

# ORCHARD PARK HIGH SCHOOL

GUIDE TO KEY STAGE 4  
COURSES

2022 - 2024



**ORCHARD PARK HIGH SCHOOL**  
*Integrity, Excellence, Collaboration, Drive*

*Proud to be part of:*

 **GREENSHAW**  
LEARNING TRUST

# KS4 Curriculum and Option Booklet

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Dear Parents and Carers,

Please find enclosed within the details regarding the options available to your child as she/he prepares to enter Key Stage 4.

Ensuring students are placed on the right courses and studying options that are challenging, will help them to achieve their potential and prepare them for future life, is crucial to this process.

We want every student to undertake a programme of study at Key Stage 4 that is aspirational, accessible and engaging, thus keeping as wide a range of Post 16 options available. We have therefore increased the GCSE offer to 9 subjects, broken down as follows (All courses are GCSE unless stipulated):

Group A 5 GCSEs	Compulsory Core Subjects	English Language English Literature Mathematics Combined Science (2 GCSEs) Core PE (non-examined) Core RE (non-examined)
Group B 1 GCSE	Compulsory Humanities	Geography or History
Group C 3 GCSEs	Option subjects – 3 choices	Art Business Studies OR Business and Retail WJEC Computer Science RSL Dance OR Acting French Geography History RSL Music Photography Physical Education BTEC Religious Education Separate Science (entry examination) Sociology or Citizenship Spanish
RSL: Rock School London – a BTEC style award. WJEC: Vocational level 2 – a technical award		

I hope you will find this booklet and the support in place helpful. Please do not hesitate to contact the school if you have any questions.

[gsmyrk@orchardparkhigh.net](mailto:gsmyrk@orchardparkhigh.net)

Ms G Smyrk  
Associate Head Teacher

## 2022 Options Choices at Orchard Park High School

This booklet aims to outline the options available and all the component subjects ensuring students have a comprehensive guide to support them with the important process of making their Key Stage 4 choices.

### WHEN MAKING THEIR OPTION CHOICES, STUDENTS SHOULD:

- Consider which subjects they enjoy
- Consider which subjects they are good at
- Seek advice and direction from their teachers and Subject Leaders
- Think about possible careers they are interested in or courses they want to do (find out what the course entry requirements are at 6<sup>th</sup> form/ college/ apprenticeships)
- Think about which skills they want to develop for employment
- Not base their choices on what their friends are doing or because they could not think of anything else

### WILL STUDENTS GET THEIR FIRST CHOICES?

We will work towards students getting their first choices and have been very successful with this in the past. However, there are three main reasons why some students may not get their first choice:

1. The courses chosen are not appropriate for that student and professional advice is that it would not provide them with outcomes or options for the future that they themselves would like.
2. Some courses have limits on the number of students that can be enrolled. We will then have to close those classes once the limits have been reached
3. Subjects may not run due to low numbers of students choosing them for their options.

In all cases, a conversation will be had with the student in the first instance (and with parent/carer where necessary). The likely outcome is that the next choice which the student has put down on their original form will take its place.

Things to know about the Key Stage 4 curriculum which impact directly on the learning experience of students.

These include:

1. Linear Learning and Examinations – students are tested at the end of the course
2. High Level Controlled Assessments
3. Examinations in BTEC Courses
4. Students who do not achieve a pass grade (grade 4) or higher in English or Maths are required to continue to study for these GCSEs in Key Stage 5 until they secure a pass grade.

**WHAT HAPPENS NEXT?**

This list of events is to guide parents/carers through the stages involved in making choices:

Friday 11 <sup>th</sup> February 2022	The OPTIONS' BOOKLET, the OPTION FORM, VIDEOS from Heads of Departments and GUIDANCE documentation will be shared with you at this time. Over the half term break, please read this information carefully and discuss appropriate choices with your son/daughter.
<p><b>THE OPTIONS FORM – use this link to complete the form online.</b>  <b>NB: This Google form link can only be accessed by the students, using their Google log-in:</b></p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSfJaK8EiH6uXCUXjFVEuUpPAYrLgZJI1Y8nQ5ikM3zreM_vjw/viewf or m">https://docs.google.com/forms/d/e/1FAIpQLSfJaK8EiH6uXCUXjFVEuUpPAYrLgZJI1Y8nQ5ikM3zreM_vjw/viewf or m</a></p>	
Week beginning 21st Feb 2022	Special assemblies will take place this week where students can ask specific questions regarding their subjects.
Week beginning 28th Feb 2022:	Parents should email to request a 1:1 meeting with me to discuss any issues or concerns they may have regarding general option choices. <a href="mailto:gsmyrk@orchardparkhigh.net">gsmyrk@orchardparkhigh.net</a>
Thursday 17 <sup>th</sup> March 2022	Options Evening – more details to follow
Monday 25th March 2022	Deadline for submission of the options form
Post Easter:	A letter will be sent home detailing each student's allocation to courses

**Please complete this form on line, using the link for the Google Form.**

**Deadline for return – 25<sup>th</sup> March 202**

<b>Option Form 2022</b>	
<b>Student Name:</b>	
<b>SLT Check</b>	

- All students must study nine subjects.
- Students follow the core curriculum comprising the following subjects: English Language, English Literature, Mathematics, Separate Science, Core RE and Core PE.
- Students must select either Geography or History
- Students must then select 3 further and two reserve choices. Subjects are not guaranteed and students may be given their reserve choice/s. All courses are dependent upon size to ensure viability and some subjects may only offer one group.

**Group A: 5 GCSEs. Compulsory subjects – subjects that everyone will study**

	Compulsory	GCSE/Equivalent
English Language	✓	1 GCSE
English Literature	✓	1 GCSE
Maths	✓	1 GCSE
Combined Science	✓	2 GCSEs

**Group B: 1 GCSE. Please choose one of the two subjects below**

	Student selection – tick one
Geography	
History	

**Group C: 3 GCSEs. Select 3 subjects and two reserve choices, (ranked 1-5)**

So 1<sup>st</sup> choice put 1, 2nd choice, 2 etc

	Student Selection Rank 1-5

Art	
Business Studies/Retail Business WJEC	
Citizenship	
Computer Science – must be a Higher Maths student	
French	
Geography	
History	
Music RSL	

<b>Performing Arts Acting RSL OR Performing Arts Dance RSL</b>	
<b>Photography</b>	
<b>PE BTec</b>	
<b>Religious Studies</b>	
<b>Separate Science (There will be a test for suitability for this course)</b>	
<b>Sociology</b>	
<b>Spanish</b>	

# **KS4 Compulsory Subjects**



## English Language

<b>Exam Board</b>	AQA	<b>Qualification</b>	GCSE	<b>H O D</b>	Ms Cooper
<b>Content Overview</b>	This specification allows candidates to demonstrate their ability to investigate and analyse language and structure and to use language creatively.				
<b>Key Features</b>	The specification offers a skills-based approach to the study of English. This enables candidates to make perceptive and individual responses to each element of assessment.				
<b>Assessment Overview</b>	Two linear examinations and a non-examination assessment (Spoken Language)				
<b>Units</b>	Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives	Non-examination Assessment: Spoken Language		
<b>Assessment Criteria</b>	<p><b>Section A: Reading -</b> One single text (40 marks) (25%) – one single text</p> <ul style="list-style-type: none"> <li>• 1 short form question (1 x 4 marks)</li> <li>• 2 longer form questions (2 x 8 marks)</li> <li>• 1 extended question (1 x 20 marks)</li> </ul> <p><b>Section B: Writing -</b> (40 marks) (25%)</p> <ul style="list-style-type: none"> <li>• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>	<p><b>Section A: Reading:</b> One non-fiction text and one literary non-fiction text (40 marks) (25%) – two linked texts</p> <ul style="list-style-type: none"> <li>• 1 short form question (1 x 4 marks)</li> <li>• 2 longer form questions (1 x 8, 1 x 12 marks)</li> <li>• 1 extended question (1 x 16 marks)</li> </ul> <p><b>Section B: Writing-</b> (40 marks) (25%)</p> <ul style="list-style-type: none"> <li>• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li> </ul>	<p>Assessed on the following skills:</p> <ul style="list-style-type: none"> <li>• presenting</li> <li>• responding to questions and feedback</li> <li>• use of standard English</li> </ul>		
<b>Assessment methods</b>	<b>Written exam: 1 hour 45 mins</b>	<b>Written exam: 1 hour 45 mins</b>	<b>Task completed in class and marked by the</b>		



			<b>teacher.</b>
<b>Weighting</b>	50%	50%	0% - Separate endorsement
<b>Assessment Dates</b>	May/June 2024	May/June 2024	June 2024
<b>Entry Criteria</b>	All students are required to take this subject. There is no minimum expected entry criterion to be met.		
<b>Equipment</b>	Dictionary, writing equipment		
<b>Higher Education</b>	Any English-related or language-based university course.		
<b>Careers</b>	English Language is relevant to a wide range of careers. It is good preparation for careers in which knowledge of, and a sensitivity to, language will be required, such as journalism, translating and teaching.		
<b>Course Specification link</b>	<a href="http://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF">http://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF</a>		



