

Walton High School Year 9 Options Booklet



September 2025 – July 2027

INTRODUCTORY LETTER FROM THE HEADTEACHER

Dear Students and Parents

In Year 9, students will be able to choose some of the subjects they will study in Years 10 and 11. The choices that students make will be vital if they are to achieve success at the end of Key Stage 4 and beyond. Our options booklet is designed to support these important decisions as part of our wider programme of information, advice and guidance.

At Walton we pride ourselves in affording students the opportunity to select subjects according to their individual needs. Students can opt, for example, to combine subjects that will lead to the English Baccalaureate (or EBacc) which is a nationally recognised academic pathway. In order to achieve this qualification students will need to achieve a grade 5 or better at GCSE in a suite of academic subjects outlined later in this booklet. Many students choose to complete the Ebacc with a view to supporting future applications to study those subjects at A Level and beyond.

Up to the end of Year 9 all students have followed the National Curriculum as part of a broad and balanced timetable. The National Curriculum for the core subjects continues into Key Stage 4 for English, Mathematics and Science as well as PE and PSHE. Students will, however, be able to make choices beyond the compulsory elements of the curriculum and we believe that studying a broad range of subjects is both educationally desirable and useful in terms of keeping career choices open.

The options process is an exciting time for students in Year 9 but it is also important that decisions are made in informed and considered way and our experienced staff are always available to help. You are urged to make full use of all of the help available so that you can be confident in the choices you have made.

Yours faithfully,

MR A LEESE
HEADTEACHER

IMPORTANT DATES

Week commencing 20th January	Y9 Choices	House assemblies during the week, giving all Year 9 students an understanding of the Options Pathways open to them as part of the 14-19 curriculum.
Tuesday 21st January	Year 9 Parents' Evening – Face to Face 4.30 – 7.30 pm	An opportunity to meet subject teachers for your son/daughter and discuss their suitability for a specific option.
Tuesday, 28th January 6.00 – 7.30 pm	Year 9 Options Information Evening	A chance for students and parents to see what each option subject entails through presentations.
28 February	Year 9 Options Forms in	Submitted on-line via TOOLS
March/ April/May	Individual student interviews	Where necessary some students will be invited for individual student interviews.
Thursday, 26th June	Choices will be confirmed	

THE PROCESS - STEP BY STEP

Please refer to the Personalised Learning Programme on page 4.

1. ALL STUDENTS study the CORE CURRICULUM

- English Language and Literature – GCSE
- Mathematics - GCSE
- Combined Science – GCSE (NB – If students opt to take Triple Science, this will replace combined science)
- Physical Education
- PSHE – including Sex Education, Careers Education and Work Related Learning

2. **Students will rank order the 15 option subjects, with their top choice first.**

- Students must put either, Geography, History, a modern language or Computer Science as one of their top 4 choices.
- Students can put more than one of this selection in their top 4 if they wish to do so.

All students will follow the core curriculum in addition to **four option subjects**. (Refer to page13-34)

Option choices will be allocated based upon student's ranking system.

We will try our best to allocate students with their top choice of option subjects, but this is not always possible.

3. Consider that if you select at least one Humanity and one Modern Foreign Language, (you can opt to do more), you will be eligible for the English Baccalaureate.

The English Baccalaureate does not replace GCSEs, but is an 'umbrella' award to reward pupils who pass at least five of their GCSE exams, at grade 9- 4, including English, Maths, two sciences, one foreign language (French or German) and one humanity (History or Geography).

NO REQUESTS FOR OPTION CHANGES WILL BE INVESTIGATED AFTER FRIDAY, 26TH SEPTEMBER 2025, IN LINE WITH THE SCHOOL'S POLICY ON OPTION CHANGES

USEFUL PUBLICATIONS AND WEBSITES

Entrust Careers and Participation Services www.entrust-ed.co.uk

Becky Green is the school's careers adviser and appointments can be made through tutors and Head of House. becky.green1@staffordshire.gov.uk

Direct Government – Education and Learning - www.direct.gov.uk

Click on Education and Learning. This site includes a wide range of information and advice about Options for 13-19 year olds.




WALTON HIGH SCHOOL - PERSONALISED LEARNING PATHWAYS

11 - 14 YEAR OLDS

14 - 16 YEAR OLDS

16-19 YEARS

Core Curriculum	Compulsory Subjects	GCSE & Vocational Options	Foundation Learning Pathway
English Mathematics Science Art French German Geography History ICT Music PE RE D & T Citizenship PSHE	English / English Language Year 9 – Year 11 5 Periods per week	Students take all compulsory subjects plus four GCSE Each option - 3 Periods per week	Walton High School identifies a small number of students who would benefit from an accredited course focusing on vocational skills. Students who will benefit from this course will be selected before the options process takes place.
	Mathematics Year 9 – 4 periods per week Year 10 - 4 Periods per week	GCSE & BTEC Choices	
		Art - GCSE Business Studies –GCSE Computer Science - GCSE D & T GCSE Textiles D & T- GCSE Resistant Materials D & T – GCSE Graphics D & T – GCSE Food Preparation & Nutrition Drama - GCSE Geography- GCSE History- GCSE Media Studies - GCSE MFL – French - GCSE MFL – German - GCSE Music - GCSE Physical Education - GCSE Religious Studies – GCSE Triple Science - GCSE	
	Science Most students follow the Combined Science (Double Award) pathway, unless they opt to take Triple Science GCSE.		
		The English Baccalaureate	National Qualification Framework 
		Students must take all compulsory subjects, plus at least one Modern Foreign Language (MFL) and at least one Humanity. (They can opt to do more.) They must then choose two further options from the list above (which can include another Humanity or Modern Foreign Language). Each option is studied for three periods per week.	Entry Level Certification Level 1 GCSE 9 - 1 / NVQ Level 1 Foundation Diploma Level 2 Baccalaureate / NVQ Level 2 / Higher Diploma BTEC First Diploma Level 3 AS & A Level / NVQ Level 3 / Advanced & Progression Diplomas/ International Baccalaureate Levels 4 – 8 Foundation Degrees/ Honours Degrees/ NVQ Level 4 & 5 / Higher National Certificates & Diplomas
	PE – Year 10 & 11 2 periods per week		

MAKING YOUR CHOICE

ALL COURSES ARE CORRECT AT THE TIME OF PUBLICATION, SOME OPTIONS HOWEVER, MAY BE SUBJECT TO SLIGHT SYLLABUS CHANGES

The selection of the course of study which you will follow over the next two years is one of the most important educational decisions in which you are involved. You will need to study carefully what subjects are available and to seek the advice of your parents, tutor, subject teachers and, for detailed information, Entrust Careers and Participation Services.

The five steps outlined below are included to help you to make sure that your final choice is the best one for you personally.

STEP 1 : GET THE QUESTION CLEAR

Some people don't make the best decision because they are not exactly sure what is required of them. You are being asked to state your four subject preferences from the optional subjects listed on page 13. In addition you should make sure that you know which subjects must be taken by all students, you will find this information on page 5. For every subject you should know what examination they lead to.

STEP 2 : FIND OUT ALL YOU CAN

First, about yourself:

Some questions to think about:

- ◆ Which subjects particularly interest me?
- ◆ Where do my strengths and weaknesses lie?
- ◆ What subject skills might I need for some subjects?
- ◆ Which subjects do my teachers recommend me to take?
- ◆ What ideas about my future career do I have at present?

Second, about the course:

Read the descriptions of their subjects written by the staff and then see if you have the answers to these questions:

- ◆ What is the content of the course I am about to choose?
- ◆ What do I know of the new subjects I haven't studied before?
- ◆ What methods of study does each subject use?
- ◆ What examination might the course lead to?

Third, about the career consequences:

Ask yourself:

- ◆ What do I need for my career as I see it at the moment?

You may already have a clear idea about what you want to do in the future. Make sure you find out about any particular subject requirements. If you have no career ideas at all it is wise to choose a course which keeps open as many opportunities as possible.

Remember that some required qualifications are not obvious from the nature of the career itself. Remember also that many people now change their job at least once during their working life.

STEP 3 : WEIGH UP THE FACTS

When you have studied this booklet and discussed your thoughts with your parents, your tutor and the appropriate staff, you are ready to weigh up all the information you have gathered. Here are a few more questions to bear in mind.

