



ASHLYNS SCHOOL



# Curriculum Options for Years 10 and 11

## 2020 – 2022

Issue Date: January 2020

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# Ashlyns School, Curriculum Options for Years 10 and 11, 2020 – 2022

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# Ashlyns School Curriculum

## Introduction

Welcome to your GCSE Curriculum Options Booklet. You are about to make some very important decisions about your future as you choose the subjects that you wish to study in Years 10 and 11 (Key Stage 4). Our results for Year 11 over the past two years are verified as 'above national average' for the amount of progress made from KS2 to KS4. This means you are already on your journey to success: you will have already made more progress than you would have done had you been at another school! Achieving good GCSE grades is vital so that you have as much choice as possible at the end of KS4. Your job now is to work with us to make sure you achieve the best possible qualifications at the end of Year 11.

This booklet is intended to give you all the information you need to help you make an informed choice, so you need to read it very carefully. Read about each subject and what it has to offer you. Talk to your parents, your subject teachers, your form tutors and students in Years 10 and 11 who have experienced the new GCSEs. It is important to make your choices wisely as they may affect your post-16 choices.

You and your parents should attend the Options Information Evening on **Thursday 13 February**, where you will be given information by Heads of Department and other senior staff about what subjects will be on offer to you and how demanding they might be. You will also have the opportunity to ask any questions.

Once you have made your choices, you need to complete the Options form. You will need to list, in order of preference, the subjects you would most like to study and then choose an additional reserve subject. The number of students who choose each subject may affect whether we can offer the subject or not. It is important to be aware that we cannot always guarantee your first choices, but we will make every effort to do so.

Your completed form needs to be signed and returned by you and your parent by **Friday 4 March 2020**.

Once all the options forms have been analysed, you will have a discussion with a senior member of staff or a member of the Year 9 Team to advise you about your choices.

We hope that you will do well in whatever course you choose. What is absolutely true is that all your efforts in school will have a direct influence on your future.

## Careers Advice

A future career may dictate which subjects you choose to pursue; please consult our careers advisor (who will be available in the Sixth Form Dining Hall during Options Evening, or can be contacted via email to [admin@ashlyns.herts.sch.uk](mailto:admin@ashlyns.herts.sch.uk)).

## Learning Support

For those students who have particular learning difficulties, every effort is made to provide support in lessons or in the Inclusion Department when appropriate. The Inclusion Team organise this programme and are always available to give individual students advice.

# The Key Stage 4 Curriculum

Our timetable is organised as a two week cycle of 50 lessons. In Key Stage 4, there is a core curriculum which you will follow and this takes up 60% of the total teaching time. During the core lessons you will study:

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Combined Science (worth 2 GCSEs, covering all 3 sciences)
- Core Physical Education (non examination)
- Philosophy and Ethics GCSE

You then sit four further GCSE, or GCSE-equivalent, subjects - it is these that you are expressing your preference for on your options form.

## Facilitating subjects

French, Spanish, Geography, History and Triple Science are considered as facilitating subjects by universities. Facilitating subjects give you access to study a wide range of courses at A-Level and degree level, which is why we encourage all students to choose at least one of their four options choices from this list. In order to give you the best possible choices at A-Level, and if you are considering applying to a top University, you should study the subjects that make up the English Baccalaureate. The English Baccalaureate is awarded to students who achieve a GCSE at 9 to 4 in the core subjects of English Language or Literature, Mathematics and two Sciences, alongside a Modern Foreign Language and either History or Geography.

Please note that:

- You **can** choose both History and Geography
- You can **only** choose the language(s) that you have already been studying at KS3
- You **cannot** choose Food Preparation and Nutrition **as well as** Design & Technology
- If you choose Triple Science, you study for 3 science GCSEs

# Qualifications Explained

## GCSEs

GCSEs have undergone a significant reform resulting in curriculum changes across all subjects, with specifications becoming more challenging and a greater amount of content covered. The reformed GCSEs use a new grading structure, using grades from 9 (the highest) to 1 (the lowest). All courses will have exams which the students will sit at the end of the two year course.

## BTEC Level Two (Vocational), EPQ and Cambridge Nationals

**Health & Social Care** is a BTEC qualification at Level One or Two. All BTEC Level Twos are graded Distinction\*, Distinction, Merit or Pass. BTEC Level Twos have a significant element of coursework and you will need to complete a portfolio of evidence to show you have met the assessment criteria, in addition to the external assessment. Schools and colleges value the BTEC Level Two Certificate as equivalent to a GCSE. The course is a good introduction for those wishing to study the subject at Level 3 in our Sixth Form.

**The Extended Project Qualification (EPQ)** is a skills-based qualification which allows students to develop independent research and presentation skills, with all assessment conducted internally (and no examination).

We also offer **Cambridge Nationals Certificates in Business and Enterprise** and **PE**, alongside the equivalent GCSE courses. The Cambridge Nationals are recognised as an equivalent qualification to the GCSE course, but have a greater element of coursework and slightly less weighting on the final examinations. Students opting for Business or PE will be placed on the qualification which best matches their skills and allows best fit for their remaining options choices.

## Cross-curricular Programme

At Key Stage 4 a range of cross-curricular themes are delivered across a range of curriculum subjects, through assemblies, Personal Development Time, dedicated PSHE mornings and school visits.

Throughout Year 10 and 11 a range of cross-curricular subjects are covered, such as:

- Equal Opportunities
- Personal, Social and Health Education (PSHE)
- Personal Finance
- Religious Education
- Citizenship Issues
- Careers Education and Work Related Learning
- Sex and Relationships Education

The purpose of these sessions is to prepare students for an active role in shaping the life of the school, neighbourhood and wider community. The sessions support the development of the child into a responsible adult and are part of the Spiritual, Moral, Social and Cultural entitlement provided for our students.

## Advice on choosing your courses

### Do:

- Consider a Humanity from Geography or History as these are considered to be facilitating subjects
- Consider a Modern Foreign Language even if you do not want to pursue this past KS4, as it will provide a good basis of knowledge of the language
- Choose subjects that you enjoy. If you enjoy the subject, you will put more time and effort into it and the more time and effort you put in, the more successful you will become
- Choose subjects that you are good at. You need to gain as many high grades/points as possible
- Go for the English Baccalaureate if you are capable of achieving it. Many top colleges and universities will look for a language and a humanities subject. However, you should not choose a subject if you think you will struggle to achieve well in it.
- If you have a definite career in mind choose subjects that will best support your career route. However, remember that however keen you are on any particular career or job now, you may possibly change your mind before you leave school. Many people also change their career during their working life. Your choice of subjects must not limit you to just one type of career. If you have no definite career in mind choose what you are good at, what you like doing and what will give you a good spread of subjects. Many subjects can be picked up at A-Level or beyond without earlier study
- Listen to advice given to you in subject talks at the Options Evening
- Talk to your parents, subject teachers and Year 10/11 students.

### Don't:

- Try to get in to the same groups as your friends; it probably won't happen
- Choose a subject because of the teacher; teachers change
- Just go on your experience of Years 7 to 9; look at what each subject has to offer in Year 10 and 11: it may be different
- Narrow down your options too much; you may change your mind about what you like and what you want to do in the future

Your preferences will be considered and granted as far as it is feasible but the final decision will rest with the school. We will do all that we can to timetable you into the courses that suit your personal interests, aptitude and abilities and most importantly, that will enable you to achieve success. However, where very small numbers choose a subject, the subject will not run and therefore alternative choices will have to be made. If a particular course is oversubscribed, decisions about who should study the course will be taken by the relevant teachers and senior teachers, along with what preference number it was given by each student.

Don't forget to prioritise your preferred courses, remembering that number 1 is the course that you want to do most.

You must also choose one reserve subject (labelled R).

Late returns may limit your chance of getting one of your preferred subjects.