## English Literature

<b>Exam Board</b>	AQA	<b>Qualification</b>	GCSE	<b>HO</b> <b>D</b>	<b>Ms Cooper</b>
<b>Content Overview</b>	This specification will enable students of all abilities to develop the skills they need to understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.				
<b>Key Features</b>	The specification offers a skills-based approach to the study of English Literature in a non tiered, closed book context through the use of extract-based questions in the assessment of the 19th-century novel and the Shakespeare plays.				
<b>Assessment Overview</b>	2 x linear examinations				
<b>Units</b>	Paper 1: Shakespeare and the 19th century novel		Paper 2: Modern texts and poetry		
<b>Unit Topics</b>	<p><b>Section A:</b> Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. <b>Section B:</b> The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>		<p><b>Section A:</b> Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. <b>Section B:</b> Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. <b>Section C:</b> Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>		

<b>Assessment Criteria</b>	<p>A01: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations.</p> <p>A02: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>A03: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>A04: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>A01: Read, understand and respond to texts. Students should be able to: Maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations.</p> <p>A02: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>A03: Show understanding of the relationships between texts and the contexts in which they were written.</p>	
<b>Assessment methods</b>	Written exam: 1 hour 45 minutes (64 marks)	Written exam: 2 hour 15 minutes (96 marks)	
<b>Weighting</b>	40%	60%	
<b>Assessment Dates</b>	June 2024	June 2024	

<b>Entry Criteria</b>	All students are required to take this subject. There is no minimum expected entry criterion to be met.
<b>Equipment</b>	Dictionaries, texts and writing equipment
<b>Higher Education</b>	Any English-related or language-based university course.
<b>Careers</b>	English Literature is relevant to a wide range of careers. It is good preparation for careers in which knowledge of, and a sensitivity to, language will be required, such as journalism, translating and teaching.
<b>Course Specification link</b>	<a href="http://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF">http://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF</a>



## Mathematics

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	GCSE (9-1)	<b>HOD</b>	Mr Shah
<b>AIM</b>	Our aim is to encourage students to develop mathematical behaviour and as such our curriculum encourages students to develop deeper understanding to make links across curriculum areas and foster a mastery approach				
<b>Content Overview</b>	Number, Algebra, Ratio and Proportion, Geometry, Statistics, Probability				

<b>Key Features</b>	Fundamental concepts which are applicable to all courses and careers such as problem solving, logic and analytical processes.			
<b>Assessment Overview</b>	Three 1.5 hour papers: each contributes one third of the final grade. Two Calculator and one non-calculator paper Tiered papers: Foundation Tier grades 1-5 available and Higher Tier grades 3-9			
<b>Units</b>	<b>Number</b>	<b>Algebra</b>	<b>Ratio and proportion</b>	<b>Geometry</b>
<b>Unit Topics</b>	Integers Operations Prime numbers Factors Multiples Powers Indices Standard Form Fractions Decimals Percentages Units of mass Estimation Rounding Limits of accuracy Surds	Manipulation Substitution Rearranging formulae Identities Inequalities Expanding products of binomials Factorising quadratics Gradients Turning points Sketching graphs Functions Solving linear equations Simultaneous equations Solving quadratic equations Sequences and nth term	Unit conversion Scale Factors Ratio Direct, inverse proportion Speed, distance, time Density Financial Mathematics Growth and decay Compound interest Ratio of area and volume	Convention and notation Construction Loci Angle properties Congruence and similarity Pythagoras Trigonometry 3D shapes Bearings Area Volume Vectors
<b>Units</b>	<b>Probability</b>		<b>Statistics</b>	
<b>Unit topics</b>	Experimental probability Theoretical probability Mutually exclusive events Venn Diagrams Tree Diagrams Independent Events Combined Events		Sampling Charts and diagrams Histograms Averages Box plots Cumulative Frequency Graphs Scatter Graphs	
<b>Assessment Criteria</b>	<b>AO1:</b> Use and apply standard techniques <b>AO2:</b> Reason, interpret and communicate mathematically <b>AO3:</b> Solve problems within mathematics and other contexts			
<b>Assessment methods</b>	100% Examination made up of three papers each taking 1 hour 30 minutes			
<b>Weighting</b>	Paper 1F/H Non-Calculator (One third of total mark/80 marks). Paper 2F/H Calculator (One third of total mark/80 marks). Paper 3F/H Calculator (One third of total mark/80 marks).			

<b>Assessment Dates</b>	May/June 2024
<b>Entry Criteria</b>	All students are required to take this subject. There are no minimum expected entry criteria to be met.
<b>Learning activities</b>	Individual problem solving, team and group problem solving, practise of Exam papers, tackling of graded Mathematics questions and investigation.

<b>Equipment</b>	Pen, Pencil, Ruler, Rubber, Compasses, Protractor, Green Pen, Black Marker Pen, Scientific Calculator (we recommend Casio fx-85GT)
<b>Trips</b>	Intermediate Maths Challenge, STEM Activities
<b>Careers</b>	Every career can be underpinned by Mathematics. In particular careers include: Financial sector, Teaching, Engineering, Science and Research Statistician
<b>Ensuring Success</b>	Engage with all support material, practice on regular basis and seek teachers advice outside the classroom
<b>Course Specification link</b>	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html</a>



## Combined Science

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	GCSE Combined Science	<b>HOD</b>	Mr Ramnarain	
<b>Content Overview</b>	This course, together with its core practicals designed to help bring science learning to life. It is shaped to encourage all students to best show what they know and can do.					
<b>Key Features</b>	GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.					
<b>Assessment Overview</b>	The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Combined Science consists of six externally examined papers. These are available at foundation tier and higher tier. Students must complete all assessments in the same tier. Students will complete all assessments in May/June in 2021.					
<b>Units</b>	Paper 1: Biology 1 (Paper code: 1SC0/1BF, 1SC0/1BH)	Paper 2: Biology 2 (Paper code: 1SC0/2BF, 1SC0/2BH)	Paper 3: Chemistry 1 (Paper code: 1SC0/1CF, 1SC0/1CH)	Paper 4: Chemistry 2 (*Paper code: 1SC0/2CF, 1SC0/2CH)	Paper 5: Physics 1 (Paper code: 1SC0/1PF, 1SC0/1PH)	Paper 6: Physics 2 (Paper code: 1SC0/2PF, 1SC0/2PH)

<b>Unit Topics</b>	Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines	Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles	Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria	Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science	Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 – Radioactivity	Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – Particle model, Topic 15 – Forces and matter
<b>Assessment Criteria</b>	Students must in <b>AO1:</b> Demonstrate knowledge and understanding. <b>AO2:</b> Apply knowledge and understanding. <b>AO3:</b> Analyse information and ideas. .					
<b>Assessment methods</b>	A mixture of multiple-choice questions, short answer questions, calculations and extended open-response questions					

<b>Weighting</b>	Written examination: 1 hour and 10 minutes 16.67% of the qualification 60 mark for each exam paper.					
<b>Assessment Dates</b>	May/June 2024	May/June 2024	May/June2024	May/June 2024	May/June 2024	May/June 2024
<b>Entry Criteria</b>	All students are required to take combined science. A selected group of students will be taking the Separate Sciences instead.					
<b>Equipment</b>	Resources and equipment would be provided.					
<b>Sixth Form</b>	A level courses in Physics, Chemistry, Biology or the Applied sciences.					
<b>Higher Education</b>	Any science related university course. eg BSc					
<b>Careers</b>	Science related careers such as engineering sciences or in the medical profession.					



	HO D	<b>Ms Hansford</b>
<b>Content Overview</b>	Physical Education lessons remain compulsory for all students in KS4, this is in addition to those students who have opted for an examination PE course. During this time all students will keep active, develop understanding on the importance of physical activity and progress sporting skills first developed in years 7-9.	
<b>Units</b>	Topic 2: CORE PE	
<b>Unit Topics</b>	<p>Continue with the sporting activities covered in KS3 lessons; however, the level of content taught will reflect the move into KS4 and competitive games.</p> <p>Sports included:</p> <ul style="list-style-type: none"> <li>● Football,</li> <li>● Basketball,</li> <li>● Rugby,</li> <li>● Netball,</li> <li>● OAA,</li> <li>● Table tennis,</li> <li>● Tennis,</li> <li>● Cricket,</li> <li>● Rounders,</li> <li>● Softball,</li> <li>● Leadership activities,</li> <li>● Officiating activities.</li> </ul>	
<b>Assessment Criteria</b>	No assessment	
<b>Assessment methods</b>	No assessment	
<b>Assessment Dates</b>	No assessment	
<b>Equipment</b>	All students would need to wear the full and correct school PE kit (including own trainers) in every lesson.	