- ◆ Which subjects are most important for me at this stage?
- ◆ Is my proposed choice of subjects a well-balanced one?
- ◆ If my career aim changes will my subject choice still be suitable?
- ◆ Does my choice of subjects close any career path which I may wish to follow?
- ◆ Am I likely to change my ideas as I grow older?

STEP 4 : MAKE YOUR CHOICE

Although you have discussed your choice with a number of people, the final decision should be your own individual one. You are going to follow the course for two years and so it is important that you are happy about your choice.

When your mind is made up, fill in the form which will be given to you separately, sign it, get your parents to sign it, and hand it to your tutor by the stated date.

STEP 5 : REVIEW THE SITUATION

If you have any worries at any time during the course talk them over with your tutor and your subject teacher. ***But, above all, make sure you make your choice a success by putting a lot of work into it.***

There will be teacher assessments during the first year of the courses and consultation evenings when you and your parents can meet your subject teachers. We shall, however, be in touch with parents earlier if there are any matters of concern.

**MISS B HUMPRHEYS
OPTIONS MANAGER**

THE STATUTORY CORE

This section of the booklet provides details of the subjects taken by student in years 10 and 11.

English Language & English Literature GCSE:

Year 10 & 11 5 periods per week

Mathematics GCSE:

Year 10 & 11 4 periods per week

Combined Science – 6 periods per week (majority of students)

Triple Science - 9 periods per week

PE

Year 10 & 11 - 2 periods per week

ENGLISH LANGUAGE / ENGLISH LITERATURE

Head of Dept: Mrs H Gilroy
Examination Board: OCR
QUALIFICATION AVAILABLE: 2 GCSEs

COURSE OUTLINE

There are two GCSE English Specifications: OCR GCSE English Language (J351) and OCR GCSE English Literature (J352). ALL students will study both English Language and English Literature.



How will I be assessed?

ENGLISH LANGUAGE

The OCR GCSE (9 – 1) in English Language (J351) is a linear qualification with 100% external assessment.

This qualification consists of two examined components, externally assessed by OCR. Both examinations are of two hours duration.

EXAM 1 Communicating Information and Ideas.

This component is worth 80 marks: 40 marks for section A and 40 marks for section B. Sections A and B will be linked by a common theme or idea.

Students answer **ALL** the questions in **Section A (Reading)**. They read and respond to two unseen authentic texts. One text is from the 19th century; the other is from either the 20th or 21st century. There are four reading questions.

Students answer **ONE** of two extended writing tasks in **Section B (Writing)**. The writing tasks will have a clear audience and purpose and be written in a non-fiction form.

EXAM 2 Exploring Effects and Impact

This component is worth 80 marks: 40 marks for section A and 40 marks for section B. Sections A and B will be linked by a common theme or idea.

Students answer **ALL** the questions in **Section A (Reading)**. They read and respond to two unseen authentic prose fiction texts or a prose fiction and literary non-fiction text. Both texts will be either 20th or 21st century prose. There are four reading questions.

Students answer **ONE** of two extended writing tasks in **Section B (Writing)**. The focus is on creative writing.

SPOKEN LANGUAGE

In addition all students have to take a non-exam assessment in Spoken Language which will focus on

- Presenting information and ideas, selecting and organising information effectively and persuasively
- Listening and responding appropriately to questions and feedback
- Expressing ideas using Standard English where appropriate.

The Spoken Language component is a separate compulsory endorsement which is internally assessed and externally moderated.

ENGLISH / ENGLISH LANGUAGE / ENGLISH LITERATURE

ENGLISH LITERATURE

The OCR GCSE (9 – 1) in English Literature (J352) is a linear qualification with 100% external assessment.

This qualification consists of two examined components, externally assessed by OCR. Both examinations are of two hours duration.

EXAM 1 Exploring Modern and Literary texts

This component is worth 80 marks: 40 marks for section A and 40 marks for section B.

Section A: Modern prose or drama (25% of total GCSE) Students study ONE modern prose or drama text and answer two questions:

- a) A comparison of an extract from the studied text with an unseen extract
- b) A related question on the studied text.

Section B: 19th century prose (25% of total GCSE)

Students study ONE 19th century set text.

Students respond to **ONE** extended response style question on their studied text, from a choice of two: either an extract based question or a discursive question

EXAM 2 Exploring Poetry and Shakespeare

This component is worth 80 marks: 40 marks for section A and 40 marks for section B.

Section A: Poetry across time (25% of total GCSE)

Students study 15 poems linked by a theme from the OCR anthology and answer two questions:

- a) A comparison of a named poem from the anthology with an unseen poem
- b) A related question on a different poem (own choice) from the OCR anthology.

Section B: Shakespeare (25% of total GCSE)

Students study ONE Shakespeare set play.

Students respond to **ONE** extended response style question on their studied text, from a choice of two: either an extract based question or a discursive question.

How will this help me in the future?

English is a necessary qualification for many jobs and for anyone intending to go on to further education in **any** subject.

MATHEMATICS

Head of Dept:

Miss S Ashfield

Examination Board:

AQA

QUALIFICATION AVAILABLE: GCSE

Level 2 Certificate in Further Mathematics available for the most able students

COURSE OUTLINE

In Maths, in Years 10 and 11 you will continue to develop your mathematical fluency. You will learn to reason mathematically and solve problems in a wide variety of mathematical and real-life situations. Studying Mathematics provides us with a foundation for understanding the world around us; it helps us to develop the ability to reason logically, along with an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject. You will be building upon the skills you have developed in Key Stage 3 and developing the concepts you have met along the way.

The GCSE Mathematics course is one of the few 'tiered' subjects with courses at foundation and higher tiers. If you are studying the foundation tier course, you can achieve up to grade 5; the higher tier covers grades 4 to 9. We will continue to monitor and assess your progress throughout the course to ensure that the tier you are studying is the right one for you so that you are able to achieve your full potential.

How will I be assessed?

The GCSE Mathematics course is linear with three equally weighted exams at the end of the course.

- Each paper is 1 hour 30 minutes with 80 marks on each paper.
- Paper 1 is Non-Calculator, Paper 2 and 3 are calculator papers.
- Your grade is calculated from the total of all three papers.

Content from any part of the specification may be assessed in each paper which is a mix of question styles; from short, single-mark questions to multi-step problems. The mathematical demand of the questions progresses through the paper.



Also available to students studying the higher tier Mathematics course is the AQA Level 2 Certificate in Further Mathematics. This course is run as an additional option with weekly lessons after school. This is an excellent opportunity for students to study topics that are further developed in the A-Level Mathematics course, and beyond, at the same time as achieving an extra qualification!

How will this help me in the future?

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

Your GCSE in Mathematics is simply one of the most important and useful qualifications you can get and the skills you develop are used in virtually all areas of life. It is an essential qualification for many careers involving computing, statistics or finance, or for anyone intending to go on to further education in any subject.

Mathematics teaches us how to think logically and analytically, and to solve problems, which makes it relevant for real life regardless of your chosen path.

GCSE COMBINED SCIENCE

Head of Dept:

Mr G Smith

Exam Board:

AQA

QUALIFICATION AVAILABLE: Combined Science – 2 GCSEs (double award)

Course Outline

Science is part of the programme of study defined by the National Curriculum and is a **compulsory** subject for years 10 and 11.

All students will study Science at GCSE. Students who do not choose the Triple Science option, will study **GCSE Combined Science** in years 10 and 11.

GCSE Combined Science involves study of all 3 Science subjects (Biology, Chemistry and Physics) and provides sufficient preparation for A level study and beyond, although the course lacks the depth of study provided by the Triple Science option.

GCSE Combined Science will be assessed externally at the end of Y11 through a total of **6** exam papers (**2** for **each** Science subject).

How will I be assessed?

The assessments in GCSE Combined Science consist of:

- External examinations that include multiple-choice, short answer, data interpretation and extended response questions. These examinations are taken in **May/June of Y11**.
- There are 2 exam papers for each subject (Biology, Chemistry and Physics). A total of 6 exam papers will be sat by students.
- There is no coursework. The course is based on **100% examination**.
- Students will complete numerous practical assignments throughout the course which are tested by questions within the examination papers.
- Foundation Tier (grades 1-1→5-5) or Higher Tier (grades 4-4→9-9) available to support all learners.

