

YEAR 9 CORE & OPTION SUBJECTS

KEY STAGE 4
CURRICULUM INFORMATION
2024 - 2026

“We are currently preparing students for jobs that don’t exist yet, using technologies that haven’t been invented, in order to solve problems, we don’t even know are problems yet.”

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Dear Parents and Carers,

This is an important time in a student's school career as they have some choice about the subjects they study. The best decisions are made when the school and parents/carers work together to support their child in the process. This booklet outlines the subjects on offer and supplementary information about the process. Please do not hesitate to contact Mrs Stephens or Mr Richards, if you would like further clarification and we will do our best to help you.

The Curriculum at Key Stage 4

We seek to ensure that every student follows a broad and balanced curriculum so that their educational choices at 16 and 18 are not compromised. The raising of the school participation age (RPA) means that students have to remain in full-time education such as school, college or home education, an apprenticeship, or in part-time education or training if they are employed, self-employed or volunteering full-time (which is defined as 20 hours or more a week) until the age of 18.

We recommend that families consider what lies beyond KS4 when making choices. Most will follow A Level and equivalent subject, whilst others will wish to move to work-based learning and apprenticeships at 16 so it is important to plan ahead when making choices for Year 10. To help with this process, we will guide students along broad pathways according to their current performance at school to ensure they are stretched and challenged, but also able to cope with the demands of their Level 2 GCSE and BTEC courses.

In years 10 and 11 students study a wide variety of courses. Some are compulsory and some are optional. Harlington School is committed to ensuring that all students are able to compete with students from grammar and private schools, both locally and nationally, in order that they have equal opportunities and access to top universities and employment providers. To that end, the Governing Body of the school supports and promotes routes and qualifications that will enable this.

The Ofsted and government focus on the curriculum has, rightly, increased significantly during recent years; specifically focusing on students retaining the breadth and balance in their curriculum. At Harlington School, all students have the opportunity to continue to study a creative, practical or work-related learning subject, so as to retain a broad curriculum. The government has the aim of 75% of students studying the full EBacc suite of subjects (including both humanities and language) by 2022 and 90% by 2025

What is the EBACC?

Students who wish to go to university should study subjects that lead to the EBacc qualification as this combination provides a broad foundation for future study. The English Baccalaureate (EBacc) is a route that is designed to lead to A Level progression, and most universities will expect you to have completed and passed the EBacc subjects. Our GCSE curriculum has been structured so that students can study this combination of subjects.

The English Baccalaureate is a suite of 5 compulsory subjects: EBacc Subject	Composition
English Language	Students will study English Language & Literature
Mathematics	Students will study Mathematics
Science	Students will study GCSE Combined Science (Double)
Geography or History	Students will choose either Geography or History
A Modern Foreign Language	Students will choose French or Spanish

The Harlington Baccalaureate ('Harlington Bacc')

The 'Harlington Bacc' ensures that all students continue to study a wide range of subjects in Key Stage 4. This ensures that students do not lose the breadth of a great education too early, with the option to continue with a broad range of subjects up until the age of 16. Most students will take the 'EBacc' suite of subjects, with the opportunity to opt for an arts; creative; or work related/vocational subject. Core skills and participation in PE; Computer Science; PSHCE; and Philosophy & Ethics (RE) complete the offer.

Student pathways are allocated according to their target grades, current grades and in consultation with curriculum leaders. The vast majority of students will complete the 'Harlington Bacc', as we believe that this range of subjects provides the best possible preparation for students' future lives as it allows for a range of different pathways at the end of Key Stage 4. There may, however, be some personalisation for students where we think this would enhance their performance throughout their GCSE course.

Examined courses – core offer to students	Examined courses – our wider offer for students		Non-Examined courses - core offer for all students
English Language & Literature Maths Science (Double Award) Geography or History Modern Foreign Language Computer Science Philosophy & Ethics (RE)	Art Textiles Photography Business Studies Community Languages Papers and boards (D&T) Timbers (D&T) Drama	English as a Second Language Hospitality & Catering Music Psychology Sports Science Sociology Triple Science Work Related Courses	Core PE PSHE – including Relationships & Sex Education

Compulsory Subjects (our core offer to students)

All students are required to study English Language, English Literature, Mathematics, Science, Computer Science, Philosophy & Ethics (RE), Core PE and PSHCE. The details about these can be found from page 8 in this booklet.

Optional Subject Preferences (our wider offer to students)

The optional subjects are outlined from page 8 in this booklet. Students will be asked to select 3 subjects in order of preference – they will receive 1 of these.

Please note:

Please note that whilst we try to accommodate student preferences, we cannot guarantee places in their first or second choice subjects; ultimately subjects will run subject to viable numbers and staff availability.

Non-examination courses

You will continue to follow a PSHCE consisting of themes that form a natural progression from Key Stage 3. These include **'Personal Development'** including social and moral responsibility, **'Health'**, **'Relationships'**, **'Citizenship'** and **'Careers Education'** and aims to ensure that students are fully prepared for the next stage of their academic or vocational journey as well as the world of work; while **'Personal Progress'** involves Action Planning and planning for their future. This revolves around the School's policy of building social, moral, spiritual and cultural understanding (SMSC).

