



*On Course  
For 2022*

# ***Introduction***

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This booklet is designed to help you and your parents make some very important decisions about the optional courses that you will study in KS4. The booklet will outline:

- ☰ the range of optional subjects;
- ☰ what you will learn in each subject;
- ☰ how you will be assessed.

Make sure you check carefully what each optional subject is offering, as it is not always the same as in the past.

In addition to your **4 option choices** everyone will also study the core subjects:

- Maths
- Science
- English
- Physical Education
- Religion, Ethics and Philosophy

The above subjects are described in this booklet for information but are not part of the options process. Your Science course - three separate Science GCSEs or a combined course - will be determined by your progress in Science and confirmed during KS4.

The booklet also outlines the option process and how you will be supported in making your final choices. It includes a green practice form to record your initial thinking. Your final choices will be submitted using an electronic form that will be shared with you when you are invited to your guidance interview.

The final deadline for option choices is **Friday, 11 March 2022**.

# Guiding Principles

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Read this booklet carefully. As you read it, you might like to think about the following points.

- Consider your interests and your strengths.
- Make sure you know what your commitments will be. All courses will be setting homework, but some may require additional time to prepare for controlled assessments or performances. Most courses are assessed only by exams at the end of the two years.
- Usually it is a good idea to choose subjects you like – it is a bonus if you happen to be good at them, too. However, you must also think about the qualifications you may need either for the next stage of your education or for employment. You might like to look at the on-line prospectuses of local sixth form colleges and other post-16 providers to find out more about what they expect from you.
- Bear in mind that you may need to achieve a minimum of seven or more higher passes (grade 5+ or equivalent) including English and Maths to access most A level and IB courses at sixth form.
- The information you found out during your KUDOS lesson should also inform your decision. This will take place during a Computer Science lesson in late January or early February.
- Pupils achieve the *English Baccalaureate (EBacc)* if they gain five GCSE higher passes (grade 5+) in English, Maths, Science (Computer Science counts as one Science), a Language and **either** Geography or History. In the future, certain employers and universities *may* look favourably on pupils with the *EBacc* so you should think carefully about taking this combination of subjects if you are capable of achieving at this level.
- When you choose your option subjects, it is usually important to have a balance of different types of subject. We advise that your option choices include a Language **and** one of the Humanities subjects (Geography, History or Religious Studies) **and** an Expressive Arts subject (Art, Drama, Music), PE or another more practical subject. With the exception of foundation learners, we require that all pupils include at least one EBacc subject in their four options (Computer Science, Geography, History or a Language).
- Look at your progress reports and, in particular, focus on the attitudinal grades. You should choose subjects in which you have shown a good attitude to learning. Where your attitude grades have been marked as 'poor' or 'requires improvement' you will need to consider carefully whether to choose the subject as it is possible that you may be asked to use a reserve subject if oversubscribed.
- You should make your decision based on *enjoyment, achievement, methods of assessment, type of qualification, future career plans and aspirations*. You should not make this decision on your own but seek advice and support from family and members of staff.

# Step-by-Step

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## **1. Year 9 Careers Conference – 26 January**

During online lessons that day, you will hear about the options on offer and how to begin choosing your courses.

## **2. Launch to parents – 27 January**

Your parents will receive a recorded presentation outlining the process and an opportunity to email in questions.

## **3. Parents' Consultation Evening – 24 February**

You and your parents will have an opportunity to discuss your progress and suitability for the courses you are thinking about.

## **4. Guidance Interview – 25 February – 10 March**

Your parents and you will be invited to attend a 15 minute online interview with a senior member of staff. This is a chance to check the choices you are making are suitable for you and your future pathway and to ask further questions. If your parents cannot attend, you will have the interview alone.

## **5. Deadline – 11 March**

You must submit your final choices electronically, no later than 4pm on Friday 11 March. A link to the form required will be included on the invitation to your guidance interview. This form can be updated and amended as often as you like, up until the deadline, when it will be locked for further editing. We request that you wait until after the guidance interview before making your final choices. A paper version of the form can be found at the back of this booklet for your planning and records.

### *Careers Advice.*

The website [www.youthoria.org](http://www.youthoria.org) provides useful information and guidance about future careers and the subjects that will be best suited to your future plans. There is also an opportunity to book an individual consultation with a qualified independent careers adviser. Speak to your Year Lead if you are interested in this.

## **Do**

- Ask questions.
- Seek help from your mentor if unsure about anything.
- Talk to your subject teacher.
- Try to have a mix of options, e.g. try to have one practical subject.
- Look at your report to check how well you are actually doing in the subject and to help think about what you could really achieve at the next level.
- Remember that you can achieve in any subject if you work hard and stick at it; sometimes we need to do things that are challenging and will be better for us in the long term.
- If you have a career in mind, check what is required.
- If you wish to follow a subject beyond 16, check that your choices now will allow you to do so.
- Remember that career plans can change and you should always consider alternatives.
- Remember that there is no guarantee that we can give you your first preferences so think really carefully about your reserve choice(s).

## **Don't**

- Pick a subject because your friend is choosing it.
- Pick a subject because you like the teacher; there is no guarantee that you will get that same teacher next year.
- Pick a subject because you think it is easy; all options are challenging in their own way.
- Rush into the decision; once you have chosen your options and they have been agreed, there is very little chance that you can change them and almost no chance once you actually start the course in September.

# What you will study (at a glance)

## All pupils will study (Core):

English	Maths	Science	CEIAG (Y11)	Core PE	Religion, Ethics & Philosophy (Y10)
GCSE (2 GCSEs)	GCSE	GCSE (2 or 3 GCSEs)	not accredited	not accredited	Short course
All pupils will study English Language and English Literature		Your Science teacher will decide during the course whether you should take Combined Trilogy or separate Sciences.	This is only in Year 11 and focuses on preparing you for post-16.	Practical lessons for all.	Course completed in Year 9 and 10; leading to a Certificate in Philosophy from the National College of the Humanities

## You will also study four other subjects (Options):

You must choose **one** from each option block and nominate at least one reserve (Foundation Learning is by invitation only).

Block 1	Block 2	Block 3	Block 4
ART	ART	COMPUTER SCIENCE	COMPUTER SCIENCE
BUSINESS STUDIES	BUSINESS STUDIES	DIGITAL PHOTOGRAPHY	DESIGN & TECHNOLOGY
DESIGN & TECHNOLOGY	DESIGN & TECHNOLOGY	GEOGRAPHY	FRENCH
DRAMA	DRAMA	HEALTH & SOCIAL CARE* BTEC	FOUNDATION LEARNING* Level 1
FOOD PREPARATION & NUTRITION	ENGINEERING* BTEC Level 2	HISTORY	GEOGRAPHY
FRENCH	FOOD PREPARATION & NUTRITION	PE or SPORT* BTEC	GERMAN
GEOGRAPHY	FRENCH	RE	HISTORY
HAIRDRESSING* C&G Level 1	HISTORY	SPANISH	SPANISH
HISTORY	SPANISH		
MUSIC			
RELIGIOUS STUDIES			

You may also choose an after-school course in Music Technology and/or Dance.

\*=non-GCSE subjects (PE can be either BTEC SPORT or GCSE PE – the department will advise which course you should follow from October half-term)

# ***What you will study (Core)***

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## ***Subjects everyone must do***

### **English**

GCSE English Language and GCSE English Literature

### **Mathematics**

GCSE Mathematics

### **Science**

Combined Trilogy **or**

Triple/separate Sciences, i.e. GCSE Biology, GCSE Chemistry and GCSE Physics

## ***Non-examined subjects***

Careers Education, Information, Advice and Guidance (CEIAG) (Year 11)

Personal, Social, Health & Economic Education (PSHE)

Physical Education (Core PE)

Religion, Ethics and Philosophy (Year 10)

English

Maths

Science

PSHE, CEIAG, PE, &  
Religion, Ethics &  
Philosophy



Option Subjects: you must  
choose 4 other subjects, one  
from each block

# What you will study (Options)

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You must choose **1** subject from each block. At least one of these options must be from the EBACC suite (Computer Science, Geography, History or a Language) **OR** Foundation Learning (see opposite)

## Block 1

ART  
BUSINESS STUDIES  
DESIGN & TECHNOLOGY  
DRAMA  
FOOD PREPARATION &  
NUTRITION  
FRENCH  
GEOGRAPHY  
HAIRDRESSING (C&G Level 1)  
HISTORY  
MUSIC  
RELIGIOUS STUDIES

## Block 2

ART  
BUSINESS STUDIES  
DESIGN & TECHNOLOGY  
DRAMA  
ENGINEERING (BTEC Level 2)  
FOOD PREPARATION &  
NUTRITION  
FRENCH  
HISTORY  
SPANISH

## Block 3

COMPUTER SCIENCE  
DIGITAL PHOTOGRAPHY  
GEOGRAPHY  
HEALTH & SOCIAL CARE (BTEC  
Level 1/Level 2)  
HISTORY  
PE OR SPORT  
RELIGIOUS STUDIES  
SPANISH

## Block 4

COMPUTER SCIENCE  
DESIGN & TECHNOLOGY  
FRENCH  
FOUNDATION LEARNING  
(Level 1)  
GEOGRAPHY  
GERMAN  
HISTORY  
SPANISH

## After-school subjects

**RSL Music Technology and/or GCSE Dance:** These are additional subjects after-school. They will be run as a two hour lesson each week. They do **not** count as one of your four options but they do require additional commitment. They are courses, not clubs, and should only be taken if you are genuinely interested in the subject. You will be asked to sign an agreement to commit to the course for its entirety.

