

KS4 Curriculum 2024: Choosing your Options

Contents

Introduction	3	NCFE Health and Fitness	32
Further Curriculum Information	4	GCSE History	34
Frequently Asked Questions	5	Entry Level History	36
		CAMNAT Information Technology	38
Options Subjects		GCSE Media Studies	40
GCSE Ancient History	6	GCSE Modern Foreign Languages	42
GCSE Art and Design	8	GCSE Music	44
GCSE Business Studies	10	GCSE PE	46
BTEC Child Development	12	GCSE Photography	48
GCSE Computer Science	14	GCSE Religious Studies	50
BTEC Dance	16	GCSE Separate Sciences	52
GCSE Design and Technology	18		
GCSE Drama	20	After School Options	
CAMNAT Engineering	22	GCSE Art and Design	8
GCSE Film Studies	24	GCSE Film Studies	24
GCSE Food and Nutrition	26	GCSE Statistics	54
GCSE Geography	28		
Entry Level Geography	30		

Introduction

The KS4 Curriculum

This is the 2024-2026 KS4 options booklet. We hope that you find the information interesting and helpful. The KS4 curriculum has changed significantly over the past years and there is a wide range of choices available to you.

Making your KS4 subject choices is an important point in your time at secondary school. It is an exciting moment when you are able to choose to study subjects that you feel most interested in, and where you feel confident that you will succeed. We know that it can also feel difficult to choose between subjects, and we want to support you with that process. The main thing to remember is that you should find out as much as you can about what you would be learning were you to choose that course, and make your choice based on what you are most excited about learning, and where you think you can do well.

Examination subjects that all pupils take

All pupils take GCSEs in the following subjects:

- English Language
- English Literature
- Mathematics
- Science
- At least one Modern Foreign Language

Non-examination subjects that all pupils take

All pupils follow a Personal, Social and Health Education curriculum through both timetabled lessons and some off-timetable activities.

In addition pupils work on a number of broader issues such as Citizenship, Careers and Religious Education. Our statutory requirement to teach RE is met through our Curriculum Extension days, workshops and a range of tutor time activities.

In PE, pupils will be given a number of choices which they will pursue during the whole of Year 10. They will choose again for Year 11.

Subjects that pupils choose

All pupils study a Modern Foreign Language except in exceptional and authorised circumstances. This is not therefore an option, but pupils must indicate their choice of Spanish, French or German. In addition, pupils choose three option subjects plus two reserves.

After-school options

If pupils wish to take an extra after-school option, this should be indicated on the options form. Only one after-school option may be chosen and **this is not a requirement**. Anyone in receipt of Free School Meals who meets the course suitability requirements will receive full funding for their after-school course. Anyone who qualifies for the Pupil Premium will also be offered funding towards the cost of the course, which can be discussed, such that the cost is not an obstacle.

Further Curriculum Information

For the vast majority of pupils at Cambourne, it will be appropriate to take the full range of core subjects, plus three option subjects. However, for a very small minority, it may be appropriate that they take a slightly reduced number of subjects.

A very small number of pupils may benefit from spending extra time on English and Maths to ensure that they are fully prepared for exams and to enable them to achieve the best possible results.

This will be discussed at the guidance interview, if it is felt that the pupil would benefit from this.

Option viability

It is assumed that there will be a sufficient number of pupils wishing to take up each option course, but in the event of insufficient support, certain courses may not be offered. This may mean that some pupils have to study their reserve choice. If a particular option choice is over-subscribed, decisions about who will study the course will be taken by the relevant teachers and Senior Leaders.

These decisions will be based on teacher assessment, along with consideration of anything else that we believe relevant in deciding a pupil's suitability for a particular course. Behaviour record and past effort may be relevant.

Pupil suitability

Pupil suitability for any of our optional courses will be carefully considered by Heads of Department and Senior Leaders. Any initial concerns will be discussed with pupils and parents to ensure that the best possible provision is available to maximise success. In some rare cases we may have to direct pupils away from an unsuitable option or offer an alternative pathway.

Languages

In addition to our core MFL curriculum we are keen to support language accreditation for those pupils who speak a language other than English at home. In many cases it is possible to enter for the GCSE in home languages. Examination typically covers Listening, Speaking, Reading and Writing. Please contact Mrs Collado-Canas directly (mcollado-canas@cambournevc.org) to find out if examinations are available in your language and for full information.

Frequently Asked Questions

What is the Core Curriculum that all pupils take in Years 10 and 11?

All pupils continue to study English, Mathematics, Science and PE through timetabled lessons. RE, Work-Related Learning, Citizenship, and Personal & Social Health Education also form part of the curriculum through timetabled lessons, events, cross-curricular links and collapsed days.

What are the core qualifications?

Most pupils will take GCSEs in English Language and English Literature, Mathematics, two Science GCSEs and a Modern Foreign Language.

Is PE a core subject, or an option?

Both. All pupils have PE lessons within their core curriculum time. It is also possible to opt for the NCFE in Health and Fitness course.

How many option choices do I have?

Pupils must make 3 choices, plus a Modern Foreign Language. A further language can also be chosen from the open options section.

Are there any restrictions on what I can choose?

All pupils must continue some form of study of a foreign language, except in exceptional circumstances.

How do I know what subjects to take?

There is lots of guidance available and you can have a specific guidance interview to discuss your option choices, when you and your parents are invited to meet with a senior member of staff. Read the options booklet, come to the options evening and talk to your teachers and parents!

As a general rule, choose the subjects which you like most and work hardest in, whilst aiming to keep a broad range.

How much time is each option worth?

Each option choice is taken as six lessons per fortnightly timetable cycle.

Are there any after-school options?

We are looking to offer after-school GCSEs in Art, Statistics, and Film Studies. It is not possible to take more than one of these. In order to take one of these options you will need to meet certain entry requirements because of the extra work involved. These courses are often over-subscribed, so pupils will be selected in accordance with the criteria stated on the subject pages. Further details are in this booklet.

Ancient History

What is Ancient History?

The Ancient History GCSE course allows pupils to explore some of the most exciting parts of Roman and Greek history.

History is the study of the past. Ultimately it is the study of people, both well-known and unknown, and how they have shaped, and been shaped by, events.

How is the course structured?

Pupils will study four key components which will provide them with a clear and coherent understanding of the Ancient World. Considerable time is spent completing practice questions and understanding exam technique throughout the course.

What will I learn?

Our GCSE Ancient History qualification provides a romp through some of the most exciting parts of Roman and Greek history, focusing on the key individuals and events that helped shape the ancient world. Pupils will have the chance to look at defining characters from the ancient world such as Alexander the Great and Hannibal, and defining events including the Battle of Thermopylae, the foundation of Rome and the creation of democracy. Pupils will undertake two period studies, giving them the opportunity to learn how the Persian Empire grew from a small kingdom in the Iranian plateau to become the world's first superpower, and to study the early beginnings of the Rome from Romulus and Remus through to the beginning of the Roman Republic. Linked to each of these period studies are depth studies. These provide pupils with a well-rounded understanding of the ancient world.

- 1. *Persian period study: Rise of Achaemenid Empire:*** This period study focuses on the Persian Empire under Cyrus the Great, Cambyses II, Darius I and Xerxes I. Pupils develop their understanding of the unfolding narrative of substantial developments and issues associated with this period.
- 2. *Greek depth study: Alexander the Great, 356 – 323 BC:*** This depth study covers similar geographical areas to the period study but allows learners to understand the Macedonian invasion, conquest of the Persian Empire and advance as far as India. The events covered in this depth study allow learners to study some of the events associated with the end of the Achaemenid Empire, which began under Cyrus the Great.
- 3. *Roman period study: Rome: Kingship to Republic, 753 – 440 BC:*** This longer period study focuses on the kings of Rome and the early Roman Republic, with an emphasis on the most interesting events and characters.
- 4. *Roman depth study: Cleopatra: Rome and Egypt, 69–30 BC :*** This depth study enables learners to understand the complexity of the relationship between Rome and Egypt between 69 and 30 BC and the political, military, religious, economic, social and cultural factors affecting the reign of Cleopatra and her relationships with key historical figures during this period of significant upheaval in the Mediterranean world.

What syllabus will I follow?

Pupils will follow the OCR Ancient History GCSE (9-1) course.

How will I be assessed?

Pupils will be assessed through two examinations, weighted at 50% each and requiring pupils to answer questions from their own knowledge and in response to source material. Each exam will be 1 hour and 45 minutes in length.

Who is the course suited to?

Ancient History GCSE will require a lot of independent work and reading. Pupils need to be prepared to spend time consolidating their knowledge outside of lessons. However, we welcome anyone who has a genuine interest and enthusiasm about the past. This course may be studied alongside History GCSE.

What homework will I get?

Pupils will complete a wide range of different activities for homework but most important among these will be the consolidation of learned material to ensure that pupils are equipped with a deep body of knowledge about the periods studied and a range of extended readings to develop their understanding. Pupils should be prepared for a significant amount of learning outside the classroom.

What could help me to do well?

There are a wide range of support materials available via the CATalogue. These include a bespoke revision guides, podcasts, all lesson materials and further reading. The History department will also recommend revision guides that can be optionally purchased from school.

What could I read or do now if I'm interested?

There are loads of brilliant fiction and non fiction books you can read to give you a taste of what we will be studying. Feel free to borrow any of the following books or films from the History Department:

Non-Fiction Books

- SPQR *Mary Beard*
- The Ancient Greeks: Ten Ways They Shaped the Modern World *Edith Hall*
- The Roman Empire: A Very Short Introduction (Very Short Introductions) *Christopher Kelly*

Fiction Books

- The Silence of the Girls *Pat Barker*
- Revolt Against the Romans *Tony Bradman*
- Time Travel Diaries: Adventure in Athens *Caroline Lawrence*
- A Thousand Ships *Natalie Haynes*

Films/Documentaries

- Meet the Romans with Mary Beard *BBC*
- Ancient Greece: The Greatest Show on Earth *BBC*
- Alexander (2004)
- Gladiator (2000)



Who should I contact if I have questions?

Ask Ms Angell, Mr Green, Ms Murray, or Ms Clissold if you have any questions or concerns about the course.

Art and Design

What is Art and Design?

To study Art and Design is to explore how you and others use visual language creatively to communicate feelings, ideas, ask questions and solve problems.

How is the GCSE course structured?

The Art and Design GCSE course is split into three main components:

- **Foundations studies** (September to February of Year 10)

Exploring techniques in creating, making and understanding art.

- **Unit 1 Portfolio project** (February of Year 10 to December of Year 11)

A project that you will plan with your teacher. You will respond to a theme that interests you and then explore ideas, develop and refine them, before producing a 'final piece'. Your portfolio project is worth 60% of final grade.

- **Unit 2 Externally set exam project** - January of Year 11 to May of Year 11

The exam board will send us an exam themes booklet. You will choose a theme and then spend about 10 weeks exploring and developing ideas, before producing a final piece during a 10 hour exam. The exam will be split across two school days. The exam project is worth 40% of your final grade.

What will I learn?

Creativity - Your creative ideas are perhaps the most important part of the course. You will learn about responding to and exploring themes that interest you, allowing you to work to your own creative strengths and passions.

Making skills - The foundation studies period will give you opportunity to explore new materials and techniques. For example, you will learn new skills in acrylic painting, digital art, ceramics and print making. Whichever creative route you decide to take through the course, you will develop and rely on your drawing skills as an important way to explore and realise ideas.