KS4

**KS4**

Option

# Option Subject S

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**Either Geography or History are compulsory**



**Geography**

<b>Exam Board</b>	AQA 9-1	<b>Qualification</b>	GCSE	<b>HO D</b>	Miss Coupland
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<b>Content Overview</b>	For students who are curious about the real world outside of the classroom, Geography GCSE offers students the opportunity to make sense of the amazing world they live in. From the impacts of tropical storms and managing climate change to the importance of our remaining tropical rainforests to the growth of megacities, GCSE Geography explores the planet by increasing knowledge and understanding of the diverse contemporary issues facing both the physical and human environment. Students will use geographical enquiry questions, map skills and fieldwork to examine in-depth local and global case studies, as well as drawing upon their own personal geographies. Students will finish their Geography GCSE at Orchard Park as responsible global citizens who are prepared to face new and challenging ideas in our changing world.		
<b>Key Features</b>	This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Fieldwork is a fundamental element of all Geography studies; students benefit from learning outside of the classroom. It is an essential requirement for this course and will be examined in Unit 3 of the course. There will be two field trips; one each for physical and human geography.		
<b>Assessment Overview</b>	Three written exams		
<b>Units</b>	<b>Living with the physical environment</b>	<b>Challenges in the human environment</b>	<b>Geographical applications/ Geographical Skills</b>
<b>Unit Topics</b>	<p>This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● Tectonic hazards (earthquakes and volcanoes)</li> <li>● Weather hazards (tropical storms and flooding)</li> <li>● Climate change</li> <li>● Ecosystems</li> <li>● Tropical rainforests</li> <li>● Hot deserts</li> <li>● Coastal landscapes</li> <li>● River landscapes</li> </ul>	<p>This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied across higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the dynamic nature of these environments that change over time and place; the need for sustainable management; and the current and future challenge and opportunity for these environments.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● Urban issues and challenges - Case studies: Lagos, Nigeria &amp; London, UK</li> <li>● The changing economic world - Case</li> </ul>	<p>This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.</p> <p>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 may be used in any of the three exams.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>● Issue Evaluation: Resource booklet</li> </ul>



		<p>studies: Nigeria, Tunisia</p> <ul style="list-style-type: none"> <li>• The challenge of resource management - Case studies: Bangladesh &amp; Spain</li> </ul>	<p>available 12 weeks before the exam. The 'issue' will arise from any aspect of the topics studied from Paper 1 or 2.</p> <ul style="list-style-type: none"> <li>• Fieldwork enquiry</li> </ul>
<b>Assessment Criteria</b>	<p><b>The exams will measure how students have achieved the following assessment objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>A01:</b> Demonstrate <b>knowledge</b> of locations, places, processes, environments, scales (15%).</li> <li>• <b>A02:</b> Demonstrate geographical <b>understanding</b> of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li> <li>• <b>A03:</b> Apply knowledge and understanding to <b>interpret, analyse and evaluate</b> geographical information and issues to make <b>judgements</b> (35%, including 10% applied to fieldwork context(s)).</li> <li>• <b>A04:</b> Select, adapt and use a variety of <b>skills and techniques</b> to investigate questions and issues/communicate findings (25%, including 5% used to respond to fieldwork)</li> </ul>		
<b>Assessment methods</b>	<p><b>Paper 1: Living with the physical environment</b></p> <p><b>What is assessed</b> 3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills</p> <p><b>How it is assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPAG))</li> </ul>	<p><b>Paper 2: Challenges in the human environment</b></p> <p><b>What is assessed</b> 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</p> <p><b>How it is assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 88 marks (including 3 marks for SPAG)</li> </ul>	<p><b>Paper 3: Geographical applications</b></p> <p><b>What is assessed</b> 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills.</p> <p><b>How it is assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 76 marks (including 6 marks for SPAG)</li> </ul> <p>• <b>Pre-release resources booklet made available 12 weeks before Paper 3 exam</b></p>
<b>Weighting</b>	35% of GCSE	35% of GCSE	30% of GCSE
<b>Assessment Dates</b>	May/June 2024	May/June 2024	May/June 2024
<b>Higher Education</b>	<p><i>Geography is the subject which holds the key to our future" - Michael Palin</i></p> <p>As Geography covers so many of the vital issues that affect the world of today, such as climate change and migration, there has arguably never been a better time to study Geography. With the skills students gain from their studies, Geography graduates are highly sought after. The Royal Geographical Society has stated those who study the subject have some of the highest rates of employment.</p> <p>Geography is also one of the Russell Group universities' 'facilitating subjects'. This is because studying Geography at GCSE and A-level allows a wide range of options for University courses and apprenticeships.</p>		

<b>Careers</b>	<p>Geographers enter a very wide range of careers and to put simply, there is no such thing as a geography job, rather there are jobs that geographers do. Studying Geography provides you with a huge range of transferable and valuable skills that can be used in almost every job sector, including:</p> <ul style="list-style-type: none"> <li>● Airline / Cargo Services</li> <li>● Architecture</li> <li>● Armed Services: Army and Navy</li> <li>● Business and Financial Services</li> </ul>
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	<ul style="list-style-type: none"> <li>● Civil Service: Government agencies such as the Environment Agency</li> <li>● Environmental Services</li> <li>● Information and GIS Services</li> <li>● Management and Administration Services</li> <li>● Surveying</li> <li>● Teaching</li> <li>● Tourism: National Parks and Leisure services</li> <li>● Urban/Town Planning</li> </ul> <p>To further explore Geographical careers, take a look at the Royal Geographical Society's page: <a href="https://www.rgs.org/geography/choose-geography/careers/">https://www.rgs.org/geography/choose-geography/careers/</a></p>
<b>Course Specificati on link</b>	<a href="https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/introduction">https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/introduction</a>



## History

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	GCSE History 1H10	<b>HOD</b>	Mr Samsoundar
<b>Content Overview</b>	The study of History gives a student the opportunity to reflect on the past and prepare for the future. It is a strong academic subject that is well respected by colleges, universities and employers. Over the three years, students will have the opportunity to take part in historical conferences and in field visits.				
<b>Key Features</b>	<p>The course is made up of four units, assessed in 3 examinations.</p> <ul style="list-style-type: none"> <li>● Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.</li> <li>● Early Elizabethan England 1558-88</li> <li>● The Cold War 1945-1991</li> <li>● Depth Study Germany 1918-1945</li> </ul>				
<b>Assessment Overview</b>	3 x linear examinations				
<b>Units</b>	Paper 1	Paper 2	Paper 3		

<b>Unit Topics</b>	<p>Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.</p> <p>3 knowledge questions and 2 questions based on provided sources</p>	<p>Early Elizabethan England 1558-88</p> <p>The Cold War 1945- 1991</p> <p>4 questions assessing knowledge and understanding</p>	<p>Depth Study Germany 1918-1945</p> <p>1 knowledge question, 2 questions based on provided sources and 3 questions based on provided interpretations</p>
<b>Assessment Criteria</b>	<p>A01 – Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 – Explain and analyse historical events and periods studied using second-order historical concepts (causation, consequence, similarity, difference, change, continuity and significance)</p> <p>A03 – Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>A01 – Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 – Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance)</p>	<p>A01 – Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 – Explain and analyse historical events and periods studied using second-order historical concepts (causation, consequence, similarity, difference, change, continuity and significance)</p> <p>A03 – Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>A04 – Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may</p>

			<p>differ in the context of historical events studied)</p>
<b>Assessment methods</b>	<p>1 hour 15 minutes</p>	<p>1 hour 45 minutes</p>	<p>1 hour 20 minutes</p>
<b>Weighting</b>	<p>30%</p>	<p>40%</p>	<p>30%</p>
<b>Assessment Dates</b>	<p>May/June 2024</p>	<p>May/June 2024</p>	<p>May/June 2024</p>
<b>Higher Education</b>	<p>History, law, politics, American studies etc.</p>		

<b>Careers</b>	Studying history can support a number of career paths, including: Journalism Historical Research Politics Archaeology Law Publishing Social work Insurance and risk Civil Service Media Working for heritage organisations Business and Commerce
<b>Course Specification link</b>	<a href="https://qualifications.pearson.com/en/subjects/history.html">https://qualifications.pearson.com/en/subjects/history.html</a>



Exam Board	Eduqas	Qualification	GCSE	HOD	Mr Rapsey
<b>Content Overview</b>	This course will enable students to develop personal and meaningful artwork through processes of creative making and critical reflection. 'Fine Art' means the type of art you might see in an art gallery – and the course covers a wide range of artistic styles inspired by many artists, cultures and movements that students will experience first-hand on trips and gallery visits. Students present their creative projects in sketchbooks, and record their written thoughts in a log called an 'Art Diary', as well as making large scale stand-alone pieces.				
<b>Key Features</b>	<ul style="list-style-type: none"> <li>• Work is highly personal and driven by students interests</li> <li>• Direct visual engagement with the world informs students creative journeys</li> <li>• Creative experimentation is encouraged and celebrated</li> <li>• Build a physical portfolio - no written exam</li> <li>• Put on exhibitions and events to present your artwork to the public</li> </ul>				
<b>Assessment Overview</b>	All units are assessed internally, and moderated externally.				
<b>Units</b>	Component 1: Personal Portfolio			Component 2: Externally set assignment.	
<b>Unit Topics</b>	<p>Over the first two terms, the whole class follows the theme 'Transformations' - a deliberately open-ended topic that enables students to find their 'voice' through experimenting with different materials while developing highly personal ideas in their work.</p> <p>In the summer term in year 10, students then pick a personal topic of their choice to respond to through their creative making and personal presentation of their work in the End of Year Exhibition.</p>			<p>Along with all students nationwide, Students develop personal ideas from given starting points. The exam board presents students with 12 thematic options to choose from.</p> <p>Students then build a sketchbook of preparatory explorations - leading up to a 10 hour practical exam. The exam is sat in the Art rooms, where students will work for an extended period on a highly ambitious final piece.</p>	
<b>Assessment Criteria</b>	<p><b>AO1 CRITICAL UNDERSTANDING:</b> "Develop ideas through investigations, demonstrating critical understanding of sources."</p> <p><b>AO2 CREATIVE MAKING:</b> "Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes."</p> <p><b>AO3 REFLECTIVE RECORDING:</b> "Record ideas, observations and insights relevant to intentions as work progresses."</p> <p><b>AO4 PERSONAL PRESENTATION:</b> "Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language."</p>				
<b>Assessment</b>	Component 1: Personal Portfolio			Component 2: 10-hour practical exam	