# Year 9 GCSE Options Form 2019-2021

Please select 4 Options in order of preference 1 - 4, plus 1 reserve (R), from columns 2 and 3

| Column 1<br>Core Curriculum<br>All students study: |
|--|
| English Language & English Literature<br>(2 GCSEs) |
| Maths  |
| Science<br>(2 GCSEs)                               |
| Religious Studies<br>(Philosophy & Ethics)         |
| PE – Core<br>(non-GCSE)                            |

| Column 2<br>Facilitating Subjects<br>Choose <u>at least one</u> subject from this<br>column (you may choose more, and most<br>students choose two): |
|---|
| Triple Science<br>(Set 1 scientists and many Set 2 students<br>should select this)  |
| French  |
| Spanish   |
| Geography   |
| History   |

| Column 3<br>Open Choice:                           |
|--|
| Art & Design                                       |
| Business Studies<br>(GCSE or Cambridge Nationals)* |
| Computer Science                                   |
| Citizenship  |
| Drama  |
| Exam PE<br>(GCSE or Cambridge Nationals)*          |
| Film Studies                                       |
| Food Preparation & Nutrition                       |
| Music  |
| Product Design - Materials Specification           |
| Product Design - Textiles Specification            |
| EPQ Level 2  |
| Health & Social Care BTEC                          |

Student Name: \_\_\_\_\_

Form: \_\_\_\_\_

Parent/Carer Name: \_\_\_\_\_

Parent/Carer signature: \_\_\_\_\_

**Please hand to Form Tutor by Friday 6 March 2020**

**\* Students will be allocated either GCSE or the Level 2 Cambridge Nationals**



## **Year 9 GCSE Options Form 2019-2021**

**Please select 4 Options in order of preference 1 - 4, plus 1 reserve (R), from columns 2 and 3**



# The Core Curriculum

## English Language and English Literature - Double Award

**Exam board:** AQA

**Purpose of the course:** To enable students to succeed as confident speakers, listeners, readers and writers in the English language with a firm grasp and appreciation of English Literature.

**Grades available:** 1 – 9

| The course covers :  | Involves :  | Prepares you for :   |
|--|---|--|
| <ul style="list-style-type: none"> <li>The course offers all students equal opportunities to demonstrate their attainment, whatever the level, regardless of gender, religion, ethnic and social background</li> <li>The course covers Speaking and Listening, Reading and Writing</li> <li>A wide range of literature (poetry, prose, drama) from Shakespeare to the present day</li> </ul> | <p>English Language:</p> <ul style="list-style-type: none"> <li>The study of literary fiction and non-fiction from the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries</li> <li>Descriptive and narrative writing</li> <li>Transactional writing</li> </ul> <p>English Literature:</p> <ul style="list-style-type: none"> <li>Exploring modern texts, prose or drama</li> <li>Poetry</li> <li>Shakespeare and the English literary heritage</li> <li>The 19<sup>th</sup> century novel</li> </ul> | <ul style="list-style-type: none"> <li>As well as being a National Curriculum requirement, English is a subject needed for almost all occupations, further qualifications and courses. A sound grasp of English skills is needed for effective progress in all other curriculum subjects</li> <li>A-Level study of English Literature and English Lang/Lit as an option for the Sixth Form</li> <li>A future appreciation of literature</li> </ul> |

| Assessment – English Language                                       | Weighting | Dates  |
|---|-----------|--|
| External exam<br>Explorations in Creative Reading and Writing       | 50%       | End of Year 11                                   |
| External exam:<br>Writers' Viewpoints and Perspectives              | 50%       | End of Year 11                                   |
| Non- examination assessment:<br>Spoken Language                     | 0%        | Assessed through a speech delivered to the class |
| Assessment – English Literature                                     | Weighting | Dates  |
| External exam<br>Shakespeare and the 19 <sup>th</sup> Century Novel | 40%       | End of Year 11                                   |
| Modern Texts and Poetry   | 60%       | End of Year 11                                   |

**Note:** The course is supported by an anthology of material (published by AQA) that is used for one of the English Literature exams.

# Mathematics

**Exam board: EDEXCEL**

**Purpose of the course:** the overall aims of the GCSE course are to encourage students to:

- foster a positive attitude to mathematics
- consolidate basic skills
- apply mathematical knowledge and understanding to solve problems
- think and communicate precisely, logically and creatively
- appreciate the place and use of mathematics in society
- apply mathematical concepts to situations in their own lives
- acquire a firm foundation for further study.

**Foundation grades 1 – 5**

**Higher grades 4 - 9**

| <b>The course covers :</b>  | <b>Involves :</b>   | <b>Prepares you for :</b>  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Using and applying mathematics</li> <li>• Number and algebra</li> <li>• Geometry</li> <li>• Measures</li> <li>• Statistics</li> <li>• Probability</li> </ul> | <ul style="list-style-type: none"> <li>• Regular weekly home learning to consolidate/ extend work done in lessons</li> <li>• Three written exams at the end of Year 11</li> </ul> | <ul style="list-style-type: none"> <li>• Basic numeracy skills required in the workplace</li> <li>• Further study in a wide range of subjects (e.g. Mathematics, Physics, Biology, Chemistry, Geography, Business Studies, Economics, Psychology)</li> </ul> |

| <b>Assessment :</b>                            | <b>Weighting:</b> | <b>Dates :</b> |
|--|-------------------|----------------|
| Higher Paper 1: non calculator:<br>1 ½ hrs     | 33.3%             | June Year 11   |
| Higher Paper 2: calculator:<br>1 ½ hrs         | 33.3%             |                |
| Higher Paper 3: calculator:<br>1 ½ hrs         | 33.3%             |                |
| Foundation Paper 1: non calculator:<br>1 ½ hrs | 33.3%             |                |
| Foundation Paper 2: calculator:<br>1 ½ hrs     | 33.3%             |                |
| Foundation Paper 3: calculator:<br>1 ½ hrs     | 33.3%             |                |

# Religious Studies (Philosophy and Ethics)

**Exam board:** Edexcel Religious Studies (9-1): Specification B - "Beliefs in Action".

**Purpose of the course:**

To acquire knowledge and develop understanding of beliefs, values and traditions of two major world religions (Christianity and Islam).

To examine and form your own personal responses to moral and practical issues faced by faith communities in modern, everyday life.

The course content and assessment techniques will also help support other GCSE courses offered at Ashlyns.

The GCSE examination is split into two papers:

Paper 1: Religion and Ethics from the study of Christianity. Students will be able to examine Christian beliefs, teachings, practices and responses to issues such as Marriage and family life and matters of life and death, such as Abortion, Euthanasia and belief in life after death.

Paper 2: Religion, Peace and Conflict from the study of Islam. Students will explore Islamic beliefs, teachings, practices and responses to such issues as crime and punishment, peace and pacifism; the nature of conflict and how it related to and affects Muslim life and the world at large.

**Grades available: 1 – 9**

| The course covers :  | What it involves:  | This prepares you for :  |
|--|--|--|
| <p>For each paper, students will examine four modules, all of which are examined for the GCSE qualification.</p> <p>Paper 1 – Religion and Ethics through Christianity</p> <ul style="list-style-type: none"> <li>• Christian beliefs</li> <li>• Marriage and the Family</li> <li>• Living the Christian life</li> <li>• Matters of Life and Death</li> </ul> <p>Paper 2 – Religion, Peace and Conflict through Islam</p> <ul style="list-style-type: none"> <li>• Muslim beliefs</li> <li>• Crime and Punishment</li> <li>• Living the Muslim Life</li> <li>• Peace and Conflict</li> </ul> | <p>In order to enjoy and be successful in the course, students must be able to</p> <ul style="list-style-type: none"> <li>• Recall, select, organise and apply their knowledge and understanding of religious and ethical concepts</li> <li>• Describe, analyse and explain the relevance and application of religious and secular influences on moral issues and challenges</li> <li>• Evaluate different arguments from and responses to religious, social and moral issues using relevant evidence and divergent points of view.</li> </ul> | <ul style="list-style-type: none"> <li>• Advanced study at A-Level, not just for Philosophy and Ethics, but also suitable for a study of Politics, Sociology and Psychology</li> <li>• Higher Education courses in Philosophy, Ethics, Sociology, Politics and many others that have social, moral and cultural policy at their base</li> <li>• Any area of employment where you will meet and work alongside people of different walks of life, religious and moral opinions; particularly in areas such as Social Services, Psychology, Law and Order, the Police service, Accountancy, the Civil Service, Journalism, education or government.</li> </ul> |

| Assessment :                  | Weighting: |
|-------------------------------|------------|
| Two x 1 hour 45 minute papers | 100%       |

# Science: GCSE Combined Science

**Exam board:** AQA

**Purpose of the course:** All courses cover the National Curriculum Science requirements and build on the topics studied during Years 7-9. KS4 Science includes independent research projects, practical assignments and theory to give all students a secure knowledge in Biology, Chemistry and Physics as well as developing their research and practical skills. There are two routes by which all students will obtain at least two qualifications in Science and students are selected for these routes based on their internal assessments towards the end of the KS3 course. All students who meet the entrance requirements (below) may continue to take at least one Science qualification at Advanced Level into the Sixth Form, whichever route they have taken at KS4.