Contextual and analytical skills - You will develop your skills understanding how art can be used as a means of self expression and how it can reach or manipulate an audience. Understanding the 'context' in which art is made is key to success and developing 'visual literacy'.



gcse art / photography
exhibition open evening
7:30 - 9pm
friday 8th june
private view 6 - 7:30pm

What syllabus will I follow?

Pupils will follow the Eduqas GCSE Art and Design course.



How will I be assessed?

Pupils will receive regular formative feedback as they progress through the course. Completed work will be assessed and standardised by Art department staff from across the trust. A sample of pupils' work will then be moderated during a visit from the exam board.

Who is the course suited to?

If you have creative ideas, love making things and felt you made progress in your KS3 lessons, then great: this course suits you!

What homework will I get?

During foundation studies, you will get weekly drawing tasks and occasionally work on exploring themes or analysis skills.

Once you start your Portfolio and Exam units, it is advised you do an hour a week minimum independent work. Your teacher will give you personalised guidance on how best to spend your time. Art club is open at least two days a week after school. This is a great place to do your independent work.

What could help me to do well?

Working as hard as you can in Year 9 is my best advice.

This will show you and your teacher your true potential for the course.

What could I read or do now, if I'm interested?

If you do commit to this option, then the best thing you can do is keep making. You could keep an extra sketchbook in which to draw, paint, collage, explore ideas and collect examples of art you are inspired by. Be sure to share what you do with your teacher!

Visits to exhibitions will help you develop ideas and increase your contextual understanding of art. Locally, we have Wysing Arts and the Open Studios weekends in July. These are great opportunities to speak to artists about their work.

We are incredibly lucky in having amazing museums and galleries in Cambridge, London and beyond. Many are free. Just pop in for an hour and explore.

YouTube is a great way to explore specific skills - see your art teacher for guidance on reliable YouTube tutorials.

Who should I contact if I have questions?

If you are interested but are uncertain whether you would enjoy or do well at the course, speak to an Art teacher! Also, talk to Year 10s and Year 11s who are taking the course.

Business Studies

What is GCSE Business Studies?

Would you like to set up your own business and be a successful entrepreneur? Would you like to be a manager in a business? Have you got an interest in the news and how the government and their policies affect your everyday life? If the answer is yes to any of these questions then Business Studies is the GCSE for you.

We live in a corporate world and the markets operate around us constantly. Because of this, business is a universal subject. There are few, if any, careers for which an understanding of business would not be of some benefit.

You will learn about how the world of business works and its relevance to almost every aspect of modern society. Amongst other topics, you will learn about planning, finance, marketing and economics, and discover some of the methods and techniques used to analyse an organisation's performance.



How is the course structured?

Pupils will learn about the purpose of business activity and the role of business enterprise and entrepreneurship, alongside the dynamic nature of business.

Pupils will encounter a variety of teaching methods including case studies, role-plays and ICT alongside more traditional methods. Pupils will be expected to immerse themselves in a business-like mindset and to pay attention to the world around them. For example, pupils would be expected to take note of relevant news items, which may be used as a basis for discussion and classwork.

What will I learn?

We want our pupils to develop as independent learners and encourage them to use an enquiring, critical approach to distinguish facts from opinions, form arguments and make informed judgements.

Pupils need to be aware of the impact that business has in the real world on the four functional areas of business:

- **Business operations**
- **Marketing**
- **Finance**
- **Human resources**

GCSE Business will also enable pupils to develop useful business skills and knowledge with finance, marketing and human resources.

We regularly use real-life examples to deepen understanding of the content of the course.

What syllabus will I follow?

AQA GCSE Business Studies 8132

Who is the course suited to?

You are expected to take responsibility for your own learning and be keen and well organised. You should enjoy having more freedom while knowing you can still ask for help and support if you need it.

Pupils wishing to take this subject should be at least at the 'Secure' level in both English and Maths. Pupils at a 'Developing' level need to have demonstrated that they can work independently.

How will I be assessed?

During the two years, pupils are assessed, by their teacher, at least once a term on their business knowledge and understanding of the key topics. At the end of Year 11 pupils are assessed by 2 written exam papers:

Written exam paper 1: Influences of operations and HRM on business activity (worth 50% of the final GCSE grade). 1h 45 mins.

Written exam paper 2: Influences of marketing and finance on business activity (worth 50% of the final GCSE grade). 1h 45 mins.

What homework will I get?

Pupils will complete a wide range of different activities for homework but most important among these will be the consolidation of learned material to ensure that pupils are equipped with a deep body of knowledge. Pupils should be prepared for a significant amount of learning outside the classroom. Pupils will complete a regular piece of business homework which is set via Satchel:One. These are interesting and meaningful tasks which include case study questions, independent research, exam questions and additional reading.

What could help me to do well?

There are a wide range of support materials available via the CATalogue.

These include revision guides, and all lesson materials and further reading. Pupils will have access to a course text book.

Additional exam revision sessions will also be offered prior to the unit examinations.

A revision guide and exam work book can also be purchased at the start of Year 10 and 11.

What could I read or do now, if I'm interested?

The course textbook, revision guides and other reference books are available in the Business section of the school library.

You may also find it interesting to read one of the biographies/autobiographies of a famous entrepreneur. What characteristics made them successful?



Who should I contact if I have questions?

Ask Ms McConnell if you have any questions or concerns about the course.

BTEC Child Development

What will I study in Child Development?

You will learn about child development and growth up to the age of five. This includes how children learn through play, how to support children with additional needs by adapting activities to promote their development, and how to evaluate activities to ensure they best support all children to develop and that they promote inclusion.



How is the course structured?

The course is split into three key inter-related units. The three components in the qualification give you the opportunity to develop broad knowledge and understanding of children's learning and development, and the importance of play.

In Year 10 you will study:

- ◆ Unit 1: Children's Growth and Development;
- ◆ Unit 2: Learning Through Play.

In Year 11 you will study:

- ◆ Unit 3: Supporting Children to Play, Learn and Develop.

What will I learn?

Over the course of the two years you will develop your knowledge and technical skills in the following areas:

- The characteristics of children's development from birth up to five years;
- Factors that affect growth and development;
- The importance of play;
- How play promotes children's learning and development;
- Reasons that children may need support;
- Child-friendly environments to support play, learning and development in children from birth to five years old;
- Supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development.



What syllabus will I follow?

Pupils will follow Pearson BTEC Level 1/Level 2 Tech Award in Child Development.



How will I be assessed?

Components 1 and 2 are assessed through internal coursework pieces. They contribute 60% to the final grade.

Component 3 is assessed through a single external exam. As this component builds directly on components 1 and 2, it enables learning to be brought together and applied to realistic contexts. This makes up 40% of the final grade.

Who is the course suited to?

The qualification is equivalent to a GCSE and is aimed at anyone who wants to learn more about child development. It will also give you the opportunity to develop skills and techniques that enable you to explore the importance of play in children's learning, and to support children's development.

As the majority of the course is assessed through coursework, using only the notes you make, it is vital that you are able to work independently and complete tasks to specific deadlines.

What could help me to do well?

For your examined unit there will be a wide range of support materials available via the CATalogue. These include all lesson materials and further reading.

To achieve well in your coursework units it is vital that in each lesson you take detailed notes, organise your time, respond to staff feedback and meet task deadlines.



Who should I contact if I have questions?

Ask Mrs Cockbain if you have any questions or concerns about the course.

Computer Science

What is Computer Science?

AQA 8525 GCSE Computer Science is a course designed to explore the applications of computers in the world around us. Pupils will be able to create solutions to problems through programming, gaining an understanding of the core concepts that underpin computer systems.

How is the course structured?

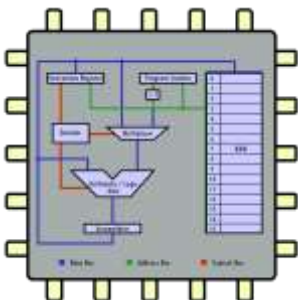
In Year 10, pupils' computer science journey centres on mastering key concepts (points 1-4 below) with a strong emphasis on problem solving. Pupils will develop algorithmic solutions and hone programming skills using Python. The foundation of computer systems, Von Neumann architecture and data representation will provide the groundwork for creative exploration.

In Year 11, pupils will concentrate on mastering key concepts (points 5-8 below), focusing on networking technologies, cyber security and databases. Additionally, pupils will strengthen their algorithmic and programming skills, while exploring the ethical, legal and environmental impacts of these technological advancements.

What will I learn?

The course knowledge content is split into the following sections:

1. Fundamentals of algorithms (a set of instructions to complete a task);
2. Programming (implementing algorithms using a computer programming language);
3. Fundamentals of data representation (number systems, text, images, sound);
4. Computer systems (memory, processing);
5. Fundamentals of computer networks;
6. Fundamentals of cyber security;
7. Relational databases and SQL (structured query language);
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.



```
1.  fizz ← 2
2.  buzz ← 3
3.  FOR i ← 1 TO 10
4.      IF i MOD fizz = 0 AND i MOD buzz = 0 THEN
5.          OUTPUT "fizz-buzz"
6.      ELSE IF i MOD fizz = 0 THEN
7.          OUTPUT "fizz"
8.      ELSE IF i MOD buzz = 0 THEN
9.          OUTPUT "buzz"
10.     ELSE
11.         OUTPUT i
12.     ENDIF
13. ENDFOR
```

What syllabus will I follow?

AQA 8525 GCSE Computer Science



Link: www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525

How will I be assessed?

Pupils will be assessed through two written papers, each weighted at 50%; Paper 1 is 2 hours long and Paper 2 is 1 hour 45 minutes.

Who is the course suited to?

Pupils who have an affinity for problem solving will find this course engaging. Mathematical logic serves as the foundation for every facet of the program, and particularly the programming component can be seen as the application of mathematical problem solving skills to generate coded solutions for various problems.

What homework will I get?

Homework tasks vary depending on the current area being studied, and will take the form of programming tasks, calculations and written responses to areas of knowledge around programming theory and computer systems.

What could help me to do well?

There are a wide range of resources available through Teams Classrooms. We also use online resources such as Seneca Learn to reinforce learning. Pupils who actively code at home and take a genuine interest in the theoretical basis of computers usually do very well.

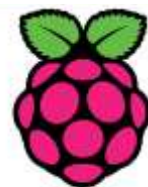
What could I read or do now, if I'm interested?

Due to the nature of this course, it is unsurprising that there is a great deal of information and resources available online.

The programming language that we will be using is Python and a good place to start would be www.pythonbooks.revolunet.com, an online resource of free e-books.

Purchasing a Raspberry Pi computer and following some of the projects from www.raspberrypi.org would be another excellent starting point for beginning to appreciate how computers work as physical entities and connect to each other and web services through home networks and the internet.

If pupils have access to an old computer that they can take apart to physically explore the components, that would be incredibly helpful in terms of understanding the theoretical underpinnings and practical considerations of computer systems.



RaspberryPi



Who should I contact if I have questions?

Ask Mrs Olsen-Dry if you have any questions or concerns about this course.

BTEC Dance

Why study BTEC Dance?

BTEC Dance is a practical course which helps pupils to develop their performance skills, as well as gain insight into the work of practitioners and the performing arts industry. This is for learners who want to acquire technical knowledge and technical skills through vocational contexts. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

How is the course structured?

Pupils study three components which will provide them with a clear and coherent understanding of the Performing Arts industry in dance. There will be a set theme released to explore for each component.

Component 1: Exploring the Performing Arts

Pupils will study three different professional works, gaining an understanding of how the choreographers work with others in the industry in order to understand their artistic intentions and creative processes.

Component 2: Developing Skills and Techniques in the Performing Arts

Pupils will learn and rehearse a pre-existing professional dance repertoire, exploring different styles.