<b>methods</b>		& preparation
<b>Weighting</b>	60%	40%
<b>Entry Criteria</b>	A previous deep commitment to Art at Key Stage 3 is essential, as well as a desire to develop your skills further. Understanding that this is a subject that requires a high level of commitment and self-motivation.	
<b>Equipment</b>	Students are expected to invest in basic Art materials at home to complete homework.	
<b>Higher Education</b>	Any art-related foundation or degree course. Transferable skills are recognised in other related fields eg. Architecture, Engineering, Media Studies, Medicine, Psychology, Product Design	
<b>Careers</b>	Artist, Architect, Fashion Designer, Graphic Designer, Interior Designer, Games Designer, Illustrator, advertising, stage and theatre design, exhibition Curator, Costume Designer, Cartoonist, Animator, Illustrator, Art Therapist, TV and Film production.	
<b>Course Specification link</b>	<a href="https://www.edugas.co.uk/qualifications/art-and-design-gcse/#tab_overview">https://www.edugas.co.uk/qualifications/art-and-design-gcse/#tab_overview</a>	



## Business

<b>Exam Board</b>	<b>Edexcel</b>	<b>Qualification</b>	<b>GCSE</b>	<b>HOD</b>	<b>Mrs Baatjies</b>
<b>Content Overview</b>	This specification is engaging and inspiring and reflects the demands of a truly modern and evolving business environment – a qualification that enables students to develop as commercially minded and enterprising individuals and helps them to succeed in their chosen pathway.				
<b>Key Features</b>	The aims of this qualification are to enable students to know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. They will learn how to apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts. They will develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen and draw on evidence to make informed business decisions and solve business problems. They will develop as effective and independent students and as critical and reflective thinkers with enquiring minds. They will use an enquiring, critical approach to make informed judgements. They will investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business. They will develop and apply quantitative skills relevant to business, including using and interpreting data.				
<b>Assessment Overview</b>	2 x linear examinations				
<b>Units</b>	Theme 1: Investigating small business		Theme 2: Building a business		
<b>Unit Topics</b>	Topic 1.1 Enterprise and entrepreneurship Topic 1.2 Spotting a business opportunity Topic 1.3 Putting a business idea into practice Topic 1.4 Making the business effective Topic 1.5 Understanding external influences on business		Topic 2.1 Growing the business Topic 2.2 Making marketing decisions Topic 2.3 Making operational decisions Topic 2.4 Making financial decisions Topic 2.5 Making human resource decisions		

<b>Assessment Criteria</b>	A01 Demonstrate knowledge and understanding of business concepts and issues (35%) A02 Apply knowledge and understanding of business concepts and issues to a variety of contexts (35%) A03 Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions (30%)	
<b>Assessment methods</b>	Written examination: 1 hour and 30 minutes (90 marks)	Written examination: 1 hour and 30 minutes (90 marks)
<b>Weighting</b>	50% of the qualification	50% of the qualification
<b>Assessment Dates</b>	June 2024	June 2024
<b>Entry Criteria</b>	Entrants are expected to have a high proficiency in Maths – Scaled Score 106+	
<b>Equipment</b>	Students will be required to purchase a revision guide, workbook and calculators	
<b>Sixth Form</b>	Level 3 courses in Business	
<b>Higher Education</b>	Any Business related university course. Many students go on to study Accounting, Marketing and International Business	
<b>Careers</b>	Business is relevant to a wide range of careers. It is a good choice for careers in Accounting, Marketing, Finance, Management and HR.	
<b>Course Specification link</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf</a>	



## Retail Business

<b>Exam Board</b>	<b>WJEC</b>	<b>Qualification</b>	<b>Level 1/2 Award</b>	<b>HOD</b>	<b>Mrs Baatjies</b>
<b>Content Overview</b>	This course has been designed to provide an engaging and stimulating introduction to the world of business. The qualification builds on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4.				
<b>Key Features</b>	<p>The WJEC Level 1/2 Vocational Award in Retail Business offers a learning experience that focuses on acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work. The applied purpose will also enable learners to learn in such a way that they develop:</p> <ul style="list-style-type: none"> <li>• skills required for independent learning and development;</li> <li>• a range of generic and transferable skills;</li> <li>• the ability to solve problems;</li> <li>• the skills of project based research, development and presentation;</li> <li>• the fundamental ability to work alongside other professionals, in a professional environment;</li> <li>• the ability to apply learning in vocational context</li> </ul> <p>The qualification has been devised around the concept of a 'plan, do, review'. This approach mirrors many work related activities in retail business and retail operations and also provides for learning in a range of contexts thus enabling learners to apply and extend their learning. As such, the qualification provides learners with a broad appreciation of work in retail business related industries and wider opportunities for progression into further education, employment or training.</p>				
<b>Assessment Overview</b>	The students will all be assessed through non-examination coursework for Units 2 and 3. Unit 1 the students will complete a paper-based external exam.				

<b>Units</b>	Unit 1: The business of retail	Unit 2: Customer service for retail business	Unit 3: Merchandising and marketing retail products
<b>Unit Topics</b>	1.1 Introduction to retail business 1.2 The retail business environment 1.3 Using data and recommending solutions to retail business issues	2.1 Introduction to customer service 2.2 Meeting customer expectations 2.3 Investigate customer experiences in retail businesses	3.1 Visual merchandising for retail business  3.2 Marketing retail businesses and products
<b>Assessment methods</b>	External Written examination: Time of exam –1 hour 30 minutes 80 Marks	Controlled assessment: 6 hours 60 Marks	Controlled assessment: 8 hours 80 Marks
<b>Weighting</b>	40 % of the qualification	30% of the qualification	30% of the qualification
<b>Assessment Dates</b>	June 2024	June 2024	June 2024
<b>Entry Criteria</b>	All students will be expected to pass an end of year theory examination, be on or above target in practical areas and achieve at least an equivalent of grade 4 in English.		
<b>Equipment</b>	Access to a computer will be beneficial.		
<b>Sixth Form</b>	Level 3 courses in Business		

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<b>Higher Education</b>	Any Business related university course.
<b>Careers</b>	Business is relevant to a wide range of careers. It is a good choice for careers in Retail, Marketing, Management and HR.
<b>Course Specification link</b>	<a href="https://www.wjec.co.uk/media/cqglj0ev/wjec_l1-2-vocaward-ta_retail-business_spec_29-07-2021-e.pdf">https://www.wjec.co.uk/media/cqglj0ev/wjec_l1-2-vocaward-ta_retail-business_spec_29-07-2021-e.pdf</a>

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## Citizenship

<b>Exam Board</b>	<b>AQA</b>	<b>Qualification</b>	<b>GCSE</b>	<b>HOD</b>	<b>Ms Wellington</b>
<b>Content Overview</b>	<p>GCSE Citizenship Studies is designed to inspire and empower students to become thoughtful, active citizens. Students will gain a profound understanding of democracy, government and the law; as well as, to foster and develop skills to create sustained and reasoned arguments, present various perspectives and plan and implement practical citizenship actions beneficial to society.</p> <p>Citizenship Studies will develop students' ability in recognising bias, critically evaluate arguments, evaluate evidence and look for alternative explanations and sources of evidence, all of which are essential skills valued by higher education and employers.</p>				

<b>Key Features</b>	The specification offers a theoretical and practical approach to Citizenship Studies allowing students to synthesise their knowledge and understanding and apply it to everyday social issues. Students study political structures, practical processes around voting, law enforcement and the courts as well as life in modern Britain.	
<b>Assessment Overview</b>	Students studying Citizenship Studies will sit two linear examinations.	
<b>Units</b>	Paper 1:	Paper 2:
<b>Unit Topics</b>	<p><b>Active citizenship:</b> Examines and assesses the nature of active citizenship – What citizens do to make a difference in society. Action research and research methods</p> <p><b>Politics and participation:</b> Facilitate in-depth understanding of the political process, enable the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of society.</p>	<p><b>Life in modern Britain :</b> Examines the diversity and dynamics of contemporary Britain, British identity, the role of the media and the UK's role and influence on the world stage.</p> <p><b>Rights and responsibilities:</b> Examines the British constitution and the nature of laws, citizens' rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides</p>
<b>Assessment Criteria</b>	<ul style="list-style-type: none"> <li>● A01: Demonstrate knowledge and understanding of citizenship concepts, terms, and issues.</li> <li>● A02: Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.</li> <li>● A03: Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.</li> </ul>	<ul style="list-style-type: none"> <li>● A01: Demonstrate knowledge and understanding of citizenship concepts, terms, and issues.</li> <li>● A02: Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.</li> <li>● A03: Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned,</li> </ul>

		coherent arguments and make substantiated judgements.
<b>Assessment methods</b>	1 hr 45 mins (80 marks)	1 hr 45 mins (80 marks)
<b>Weighting</b>	50%	50%
<b>Assessment Dates</b>	May/June 2024	May/June 2024



<b>Entry Criteria</b>	Students wishing to do Citizenship Studies are likely to have followed a Key Stage 3 programme of study; therefore no prior knowledge of this subject is required; however a good English score is recommended.
<b>Equipment</b>	Text book, revision guide, dictionary pens, pencils, ruler and highlighters and exercise book
<b>Sixth Form</b>	A Level courses in Citizenship Studies, Sociology, Politics, Philosophy, Law or Health and Social Care.
<b>Higher Education</b>	Any Social Science/ Humanities based university course.
<b>Careers</b>	Citizenship Studies is a gateway subject that will suitable prepare students for a number of career pathways – such as: Politics, Law, Law enforcement, Social Work, Probation Services, Civil Services, Community Work, Environment Conservation, Business, Journalism, Education, Local Government Administration, Research , Charity Organising and Religion to name a few.
<b>Course Specification link</b>	<a href="https://filestore.aqa.org.uk/resources/citizenship/specifications/AQA-8100-S P 2016.PDF">https://filestore.aqa.org.uk/resources/citizenship/specifications/AQA-8100-S P 2016.PDF</a>