**Grades available: Higher Tier grades 4 - 9 and Foundation grades 1 - 5**

| <b>The course covers:</b>   | <b>Prepares you for:</b>  |
|---|---|
| <p><u><a href="#">AQA GCSE Combined Science (Trilogy)</a></u></p> <p>This course covers Biology, Chemistry and Physics with two GCSE grades being awarded</p> <p>The course is studied during Years 10 and 11 with examinations at the end of Year 11. There is no controlled assessment but students will complete core practicals which are examined in the final papers.</p> <p><a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a></p> <p>All students taking double or triple science will sit 6 examinations at the end of Year 11.</p> | <ul style="list-style-type: none"> <li>• More advanced study at A-Level Physics, Chemistry or Biology</li> <li>• Employment and further education by developing a broad range of transferable skills</li> </ul> |

| <b>Assessment:</b><br>GCSE Combined Science   | <b>Weighting:</b> | <b>Dates:</b>     |
|---|-------------------|-------------------|
| Examinations - six x 1.25 hour  | 16.6% each        | Summer of Year 11 |
| <p>The AQA GCSE Science courses are linear with summer examinations in Year 11 only. There are no opportunities for retakes of individual papers.</p> |                   |                   |

# Making Choices (Choose 4 plus 1 Reserve)

## Art and Design

**Exam board:** Edexcel

**Purpose of the course:** On this course you will engage in a wide range of activities and produce in-depth assignments from given starting points and themes. You will have the opportunity to develop skills that are specific to Art and Design and skills that will be useful for the rest of your life. This course encourages students to adopt adventurous and enquiring approaches to Art and Design, develop confident recording skills and build a comprehensive portfolio of work which will allow students to progress to further courses.

**Grades available:** 1 – 9

| The course covers :  | Involves :  | Prepares you for :   |
|--|---|--|
| <ul style="list-style-type: none"> <li>Collection/use of and evaluation of primary and secondary resources</li> <li>Drawing/Painting/Collage/Printing/Relief and 3D modelling</li> <li>Investigating a wide range of materials to develop ideas</li> <li>Consideration of the aims in other artists' works</li> <li>Technical analysis of other artists' work and expressing personal judgements</li> <li>Reviewing your own work to produce images that communicate your own interests within the starting points and themes offered</li> <li>The themes for the foundation studies (Year 10) and controlled assignments (Year 11) are internally set and will be broad enough for all students to pursue individual interests</li> </ul> | <ul style="list-style-type: none"> <li>Theme-based foundation studies to develop visual language skills and understanding of processes and Assessment Criteria</li> <li>Two controlled assignments where you develop your own sustained and personal response to starting points and themes. The evidence for assessment will take the form of sketchbooks, study sheets, roughs, planning sheets, gallery visits and a final outcome</li> <li>Externally set assignment where you develop your own sustained and personal response to a theme set by the exam board. The evidence for assessment will take the form of sketchbooks, study sheets, roughs, planning sheets, gallery visits and a final outcome</li> </ul> | <ul style="list-style-type: none"> <li>More advanced study at A-Level</li> <li>Further education courses in art related subjects</li> <li>Work-based training</li> </ul> |

| Assessment:   | Weighting: | Dates :  |
|---|------------|--|
| <p><b>Unit 1 – Personal Portfolio in Art and Design</b><br/>This is a controlled assignment and to ensure maximum achievement we complete two controlled assignments. Teaching staff will select the controlled assignment with the highest mark for examination purposes</p> | 60%        | <p>Foundation studies – September to January Year 10<br/>controlled assignment 1 – issued January, completed by July Year 10 (to be confirmed)<br/>controlled assignment 2 – issued July, completed by January Year 11 (to be confirmed)</p> |

|   |     |   |
|---|-----|---|
| <b>Unit 2 – Externally Set Assignment</b> | 40% | Start January, complete April Year 11 (to be confirmed) |
|---|-----|---|

## Business Studies: Certificate in Enterprise and Marketing

**Exam board: OCR**

**Purpose of the course:** The Cambridge National Certificate in Enterprise is for learners who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business.

**Grades available:**

Level 2:

Distinction\* (\*2) **(equivalent to a GCSE grade 8/9)**

Distinction (D2) **(equivalent to a GCSE grade 7)**

Merit (M2) **(equivalent to a GCSE grade 6)**

Pass (P2) **(equivalent to a GCSE grade 4/5)**

Level 1:

Distinction (D1) **(equivalent to a GCSE grade 3),**

Merit (M1) **(equivalent to a GCSE grade 2),**

Pass (P1) **(equivalent to a GCSE grade 1)** and Unclassified.

| <b>The course covers:</b>   | <b>Involves:</b>   | <b>Prepares you for:</b>  |
|---|--|---|
| <p>All learners will study three mandatory topics as follows:</p> <ul style="list-style-type: none"> <li>• <b>Enterprise and marketing concepts</b></li> <li>• <b>Design a business proposal.</b></li> <li>• <b>Market and pitch a business proposal</b></li> </ul> | <ul style="list-style-type: none"> <li>• Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.</li> <li>• Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea-generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills</li> <li>• Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.</li> </ul> | <ul style="list-style-type: none"> <li>• A-Level in Business Studies</li> <li>• A-Level in Economics</li> </ul> |

| <b>Assessment</b>   | <b>Weighting</b> | <b>Dates</b>   |
|---|------------------|----------------|
| Enterprise and marketing concepts:<br>Assessment method: 1 hour 30min written examination | 50%              | End of Year 11 |

|  |     |          |
|--|-----|----------|
| Design a business proposal:<br>Assessment method: Coursework           | 25% | Year 10  |
| Market and pitch a business proposal:<br>Assessment method: Coursework | 25% | Year 100 |

## Business Studies: GCSE

**Exam Board:** AQA

**Purpose of the Course:** Students use their numeracy and literacy skills to investigate the real world of business. An interest in real businesses and how they work is essential, as is the ability to write well-structured answers. 10% of all marks on each paper are for numerical calculations, and students should therefore be able to calculate percentages and ratios.

A key skill is the ability to understand the language of business, and there will be many new key terms to learn. Students develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

The course allows students to apply their knowledge and understanding to different business contexts; from small enterprises to large multinationals and from local markets to global markets. It looks at the business functions of Marketing, Finance, Operations and Human Resources and how they work together to improve business performance. Students learn to investigate, analyse and evaluate business opportunities and to make recommendations based on data.

**Grades available:** 1 – 9

| The course covers:  | Involves:   | Prepares you for:   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• <b>Business in the real world</b> (ownership, aims and objectives, stakeholders, location, planning, expanding)</li> <li>• <b>Influences on business</b> (technology, ethics and environment, the economy, globalisation, legislation, competitive environment)</li> <li>• <b>Business operations</b> (production, procurement, quality, customer service)</li> <li>• <b>Human resources</b> (organisations structures, recruitment, motivating and training employees)</li> <li>• <b>Marketing</b> (understanding customers, segmentation, market research, marketing mix)</li> <li>• <b>Finance</b> (sources of finance, cash flow, financial calculation, financial performance)</li> </ul> | <ul style="list-style-type: none"> <li>• Analysing information and situations</li> <li>• Developing an understanding of business terminology</li> <li>• Presenting and debating information</li> <li>• Using real life case studies to solve business problems</li> <li>• Internet research into specific businesses and markets</li> <li>• Using ICT to develop questionnaires, graphs, tables</li> <li>• Working individually and in teams on projects and tasks</li> </ul> | <ul style="list-style-type: none"> <li>• GCE A-Level in Business Studies</li> <li>• GCE A-Level in Economics</li> </ul> |

| Assessment  | Weighting | Dates          |
|---|-----------|----------------|
| Paper 1: Influences of Operations and HRM on business activity. | 50%       | End of Year 11 |
| Paper 2: Influences of Marketing and Finance of business        | 50%       | End of Year 11 |

|           |  |  |
|-----------|--|--|
| activity. |  |  |
|-----------|--|--|



# Citizenship

**Exam Board: Edexcel**

**Purpose of the course:** to encourage students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. This will enable students to gain the confidence and conviction to participate in decision-making and play an active role as effective citizens in public life.