Component 3: Responding to a Brief

Pupils will respond to an externally set brief related to a theme, working collaboratively to create a choreography in groups for a performance. Pupils are also be required to keep a log and write an evaluation of their rehearsals, creative process and performance.

What will I learn?

1. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of choreographers, and how they create and influence performance material.
2. You will learn an existing piece of repertoire, applying relevant skills and techniques to reproduce the performance piece. You will develop technical, practical and interpretative skills through the rehearsal and performance process.
3. You will be given the opportunity to work as part of a group to contribute to a workshop performance in response to a given brief and stimulus.



What does homework look like for BTEC Dance?

Homework will be both written and practical, set weekly. Written work includes researching choreographers and their repertoire, and producing presentations of your research. Practical work includes rehearsals devising a piece from a stimulus and rehearsing your devised piece within a group. Pupils are required to keep a weekly log of practical work undertaken for components two and three.

What syllabus will I follow?

Pupils will follow the BTEC Level 2 Tech Award in Dance.



How will I be assessed?

Component One: Written log and presentations of knowledge gained from research.

Component Two: Performance of an existing piece of repertoire.

Component Three: Performance of a devised piece, written log and evaluation.

Performance and controlled conditions write-up of the process and evaluation of the final performance.

Who is the course suited to?

BTEC Dance is suited to anyone hoping to go into the performing arts industry or who has a passion for dance. It complements extra-curricular dance classes and activities, as pupils will not only learn technique, but will also gain insight into the industry, developing a deeper knowledge of choreographers and their work.

Although some dance experience will be of benefit, you do not need to have any experience prior to this course. Conversely, if you do have experience of dance and technique, this will further that knowledge, providing you with a broader understanding of the work of choreographers and the arts industry.

What homework will I get?

Pupils are required to research three choreographers for component one, as an ongoing independent research project. In component two, pupils will be required to learn the selected repertoire, rehearsing at home and writing up how their skills develop after every workshop. In component three, pupils will be required to rehearse outside of the workshops, as well as prepare notes for their write-up.

What could help me to do well?

Within this discipline, there is an emphasis on collaborative working. Whilst every pupil is assessed on an individual basis, learners must be able to work effectively with others to devise their work. However, all individual research outside of the performance space on the topic can be brought into the class and this will help further the pupil's learning.

Any exposure pupils have to live dance performances will also broaden the ideas from which they can draw.

What could I do now, if I'm interested?

Extra curricular activities, such as Stage Coach and dance classes, summer schools, and being involved in the school productions, will help individuals develop and refine their performance skills.

Visits to see live dance performances in London will take place throughout the course; however, if pupils are able to visit the theatre to see dance work, or take part in workshops and classes prior to the course, this will help expose them to a wider range of work and dance styles.



Who should I contact if I have questions?

Ms Ricketts, Dance Co-ordinator and Curriculum Lead

Design and Technology

What is Design and Technology?

Design and Technology is a subject that brings learning to life, requiring pupils to apply their learning to real-life situations. This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Pupils will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

How is the course structured?

The course is split into two main components - Component 01: Principles of design and technology, and Component 02/03: Iterative design challenge.

Year 10: Pupils complete a range of different projects that help to prepare them for their end of course exam and coursework. At the end of Year 10, pupils begin their coursework (Component 02/03: Iterative design challenge) .

In Year 11: Pupils continue to work on their assessed coursework (Component 02/03: Iterative design challenge) and then prepare for their end of course external exam (Component 01: Principles of design and technology).

Considerable time is spent learning both practically and theoretically about many processes, materials, manufacturing techniques and processes and how to respond creatively to real world design problems. Pupils will also spend a lot of time completing practice questions and understanding exam technique throughout the course.

What will I learn?

Component 01: Principles of design and technology: This includes both the 'core' principles that all pupils must know, and 'in-depth' principles that are more specific to the materials or systems they have deeper practical and design experience of.

Pupils should:

- Analyse existing products;
- Demonstrate applied mathematical skills;
- Demonstrate their 'core' design and technical knowledge and understanding;
- Demonstrate and apply their in-depth technical knowledge of working with materials, ensuring functionality of products or systems and manufacturing processes and techniques.

For a number of these principles, mathematical and/or scientific knowledge is also required; this is indicated in the specifications.

Component 02/03: Iterative design challenge: Central to this non-examined assessment is the requirement for learners to understand and apply processes of iterative designing in their design and technology practice: exploring needs, creating solutions and evaluating how well the needs have been met. This component does not limit the range of materials or processes a learner uses when developing their design solutions.

Pupils produce a chronological portfolio and final prototype(s). This demonstrates their understanding and independent management of and skills in iterative designing, in particular:

- The interrelated nature of the processes used to identify needs and requirements (explore);
- Creating solutions to meet those needs (create);
- Evaluating whether the needs have been met (evaluate).

What syllabus will I follow?

Pupils will follow the OCR GCSE Design and Technology course.

How will I be assessed?

Pupils will be assessed through one external examination, weighted at 50%. The other 50% of the course will come from a 40 hour coursework module where pupils produce a portfolio of work that responds to a real-life design problem.

Who is the course suited to?

GCSE Design and Technology will require a lot of independent work and meeting strict deadlines. Pupils need to be prepared to spend time consolidating their knowledge and skills outside of lessons. However, we welcome anyone who has a genuine interest and enthusiasm about the world of Design and Technology and the field of creativity and problem solving.

What homework will I get?

Pupils will complete a wide range of different activities for homework but most important among these will be the consolidation of learned material to ensure that pupils are equipped with a deep body of knowledge about processes, material properties and uses amongst other content studied on the course. Pupils should be prepared for a significant amount of learning outside the classroom.

What could help me to do well?

There are a wide range of support materials available via the CATalogue. These include revision materials, exam questions, exam technique guides, all lesson materials and further reading. The Design and Technology department will also recommend revision guides that can be optionally purchased from school. Weekly coursework and revision sessions in Year 11 will be arranged to support your studies.

What could I read or do now, if I'm interested?

There are loads of brilliant books, blogs and websites that you can look into to give you a taste of the world of Design and Technology and the topics we will be studying.

A few of these include:

- www.dezeen.com
- www.designboom.com
- www.technologypupil.com
- <https://www.bbc.com/bitesize/subjects/zvg4d2p>
- <https://www.howstuffworks.com/>
- <https://www.ocr.org.uk/qualifications/gcse/design-and-technology-j310-from-2017/>

Who should I contact if I have questions?

Ask Miss Ciantar if you have any questions or concerns about the course.

Drama

Why study Drama?

Drama is an exciting, inspiring and practical course. The subject promotes both involvement in and enjoyment of drama. It also provides opportunities to attend live theatre performances. Drama is a subject to take if you want a job in the entertainment industry, in front of an audience or behind the scenes. Additionally, it is also relevant and interesting to people who like to engage in cultural or social issues.



How is the course structured?

Pupils study three components which will provide them with a clear and coherent understanding of Drama:

- 1. Devising Theatre:** Learners devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.
- 2. Performing from a Text:** Learners are required to participate in a performance from a text. Learners will work co-operatively as part of a group to perform two extracts from a set text.
- 3. Interpreting Theatre:** Learners will demonstrate their knowledge and understanding of how drama and theatre is developed and performed, through the study of a performance text and responding to live theatre.

What will I learn?

- 1. Devising Theatre:** Pupils work in groups of between two and five to devise a piece of original theatre for performance, record their research, and evaluate the final outcome. Pupils choose a stimulus from a list supplied by the exam board (a quotation, a song or a picture) from which they devise a piece of theatre, demonstrating either the techniques of a theatre practitioner or the dramatic characteristics of a genre. Pupils also produce a portfolio of evidence which demonstrates their research, creation and development of ideas.
- 2. Performing from a Text:** Pupils work in groups of between two and four actors and study two 10 minute extracts, within the context of the whole text, from one performance text of their own choice. The extracts studied are key extracts from the text selected. These are then performed to an external examiner.
- 3. Interpreting Theatre:** Learners study 'The IT' by Vivienne Franzmann, approaching the text practically as an actor, designer and director. They must consider how the text is constructed and how to create meaning through genre, structure, character, form and style, language/dialogue and stage directions. They are to think about the relationships on stage, the impact of different stages, relationships between performer and audience, the design of lighting, sound, set, props, costume and make-up, and the actor's vocal and physical interpretation of character. In this unit pupils will also experience live theatre performances.



What does homework look like in Drama?

Homework will be both written and practical. Written work includes researching drama practitioners, performance skills, and reading and annotating scripts. Practical work includes rehearsals, devising a piece from a stimulus, learning lines from their text and rehearsing their given scenes. Pupils are required to keep a log of practical work undertaken for one of the components.

What syllabus will I follow?

Pupils will follow the Eduqas GCSE course.



How will I be assessed?

Pupils will be assessed through performance and written work as below.

Component One: coursework — 25%; practical exam—15%.

Component Two: practical exam—20%.

Component Three: written exam—40%.

Who is the course suited to?

Drama GCSE will require a lot of working co-operatively as part of a group, as well as working independently to learn lines and produce a logbook. If you are creative and want a way to express yourself through different mediums, Drama provides an opportunity to work on performance skills, whether that is continuing with a career in the arts, or for anyone wanting to gain an understanding on presenting and engaging an audience. As well as studying play texts, we also look at cultural and political issues. Therefore, if you are interested in politics and sociology, this course may also be suited to you.

What homework will I get?

Pupils are required to research the topic studied in preparation for the first unit (devising) as well as keeping a weekly log of what they accomplished in the workshops that week. In component two pupils will be required to learn their lines, prepare costumes, props and set ready for their performance. In component three, pupils will revise a set play and homework will be independent preparation of concept as director in preparation of the written exam.

What could help me to do well?

Within this discipline, there is an emphasis on collaborative working. Whilst every pupil is assessed on an individual basis, learners must be able to work effectively with others to devise their work. All research outside of the performance space on the topic can be brought into the class and this will help further.

Any exposure pupils have to live theatre will also broaden the ideas from which they can draw.

What could I do now, if I'm interested?

Any extra curricular activities, such as Stage Coach and the school productions will help individuals develop and refine their performance skills.

Visits to the theatre will take place throughout the course; however, if pupils are able to visit the theatre or take part in drama workshops outside lessons, this will help expose them to a wider range of artistic intentions and cultural experiences.

Additionally pupils may want to begin researching the work of practitioners such as Stanislavski, Brecht, Boal, Artaud or Berkoff. Please speak to Miss Phillips for recommendations.



Who should I contact if I have questions?

Miss Phillips, Head of Drama

Cambridge National in Engineering Manufacture

What is Engineering?

Engineering manufacture is a discipline of engineering dealing with different manufacturing practices and processes using machines, tools and equipment that turn raw materials to new products.

How is the course structured?

Pupils will study three units of work which will provide them with a clear and coherent understanding of the world of engineering manufacture. Considerable time is spent learning both practically and theoretically about many engineering manufacturing techniques and processes. Pupils will also spend a lot of time completing practice questions and understanding exam technique throughout the course.

In Year 10 we focus on:

1. R014: Principles of engineering manufacture (exam sat at the end of year 11)
2. R015: Manufacturing a one-off product (coursework)

In Year 11 we focus on:

1. R014: Engineering materials, processes and production (continuation from year 10)
2. R016: Manufacturing in quantity (coursework)

What will I learn?