How will this help me in the future?

Once you have achieved your qualifications in Science it will allow you access to a wide variety of courses, including vocational (e.g. Beauty and Hairdressing), BTEC (e.g. Forensic and Criminal Investigation) and academic (e.g. A level Biology, Chemistry and Physics). Studying Science is a gateway into many careers, some scientific e.g. doctor, vet, forensic scientist, car mechanic and others unscientific e.g. accountant or solicitor.

GCSE TRIPLE SCIENCE

Head of Dept:

Mr G Smith

Exam Board:

AQA

QUALIFICATIONS AVAILABLE:

GCSE Biology

GCSE Chemistry

GCSE Physics

COURSE OUTLINE

Science is part of the programme of study defined by the National Curriculum and is a **compulsory** component of the programme for Years 10 and 11.

All students will study Science at GCSE. However, students with a **passion for Sciences** or wish to pursue **Science study at A level and beyond**, are strongly advised to take **Triple Science** at **GCSE**.

Triple Science involves study of all 3 Science subjects at GCSE (Biology, Chemistry and Physics). Compared to the GCSE Combined Science course, additional topics are studied to a greater depth in Triple Science and additional practical experiments are done by students. This provides a more enriched experience for students and enhanced preparation for future study at A level.

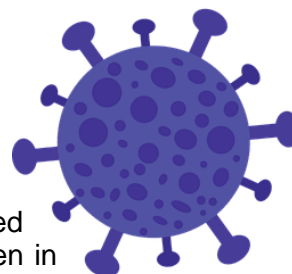
GCSE Triple Science will be assessed externally at the end of Y11 through a total of 6 exam papers (2 for each Science subject).

Due to the demand of Triple Science, we would strongly recommend students with passion for Science and strong academic ability choose the Triple option.

How will I be assessed?

The methods of assessment in GCSE Triple Science consist of:

- External examinations that include multiple-choice, structured, closed answer, and open response questions. These examinations are taken in May/June of Y11. short
- There are 2 exam papers for each subject (Biology, Chemistry and Physics). A total of 6 exam papers are sat by students.
- Students will complete numerous practical assignments throughout the course which are tested by specially designed questions within the examination papers.
- Increased breadth and depth of study compared to Combined Science, providing enhanced preparation for A level study in Sciences.
- Foundation Tier (grades 1→5) or Higher Tier (grades 4→9) available for each separate Science GCSE qualification.



How will this help me in the future?

Earning 3 separate GCSEs in Science provides students with a set of highly respected qualifications. Once you have achieved your qualifications in Science it will allow you access to a wide variety of courses, including vocational (e.g. Beauty and Hairdressing), BTEC (e.g. Forensic and Criminal Investigation) and academic (e.g. A level Biology, Chemistry and Physics). Studying Science is a gateway into many careers, some scientific e.g. doctor, vet, forensic scientist, car mechanic and others unscientific e.g. accountant or solicitor.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Head of Dept:

Mr A Stokes

COURSE OUTLINE

The themes that students will explore will be delivered primarily through a weekly timetabled PSHE session throughout the academic year. Delivery of the themes is also discretely delivered within the curriculum and through additional pastoral time.

The programme of study will involve accessing knowledge and understanding about becoming informed citizens, as well as developing skills of enquiry and communication.

The students will also engage in discussion on topics such as relationships, healthy lifestyle, politics, first aid and risk management. A significant amount of time will be spent on these areas, providing a platform for debate and moral questioning which aim to develop students' confidence and personal responsibility.

How will I be assessed?

There is no formal examination on these topics however students will be provided with opportunities to assess their own progress as well as the progress of their peers through various activities.

How will this help me in the future?

The PSHE programme at Walton fosters a range of interpersonal skills increasingly valued by employers, alongside more traditional academic subjects. They work in teams, adopting a problem-solving approach throughout the course. The ability to evaluate complex issues and develop reasoned arguments in a sensitive and balanced manner is an important facet of many well regarded occupations. The development of these 'soft' skills play an increasingly important role in further and higher level programmes of study.



PATHWAYS

Careers Leader: Mr A Stokes
Careers Advisor: Ms R Green

COURSE OUTLINE

The Careers Programme at Walton High School, called Pathways, offers a comprehensive and varied curriculum from Years 7 through to 13. The course will aim to develop useful transferrable skills and offer pupils broad advice on their future options, which will help them to make well informed choices.

Pupils will look at topics such as: challenging stereotypes, post-16 options, post-18 options apprenticeships and careers, as well as future academic opportunities. This will be covered by teachers, guest speakers, visits to fairs and events specific to the needs of pupils (e.g. pupils interested in engineering), workshops and use of software such as UNIFROG.

How will I be assessed?



Using the careers software UNIFROG, we will be able to support and monitor pupils, as well as liaise with our Careers Advisor, to make sure pupils are looking at every opportunity available to them. There is no formal examination or assessment.

How will this help me in the future?

We will also hold a Careers Fair in liaison with Entrust. We hope to bring around 30 - 40 companies, educational establishments and apprenticeship providers to Walton High School, enabling pupils to speak directly to people, to inform themselves of various future possibilities.



THE OPTIONS

The GCSE & Vocational Options

Students must take at least one of History, Geography, French, German or Computer Science GCSE Options and then three other options, as well as the Core Subjects. Each option is studied for three periods per week.

GCSE & Vocational Options (Choose four)

Art	GCSE
Business Studies	GCSE
Computer Science	GCSE
D & T – Food Preparation & Nutrition	GCSE
D & T - Textiles	GCSE
D & T Resistant Materials	GCSE
D & T Graphics	GCSE
Drama	GCSE
Geography	GCSE
History	GCSE
Media Studies	GCSE
MFL – French	GCSE
MFL - German	GCSE
Music	GCSE
Physical Education	GCSE
Religious Studies	GCSE
Triple Science	GCSE

The English Baccalaureate

Students must take all compulsory subjects, plus at least one Modern Foreign Language (MFL) and at least one Humanity (Geography or History). (They can opt to do more.)

They must then choose two further options from the list above (which can include another Humanity or Modern Foreign Language). Each option is studied for three periods per week.

ART & DESIGN (FINE ART)

Head of Dept: S.Byatt
Exam Board: AQA
QUALIFICATION AVAILABLE: 1 GCSE



COURSE OUTLINE



Will Art and Design (Fine Art) be useful to me?

Art and Design can help you to make sense of the world around you, developing your visual literacy and ability to express yourself creatively. It also helps you recognise styles and trends in Art and appreciate how and why artists create Art. Art can explore different aspects of reality.

Art is relevant to many careers and can be studied post 16, for example: Fine Art, Photography, Graphic Design, Fashion and Textiles, Illustration, Animation, Interior Design, Film and Television and many more.

“Creative people are curious, flexible, persistent and independent with a tremendous spirit of adventure and a love of play” - Henri Matisse

What skills will I learn?

The GCSE Art and Design (Fine Art) course provides opportunities for you to develop confidence using a wide range of materials and skills.

You will:

- Develop your ideas
- Record from observation
- Experiment with media and materials
- Produce resolved outcomes
- Use online resources such as Pinterest, TATE, etc to research contemporary and historical artists and photographers
- Take and manipulate digital imagery
- Use Photoshop to edit and enhance your work
- Visit an Art Gallery to see contemporary and cultural artworks



What kind of work will I do?



This course is based on 2 main units of practical work. The major unit (with a workshop based supporting unit alongside this) and the practical examination unit.

During the major unit you will have opportunities to:

- Complete a series of workshops which may include: printmaking, Photoshop, mixed media experiments, stitch and embroidery, collage, painting...
- Visit art galleries and museums (local and further afield), to experience the work of artists firsthand and/or work directly with a practicing artist through an in-school or external visit/workshop
- Respond to an initial starting point
- Develop your own practical skills with different materials and experimenting with new techniques
- Research the work and practice of contemporary and historical artists and designers

- Show your knowledge and understanding of why and how artists and designers make Art and use this to inspire and inform your own art practice
- Produce a resolved outcome based upon your development work.