All students are required to participate in core Physical Education weekly. If you have a particular interest in PE you may also study it as an examined option at Key Stage 4 (Sports Science).

Important Deadlines:

February

Options instructional video link and Options booklet circulated via ParentMail

29th February

Year 9 Parents' and Options Evening

Tuesday 5th March

Option Forms link will be sent via e-Mail

Thursday 14th March

Deadline for Options forms to be completed

May Half Term

Students will be informed of their allocated option by this time.



Mrs K Stephens
Assistant Headteacher

STAFF WHO ARE HERE TO HELP WITH OPTION CHOICES

Assistant Headteacher

Contact details:

Direct dial:

Mrs Stephens

options@harlingtonschool.org

0208 569 1610 ext 308

Head of Year

Contact details:

Direct dial:

Mr Richards

options@harlingtonschool.org

0208 569 1610 ext 316

Careers Advisor

Contact details:

Ms Ogun's usual working days are Mondays, Tuesdays and Thursdays

Ms Ogun

careers@harlingtonschool.org

Appointments & Queries – Ms Ogun is available to answer Careers specific queries or to discuss careers possibilities – please email her directly.

Examination courses

Most examination courses lead to the General Certificate of Secondary Education (GCSE) and some courses lead to the BTEC Level 1/2 Technical awards (these are courses at the same standard as GCSEs).

GCSE Information

Some GCSE courses are examined at two tiers – Higher or Foundation. Teachers will provide guide towards the correct final tier of entry throughout the course.

In addition to terminal exams at the end of the year 11, some courses will still involve controlled assessment which will count towards the final qualification. Please see individual subject pages for details of controlled assessments.

Grading

- All GCSEs are now graded on a system of 9-1 (where 9 is the highest grade). It is possible to fail a GCSE and students can be awarded a U (Ungraded) result.
- BTEC level 1 / level 2 Technical Awards are graded Distinction*, Distinction, Merit, Pass or Fail.
- All students now study the new reformed GCSEs (9-1) in all of their subjects. The courses and exams have changed to ensure that young people have the knowledge and skills they need to succeed in the 21st Century. The new GCSEs ensure that students leave school better prepared for work or further study. They cover more challenging content and are designed to match standards in the strongest performing education systems elsewhere in the world.

The main features of the new 9-1 Grade GCSEs are:

- **Assessment is mainly by exam at the end of Year 11**, with other types of assessment used only where they are needed to test essential skills. Some subjects continue to have Controlled Assessment (Controlled Assessment), but this is in far fewer subject areas.
- There is new and **more demanding content**, which has been developed by government and the exam boards.
- **A new grading scale of 9-1 is used where Grade 9 is the highest grade and will be awarded to fewer students than the current A*:**

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ STRONG PASS	
④ STANDARD PASS	C
3	D
2	E
1	F
	G
U	U

The

The bottom of grade 7 is aligned with the bottom of grade A

The bottom of grade 4 is aligned with the bottom of grade C

The bottom of grade 1 is aligned with the bottom of grade G

Department for Education recognises grade 4 and above as a 'standard pass'; this is the minimum level that students need to reach in English and maths, otherwise they need to continue to study these subjects as part of their post-16 education. There is no re-take requirement for other subjects.

Students!!

When selecting subjects, consider the following:

- Which subjects are you good at?
- Which subjects do you enjoy?
- Which subjects lead into future careers/ areas of interest? Do not worry if you do not know this yet – you are probably in the majority
- If you know, then research the requirements of related subjects at A Level and potentially Degree Level
- If you do not know, select as broad a range of subjects as possible, within your areas of interest
- Have you spoken to all of the relevant people to make an informed decision? (Parents, subject teachers, head of year, form tutor, careers advisor)
- Do you have the relevant skills to succeed in the subjects you are selecting?

When selecting subjects, DO NOT consider the following:

- Choosing the subject because you like the teacher. Whilst they may inspire you, there is not guarantee that they will teach you for your GCSEs
- Choosing a subject because your friends are doing it. You are much more likely to succeed in subjects which you have a passion and talent for. Your GCSE subjects are going to prepare you for life after school; there is no guarantee that your friends will be a part of that.

What is the difference between Triple and Double Award Science?

- Triple award science is made up of three GCSEs, students achieve separate grades in biology, chemistry and physics at the end of their course.
- Double award science is made up of two GCSEs, which are GCSE science and additional science.
- These are overall combination grades which reflect a student's performance across each of the 3 science disciplines of Biology, Chemistry and Physics

Please note: You **DO NOT** have to have studied Triple Science in order to meet the entry criteria to study a science at A Level

What happens if I regret my GCSE choices?

In agreement with your parents, there may be the possibility for you to change your option choices during the early weeks of September. This would be based on:

- A sound rationale for the swap (not being with your friends/ liking your teacher are not one!)
- Space in the course onto which you wish to switch
- The subject you wish to switch to being within the same option block

Please note: This opportunity is only available at the start of the course as after the end of September you will have missed too much content to enable you to switch courses.