## Foundation Learning

This Level 1 course is not open to all pupils. Pupils for whom this course is appropriate will be invited to take the course. If you are interested, you should ask Mrs Morris, SENCo, for advice. You are likely to have had additional literacy support throughout KS3.

While we do our best, we cannot guarantee that all of the optional courses described in the booklet will run. Factors such as staff turnover, insufficient numbers or government policy can lead to courses being changed or withdrawn. If your choice cannot be timetabled you will be asked to choose from your reserve list.

# *Types of Qualifications*

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The information on this page is correct at the time of print but some changes to specifications, examination and assessment are possible.

Learners progress through levels.

**Entry Level** Below GCSE or equivalent standard

**Level 1** GCSE or equivalent Grades 1 to 3 (grades=G to D)

**Level 2** GCSE or equivalent Grades 4 to 9 (grades=C to A\*)

**Level 3** A level, International Baccalaureate and BTEC Nationals.

The vast majority of pupils in Year 10 will be taking Level 2 courses.

## **GCSE**

A traditional Level 1 or 2 academic and well-known qualification, which is available in all subjects unless indicated otherwise. These are graded 9-1. All enable progress to further education, training or employment. All subjects are assessed by a final exam but some include controlled assessment. In a number of subjects, you are awarded extra marks for accuracy in spelling, punctuation and grammar.

## **BTEC**

These are Level 1 or Level 2 vocational qualifications which provide a more practical, applied approach to learning, alongside a theoretical background. You will have to do a number of units for which you present a portfolio of evidence. 75% assessment is by coursework with 25% by a form of exam. There may be exams at the end of the first year of the course. Learners are usually awarded either a Pass, Merit or Distinction (equivalent to grades 4 to 8 at GCSE). BTECs enable you to progress to employment with further training or continued study at Further Education, whether in an academic environment (e.g. Long Road Sixth Form College) or at a more specialist vocational institute (e.g. Cambridge Regional College).

## **Foundation Learning qualifications**

These are at Entry Level and Level 1, suitable for you if you find aspects of learning particularly challenging. A range of life skills and work-related skills are followed to prepare pupils for adult life. On-line tests are used to assess functional skills in English, Maths and ICT.

## **Certificate in Personal Effectiveness (CoPE).**

Offered only as part of Foundation Learning, CoPE is a Level 1 Key Skills Course designed to develop independent learning and to cover a wide range of topics. The awarding body, ASDAN, is a nationally-recognised exam awarding body specialising in the accreditation of personal skills development.

## **Certificate in Philosophy**

This certificate is awarded by the National College of the Humanities to pupils successfully completing the Religion, Ethics and Philosophy course at the end of Year 10.

## **RSL Level 2 Certificate**

This is only offered in Music Technology (after-school). This is a vocational qualification which provides a practical approach to learning. Accredited through completion of assessed units and an element of external assessment, this qualification allows you to demonstrate skills and knowledge at Level 2.

## **City and Guilds**

This is a Hairdressing vocational qualification which provides a practical approach to learning. Accredited through completion of assessed units, this qualification allows you to demonstrate skills and knowledge at Level 1.



# ***GCSE Changes in recent years***

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GCSEs have been reformed. This means there have been changes to:

- content (what you will study);
- assessment (how you will be tested);
- tiering (whether or not you can take higher or foundation papers);
- grades (what is recorded on your certificate at the end).

The new GCSEs were first introduced in English Language, English Literature and Maths in September 2015. All other subjects now follow the new GCSE exam specifications.

## ***Content***

The content is new and more demanding with a greater requirement for more extended writing. In Maths, there is an increased focus on problem-solving and more content. In English, there is an increased need for accuracy in spelling, punctuation and grammar. You are also likely to need to remember and recall more information, knowledge and facts.

## ***Assessment***

All subjects will now be tested at the end of Year 11. There are no longer modular exams so everything you learn during the course will be tested at the end. In several subjects, there will no longer be coursework or controlled assessment.

## ***Tiering***

There will no longer be different tiered exam papers in most subjects meaning all pupils will sit the same exam regardless of ability. This means you will be able to achieve any grade but it could also mean that you will find some aspects of the exam paper harder.

## ***Grades***

The grade you will be awarded at the end of the course will now be based on a number rather than a letter. The highest you can achieve is 9 and the lowest pass is 1. Look at the diagram on the next page to see how the new grades link with the previous grades. You will see that a grade 4 is effectively equivalent to a 'C' and grade 7 is the same as an 'A' grade. Grade 5 and above is currently considered the higher pass mark and this is likely to be what you will need in most subjects to be able to access A level.

# GCSE Changes from 2017

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
CURRENT GCSE GRADING STRUCTURE									
A*		A	B	C	D	E	F	G	U

# ***Compulsory Subjects***

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# ***GCSE English Language***

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## ***Why this subject?***

GCSE English Language is a compulsory subject for all pupils in Year 10 and 11. The GCSE Language course has undergone recent change with the introduction of more demanding reading texts and a greater focus on the need for technical accuracy in the construction and spelling of written responses. There are no controlled assessments under the revised specification; assessment is based entirely on the linear exams at the end of Year 11.

The course encourages you to develop:

- an understanding of the spoken word and the capacity to express yourself formally in a presentation-style environment;
- the ability to read, understand and respond to different types of writing from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century
- the ability to construct and convey meaning in written language using correct grammar and standard English with a key focus on the careful selection of language for effect.

## ***What you will do***

In **Speaking and Listening**, you will be provided with opportunities to develop your ability to give a presentation in a formal context and respond appropriately to questions and feedback.

In **Reading**, you will be offered opportunities to read literary and non-literary fiction and non-fiction texts from the past three centuries. You will respond to unseen fiction and non-fiction texts in the external examination demonstrating your ability to summarise, retrieve information, analyse language and structure, evaluate critical viewpoints and make sustained comparisons between texts.

In **Writing**, you will be required to write in a wide range of styles and forms, including critical and imaginative responses. You are assessed on the style, structure and accuracy of your writing.

## ***How you will be assessed***

The English Language GCSE will be assessed through two 1 hour 45 minute exams, each worth 50% of your final GCSE grade.

- Paper 1: Reading a literary fiction text and writing creatively
- Paper 2: Reading two linked sources from different centuries and genres, and producing a written text to a specified audience and purpose.

There are no tiers of entry for the new GCSE English Language exams; **all pupils will sit the same exams regardless of which set they are in.**

AQA GCSE English Language: 8700  
QN: 601/4292/3

# ***GCSE English Literature***

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## ***Why this subject?***

All pupils will also follow a course leading to a separate GCSE qualification in English Literature.

Taught alongside the Language GCSE course, this course requires many of the same qualities of response as English Language but with a stronger emphasis on responding to purely literary texts and from the English Literary Canon only. Following GCSE reform, English Literature sees an increase to the challenges and demands placed upon pupils with the removal of controlled assessments, and a tighter control over the types of texts they are required to study.

## ***What you will do***

You will be expected to demonstrate a sensitive, informed and critical response to a range of literature from a variety of genres including:

- one Shakespeare play;
- one 19<sup>th</sup>-century English novel;
- one modern English text (either a prose or drama text);
- a range of thematic English poetry and unseen poetry taken from 1782 onwards.

## ***How you will be assessed***

The English Literature GCSE will be comprised of two exams as follows:

### **Paper 1: Shakespeare and the 19<sup>th</sup>-century novel**

- 1 hour 45 minutes
- One extract-based essay question on the Shakespeare play studied in class
- One extract-based essay question on the 19<sup>th</sup>-century novel studied in class
- Contributes 40% of final GCSE grade

### **Paper 2: Modern texts and poetry**

- 2 hours 15 minutes
- One essay question on modern prose/drama text studied in class
- One essay question comparing two poems from the anthology studied in class
- One analytical response to an unseen poem
- One question comparing this poem to a second unseen poem
- Contributes 60% of final GCSE grade

There are no tiers of entry; all pupils entered for Literature will sit the same exams. **Both exams are closed-book exams, i.e. you will not have a copy of the texts you have studied in the exam.**

AQA GCSE English Literature: 8702  
QN: 601/4447/6

# GCSE Mathematics

## Why this subject?

GCSE Mathematics covers many basic skills that are used in a variety of ways throughout life and because of this, it is a compulsory subject for all pupils in Years 10 and 11.