During the examination unit you will:

- Have a choice of starting points from an exam paper, you can choose **one** which you produce a body of work exploring.
- Draw, take photographs, develop your ideas, experiment with materials and techniques and research different artists, photographers and craftspeople.
- Produce your final outcome for your body of work in your exam time.

Each unit of work will develop skills in a number of techniques, such as observational painting and drawing, textiles, card construction, mixed media work, stitch, sculpture, collage etc.



How will I be assessed?

The course assesses your skills and understanding in a number of ways:

Portfolio Submission makes up **60%** of the overall assessment:

- You will complete a unit of coursework during years 10 and 11.
- The course assesses your ability to research, develop, experiment and resolve an idea through practical artwork.

Practical examination is the remaining **40%** of the assessment:

- You will be given an exam paper with a choice of starting points in January of year 11. You will produce both practical work and research prior to the examination.
- You must then produce a resolved outcome in the art room under exam conditions. You will have 10 hours to do this.

How will this help me in the future?

We live in a very visual world! The Digital and Creative sector is fast-growing - a lot of the jobs in this sector are new and many didn't even exist 50 years ago. New jobs are being created all the time at twice the rate of the rest of the economy.

Creativity is essential in a global economy that needs a workforce that is knowledgeable, imaginative and innovative. Studying the arts can also help with understanding, interpreting and negotiating the complexities and diversity of society. Engagement with the arts helps young people develop a sense of their own identity and value. This in turn develops personal responsibility within their school and wider community. Arts and cultural learning encourages awareness, empathy and appreciation of difference and diversity and the views of others. (Why Study Art, TATE Resources)



Career opportunities exist within: Advertising, Marketing, Architecture, Crafts, Illustration, Fashion, Film & TV, Radio, Photography, Publishing, Performing and Visual Arts, Galleries, Museums, IT Software and Computer Services, Games Design and Development, Graphics, Product Design... and many more!

“Creativity encourages you to think rather than remember!” - Dylan William

BUSINESS STUDIES

Exam Board: Edexcel
QUALIFICATION AVAILABLE: 1 GCSE

COURSE OUTLINE

Business Studies is about businesses; how they sell or provide goods and services and make a profit.

The key concept in Business Studies include:

- The decisions made by **specific businesses** – pricing, marketing, staffing, finance, production methods
- The impacts of external factors (interest rates, competitors, exchange rates, laws, the environment) on **specific businesses**

Why is business important & how does it affect me?

Selling goods and services is vital to all of us. It provides jobs and profits without which we would be unable to look after our families, pay our taxes and provide all the essential services we need such as health care, education and social services.

What will you learn?

- You will learn how a business works and key theories.
- You will learn to interpret data.
- You will learn how to problem solve; how to take our understanding of how businesses operate now and think how they will need to change when their customers, staff, resources or competitors change
- You will learn how to analyse the possible consequences, examine the risks and benefits and make judgements.
- You will learn how to form these into well-argued decisions.



BUSINESS STUDIES

Exam Board: Edexcel
QUALIFICATION AVAILABLE: 1 GCSE

Topics covered:

Theme 1	Theme 2
<ul style="list-style-type: none">• Customer needs• Market research• Market segmentation• Competitive markets• Marketing mix• Costs, revenues and profit• Cash flow forecast• Break even analysis• Sources of finance• Entrepreneurship• Aims and objectives• Legislation• Taxation• Economic cycle• Exchange rates• Interest rates	<ul style="list-style-type: none">• Methods to grow• Multinational businesses• Product life cycle• Pricing strategies• Promotional methods• Customer service• Production methods• Stock control methods• Quality control• Suppliers• Organisational structures• Communication• Recruitment• Motivation• Ethics• Globalisation

How will I be assessed?

This course is made up of two modules. All modules will be taken at the end of Year 11.

Module	Assessment method	% of total mark
1. Investigating small businesses	Exam; calculations, multiple-choice, short-answer and extended-writing questions. 1.5 hours	50%
2. Building a Business	Exam; calculations, multiple-choice, short-answer and extended-writing questions. 1.5 hours	50%

There are no tiers in GCSE Business Studies; all students take the same exam and have the opportunity to achieve any grade.

How will this help me in the future?

The GCSE course leads on to the A level Business and/or A Level Economics. Clearly you could continue to a business degree but many degrees are now offered in combination with business or management and business topics are integrated into a wide range of degrees. Other courses include Business and Sports Management, Business and Journalism, Business and Events Management, Film Business and production, Law with Business Studies, Accountancy and Business, Business and Psychology and many more. GCSE Business Studies can also help with apprenticeships and any other business due to studying a range of business concepts and applying them to real-world contexts. In addition you will learn skills such as how to interpret data, creative thinking and analytical skills through writing which are all transferable skills. It's real and relevant.

GCSE COMPUTER SCIENCE

Head of Dept:

Mr C Salter

Exam Board:

OCR

QUALIFICATION AVAILABLE: 1 GCSE



COURSE OUTLINE

The GCSE Computer Science 9-1 course is an exciting technical course for those interested in programming, problem solving, mathematics and how their computers work. Within this course you will look at how computers are built, what makes them work and how to use computational logic.

The course is made up of 3 components:

Component J277/01: Computer Systems	Component J277/02: Computational Thinking, Algorithms and Programming
<p>Topics include:</p> <ul style="list-style-type: none"> • 1.1 Systems Architecture • 1.2 Memory and Storage • 1.3 Computer networks, connections and protocols • 1.4 Network Security • 1.5 Systems Software • 1.6 Ethical, legal, cultural and environmental impacts of digital technology 	<p>Topics include:</p> <ul style="list-style-type: none"> • 2.1 Algorithms • 2.2 Programming Fundamentals • 2.3 Producing Robust Programs • 2.4 Boolean Logic • 2.5 Programming languages and Integrated Development Environments
<p>Practical Programming</p> <p>All students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem/s, during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.</p>	

How will I be assessed?

This course will be assessed in the following ways:

Assessment Type	Weighting
Component J277/01 – External Examination: 1hr 30mins	50%
Component J277/02 – External Examination: 1hr 30mins	50%
Practical programming Component	Ongoing

How will this help me in the future?

Success at GCSE Computer Science will prepare you for a wide range of courses and future careers. You can progress to Post 16 A Level Computing/ IT pathways or transfer your acquired skills into supporting further studies in other subjects. Speak to Mr Salter or to Mrs Fryer for more information about this course.

DESIGN & TECHNOLOGY

Head of Dept:

Ms E Hillier

Exam Board:

AQA

QUALIFICATION AVAILABLE: 1 GCSE

COURSE OUTLINE

WHY CHOOSE DESIGN & TECHNOLOGY?

- GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world.
- Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.
- It will enable you to think and intervene creativity to a variety of challenges.
- We offer a range of A' level courses which follow on from the GCSE; A Level Product Design and A Level Fashion and Textiles

WHICH DESIGN & TECHNOLOGY COURSES ARE AVAILABLE?

When you choose to study Design and Technology you then need to select a specialism to focus on. You can select from:

[1] RESISTANT MATERIALS

[Create products from wood, metal, plastics or composite materials and incorporate electronics where appropriate]



[2] GRAPHIC PRODUCTS

[Develop advanced hand drawing techniques and use computer graphics software to develop branding, packaging, architectural models and computer generated graphics for card prototypes and products]



[3] FASHION and TEXTILES

[Design and develop garments and interior design products. Different construction and embellishment techniques are used on each piece]



Within Design and Technology you will opt for ‘**one specialist subject area**’.

During the two years you will study a **core technology** element which will include a broad range of designing and making principles. You will then spend the majority of the course focusing on your chosen **specialist area** where you will have the opportunity to study specialist principles and experience practical challenges in greater depth.

In Y10 students will work through small projects to gain the skills required for the Coursework [NEA]. Through each project the practical techniques are perfected and the theory linked to each project making information accessible for all.

In Y11 the focus of lesson time is split between NEA coursework and theory preparation for the examination.

How will I be assessed?

In Design and Technology [Resistant Materials, Graphic Products and Fashion & Textiles]

50% - Non-Exam Assessment	50% Examination
Contextual challenge task to be released in June of Y10 and shared with students and parents. Students work on task until March of Y11.	2hr paper taken in the summer term of Y11 One tier entry.
Students will produce a working prototype and a design portfolio of evidence to support the thought process.	100 marks (20 marks multiple choice from core principles and 80 marks from specialist knowledge)
Coursework clinics available to support at lunchtimes and after school.	Reflects all the knowledge acquired during Y10 and Y11.