**Grades available 1 – 9**

| The course covers :  | Involves :  | Prepares you for :   |
|--|---|--|
| <p>The course content is divided into five themes:</p> <p><b>A: Living together in the UK</b><br/>Students explore the nature of identity and multiple identities as well as how and why communities are changing. They consider the democratic rights, freedoms and values that we share.</p> <p><b>B: Democracy at work in the UK</b><br/>Students explore the idea of representative, parliamentary democracy in the UK including the voting and electoral system, the roles and responsibilities of MPs and how government is organised and kept in check.</p> <p><b>C: Law and justice</b><br/>Students explore why we need laws and how law affects us in our everyday lives. They consider how the justice system in England and Wales works in practice including the roles and power of the police and the courts.</p> <p><b>D: Power and influence</b><br/>In this section students consider power in relation to the ways in which citizens, governments and the media exercise power and influence in a range of local to global situations.</p> <p><b>E: Taking citizenship action</b><br/>Students plan a course of informed action to address a citizenship issue or question of concern.</p> | <ul style="list-style-type: none"> <li>• Engaging with topical citizenship issues and contributing to debates on challenges facing society involving a wide range of political, social and ethical ideas, issues and problems in different contexts both local and global</li> <li>• Developing and applying understanding of key citizenship concepts (justice, democracy, rights and responsibilities, identities and diversity) to deepen their understanding of society and how communities change over time</li> <li>• Using and enquiring, critical approach to distinguish facts, opinions and bias, build arguments and make informed judgements</li> <li>• Developing the necessary skills, knowledge and understanding to take action with others to address citizenship issues in their communities</li> </ul> | <ul style="list-style-type: none"> <li>• More advanced study at A-Level</li> <li>• Higher Education courses in Philosophy, Ethics, Sociology, Politics, Business etc</li> <li>• Any type of work where you will meet people from all walks of life with different religious and moral opinions, particularly for employment in the police, the caring professions and personnel</li> </ul> |

| Assessment:   | Weighting: | Date:          |
|---|------------|----------------|
| Paper 1 Written examination: 1 hour and 45 minutes<br>Themes A–C. | 50%        | End of Year 11 |

|   |     |                |
|---|-----|----------------|
| Paper 2 Written examination: 1 hour and 45 minutes<br>Themes A–E (Questions relate to the students' own<br>citizenship action, as specified in specification) | 50% | End of Year 11 |
|---|-----|----------------|

# Computer Science

**Exam board:** OCR

**Purpose of the course:** To give students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. This course will develop your practical ICT and computing skills and extend your knowledge and understanding of computing systems and ICT.

**Note:** A **high ability** in Mathematics and Science in addition to problem-solving skills are required, as well as an interest in programming and computers.

**Grades available:** 1 – 9

| The course covers :  | Involves :   | Prepares you for :  |
|--|--|---|
| <ul style="list-style-type: none"> <li>Developing an understanding of current and emerging technologies and their inner workings</li> <li>Looking at the use of algorithms in computer programs</li> <li>Acquiring and applying creative and technical skills, knowledge and understanding of IT in a range of contexts</li> <li>Developing computer programs to solve problems</li> <li>Evaluating the effectiveness of computer programs/solutions and the impact of computer technology in society</li> </ul> | <ul style="list-style-type: none"> <li>Two 1hr 30 min exams and a 20-hour practical project</li> <li>Presenting knowledge about computer systems</li> <li>A programming task to design, develop and test a solution.</li> <li>Presentation of findings</li> <li>Communication</li> <li>Team working</li> </ul> | <ul style="list-style-type: none"> <li>More advanced study at A-Level</li> <li>Further and Higher Education courses in Computing, ICT and most other subjects</li> <li>Immediate employment at entry level in most sectors</li> </ul> |

| Assessment:   | Weighting: | Dates:       |
|---|------------|--------------|
| Computer systems<br>Written exam (1 hour 30 minutes) - 80 marks                                   | 50%        | Year 10 & 11 |
| Computational thinking, algorithms and programming<br>Written exam (1 hour 30 minutes) - 80 marks | 50%        | Year 10 & 11 |

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

\* **Please note** that the Computer Science Specification is currently under review, as such the details printed are based on the current specification but are subject to changes or amendments.

# Design & Technology: Materials Specialism

**Exam Board:** AQA

**Purpose of course:** 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. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

**Grades available:** 1 – 9

| The course covers:  | Involves:  | Prepares you for:   |
|---|--|---|
| <p><b>Core technical principles</b><br/>In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices and materials and their working properties.</p> <p><b>Specialist technical principles</b><br/>All students will develop an in-depth knowledge and understanding of the following specialist technical principles; selection of materials or components, forces and stresses, ecological and social footprint, sources and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.</p> <p><b>Designing and making principles</b><br/>Students need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas; investigation, primary and secondary data, environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment and specialist techniques and processes.</p> | <p><b>Year 10:</b></p> <ul style="list-style-type: none"> <li>• Focussed practical tasks</li> <li>• Mini projects</li> <li>• Theory and subject content</li> </ul> <p><b>Year 11:</b></p> <ul style="list-style-type: none"> <li>• Major project</li> <li>• Theory and subject content</li> <li>• Exam technique and revision</li> </ul> | <ul style="list-style-type: none"> <li>• Any design related course such as A-Level Product Design</li> <li>• Study at A-Level can lead to Higher Education level courses in Product Design, Art Foundation, Engineering or Manufacturing</li> </ul> |

| <b>Assessment:</b>   | <b>Weighting:</b>                | <b>Dates:</b>                      |
|--|----------------------------------|------------------------------------|
| <p><b>Written exam: 2 hours</b></p> <p><b>Section A</b> – Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p><b>Section B</b> – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p><b>Section C</b> – Designing and making principles (50 marks). A mixture of short answer and extended response questions.</p>   | <p>100 marks<br/>50% of GCSE</p> | <p>Summer of Year 11</p>           |
| <p><b>Non-exam assessment (NEA): 35 hours</b></p> <p><b>A substantial design and make task</b><br/>The practical application of the core technical principles, specialist technical principles, designing and making principles.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> <li>• Identifying and investigating design possibilities</li> <li>• Producing a design brief and specification</li> <li>• Generating design ideas</li> <li>• Developing design ideas</li> <li>• Realising design ideas</li> <li>• Analysing and evaluating</li> </ul> <p>AQA will set the project 'context' for students to work to.</p> <p>Students will produce a prototype and a portfolio of evidence.</p> <p>Work is marked by teachers and moderated by AQA.</p> | <p>100 marks<br/>50% of GCSE</p> | <p>June to February of<br/>Y11</p> |

# Design & Technology: Textiles Specialism

**Exam Board: AQA**

**Purpose of course:** 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. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

| <b>This course covers:</b>  | <b>Involves:</b>   | <b>Prepares you for:</b>  |
|---|--|---|
| <p><b>Core technical principles</b><br/>In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices and materials and their working properties.</p> <p><b>Specialist technical principles</b><br/>All students will develop an in-depth knowledge and understanding of the following specialist technical principles; selection of materials or components, forces and stresses, ecological and social footprint, sources and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.</p> <p><b>Designing and making principles</b><br/>Students need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas; investigation, primary and secondary data, environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment and specialist techniques and processes.</p> | <p><b>Year 10:</b></p> <ul style="list-style-type: none"> <li>• Focussed practical tasks</li> <li>• Mini projects</li> <li>• Theory and subject content</li> </ul> <p><b>Year 11:</b></p> <ul style="list-style-type: none"> <li>• Major project</li> <li>• Theory and subject content</li> </ul> <p>Exam technique and revision</p> | <ul style="list-style-type: none"> <li>• Any design related course such as A-Level Fashion and Textiles</li> <li>• Study at A-Level can lead to Higher Education level courses in Textiles Product Design, Art Foundation, Textiles Manufacturing and Retail</li> </ul> |

| Assessment :   | Weighting :                          | Dates :                                |
|--|--------------------------------------|--|
| <p><b>Written exam: 2 hours</b></p> <p><b>Section A</b> – Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p><b>Section B</b> – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p><b>Section C</b> – Designing and making principles (50 marks)<br/>A mixture of short answer and extended response questions.</p>  | <p>100 marks<br/>50% of<br/>GCSE</p> | <p>Summer of<br/>Year 11</p>           |
| <p><b>Non-exam assessment (NEA): 35 hours</b></p> <p><b>A substantial design and make task</b></p> <p>The practical application of the core technical principles, specialist technical principles, designing and making principles</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> <li>• Identifying and investigating design possibilities</li> <li>• Producing a design brief and specification</li> <li>• Generating design ideas</li> <li>• Developing design ideas</li> <li>• Realising design ideas</li> <li>• Analysing and evaluating</li> </ul> <p>AQA will set the project ‘context’ for students to work to. Students will produce at least one prototype and a portfolio of evidence.</p> <p>Work is marked by teachers and moderated by AQA.</p> | <p>100 marks<br/>50% of<br/>GCSE</p> | <p>June to February of<br/>Year 11</p> |

# Drama

**Exam board: Edexcel**

**Purpose of the course:** Drama by its very nature is a practical course so the emphasis is on students developing the skills needed for performance and production. Students also need to explore material that has the potential for dramatic development, whether created from devised work or through the interpretation of a play text.