1. **R014: Principles of engineering manufacture.** This unit allows pupils to learn about the different types of manufacturing processes, the materials that can be used to manufacture products using these processes, and the factors to be considered when determining the manufacturing requirements of an engineered product. You will consider the different types of manufacturing process that are typically used in engineering, using specific examples of each process type. The engineering materials include ferrous and non-ferrous metals, polymers, ceramics, composites, and smart materials. You will understand how the properties of these materials relate to their manufacturing characteristics. In addition you will also develop an understanding of some of the current developments in engineering manufacture.
2. **R015: Manufacturing a one-off product.** This unit allows pupils to learn to identify the information required to make a product, plan the production of a product and carry out risk assessments for the processes, tools and equipment needed to produce a product in small quantities. You will also learn how to select and safely use the equipment, processes and tools required to mark out, measure and manufacture a product in small quantities, using a range of handheld equipment and conventional (non-Computer Numerical Control (CNC) machining methods.
3. **R111: Computer-aided manufacturing.** This unit allows pupils to learn how to manufacture and use simple jigs and templates to support manufacturing in volume. By using CAD software you will learn about the Information needed to facilitate manufacture, and apply this in order to program Computer Numerical Control (CNC) equipment. In addition, you will learn how to set up and operate the CNC equipment and monitor the quality of the manufactured products

What syllabus will I follow?

Pupils will follow the Cambridge National Engineering Manufacture Level 1 / 2 Certificate (J823).

How will I be assessed?

Pupils will be assessed through one external examination, weighted at 40%. The other 60% of the course will come from the two coursework units. Each one is worth 30% of the overall grade.

Who is the course suited to?

Engineering will require a lot of independent work. Pupils need to be prepared to spend time consolidating their knowledge and skills outside of lessons. However, we welcome anyone who has a genuine interest and enthusiasm about the engineering world.

What homework will I get?

Pupils will complete a wide range of different activities for homework but most important among these will be the consolidation of learned material to ensure that pupils are equipped with a deep body of knowledge about engineering manufacturing processes, material properties and uses, amongst other content studied on the course. Pupils should be prepared for a significant amount of learning outside the classroom.

What could help me to do well?

There are a wide range of support materials available via the CATalogue. These include revision materials, exam questions, exam technique guides, all lesson materials and further reading. The Design and Technology department will also recommend revision guides that can be optionally purchased from school. Weekly coursework and revision sessions in both Year 10 and Year 11 will be arranged to support your studies.

What could I read or do now, if I'm interested?

There are loads of brilliant books, blogs and websites that you can look into to give you a taste of the world of Engineering and the topics we will be studying.

A few of these include:

- www.dezeen.com
- www.designboom.com
- www.technologypupil.com
- <https://www.howstuffworks.com/>
- Cambridge Nationals - Engineering Manufacture Level 1/Level 2 – J823 - OCR

Who should I contact if I have questions?

Ask Ms Ciantar, Mr Went or Mr Russen if you have any questions or concerns about the course.

Film Studies

What is Film Studies?

GCSE Film Studies draws on pupils' enthusiasm for film and introduces them to a wide variety of cinematic experiences that have been important in the development of film and film technology. The WJEC Eduqas specification in GCSE Film Studies starts with individuals' excitement about a powerful audio-visual medium that is central to today's society and culture. This GCSE course is designed to encourage that enthusiasm and motivate them to broaden their knowledge of film and film technology, from the first moving images introduced to audiences in 1895 to the digital environment of contemporary film.



What will I learn?

Pupils will develop their knowledge of US mainstream film by studying one film from the 1930s and one film from the later 1980s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe (including the UK), South Africa and India.

Production is an important part of this specification and is integral to pupils' study of film. Pupils will have the opportunity to apply their understanding of how films are constructed to their own filmmaking and screenwriting.

The WJEC Eduqas specification in GCSE Film Studies aims to develop knowledge and understanding of:

- The ways in which meanings and responses are generated through film;
- A contrasting, culturally diverse range of films from different national contexts;
- Film as an aesthetic medium;
- How films reflect the social, cultural and political contexts in which they are made;
- The relationship between film and film technology over time.

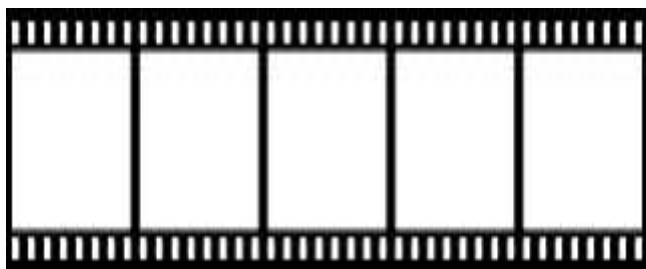
How is the course structured?

Over the course of Year 10 and 11, pupils will prepare for the three different components.

At the same time pupils will also produce their own film extract or screenplay using the techniques gained from their analysis of films spanning different time periods and cultures.

What syllabus will I follow?

Pupils will follow the WJEC Eduqas GCSE Film Studies course which comprises 3 components.



How will I be assessed?

- **Component 1: Key Developments in US Film** (Written examination: 1 hour 30 minutes).
- **Component 2: Global Film: Narrative, Representation and Film Style** (Written examination: 1 hour 30 minutes).
- **Component 3: Production** (Non-exam assessment. Internally assessed; externally moderated by WJEC).

Who is the course suited to?

This course is suited to pupils who have a passionate interest in films and film production.

It will also suit pupils who want to explore, through formal study and their own productions, how films are constructed, as well as the role the screenplay takes in the film production process.

In addition to this, pupils who have strong skills in English, Literacy and IT will find it easier to progress with this qualification.

What homework will I get?

Pupils will complete a wide range of different activities for homework. Some will be focused on preparing for their own production/screenplay for Component 3.

Some homework will be aimed at the consolidation of learned material to ensure that pupils are equipped with a deep body of knowledge. Pupils should be prepared for a significant amount of learning outside the classroom.



What could I read or do now, if I'm interested?

- Read WJEC Eduqas GCSE Film Studies (Illuminate Publishing);
- Watch a variety of films from different time periods and cultures and make notes as you watch;
- Research different film production methods;
- Develop your own film-making skills.

Who should I contact if I have questions?

Ask Ms Milne if you have any queries or concerns about the course.

Food Preparation and Nutrition

What is GCSE Food Preparation and Nutrition?

This is an exciting and creative course which focuses on food science so that pupils can understand the theory behind cooking and develop a thorough understanding of the working characteristics of food. Pupils complete practical cooking lessons that connect to their theory work. In addition, pupils learn about nutrition, safety and hygiene.

How is the course structured?

This course sets out knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The majority of the content is taught through a mixture of theory and practical activities including tasting sessions. Pupils must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

What will I learn?

The course covers the following topics and themes:

Food prep skills: General cooking skill e.g. weighing, preparing ingredients, testing for readiness, knife skills, preparing fruit and vegetables, use of the cooker, use of equipment, cooking methods, prepare combining and shaping, sauce making, jointing chicken, filleting fish, dough, raising agents, setting mixtures.

Food, nutrition and health: Macronutrients, micronutrients, minerals, vitamins; nutritional needs and health: making informed choices for a varied and balanced diet; energy needs (BMR); nutritional analysis.

Food Science Cooking of food and heat transfer, selecting appropriate cooking methods.

Functional and chemical properties of food, raising agents.

Food safety: Spoilage and contamination, microorganisms and enzymes, food production, buying and storing food, preparing cooking and serving food.

Food choices: factors which influence food choice, labelling, British and international cuisines, sensory evaluation.

Food provenance: Food sources (organic, free range, SM foods), the environment, sustainability of food, food production, technical development e.g. fortification and modified foods.



What syllabus will I follow?

Pupils will follow the AQA Food Preparation and Nutrition.

How will I be assessed?

Exam: Food Preparation and nutrition: Theoretical knowledge of food preparation and nutrition. Written exam 1 hour and 45 minutes.

Non-exam assessment (NEA) : Food investigation:

Task 1: Pupils understanding of the working characteristics, functional and chemical properties of ingredients. Written report (1500-2000 words).

Practical investigations are a compulsory element of this NEA task.

Task 2: Pupils' knowledge skills and understanding in relation to the planning, preparation, cooking, presentation and application of nutrition related to task. Pupils will prepare, cook and present a final menu of three dishes within 3 hours, planning in advance how this will be achieved.

Who is the course suited to?

This course will require organisation, and the ability to concentrate, follow instructions and record and retain information. It is vital that pupils understand the need to provide ingredients for every practical lesson—a considerable commitment. A Secure band in Science is desirable but not essential.

What homework will I get?

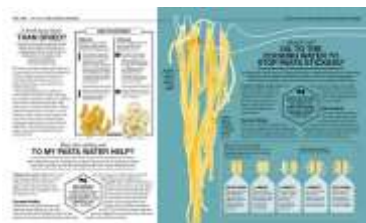
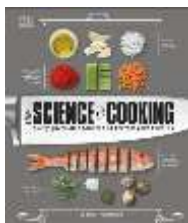
Pupils will do, on average, one hour per week. Activities will include writing evaluations of practicals, researching and planning cooking episodes with various food commodities. Towards the examination periods, pupils will prepare and use revision cards made from class notes and do practice exam questions.

What could help me to do well?

There are a wide range of support materials available via the CATalogue. Weekly KS4 catch-up and revision sessions will occur throughout the year. Pupils are strongly encouraged to attend these when needed. Cooking at home to practise skills is encouraged.

What could I read or do now, if I'm interested?

- AQA Food Preparation and Nutrition by Anita Tull.
- The Science of Cooking by Dr Stuart Farrimond . If you are interested in the science behind cooking, this book, full of fascinating infographics, is a great read. Available on Amazon for around £11.



Who should I contact if I have questions?

Ask Miss Long if you have any questions or concerns about the course.

Geography

What is Geography?



Geography is about understanding the world's people, places and environments. It illuminates the past, explains the present and prepares us for the future.

Geography is not only up-to-date and relevant, it is an exciting, adventurous and valuable subject to study at GCSE level. So important, in fact, that the *Guardian* newspaper in 2015 named Geography as a 'must-have GCSE and A-Level' to help you make sense of the world.

Geography is classed as both a science and humanity subject, because it covers a broad spectrum of topics about the world. You will study dynamic landscapes and the environment, and look at people's lives across the globe. It is very flexible in terms of what it can be combined with both at GCSE and A Level.

How is the course structured?

Pupils will study three contemporary units which aim to provide an excellent balance between human and physical geography.



Unit 1 – Living with the Physical Environment

Natural Hazards with a focus on earthquakes and tsunamis; Ecosystems including Rainforests and Extreme Environments; and Coasts and Rivers.

Unit 2 – Challenges in the Human Environment

Urban Issues and Challenges including a study of London and Rio de Janeiro; Changing Economic World including a study of Nigeria; Natural Resources.

Unit 3 – Geographical Applications

Fieldwork and an Issue Evaluation, which contains a decision making exercise based on a pre-release resources booklet made available 12 weeks before the Unit 3 exam.

What will I learn?

Pupils will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.



How will I learn?

There are so many ways of learning in Geography. It is very practical with opportunities to learn new skills such as modern computer based mapping (called GIS), digital technologies, map skills, interpreting photographs, analysing articles, decision-making and debating.

Fieldwork and trips are a really important part of Geography. You will learn how to investigate issues in the real world. You will improve your literacy through your report writing and written work and you will also learn how to put forward your own point of view and convince others that you are right!

You will make practical use of your numeracy skills when you interpret data and construct graphs. Your memory skills will also be boosted as you learn key memory techniques to help you remember case study information.

What syllabus will I follow?

Pupils will follow the AQA Geography GCSE (9-1) course.

How will I be assessed?