SUBJECT DETAILS





ENGLISH LANGUAGE

EXAMINATION BOARD: AQA

SUBJECT: GCSE ENGLISH LANGUAGE

English is one of the core or compulsory subjects at Key Stage 4. Not only do you learn about how to use language, but you also learn to analyse how others use it. The development of skills in this subject will benefit all your other GCSEs.

All students are entered for all elements of the GCSE.

COURSE ASSESSMENT

PAPER 1: Explorations in Creative Reading and Writing

Time: 1 hour 45 minutes
(50% of the GCSE - assessed by **External Examination**)

PAPER 2: Writers' Viewpoints and Perspectives

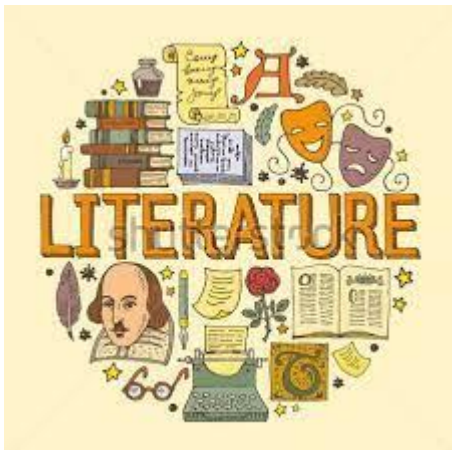
Time: 1 hour 45 minutes
(50% of the GCSE - assessed by **External Examination**)

SPOKEN LANGUAGE

Students will be assessed for their ability to make a presentation, participate in an informed discussion, and argue a point of view.

The spoken language assessment will be endorsed separately on the final GCSE certificate.

CONTACT: Mrs Gibbs



ENGLISH LITERATURE

EXAMINATION BOARD: AQA

SUBJECT: GCSE ENGLISH LITERATURE

COURSE ASSESSMENT

PAPER 1: Shakespeare and 19th Century Novel

Time: 1 hour 45 minutes

Students will study one set Shakespeare text and one set 19th Century novel. Students need to analyse a set scene for both the Shakespeare and the 19th Century novel and then link the passages to the rest of the texts.

(40% of the Total GCSE assessed by **External Examination**)

PAPER 2: Modern Texts and Poetry

Time: 2 hours 15 minutes

Students will study a set modern text and a selection of poems.

They will learn to analyse the themes, characters and language in the modern text and will learn to compare poems for the effects achieved by the poets. They will also learn how to analyse unseen poetry for the intended effect.

(60% of the Total GCSE assessed by **External Examination**)

CONTACT: Mrs Gibbs



MATHEMATICS

EXAMINATION BOARD: Pearson Edexcel
SUBJECT: GCSE MATHEMATICS; 1MA1

COURSE CONTENT

All students are entered for GCSE Mathematics Higher or Foundation. The work demanded of this subject is a continuation of the work covered in Key Stage 3. The GCSE course encompasses five main areas of mathematical knowledge: Number; Algebra; Ratio, Proportion and Rates of change; Geometry and Measures; Statistics and Probability. The students develop a skill base and then learn how to apply these skills to solving problems. The Higher Tier course is a suitable preparation for A-level Mathematics.

A decision will be made as to the tier of entry prior to the examination based on prior attainment, mock examinations and teacher assessment.

100% of the total GCSE is assessed by **External Examination**.

Year 11s can choose to complete additional **Further Maths GCSE** course that can boost Maths GCSE grade. It is also a bridging course that would help students to complete A level Maths.

COURSE ASSESSMENT

- There are three terminal examinations at the end of Year 11 each of which includes material from the entire syllabus (all 3 papers are out of 80 marks, worth one third of the overall GCSE and 1 hour and 30 minutes in length)
- GCSE grades 1 to 5 can be awarded at the Foundation tier of entry and 4 to 9 at the Higher Tier
- Paper 1 (Non-calculator), Paper 2 & 3 (Calculator)

All students will require a scientific calculator and drawing instruments including a protractor and pair of compasses in examinations and for lessons.

How parents can help: Maintain good levels of basic numeracy – e.g. frequently test times-tables. Homework is set on a weekly basis in Mathematics and should be completed.

Useful websites include:

Sparxmaths.uk (login and password details are given to students each year)

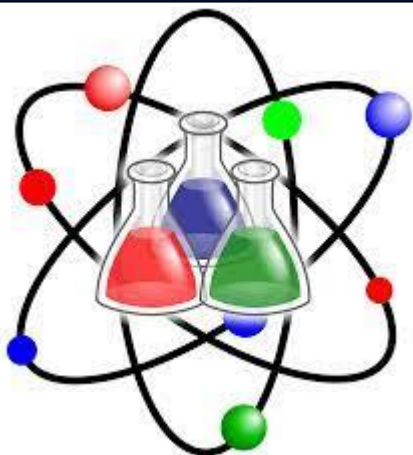
<https://corbettmaths.com/5-a-day/gcse/>

<http://www.mrbartonmaths.com/students/legacy-gcse/gcse-maths-takeaway.html>

<https://www.pearson.com/uk/learners/secondary-students-and-parents.html>

[Mathsgenie.co.uk](https://www.mathsgenie.co.uk)