Students will learn why drama matters and study a broad range of topics and themes, working collaboratively and imaginatively. They will look at society and culture and develop an ability to “stand in other people’s shoes”. They will also explore the skills needed to critically review performance by evaluating their work and that of their peers. Drama develops creative thinking and team leadership skills much prized by learning and training institutions and employers.

Be mindful of the fact that GCSE Drama is not an easy option; it requires great focus and commitment and a written portfolio is a substantial part of the course.

**Grades available: 1 – 9**

| The course covers :  | Involves :   | Prepares you for :  |
|--|--|---|
| <p><b>Component 1 Devising</b><br/>Students create, develop and perform a devised piece from stimulus. Students analyse and evaluate the devising process and performance.</p> <p><b>Component 2 Performance from Text</b><br/>Students will perform two key extracts from a performance text.</p> <p><b>Component 3 Theatre Makers in Practice</b><br/>Practical exploration and study of one complete performance text (The Crucible) and a live theatre evaluation.</p> | <p>There are two parts to the assessment:<br/>1) A <b>portfolio</b> covering the creating and developing process and analysis and evaluation of this process.<br/>2) A devised performance.</p> <p>Externally assessed by visiting examiner.</p> <p><b>Performance Text</b><br/>This section consists of one question broken into five parts based on an unseen extract from the chosen performance text where you are asked to answer questions as an actor, director and designer.</p> <p><b>Live Theatre Evaluation</b><br/>This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen during Year 11.</p> | <ul style="list-style-type: none"> <li>Advanced study at A-Level</li> <li>Higher Education courses at universities and drama schools in a variety of subjects</li> <li>Work based training within theatre and technical theatre industries</li> <li>Immediate employment in the workplace where leadership, creative thinking and communication skills are much sought after</li> </ul> |

| Assessment:   | Weighting: |
|---|------------|
| Component 1 Devising                                  | 40%        |
| Component 2 Performance from Text - visiting examiner | 20%        |
| Component 3 Theatre Makers in Practice 1½ hour exam   | 40%        |



# Extended Project Qualification (EPQ): Level 1 and Level 2

**Exam board:** AQA

**Purpose of the course:** On this course you will gain and develop a very wide set of skills, including project management, time management, resource management, and following a set brief. The course is also intended to develop your literacy and numeracy skills, along with life and workplace skills, and part of the teaching hours allows set time for this.

**Grades available:**

**Level 2: A\*, B, C**

**Level 1: A, B**

| The course covers :  | Involves :  | Prepares you for :  |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Choosing an area of interest</li> <li>• Drafting a title and aims of the project</li> <li>• Planning the project</li> <li>• Researching the project</li> <li>• Producing the project</li> <li>• Carrying out a formal presentation on the findings of the project</li> <li>• Providing evidence at all stages of project management and assessment</li> </ul> | <ul style="list-style-type: none"> <li>• identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives</li> <li>• obtain, critically select and use information from a range of sources</li> <li>• analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic</li> <li>• select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes</li> <li>• evaluate outcomes both in relation to agreed objectives and own learning and performance</li> <li>• select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format</li> </ul> | <ul style="list-style-type: none"> <li>• Further study in level 2 courses</li> <li>• Work-based training</li> </ul> |

| Assessment:   | Weighting:  | Dates :                            |
|---|-------------|------------------------------------|
| <p>Internally marked and externally moderated:</p> <ul style="list-style-type: none"> <li>• the completed Production Log and Assessment Record including the Project Proposal Form, Presentation Record and Candidate Record Form</li> <li>• the project product including a written report and any other evidence, as appropriate, depending on the topic or subject area chosen.</li> </ul> | <p>100%</p> | <p>September - July of Year 10</p> |

# Film Studies

**Exam board:** Eduqas

**Purpose of the course:** To build upon students' own experience of film, to encourage recognition of the complexity of the medium of film, to develop a language in order to discuss film critically.

**Grades available:** 1 to 9

| <b>The course covers :</b>  | <b>Involves :</b>   | <b>Prepares you for :</b>  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Key Developments in US Film</li> <li>• Global Film: Narrative, Representation and Film Style</li> <li>• Film production</li> </ul> | <ul style="list-style-type: none"> <li>• US film comparative study focusing on Production context</li> <li>• Key developments in film and film technology</li> <li>• US independent film and evaluation of reviews</li> <li>• Foreign language films and representation including analysis of mise en scène and cinematography</li> </ul> | <ul style="list-style-type: none"> <li>• More advanced study if you wish to continue the subject through to A-Level</li> <li>• Film industry and film/media performance-related Level 2 and 3 courses</li> </ul> |

| <b>Assessment</b>  | <b>Weighting</b>      | <b>Dates</b>          |
|--|-----------------------|-----------------------|
| <p><b>External Assessments</b></p> <p>Component 1:<br/>Key Developments in US Film<br/>Written examination: 1 hour 30 minutes</p> <p>Component 2:<br/>Global Film: Narrative, Representation and Film Style<br/>Written examination: 1 hour 30 minutes</p> | <p>35%</p> <p>35%</p> | <p>End of Year 11</p> |
| <p><b>Internal Assessments</b></p> <p>Component 3:<br/>Production Non-exam assessment</p> <p>- One genre-based film extract (either from a film or from a screenplay)</p> <p>- One evaluative analysis of the production</p>                               | <p>30%</p>            | <p>End of Year 11</p> |

# Food Preparation and Nutrition

**Exam Board: AQA**

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

**Grades available: 1 – 9**

| <b>This course covers:</b>  | <b>Involves:</b>   | <b>Prepares you for:</b>  |
|---|--|---|
| <p>Five core topics:</p> <ul style="list-style-type: none"> <li>• Food, nutrition and health</li> <li>• Food science</li> <li>• Food safety</li> <li>• Food choice</li> <li>• Food provenance.</li> </ul> <p>Food preparation skills, knowledge and understanding of the five core topics are assessed through the Food Investigation, Food Preparation Assessment and the final written exam</p> | <p><b>Year 10:</b> Students develop their understanding of the 5 core topics through practicals, trial investigations and trial practical exams</p> <p><b>Year 11:</b><br/> <b>Food Preparation Assessment</b><br/>           Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.<br/> <b>Food Investigation</b><br/>           Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p><b>How it's assessed:</b><br/>           Practical assessment plus a portfolio.</p> <p><b>Written paper</b><br/>           Examination of theoretical knowledge of food preparation and nutrition.</p> <p><b>How it's assessed:</b><br/>           Written exam: 1 hour 45 minutes, 100 marks, question style:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions (20 marks)</li> <li>• Five questions each with a number of sub questions (80 marks)</li> </ul> | <ul style="list-style-type: none"> <li>• Work in the catering and food industries</li> <li>• Further Education study in Nutrition or vocational catering courses</li> <li>• Leading to Higher Education study in Hospitality or Nutrition based degree courses</li> </ul> |

| <b>Assessment:</b>                            | <b>Weighting:</b> | <b>Dates:</b>  |
|---|-------------------|----------------|
| Task 1 – Food Investigation (30/100)          | 50%               | Autumn Year 11 |
| Task 2 – Food Preparation Assessment (70/100) |                   | Spring Year 11 |
| Final written exam                            | 50%               | Summer Year 11 |
| One tier of entry                             |                   |                |

# French

**Exam board: AQA**

**Purpose of the course:** To develop the ability to communicate in both written and spoken French in a range of everyday contexts which match the experience of the student. To develop a knowledge and understanding of the country/countries where French is spoken and promote positive attitudes towards language learning.