There are three examinations at the end of Year 11:

- Unit 1 (1 hour 30mins) tests Physical Geography (3 topics)
- Unit 2 (1 hour 30mins) tests Human Geography (3 topics)
- Unit 3 (1 hour 15mins) tests Fieldwork and contains a Decision Making Exercise

Fieldwork and trips

As part of the course, you will take part in two pieces of fieldwork which will allow you to investigate different geographical issues.

- Fieldwork for Unit 1 will be an investigation into river processes and flooding in Epping Forest.
- Fieldwork for Unit 2 will be a day in East London, with a focus on the Olympic Park area.

The department is also keen to offer an optional international trip experience. In 2017, we visited Iceland and hiked to the top of an active volcano, bathed in hot geothermal pools naturally heated by the Earth, explored the ice on a glacier, and much more! In 2020 we planned to visit the Azores (a group of rugged and wild Portuguese islands). Further national and international trips are being considered for 2023 and 2024.



Who is the course suited to?

As the course is so broad, having good numeracy, literacy and scientific skills will be very important. If you choose Geography you must be prepared to work hard and be interested in the world around you. You will be required to develop and demonstrate a range of geographical skills, including the use of maps, numbers and statistics. Spelling, punctuation and grammar are assessed in all three examinations.

What homework will I get?

Homework is set every week with a range of activities and challenges including reading, research, note-taking and revision for knowledge tests.

In Year 11, homework is mainly the use of an interactive revision website (Seneca Learning) along with practice examination questions.

What could help me to do well?

You will have access to a range of resources throughout the course. Many resources such as revision quizzes and games will be available online. The department offers revision/drop-in sessions in Year 10 and Year 11 to allow you to receive further advice and support. Bespoke revision guides are also available to purchase.

What could I read or do now, if I'm interested?

- Watch the news and read newspapers. Try to keep an eye out for Geography in the news, e.g. refugee crisis, natural disasters, war, business.
- Geography is full of controversial topics, so you could attend a club to practise your debate skills!
- Read fiction and non-fiction with a geographical theme, e.g. *Factfulness* by Hans Rosling, *Hello: is this planet Earth?* by the astronaut Tim Peake, or books by Bill Bryson or Bear Grylls.
- Watch the multi award-winning documentary series *Planet Earth* by David Attenborough or the film *The Impossible* (2012), which looks at the story of a tourist family caught up in the 2004 Indian Ocean tsunami.

Who should I contact if I have questions?

Please ask Mr Dickerson or Miss Hayes if you have any questions.

Entry Level Geography

What is Geography?



Geography is about understanding the world's people, places, and environments. It explains the past, shows the present and prepares us for the future.

Geography is not only up-to-date and relevant, but also an exciting, adventurous, and valuable subject to study.

Geography is classed as both a science and humanity subject because it covers a broad spectrum of topics about the world. You will study dynamic landscapes and the environment and look at people's lives across the globe.

How is the course structured?

Pupils will study three units which aim to provide an excellent balance between human and physical geography.

Unit 1 – Dynamic World

Unit 2 – Fieldwork

Unit 3 – Personal Project

What will I learn? Dynamic World

Topic 1 – Our World

How is the UK changing? –population changes in the local area and as a country and why they have occurred. A UK city and its population, housing, job opportunities, diversity and much more.

How is the world changing? – Population changes since 1950, why more people are living in cities, discovering megacities, where they are and the challenges and opportunities to be found within them.



Topic 2 – Destructive world

Understanding why some places of the world are more dangerous due to natural processes such as volcanic activity and earthquakes and why they occur, and why people live nearby. One case study.

Natural and human factors affecting flooding. The impact of flooding and how hazardous it can be.

Topic 3 – Resourceful world

Rainforests and why they matter to us. One case study.

Natural resources – where does our food come from? Feeding growing populations Will we run out of energy? Sustainable energy sources.

Fair Trade - benefits and challenges.

Each topic will contain relevant case studies.



Fieldwork Notebook

Fieldwork and trips are an important part of Geography. You will learn how to investigate issues in the real world. While out of the classroom and you will observe and collect data about people, cultures, and natural environments. Then you will present it in a format that suits your learning, such as a poster, notebook, or PowerPoint.

Personal Project

You will complete a project of your choice from an area of the course. This will include researching geographical facts from various sources and using a range of presentation methods to help answer your project title. The project can be presented in any appropriate manner, for example as a poster, PowerPoint presentation or a written project to best suit you.

What syllabus will I follow?

OCR Entry Level Certificate Geography – co-taught alongside GCSE Geography.

How will I be assessed?

Pupils will be assessed through three internally assessed and externally moderated tasks . Each task will be completed in lessons and full access arrangements will be made. There are no exams for this course.

Who is the course suited to?

We welcome anyone who has a genuine interest and enthusiasm about people, places and the world around them. Advice on which Geography course pupils are most suited to can be discussed with their Geography teacher.

What could help me to do well?

You will have access to a range of resources throughout the course. Many resources such as revision quizzes and games will be available online. The department offers revision/drop-in sessions in Year 10 and Year 11 to allow you to receive further advice and support.

What could I read or do now, if I'm interested?

Keep an eye on the news and what is happening around the world such as volcanic eruptions, earthquakes, wars etc.

Watch travel/documentary programmes - for example Incredible Journeys with Simon Reeves

NCFE Technical Award in Health and Fitness

What is the Award in Health and Fitness?

This course is designed for learners who want an introduction to health and fitness that includes vocational and project-based work. It is ideal for learners who want to pursue a career in the health and fitness sector.

How is the course structured?

The course is split into two parts:

1) A project covering a range of different health and fitness based learning. (60%)

This will be a coursework-based synoptic project which will assess learners' ability to effectively draw together their knowledge, understanding and skills from across the whole course. It will be based on a real-life scenario which changes every year.

2) An externally set written exam. (40%)

A 1h 30 minute exam with a mixture of multiple-choice, short-answer and extended-response questions.



What will I learn?

As part of this course, you will learn a range of different information and skills that will benefit you in the world of health and fitness.

The course is divided into two units:

Unit 1 - Introduction to Body Systems and Principles of Training in Health and Fitness: This unit provides learners with the underpinning knowledge and understanding required for health and fitness. Learners will develop their knowledge and understanding of the structure and function of key body systems. Learners will know and understand the short- and long-term effects that health and fitness activities can have on the body. Learners will know and understand the components of fitness and the principles of training.

LO1 Understand the structure and function of body systems and how they apply to health and fitness

LO2 Understand the effects of health and fitness activities on the body

LO3 Understand health and fitness and the components of fitness

LO4 Understand the principles of training

Unit 2 - Preparing and Planning for Health and Fitness: This unit provides learners with the knowledge and understanding to be able to prepare and plan for health and fitness. Learners will know and understand the impact of lifestyle on health and fitness and be able to apply health and fitness analyses to set goals. Learners will know and understand how to test and develop components of fitness. Learners will know and understand how to structure a health and fitness programme and how to prepare safely for health and fitness activities.

LO1: Understand the impact of lifestyle on health and fitness

LO2: Understand how to test and develop components of fitness

LO3: Understand how to apply health and fitness analysis and set goals

LO4: Understand the structure of a health and fitness programme and how to prepare safely



What syllabus will I follow?

NCFE Level 1/2 Technical Award in Health and Fitness

How will I be assessed?

Pupils will be assessed through one synoptic assessment worth 60% of the award and one external written examination worth 40% of the award.

There is no practical assessment on this course.

Who is the course suited to?

The course is suited to individuals who have a strong interest in health and fitness. The course is mainly theory based, with no practical sport element. There will be limited practical lessons; these will be based around health and fitness and not sport. The coursework element will require pupils to have good organisation and self-motivation skills in order to meet deadlines.

What homework will I get?

Pupils will receive homework in order to supplement and consolidate learning.

Pupils will be expected to attend revision catch-up sessions after school if they fall behind on their work.

What could help me to do well?

There will be a wide range of support materials available via the CATalogue. These include revision materials for each unit as well as additional exam questions.

In addition, there is an afterschool catch up session held weekly for pupils to attend.



What could I read or do now, if I'm interested?

Develop your theoretical knowledge by reading up on the different body systems and develop an understanding of the principles of fitness.

Develop a foundation in your understanding of health and fitness by reading online articles such as:

<https://www.thegoodbody.com/>

<https://www.brianmac.co.uk/>

Who should I contact if I have questions?

Ask Miss Bingham if you have any questions.

History

What is History?

History is the study of the past. Ultimately it is the study of people, both well-known and unknown, and how they have shaped, and been shaped by, events.

How is the course structured?

Pupils will study four key components which will provide them with a clear and coherent understanding of the past of Britain and the wider world. Considerable time is spent completing practice questions and understanding exam technique throughout the course.

In Year 10 we will focus on British History:

1. Britain: Power and the People, c1170– Present Day.
2. Norman England, c1066– 1100.

In Year 11 we focus on the Wider World Studies:

1. America: Expansion and Consolidation (American West), c1840- 1895.
2. Conflict and Tension in Asia, c1950 - 1975.



What will I learn?

1. Britain: Power and the People, c1170– Present Day. This thematic study will enable pupils to gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time. It considers the causes, scale, nature and consequences of protest to that relationship. By charting the journey from feudalism and serfdom to democracy and equality, it reveals how, in different periods, the state responds to challenges to its authority and their impact.
2. Norman England, c1066– 1100. This option allows pupils to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.
3. America: Expansion and Consolidation (American West), c1840-1895. This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation. Pupils will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change.
4. Conflict and Tension in Asia, c1950 - 1975. This wider world depth study enables pupils to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the role of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred, and why it proved difficult to resolve the tensions which arose.



What syllabus will I follow?

Pupils will follow the AQA History GCSE (9-1) course.



How will I be assessed?

Pupils will be assessed through two examinations, weighted at 50% each and requiring pupils to answer questions from their own knowledge and in response to source material. Each exam will be 2 hours in length.

Who is the course suited to?

History GCSE will require a lot of independent work and reading. Pupils need to be prepared to spend time consolidating their knowledge outside of lessons. However, we welcome anyone who has a genuine interest and enthusiasm about the past. Weekly revision sessions in Year 11 will be arranged to support your studies.



What homework will I get?

Pupils will complete a wide range of different activities for homework but most important among these will be the consolidation of learned material to ensure that pupils are equipped with a deep body of knowledge about the periods studied and a range of extended readings to develop their understanding. Pupils should be prepared for a significant amount of learning outside the classroom.

What could help me to do well?

There are a wide range of support materials available via the CATalogue. These include bespoke revision guides, podcasts, all lesson materials and further reading. The History department will also recommend revision guides that can be optionally purchased from school.

What could I read or do now if I'm interested?

There are loads of brilliant fiction and non-fiction books you can read to give you a taste of what we will be studying. Feel free to borrow any of the following books or films from the History Department:

Non-Fiction Books

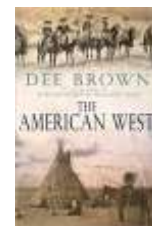
- Robert Lacy *Great Tales from English History*
- Marc Morris *The Norman Conquest*
- Dee Brown *The American West*
- John Lewis Gaddis *The Cold War*

Fiction Books

- Sally Nicholas *Things a Bright Girl Can Do*
- Graham Greene *The Quiet American*
- G.A Henty *Wulf the Saxon: A Story of the Norman Conquest*
- Colson Whitehead *The Underground Railroad*

Films/Documentaries

- Ken Burns *The West* (1996)
- *Suffragette* (2015)
- *Peterloo* (2018)
- *Pride* (2014)
- *The Last of the Mohicans* (1992)
- *Made in Dagenham* (2010)



Who should I contact if I have questions?