Much of what you learn in Mathematics is used in other GCSE subjects that you may study. For example, in Science, you will be asked to use formulae and solve equations. In Geography, you will need to read charts and diagrams and use and manipulate statistics and in Design and Technology, you will need to make accurate scale drawings.

All college and sixth form courses require GCSE Mathematics, as do many jobs and careers.

## What you will do

GCSE Maths has changed and is more demanding for everyone with harder topics being introduced at both foundation and higher tier. In the assessments there's a greater emphasis on problem solving and mathematical reasoning, with more marks now being allocated to these higher-order skills. As a result lessons will be adapted to allow you to develop and practise these skills.

Pupils are set in Mathematics according to their ability. There are currently five sets, three higher and two foundation in each half year group. You will follow a course that is designed to allow flexibility between sets so that the final decision on tier of entry can be made in Year 11. Throughout the course your progress will be regularly assessed and you will be provided with many resources to support you in your independent study and revision.

## How you will be assessed

All exam boards now follow the same specification and the course is now assessed by examination only. The Maths course is split into three exams each of 1 hour and 30 minutes. Of these exams two are calculator and one is non-calculator. There are three main assessment strands in the exam:

Assessment Strand	Description	Foundation	Higher
AO1	Use and apply standard techniques	40%	50%
AO2	Reason, interpret and communicate mathematically	30%	25%
AO3	Solve problems within mathematics and in other contexts	30%	25%

There are 2 tiers of entry:

Higher Level                      GCSE Grades 9 to 4\*  
Foundation Level                GCSE Grades 5 to 1\*

*\*broadly the same proportion of pupils will achieve a grade 4 and above as previously achieved a grade C and above.*

*\*broadly the same proportion of pupils will achieve a grade 7 and above as previously achieved a grade A and above.*

Edexcel GCSE Maths: 1MA1  
QN: 601/4700/3

# GCSE – AQA Trilogy Science (Combined)

## Why this subject?

Science is a core subject, which all pupils in Years 10 and Year 11 will study. It provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. All pupils will be taught to think critically, collaborate, make evidence-based decisions and solve problems.

## What you will do

Trilogy Science is taught by three teachers. The same units are taught as in the Separate Science course (with the exception of Space Physics), but feature less content in some units. KS4 pupils will study all three science subjects. Trilogy Science is accepted by all sixth-form providers in the area for entry to A-Level Science courses – it does not limit pupils' future choices and aspirations.

The science curriculum is built on the principles of analysis, interpretation and evaluation. In KS4, 'big ideas' will be explored in greater depth having been introduced in KS3. Practical skills will be developed by completing experiments and observing teacher-led demonstrations. The application of mathematical skills will be taught alongside conceptual knowledge and experimental skills.

Studying for Trilogy Science will result in the award of **two** GCSE (9-1) grades, on a 17 point scale. Higher tier ranges from 4-4 to 9-9 and foundation tier from 1-1 to 5-5. Pupils can only be entered for one tier for all three science subjects and some material is only taught to Higher tier pupils.

It is likely that pupils achieving grade 5 and below in Year 11 will be entered for the foundation tier, whilst those performing consistently at grade 6 and above will be entered for the higher tier. These entry tiers are not finalised until Spring Term Year 11.

## Teaching units

Biology	Chemistry	Physics
1. Cell Biology*	1. Atomic Structure and the Periodic Table*	1. Energy*
2. Organisation*	2. Bonding, Structure and the Properties of Matter*	2. Particle Model of Matter*
3. Infection and Response	3. Quantitative Chemistry	3. Electricity
4. Bioenergetics	4. Chemical Changes	4. Atomic Structure
5. Homeostasis and Response	5. Energy Changes	5. Forces
6. Inheritance, Variation and Evolution	6. The Rate and Extent of Chemical Change	6. Waves
7. Ecology	7. Organic Chemistry	7. Magnetism and Electromagnetism
	8. Chemical Analysis	
	9. Chemistry of the Atmosphere	
	10. Using Resources	

\*The units indicated with an asterisk were taught in Y9.

## How you will be assessed

All assessment is completed at the end of the course in Year 11. There is no controlled assessment.

There are six examinations, two in each of Biology, Chemistry and Physics. These examinations last 1 hour 15 minutes each, equally weighted at 16.7% each. The exams contain a mix of multiple choice, structured, closed short-answer and open response questions.

[www.aqa.org.uk/gcse-trilogy](http://www.aqa.org.uk/gcse-trilogy)

AQA GCSE Combined Science Trilogy (Double Award): 8464  
QAN: 601/8758/X

# GCSE – AQA Separate Science (Triple)

## Why this subject?

Science is a core subject, which all pupils in Years 10 and Year 11 will study. It provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. All pupils will be taught to think critically, collaborate, make evidence-based decisions and solve problems.

## What you will do

Separate Science is taught by three teachers. The same units are taught in the Separate Science course as in the Trilogy Science course (with the exception of Space Physics, which is a Triple Science only unit). Separate Science features more content in some units and covers some content in greater depth. KS4 pupils will study all three Science subjects.

The science curriculum is built on the principles of analysis, interpretation and evaluation. In KS4, 'big ideas' will be explored in greater depth having been introduced in KS3. Practical skills will be developed by completing experiments and observing teacher-led demonstrations. The application of mathematical skills will be taught alongside conceptual knowledge and experimental skills.

Studying for Separate Science will result in the award of a single GCSE grade in **each** of Biology, Chemistry and Physics. Pupils will be entered for Higher tier papers (where the grades available range from 9 to 4).

The final decision as to whether pupils will be offered the opportunity to study Separate Science will be made in the final weeks of Year 9 and will consider all assessment and attitudinal data to date. It is likely that Separate Science will only be offered to those pupils consistently achieving a grade 6 and above at the end of Year 9.

## Teaching Units

Biology	Chemistry	Physics
1. Cell Biology*	1. Atomic Structure and the Periodic Table*	1. Energy*
2. Organisation*	2. Bonding, Structure and the Properties of Matter*	2. Particle Model of Matter*
3. Infection and Response	3. Quantitative Chemistry	3. Electricity
4. Bioenergetics	4. Chemical Changes	4. Atomic Structure
5. Homeostasis and Response	5. Energy Changes	5. Forces
6. Inheritance, Variation and Evolution	6. The Rate and Extent of Chemical Change	6. Waves
7. Ecology	7. Organic Chemistry	7. Magnetism and Electromagnetism
	8. Chemical Analysis	8. <i>Space Physics</i>
	9. Chemistry of the Atmosphere	
	10. Using Resources	

\*The units indicated with an asterisk were taught in Y9.

## How you will be assessed

All assessment is completed at the end of the course in Year 11. There is no controlled assessment.

There are six examinations, two in each of Biology, Chemistry and Physics. These examinations last 1 hour 45 minutes each, where each paper is worth 50% of the subject grade. The exams contain a mix of multiple choice, structured, closed short-answer and open response questions.

[www.aqa.org.uk/subjects/science/gcse](http://www.aqa.org.uk/subjects/science/gcse)

AQA GCSE Biology: 8461 (QAN: 601/8752/9), AQA GCSE Chemistry: 8462 (QAN: 601/8757/8), AQA GCSE Physics: 8463 (QAN: 601/8751/7)



# ***PE (Core)***

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## ***Why this subject?***

The main emphasis of the Core programme throughout Key Stage 4 is supporting pupils in developing their understanding of maintaining a healthy active lifestyle. Our aim is to prepare pupils' for the future by helping them to take greater ownership of their lifestyle choices; preparing them to continue pursuing active leisure time in the future.

Throughout the KS4 curriculum pupils will:

- Experience a range of activities to develop their physical skill and areas of personal interest.
- Be able to understand the technical, tactical and conceptual content across the range of activities.
- Know how to participate safely in their learning environment.
- Understand how physical activity impacts on their health and wellbeing.
- Develop confidence in their ability and resilience to challenge.
- Be exposed to situations which require a broad range of social skills.

## **Year 10**

The Year 10 Curriculum will be a carousel of activities, with a strong emphasis on healthy lifestyles and fitness in all the activities covered. The course encourages you to understand and improve your knowledge of these areas and the importance of leading a healthy and active lifestyle. You will be able to highlight different methods that can be used to be active and healthy, and lead pupils towards improving their own personal levels of fitness.

In the summer term, we introduce an element of choice into the curriculum.

## **Year 11**

In the Year 11 curriculum, you will be able to choose a number of activities throughout the year, to tailor a personal curriculum to suit your own needs. Pupils are provided with pathway options, which cover a range of PE curriculum areas such as:

Aesthetic activities (e.g. Dance, Gymnastics, Trampolining).