## Computer Science

<b>Exam Board</b>	OCR	<b>Qualification</b>	GCSE	HO D	<b>Mr Spero</b>
<b>Content Overview</b>	This new GCSE Computer Science specification is intended to develop students' understanding of the principles of computer science and their ability to apply computational thinking to problem solving. It will prepare students for real-world computer challenges and build their ability to think computationally within the context of a single scenario.				
<b>Key Features</b>	Students are introduced to core principles of computer science and develop skills in problem solving and computational thinking. This builds on skills learned in Key Stages 1 to 3 in Computer Science/IT, while also ensuring that students new to the subject are appropriately supported. Following on from more visual programming environments, programming skills are further developed using high-level textual programming languages.				
<b>Assessment Overview</b>	2 x examinations and Non-examination assessment (coding)				
<b>Units</b>	<b>Component 1: Computer systems</b>	<b>Component 2: Computational thinking, algorithms and programming</b>	<b>Component 3: Project</b>		

<p><b>Unit Topics</b></p>	<p>Understand the requirements for writing program code.</p> <ul style="list-style-type: none"> <li>• Understanding of binary representation, data representation, data storage and compression, encryption and databases.</li> <li>• Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code.</li> <li>• Understanding of computer networks, the internet and the worldwide web.</li> <li>• Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.</li> </ul>	<p>The main focus of this component will be:</p> <ul style="list-style-type: none"> <li>• Programming fundamentals (Python)</li> <li>• Producing robust programs</li> <li>• Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.</li> <li>• Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms.</li> </ul> <p>This component may also draw on:</p> <ul style="list-style-type: none"> <li>• Understanding of binary representation, data representation, data storage and compression, encryption and databases.</li> <li>• Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code.</li> </ul>	<p>Students will develop a computer program. The content for this component will draw on:</p> <ul style="list-style-type: none"> <li>• algorithms, decomposition and abstraction</li> <li>• design, write, test and refine a program</li> <li>• data.</li> </ul>
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<p><b>Assessment Criteria</b></p>	<p>This paper consists of multiple-choice, short open response, open response and extended open response answer questions. All questions are mandatory.</p>	<p>This paper is based on a scenario. It consists of short open response; open response and extended open response answer questions. All questions are mandatory.</p>	<ul style="list-style-type: none"> <li>• The project will be set by OCR.</li> <li>• Project details are released each September.</li> <li>• Internally assessed and externally moderated.</li> <li>• The assessment will be carried out at a computer under supervision.</li> <li>• The assessment may take place over multiple sessions up to a combined duration of 20 hours.</li> <li>• Students will produce a report on the development of their project.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Students will produce a computer program.</li> </ul>
<b>Assessment methods</b>	Written examination: 1 hour and 30 minutes 80 marks	Written examination: 1 hour and 30 minutes 80 marks	Non-examined assessment: 20 hours 0 marks
<b>Weighting</b>	50% of the qualification	50% of the qualification	0% of the qualification
<b>Assessment Dates</b>	May/June 2024	May/June 2024	May/June 2024
<b>Entry Criteria</b>	Entrants are expected to have a high proficiency in Maths		
<b>Equipment</b>	Access to a computer preferably with the internet		
<b>Sixth Form</b>	BTEC and A-Level in Computer Science		
<b>Higher Education</b>	Degree level Computer Science		
<b>Careers</b>	Although this subject is deeply rooted in technological progress of the last 50 years, Computer Science has become the backbone in global manufacturing, commerce, transportation and trade.		
<b>Course Specification link</b>	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2016.html</a>		



## French

<b>Exam Board</b>	<b>Edexcel</b>	<b>Qualification</b>	<b>GCSE</b>	<b>HOD</b>	<b>Mr Sonan</b>
<b>Content Overview</b>	<p>The course is concerned with providing high levels of linguistic competence in French and increased cultural knowledge of French speaking countries across the world. It gives a solid foundation for the future study of French at any level and the necessary skills required to study another modern foreign language.</p> <p>Communication and listening skills will be improved and higher order thinking skills developed. A pupil who studies a modern foreign language shows motivation and commitment to an area of study which can be challenging. These are qualities which are highly desirable to higher education and future employers. A qualification in French is an excellent complement to a range of subjects and can be combined with other qualifications in the future.</p> <p>Increased travel and trade both in Europe and the wider world means that businesses in all areas are under increased pressure to ensure that they can communicate effectively. An employee with a language qualification is a real asset and is likely to earn more and have greater opportunities to travel.</p>				
<b>Key Features</b>	<p>Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:</p> <ul style="list-style-type: none"> <li>· Identity and culture</li> <li>· Local area, holiday and travel</li> <li>· School</li> <li>· Future aspirations, study and work</li> <li>· International and global dimension.</li> </ul>				

<b>Assessment Overview</b>	The specification follows a tiered structure and all assessments are externally assessed. All units (listening, speaking, reading and writing) are assessed equally at 25%. All Units will be taken at either higher or foundation tier. There is no mixed tier entry.			
<b>Units</b>	Paper 1: Listening and understanding in French	Paper 2: Speaking in French	Paper 3: Reading and understanding in French	Paper 4: Writing in French
<b>Unit Topics</b>	<ul style="list-style-type: none"> <li>• A range of question formats such as multiple-choice, open response and some target language questions.</li> <li>• A range of authentic and interesting contexts that help to bring more of the target language culture into assessment.</li> <li>• Straightforward questions in French with answers in French.</li> </ul>	<ul style="list-style-type: none"> <li>• Task types provide scaffolding and support for foundation tier learners and allow them to use familiar and core grammatical structures.</li> <li>• Candidates are rewarded for their ability to produce unrehearsed and spontaneous answers.</li> <li>• Contexts set in realistic scenarios to show how language is used in</li> </ul>	<ul style="list-style-type: none"> <li>• A range of question formats such as multiple choice, open response and some target language questions requiring short or one word responses.</li> <li>• A short translation in each tier</li> <li>• Engaging and age-relevant texts set in the culture of the</li> </ul>	<ul style="list-style-type: none"> <li>• A choice of questions for foundation and higher tier candidates that encourage spontaneity and creativity.</li> <li>• Translation: short sentences at foundation that start simple and slowly increase in demand.</li> <li>• Translation from and into French.</li> </ul> <p>er paper broken into small, shorter tasks with a</p>

		authentic situations.	target language country. • Straightforward questions in French with answers in French.	gradual progression demand.
<b>Assessment Criteria</b>	A01: Understand spoken language:	A02: Communicate in speech.	A03: Understand written language	A04: Communicate in writing
<b>Assessment methods</b>	<p><b>Foundation tier:</b> 35 minutes including 5 minutes' reading time; 50 marks</p> <p><b>Higher tier:</b> 45 minutes including 5 minutes' reading time; 50 marks</p>	<p><b>Foundation tier:</b> 7–9 minutes plus 12 minutes' preparation time; 72 marks</p> <p><b>Higher tier:</b> 10–12 minutes plus 12 minutes' preparation time; 72 marks</p> <p>Internally conducted &amp; externally assessed</p>	<p><b>Foundation tier:</b> 45 minutes; 50 marks.</p> <p><b>Higher tier:</b> 1 hour; 50 marks</p>	<p><b>Foundation tier:</b> 1 hour 10 minutes; 60 marks.</p> <p><b>Higher tier:</b> 1 hour 20 minutes; 60 marks</p>

<b>Weighting</b>	25%	25%	25%	25%
<b>Assessment Dates</b>	May/June 2024	May/June 2024	May/June 2024	May/June 2024
<b>Entry Criteria</b>	N/A: Depends on choices at KS3			
<b>Equipment</b>	Bi-lingual dictionary French verbs dictionary GCSE AQA French for the Grade 9-1 Course AQA GCSE French Grammar & Translation Workbook French Exam Speaking Resource /Booklet			
<b>Sixth Form</b>	A level French			
<b>Higher Education</b>	Students could opt for a linguistic course (study of the language) or a combination course (e.g. French and Law)			
<b>Careers</b>	Travel and tourism International Law and Politics Teaching abroad Medicine			
<b>Course Specification link</b>	<a href="http://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-French.pdf">http://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-French.pdf</a>			



## Music

<b>Exam Board</b>	<b>To be confirmed</b>	<b>Qualification</b>	<b>VQ</b>	<b>HOD</b>	<b>Mr Wright</b>
<b>Content Overview</b>	<p>The Music RSL is geared towards students who wish to undertake a career in the music industry while laying the groundwork for further academic study post 16. Contemporary music education tends to be delivered in a Vocational format at specialist institutions so learners will get a good grounding in the widespread mode of study. The course is modular in nature, there are two core units (Musical Knowledge &amp; Live Performance) and one optional unit (from a choice of four) that make up the qualification. The Musical Knowledge unit is a written piece assessed internally while the second unit is externally assessed through submission of a videoed performance and supporting written work.</p>				
<b>Key Features</b>	<p>These qualifications provide vocationally relevant courses in popular music, which allow for progression into a higher level of study and/or the industry. They focus upon the recognition of achievement through the acquisition of knowledge and practical musical skills, as well as offering flexibility of unit selection. The aim of these qualifications is to provide learners with the knowledge and range of skills needed to progress them towards being able to operate successfully as performing musicians and producers/composers.</p>				