**GCSE grades for Foundation Tier are 1-5**

**GCSE grades for Higher Tier are 4-9**

| The course covers :  | Involves :  | Prepares you for :  |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Students study all of the following themes on which the assessments are based:               <ol style="list-style-type: none"> <li>1) Identity and culture</li> <li>2) Local, national, international and global areas of interest</li> <li>3) Current and future study and employment</li> </ol> </li> <li>• Listening skill: understanding and responding to different types of spoken French in a range of contexts</li> <li>• Speaking skill: communicating and interacting effectively in speech for a variety of purposes. Students respond to the stimulus questions for a photo card and in a role play</li> <li>• Reading skill: understanding and responding to different types of written language. Students need to answer questions in English and in French. Students translate texts from French into English (from 35 to 50 words)</li> <li>• Writing skill: communicating effectively in writing for a variety of purposes. Students will have two written tasks and one translation task from English into French</li> </ul> | <ul style="list-style-type: none"> <li>• Learning and practice of French in all four skills (Listening, Speaking, Reading and Writing) within the three themes specified</li> <li>• Grammar is taught within appropriate contexts</li> <li>• Translation activities will be incorporated in most lessons</li> <li>• Students will study authentic material in order to improve their understanding of the culture of the Target Language countries and the international areas of interest. (These will include novels, poems, movies and songs)</li> <li>• Students will practise describing authentic photos of everyday life in order to develop more spontaneous oral interaction</li> <li>• Students will undertake a series of writing and performing role play activities based on the specified themes</li> </ul> | <ul style="list-style-type: none"> <li>• More advanced study at A-Level or Asset Languages Advanced Level</li> <li>• Higher Education courses in business, management, law, languages and many other disciplines</li> <li>• Study of other languages</li> <li>• Working in French speaking countries</li> <li>• Employment where good communication skills are important</li> </ul> |

| <b>Assessment :</b>  | <b>Weighting :</b> | <b>Dates :</b> |
|--|--------------------|----------------|
| <p>1 : Listening:<br/> Section A: questions in English to be answered in English or non-verbally<br/> Section B: questions in French to be answered in French or non-verbally<br/> (Foundation Tier: 35 minutes Higher Tier: 45 minutes + 5 minutes reading time for both)</p>   | 25 %               | End of Year 11 |
| <p>2 : Speaking:<br/> Role play: based on given stimulus materials (2 minutes) – 15 marks<br/> Photo card: based on given stimulus questions (2 and 3 minutes) – 15 marks<br/> General conversation: respond to unexpected questions, initiate and develop conversations and discussions (3-5 and 5-7 minutes) – 30 marks</p>          | 25 %               | End of Year 11 |
| <p>3 : Reading:<br/> Section A: questions in English to be answered in English or non-verbally<br/> Section B: questions in French to be answered in French or non-verbally<br/> Section C: translation from French into English (35-50 words)<br/> 45 minutes at foundation tier and<br/> 50 minutes at higher tier<br/> 60 marks</p> | 25 %               | End of Year 11 |
| <p>4 : Writing:<br/> <ul style="list-style-type: none"> <li>• message – students produce four sentences in response to a photo (foundation tier)</li> <li>• structured writing task</li> <li>• open-ended writing task</li> <li>• translation from English into French</li> </ul> </p>   | 25%                | End of Year 11 |

| <b>Tiers of entry :</b>  |
|--|
| Higher Tier 4-9  |
| Foundation 1-5   |
| NB. Students must take all four question papers at the same tier and in the same series. |

**Note:** Participation in appropriate exchanges/visits is hugely beneficial and we strongly recommend that students take part in any study visits or exchanges offered.

# Geography

**Exam board:** AQA Linear

**Purpose of the course:** Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), 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. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

**Grades available:** 1 – 9

| The course covers:   | Involves:   | Prepares you for:   |
|--|---|---|
| <p><b>Paper 1: Living with the physical environment (35%)</b></p> <ul style="list-style-type: none"> <li>• The challenge of natural hazards</li> <li>• Physical landscapes in the UK The living world</li> <li>• Geographical skills</li> </ul> <p><b>Paper 2: Challenges in the human environment (35%)</b></p> <ul style="list-style-type: none"> <li>• Urban issues and challenges</li> <li>• The changing economic</li> <li>• The challenge of resource management</li> <li>• Geographical skills</li> </ul> <p><b>Paper 3: Geographical applications (30%)</b></p> <ul style="list-style-type: none"> <li>• Issue evaluation</li> <li>• Fieldwork</li> <li>• Geographical skills</li> </ul> | <ul style="list-style-type: none"> <li>• A <b>decision-making</b> exercise based on a pre-release resource</li> <li>• <b>Critical thinking</b> and problem-solving to demonstrate geographical skills and applied knowledge and understanding</li> <li>• Developing skills that will help you in other areas, such as <b>IT and research</b></li> <li>• Completing geographical <b>fieldwork</b> enquiries in two contrasting locations</li> <li>• Working in a <b>team</b> with other students in and out of the classroom</li> <li>• Learning through investigating and doing, as well as listening and reading</li> <li>• Regular end of unit tests based on past examination questions</li> </ul> | <ul style="list-style-type: none"> <li>• More advanced study at A-Level</li> <li>• Employment and further</li> <li>• education by developing a broad range of transferable skills</li> <li>• A career in planning, resource and countryside management, tourism and recreation or environmental management and development. Many geographers also move into management careers or branch out into journalism or law.</li> </ul> |

## Assessment:

All papers are taken at the end of Year 11. Paper 1 and 2 are 1 hour 30 minutes with a total of 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST)). Paper 3 consists a written exam: 1 hour with a total of 76 marks (including 6 marks for SPGST). Paper 3 contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. Paper 3 also requires students to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise.

| Assessment:             | Weighting: |
|-------------------------|------------|
| Paper 1: 1 hour 30 mins | 35%        |
| Paper 2: 1 hour 30 mins | 35%        |
| Paper 3: 1 hour 15 mins | 30%        |

**Note:** Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams. It is therefore essential students possess a reasonable ability in Mathematics and English to present written work in a professional format and of course an interest in

geographical events. If you enjoy learning more about the world we live in and developing research skills that will help you in other areas, then GCSE Geography is the ideal subject for you.

# Health and Social Care: BTEC Tech Award

**Exam board:** Edexcel

**Purpose of the course:**

- Inspire and enthuse learners to consider a career in the health and social care sector, or in a related sector where knowledge of health and social care will be of use, such as early years.
- Give learners the opportunity to gain a broad understanding and knowledge of, and skills in, the health and social care sector, eg the underpinning care values and an understanding of the different life stages that individuals go through.
- Support progression to a more specialised Level 3 vocational or academic health and social care course or an apprenticeship or, more broadly, progression to qualifications in other sectors, such as early years.

**Grades available:** Level 1 Pass, Level 1 Merit, Level 2 Pass, Level 2 Merit, Level 2 Distinction

| The course covers :   | Involves :  | Prepares you for :   |
|---|---|--|
| <p><b>Component 1 – Human Lifespan Development</b></p> <p>How people grow and develop over the course of their life, from infancy to old age. This includes physical, intellectual, emotional and social development, and the different factors that may affect them.</p> <p><b>Component 2 – Health and Social Care Services and Values</b></p> <p>You will gain an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector.</p> <p><b>Component 3 – Health and Wellbeing</b></p> <p>You will look at the factors that can have a positive or negative influence on a person’s health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone’s state of health. You will learn how to use this information to design an appropriate plan for improving someone’s health and wellbeing, including short and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.</p> | <ul style="list-style-type: none"> <li>• Internal Assignments</li> <li>• Internal Assignments</li> <li>• Synoptic and external</li> </ul> | <ul style="list-style-type: none"> <li>• Acupuncturist</li> <li>• Beauty therapist</li> <li>• Care assistant</li> <li>• Counsellor</li> <li>• Chiropractor</li> <li>• Nursing</li> <li>• Nutritional therapist</li> <li>• Osteopath</li> <li>• Pilates teacher</li> <li>• Play assistant</li> <li>• Social worker</li> </ul> |

**Assessment:**

- 40% External assessment
- 60% Coursework



# History

**Exam board: Edexcel Specification A**

**Purpose of the course:** It helps to understand how our past has helped to shape the way we think and act and greatly improves our understanding of the way the world is now. History develops many useful skills, such as the ability to write longer, structured pieces of work that are analytical, selective and present a coherent argument. It also develops the ability to select useful and reliable evidence to support an argument, and the ability to write precisely and coherently in timed conditions. These skills are valued by all employers.