Games activities:

- Invasion (e.g. Basketball, Dodgeball, Football, Hockey, Netball).
- Net games (e.g. Badminton, Table Tennis, Volleyball)
- Strike and Field (e.g. Rounders and Softball)

Lifestyle activities (e.g. Fitness suite, Yoga, Zumba).

# ***Careers Education, Information, Advice and Guidance (CEIAG)***

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## ***Why this subject?***

Young people need high quality, impartial information, advice and guidance to enable them to make decisions that will take them on the path to success. Our aim is to inspire all of our pupils to make the best use of their talents and to achieve their ambitions by choosing the pathways that are right for them.

## ***What will you do?***

In Year 10 we will explore the world of work and focus on Enterprise Education. All Year 10 pupils will take part in the Enterprise day. Working as a company you will develop skills in: working as a team; communication; organisation; problem-solving; and financial planning.

You will then be prepared for work experience: writing CVs and letters, interview techniques, employability skills, and health and safety at work. After your work experience placement, you will reflect on what you have learnt and achieved, helping you to understand how this might inform future decisions about careers and education at post-16.

In the summer term we will begin to explore the post-16 application process.

In Year 11 we will be focusing on:

- mock GCSE Exams; why they are so important, generic revision techniques, organisation, coping with stress;
- searching for the most appropriate courses for you using mychoice16;
- the mychoice16 online application process for applying to CAP (Cambridge Area Partnership) post-16 schools and colleges;
- how to write a high quality personal statement and why it is important to do so;
- motivation and aspiration;
- careers;
- interview skills;
- progression pathways for all;
- preparation for GCSE final exams;
- results day and beyond.

CEIAG will be an interactive course with guest speakers from businesses, enterprise, higher education and further education establishments and workshops to underpin the fundamental principles and outcomes. The course will be delivered during mentoring periods, collapsed days and fortnightly lessons in Year 11.

# ***Short Course Religion, Ethics and Philosophy***

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## ***Why this subject?***

It is important to explore and debate issues from different perspectives. This subject will allow you to explore spiritual, moral, cultural and social ideas relating to current topics affecting our everyday lives. It will encourage you to adopt an enquiring, critical and reflective approach to religion and society whilst understanding and appreciating different cultures and beliefs. It will also help you to explore British values.

The course aims to enrich the curriculum as well as promote engagement with Philosophical ideas as a means of encouraging deeper learning.

## ***What will you do?***

We will be following the New College of the Humanities (NCH) Certificate in Philosophy course.

The Course is broken down into three units/sections:

**Section 1-** Philosophical foundations.

**Content covered-** The dawn of Philosophy, Searching for the good life (Socrates), What is real? (Plato), How to live well (Aristotle) and How do we know? (Descartes).

**Section 2-** Philosophical debates

**Content covered-** This section allows you to engage with debates around specific controversies within Philosophy. Such as: Do animals think? Is there a God? Is it ever OK to lie? Is there life after death?

**Section 3-** Personal Philosophy project

**Content covered-** You will be taught how to conduct your own personal research project around a topic of interest to you. This will form your final assessment.

## ***How you will be assessed***

You will be assessed based on your final personal Philosophy project. The choice of the project and how it is presented is largely up to you, with guidance and recommendations made by your teacher.

The project will be an inquiry based project, focusing on a chosen topic of question. Your project should contain the following elements:

- An introduction, which outlines the question and your reason for choosing it. Approximately 200 words.
- Research, typically using around 8-12 sources, with a bibliography. Approximately 600 words.
- Discussions of arguments for and against. Approximately 800 words.
- A conclusion in which your own viewpoint is summarised. Approximately 100 words.

The project does not need to be a written report. Presentations, podcasts, videos and posters can form the outcome.

**This is an accredited course and you will be graded 1-9.**

***Option Subjects***

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# ***GCSE Business Studies***

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## ***Why this subject?***

This GCSE course in Business Studies aims to develop your knowledge and understanding of a wide range of business concepts concerning setting up and operating a business. You will be encouraged to apply the knowledge you gain to various business scenarios before making informed judgements and recommendations.

## ***What you will do***

This course is divided into two themes:

**Theme 1: Investigating small business** - concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for you to explore core concepts through the lens of an entrepreneur setting up a business. You will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

**Theme 2: Building a business** - examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. It will also consider the impact of the wider world on the decisions a business makes as it grows. You will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

In each theme you will develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it

operates. You must understand how these interdependencies and relationships underpin business decisions.

The course is delivered using a variety of teaching and learning styles, including case study work, problem-solving and research tasks. You may be asked to work independently or as part of a team and will be encouraged to discuss your ideas with your peers.

## ***How you will be assessed***

There will be regular assessment throughout the course using classwork, homework and end of topic tests/assessments but your final grade will be determined by the two external examinations sat at the end of Year 11. The two examinations are equally weighted and take the form of written papers, each lasting 1 hour 30 minutes.

**Paper 1** (50%) covers the topics: Enterprise and entrepreneurship, Spotting a business opportunity, Putting a business idea into practice, Making the business effective, Understanding external influences on business.

**Paper 2** (50%) covers the topics: Growing the business, Making marketing decisions, Making operational decisions, Making financial decisions, Making human resource decisions.

Both papers include a range of multiple choice, short answer and extended answer questions. For the extended answer questions, you will be required to write two to three paragraphs in response. Each paper will also include a number of mathematical calculations. These calculations use percentages, ratios and the memorising of some simple formula. Calculators are permitted in both exams.

For more information, see Mrs Neesam.

Edexcel GCSE Business: 1BS0

QN: 603/0121/1

# GCSE Computer Science

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## **Why study Computer Science?**

Computer Science is a blend of creativity, innovation, technology and challenge. It uniquely mixes aspects of design, mathematics, coding and logic, and provides opportunities to develop critical thinking, analysis and problem solving skills which can be transferred to everyday life and to the workplace.

Choosing to study Computer Science will give you an in-depth, "behind the scenes" view of how computers and programs work, networks run, databases are accessed, and cyber-security threats may be thwarted. The opportunity to create applications and programs and to gain a real understanding of how to code solutions is matched by insights into how technology continues to change every aspect of our lives. GCSE Computer Science also provides a superb stepping stone, if you wish to go on to further study and employment in this field, such as in A Level Computer Science.

## **What will you study?**

This qualification consists of two written exams:

Paper 1, the first exam, covers computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

Paper 2, the second exam, covers data representation, computer systems, computer networks, cyber security, databases and SQL, and ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.

At GCSE, we switch coding languages to Python 3, and this language will be used for all questions in Paper 1. To help build confidence and experience in coding, we take part in the Perse Coding Challenge in both Years 10 and 11.

This is a challenging GCSE and covers a lot of technical content. You must have a keen interest in the subject as well as experience and enjoyment of solving problems, and will be eager to demonstrate numeracy and maths skills; this is **not** a course that covers ICT, graphics or business, and, as such, is recognised as a Science that counts towards the English Baccalaureate: it is an academic subject. To do well in this course requires significant time learning new content and overcoming computational thinking and programming obstacles: you will typically be actively creating and completing your own coding projects at home.

## **How will you be assessed?**

Paper 1: 2 hours. Paper 2: 1h 45 mins.  
Each exam counts for 50% of the final mark.

It is strongly recommended that you have reached level 5 (now) in Mathematics to ensure an adequate understanding of the programming algorithms covered in this course.

AQA, GCSE Computer Science : 8525  
QAN code: 601/8301/9

<https://cs.sawstonvc.org/options>

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525>

# ***GCSE Digital Photography***

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## ***Why this subject?***

This subject, from the AQA GCSE Art and Design family of qualifications, replaces our Creative iMedia course (which has implemented a revised specification), and enables us to explore the best aspects of the previous course with greater creativity and artistic influence.

The Digital Photography GCSE course is creative, practical and experimental. The course explores various approaches, demonstrating skills in composition, viewpoint and depth of field. Pupils will be asked to make appropriate use of colour, line, tone, texture, shape and form, in response to an idea, theme or brief. They study other artists and photographers' work, linking this to their own, in order to develop their ideas. There is an element of written analysis and evaluation required to support your ideas.

## ***What will you do?***

The course requires completion of two projects:

Project 1 - Landscape photography (working from the built or natural environment). Project title: Inside and Outside.

You will research the work of other photographers, designers and craftspeople to help inform your own ideas and help you to identify your own personal intention. You will then embark on a creative journey where you will be encouraged to experiment and refine ideas before you develop your work into a concluding outcome.

Project 2 – Experimental photography

You will experiment with new media practice such as computer manipulated photography.

Similar to the first project, you will explore the theme with research, experimentation and development of ideas; ready to produce a final piece of work in mock exam conditions.