<b>Assessment Overview</b>	The RSL VQ is taught in three units, one is assessed through a written element which is internally marked. The second is a live music performance that is externally marked. A third unit is also internally assessed. Together, the two internally assessed units account for 60% of the final grade and the externally marked unit accounts for 40% of the final grade.			
<b>Units</b>	The Music Industry	Managing a music product	Introducing music composition	Introducing music sequencing
<b>Unit Topics</b>	This unit will allow you to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. You will investigate music organisations to find out about the work they do and how they relate to and rely on one another. You will also be given the opportunity to find out about the people who work in these organisations, from performers	This unit will enable you to manage the planning, delivery and promotion of a live concert, CD, or other music product. The success of your music product will rely heavily on the planning and development process. It is important that different types of audience are understood and successful promotion is able to effectively engage these audiences. Your research should introduce you to	This unit will require you to develop a portfolio of ideas, some of which will be developed, and one of which will be completed. You will discover a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise. An idea might take the form of a short melodic motif, a chord progression or a rhythmic idea.	You will learn how software is now capable of producing high-quality music that even recently was only possible with large and expensive hardware-based systems. For instance, mobile devices contain more powerful music creation software than was commercially available even a decade ago. You will learn how to create music using a variety of sources, including loops and software instruments.

	to people who work in technical, production and administrative roles.	elements of industry practice.	Ideas can be short or long – you will consider the different ways in which these ideas could form the basis for a complete piece of music.	
<b>Assessment Criteria</b>	See specification link below			
<b>Assessment methods</b>	Written exam 90 minutes	Project submission	Project submission	Project submission

<b>Weighting</b>	30 out of 120 marks 25% overall	30 out of 120 marks 25% overall	30 out of 120 marks 25% overall	30 out of 120 marks 25% overall
<b>Sixth Form</b>	Music A level BTEC music performance/production/technology			
<b>Higher Education</b>	BA Hons Popular music practice/production/business BA Hons Music			
<b>Careers</b>	Musician, composer, writer, performer, music teacher			
<b>Course Specification link</b>	<a href="https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html">https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html</a>			



## Performing Arts - Acting

<b>Exam Board</b>	<b>To be confirmed</b>	<b>Qualification L2</b>	<b>Acting</b>	<b>HOD</b>	<b>Ms Ongley</b>
<b>Content Overview</b>	<p>The level 2 provides learners with skills, knowledge and understanding within the sphere of the creative and performing arts. The qualifications aim to offer practical structured learning with the flexibility to specialise in the disciplines directly relevant to the creative and performing arts industry.</p> <p>On the acting course students will get the opportunity to:</p> <ul style="list-style-type: none"> <li>• learn acting repertoire and spend time analysing their own technique and skill in order to make improvement</li> <li>• Study text from both pre 1930's and modern scripts</li> <li>• Analyse professional theatre works</li> <li>• Work within their own company to devise and develop their own devised performance</li> <li>• Explore wider skills related to work in the performing arts industry including health and safety regulations, project planning and marketing.</li> </ul> <p>Learners apply a range of skills, knowledge and understanding that will be of value to further studies. For example units provide learners with the basic understanding of concepts such as events planning, repertoire, rehearsal schedules, image and health and safety.</p> <p>This Award complements the learning in other GCSE programmes such as GCSE Drama by broadening experience and skills participation in different types of performance activities, with the opportunity to apply knowledge and skills practically, through project work such as developing ideas and performing for specific audiences.</p>				
<b>Assessment Overview</b>	<p>The qualification contains 50% Externally assessed (Core unit) and an internally assessed optional unit. Externally assessed core units include timed assessments under controlled conditions based on assignments set and marked by RSL. The remaining unit can be selected from a set of optional units and internally assessed. Learners must pass both the core and the optional unit to be awarded the certificate.</p> <p>There are three bands of assessment (pass, merit and distinction)</p>				
<b>Units</b>	212- Performing Text 201E- Live Performance				
<b>Assessment Dates</b>	June 2023 and June 2024				

<b>Entry Criteria</b>	You must have enthusiasm about the subject, a high level of commitment and the ability to work independently and with other people. <b>You must have the ability to perform in front of others with confidence.</b> You must be aware that this course will require some out of class commitments including visits to the theatre, rehearsals outside of lesson time and performances at school shows.
<b>Sixth Form</b>	Develop essential skills and attributes prized by employers, further education colleges and higher education institutions. This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.
<b>Careers</b>	Acting, teaching, performing artist, Project planning.
<b>Course Specification link</b>	<a href="https://www.rslawards.com/vocational/vocational-syllabus/">https://www.rslawards.com/vocational/vocational-syllabus/</a>



## Performing Arts - Dance

<b>Exam Board</b>	<b>To be confirmed</b>	<b>Qualification L2</b>	<b>Dance</b>	<b>HOD</b>	<b>Ms Ongley</b>
<b>Content Overview</b>	<p>The level 2 provides learners with skills, knowledge and understanding within the sphere of the creative and performing arts. The qualifications aim to offer practical structured learning with the flexibility to specialise in the disciplines directly relevant to the creative and performing arts industry.</p> <p>On the Dance course students will get the opportunity to:</p> <ul style="list-style-type: none"> <li>● learn dance repertoire and spend time analysing their own technique and physical skill in order to make improvement</li> <li>● Analyse professional dance works</li> <li>● Work within their own company to devise and develop their own choreographed performance</li> <li>● Explore wider skills related to work in the performing arts industry including health and safety regulations, project planning and marketing.</li> </ul> <p>Learners apply a range of skills, knowledge and understanding that will be of value to further studies. For example units provide learners with the basic understanding of concepts such as events planning, repertoire, rehearsal schedules, image and health and safety .</p> <p>This Award complements the learning in other GCSE programmes such as GCSE Dance by broadening experience and skills participation in different types of performance activities, with the opportunity to apply knowledge and skills practically, through project work such as developing ideas and performing for specific audiences.</p>				
<b>Assessment Overview</b>	<p>The qualification contains 50% Externally assessed (Core unit) and an internally assessed optional unit. Externally assessed core units include timed assessments under controlled conditions based on assignments set and marked by RSL. The remaining unit can be selected from a set of optional units and internally assessed. Learners must pass both the core and the optional unit to be awarded the certificate.</p> <p>There are three bands of assessment (pass, merit and distinction)</p>				
<b>Units</b>	227- Dance Technique and Performance, 229-Ensemble Group Performance (Highest grade chosen) 201E- Live Performance				
<b>Assessment Dates</b>	June 2023 and June 2024				



<b>Entry Criteria</b>	<p>You must have enthusiasm about the subject, a high level of commitment and the ability to work independently and with other people.</p> <p><b>You must have the ability to perform in front of others with confidence.</b></p> <p>You must have the ability to perform with good dance technique.</p> <p>You must be aware that this course will require some out of class commitments including visits to the theatre, rehearsals outside of lesson time and performances at school shows.</p>
<b>Sixth Form</b>	Develop essential skills and attributes prized by employers, further education colleges and higher education institutions. This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.
<b>Careers</b>	Dancer, Choreographer, teaching, performing artist, Project planning.
<b>Course Specification link</b>	<a href="https://www.rslawards.com/vocational/vocational-syllabus/">https://www.rslawards.com/vocational/vocational-syllabus/</a>



## Photography

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	GCSE	<b>HOD</b>	Mr Rapsey
<b>Content Overview</b>	<p>In Year 9 you explored Photography from its historical beginnings as the camera obscura over 1000 year ago, up to the present day. GCSE Photography enables you to go deeper into questioning what Photography is, and how it is relevant as an artform in the 21<sup>st</sup> Century. Using our photography studio and full set of Digital SLR cameras you will take charge of your own photoshoots, developing a series of photographs that explore a theme and express your individual ideas. Just like a professional photographer you will use the latest Adobe Photoshop technology to edit and manipulate your digital photographs and present your work in a final exhibition at the end of the course in 2023.</p> <p>As you develop your ideas in a sketchbook (full of photographs!), you will reflect on the work of contemporary Photographers as well as great photographers of the past. Doing this will not only inform your work but give you an idea of the world of photography: the differences between a freelance commercial photographer, a photographer who is a fine artist, or a fashion photographer or photojournalist. You will visit exhibitions at the Photographer's Gallery in London and Tate Modern.</p>				
<b>Key Features</b>	<ul style="list-style-type: none"> <li>● Use of brand-new Photography studio and digital cameras</li> <li>● Exploration of new media (e.g. using smartphones &amp; tablets; social media platforms)</li> <li>● Image manipulation using Photoshop</li> <li>● Experimental photography (using scanners &amp; photocopiers and physical manipulation – sewing into photographs, tearing etc.)</li> <li>● Collage, photomontage and mixed media. Installation</li> <li>● Making and using pin-hole cameras</li> <li>● Animation; stop-frame and 3D modelling</li> <li>● Exploring different film and video formats and conventions (sound, narration and storyline, storyboarding)</li> <li>● Exploring different photographic genres such as street, documentary, fashion, photojournalism, landscape, forensic, portrait and panoramic</li> </ul>				
<b>Assessment Overview</b>	All units are assessed internally, and then are submitted to external moderation.				
<b>Units</b>	<b>Unit 1: Me and My World</b>		<b>Component 2: Externally Set Assignment</b>		