Ask Ms Angell, Mr Green, Ms Murray, or Ms Clissold if you any questions or concerns about the course.

Entry Level History

What is Entry Level History?

History is the study of the past. Ultimately it is the study of people, both well-known and unknown, and how they have shaped, and been shaped by, events. This course is suited to anyone with a genuine interest in History.

How is the course structured?

Pupils will study three key components which will provide them with a clear and coherent understanding of the past of Britain and the wider world.

1. Thematic Study
2. Depth Study
3. Individual/Site Study

What will I learn?

1. **Thematic Study: Power, Monarchy and Democracy.** This thematic study will enable pupils to gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time. It considers the causes, scale, nature and consequences of protest to that relationship. By charting the journey from feudalism and serfdom to democracy and equality, it reveals how, in different periods, the state responds to challenges to its authority and their impact.

Key Topic	Key content and questions
Medieval Britain c. 1000–1500	<ul style="list-style-type: none">• The power and responsibility of kings, relations between the kings and subjects.• Claimants to the throne in 1066 and changes by 1087• Challenges to power: John and Magna Carta, Parliament and Henry III, Richard II and Peasants' Revolt, Wars of the Roses.
Early Modern Britain c. 1500–1750	<ul style="list-style-type: none">• Tudor, Stuart and Hanoverian government: growth of royal power under Henry VIII and Elizabeth I• Defeat and return of the monarchy 1629–1660• Reasons for, legacy and effects of the Glorious Revolution.
Industrial Britain c. 1750–1900	<ul style="list-style-type: none">• Development of parliamentary monarchy and democracy from 1750• Reasons for and impact of Parliamentary reform in 1832, 1867, 1884• Rise of mass trade unions and Chartism.
Britain since c. 1900	<ul style="list-style-type: none">• Changing relationship between government and people, e.g. increased government control, the welfare state• The rise of the Labour Party and the women's rights movement• Challenges to power since the Second World War, e.g. Miners' Strike, CND, Greenpeace, and the growth of Prime Ministerial power under Thatcher and Blair.



2. **Depth Study: The Norman Conquest:** This option allows pupils to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.



What syllabus will I follow?

Pupils will follow the OCR Entry Level course.



How will I be assessed?

Pupils will be assessed through three internally assessed and externally moderated tasks. Each task will be completed in lessons and full access arrangements will be made. There are no exams for this course.

Who is the course suited to?

We welcome anyone who has a genuine interest and enthusiasm about the past. Advice on which History course pupils are most suited to can be discussed with their History teacher.

What could help me to do well?

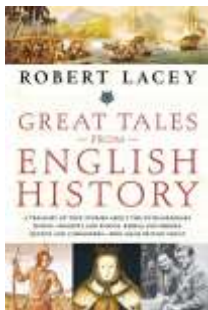
There are a wide range of support materials available via the CATalogue. These include podcasts, all lesson materials and further optional reading. Completing your work, contributing in class and sharing your ideas will help you do well.

What could I read or do now if I'm interested?

There are loads of brilliant fiction and non fiction books you can read to give you a taste of what we will be studying. Feel free to borrow any of the following books or films from the History Department:

Non-Fiction Books

- Robert Lacey *Great Tales from English History*

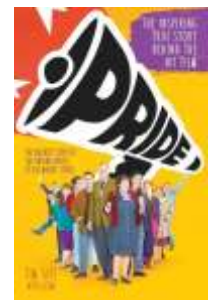


Fiction Books

- Sally Nicholas *Things a Bright Girl Can Do*
- G.A Henty *Wulf the Saxon: A Story of the Norman Conquest*

Films/Documentaries

- *Suffragette* (2015)
- *Peterloo* (2018)
- *Pride* (2014)
- *Made in Dagenham* (2010)



Who should I contact if I have questions?

Ask Ms Angell, Mr Green, Ms Murray, or Ms Clissold if you any questions or concerns about the course.

Cambridge National in Information Technology

What is Information Technology?

OCR J836 Cambridge National (Level 1 / Level 2) in IT will inspire and equip pupils with the confidence to use skills that are relevant to the IT sector and more widely. It covers the use of IT in the digital world, internet of everything, data manipulation, human computer interface (HCI) and augmented reality.

How is the course structured?

The course is structured in three components: R050: IT in the digital world; R060: data manipulation using spreadsheets; and R070: using augmented reality to present information. This course is weighted with 40% of the final grade being exam-based and 60% being coursework-based.

This course ensures that pupils are creating IT solutions by selecting the best tools for the task, exploring various software applications and employing imaginative problem-solving skills, all while using planning techniques for organised and timely task completion. This course is complementary with GCSE Computer Science, GCSE Media Studies and GCSE Business Studies.

What will I learn?

Component 1—R050: IT in the digital world



Pupils will learn about design and testing concepts for creating an IT solution or product and the uses of IT in the digital world. Topics include: design tools; human computer interface (HCI) in everyday life; data and testing; cyber-security and legislation; digital communications; and the internet of everything (IoE).

Component 2 R060—Data manipulation using spreadsheets



Pupils will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet a client's requirements. Pupils will be able to evaluate their solution based on the user requirements. Topics include planning, designing, creating, testing, and evaluating the spreadsheet solution.

Component 3— R070: Using augmented reality to present information



Pupils will learn how to design, create, test and review an augmented reality model prototype to meet a client's requirements. Topics include: augmented reality (AR); designing an augmented reality (AR) model prototype; creating an augmented reality (AR) model prototype; and testing and reviewing.

What syllabus will I follow?

OCR J836 Cambridge National (Level 1 / Level 2) in Information Technology.

Link: www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/



How will I be assessed?

Component 1—R050: IT in the digital world.

- Year 11 1 hour 30 minute examination.

Component 2—R060: Data manipulation using spreadsheets.

- Year 10 coursework.

Component 3—R070: Using augmented reality to present information.

- Year 11 coursework.

Who is the course suited to?

This course is suited to pupils with a keen interest in understanding IT, encompassing both the theoretical concepts and practical skills. Pupils will be able to gain a greater understanding in IT, with the aim of pursuing careers or further studies in IT-related fields; it will suit those who appreciate a hands on, practical approach to learning.

What homework will I get?

Homework for this course will include a variety of activities, with a focus on reinforcing acquired knowledge to ensure pupils develop a comprehensive understanding of IT. Commonly, homework assignments will revolve around practical software tasks, research, reading and written exercises.

What could help me to do well?

Pupils should sharpen their word processing skills, stay ahead of the latest tech trends and let curiosity lead the way.

Pupils are not just studying IT; they are gearing up for a digital revolution!

What could I read or do now, if I'm interested?

Pupils can prepare by reading introductory textbooks on IT, exploring online resources like Khan Academy www.khanacademy.org for foundational concepts and engaging with platforms such as Codecademy www.codecademy.com for practical skills.

Pupils should stay informed about current IT industry news and podcasts. Consider reading online forums for practical insights. Pupils should familiarise themselves with basic IT tasks and problem solving exercises to provide a solid foundation.



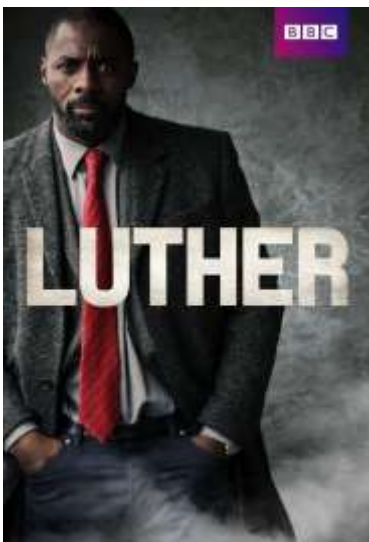
Who should I contact if I have questions?

Ask Mrs Olsen-Dry if you have any questions or concerns about this course.

Media Studies

What is Media Studies?

Our aim in Media Studies is to foster an inquiring mindset and promote both theoretical and practical understanding of the media that we consume every day. Pupils will not only know how to decode a national newspaper headline – they will also learn to design, create, and stylise an attention-grabbing front page of their own. They will analyse many other forms of media, including – but not limited to – television, film, gaming, and advertising. They will learn to think more deeply about the world and question the information around them, allowing them to develop their own political, moral, and social views in a world where they are surrounded by media industries who are trying to influence them.



What will I learn?

GCSE Media Studies is a complex subject which focuses heavily on how media products influence audiences and society as a whole. We also investigate how media industries make profit from creating a range of products/brands. Furthermore, we study how media has changed through history, with links to sociology and psychology.

Media texts studied include: TV; advertising; magazines; newspapers; online media and video games; music video; radio; film promotion.

The WJEC Eduqas specification in GCSE Media Studies aims for students to:

- acquire knowledge and understanding of a range of important media issues
- develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics
- understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues.

How is the course structured?

Over the course of Year 10 and 11, pupils will prepare for the three different components. At the same time pupils will also produce their own media product using the techniques gained from their analysis of existing media products in Year 10.

What syllabus will I follow?

Pupils will follow the WJEC Eduqas GCSE Media Studies course which comprises 3 components.



How will I be assessed?

- **Component 1: *Exploring the Media*** (Written examination: 1 hour 30 minutes).
- **Component 2: *Understanding Media Forms and Products*** (Written examination: 1 hour 30 minutes).
- **Component 3: *Creating Media Products*** (Non-exam assessment. Internally assessed; externally moderated by the exam board).

Who is the course suited to?

This course is suited to pupils who have a passionate interest in the media.

It will also suit pupils who want to explore, through formal study and their own productions, how the media conveys its messages, as well as consider the huge role the media plays in shaping our society.

In addition to this, pupils who have strong skills in English, Literacy and IT will find it easier to progress with this qualification.

What homework will I get?

Pupils will complete a wide range of different activities for homework. Much of this will be focused on preparing for their own production for Component 3.

Some homework will be aimed at the consolidation of learned material to ensure that pupils are equipped with a deep body of knowledge. Pupils should be prepared for a significant amount of learning outside the classroom.



What could I read or do now, if I'm interested?

- Start to consider the ways in which newspapers portray the issues they report on, on their front pages;
- Watch a variety of music videos from different time periods and cultures and make notes as you watch;
- Familiarise yourself with software such as Photoshop or Canva.

Who should I contact if I have questions?

Ask Miss Williams if you have any queries or concerns about the course.

Modern Foreign Languages

Spanish, French, German

Head of Department:

Mrs María Collado-Canas

What is Modern Foreign Languages?

You will continue to study one or both of the languages you have been learning in Key Stage 3: Spanish, French and/or German. You will study a range of topics and learn to express your ideas about them orally and in writing. You will also work on reading and listening comprehension, and translation.

What will I learn?

Languages are a life skill. Knowledge of a foreign language is not just another GCSE or FCSE grade – it is a concrete and demonstrable life skill, like being able to drive a car or touch-type, and it is highly valued by employers.

Languages teach you communication skills and adaptability. Learning how to interact with speakers of other languages means you are less likely to be stuck in one mode of thinking. It can help you see things from a range of perspectives, develop your problem-solving skills, and make you more adaptable, resourceful and creative.

Languages teach you cultural awareness. The ability to operate cross-culturally is becoming just as valued by employers as straight language skills.

Languages give you a sense of achievement. Learning a language combines the intellectual with the practical as no other subject does. You need to be able to think on your feet, but when you can find exactly the right foreign word or phrase, you get a real sense of achievement.

What syllabus will I follow?

- AQA GCSE Spanish (8698)
- AQA GCSE French (8658)
- AQA GCSE German (8668)



How is the course structured?