An interest in the subject and a willingness to work hard are as important as any natural ability when choosing this subject. No prior experience of photography is needed, however a level of confidence in digital image manipulation (with Serif Affinity) would be beneficial.

## ***What software will we use?***

Serif Affinity Photo. This popular alternative to Adobe PhotoShop has all of the required functionality for processing, editing and creating new work from photographs. We have a school licence that permits you to install a copy of the software on a Windows or Mac computer at home.

## ***How will you be assessed?***

*Portfolio of Work*                      60%

A 'portfolio' presentation of work will be submitted using work from the two projects completed in Year 10 and Year 11.

*Examination*                              40%

You will produce your own assignment in response to an externally set paper. You will have nine weeks preparatory time and 10 hours work supervised under examination conditions.

AQA, Art & Design (Photography) 8206C  
QAN: 601/8088/2

<https://cs.sawstonvc.org/options>

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography>



# ***GCSE Design and Technology***

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## ***Why this subject?***

Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products.

Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

Pupils will have the opportunity to design, model and manufacture products from a range of materials. The core focus is centered around timbers.

## ***What you will do***

Core knowledge and understanding are presented in five clear and distinct topic areas, you will study all of them:

Design and technology and our world

Smart materials

Electronic systems and programmable components

Mechanical components and devices

Materials

Learners are required to study all of the content in these five areas, to ensure they have a broad knowledge and understanding of design and technology and that they are able to make effective choices in relation to which materials, components and systems to utilise within design and make activities.

In-depth knowledge and understanding is presented in six clear and distinct topic areas:

- a electronic systems, programmable components and mechanical devices;
- b papers and boards;
- c natural and manufactured timber;
- d ferrous and non-ferrous metals;
- e thermofixing and thermosetting polymers;
- f fibres and textiles

## ***How you will be assessed***

Design and Technology in the 21<sup>st</sup> Century

Written examination: 50% of qualification. 2 hours

NEA (coursework): 50%

All courses have only one tier of entry covering all of the ability range.

It is expected that pupils who select this course will be prepared to contribute towards the cost or supply their own materials for coursework tasks.

Pupils must be prepared to work with a range of materials throughout the course but they will be working with natural and manufactured timbers when designing and making the product for their non-examined assessment (NEA).

Eduqas, GCSE Design Technology: C600QS

QN: 603/1121/6

# GCSE Drama

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## ***Why this subject?***

**It is fun.** But only if you like Drama and want to perform and if you are prepared to put in some hard work. Drama will give you increased self-confidence, improved performance techniques and an increased ability to work with others. You get to go on trips and you can take part in workshops with professional actors. In both GCSE Drama components, you will be working in small groups and you will be expected to show initiative, energy, enthusiasm and total commitment. You will also be required to demonstrate teamwork skills, creativity, patience and tolerance. Anybody of any ability can opt for GCSE Drama as long as he or she has the human qualities outlined above. However, it is a difficult situation for all concerned if a pupil chooses Drama because he or she cannot think of anything else to do. So choose Drama if you enjoy performing on stage, you have a love of Theatre and wish to take the subject at A-Level, or you like the idea of applying current performance skills to dramatic texts and performance styles. Rehearsals after school are obligatory but these are generally not long and they are organised by the pupils themselves before productions.

## ***What you will do***

In Year 10 the main emphasis is on exploring a range of performance genres, styles and stimuli for the devised performance. In conjunction with this we will begin reading and studying the set play-text. Year 11 will focus on honing and refining practical skills whilst researching and selecting plays for a scripted performance.

## ***How will you be assessed?***

The exam grade is dependent on three components:

1. Understanding Drama: knowledge and understanding of how drama and theatre is developed and performed including the analysis of a set play and evaluation of live theatre works.

The paper is divided into three compulsory sections:

- A: Theatre roles and terminology
- B: Study of set text
- C: Live theatre production **(40%)**

2. Devising drama: This is a practical component in which pupils are assessed on their ability to create and develop ideas which form a piece of theatre to be rehearsed and performed to a public audience. Pupils will also produce an individual Devising log documenting the devising process which contains three sections:
  - Response to a stimulus
  - Development and collaboration
  - Analysis and evaluation **(40%)**
3. Texts in Practice: Pupils are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance through the study and performance of two extracts from one play. **(20%)**

Pupils are **expected** to attend theatre trips into Cambridge and London.

AQA GCSE Drama: 8261  
QN: 601/8575/2

# ***BTEC Tech Award Level 1/2 Engineering***

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If you are interested in a career in engineering or a similar industry you will find this course ideal. It is a specialist work-related qualification for the engineering sector, providing education and training specifically in the areas of engineering, maintenance and manufacturing.

## ***What you will do***

This is a vocational course which provides an insight into the range of jobs available in the field of engineering as well as developing some of the general skills and knowledge required for working in the various engineering sectors.

The course is divided into three components, two internally assessed and one externally assessed.

Internally Assessed Components:

### **Component 1: Exploring Engineering Sectors and Design Applications**

You will explore the links between the various engineering sectors and the role of design in the production of engineered products.

### **Component 2: Investigating an Engineered Project**

You will investigate the selection of materials, proprietary components, making processes and disassembly of a given engineered product. You will have to plan, reproduce, inspect and test a single component.

Externally Assessed Components:

### **Component 3: Responding to an Engineering Brief**

You will build on the knowledge and skills learned in components 1 and 2. Pupils will investigate and create solutions to problems in response to given engineering briefs. The objectives of this component will enable you to understand how to respond to an engineering brief, select and apply skills and techniques, and evaluate and review the outcomes.

## ***How you will be assessed***

Components 1 and 2 will be assessed internally through assignments set throughout the course, both practical and theoretical.

Component 3 will be assessed in two parts. Part 1 is two hours and Part 2 is one and a half hours. This will be set externally and will be worth 40% of the final grade. This will be taken in Year 11 of the course and will be completed under exam conditions.

On completion of the course, you will receive a BTEC Level 1/2 Award in Engineering. This will be awarded at Level 1 Pass, Merit or Distinction or Level 2 Pass, Merit, Distinction or Distinction\*.

Pearson BTEC Engineering Level 1/2 Tech Award: YYJ31  
QN: 603/0829/1

# ***GCSE Food Preparation and Nutrition***

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## ***Why this subject?***

This course is designed to be exciting and creative. It aims to help you to develop a wide range of practical cooking skills as well as developing a sound understanding of nutrition, the provenance of food and the working characteristics of ingredients.

If you are interested in food and food preparation then this may be the course for you.

## ***What you will do***

### **Areas of study:**

- food nutrition and health;
- food science;
- food safety;
- food choice;
- food provenance.

Each area will be taught through practical and investigative tasks which will give you the opportunity to develop a range of skills. There will also be scope for creativity when it comes to preparing and serving your food. Tasks may be undertaken as an individual or as part of a group. You must understand when opting for this course that practical work plays a major part in the lessons, however, there is also a great deal of detailed theory work to cover, this is important, and will take up as much time as the cooking sessions.

## ***How you will be assessed***

**During Year 11 you will complete the following pieces of assessment:**

### **Coursework tasks**

**Task 1 - Food investigation** - This will be worth 15% of your final mark.

**Task 2 - Food preparation task** - This will be worth 35% of your final mark.

### **Written examination**

This will be worth 50% of your final mark.

AQA GCSE Food Preparation and Nutrition: 8585  
QN: 601/8421/8

# GCSE Geography

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## Why Geography?

*'There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Geographers are also highly employable. Whatever your passion for the world - fascination with landscapes or concerns about inequality - geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally.'*

Dr Rita Gardner, Director of the RGS-IBG.

Geography has been defined amongst the key 'facilitating' or 'hard' subjects in a guide compiled by the Russell Group (20 leading UK universities). Geography is a 'facilitating' subject because choosing it at advanced level leaves open a wide range of options for university study.

## What will you study?

GCSE Geography will be taught for 5 hours per fortnight over the 2 years. It is a modern course which covers a range of physical and human topics.

### **Paper 1 – Living with the Physical Environment (35% of overall GCSE grade):**

- The Challenge of Natural Hazards (Tectonic hazards, weather hazards, climate change)
- The Living World (Tropical Rainforests and Hot Deserts)
- Physical Landscapes in the UK (Coastal and Glacial Landscapes)

### **Paper 2 – Challenges in the Human Environment (35% of overall GCSE grade):**

- Urban Issues and Challenges
- Changing Economic World
- The Challenge of Resource Management (Energy)

### **Paper 3 – Geographical Applications (30% of overall GCSE grade):**

- Issue Evaluation
- Fieldwork

## How pupils will be assessed and when?

- Paper 1 Physical Geography: This is a written paper which lasts up to 1 hour 30 minutes and will be taken at the end of Year 11.
- Paper 2 Human Geography: This is a written paper which lasts up to 1 hour 30 minutes and will be taken at the end of Year 11.
- Paper 3 Geographical Skills– This is a written paper which lasts up to 1 hour 15 minutes and will be taken at the end of Year 11.