<b>Unit Topics</b>	<p>Within this over-arching theme, we will explore the following sub-themes</p> <ul style="list-style-type: none"> <li>• The urban environment, exploring how we can construct narratives by studying surfaces</li> <li>• Portraiture: exploring our own identities by expanding the idea of what a self-portrait could be by thinking conceptually</li> <li>• Creating a Photo Essay, exploring a theme or an issue close to your heart</li> </ul>	<p>Along with all students nationwide, Students develop personal ideas from a given starting point. The starting point is a word theme chosen by the Exam Board. Previous themes include 'Reflections', 'Conflict', 'Apart and/or Together', 'Event'. Students will select media and techniques of their choice to develop their ideas towards a final artwork made in a 10-hour exam. A public facing exhibition complete the course in July 2023</p>
<b>Assessment Criteria</b>	<p><b>AO1</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media. <b>AO3</b> Record ideas, observations and insights relevant to intentions as work progresses. <b>AO4</b> Present a personal and meaningful response that realises intentions.</p>	
<b>Assessment</b>	Component 1: Personal Portfolio	Component 2: 10-hour practical exam & prep
<b>Weighting</b>	60%	40%
<b>Assessment Dates</b>	May 2024	
<b>Equipment</b>	You will have access to digital cameras and a personal printing budget that can be topped up via ParentPay	



## Physical Education

<b>Exam Board</b>	<b>To be confirmed</b>	<b>Qualification</b>	<b>TBC</b>	<b>HOD</b>	<b>Ms Hansford</b>
<b>Content Overview</b>	<p>The Pearson BTEC Level 2 First Award in Sport has been designed to provide an engaging and stimulating introduction to the world of sport. The qualification builds on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4. It also provides a good introduction to Sport for learners in post-16 education, and brings together learning at levels 1 and 2 to ensure that every learner taking the qualification completes it</p>				
<b>Key Features</b>	<p>BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.</p>				
<b>Assessment Overview</b>	<p>The students will all be assessed through non-examination coursework for units 2, 3 and 6 that will be reviewed internally by a member of the Physical Education department and for unit 1 the students will complete a computer based exam marked by external examiners.</p>				
<b>Units</b>	<b>Unit 1:</b> Fitness for Sport and Exercise	<b>Unit 2:</b> Practical Sports Performance	<b>Unit 3:</b> Applying the Principles of Personal Training	<b>Unit 6:</b> Leading Sports Activities	

<b>Unit Topics</b>	<b>Unit 1:</b> Components of fitness, fitness training methods and fitness testing	<b>Unit 2:</b> Rules, regulations, scoring systems, techniques, tactics and performance review	<b>Unit 3:</b> Fitness training programmes, physiology and anatomy of the body and principles of training	<b>Unit 6:</b> Sports leadership, planning an activity, leading an activity, reviewing the activity
<b>Assessment Criteria</b>	The computer based exam will be externally marked and awarded a pass (equivalent to a grade C/5), a merit (equivalent to a grade B/6), a distinction (equivalent to a grade A/7) or a distinction* level (equivalent to a grade A*/8or9). This will be dependent on the number of correct marks awarded by the exam board.	Using sporting examples from team sports, students will complete tasks that will be assessed internally. The assessed work will be awarded a pass (equivalent to a grade C/5), a merit (equivalent to a grade B/6), a distinction (equivalent to a grade A/7) or a distinction* level (equivalent to a grade A*/8or9).	Each student will need to create a training programme that will be assessed internally and relate to the physiology and anatomy of the body. The assessed work will be awarded a pass (equivalent to a grade C/5), a merit (equivalent to a grade B/6), a distinction (equivalent to a grade A/7) or a distinction* level (equivalent to a grade A*/8or9).	Within a scheduled period of time each student will lead a sporting activity that will be assessed internally. The assessed work will be awarded a pass (equivalent to a grade C/5), a merit (equivalent to a grade B/6), a distinction (equivalent to a grade A/7) or a distinction* level (equivalent to a grade A*/8or9).
<b>Assessment methods</b>	Externally marked computer based exam	Internal non examination coursework.	Internal non examination coursework.	Internal non-examination coursework.
<b>Weighting</b>	25%	25%	25%	25%

<b>Assessment Dates</b>	Ongoing until June 2024	Ongoing until June 2024	Ongoing until June 2024	Ongoing until June 2024
<b>Entry Criteria</b>	All students will be expected to pass an end of year theory examination, be on or above target in practical areas and achieve at least an equivalent of grade 4 in English.			
<b>Equipment</b>	PE kit as normal, a USB and writing tools for theory lessons.			
<b>Higher Education</b>	Any sports related university course, for example, Sports Science, Sports Coaching, Sports Psychology, Physical Education and Sports Nutrition courses.			
<b>Careers</b>	This course could lead into many careers such as PE teaching, sports coaching, Physiotherapy, leisure administrator and personal trainer just to name a few.			
<b>Course Specification link</b>	<a href="https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html">https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html</a>			



## Religious Studies

<b>Exam Board</b>	<b>Eduqas</b>	<b>Qualification</b>	<b>GCSE Religious Studies</b>	<b>HOD</b>	<b>Miss Ferigan</b>
<b>Content Overview</b>	<p>Religious Studies is the perfect opportunity to gain an insight into the world around you, to celebrate diversity and to understand people that are different from yourself. Studying RS aids in developing your communication skills, your evaluation skills, and provides you with a space to voice your opinions and take part in debates related to controversial, global issues. Religious Studies gets you to think critically, to analyse arguments and discover the similarities and differences between different religious beliefs and practices, as well as identifying non-religious beliefs about world issues and arguments both for and against the existence of God.</p>				
<b>Key Features</b>	<p>The specification covers a number of different sensitive world issues, which are looked into in detail, and evaluated against the views of religious believers, non-religious believers and the students. A key feature of Religious Studies is that it is a platform for looking at the world from different world views and perspectives, and gaining knowledge and understanding of cultures and lifestyles that students may, to start with, be unfamiliar with.</p>				
<b>Assessment Overview</b>	3 papers (2 x 1 hour, 1 x 2 hours)				
<b>Units</b>	Paper 1: Religious, Philosophical and Ethical Issues in the Modern World	Paper 2 – A Study of Christianity	Paper 3 – A Study of a World Faith (Islam)		
<b>Unit Topics</b>	Issues of Relationships Issues of Life and Death Issues of Good and Evil Issues of Human Rights	Christian Beliefs and Teachings Christian Practices	Islam Beliefs and Teachings Islam Practices		

<b>Assessment Criteria</b>	<p>A01:</p> <ul style="list-style-type: none"> <li>○ develops learners' knowledge and understanding of religions and non religious beliefs, such as atheism and humanism</li> <li>○ develops learners' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying</li> </ul> <p>A02:</p> <ul style="list-style-type: none"> <li>○ develops learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject</li> <li>○ provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life</li> <li>○ challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.</li> </ul>		
<b>Assessment methods</b>	2 hours	1 hour	1 hour
<b>Weighting</b>	50%	25%	25%
<b>Assessment Dates</b>	May/June 2024	May/June 2024	May/June 2024
<b>Entry Criteria</b>	N/A		
<b>Equipment</b>	Revision guide is encouraged (more info during the course)		
<b>Sixth Form</b>	A Level RE, Philosophy		
<b>Higher Education</b>	Religious Studies, Philosophy, Social Work and Social Care.		
<b>Careers</b>	<p>Studying Religious Studies can support a number of career paths, including:</p> <ul style="list-style-type: none"> <li>Teaching</li> <li>Community worker</li> <li>Charity worker</li> <li>Human Resources</li> <li>Youth support worker</li> <li>Social worker</li> <li>Journalist</li> <li>Culture management</li> </ul>		
<b>Course Specification link</b>	<a href="https://www.eduqas.co.uk/media/wpojv0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf">https://www.eduqas.co.uk/media/wpojv0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf</a>		



## Separate Science

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	GCSE Separate Sciences	<b>HOD</b>	Mr Ramnarain
<b>Content Overview</b>	<p>The three GCSE Science qualifications enable students to develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics. Each of the sciences consists of two externally-examined papers and students will achieve 3 GCSEs from the course.</p>				

<b>Key Features</b>	GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.					
<b>Assessment Overview</b>	Six linear exams with two papers in each of the sciences. These are available at foundation tier and higher tier. Students must complete all assessments in the same tier. Students must complete all assessments in May/June in any single year.					
<b>Units</b>	Paper 1 (*Paper code: 1BI0/1F, 1BI0/1H)	Paper 2 (Paper code: 1BI0/2F, 1BI0/2H)	Paper 1 (*Paper code: 1CH0/1F and 1CH0/1H)	Paper 2 (Paper code: 1CH0/2F and 1CH0/2H)	Paper 1 (*Paper code: 1PH0/1F and 1PH0/1H)	Paper 2 (Paper code: 1PH0/2F and 1PH0/2H)
<b>Unit Topics</b>	Topic 1 – Key concepts in biology Topic 2 – Cells and control Topic 3 – Genetics Topic 4 – Natural selection and genetic modification Topic 5 – Health, disease and the development of medicines	Topic 1 – Key concepts in biology Topic 6 – Plant structures and their functions Topic 7 – Animal coordination, control and homeostasis Topic 8 – Exchange and transport in animals Topic 9 – Ecosystems and material cycles	Topic 1 – Key concepts in chemistry Topic 2 – States of matter and mixtures Topic 3 – Chemical changes Topic 4 – Extracting metals and equilibria Topic 5 – Separate chemistry 1	Topic 1 – Key concepts in chemistry Topic 6 – Groups in the periodic table Topic 7 – Rates of reaction and energy changes Topic 8 – Fuels and Earth science Topic 9 – Separate chemistry 2	Topic 1 – Key concepts of physics Topic 2 – Motion and forces Topic 3 – Conservation of energy Topic 4 – Waves Topic 5 – Light and the electromagnetic spectrum Topic 6 – Radioactivity Topic 7 – Astronomy	Topic 1 – Key concepts of physics Topic 8 – Energy Topic 9 – Forces and their effects Topic 10 – Electricity Topic 11 – Static electricity Topic 12 – Magnetism Topic 13 – Electromagnetism Topic 14 – Particle model Topic 15 – Forces and matter
<b>Assessment Criteria</b>	Students must in <b>A01</b> : Demonstrate knowledge and understanding.. <b>A02</b> : Apply knowledge and understanding. <b>A03</b> : Analyse information and ideas to interpret and evaluate..					