CONTACT: Mrs Bosiene



SCIENCE

EXAMINATION BOARD: AQA

SUBJECT:

GCSE COMBINED SCIENCE – TRILOGY (Double Award)

GCSE SEPARATE SCIENCES – BIOLOGY, CHEMISTRY, PHYSICS (Triple award)

Pupils will study

EITHER GCSE Combined Science (Double Award)

OR all 3 separate Sciences - Biology, Chemistry, Physics (Triple Award)

COURSE CONTENT

There will be a focus on the following areas:

- Scientific knowledge
- Mathematical skills
- Knowledge of practical methodology
- Interpretation of data and graphs
- Literacy and communication

Subject	Content
Biology	<ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology
Chemistry	<ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources
Physics	<ol style="list-style-type: none"> 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure 8. Space physics

Those that chose to follow the separate science pathway will cover additional content within the areas of study listed above.

Studying the separate sciences means students will cover more content than GCSE Combined Sciences and will provide a more thorough preparation for A-level Science courses, although studying Combined (Double) science does not preclude a student from taking Sciences at A level.

SCIENCE PATHWAYS

Combined Science		<ul style="list-style-type: none"> • 6 papers (2 chemistry, 2 biology and 2 physics) • Each paper is 1 hour 15 minutes • Higher or Foundation • Each paper is equally weighted (16.7%) • Question types: multiple choice, structured, closed, short answer and open response.
Separate sciences	Biology	<ul style="list-style-type: none"> • 2 papers • Each paper 1 hour 45 minutes • Higher and foundation • Each paper worth 50% of the grade • Question types: multiple choice, structured, closed short answer and open response.
	Chemistry	<ul style="list-style-type: none"> • 2 papers • Each paper 1 hour 45 minutes • Higher and foundation • Each paper worth 50% of the grade • Question types: multiple choice, structured, closed short answer and open response
	Physics	<ul style="list-style-type: none"> • 2 papers • Each paper 1 hour 45 minutes • Higher and foundation • Each paper worth 50% of the grade • Question types: multiple choice, structured, closed short-answer and open response

PRACTICAL ASSESSMENT

There are a sets of Required practicals that must be carried out and formally written up. These will be assessed internally, however there will be a proportion of the exam focusing on their knowledge of these practical's.

CONTACT: Ms Basco



COMPUTER SCIENCE

EXAMINATION BOARD: OCR

SUBJECT: GCSE COMPUTER SCIENCE - J277

COURSE CONTENT

The Computing department offers GCSE Computer Science as an alternative to IT. This course will give students an in-depth understanding of how computer systems operate and how programming underpins computer technology.

OCR GCSE in Computer Science falls into two parts:

1. Computer Systems.

This unit introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. We examine ethical, legal, cultural and environmental concerns associated with computer science.

2. Computational thinking, algorithms and programming.

The second unit students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

Students studying this specification will:

- Learn how program in Python to a high level
- Gain an understanding of the fundamental concepts around creating software applications
- Have opportunities to work collaboratively
- Learn the fundamentals of cyber-security
- Explore careers in the fields of Computer Science

How students learn

Students are provided with video links to watch and make notes prior to each lesson. In class the topic is further developed and students are challenged on their understanding through questioning.

Students are supported with an e-revision website that provides online tests with supporting answers. This data is fed back to teachers to inform our teaching.

COURSE ASSESSMENT

External examination (2 written exams of 1 hour and 30 minutes, worth 50% of the GCSE each) based on:
Paper 1: Computer systems and Paper 2: Computational thinking, algorithms and programming.

Computer science Careers

Careers in Computer science are exciting, continually developing and sought after in so many fields, Aerospace, Defense, intelligence and Information companies.

Careers include Cyber security analyst, Data analyst, Software engineer, Systems analysts, Web developer.

We offer Computer Science A level and every year numerous students enter University to study Computer Science degrees and Degree apprenticeship.

You must research your options.

Top 15 Highest Paying Computer Science Jobs & Salaries 2024

<https://www.nexford.edu/insights/highest-paying-computer-science-jobs>

Degree apprenticeship. Gov.uk

<https://educationhub.blog.gov.uk/2023/06/02/degree-apprenticeships-how-you-could-get-a-degree-for-free/>

Leonardo Apprenticeships

<https://careers.uk.leonardo.com/gb/en/early-careers/apprenticeships>

CONTACT: Mr McGovern



GEOGRAPHY

EXAMINATION BOARD: AQA

SUBJECT: GCSE GEOGRAPHY

COURSE CONTENT

The GCSE specification is taught through a “topic” approach, with a mix of human and physical topics:

Unit 1: Living with the physical environment

Section A: The challenge of natural hazards
Section B: Physical landscapes in the UK
Section C: The living world

Unit 2: Challenges in the human environment

Section A: Urban issues and challenges
Section B: The changing economic world
Section C: The challenge of resource management

COURSE ASSESSMENT

There are three examinations split into Human and Physical as well as a skills paper as outlined below:

Unit 1: Living with the physical environment

Worth: 35% of the final mark

Exam: 1 hour 30 minutes.

Unit 2: Challenges in the human environment

Worth: 35% of the final mark

Exam: 1 hour 30 minutes.

