A Level sciences.

### Assessment:

Six papers of 1 hour 15 minutes, all equal weighting: two in each of Biology, Chemistry and Physics

### What about coursework?

---

Although there is no coursework for Science, practical skills are embedded within the topics studied, and include required practical's that are compulsory, and which can be examined in the written papers.

# 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 is not the same as RE GCSE.

This is not an examined subject.

## Careers



In Years 10 and 11, Careers Education is delivered through PSHCE but also through our curriculum subjects. No matter what your child chooses to study they will be exposed to a range of careers in different subject disciplines. This is supported by varied and engaging activities in PSHCE, tutor time and assemblies.

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.

We also subscribe to Careers North who provide high quality, independent careers advice and guidance for our students. They will be available on Options Evening and at various points throughout the year. For more information on Careers North and how they can help your child, you can visit their website using the following link - <https://www.careernorth.co.uk/>

---

# OPTION CHOICES



---

# 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, Spanish or Computing.***

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?

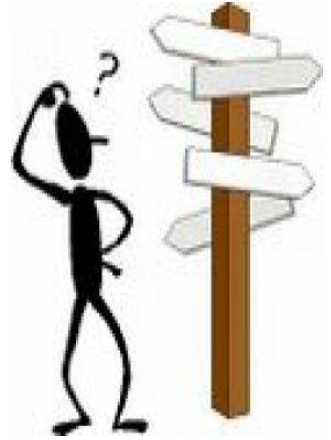
## Find out the facts

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

---

## 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.
- House Progress Leader - 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.**

We 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 and have a reserve choice in mind.



---

# Important Dates in the Options Process

- 15<sup>th</sup> January – Options launch - students have an assembly in school and are asked to express a preference for the subjects they will study at GCSE. This is not the final selection.
- 8<sup>th</sup> February – Combined Options Evening and Parents’ Evening.
- 23<sup>rd</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 course 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 develop a wide range of skills. Students will observe and record their ideas and experiences through drawing in a range of forms. They will conduct research and visually analyse 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. 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

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%





# DESIGN & TECHNOLOGY

Exam Board: Eduqas (9-1) Design and technology



## Why should I study Design and Technology?

Design and Technology is a purposeful subject as it links to other subjects across the curriculum, future qualifications and careers as well as being fun and exciting! Studying GCSE Design and Technology will give you the opportunity to use your knowledge, skills and understanding to design and make solutions for real life problems. You will work independently and with others using a range of materials, tools and equipment to develop a range of skills.

## What will I study?

- Materials and their properties and use within design and technology.
- Designing techniques.
- Manufacturing skills.
- Development of hand tools and machinery skills.
- CAD CAM
- Sustainability and responsible design.

## What can this course offer me?

GCSE D&T opens the door to a wide range of careers in the creative, engineering and manufacturing industries as well as job satisfaction, the rewards can include a good salary and promotional prospects. The average salary for designers is growing much faster than the UK average and engineers typically earn £25,000 to £40,000 more than the national average. Alternatively, you may decide to be an entrepreneur and start your own company or business.

D&T is excellent preparation for careers in many other fields e.g. medicine, law and computer science. Whatever career you choose, the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. You will also develop skills, such as teamwork and time management which are highly prized by employers.

## What will this course prepare me for?

Higher education opportunities such as A levels, BTEC's, apprenticeships and degree level qualifications in Manufacturing, Designing, Engineering, Architecture and many more.

## How is the course examined?

The course is split into two sections:

- Component 1 - 50% Written exam Design and technology in the 21<sup>st</sup> century
- Component – 2 50% NEA (Non examined assessment) design and make task which includes a portfolio of work sketchbook and a final prototype.

**SIX REASONS TO STUDY DESIGN AND TECHNOLOGY**

- 1** D and T leads to a vast range of careers and Further Education courses. It prepares you for a world of business and enterprise.
- 2** D and T 'A' Level, is welcomed by universities, when applying for courses such as Architecture, Design, Engineering, Fashion and many more.....
- 3** You will be able to use your imagination and creativity to design and make innovative products, solving genuine problems.
- 4** You will develop design, ICT and CAD/CAM skills, and manufacture with laser cutters and 3D printers.
- 5** You will, work independently, in groups, developing communication and thinking skills, valued by the business world.
- 6** D and T will help you develop your Mathematical skills, as you design and manufacture products and prepare for examinations.

WORLD ASSOCIATION OF TECHNOLOGY TEACHERS  
https://www.facebook.com/groups/25400481102023  
© 2016 - V. Ryan @ 2016



# 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. In drama you will not only study the craft of acting and theatre, but you will learn extremely valuable transferable skills for example – collaboration, empathy, analysis and performance skills. Although the majority of students taking the course will want to perform, there are opportunities to undertake design elements such as lighting, costume, sound, and set.

## 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 at strengthening important life-skills including self-confidence, time-management, group 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?

The AQA GCSE Drama course is divided into 3 different separate components.

### Component 1: Understanding Drama

This is a written examination- 1 hour 45 minutes in length- in the final year of the course, externally marked and making up 40% of the qualification.

- Students need to show understanding of drama and theatre. Questions on the 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, supported by a journal style written log. Performance (10%), devised log (30%). Internally assessed, externally moderated. Options include as a performer or designer.