<b>Assessment methods</b>	A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions in each paper.
<b>Weighting</b>	Written examination: 1 hour and 45 minutes 50% of the qualification (100 marks) in each paper.

<b>Assessment Dates</b>	May/June 2024	May/June 2024	May/June 2024	May/June 2024	May/June 2024	May/June 2024
<b>Entry Criteria</b>	A selected group of students would be taking the separate sciences based on attainment at KS3.					
<b>Equipment</b>	Resources and equipment would be provided. A non-programmable scientific calculator is required.					
<b>Sixth Form</b>	A level courses in Physics, Chemistry, Biology or the Applied Sciences.					
<b>Higher Education</b>	Any science related university course eg. BSc					
<b>Careers</b>	Science related careers such as engineering sciences or in the medical profession					
<b>Course Specification link</b>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html</a>					



## Sociology

<b>Exam Board</b>	AQA	<b>Qualification</b>	GCSE	<b>HOD</b>	Ms Ferigan
<b>Content Overview</b>	GCSE Sociology aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways. Students will develop their analytical, assimilation and communication skills by recognising bias, critically evaluating arguments, evaluating evidence and look for alternative explanations and sources of evidence, all of which are essential skills valued by higher education and invaluable to employers and to one's life-long learning.				
<b>Key Features</b>	<p>The specification offers a theoretical and practical approach to Sociology allowing students to synthesise their knowledge and understanding and applying it to everyday social issues. The study of sociology will give enviable transferable skills such as effectively:</p> <ul style="list-style-type: none"> <li>● investigating facts and make reasoned deductions and sustained judgements</li> <li>● developing rational perspectives and new ideas on social issues</li> <li>● analysing and better understand the social world</li> </ul>				
<b>Assessment Overview</b>	Students studying Sociology will sit two (2) linear examinations.				
<b>Units</b>	Paper 1: The sociology of Families and Education			Paper 2: The sociology of crime and deviance and social stratification	

<b>Unit Topics</b>	<ul style="list-style-type: none"> <li>• The sociology of families</li> <li>• The sociology of education</li> <li>• Relevant areas of social theory and methodology</li> </ul> <p>As this is a linear course students will be required to synthesise their knowledge and understanding of all content area of the subject to demonstrate mastery of the topics in the unit</p>	<ul style="list-style-type: none"> <li>• The sociology of crime and deviance</li> <li>• The sociology of social stratification</li> <li>• Relevant areas of social theory and methodology</li> </ul> <p>As this is a linear course students will be required to synthesise their knowledge and understanding of all content area of the subject to demonstrate mastery of the topics in the unit</p>
<b>Assessment Criteria</b>	<ul style="list-style-type: none"> <li>• A01: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</li> <li>• A02: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.</li> <li>• A03: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• A01: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</li> <li>• A02: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.</li> <li>• A03: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</li> </ul>

<b>Assessment methods</b>	1 hr 45 mins (100 marks)	1 hr 45 mins (100 marks)
<b>Weighting</b>	50%	50%
<b>Assessment Dates</b>	May/June 2024	May/June 2024
<b>Entry Criteria</b>	Students wishing to do Sociology are likely to have followed a Key Stage 3 programme of study; therefore no prior knowledge of this subject is required; however a good English score is recommended.	
<b>Equipment</b>	Text book, revision guide, dictionary pens, pencils, ruler and highlighters and exercise book	
<b>Sixth Form</b>	A Level courses in Sociology, Psychology, Citizenship Studies, Philosophy, Law, History, Economics, English Language and English Literature or Health and Social Care.	
<b>Higher Education</b>	Any Social Science, Business Studies or Humanities based university course.	
<b>Careers</b>	Sociology is a gateway subject that will suitably prepare students for a number of career pathways – such as: Politics, Law, Law Enforcement, Counselling, Nursing, Social Work, Probation Services, Civil Services, Community Work, Environment Conservation, Business, Journalism, Education, Local Government Administration, Research, Charity Organising and Religion to name a few.	



<b>Course Specification link</b>	<a href="https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF">https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF</a>
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## Spanish

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	GCSE	<b>HOD</b>	Mr Sonan/Ms Kuratomi
<b>Content Overview</b>	<p>The course is concerned with providing high levels of linguistic competence in Spanish and increased cultural knowledge of Spanish speaking countries across the world. It gives a solid foundation for the future study of Spanish at any level and the necessary skills required to be able to study another modern foreign language.</p> <p>Communication and listening skills will be improved and higher order thinking skills developed. A pupil who studies a modern foreign language shows motivation and commitment to an area of study which can be challenging. These are qualities which are highly desirable to higher education and future employers. A qualification in Spanish is an excellent complement to a range of subjects and can be combined with other qualifications in the future.</p> <p>Increased travel and trade both in Europe and the wider world means that businesses in all areas are under increased pressure to ensure that they can communicate effectively. An employee with a language qualification is a real asset and is likely to earn more and have greater opportunities to travel.</p>				
<b>Key Features</b>	<p>Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:</p> <ul style="list-style-type: none"> <li>· Identity and culture</li> <li>· Local area, holiday and travel</li> <li>· School</li> <li>· Future aspirations, study and work</li> <li>· International and global dimension.</li> </ul>				
<b>Assessment Overview</b>	<p>The specification follows a tiered structure and all assessments are externally assessed. All units (listening, speaking, reading and writing) are assessed equally at 25%. All Units will be taken at either higher or foundation tier. There is no mixed tier entry.</p>				
<b>Units</b>	Paper 1: Listening and understanding in Spanish	Paper 2: Speaking in Spanish	Paper 3: Reading and understanding in Spanish	Paper 4: Writing in Spanish	

<p><b>Unit Topics</b></p>	<p>A range of question formats such as multiple-choice, open response and some target language questions.</p> <p>A range of authentic and interesting contexts that help to bring more of the target language culture into assessment.</p> <p>Questions in Spanish with answers in Spanish.</p>	<p>Task types provide scaffolding and support for foundation tier learners and allow them to use familiar and core grammatical structures.</p> <p>Candidates are rewarded for their ability to produce unrehearsed and spontaneous answers.</p> <p>Contexts set in realistic scenarios to show how language is used in authentic situations.</p>	<p>A range of question formats such as multiple choice, open response and some target language questions requiring short or one word responses.</p> <p>A short translation in each tier Engaging and age relevant texts set in the culture of the target language country.</p> <p>Questions in Spanish with answers in Spanish.</p>	<p>A choice of questions for foundation and higher tier candidates that encourage spontaneity and creativity.</p> <p>Translation:short sentences at foundation that start simple and slowly increase in demand.</p> <p>Translation from and into Spanish.</p> <p>Foundation paper broken into small, shorter tasks with a</p>
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<p><b>Assessment Criteria</b></p>	<p>A01: Understand spoken language:</p>	<p>A02: Communicate in speech.</p>	<p>A03: Understand written language</p>	<p>A04: Communicate in writing</p>

<b>Assessment methods</b>	<b>Foundation tier:</b> 35 minutes including 5 minutes' reading time; 50 marks <b>Higher tier:</b> 45 minutes including 5 minutes' reading time; 50 marks	<b>Foundation tier:</b> 7–9 minutes plus 12 minutes' preparation time; 72 marks <b>Higher tier:</b> 10–12 minutes plus 12 minutes' preparation time; 72 marks Internally conducted and externally assessed	<b>Foundation tier:</b> 45 minutes; 50 marks. <b>Higher tier:</b> 1 hour; 50 marks	<b>Foundation tier:</b> 1 hour 10 minutes; 60 marks. <b>Higher tier:</b> 1 hour 20 minutes; 60 marks
<b>Weighting</b>	25%	25%	25%	25%
<b>Assessment Dates</b>	May/June 2024	May/June 2024	May/June 2024	May/June 2024
<b>Entry Criteria</b>	N/A: Depends on KS3 choice of language			
<b>Equipment</b>	Bi-lingual dictionary Spanish Verbs dictionary GCSE AQA Spanish for the Grade 9-1 Course AQA GCSE Spanish Grammar & Translation Workbook Spanish Exam Speaking Resource /Booklet			
<b>Sixth Form</b>	A level Spanish			
<b>Higher Education</b>	Students could opt for a linguistic course (study of the language) or a combination course (e.g. Spanish and Law)			
<b>Careers</b>	Travel and tourism International Law and Politics Teaching abroad Medicine			
<b>Course Specification link</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-Spanish.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-Spanish.pdf</a>			