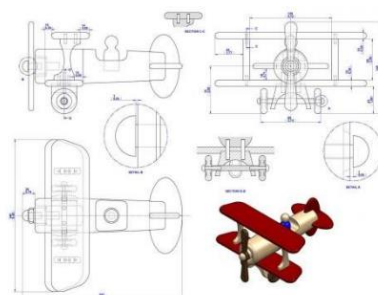
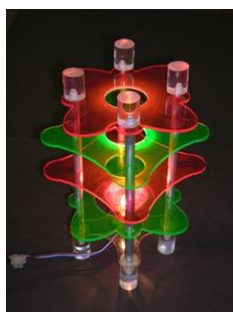
Resistant Materials

The Resistant Materials course has been developed to enable students to:

- Demonstrate their creativity through the making of wood, metal or plastic products
- To understand technical construction processes.
- To integrate the use of subject specific ICT and some basic electronics within designing and making.
- To understand how new design and new technology affects every day lives.
- Students will learn to manufacture products using traditional hand skills and using modern machinery like the laser cutter, 3D printer and vinyl cutter.
- To prepare students for a higher level of studies in this discipline, we offer A level Product Design for these interests.

Resistant Materials Technology can be useful in the following careers

Engineering, Manufacturing companies, Product designer, Project managers, Interior designer, Construction, Model maker, CAD/CAM programmer, Carpenter, Craft design/maker and Teaching.



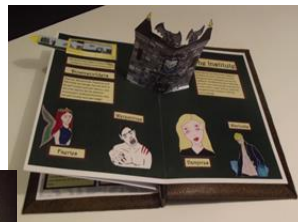
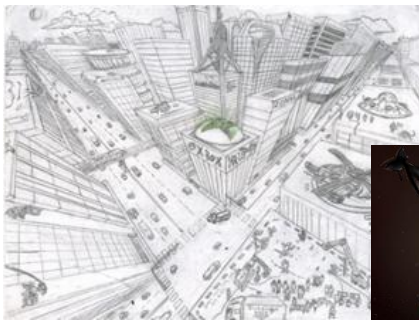
Graphic Products

The Graphic Products course has been developed to enable students to:

- Develop their graphics skills using both hand and computer drawing techniques with 2D and 3D modelling.
- To be aware of historic and current graphic designers and their work.
- To understand how new technologies and smart materials are integrated into graphic products and 3D models.
- To use current IT software packages and CAM machinery in order to produce modern, professional prototypes. For many projects we use virtual prototyping, 3D print and cut products on the laser cutter.
- To look at the diversity of the graphics subject from 'concept car design' 'packaging' to 'architectural modelling'.
- To prepare the students for future studies within a creative industry; post-16 we offer A level Product Design.

Graphic Products can be useful in the following careers

Architecture, Packaging designer, Marketing, Graphic designer, Advertising, Packaging developer, Product designer, Model maker, Illustrator, CAD operator, Teacher.



Fashion and Textiles Technology

The Fashion and Textiles Technology course has been developed to enable students to:

- Develop a high level of understanding of fabrics and components
- Use a range of textiles machinery to develop various skills.
- Create several garments with the use of various techniques.
- The opportunity to develop a range of creative products
- Develop technical construction skills which will allow for textiles garments and products to be made.
- To experiment with a range of embellishment techniques
- To use ICT to develop design work and in production to create surface finishes and pattern.
- Attend school trips that inspire students' creativity and encourage textiles knowledge.
- To prepare students for taking higher level fashion courses, our KS5 fashion and textiles A Level, or for entering the world of work.

Textiles Technology can be useful in the following careers

Interior design, Fashion buying, Fashion designing, Fabric design, bespoke garment construction, Costume designer, Product developer, Retail, Marketing and Teaching.



DESIGN & TECHNOLOGY

[Food, Preparation and Nutrition]

Head of Dept: Ms E Hillier
 Exam Board: AQA
 QUALIFICATION AVAILABLE: 1 GCSE

COURSE OUTLINE

Food Preparation and Nutrition

The Food Preparation and Nutrition course has been developed to equip students with an array of culinary skills, as well as knowledge of nutrition and kitchen safety.



How will I be assessed?

50% Non-Exam Assessment	50% Examination
Task 1 – Food Investigation [10 hrs] 30 marks	1 ¾ hr paper taken in the summer term of Y11
Task 2 – Food Preparation Assessment- [20hrs including 3hr practical assessment] 70 marks	One tier entry 100 marks [20 marks multiple choice and 80 marks from 5 questions]
Coursework clinics available to support at lunchtimes and after school	Reflects all the knowledge acquired during Year 10 and Year 11

It enables students to:

- Gain a deeper insight into nutrition and the function of ingredients.
- Develop new creative ideas and work with a range of ingredients and technical equipment.
- Meet professional chefs to encourage students creativity and aspirations.
- Work with a range of equipment to enhance technical skills and knowledge.
- Use the application of ICT to analyse recipes and diet.
- Develop student practical skills, time management, organisation and final presentation skills.
- Prepare students for taking higher level courses in our KS5 course or entering the world of work.

Within this subject area it should be noted that students **will need to provide their own ingredients, therefore financial implications should be considered.** Students are expected to be organised regarding bringing ingredients and resources to lessons.

Food Technology can be used in the following careers

Dietician, Medicine, Food manufacturing and management, Catering, Environmental Health, Nursing, Food microbiologist, NHS positions, Sports industry, Sensory Testing, Marketing and Retail.

We offer a post-16 Level 3 certificate (1 year) and a Level 3 Diploma (2 years) In Food, Science and Nutrition which follows on from the GCSE.



DRAMA

Head of Dept: Mrs K Rowland
Exam Board: AQA
QUALIFICATION AVAILABLE: 1 GCSE



COURSE OUTLINE

The Drama Studio encompasses a space where students learn to enjoy their creative studies, collaborate with others, think analytically and evaluate effectively. How many times have you heard that for GCSE Drama you HAVE to act? Simply put this is untrue. Throughout GCSE Drama, students will gain the confidence to pursue their own ideas, reflect and refine their efforts in their chosen specialism: performing, costume (including hair and makeup), set, lighting, sound or even puppetry.

GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meanings are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre. And, **most importantly...** be **expressive**, be **creative** and **enjoy** their achievements and successes in the performance or theatrical design project that they produce!

'All the world's a stage...' – William Shakespeare

What skills will I learn?

GCSE Drama engages and encourages students to become confident performers and designers, with the skills they need for a bright and successful future. Throughout the qualification, you will:

- Participate in performance (as a performer OR a designer)
- Devise drama
- Explore texts practically and work on two text-based performances/ design projects
- Learn how to analyse and evaluate the work of live theatre makers
- Develop knowledge and understanding of the characteristics and context of a whole play
- Explore ideas for how the play may be interpreted practically

Students can choose to develop as a:

- Performer
- Designer (lighting, sound, set, costume, puppets)
- Performer and designer



What kind of work will I do?

The course is based on three components, which are a mix between practical and written work. The three components comprise of: Understanding Drama (40% written), Devising Drama (30% written and 10% practical) and Texts in Practice (20% practical).

For the Understanding Drama component, you will:

- Study a set play and explore ideas for how the play may be interpreted practically
- Develop knowledge and understanding of the characteristics and context of a whole play
- Learn how to analyse and evaluate the work of live theatre makers

For the Devising Drama component, you will:

- Carry out research
- Develop their own ideas
- Collaborate with others
- Rehearse, refine and amend their work in progress
- Analyse and evaluate their own process of creating devised drama

For the Texts in Practice component, you will:

- Interpret texts
- Create and communicate meaning
- Realise artistic intention in text-based drama



'Because performance is paramount' - AQA GCSE Drama has built in as much opportunity as possible for students to do what they like best – participate in performance.

How will I be assessed?