## GCSE Geography Trips

### Eden Project

Three day trip visiting the areas that were affected by the Somerset floods in 2013 – 2014 (direct link to Paper 1: Challenge of Natural Hazards) and the Eden Project to look at a Tropical Rainforest Biome (direct link to Paper 1: Living World)

### Hunstanton

One day trip to conduct Human and Physical Geography fieldwork for Paper 3.

AQA GCSE Geography: 8035  
QN: 601/8410/3

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

# ***City & Guilds Introduction to Hairdressing***

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## ***Why this subject?***

The City & Guilds **Level 1** Certificate an Introduction to the Hair and Beauty Sector is designed to build on your interest and passion for the hair and beauty industry. The course gives you an opportunity to gain a range of professional skills which will be a valuable preparation for further learning or training in such programmes as Level 2 Hairdressing or Level 1 Beauty. The course is delivered through a combination of the following:

- Practical workshops
- Theory classes
- Real salon environment at the College
- Demonstrations
- Role play exercises
- Group work
- Opportunity to undertake work experience placement

The course is weighted more towards practical application with some theory to support practical skills learned. The course is continually assessed and pupils compile a portfolio of evidence of their work as the course progresses.

The course would suit those pupils who have an interest in the hair and beauty industry and who would probably go on to follow a full-time college course or a career in hairdressing and or beauty.

## ***What you will do***

You will complete eight units: Two mandatory units and 6 optional units.

Mandatory units:

- Unit 101: Introduction to the Hair and Beauty Sector
- Unit 102: Presenting a Professional Image in a Salon

## ***How you will be assessed***

Both your theoretical knowledge and practical ability will be assessed through an assignment. Each assignment is divided into a series of tasks. To achieve each unit you will need to achieve **all** the tasks. Typically there will be a:

- task which requires you to demonstrate your subject knowledge;
- task which requires you to find out and report on hairdressing and beauty treatments, products and fashions, or the industry;
- task which requires you to demonstrate the practical skills acquired;

All units must be passed to achieve the full qualification, The City & Guilds Level 1 Certificate in an Introduction to the Hair and Beauty Sector and is the recommended course for those wishing to progress to CRC to continue hairdressing.

QN: 500/6347/9

# ***BTEC Level 1/2 Tech Award in Health and Social Care***

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## **Why this subject?**

This course is a specialist work-related qualification for the health and social care sector.

It aims to give an insight into the world of work within the health and social care sector. It will provide the opportunity to develop knowledge, skills and attributes required for working in this field. It will provide a good foundation to progress on to related further education courses.

## **What you will do**

### **Component 1 – Understanding human growth and development across the life stages and the factors that affect it.**

- 1 You will learn about the different aspects of growth and development across the life stages using the physical, intellectual, emotional and social classification.
- 2 You will learn about the different factors that can affect an individual's growth and development.
- 3 You will learn the difference between expected and unexpected life events that can have an impact on an individual's development.
- 4 You will learn about the ways in which individuals can adapt or be supported through changes caused by life events.

### **Component 2 – Health and Social Care Services and Values**

- 1 You will learn about the care services that are available and why individuals need to use them.
- 2 You will learn about the barriers that make it difficult for individuals to use care services and how these barriers can be overcome.
- 3 You will learn about how care values are used in care services.
- 4 You will practice the use of care values and reflect upon your success.

### **Component 3 – Health and wellbeing**

- 1 You will learn about factors that can affect an individual's health positively and negatively.
- 2 You will learn to interpret indicators used to measure physiological health.
- 3 You will interpret lifestyle data in relation to risks posed to physical health.
- 4 You will learn all about health plans and how these need to take into account an individual's circumstances.
- 5 You will learn about the obstacles that individual's may face when trying to implement health plans and how they can be mitigated.

## **How you will be assessed.**

Components 1 and 2 are worth 60% of the final mark, these will be assessed by assignments completed in class.

Component 3 is worth 40% of the final mark, it will be assessed by synoptic assessment. This is a test set by the examination board but completed in the classroom under examination conditions.

Pearson BTEC Health & Social Care Level1/Level 2 Tech Award: YNV56  
QN: 603/0395/5

# GCSE History

## Why this subject?

- Have you ever asked why Hitler came to power when most Germans voted *against* him?
- Or ever asked why there is a famous carnival in Notting Hill?
- Ever considered why the Edinburgh Wing doesn't look anything like the other buildings around Fountain Court?
- Or why the Normans built a castle in Cambridge but not in Oxford?

GCSE History will enable you to study some of the most significant and exciting events in British, European, and American history. Your studies will develop your ability to analyse and evaluate the significance of past events, and develop your understanding of key historical concepts such as cause and consequence.

History develops skills in debating, analysing, justifying, and reading between the lines: skills that are highly prized by universities and employers alike. Studying History gives you the power to ask questions of the past, in order to understand the world we live in today.

## What will I study?

The GCSE course is designed to give pupils a range of periods from Medieval to Modern as well as expecting them to study British history and the history of the wider world.

BRITISH HISTORY – 1 hour 45 mins. paper in Year 11 with a choice of questions

<p><b>Thematic Study</b>  <b>Migration to Britain</b>, from c.1250 to present</p> <ul style="list-style-type: none"> <li>• Medieval migration – Jewish and European migration</li> <li>• Early modern migration – Protestant refugees, early African and Indian migration</li> <li>• Industrial migration – Irish migration, growth of Italian, Lascar and Chinese communities</li> <li>• 20<sup>th</sup> century migration - Kindertransport, Notting Hill Race riots &amp; EU migration</li> </ul>	<p><b>20%</b> of total GCSE</p>
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<p><b>British Depth Study</b>  The Norman Conquest, 1065-1087</p> <ul style="list-style-type: none"> <li>• Anglo-Saxon society</li> <li>• Why did William win the Battle of Hastings?</li> <li>• Uprisings against Norman rule</li> <li>• Norman castles all over England and Wales</li> <li>• Changes in society during Norman rule including language, culture, buildings</li> </ul>	<p><b>20%</b> of total GCSE</p>
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LOCAL HISTORY – 1 hour paper in Year 11

<p><b>History Around Us</b>  Sawston Village College as an historical site, 1930-2012</p> <ul style="list-style-type: none"> <li>• Why was this site chosen for a College?</li> <li>• Henry Morris and Fountain Court</li> <li>• The College and World War Two</li> <li>• Explosion in building work in the 1970s</li> <li>• The present day use of the College site</li> </ul>	<p><b>20%</b> of total GCSE  With 10 marks for Spelling, Punctuation and Grammar</p>
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WORLD HISTORY – 1 hour 45 mins. paper in Year 11

<p><b>Period Study</b>  The Making of America, 1789-1900</p> <ul style="list-style-type: none"> <li>• How and why the USA expanded</li> <li>• Californian gold rush</li> <li>• Slavery, Civil War and Native Americans</li> <li>• Various cultures in American life</li> </ul>	<p><b>20%</b> of total GCSE</p>
<p><b>World Depth Study</b>  Living under Nazi Rule, 1933-1945</p> <ul style="list-style-type: none"> <li>• The machinery of terror as an instrument of control – secret police, camps, courts</li> <li>• Opposition from the German people including young people, churches and the army</li> <li>• Persecution of minorities, including Jews, Jehovah's Witnesses, and homosexuals.</li> </ul>	<p><b>20%</b> of total GCSE</p>

## GCSE History Trips

*Unfortunately, these trips have not been able to run the last 2 years due to COVID restrictions. We will look to run both trips if feasible.*

**Battlefields** - Three days visiting sites from the First World War in Belgium and France.

**Berlin** - Four days visiting a city that helps us understand German/World history



# ***GCSE Modern Languages French, German, Spanish***

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## ***Why this subject?***

The ability to communicate in and understand a modern language is an essential lifelong skill. Whether eventually used for travel or work purposes, competence in a modern foreign language will open up many opportunities and provide you with a broader cultural understanding.

In the work place, sectors as diverse as the media, banking, computing and engineering require people with foreign languages. A GCSE will provide you with a valuable foundation for post-16 study as well as being a useful qualification for today's job market. It is also an essential requirement for you to qualify for the *English Baccalaureate*.

Depending on what language has been studied in Years Seven to Nine, pupils may choose to continue with French, Spanish or German at GCSE. Dual linguist pupils may continue with two languages at GCSE and study the combinations of French and German or Spanish and German.

## ***What you will do***

- You will develop your ability to talk and write about various topics that are relevant to you, most of which you have already come across at Key Stage 3.
- You will also focus on the skills of listening and reading, including through authentic texts in the language.
- You will perfect your language skills through a range of activities: role play, group work, ICT, as well as through more formal exercises.
- You will further your understanding of the culture of countries in which this language is spoken.