Language units will be organised as:

- Identity and culture
- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals
- Local, national, international and global areas of interest
- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism
- Current and future study and employment
- My studies
- Life at school/college
- Education post-16



What homework will I get?

Pupils are expected to complete regular homework. This will include learning vocabulary and verb formations, practice in the use of grammatical structures, reading exercises, speaking presentations, extended pieces of writing and online learning including listening tasks. It is extremely important for pupils to have access to a bilingual dictionary and/or reference materials on the internet to assist them with language homework.

How will I be assessed?

For GCSE or FCSE you will be assessed in the four skill areas: Listening, Speaking, Reading and Writing (including translation). Each skill is worth 25% of the final grade and each is assessed as a final exam. For GCSE, pupils can take the final exams at either Foundation or Higher tier depending on their performance throughout the two year course.

There is no coursework or controlled assessment.

What jobs or further courses of study might this lead to?



Languages combine well with virtually any subject for further study. The range of combined degrees and further education courses involving a language is limitless – from Russian to Theatre Studies with Italian. Many universities even offer funding for pupils to continue or extend their language knowledge by travelling or working abroad during the long vacations.

Languages give you the edge in the job market. Today there is a global market for jobs. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer. Knowing how to meet and greet people from other countries and cultures is a valued skill.

Are there any entry requirements for this course?

It is not possible to study a GCSE in a language at Beginner level. You must have been studying the language(s) you choose in Key Stage 3.

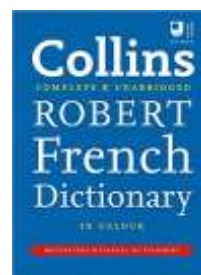
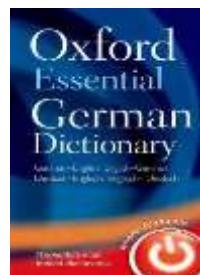
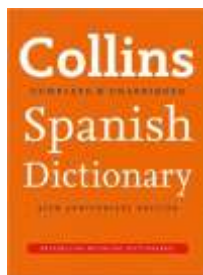
It is possible to study FCSE Spanish at Beginner level.

Active
Learn

If I need additional support, what can I access?

You will have access to a number of online resources that relate directly to the GCSE or FCSE Language course you are studying. These will include Quizlet and Active Learn, both of which will allow you and your teacher to keep track of your learning.

Languages teachers are also available for individual support.



Music

What is GCSE Music?

GCSE Music provides a contemporary, accessible and creative education in music with an integrated approach to the three main elements – performing, composing and appraising. Pupils will be encouraged to broaden their musical horizons and understanding with areas of study that motivate and challenge.



How is the course structured?

Throughout Year 10 pupils will develop their performance skills, both as a soloist, and as part of an ensemble. They will work on a number of compositions, at least one of which might be used in their final composition portfolio. They will also start to explore some of the set Areas of Study, including:

- i) The Concerto Through Time;
- ii) Film & Computer Game Music;
- iii) Popular Song since 1950.

In Year 11 they will compose a piece of music to a set brief, and produce a final recorded solo and ensemble performance. They will also study the final set area of study:

- iv) Rhythms of the World.

What will I learn?

1. Performance:

Pupils will learn, develop and extend their instrumental or singing skills. They will learn a range of pieces / songs, and will work towards set performances. They will also work on how to perform as part of group. Performances can be in any style, and on any instrument, or as a singer.



2. Composition:

Pupils will learn how to compose extended pieces and songs. They can compose in any style, and to different briefs of their choosing. They will explore how to develop simple ideas into more complex ones, how to extend and structure longer pieces, and how to write for a variety of instruments. They will also explore how to use technology as part of the process of composition.

3. Listening and Appraising:

Pupils will study a whole variety of musical styles and traditions. They will learn how to identify different genres of music, and key features about that music. They will learn some musical theory, both through performance and composition, and in preparation for the listening exam.



What syllabus will I follow?

Pupils will follow the OCR Music GCSE (9-1) course.



How will I be assessed?

Pupils will be assessed by submitting a coursework portfolio. This will include two recorded performances (30%) and two compositions (30%).

At the end of the course there is a listening exam (40%).

Who is the course suited to?

Music GCSE is suited to all pupils with an interest in, and appreciation of, music. You don't have to be an instrumentalist, as singers can also do very well. However, you do need to be a strong performer, and you need to know which instrument (or voice) you would perform on.

It is very helpful if you are receiving instrumental / singing lessons, and these can be arranged in school, with financial support if necessary.

What homework will I get?

Homework will be set weekly and will often be in the form of consolidation exercises, either based on the theory of the course or simple composition tasks. There is an additional expectation that you will be actively practising your instrument or voice. Furthermore, learners will progress well on this course if they listen widely and attend a range of events and concerts.

What could I read or do now, if I'm interested?

To prepare for the GCSE Music course, do everything you can do improve your instrumental skills. Practise as much as you can, get lessons (if you don't have them already), and join some of the different music clubs that run every week.

Even if you don't think of yourself as a 'singer', come along to Senior Choir from 3-4pm on Fridays. This will help you a lot with your general musical knowledge, and the Listening Exam especially.

Challenge yourself by writing songs, and composing pieces for your instrument, and try and learn how to use the music software *Garageband*. You can use this in the department.

Also listen to as much music as you can, including the music used in films, and think about what instruments you can hear playing, and ask yourself questions about how the music has been put together.



Who should I contact if I have questions?

Ask Mr Page, Mr Silcock or Mrs Kwan if you have any questions or concerns about the course.

GCSE PE

What is GCSE PE?

The GCSE PE course looks at the main theories behind sport including the science of exercise and training, the psychology and the sociology of sport.

How is the course structured?

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being. They will cover 4 contrasting components with two of them looking deeper into the theoretical side of sport, performance and exercise.

Component 1: Fitness & Body Systems	}	Physical Training
		Anatomy & Physiology
		Movement Analysis
Component 2: Health & Performance	}	Sport Psychology
		Cultural Influences
		Health and Wellbeing
Component 3: Practical Performance		
Component 4: Personal Exercise Programme		



What will I learn?

Component 1: Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance. Students will look at the effects of the body systems on sport and look into the developments of fitness and the elements that go into improving it.

Component 2: Students will develop their theoretical knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being, alongside an understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society. They will be introduced to the new topic of sport psychology and will look at how psychological factors can affect performers and their performance in physical activity and sport.

Component 3: Students will be required to perform in three different physical activities in the role of player/performer. They will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a formal/competitive situation while under pressure.

Please note that this is completed individually by the student in their own time, at school PE clubs or their own sports clubs and training, rather than in lesson time.

Component 4: Students will be assessed in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity. Students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period, and can relate to any physical activity of their choice from the activities list given in Component 3: Practical Performance.

What syllabus will I follow?

Students will follow the Pearson Edexcel GCSE (9-1) Physical Education

How will I be assessed?

Students will be assessed through two examinations, weighted at 60% in total.

Additionally students will be assessed practically across three sports, weighted at 30%, and a written piece of coursework weighted at 10%.

Who is the course suited to?

The course is suited to individuals who have an interest in the theoretical side of sport and physical activity, who enjoy science and are confident in writing extended pieces of work.

Additionally, it suits students who are currently training and competing in at least two different sports.

What homework will I get?

Students will receive homework every week. This will be in the form of consolidation work, exam questions and extended pieces of writing.

Students will be expected to be participating in sports clubs throughout the two years in order to prepare them for their practical assessment.

What could help me to do well?

There are a wide range of support materials available via the CATalogue. These include revision materials for each component as well as additional exam questions.

In addition, students should be participating in a wide variety of sports in preparation for their assessment.



What could I read or do now, if I'm interested?

Develop theoretical knowledge: read up on the different body systems and develop an understanding of the principles of fitness.

Be participating, attending and competing in as many sports clubs as possible to ensure that you can offer a wide variety of sports and physical activities in preparation for the practical assessment.

Who should I contact if I have questions?

Ask Miss Bingham if you have any questions.

Photography

What is Photography?

To study Photography is to explore how you and others creatively to communicate feelings, ideas, and ask questions. It is an art subject specialising in the medium of photography: digital and mixed media forms.

How is the course structured?

1. The Photography GCSE course is split into three main components:

- **Foundations studies** (September to January of Year 10)

Exploring techniques in creating, making and understanding photography.

- **Unit 1 Portfolio project** (February of Year 10 to December of Year 11)

A project that you will plan with your teacher. You will respond to a theme that interests you and then explore, develop and refine an idea toward producing a final piece. Your portfolio project is worth 60% of final grade.

- **Unit 2 Externally set exam project** - January of Year 11 to May of Year 11

The exam board will send us an exam themes booklet. You will choose a theme and then spend about 10 weeks exploring and developing ideas before producing a final piece during a 10-hour exam. The exam will be split across two school days. The exam project is worth 40% of your final grade.



What will I learn?

Creativity—Your creative ideas are perhaps the most important part of the course. As your experience with shooting and editing grows, you will start to use your creativity to explore ideas and push techniques.

Shooting and editing skills—The foundation studies period will give you opportunity to explore manual camera settings, studio lighting and Photoshop editing skills.

Contextual and analytical skills—You will develop your skills and understanding of how art can be used as a means of self expression and how it can reach or manipulate an audience. Understanding the 'context' in which art is made is key to success in the area.



How will I be assessed?

Pupils will receive regular formative feedback as they progress through the course. Completed work will be assessed and standardised by Art department staff from across the trust. A sample of pupils' work will then be moderated during a visit from the exam board.

Who is the course suited to?

If you have creative ideas, love making things and felt you made progress in your KS3 Art lessons, then great, this course suits you! It is also noted that there is a large part of the course that is written, in terms of presenting your work and explaining how and why you have created something.

What homework will I get?

During foundation studies, you will get weekly tasks to present skills covered in your sketchbook. Your sketchbook can either be an actual book or a digital presentation.

Once you start your Portfolio and Exam units, it is advised you do an hour a week minimum of independent work. Your teacher will give you personalised guidance on how best to spend your time. Taking photographs outside of school to vary your subject matter is the most important thing— to have the confidence and abilities to give this a go is key.

What could help me to do well?

Working as hard as you can in Year 9 is my best advice.

This will show you and your teacher your true potential for the course.

Explore Photography on your iPad!

What syllabus will I follow?

Pupils will follow the Eduqas GCSE Photography course.

What could I read or do now, if I'm interested?

If you do commit to this option, then exploring shooting and editing on your iPad will be great preparation. If you have a manual DSLR camera, then even better!

On your iPad is an app called 'Snapseed'. Explore it! There are a number of video tutorials on the school's ClickView platform. Just look under 'portals' on the school website.

Look out for local photography exhibitions and visit them.

Who should I contact if I have questions?

If you are interested but are uncertain if you would enjoy or do well at the course, speak to Ms Minnaar or Mr Yeates.

Religious Studies

What is RS?

Religious Studies includes the study of religion and the examination of hugely significant questions and issues that affect society today.

Responses to these challenges are often influenced by religion, both in this country and around the world, and studying these in depth helps pupils further understand the world they live in.

How is the course structured?

Pupils will study two key components, which will provide them with a clear and coherent understanding of the beliefs and practices of two religions and a wide range of philosophical and ethical questions. With each component there is the opportunity to learn about a range of beliefs and how they inspire actions today, as well as discussing and debating different perspectives and viewpoints, before constructing justified and reasoned arguments in response.

Pupils will study a mix of topics in both years of the course, building links between them as they develop their knowledge.

What syllabus will I follow?

Pupils will follow the OCR Religious Studies (9-1) J625 course, studying Christianity and Islam.

How will I be assessed?