Assessment consists of three components:

Components	What's Assessed?	How it's Assessed
Component 1: Understanding Drama 40%	Knowledge and understanding of drama and theatre Study of one set play from a choice of nine Analysis and evaluation of the work of live theatre makers	Written Open Book Examination 1 hour 45 minutes Total 80 marks
Component 2: Devising Drama (practical) 40%	Process of creating devised drama Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work	Devising log (60 marks) Devised performance (20 marks) Internally marked and externally moderated Total 80 marks
Component 3: Texts in Practice (practical) 20%	Performance of two extracts from one play (students may contribute as performer or designer) Free choice of play but it must contrast with the set play chosen for Component 1	Performance/design of Extract 1 (20 marks) and Extract 2 (20 marks) Externally marked Total 40 marks

How will this help me in the future?

A drama course is not only of value for those who may wish to enter theatre, television or media in a performing or a non-performing capacity. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Many life skills are also learnt, for example, the organisation of time and people; leadership qualities are nurtured; concentration, confidence and memory skills are developed. Drama also provides an opportunity for ideas and imagination to develop and form in real terms. It is demanding of time, energy and enthusiasm, very often out of school time as well as in, but for a successful candidate it provides personal and team satisfaction as well as nurturing a life-long interest.

GEOGRAPHY

Head of Dept:

Mrs N White

Exam Board:

AQA

QUALIFICATION AVAILABLE: 1 GCSE

COURSE OUTLINE



Will Geography be useful to me?

Geography helps to give you a greater awareness of day to day life at local, regional and world level. It also helps you to appreciate the landscape and your surroundings and develops your sense of citizenship. Geography is relevant to many careers and can open up many possibilities for career development and further studies beyond the age of 16 e.g. management, architecture, environment, planning, tourism, the leisure industry, marketing, journalism, ICT and media.

What are the main benefits of the GCSE course? The course aims to provide:

- A balance of theoretical and practical work, encouraging an active involvement in the subject.
- An understanding of global geographical issues and how to apply this to a range of contexts.
- A range of skills including the use of new technologies, such as GIS, enquiry and analysis through fieldwork and research to assist geographical investigation.



What is the effect of increased visitor numbers on the Himalayas?



How can budget fashion outlets sell clothes at low prices



How is global climate change affecting coral reefs?



How does Fair Trade affect farmers in LEDCs?



How has the dominant land use changed over time in part of your chosen settlement?

What topics will I be studying and how will I be assessed?

The table below provides an outline of the new course. Assessment will be spread out throughout the course and planned at times to give students their best change of success.

Unit Title and Description	Assessment and duration	Weighting
<u>Unit 1 – Living with the physical environment</u> What's assessed 3.1.1 The Challenge of Natural Hazards, 3.1.2 Physical Landscapes in the UK 3.1.3 The Living World 3.4 Geographical skills	Written examination 1 hour 30 mins 88 marks	35%
<u>Unit 2 – Challenges in the human environment</u> What's assessed 3.2.1 Urban Issues and Challenges 3.2.2 The Changing Economic World 3.2.3 The Challenge of Resource Management 3.4 Geographical Skills	Written examination 1 hour 30 mins 88 marks	35%
<u>Unit 3 – Geographical applications</u> What's assessed 3.3.1 Issue Evaluation 3.3.2 Fieldwork 3.4 Geographical Skills Examination linked to fieldwork and pre-released resources made available from March in the year of the exam	Written examination 1 hour 15 mins 76 marks	30%

Can Geography lead to good careers?

Jason - Business Manager, web and new technologies company

"I was fascinated by satellite images of the earth and decided to do an MSc in GIS (Geographical Information Systems) when I graduated. I was aware that geography was becoming increasingly computerised and recognised a growth area where I could combine my skills and a future career."

Tom - Internet Consultant

Tom says that Geography is a good "all round" subject with a science and arts mix and that this versatility is good for any area of employment.

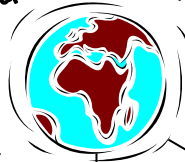
Andrew - Policy Analyst, London

Andrew feels that studying Geography has given him a wider appreciation of society in which Government policy operates. He is currently working on the distribution of child poverty.

Christine - Accountant

Christine feels that Geography equipped her with good ICT skills and in particular, experience of analysing raw data from field trips. In addition, writing coursework assignments helped her to produce concise management reports.

Geography Career Biographies



Susan - TV producer for wildlife films

Susan feels that geography gave her a broad perspective on the world, particularly the problems facing communities and wildlife.

Charlotte - Recruitment Manager in retailing

Through studying Geography Charlotte developed the skills she finds invaluable in her career - particularly teamwork, problem solving and presentation.

Papinder - Consultant, business geographics company

"As I work for a GIS - based company I draw on my knowledge of Geography to complete work on behalf of my clients. Studying Geography provides you with adaptable skills such as literacy, numeracy and analytical skills that are valuable in the workplace. It is also fun and interesting!"

HISTORY

Head of Dept:

Mr M Pierpoint

Exam Board:

AQA

QUALIFICATION AVAILABLE: 1 GCSE

COURSE OUTLINE

The GCSE History course offers a fascinating insight into the history of different eras in different places. How Berlin became the focal point of the Cold War, why a water pump in London's Soho district became a bringer of death, how Elizabeth became the most powerful woman in the world and what made the 1936 Olympic Games so controversial, are just some of the issues that you will explore over this two year course.

What you will study?

Understanding the Modern World

Germany 1890-1945: Democracy and Dictatorship

- Germany under Kaiser Wilhelm
- Germany in WW1
- Weimar Germany
- Rise of Hitler
- Life in Nazi Germany
- Germany in WW2

Conflict and Tension between East and West 1945-1972

- Origins of Cold War- Yalta and Potsdam, Soviet Takeover of Europe, US response, Berlin Blockade
- Development of Cold War- Cold War in China, Korea and Vietnam, Arms Race, Space Race, Hungarian Revolution
- Changing Cold War- Berlin Wall, Cuban Missile Crisis, Prague Spring, Detente

Shaping the Nation

Health and the People 1000-present day

- Health in medieval England- Who treated the sick? Black Death, Public health in the town, Impact of religion on health
- Health in Renaissance England- Role of Key individuals, Great Plague, Development of Vaccination
- Health in 19th Century- Pasteur and Germ Theory, Public Health in Industrial England, Robert Koch, The Great Stink
- Health in 20th Century- Impact of War on medicine, Development of NHS, Surgical advancements in modern day (Plastic Surgery) Alternative Medicine.

Elizabethan England, c1568–1603

- **Elizabeth's court and Parliament- Who was Elizabeth? Why did she not marry? Rebellion attempts**
- Life in Elizabethan times- Religion, How were the poor looked after? Culture in Elizabethan England
- Troubles at home and abroad - Spanish Armada, Explanation of the new worlds
- Site Study- A pre-released study of a particular site, area or building in Elizabethan England

How will I be assessed?

Assessment consists of two examination papers:

- One British History paper (Shaping the Nation) of 2 hours
- One World History paper (Understanding the Modern World) of 2 hours

All candidates take the same examination papers. **There are no tiered papers in History.** All candidates have the opportunity to achieve the very highest grade.

How will this help me in the future?

Careers

Because of the skills practised by the study of History a wide range of careers welcome students who can analyse film, video, drawings, cartoons and document material. There are few career areas where an ability to construct and present a logical argument is not a positive advantage. History provides a particularly useful base if you are interested in working with people, for throughout the two year course you are continually examining what motivated individuals and groups and what the consequences of people's actions were. Areas of employment where these skills and awareness are particularly useful include: management, personnel, marketing, advertising, public relations, banking, law, teaching, social work, publishing, journalism, police, armed forces and nursing.

For hours now the bombs had fallen and all around was smoke and flames and destruction. The incredible heat had sucked all the oxygen from the cellars where people had hidden and thousands of them were now lapsing into a sleep that would not end. Heinrich pushed at the trap-door at the entrance to his cellar but, to his horror, it would not budge. Tons of masonry and timber meant that his refuge would become his grave. The thousand year Riech was going to end after just twelve. The city of Dresden would never be the same again.....

Students' views on our GCSE course?

"GCSE History is enjoyable especially the Germany section."
(Year 12 student)

"History makes you feel smart. It is a strong subject that is highly regarded by employers."
(Year 12 student)

Why Study History?