Unit 3: Geographical Applications- including: Issue evaluation, Fieldwork and Geographical skills

Worth: 30% of the final mark

Exam: 1 hour 30 minutes.

Pupils must go on 2 field trips (one human geography based and one physical geography based) in order to collect data that they will be tested on in their skills exam.

CAREER PROSPECTS

Employers and universities consider geography an important subject due its relevance to current day issues that dominate the news today. Studying geography is considered a ‘facilitating subject’ by universities due to the vital transferrable skills it develops. This opens up multiple career prospects and opportunities including banking, law, architecture and urban planning, environmental consultants, pilot, coast managers, seismologist, GIS analysts, weather forecasters, armed forces, town planners, travel agents, tour guides, surveyors and many more.

CONTACT: Dr Fadairo



HISTORY

EXAMINATION BOARD: PEARSON

SUBJECT: GCSE History

COURSE CONTENT

Thematic Study: Medicine in Britain c1250-present and The British Sector of the Western Front, 1914-1918: Injuries Treatment and the Trenches.

British Depth Study: The Reign of King Richard I and King John

Period Study: Superpower relations and the Cold War 1941-91

Modern Depth Study: Weimar and Nazi Germany 1918-39.

COURSE ASSESSMENT

What skills will I be examined on?

Objective 1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied: 35%.

Objective 2: Explain and analyse historical events and periods studied using second order historical concepts: 35%.

Objective 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgments, in the context of historical events studied: 15%.

Objective 4: Analyse, evaluate and make substantiated judgments about Interpretations (including how and why interpretations may differ) in the context of historical events studied: 15%

History is examined through three external exam papers:

Paper 1: Thematic Study

Worth: 30%

Exam: 1 hour 15 minutes

Paper 2: British Depth Study and Period Study

Worth: 40%

Exam: 1hour 45minutes

Paper 3: Modern Depth Study

Worth: 30%

Exam: 1hour 20 minutes

Don't panic we will be developing these skills as we go! We will develop these skills and build on what you already know about the skills necessary to succeed in History.

CONTACT: Mr Daoudi



MODERN FOREIGN LANGUAGES – FRENCH & SPANISH

EXAMINATION BOARD: AQA
SUBJECT: GCSE FRENCH/SPANISH

COURSE ASSESSMENT

All final exams in Year 11 for:

Listening: 25%

Reading: 25%

Speaking: 25%

Writing: 25%

Candidates will follow the AQA Full Course GCSE Syllabus. The syllabus is designed to help pupils develop their French / Spanish language skills in a variety of contexts. The four-component structure of the course allows pupils to maximise their achievement.

According to their ability, candidates can be entered for either:

- Foundation Tier (Grades 5-1)
- Higher Tier (Grades 9-4)

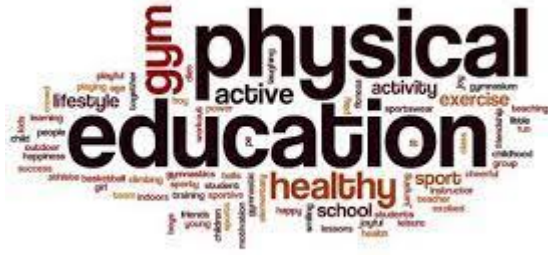
The French & Spanish GCSE courses will provide pupils with the opportunities to develop language and skills learned in Key Stage 3 and expand their cultural knowledge of French and Spanish speaking countries.

Please see the MFL GCSE course outline on the next page.

CONTACT: Ms Lorgeoux

GCSE FRENCH & SPANISH COURSE CONTENT

Themes + Topics studied		Assessment
Theme 1 People & Lifestyle	Topic 1: Identity and relationships with others. Topic 2: Healthy living and lifestyle. Topic 3: Education and work	<u>Listening exam</u> 25% of the total marks What is assessed: Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier. Dictation of short, spoken extracts. 35 minutes (Foundation tier), 45 minutes (Higher tier), 40 marks (Foundation tier), 50 marks (Higher tier) <u>Speaking</u> 25% of the total marks What is assessed: Speaking using clear and comprehensible language to undertake a role-play, carry out a reading aloud task & talk about visual stimuli.
Theme 2 Popular culture	Topic 1: Free-time activities Topic 2: Customs, festivals and celebrations Topic 3: Celebrity culture	Non-exam assessment (NEA) 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time 50 marks (for each of Foundation tier and Higher tier) <u>Reading exam</u> 25% of the total marks
Theme 3 Communication & the world around us	Topic 1: Travel and tourism, including places of interest Topic 2: Media and technology Topic 3: The environment and where people live	What is assessed: Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier; Inferring plausible meanings of single words when they're embedded in written sentences; Translating from French into English. 45 minutes (Foundation tier), 1 hour (Higher tier) 50 marks (for each of Foundation tier and Higher tier) <u>Writing exam</u> 25% of the total marks What is assessed: Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli & translating from English into French. 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier) 50 marks (for each of Foundation tier and Higher tier)



PHYSICAL EDUCATION (CORE)

All students in Year 10 and 11 MUST follow a course in Physical Education in line with National Curriculum Statutory requirements.