**Grades available: 1 – 9**

| <b>The course covers :</b>  | <b>Involves :</b>   | <b>Prepares you for :</b>  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Crime and Punishment through time c.1000 to present day</li> <li>• Weimar and Nazi Germany 1918-39</li> <li>• Henry VIII and his ministers 1509-40</li> <li>• Superpower relations and The Cold War 1941-91</li> </ul> | <ul style="list-style-type: none"> <li>• A study of events in history, why they happened and what the results were</li> <li>• Learning how to understand and use source material</li> <li>• Developing your ability to produce written answers to questions of different types</li> <li>• Reaching your own judgements about events, people and issues</li> <li>• Research using written texts and ICT</li> </ul> | <ul style="list-style-type: none"> <li>• Advance study at A-Level</li> <li>• Higher Education courses in a number of subjects such as journalism, tourism, the law, civil service and teaching</li> <li>• In some careers a knowledge of history is essential, for example law, archaeology, museum services, the antiques trade and journalism</li> </ul> |

| <b>Assessment :</b>   | <b>Weighting:</b> | <b>Dates :</b>               |
|---|-------------------|------------------------------|
| Three external exam papers  | 100%              | Completed in Year 11         |
| Paper 1 Crime and Punishment – Thematic study   | 30%               | Completed in Year 10         |
| Paper 2 Period Study -The Cold War and British Depth Study - Henry VIII and his ministers | 40%               | Completed in Years 10 and 11 |
| Paper 3 Modern Depth Study – Nazi Germany   | 30%               | Completed in Year 11         |

| <b>Tiers of entry :</b>   |
|---|
| All students sit the same examination papers in this subject. There are <b>no</b> tiers of entry. |

**Note:** We are very enthusiastic about this course and believe it to be one of the most relevant, interesting and challenging courses on offer. Anyone who wants to know more about it should contact a history teacher. Students must be aware that a high level of literacy and reading skills would help them meet the demands of the History course.

The History Department runs a trip to Berlin which links to the units on Weimar and Nazi Germany and the Cold War

# Music

**Exam Board: OCR**

**Purpose of the course:** This GCSE in Music is designed to allow the study of music through the integration of performing, composing, listening and appraising. It recognizes that we live in an age of cultural diversity and offers the study of a wide range of classical, world and popular music. The structure of the course allows students to capitalise on their individual interests. It progresses from and builds on the musical experiences of Key Stage 3 and caters for a wide spectrum of abilities and requirements. It gives students the opportunity to make music both individually and in groups, to develop a life-long interest in music and to progress to further study.

**Grades available: 1 – 9**

| <b>This course covers:</b>   | <b>Assessment:</b>  | <b>Prepares you for:</b>  |
|--|---|---|
| Performing on one instrument (including voice)   | Two recorded performances, one solo and one group                     | <ul style="list-style-type: none"> <li>• More advanced study if you wish to continue the subject through to A-Level</li> <li>• Music industry and music performance related Level 2 and 3 courses at FE College</li> <li>• Study of music technology and music ICT</li> </ul> |
| Composing and/or arranging your own music  | Two original compositions<br>1. Free Composition<br>2. To a set brief |   |
| Listening to and appraising music across four areas of study:<br>1. The concerto through time<br>2. Rhythms of the world<br>3. Film Music<br>4. Conventions of Pop | A 90 minute listening and written exam                                |   |

| <b>Assessment:</b>                              | <b>Weighting:</b> | <b>Deadline:</b> |
|---|-------------------|------------------|
| Recorded solo performance                       | 15%               | January Year 11  |
| Recorded group performance                      | 15%               | January Year 11  |
| First composition recorded with music notation  | 15%               | End of Year 10   |
| Second composition recorded with music notation | 15%               | Easter Year 11   |
| External listening exam                         | 40%               | Summer Year 11   |

**The course is single tier entry.**

**Notes:**

- You only need to play one instrument. You may perform on two instruments although there is no extra credit for this.
- You may perform on any instrument (including voice) in any style.
- You will need to be at least grade 2 standard (or equivalent) on one instrument at the start of the course and at least grade 4 standard on one instrument by January of Year 11.
- You do not need to be able to read music to take the course, although you will be required to learn and understand notation.
- Four areas of study are followed throughout the course and form the focus of the final exam. They range from classical music, to world music, popular music and music in film.

# Physical Education: Certificate in Sports Studies

**Exam board:** OCR

**Purpose of the course:** The Cambridge National in Sports Studies takes a more sector based focus, whilst also encompassing some core sport / physical education themes. Pupils have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sports such as funding, participation, ethics and role models, and sport and the media. Pupils will also develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

The course involves one external examination and three non-examined unit assessments.

The course is split into 4 units: contemporary issues (external examination), developing sports skills, sports leadership and sport and the media. The course will be delivered through both theory and practical lessons.

**Grades available:** Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*

| The course covers :  | Involves :  | Prepares you for :  |
|--|---|---|
| <p><b>Unit 1: Contemporary Issues in Sport</b><br/>Candidates will be assessed by written examination on the following objectives:</p> <ul style="list-style-type: none"> <li>• Understand the issues which affect participation in sport.</li> <li>• Know about the role of sport in promoting values.</li> <li>• Understand the importance of hosting major sporting events.</li> <li>• Know about the role of national governing bodies in sport.</li> </ul> <p><b>Unit 2: Developing Sports Skills</b></p> <ul style="list-style-type: none"> <li>• Be able to use skills, techniques and tactics / strategies / compositional ideas as an individual performer in a sporting activity.</li> <li>• Be able to use skills, techniques and tactics / strategies / compositional ideas as a team performer in a sporting activity.</li> <li>• Be able to officiate in sporting activity.</li> <li>• Be able to apply practice methods to support improvement in a sporting activity.</li> </ul> <p><b>Unit 3: Sports Leadership</b></p> <ul style="list-style-type: none"> <li>• Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</li> <li>• Be able to plan sports activity sessions.</li> <li>• Be able to deliver sports activity sessions.</li> <li>• Be able to evaluate own performance in delivering a sports activity session.</li> </ul> | <ul style="list-style-type: none"> <li>• External Examination (1 hour Exam – 25% )</li> <li>• Centre assessed tasks. Internally assessed and externally moderated (25%)</li> <li>• Centre assessed tasks. Internally assessed and externally moderated (25%)</li> </ul> | <ul style="list-style-type: none"> <li>• Leisure industry courses at college</li> <li>• Moving into coaching</li> <li>• Cambridge National Level 3 in Sport Studies</li> <li>• BTEC Level 3 in Sport</li> <li>• A-Levels</li> </ul> |

|   |   |  |
|---|---|--|
| <p><b>Unit 4: Sport and the media</b></p> <ul style="list-style-type: none"> <li>• Know how sport is covered across the media.</li> <li>• Understand positive effects that the media can have on sport.</li> <li>• Understand negative effects that the media can have on sport.</li> <li>• Understand the relationship between sport and the media.</li> <li>• Be able to evaluate media coverage of sport.</li> </ul> | <ul style="list-style-type: none"> <li>• Centre assessed tasks. Internally assessed and externally moderated (25%)</li> </ul> |  |
|---|---|--|

| <b>Assessment :</b>                 | <b>Weighting:</b> | <b>Dates :</b>     |
|-------------------------------------|-------------------|--------------------|
| Unit 1 Contemporary issues in sport | 25%               | Summer Year 10     |
| Unit 2: Developing sports skills    | 25%               | Throughout Year 10 |
| Unit 3: Sports leadership           | 25%               | Summer Year 11     |
| Unit 4: Sport and the media         | 25%               | Summer Year 11     |

# Physical Education: GCSE Exam PE

**Exam board: Edexcel**

**Purpose of the course:** To provide students with an opportunity to develop their theoretical knowledge and understanding of the factors that underpin physical activity and sport, and use this knowledge to improve performance. They will cover:

- Applied Anatomy and Physiology and Movement Analysis
- Physical Training, Health, Fitness and Well-Being
- Sport Psychology and Socio-Cultural Influences

The course involves two external examinations, practical performance in three sports and one non-examined assessment.

The theoretical element is split into two sections; Fitness and the Body Systems and Health and Performance. The non-examined assessment comprises of Practical performances one in a team activity, one in an individual activity and a free choice. The final component is a Personal Exercise Programme which is a piece of coursework worth 10% of the course.