## ***How you will be assessed***

### **GCSE**

The course will cover the following themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

You will develop your ability to understand and provide information and opinions about these themes relating to your own experiences and those of other people, including people in countries/communities where the language you are studying is spoken.

There are two tiers of entry: Higher (grades 4 to 9) and Foundation (Grades 1-5).

Each unit is assessed by means of external examinations. This is the pattern of assessment:

Paper 1 Listening examination	25%
Paper 2 Speaking examination	25%
Paper 3 Reading examination	25%
Paper 4 Writing examination	25%

AQA GCSE French: 8658    QN: 601/8157/6  
AQA GCSE German: 8668    QN: 601/8159/X  
AQA GCSE Spanish: 8698    QN: 601/8160/6

# GCSE Music

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## **Why this subject?**

If you enjoy playing music, singing music, listening to music, talking about music, analysing music and composing music then this is the course for you. The GCSE music course is most appropriate for those pupils who wish to be actively involved in music making, either as singers or players. This is not a course for bystanders!

It is important to emphasise that **performance** is a significant part of the final assessment. Singers and players can perform within any musical style or genre but should be aware that regular practice and participation in extracurricular activities are an essential part of exam preparation. Some familiarity with musical notation is a definite advantage for this course, as is some understanding of basic Music theory.

## **What you will do**

Music is essentially a practical subject but its study at this level requires a more academic approach. Lessons involve a mixture of practical, listening and theoretical work. Through your work at Key Stage 3 you will already be familiar with the central activities of Listening and Appraising, Performing and Composing. Through these activities you will explore music from four specified **Areas of Study**. These are:

The Concerto through time
Rhythms of the World
Film Music
Conventions of Pop

You will:

- develop your performance skills as a singer or player;
- develop your theoretical understanding, perhaps developing your notation skills, extending or developing your theoretical understanding or moving on to the preliminary study of harmony and analysis;
- sing;
- develop your Listening and Appraising skills through the study of music across a variety of styles and genres;
- undertake a detailed study of a number of 'Set Works', some pieces

- from each area of study;
- continue to work on group composition;
- work on your own individual composition supervised by a member of staff, making use of music technology if you wish.

## **How you will be assessed**

Your final grade will be based on 3 assessed activities.

### **Performing (30%)**

During Year 11 you will record two performances of pieces of your own choice which must, together, last for a minimum of 4 minutes. A solo performance carries half the marks for this paper. In addition, you must perform as a member of an ensemble. Controlled assessment conditions will apply to this unit which is assessed by the teacher and externally moderated.

### **Composing (30%)**

During the course you will complete, record and submit two pieces of individual composition, one of which will be a response to a brief set by the Examination Board. Controlled assessment conditions will apply to this unit which is assessed by the teacher and externally moderated.

### **Listening and Appraising (40%)**

This element of the course is assessed through a written examination set and marked by the Examination Board. The paper tests your ability to identify musical elements and characteristics and to compare the different ways in which composers work with these elements. You will be expected to be aware of the development of musical traditions and able to follow staff notation.

In the exam you will respond to questions based on recorded extracts of music from the 4 Areas of Study which you have prepared during the course. You will be asked to show that you can use the knowledge and understanding you have developed to evaluate and comment on music that you haven't heard before. Some of the more extended answers will be assessed for quality of written communication as well as for the quality of the musical information conveyed.

OCR GCSE Music: J536

QN: 601/8216/7

# ***GCSE Religious Studies***

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## ***Why this subject?***

- Are you curious about the big questions of life?
- Are you interested in people and why they hold different beliefs?
- Do you like expressing your own viewpoint, or debating issues?
- GCSE RS has a strong reputation in College as a result of sustained success with GCSE results.

In GCSE RS we explore questions such as: Can war ever be justified? Is it ever right to execute criminals? Is there any purpose to evil? Is there life after death? What does it mean to have free will? Do miracles happen today? Should euthanasia be legalised?

In GCSE RS you will learn to think critically and to develop and justify your own ideas on a wide variety of different philosophical and ethical topics which are relevant to the multi-faith world in which we live. You will critically engage with the attitudes of different believers as well as the views of atheists and humanists on a range of contemporary topics, assessing the persuasiveness of such views.

You do not have to be a "religious" person to take a GCSE in Religious Studies... the only thing that is essential is an open mind!

## ***What you will do***

In Year 10 we study for Paper 1. We study four topics from a Christian and non-religious perspective:

- Belief in God (Religion and Philosophy)
- Matters of Life and Death (Ethics and Philosophy)
- Marriage and the Family (Ethics)
- Living the Religious Life (Study of Religion)

In Year 11 we study for Paper 2. We study four topics from an Islamic and non-religious perspective:

- Belief in God (Religion and Philosophy)
- Peace and Conflict (Ethics and Philosophy)

- Crime and Punishment (Ethics)
- Living the Religious Life (Study of Religion)

## ***How you will be assessed***

You will be assessed by two written examinations taken at the end of Year 11, one for each unit (each worth 50% of the final assessment). There are no tiered papers, all classes are mixed ability and therefore all pupils have the opportunity to gain top marks. There is no coursework or controlled assessment in RE. Your assessment is based on knowledge, understanding and evaluation.

## ***How this course is different from 'Short Course'***

The 'Short Course' in RE is part of the compulsory, basic curriculum and meets your legal entitlement. Whereas the 'Short Course' offers a brief opportunity each week to learn about ethical and religious issues; only the 'Full Course' GCSE Religious Studies offers time and opportunity to discuss complex ethical issues such as abortion, capital punishment, predestination, and supernatural experiences. It also involves analysing religious beliefs and motivations, and therefore relies on a richer understanding of religious traditions. The 'Full Course' GCSE Religious Studies is also the only opportunity to gain a full GCSE qualification.

## ***GCSE RS Trip***

### ***Walsingham***

We visit Walsingham, a major site of Christian pilgrimage since the 11th century, famed for its claimed miracles. This trip will include the opportunity to explore the shrine and its 'Holy House', in addition to observing pilgrims receiving the sprinkling with Holy Water at the 'Sprinkling at the Well service.'

Edexcel GCSE Religious Studies B, Beliefs in Action: 1RB0  
QN: 603/0063/2

# GCSE PE or BTEC Sport

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## **Why this subject?**

A qualification in Sport can help you to develop your understanding of Human Biology and provide you with a sound understanding of basic sporting principles as well as an awareness of the importance of a healthy lifestyle. It will also help develop your practical ability and analysis skills in a range of activities. It could prove useful for a career in the ever-expanding leisure industry or in a study of Sport and Physical Education at college. The courses will certainly provide a varied and enjoyable two years.

## **Options within Sport**

Within the Sport option, we offer two courses, either GCSE Physical Education or BTEC First Award in Sport. Both courses have practical and theoretical aspects but differ in the methods of assessment. The courses are outlined below, the main differences being how the assessment for each aspect of the course is completed. It should be noted that both courses are equivalent to each other and will be accepted as such by 6<sup>th</sup> form providers, Universities and Employers alike.

Please note that we are currently awaiting confirmation that the BTEC First Award in Sport course has been approved for the 2024 performance tables. In the unlikely case that this is not approved, the PE department will select a suitable equivalent qualification.

## **Which course is more suitable?**

We run the courses together for the first half term to assess you in both theoretical and practical aspects. After this time, in discussion with your parents, we will recommend the course that we think will suit your academic and practical ability the most. Following this, the cohort will divide into two option groups, following the appropriate courses.

## **GCSE Physical Education**

You will learn about the following topics:

- Applied anatomy and physiology physical training.
- Socio-cultural influences; Sports psychology; Health, fitness and well-being.
- Practical activity assessment.

You will experience a variety of practical activities during lesson time and also have the opportunity to be assessed in a range of other activities not covered in the school curriculum.

Your three strongest practical assessments will be considered for your final grade, along with a written piece of coursework; analysis of performance. The permitted activities are grouped into two categories listed below, at least one activity has to come from each group:

Individual Activities

Team Activities

## **How you will be assessed**

### **Non Examined Assessment 40%**

This comprises of two components:

- Three practical performances (each worth 10%);
- Evaluating and analysing performance coursework.

### **Written Examination 60%**

This also comprises two components:

- **Component 1:** Physical factors affecting performance (1-hour)
- **Component 2:** Socio-cultural issues and sports psychology (1-hour)

The qualification is GCSE PE: OCR J587  
QN: 601/8442/5

# GCSE PE or BTEC Sport

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## **BTEC First Award in sport**

### **Why this subject?**

The BTEC First Award in Sport is a practical work-related course. It aims to provide the knowledge, understanding and skills necessary to help prepare pupils for entry onto a Level 3 course e.g.: A level, BTEC National in Sport or employment in the sports and leisure industry.

### **What you will do**

You will study the four units listed below to make up the Award.