COURSE CONTENT

All students in Years 10 and 11 follow a course of study that will improve the basic skills and techniques covered in the Key Stage 3 curriculum. Each student will have a total of two lessons of core curriculum PE each week and is required to study major sports from games, gymnastics (including trampolining) and athletics (including fitness / weight training).

During Key Stage 4, students tackle complex and demanding activities and apply their knowledge of skills, techniques and effective performance. They will be involved in physical activity that enables them to focus on competitions, promotion of health and wellbeing, and developing personal fitness levels. They will take on the role of performer, coach and official.

Within games, pupils will be taught to play competitive games using advanced techniques and skills specific to the game played and respond effectively to changing situations within the game.

In gymnastic activities (including trampolining), pupils will be taught to compose and perform sequences applying set criteria. They will be encouraged to use advanced techniques and skills with precision and accuracy in completing sequences.

All students will gain a knowledge and understanding of fitness and health. They will be taught how preparation, training and fitness relate to and affect performance. They will also be shown how to design and carry out training programmes that have specific purposes, and the importance of exercise to personal, social and mental health and wellbeing. In addition, all students will monitor and develop their own training programmes to be used in school and when exercising outside of school.

Students will only be excused from lessons with a Doctor's / Hospital Medical Exemption Certificate. This is a compulsory lesson that must be attended by all students to adhere to the government requirements of Physical Education.

COURSE ASSESSMENT

Students will not be assessed for Core PE.

CONTACT: Miss Harrison



PSHCEE

As part of the National Curriculum, PSHCEE is taught by form tutors. Lessons are activity and discussion based, working in small groups or paired activities. Students will study topics relevant to citizenship, personal social and health topics, personal finance and RSE (Relationships & Sex Education). The course aims to encourage personal development in relation to being safe, healthy and being able to make decisions using life skills and an understanding of the available facts, or where to get relevant information. Modules covered include personal development; global issues; financial awareness and understanding; identity and diversity; relationships; law; sexual health; politics; smoking; drugs and alcohol awareness and careers education.

CONTACT: Mr Nosworthy or Mr Richards



OPTION SUBJECTS





ART & DESIGN

EXAMINATION BOARD:

AQA

SUBJECT:

GCSE ART & DESIGN

COURSE CONTENT

60% Controlled Assessment 40% Exam

All work is Internally marked and externally moderated

CONTROLLED ASSESSMENT 60% of Total marks.

Unit 1 – Adornment and Mask Making (inc museum trip)

Unit 2 – Organic Structures / Natural Forms (inc Kew Gardens trip)

EXAM WORK 40% of total marks.

Students choose one exam question from a selection set by the exam board. There is an 8-week preparation period followed by a 10-hour supervised practical exam where students create their final piece under exam conditions.

COURSE ASSESSMENT- Each unit of work will cover all assessment objectives.

Teachers will continually assess students' Controlled Assessment and exam work.

The exam board will moderate a selection of this. The teacher will use four assessment objectives to assess how well students:

Objective 1 – develop ideas through investigations informed by contextual and other sources.

Objective 2 – refine their ideas through experimenting with resources, media, materials, techniques and processes.

Objective 3 – record ideas, observations and insights relevant to their intentions in visual and/or other forms.

Objective 4 – present a personal, response demonstrating analytical and critical understanding.

This specification provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in art and design in ways that are personally relevant and truly developmental in nature. Students will be expected to provide some materials, such as, pencils of different softness, a rubber and some coloured pencils.

Art and Design is one of the biggest grossing industries in the UK. The opportunities for art students in today's society are many and varied from Architecture to Film Making, Graphic Design, Games design to Landscape architecture or Photography and the list is continuing to grow. There are many skills taught on this course that are transferable to wide range of other vocations as the arts help them to think outside the box, problem solve and see projects through from initial ideas through to final construction.



CONTACT: Ms Duff & Miss Kandi



ART & DESIGN – PHOTOGRAPHY

EXAMINATION BOARD: AQA

SUBJECT: GCSE ART & DESIGN – PHOTOGRAPHY

In photography, you will be introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies. Students will need to manipulate images using photo-editing software and should be comfortable using ICT. Part of the course will develop software specific skills.

COURSE CONTENT

60% Controlled Assessment 40% Exam

All work is Internally marked and externally moderated

CONTROLLED ASSESSMENT 60% of Total marks.

Unit 1 – Skills workshop

Unit 2 – Identity

EXAM WORK 40% of total marks.

Students choose one exam question from a selection set by the exam board. There is an 8-week preparation period followed by a 10-hour supervised practical exam where students create their final piece under exam conditions.

COURSE ASSESSMENT- Each unit of work will cover all assessment objectives.

Teachers will continually assess students' Controlled Assessment and exam work. The exam board will moderate a selection of this. The teacher will use four assessment objectives to assess how well students:

Objective 1 – develop ideas through investigations informed by contextual and other sources.

Objective 2 – refine their ideas through experimenting with resources, media, materials, techniques and processes.

Objective 3 – record ideas, observations and insights relevant to their intentions in visual and/or other forms.

Objective 4 – present a personal, response demonstrating analytical and critical understanding.