### 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.



---

# 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. 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 term's 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.

## 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.

## How is the course assessed:

**End of Year 11 Written exam:** 1 hour 45 minutes

**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-Exam 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.

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. Students will be examined on the content of the course as well as the 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 will cover 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
- 11.4% financial sector
- 10.4% retail
- 10% other professional including media



for teaching

‘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? Who was Billy the Kid? 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.
- The Medical Renaissance in England.
- Early Modern Medicine in Britain.
- Modern Medicine in Britain.

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

**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.

- 
- Challenges to Elizabeth at home and abroad.
  - Elizabethan society in the Age of Exploration.

Period Study - **The American West 1835-1895**

- The early settlement of the West, 1835-1862.
- Development of the Plains 1862-1876.
- Conflicts and consequences 1876-1895.

**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.
- Hitler’s Rise to power, 1919 – 1933.
- Nazi control and dictatorship.
- Life in Nazi Germany.

## **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 Spanish:

The syllabus studied covers the following range of topics:

My personal world

Lifestyle and wellbeing

My neighbourhood

Media and technology

Studying and my future

Travel and tourism

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.

---

## 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

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 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.

# GCSE PHYSICAL EDUCATION



Exam Board: OCR

## **Why should I study Physical Education?**

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 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.

GCSE Physical Education will equip students with the knowledge, understanding, skills and values they need 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 sports as well as gaining a knowledge and understanding of how to improve performance whilst developing skills and techniques including 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 how to evaluate in order to improve performance
- Understand how physical activity and sport link 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 also facilitates and promotes knowledge and understanding of areas such as sociology, psychology, biology, human anatomy and physiology, diet and nutrition.

## 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.

---

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



Exam Board: OCR

## Why should I study Sport Studies?

The OCR Level 1/Level 2 Cambridge National in Sport Studies is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector. You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Understanding contemporary issues in sport and how they impact on different sporting activities
- Applying your skills as both a performer in two different sporting activities and as a leader in one sporting activity.
- How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations.
- Understanding the relationship between sport and the media and applying this to real life examples.
- How to evaluate and interpret the different ways in which sport is represented by the media.
- Applying your skills to participate in an outdoor and adventurous activity in a natural setting and environment.

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Completing research
- Working with others
- Planning training programmes
- Evaluating and making recommendations to help improve performance
- Creating and delivering presentations

- Writing reports
- Leadership skills
- Healthy living and lifestyle skills.

## What will I study?

The qualification equips you with sound specialist knowledge through practical application. Students will study two mandatory units and one optional unit from a choice of two.

The two mandatory units are:

### R184: Contemporary issues in sport

By completing this unit, you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport. Topics include:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

### R185: Performance and leadership in sports activities

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations. Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

- 
- One additional Unit

## R186: Sports and the media

In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media. Topics include:

- The different sources of media that cover sport
- Positive effects of the media in sport
- Negative effects of the media in sport.

# GCSE RELIGIOUS STUDIES



Exam Board: EDUQAS (Route A)

## Why should I study Religious Studies?

According to Socrates, “The unexamined life is not worth living.” GCSE Religious Studies challenges students to explore some of life’s biggest questions such as ‘how did we get here?’, ‘what is the purpose of life?’ and ‘what happens when we die?’. They will also consider and debate ethical questions such as ‘is it ever ok to take a life?’, ‘how should we deal with criminals?’, ‘do we need to do more to ensure human rights are being met?’.

Through studying GCSE RE, students will:

- Develop a deeper understanding of the world in which we live and the ways in which religion, science and individuals have shaped this
- Gain a greater understanding of the UK as a diverse society
- Have greater insight into different religions, cultures and world views leading them to recognise stereotypes and misconceptions
- Develop skills of tolerance, empathy, respect, negotiation, debating, analysis, critical thinking, gathering evidence and interpretation
- Consider the impact that great minds such as Aquinas, Dawkins, Darwin and Irenaeus, and inspirational figures such as Elizabeth Fry, Isra Mohammad and Gandhi, have had on the world
- Be challenged to broaden their own minds, to grow in confidence, and respectfully stand up for their own beliefs and values.

## What will I study?

### Component 1 : Religious, Philosophical and Ethical Studies in the Modern World

Students will investigate four different themes:

- Relationships.
- Life and Death.
- Good and Evil.



- Human Rights.

## Component 2: **Christianity**

Students will explore some of the core beliefs, teachings and practices within the religion of Christianity. They will consider diversity within the Christian religion and the relevance and impact of the religion on individuals and in society today.

## Component 3: **Islam**

Students will explore some of the core beliefs, teachings and practices within the religion of Islam. They will consider diversity within the religion of Islam and the relevance and impact of the religion on individuals and in society today.

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

Three papers will be sat at the end of Year 11:

- Paper 1 – Component 1 Religious, Philosophical and Ethical Studies in the modern World (50%)
- Paper 2 – Study of Christianity (25%)
- Paper 3 – Study of Islam (25%)

•

## **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, Religious Studies and Theology. Religious Studies is a useful background for those considering careers in media, teaching, law, medicine, social work, politics, psychology and counselling, 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.