"The staff are really supportive."
(Year 12 student)

"I felt that taking History was really useful for my other subjects such as English and RE."
(Year 12 student)

"Knowing history is knowing the story of the world. Our origins, mankind's greatest achievements and its worst failures."
(Year 12 student)

MEDIA STUDIES

Head of Dept:

Mrs H Taylor

Exam Board:

OCR

QUALIFICATION AVAILABLE:

1 GCSE

COURSE OUTLINE

Whether we are prepared to admit it or not, our lives have become saturated by a constantly evolving multimedia driven world. This fast-paced media landscape dominates our lives and has led to a blurring of the lines between the real world and the virtual.

The only way to negotiate this landscape is to develop a new literacy; to learn how to critically view and appreciate the complex and nuanced media texts that surround us at every stage of our waking lives. GCSE Media Studies aims to arm students with the analytical and interpretive skills vital to understand the world as it is today. We also seek to promote and encourage creativity and the course involves stepping into the role of producer to make complex media products of the students' own.

How will I be assessed?

Content Overview

Section A: Television

Learners will engage with **one in-depth study** covering contemporary and historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts.

Section B: Promoting Media

Learners will study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.

Section A: Music

Learners will engage with **one in-depth study** covering magazines. Learners will also engage with music videos and radio. Learners will respond to questions covering the whole of the theoretical framework.

Section B: The News

Learners will engage with **one in-depth study** covering online, social and participatory media. Learners will also engage with newspapers. Learners will respond to questions covering the whole of the theoretical framework and a range of media contexts.

Assessment Overview

Television and promoting media

(01)*

70 marks

1hr 45 minutes (including 30 minutes viewing time)

Written paper

35%
of total
GCSE
(9–1)

Music and news

(02)*

70 marks

1hr 15 minutes

Written paper

35%
of total
GCSE
(9–1)

Learners will create media products through applying knowledge and understanding of media language and media representations from the theoretical framework to express and communicate meaning to an intended audience.

**Creating media
(03/04)**
30 marks**
Non-exam
assessment
(NEA)

30%
of total
GCSE
(9–1)

* Involves the explicit drawing together of knowledge, skills and understanding from across different parts of the GCSE.

** This will involve a print or video-based project

Whilst there is a practical element to the course the written requirements (as seen above) are high and due to this, a good level of English would help to support success.

Aims and Learning Outcomes

The aims of this specification are to encourage candidates to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into a broad range of media. It also aims to prepare candidates to make informed decisions about further learning opportunities and career choices.

This specification will enable candidates to:

- Demonstrate skills of enquiry, critical thinking, decision-making and analysis whilst acquiring knowledge and understanding of a range of important media issues.
- Develop appreciation and critical understanding of the media and how media products reflect the social, cultural, historical and political contexts in which they are produced.
- 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.
- Appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- Develop practical skills by providing opportunities for creative media production.
- Provide excellent preparation for advancement to A Level and beyond.

How will this help me in the future?

Through a variety of approaches, including actual media production, this subject will enable students to develop their appreciation and enjoyment of media texts, whilst developing a framework for critical analysis of their meanings and contexts.

Media Studies GCSE is a course that provides essential, transferable skills of analysis, project management and evaluation. It also acts as a foundation for encouraging creativity and the flexibility of responding to briefs and deadlines.

For those students that wish to take Media further, we offer A-Level Media Studies and Film Studies which build on the knowledge and skills established at GCSE.

MODERN FOREIGN LANGUAGES

FRENCH & GERMAN

Head of Dept:

Mrs C Gregoire

Exam Board:

Edexcel

QUALIFICATION AVAILABLE:

1 GCSE

COURSE AIMS

As we are increasingly aware of our place in an ever-changing global economy, competence in one or more foreign languages is of prime importance and usefulness in the world of work and leisure. Language study develops and improves many valuable practical skills as well as increasing personal confidence in dealing with a variety of situations. The study of Modern Foreign Languages at GCSE broadens horizons and encourages students to go beyond familiar cultural boundaries and develop new ways of seeing the world. Students will develop an awareness and understanding of the culture and identity of countries where French and German are spoken. They will also develop their ability to communicate confidently with native speakers in speech and writing, conveying what they want to say with increasing accuracy. The course will develop language learning skills both for immediate use and in preparation for further language study at A level, higher education or employment.

COURSE OUTLINES

Students prepare for the Edexcel GCSE course in either French or German or both languages. This qualification is linear and students will sit all their exams at the end of the course.

Students study all of the following thematic contexts on which the assessments are based:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

How will I be assessed?

GCSE French/German has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Speaking in French/German

We will use relatable contexts that are likely to be within the range of students' own experiences. Foundation tier: 7-9 minutes plus 15 minutes' preparation time; Higher tier: 10-12 minutes plus 15 minutes' preparation time; reading aloud, roleplay task and picture task with general conversation. **25% of the qualification.**

Paper 2: Listening and Understanding in French/German and dictation

Foundation tier: 45 minutes, including 5 minutes' reading time, Higher tier: 60 minutes, including 5 minutes' reading time, 25% of the qualification

Paper 3: Reading and understanding in French/German and translation into English

Written examination: Foundation tier: 45 minutes, Higher tier: 60 minutes, 25% of the qualification

Paper 4: Writing in French/German- tasks will draw on students' own thoughts and experiences.

Written examination: Foundation tier: 1 hour 15 minutes; Higher tier: 1 hour 20 minutes; 50 marks. 25% of the qualification

Foundation Tier

- Question 1: picture-based task (8 marks)
- Question 2: one of two open-response questions, set in formal context (14 marks)
- Question 3: one of two open-response questions, set in informal context (18 marks)
- Question 4: translation into French (10 marks)

Higher Tier

- Question 1: one of two open-response questions, set in informal context (18 marks)
- Question 2: one of two open-response questions, set in formal context (22 marks)
- Question 3: translation into French (10 marks)

Curriculum enhancement

In Year 11 students will take part in our language trips to France and Germany.

One or Two Languages?

All students study two languages in Year 8 and can study both or either of these at Year 9. Indeed, we strongly encourage students who have enjoyed their language courses and have performed well, to seriously consider opting for both.

How will this help me in the future?

Competence in more than one foreign language will enhance study and career opportunities in a very wide range of specialisations, from the scientific to the financial, the artistic to the technological.

Employers value language skills

During her Engineering course at Birmingham, Hannah learned some French.



The competitive advantage it brought helped her land a job at Arup.



A little language can make a lot of difference



‘Language skills offer enhanced careers prospects for individuals. Those without language skills are likely to be at a disadvantage within a multilingual company.’

*David Way, Director of Skills,
National Learning and Skills Council*

MUSIC

Head of Dept:

Miss L Everill

Exam Board:

Edexcel

QUALIFICATION AVAILABLE: 1 GCSE

COURSE OUTLINE

GCSE Music gives pupils a chance to develop specific musicianship skills through a development of their Listening, Performing and Composing. Any student embarking on this course will need to be able to sing or play a musical instrument as this skill is at the heart of the course.



The syllabus explores the students' understanding of four different areas of Music by analysing two specific pieces of music in each area. This exploration will also develop the students' knowledge and understanding of musical forms and structures, assisting them with their composition skills.

The performance aspect of the course will permit students to expand their own technical ability as well as growing in confidence and performing experience. In order to assist in this aspect of the course instrumental and vocal tuition is available in school through Entrust Music and Performing Arts Service.

Composing skills will link with both of the above areas and will be developed through conventional and technological methods. Sibelius, Musescore, Ableton Live and other relevant software are all available in school and used for composition tasks.

Across the Areas of Study, students will study music from the past and present, from the western tradition and other world cultures.

How will I be assessed?

Assessment consists of three units:

Component 1: Performing 30%	Two performances recorded in the year of certification, totalling a minimum of 4 minutes <ul style="list-style-type: none">• One solo performance of at least one minute duration• One ensemble performance of at least one minute duration	Internally marked and externally moderated Total 60 marks
Component 2: Composing 30%	Two compositions totalling a minimum of 3 minutes <ul style="list-style-type: none">• One composition to a brief set by Edexcel• One free composition	Internally marked and externally moderated Total 60 marks
Component 3: Appraising 40%	Four Areas of Study with two set works in each <ul style="list-style-type: none">• Instrumental Music 1700-1820• Vocal Music• Music for Stage and Screen• Fusions	Examination 1 hour 45 minutes Externally marked Total 80 marks

Career Examples Teaching; armed services; music therapy; composing; arranging; theatre; journalism; arts administration; librarianship; publishing; music technology; retailing; recording; banking; medicine; law.