This specification provides students with a wide range of photographic understanding, showing in their work the use of viewpoint, composition, focus control, depth of field, movement and narrative. The course offers exciting and stimulating opportunities to explore their interests in photography in ways that are personally relevant and truly developmental in nature. Students will have access to some equipment, including the use of SLR cameras, a photographic studio and computers with Photoshop, though they will be expected to provide some materials, such as, a pencil, a rubber and a USB stick; and have their own camera (good quality smart phone camera is acceptable). Digital media is one of the biggest grossing industries in the UK.



The opportunities for art students in today's society are many and varied from Photo-Journalism to film making, graphic design to product photography or studio photography, and the list is continuing to grow.

There are many skills taught on this course that are transferable to wide range of other vocations as the arts help students to think outside the box, problem solve and see projects through from initial ideas through to final pieces.

CONTACT: Ms Duff

ART & DESIGN – TEXTILES

EXAMINATION BOARD: AQA
SUBJECT: GCSE ART & DESIGN – TEXTILE DESIGN

In Textiles, you will be introduced to a variety of experiences exploring a range of machine and hand-based textile techniques, including both traditional and modern technologies.



COURSE CONTENT

60% Controlled Assessment 40% Exam

All work is Internally marked and externally moderated

CONTROLLED ASSESSMENT 60% of Total marks.

Unit 1 – Skills workshop unit

Unit 2: 1960s

EXAM WORK 40% of total marks.

Students choose one exam question from a selection set by the exam board. There is an 8-week preparation period followed by a 10 hour supervised practical exam where students create their final piece under exam conditions.

COURSE ASSESSMENT- Each unit of work will cover all assessment objectives.

Teachers will continually assess students' Controlled Assessment and exam work. The exam board will moderate a selection of this. The teacher will use four assessment objectives to assess how well students:

Objective 1 – develop ideas through investigations informed by contextual and other sources.

Objective 2 – refine their ideas through experimenting with resources, media, materials, techniques and processes.

Objective 3 – record ideas, observations and insights relevant to their intentions in visual and/or other forms.

Objective 4 – present a personal, response demonstrating analytical and critical understanding.

This specification provides students with a wide range of creative and stimulating opportunities to explore Textiles in a variety of ways. Students will be able to develop their garment construction skills, as well as exploring Textiles as an art form. Students will learn industry techniques such as pattern drafting and fashion illustration and apply these skills to create unique items. Students will learn to use hand and machine sewing; that will be developed during the course. Students will have chances to explore some of London's best textiles venues such as the V&A or the Fashion & Textiles in organised trips. Students may need to source and provide some of their own materials, such as fabric, thread etc, However Students also have the option to buy starter packs from the school, with everything they may need to help complete their work. The opportunities for textiles students today are many and varied, from Textile designer to clothing technologist, from pattern cutter to buyer and many more. Textiles is imbedded in every aspect of our lives, we wear textiles or touch them most of the time, often without thinking about it. We could not live without textiles, whether it is for fashion and protection, in our homes, offices and the workplace, or in hidden areas such as buildings and for medical applications.

CONTACT: Mrs Paterson



BUSINESS STUDIES

EXAMINATION BOARD: EDEXCEL
SUBJECT: GCSE (9-1) BUSINESS

COURSE CONTENT

Students will consider the practical application of theory, the course is designed to give students the opportunity to explore business concepts, issues and how businesses work. The knowledge and skills gained from the course will give students a firm foundation for further study.

THEME 1: INVESTIGATING SMALL BUSINESS

Aim: explore the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Topics covered:

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences on business

THEME 2: BUILDING A BUSINESS

Aim: examine 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 an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Topics covered:

- 2.1 Growing the business
- 2.2 Making marketing decisions
- 2.3 Making product decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions

ASSESSMENT

There are two equally weighted exam papers, focusing on each theme.

THEME 1- Paper 1: 1 hour 45 minutes (50%)

THEME 2 -Paper 2: 1 hour 45 minutes (50%)

Each exam paper consists of calculations, multiple choice, short answer and extended writing questions. Both papers are divided into three sections:

- Section A: 35 marks
- Section B: 30 marks
- Section C: 25 marks

Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

CONTACT: Ms Jana



DRAMA

EXAMINATION BOARD: EDEXCEL

SUBJECT: GCSE DRAMA

COURSE CONTENT

GCSE Drama is split into 3 Units.

Unit 1 – students create their own performance from a stimulus to perform in front of an audience. This will then be backed up and evaluated through a portfolio of up to 2000 words.

Unit 2 - students study 2 key extracts from the set play text. This could be in the form of a group performance, duologues or monologues. This will be performed in front of a visiting examiner.

Unit 3 - written exam where students will analyse a play and a performance they have seen during the course. **A theatre visit is compulsory**

To be successful in this course, it is essential that students have a desire to use the drama medium to learn and to broaden their horizons both in their practical and written work. They must be prepared to work well with other students.

COURSE ASSESSMENT

Unit 1: Research and explore a stimulus and create their own devised drama. Write a portfolio to analyse own work and a work of others in a group.

40% of final GCSE

Unit 2: Apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.

20% of final GCSE

Unit 3: Final Written Exam

40% of final GCSE



How does Drama fit in with different careers?