<b>Units of work</b>	
<b>1</b>	<b>Fitness for Sport and Exercise</b>
<b>2</b>	<b>Practical Sports Performance</b>
<b>3</b>	<b>Training for Personal Fitness</b>
<b>6</b>	<b>Sports Leadership</b>

There will be a variety of learning styles: through one externally assessed unit and seven assignments based classroom assessments, through discussion, research, practical-based sessions and investigation tasks.

**Fitness for Sport and Exercise** is a theory based unit, where you will gain an insight into the scientific area of fitness testing and training.

**Practical Sports Performance** is a practically based unit, which aims to develop and improve yours and others practical sports performance and knowledge, through analysis and technique.

**Training for Personal Fitness** is a mixed theory and practical unit where you will develop knowledge of how to create an exercise programme for a specific individual athlete.

**Sports Leadership** is a mixed theory and practical based unit, where you will develop your knowledge of effective sports leadership.

### **How you will be assessed**

Unit 1 is assessed by an online examination of your knowledge, worth 25% of your final grade.

All other units are coursework based assessments, where learners complete a number of assignments to complete the unit's assessment criteria. This will be a mixture of practical and written tasks. Each unit is graded on a Pass to Distinction scale.

Upon successful completion of all units, you will receive a nationally recognised BTEC First Award in Sport Qualification. You will receive this at a Pass, Merit, Distinction or Distinction\* level, depending on the outcome of the constituent units.

Pearson BTEC Sport (Award) - Level 1/Level 2 First Award: BNPR4  
QN: 600/4779/3

***Extra-Curricular Option  
Subjects***

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# ***GCSE Dance:*** *on offer to pupils commencing Year 9 or 10 in September 2022*

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## ***Why this subject***

Dance is an exhilarating and exciting way to convey ideas, stories and emotions through movement. It is a powerful and creative way of expressing yourself and your ideas.

GCSE Dance enables pupils to further their skills in this creative field. You will study various aspects and styles of dances including choreography (solo, duo & group) performance skills, dance analysis, vocabulary and stage craft.

You will enjoy learning how to choreograph and develop your performance skills. You will enjoy this GCSE if you like music, making up dances and watching different performances.

The course will be run under the direction of professional teachers from the Lane Academy. Our aim is to develop your self-confidence, to strengthen dance technique and to enthuse and inspire you to achieve your full potential.

## ***Who will this course suit?***

It helps if you have had some prior dance experience but it is not essential. Much of the course is practical and so requires a high level of commitment and enthusiasm.

## ***Where can I go with this qualification?***

When you have completed this course you have a number of options available to you. Many of the local sixth form colleges are now offering AS and A Level Dance and, of course, Performing Arts.

Dance diploma and degree courses are now on offer at a rapidly increasing number of colleges and universities and these courses offer a wide range of subjects within Dance and Theatre. There are also many independent Teacher Training Courses offered locally.

and develop imagination and artistry. We are looking forward to developing these skills with pupils from Sawston Village College in the future.

## ***What you will do***

The course will be taught after school on Mondays from 3.20 to 5.30 pm. The course is made up of 3 units of work which cover:

- Performance (30%): This is comprised of two units:
  - A Solo – devised from set solo phrases (approx. 1 minute duration)
  - A Duet/Trio – teacher/pupil collaboration (approx 3-3½ minutes in duration)
- Choreography (30%) (solo or small group) based on a stimulus from a prescribed list
- Dance Appreciation (40%) A written exam where pupils will be assessed on their knowledge and understanding of their own practical work and choreography and of the GCSE Dance Anthology.

## ***How you will be assessed***

You will have mock assessments in both the first and second year of the course for your completed components. A mock written exam will take place in the second year before the final assessments as follows:

- Written Paper – 90 minutes in duration
- Practical units will be internally marked and externally moderated towards the end of the second year of the course.

## ***Exam Board & Specification:***

<http://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification-at-a-glance>

AQA GCSE Dance: 8236

QN: 601/8549/1

# ***RSL Level 2 Certificate in Technology for Music Practitioners***

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## ***Why this subject?***

If you enjoy making music, talking about music, recording and editing music, using IT, being creative and have an interest in the music industry then this is the course for you. The course is suitable for any learner who wishes to develop and practise skills using a variety of sound equipment and software whilst exploring contemporary and popular music processes and conventions. Music Technology is designed for pupils who do not necessarily read music or play an instrument but would like to continue their musical study and also for those who are competent musicians. Music Technology can be studied alongside GCSE Music or as a stand-alone subject. It is worth noting that although musical performance is not an assessed part of the course, basic keyboard skills are essential. The course uses Apple Mac computers and we work with Garageband software.

## ***What you will do***

The Music Technology course involves practical tasks, listening work and research projects. Pupils are required to document evidence of their developing skills and understanding. RSL offer a variety of different units; Level 2 pupils need to complete enough to make up 20 credits. The most appropriate units for Sawston pupils have been chosen in advance with consideration of the school's available resources. The units you will study include:

- Sound Recording
- Musical Knowledge (focusing on Electronic Dance Music)
- Music Sequencing and Production

You will be introduced to music sequencing and the operation of sequence based software. You will:

- plan for, set up and record live music events;
- create, edit and arrange MIDI and audio sequences;
- discover the characteristics of sound and acoustics and develop a familiarity with some of the technical vocabulary used;
- explore and analyse the background, technology and production techniques used in modern popular dance music and develop an understanding of a range of dance music styles and structures;

- arrange and produce a dance music track;
- develop your evaluation and analysis skills;
- develop your creativity and communication skills as well as problem solving and ICT skills.

## ***How you will be assessed***

We follow the RSL (Rock School Limited) syllabus which is all coursework based; there will be no final exam.

Each unit includes multiple learning outcomes that need to be evidenced in your coursework portfolio. Work includes:

- a report, creation and evaluation of a sequencing project;
- a presentation on dance music styles and genres;
- a plan, sound recording and evaluation of a live music event;
- a practical and written response to a brief set by the exam board.

Most units are internally assessed with one unit being externally assessed. This externally assessed extended project is completed under controlled conditions and you will be required to respond to a brief set by the exam board. Example briefs could include being asked to plan for, create and evaluate your own composition for a local music studio. The internally assessed units are marked in school and moderated externally. Pupils can achieve the qualification at pass, merit and distinction level.

Level 2 qualifications are equivalent to 1 GCSE at 9 - 4 grades.

Music Technology is running as part of the extended curriculum and will take place on Monday afternoons. During Terms 1 and 3 the course will run from 3.30 to 5.30 pm, whilst in Term 2 the course will run from 3.30 to 6.00 pm. Due to the condensed nature of the course pupils may also be required to attend some additional sessions throughout the year in order to make use of equipment or work with other musicians.

**Important notice: there are limited places available for Music Technology.**

RSL Level 2 Certificate in Technology and Composition for Music Practitioners  
QN: 603/3304/2



**(PRACTICE OPTIONS FORM:** This form is for planning purposes only. Consider it in advance of your guidance interview and use it to record your thinking. The final form for completion will be shared when you are invited to your guidance interview)

**Name:**

**Mentor Group:**

**STEP 1:** Choose **one** subject from each block (for each block, place one tick in the column labelled 'choice').

**STEP 2:** Confirm that at least one of the four choices is an EBACC subject (*Computer Science, Geography, History, French, Spanish or German*) or by invitation, Foundation learning

BLOCK A		BLOCK B		BLOCK C		BLOCK D	
	<i>Choice</i>		<i>Choice</i>		<i>Choice</i>		<i>Choice</i>
ART		ART		COMPUTER SCIENCE		COMPUTER SCIENCE	
BUSINESS STUDIES		BUSINESS STUDIES		DIGITAL PHOTOGRAPHY		DESIGN & TECHNOLOGY	
DESIGN & TECHNOLOGY		DESIGN & TECHNOLOGY		GEOGRAPHY		FRENCH	
DRAMA		DRAMA		HEALTH SOCIAL CARE		FOUNDATION LEARNING	
FOOD & NUTRITION		ENGINEERING		HISTORY		GEOGRAPHY	
FRENCH		FOOD & NUTRITION		PE/SPORT		GERMAN	
GEOGRAPHY		FRENCH		RE		HISTORY	
HAIRDRESSING		HISTORY		SPANISH		SPANISH	
HISTORY		SPANISH					
MUSIC							
RELIGIOUS STUDIES							

**STEP 3:** Choose **up to** three reserves in preferred order from any of the subjects offered above. Write the subject in the appropriate box. You must include at least one reserve.

<b>1<sup>st</sup> reserve</b>		<b>2<sup>nd</sup> reserve</b>		<b>3<sup>rd</sup> reserve</b>	
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**STEP 4:** Should you wish, indicate below that you wish to be considered for an after-school subject (this is **optional**).

RSL Level 2 Certificate Music Technology	
GCSE Dance	