How will this help me in the future?

Taking GCSE Music certainly does not mean you have to follow a career in music but provides an excellent basis for further study, at A level and beyond. Further education establishments and employers regard the GCSE Music award as a testament of character as well as a valuable qualification. Problem solving and decision making, following instructions, communication, citizenship and team work are just a few of the basic skills experienced during the GCSE Music course.

PHYSICAL EDUCATION

Head of Dept:

Mr G Valentine

Exam Board:

AQA

QUALIFICATION AVAILABLE: GCSE

COURSE OUTLINE

The GCSE PE course provides opportunities for pupils to participate practically in a variety of sports/activities. Students will also complete a comprehensive theory element developing their knowledge and understanding of how the body functions within physical activity along with social-cultural influences in the wider world of sport. There will be an expectation that students compete in competitive events/leagues outside of school, in at least one activity.

Course Structure/ Assessment:

- 60% theory and 40% practical performance
- Theory topic areas include: anatomy and physiology, skill acquisition, sport and society, movement analysis, training, sports psychology, technology in sport.
- Practical activity list (see below) – **this is a definitive list set by the DfE.**

Theory	Practical
2 x Exams (60% of GCSE)	Students are assessed as a player/performer in three different activities (individual and team).
Paper 1. The human body and movement in physical activity and sport (1 hour 15 minutes) (30% of GCSE)	+ Written/verbal analysis and evaluation of performance. (40% of GCSE)
Paper 2. Socio-cultural influences and well-being in physical activity and sport (1 hour 15 minutes) (30% of GCSE)	

Practical Activity List	
Individual Activities	Team Activities
Amateur boxing	Acrobatic gymnastics
Athletics	Association football
Badminton	Badminton
Canoeing	Basketball
Cycling (Track, road or BMX cycling)	Camogie
Dance	Cricket
Diving	Dance
Equestrian	Figure skating
Figure skating	Futsal
Golf	Gaelic football
Gymnastics (Floor routines and apparatus only)	Handball
Kayaking	Hockey (inc. ice hockey, inline roller hockey)
Rock climbing (indoor or outdoor)	Hurling
Sailing	Lacrosse
Sculling	Netball
Skiing (outdoor/indoor on snow)	Rowing
Snowboarding (outdoor/indoor on snow)	Rugby (league or union)
Squash	Sailing
Swimming	Sculling
Table Tennis	Squash
Tennis	Table tennis
Trampolining	Tennis
Windsurfing	Volleyball
	Water polo

RELIGIOUS STUDIES

Head of Dept:

Mrs V Bardsley

Exam Board:

AQA

QUALIFICATION AVAILABLE: 1 GCSE

COURSE OUTLINE

The course does not expect you to believe or to follow a faith but it does expect you to have an open mind and a willingness to consider more than one point of view. You will be expected to write in good English, as with every other subject.

How will I be assessed?

Students must take assessments in the following components:

Component 1:

The study of religions: beliefs teachings and practices from **Christianity** and **Islam**

1a: Beliefs and teachings: **Christianity**

- The nature of God
- The Trinity
- Different Christian beliefs about creation
- The crucifixion
- Resurrection and Ascension
- The afterlife and judgement
- Sin and salvation
- Heaven and hell
- Jesus

1b: Beliefs and teaching: **Islam**

- The nature of God
- Angels
- Predestination
- Life after death
- Prophethood and Adam
- Ibrahim
- Muhammad and the Imamate
- The holy book on Islam

2a: Practices in **Christianity**

- Worship
- Prayer
- The sacraments
- Pilgrimage
- Festivals
- The role of the Church in the community – Food banks/ Street Pastors
- The place of mission and evangelism
- Christian persecution

2b: Practices in **Islam**

- The five Pillars
- Salah: the daily prayers
- Sawm: fasting
- Zakah: almsgiving
- Hajj: Pilgrimage
- Jihad
- Festivals

Component 2: Thematic Studies

Students will be assessed on **five** philosophical and ethical studies themes from the following list:

- Relationships and families
- Religion and life
- The existence of God and revelation
- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and social justice

<p>Component 1: Beliefs and teachings and practices (50% of GCSE)</p> <p>Written exam: 1 hour 45 minutes 96 marks (plus 5 marks for spelling, punctuation and grammar)</p>	<p>Component 2: Thematic studies (50 % of GCSE)</p> <p>Written exam: 1 hour 45 minutes 96 marks (plus 5 marks for spelling, punctuation and grammar)</p>
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How will this help me in the future?

Many employers see a qualification in RE as evidence both of considerable thinking skills and as a person aware of the multi-cultural nature of our society. Medicine, Nursing, the Law, the Police Force, Social Services, the Armed Forces, major retail outlets and many other careers see a value in students who have studied RE.

I chose RE because I wanted to gain a deeper understanding and respect for the world around me. Since taking RE, I have learned about a number of ethical issues and can now evaluate arguments around those issues.

I enjoy RE because I like exploring complex issues and considering the beliefs and practices of different religions and how it influences people's lives.

Here's what our pupils say...

I chose RE as I wanted to develop and broaden my knowledge of different and philosophical issues that are going on in the world right now and I believe RE has helped me to do this. The course is also great for confidence building as it allows you to give your own personal opinions during debates.

For me, RE is one of the most important fields of study. Not trying to understand the fundamental nature of this existence is a wasted opportunity. Knowing that I'll be on the planet for a finite duration makes me question what I'm in for. Because, if you don't question everything, you'll never know right from wrong. To paraphrase Socrates: 'wisdom begins in wonder'.

I chose religious studies not only to understand the religion of Christianity but to gain a more in depth understanding of the issues of society. This subject has taught me about the problems that still occur in the world around us, understand the different opinions between religious beliefs and scientific explanations and finally how to argue those mixed opinions in debates, as well as questioning them. I've really enjoyed this subject as it's interest, meaningful and can be applied to day to day situations.

GLOSSARY OF TERMS AND ABBREVIATIONS

COURSES SKILLS

Controlled assessment & coursework	Work carried out in a subject that counts towards a final GCSE grade
DME	Decision Making Exercise
DCSF	Department for Children, Schools & Families
GCSE	General Certificate Secondary Education
IT	Information Technology
KS3	Key Stage 3 - Years 7, 8 & 9
KS4	Key Stage 4 – Years 10 & 11
LEA	Local Education Authority
Post-16	Education alternatives after the National Curriculum and GCSE
SAT	Standard Assessment Test/Task
SEN	Special Educational Needs
Statutory	National Curriculum subjects studied by all students
Year 8	12-13 year olds
Year 9	13-14 year olds
Year 10	14-15 year olds
Year 11	15-16 year olds
Year 12	16-17 year olds
Year 13	17-18 year olds

Examination Boards:

There are now three major examination boards which have been formed from the amalgamation of previous boards. They are: EDEXCEL / OCR / AQA

IMPORTANT NOTICE – PLEASE READ BEFORE SUBMITTING YOUR OPTIONS

The entitlement areas

Our options system provides students with full access to their entitlements within the national curriculum. It is designed to give maximum choice and flexibility. Our curriculum structure has been recently revised to meet the statutory changes and entitlements of the 14-19 curriculum.

We will try to meet your option choices request. However, we cannot guarantee, in all cases, that this will be possible. Should we be unable to meet your request, you will be spoken to by a senior member of staff before your request is dealt with further.

It is crucial that the deadline for submission of options forms is adhered to.

Submission of an options form before the deadline does not increase your chances of getting your first choices. All choices are processed together, after the deadline for submission.

Once options choices are in, construction of the timetable for the next school year begins. Therefore, it is extremely difficult and probably unlikely, that changes can be made to an original request. Should a student decide that they have genuine and well thought through reasons for requesting that a possible change be investigated; a written request should be made, by the student's parents, and delivered to Miss B Humphreys (Options Manager). You will be informed of the outcome of the investigation.

NO REQUESTS FOR OPTION CHANGES WILL BE INVESTIGATED AFTER FRIDAY, 26TH SEPTEMBER 2025, IN LINE WITH THE SCHOOL'S POLICY ON OPTION CHANGES

NOTES