Pupils will be assessed in two, 2-hour examinations at the end of Year 11.

One of these will focus on the **study of religions**, with the other focusing on **religion, philosophy and ethics in the modern world**. Each paper is worth 50% of the overall grade.

Both exams will require pupils to mix short knowledge-based answers, with longer evaluative essay style questions.

Who is the course suited to?

RS GCSE is not just for those who are religious, but for anyone who is interested in religions and their influence on the modern world, as well as pupils who want to delve into topics that are relevant to the modern world, and are not afraid to question and challenge ideas.

Studying RS will require a lot of reading, and extended writing. It is common to write essays, and to read complex texts. All pupils are welcome to choose RS if they are willing to work hard, and have a genuine interest and enthusiasm for the subject.

What homework will I get?

Homework will usually take one of three forms.

The learning of key vocabulary that is used throughout the course, which is set and tested every fortnight.

Consolidation of knowledge that has been covered in lessons, set when it is needed.

Practice exam questions to develop technique and check understanding, set regularly throughout the course.

What will I learn?

Paper 1: Study of Religion

This paper introduces pupils to the main teachings, beliefs and practices of two world religions, **Christianity**, and **Islam**. This will include looking at the origins of the faith, key beliefs and the significance of these as well as how these beliefs are expressed today. Pupils will spend time studying key sources of wisdom within the faith, as well as discussing their view on key ideas.

In both religions, pupils will explore the history of difference, division, and diversity, and how that has shaped the faith, and religion in general, in the 21st Century.

Paper 2: Religion, Philosophy and Ethics in the Modern World

This paper allows pupils to learn about different philosophical and ethical arguments and their impact on the modern world. In each of these topics, they have to consider religious viewpoints as part of a diverse range of ideas, and weigh up the strength of these viewpoints.

Relationships & Families

This topic considers a wide range of ethical questions related to the nature and purpose of families, issues of prejudice and equality relating to gender and sexual orientation, and how views have changed in the 20th and 21st Centuries.

The Existence of God

This philosophical unit questions what we mean when using the word 'god', and how that influences belief today. Looking at arguments for the existence of God, as well as how that might be understood or revealed in the world, pupils are able to grapple with one of the biggest questions in philosophy.

Religion, Peace and Conflict

This topic covers ethical questions related to war, violence and justice. Pupils will consider whether pacifism is ever really achievable and whether war is necessary to prevent injustice. A number of examples of terrorism, social injustice and technological warfare will be studied in depth.

Dialogue Between Religious and Non-Religious Beliefs and Attitudes

This topic allows pupils to delve into the changes in religious belief in a modern globalised world, looking at how different faiths respond to challenges to their faith, and how religions are looking to highlight similarities rather than differences. There is also the chance to consider how non-religious worldviews are shaping religious belief today.

What could help me to do well?

There are a variety of resources available via the CATalogue to aid independent study, as well as a variety of external resources.

Revision guides made by staff are available through the school, as well as one produced by Hodder.

What could I read or do now if I am interested?

Following the news provides a good introduction to some of the ethical issues in the course.

The RPE department have a list of relevant books that is available for anyone interested.

Who should I contact if I have questions?

Ask Mr Dover or Ms Kenton-Howells if you any questions or concerns about the course.

Separate Sciences

What is Separate Science?

Separate Science is an option choice to take the three Sciences: Biology, Chemistry and Physics. You will be awarded a GCSE for each subject independently (three in total). All pupils must take some form of science. The other, non-option, choice is Combined Science which is worth two GCSEs.



How is the course structured?

The course is taught as three separate subjects. Each subject's content is split into different units which are taught over the two years of the course. These are shown below:

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

What will I learn?

Biology is the natural science that studies life and living organisms. Starting with the microscopic, you will learn about cells and how they are organised to create complex structures and systems. You will gain a deeper understanding of how living organisms protect themselves from damage and disease, how internal systems are monitored and controlled and how communication occurs within the body. You will investigate DNA and genetics and how energy is harnessed and used for life. On a larger scale you will examine how life on Earth has evolved and how living organisms are interconnected. You will explore how living organisms are vital for maintaining ecosystem and threats that they are facing.

Chemistry is the study of matter, what it consists of, what its properties are, and how it changes. During the course you will study atoms and the periodic table and how ideas about these have developed with new scientific discoveries. You will explore how atoms bond together to form simple and complex structures and how the properties of substances are dependent on their structure. You will complete lots of practical work to support your understanding of chemical reactions, the factors which affect them and changes that occur. You will look at how chemists identify different chemical substances and how materials are produced on an industrial scale. You will also examine how the chemistry of the planet's atmosphere has changed and how humans are now impacting it, and the potential solutions that chemistry brings.

Physics is the study of the how the universe behaves. It is key in understanding the world around us, and is the most fundamental of the sciences. During the course you will explore topics such as radioactivity, forces, electricity, waves, magnetism and electromagnetism. If you take separate science, you will also study space. Over the two years you will undertake lots of practical work, which will help you understand the nature of things around you. You will also develop your mathematical skills so that you can deepen this understanding.

What syllabus will I follow?

Pupils will follow the Biology, Chemistry and Physics Separate Science courses from AQA.



How will I be assessed?

The three Sciences are each assessed through two 100-mark exam papers, each worth 50%. The examinations can be taken at one of two tiers of entry: **Foundation or Higher**. The exams are all 1 hour 45 minutes in length and are taken at the end of Year 11. Assessment will be made using the 9-1 grading system. The Foundation tier cover grades 1–5, with Higher covering grades 4-9. There are no practical assessments in the new science qualification; however, questions assessing pupils' investigative skills will make up 15% of the examinations.

Who is the course suited to?

The separate science course results in three GCSEs. It allows you to explore science in real depth, so is suited to those with a passion for science, those who really enjoy problem solving, and those with a taste for science experiments. We recommend that pupils who take separate science are in the 'Advanced' or 'Exceptional' band, but if you really enjoy science and are willing to take on the extra work, then the course can be completed at Foundation level.

What homework will I get?

Homework is meaningfully related to classwork and includes: planning and writing up experiments; reading; note-taking and answering questions to aid understanding; extending your understanding of a topic through research; and revision for the end of unit tests and end of year examinations.

What could help me to do well?

All lesson content and revision resources will be available via the CATalogue. These include bespoke revision guides, lesson materials and further reading. It is recommended you purchase a practical lab book through the school to support your practical skills knowledge and exam technique. AQA-accredited revision guides will be offered to pupils to purchase at a reduced rate through the College.

What could I read or do now, if I'm interested?

As science is constantly changing, it is important to be aware of the latest scientific developments. You can do this by watching the news, science documentaries and reading scientific magazines such as BBC Focus magazine or Catalyst.

In the summer term you will sit an end-of-KS3 exam, whether you take combined or separate science. It is important that you revise for this so that you have a secure understanding of the KS3 topics, as your GCSE will build on this knowledge.

How is Separate Science different to Combined Science?

Separate Science	Combined Science
This is an option choice	This is the non-option route
You will study all three sciences	You will study all three sciences
You have 9 double lessons a fortnight	You have 6 double lessons a fortnight
You will gain separate GCSEs for each of biology, chemistry and physics	You will gain 2 GCSEs in Science. This is a combined grade across all three sciences
You sit 6 exams	You sit 6 exams
They are each 1 hr 45mins	They are each 1 hr 15mins

Who should I contact if I have questions?

Ask Mr Beaumont if you any questions or concerns about the course.

Statistics

What is Statistics?

The GCSE Statistics qualification builds and extends on the data handling and probability concepts pupils meet in their Mathematics lessons. Pupils will gain a rounded understanding of how to represent and interpret data within a range of contexts, both across the curriculum and in the real world. This course can be helpful to support pupils with their study of subjects outside Mathematics including Science, Geography, or Business Studies. The course will allow pupils to develop transferable skills and knowledge which will enhance their career opportunities.



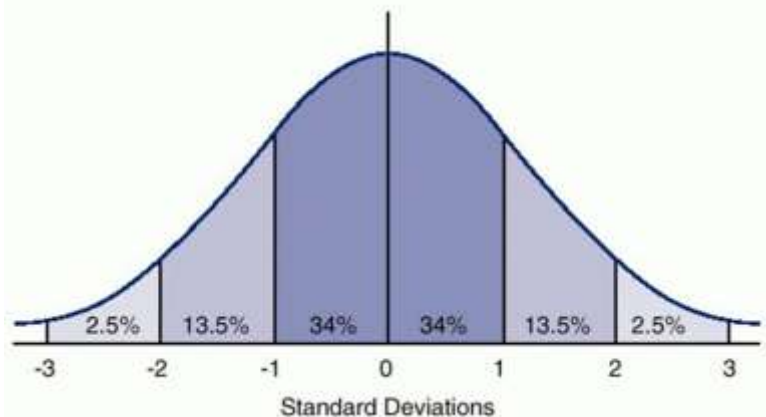
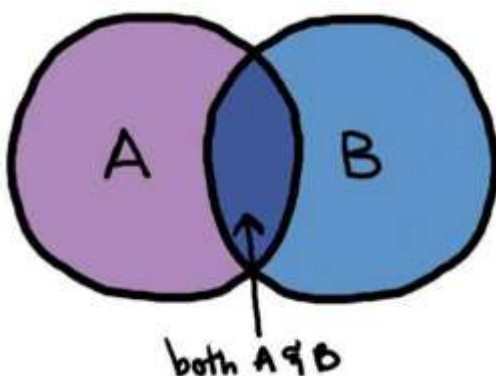
How is the course structured?

This course will be run as an after-school option. There will be an hour-long lesson once a week for the duration of Year 10 and 11.

What will I learn?

GCSE Statistics helps pupils to develop a knowledge and understanding of:

- Statistical thinking and practice:
 - ⇒ Planning investigations, experiments and surveys with an appreciation of constraints
 - ⇒ Data collection
 - ⇒ Analysis and interpretation of data through calculations and statistical graphs
- Probability
- How to use statistics from the real world



What syllabus will I follow?

Pupils will follow the Edexcel GCSE (9 - 1) Statistics (1ST0) course.



Who is the course suited to?

We would recommend that pupils wishing to take this course are working within the Secure, Advanced or Exceptional band in Mathematics in Year 9.

What homework will I get?

Pupils will be given a weekly homework to consolidate and extend the concepts introduced in lesson time.

Homework activities may include:

- Interpretation of data found in the media
- Mini projects based on the principles of the data handling cycle
- Exam-style questions

How will I be assessed?

The New GCSE Statistics course is assessed based on two examinations; both are 1 hour 30 minutes in length.

Pupils sit papers at one of two tiers. Grade 9 is the highest available; Grade 1, the lowest.

Tier	Grades available
Higher	9-4
Foundation	5-1

The choice of entry tier is based on which course will allow pupils to achieve the highest GCSE grade possible.

It is possible for pupils to move between tiers of entry during the course based on their progress.

What could help me to do well?

There are a wide range of support materials available via the CATalogue.

Pupils can continue to use the online lessons and homework tasks on www.hegartymaths.com to support their understanding on all maths topics.

Pupils enrolled are provided with a revision guide within the first term of the course to support as well.

What could I read or do now, if I'm interested?

We are bombarded with statistics everyday in the media.

Look at them closely...

Do the graphs show the whole picture or have they been manipulated to emphasise the writer's point? Some statistics can be completely misleading. Others are presented without bias. Consider this next time you read/watch a news story or advert!

You may also find these books interesting, as they describe examples of where mathematics is hidden in everyday life, including how statistics can be applied.



Who should I contact if I have questions?

Ask Mr Balding or your Maths teacher if you have any questions or concerns about the course.