**Grades available: 1 – 9**

| The course covers :   | Involves :  | Prepares you for :  |
|---|---|---|
| <p><b>Component 1- Fitness and the Body Systems</b><br/>Candidates will be assessed by written examination on the following objectives:</p> <ul style="list-style-type: none"> <li>• Topic 1: Applied Anatomy and Physiology</li> <li>• Topic 2: Movement Analysis</li> <li>• Topic 3: Physical Training</li> </ul> <p><b>Component 2: Health and Performance</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Health, Fitness and Wellbeing</li> <li>• Topic 2: Sport Psychology</li> <li>• Topic 3: Socio-Cultural Influences</li> </ul> <p><b>Component 3: Practical Performance</b></p> <ul style="list-style-type: none"> <li>• Students will be tested on their skills in a range of practical performances</li> <li>• One team activity, one individual activity and one free choice</li> </ul> <p><b>Component 4: Personal Exercise Programme</b></p> <ul style="list-style-type: none"> <li>• Students will be assessed on their ability to analyse and evaluate performance</li> </ul> | <ul style="list-style-type: none"> <li>• External Examination (1 hour 45 minutes, 36%)</li> <li>• External Examination (1 hour 15 minutes, 24%)</li> <li>• Assessment in 3 different activities; internally assessed and externally moderated (30%)</li> <li>• Non-examined content either written or verbal; internally assessed externally moderated (10%)</li> </ul> | <ul style="list-style-type: none"> <li>• A-Level Physical Education</li> <li>• Leisure industry courses at college</li> <li>• Moving into coaching</li> <li>• BTEC Level 3 in Sport</li> <li>• Any further studies on how the body works</li> </ul> |

| Assessment :                         | Weighting: | Dates :                              |
|--------------------------------------|------------|--------------------------------------|
| Component 1 Fitness and Body Systems | 36%        | Summer Year 11                       |
| Component 2 Health and Performance   | 24%        | Summer Year 11                       |
| Practical Performance (3 sports)     | 30%        | Ongoing- Moderated<br>Summer Year 11 |

|                             |     |                |
|-----------------------------|-----|----------------|
| Personal Exercise Programme | 10% | Summer Year 11 |
|-----------------------------|-----|----------------|

## Science: GCSE Triple Science

**Exam board:** AQA

**Purpose of the course:** Students selecting Triple Science study for three separate GCSEs in Biology, Chemistry and Physics. KS4 Science includes independent research projects, practical assignments and theory to give all students a secure knowledge in Biology, Chemistry and Physics as well as developing their research and practical skills. Students will be guided to select Triple Science based on their internal assessments towards the end of the KS3 course. All students who meet the entrance requirements (below) may continue to take at least one Science qualification at Advanced Level into the Sixth Form, whichever route they have taken at KS4.

**Grades available: Higher Tier grades 4 - 9 and Foundation grades 1 - 5**

| The course covers:   | Prepares you for:   |
|--|---|
| <p><u>AQA GCSE Triple Science</u></p> <p>All students in Sets 1 will be expected to take Triple Science as one of their options. The Science faculty will also guide other students for Triple Science on the basis of their performance in Years 7-9.</p> <p>This course covers Biology, Chemistry and Physics with three GCSEs (Physics, Chemistry and Biology) being awarded.</p> <p>This course covers everything in the Combined Science topics. Students also study extra modules in all three Sciences and complete more core practicals.</p> <p><a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461">http://www.aqa.org.uk/subjects/science/gcse/biology-8461</a><br/> <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a><br/> <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463">http://www.aqa.org.uk/subjects/science/gcse/physics-8463</a></p> <p>All students taking double or triple science will sit 6 examinations at the end of Year 11.</p> | <ul style="list-style-type: none"> <li>• More advanced study at A-Level Physics, Chemistry or Biology</li> <li>• Employment and further education by developing a broad range of transferable skills</li> </ul> |

| Assessment:                    | Weighting: | Dates:            |
|--------------------------------|------------|-------------------|
| GCSE Triple Science            |            |                   |
| Examinations - six x 1.75 hour | 16.6% each | Summer of Year 11 |

The AQA GCSE Science courses are linear with summer examinations in Year 11 only. There are no opportunities for retakes of individual papers.

# Spanish

**Exam board: AQA**

**Purpose of the course:** To develop the ability to communicate in both written and spoken Spanish in a range of everyday contexts which match the experience of the student. To develop a knowledge and understanding of the country/countries where Spanish is spoken and promote positive attitudes towards language learning.

**GCSE grades for Foundation tier are 1-5**

**GCSE grades for Higher tier are 4-9**

| This course covers :   | Involves :   | Prepares you for :   |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Students study all of the following themes on which the assessments are based:1) Identity and culture 2) Local, national, international and global areas of interest 3) Current and future study and employment</li> <li>• Listening skill: Understanding and responding to different types of spoken Spanish in a range of contexts</li> <li>• Speaking skill: communicating and interacting effectively in speech for a variety of purposes. Students respond to the stimulus questions for a photo card and in a role play</li> <li>• Reading skill: understanding and responding to different types of written language. Students need to answer questions in English and in Spanish. Students translate texts from Spanish into English (from 35 to 50 words)</li> <li>• Writing skill: communicating effectively in writing for a variety of purposes. Students will have two written tasks and one translation task from English into Spanish</li> </ul> | <ul style="list-style-type: none"> <li>• Learning and practice of Spanish in all four skills (Listening, Speaking, Reading and Writing) within the three themes specified</li> <li>• Grammar is taught within appropriate contexts</li> <li>• Translation activities will be incorporated in most lessons</li> <li>• Students will study authentic material in order to improve their understanding of the culture of the Target Language countries and the international areas of interest. (These will include novels, poems, movies and songs)</li> <li>• Students will practise describing authentic photos of everyday life in order to develop more spontaneous oral interaction</li> <li>• Students will undertake a series of writing and performing role play activities based on the specified themes</li> </ul> | <ul style="list-style-type: none"> <li>• More advanced study at A-Level or Asset Languages Advanced Level</li> <li>• Higher Education courses in business, management, law, languages and many other disciplines</li> <li>• Study of other languages</li> <li>• Working in Spanish speaking countries</li> <li>• Employment where good communication skills are important</li> </ul> |

| <b>Assessment :</b>   | <b>Weighting :</b> | <b>Dates :</b> |
|---|--------------------|----------------|
| <p>Listening:<br/>           Section A: questions in English to be answered in English or non-verbally<br/>           Section B: questions in Spanish to be answered in Spanish or non-verbally<br/>           (Foundation Tier: 35 minutes<br/>           Higher Tier: 45 minutes + 5 minutes reading time for both)</p>   | 25 %               | End of Year 11 |
| <p>Speaking:<br/>           Role play: based on given stimulus materials (2 minutes) – 15 marks<br/>           Photo card: based on given stimulus questions (2 and 3 minutes) – 15 marks<br/>           General conversation: respond to unexpected questions, initiate and develop conversations and discussions (3-5 and 5-7 minutes) – 30 marks</p>               | 25 %               | End of Year 11 |
| <p>Reading:<br/>           Section A: questions in English to be answered in English or non-verbally<br/>           Section B: questions in Spanish to be answered in Spanish or non-verbally<br/>           Section C: translation from Spanish into English (35-50 words)<br/>           45 minutes at Foundation tier and 50 minutes at Higher tier – 60 marks</p> | 25 %               | End of Year 11 |
| <p>Writing:<br/> <ul style="list-style-type: none"> <li>• message – students produce four sentences in response to a photo (Foundation tier)</li> <li>• structured writing task</li> <li>• open-ended writing task</li> <li>• translation from English into Spanish</li> </ul> </p>   | 25%                | End of Year 11 |

| <b>Tiers of entry :</b>  |
|--|
| Higher Tier 4-9  |
| Foundation 1-5   |
| NB. Students must take all four question papers at the same tier and in the same series. |

**Note:** Participation in appropriate exchanges/visits is hugely beneficial and we strongly recommend that students take part in any study visits or exchanges offered.



# Heads of Faculties/Teachers Responsible for Key Stage 4

## Heads of Faculty

|   |                  |
|---|------------------|
| Creative and Physical Arts                | Miss N Welch     |
| English                                   | Mr O Smith       |
| Humanities                                | Mrs K Kirk       |
| Inclusion                                 | Mrs E Haezewindt |
| Mathematics                               | Mrs H Burton     |
| Modern Languages                          | Mrs S Manns      |
| Science                                   | Mrs C Lowe       |
| Technology, Business and Computer Science | Mr M Nicholson   |

## Subjects

|                                   |                      |
|-----------------------------------|----------------------|
| Art and Design                    | Ms K Gaches          |
| Business Education                | Mrs S Ghaffar        |
| Citizenship                       | Mr C McDonald        |
| Computer Science                  | Ms S Ghalichi-Tabriz |
| Design and Technology – Materials | Mr M Nicholson       |
| Design and Technology – Textiles  | Mr M Nicholson       |
| Drama                             | Ms S Burgum          |
| English                           | Mr O Smith           |
| Film Studies                      | Mr O Smith           |
| Food Preparation and Nutrition    | Mr M Nicholson       |
| Geography                         | Ms V Lindop          |
| History                           | Mr D Church          |
| Mathematics                       | Mrs H Burton         |
| MFL (French and Spanish)          | Mrs S Manns          |
| Music                             | Mr Q Hutchinson      |
| Physical Education                | Mr J Preston         |
| Religious Studies                 | Mr P Walker          |
| Science                           | Mrs C Lowe           |