GCSE Drama is an academic subject giving you the opportunity to study it further at university level - **95% of Drama graduates find a work within 6th months of their university graduation.**

Careers – These can involve work as an actor or manager these may be in the TV, radio or film/video industries. Many graduates have taken up posts either as stage or studio managers, broadcasters, TV presenter or clothes/ costume designers. Other roles that operate within theatre or broadcasting that may equally appeal to drama graduates and include theatre director, stage director or choreographer.

Graduates could turn their interest to therapies linked to the performing arts, such as drama therapy, music therapy or dance music psychotherapy. Each requires also training in counselling.

What other subject I can combine with Drama? You can choose any subject you like but the most popular are: Psychology, Business, English, Languages, Art and History.

CONTACT: Ms Kosek & Mr Adams

ENGLISH AS AN ADDITIONAL LANGUAGE



EXAMINATION BOARD: CAMBRIDGE INTERNATIONAL EXAMINATIONS

SUBJECT: IGCSE ENGLISH AS AN ADDITIONAL LANGUAGE

Cambridge IGCSE English (as an Additional Language) enables learners to develop practical language skills and build their confidence in communicating in English. It develops learners' ability to communicate in English clearly in a range of familiar situations and builds their knowledge of grammar and vocabulary in the context of five broad topic areas:

Everyday activities, Personal and social life, The world around us, The world of work, The international world

The course is suitable for learners whose first language is not English,

COURSE CONTENT AND ASSESSMENT

LISTENING

Time: 50 minutes, listening paper contributes 25% of the total grade, 40 marks

READING

Time: 60 minutes, reading paper contributes 25% of the total grade, 45 marks

SPEAKING

Time: Approximately 10 minutes, speaking paper contributes 25% of the total grade, 40 marks

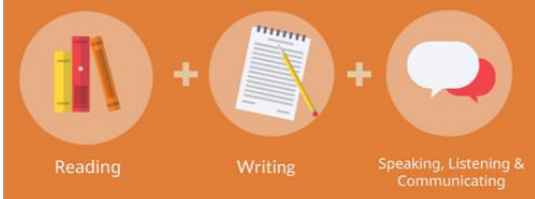
WRITING

Time: 60 minutes, writing Paper contributes 25% of the total grade, 45 marks

Some students on this course may follow the English Functional Skills route.

CONTACT: Ms Khan

Reformed English Functional Skills Qualifications assess knowledge and skills across three components:



AQA Functional Skills English

EXAMINATION BOARD: AQA

SUBJECT: FUNCTIONAL SKILLS ENGLISH, Level 1, Level 2

This course provides learners with opportunities to demonstrate their competence in English using real-world situations. It is designed to inspire and motivate learners to develop English skills, preparing them for progression into employment, further education and for use in their daily lives.

Paper 1: Reading

Time: 60 minutes, 33.3% of the course, Level 1 - 26 marks, Level 2 - 30 marks

Paper 2: Writing

Time: 60 minutes, 33.3% of the course, Level 1 - 27 marks, Level 2 - 30 marks

Non-exam assessment: Speaking, listening and communication

33.3% of the course, pass/fail

CONTACT: Ms Khan



DESIGN & TECHNOLOGY (Papers and Boards route)

EXAMINATION BOARD: PEARSON
SUBJECT: GCSE (9–1) in DESIGN AND TECHNOLOGY

COURSE CONTENT

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes.



The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop



and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

Students learn how to **take design risks**, helping them **to become resourceful, innovative and enterprising citizens**. They should develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students should develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

(Pearson Education, 2016)

COURSE ASSESSMENT

This course is assessed through:

- Written examination: 1 hour 45 minutes- 50% of the qualification 100 marks
- Non-examined assessment (NEA) - 50% of the qualification 100 marks. Students will undertake a project, based on a contextual challenge which is set by the examination board.



CONTACT: Mr Jefferies & Dr Mburu

Examples of GCSE work



DESIGN & TECHNOLOGY (Timbers route)

EXAMINATION BOARD: PEARSON
SUBJECT: GCSE (9–1) in DESIGN AND TECHNOLOGY

COURSE CONTENT

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes.

The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

Students learn how to **take design risks**, helping them **to become resourceful, innovative and enterprising citizens**. They should develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students should develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

(Pearson Education, 2016)

COURSE ASSESSMENT

This course is assessed through:

- Written examination: 1 hour and 45 minutes- 50% of the qualification 100 marks
- Non-examined assessment (NEA)- 50% of the qualification 100 marks. Students will undertake a project, based on a contextual challenge, which is set by the examination board.

CONTACT: Mr Jefferies & Dr Mburu





Hospitality and Catering (Technical Award)

EXAMINATION BOARD: EDUQAS

SUBJECT: Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)

COURSE CONTENT

Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. (WJEC, 2023)

This is a unitised qualification consisting of 2 mandatory units:

- Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.
- Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.



COURSE ASSESSMENT

The course is assessed through

- Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes 40% of qualification (80 Marks). Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.
- Unit 2: Hospitality and catering in action. This is Controlled assessment: approximately 12 hours and contributes to 60% of qualification (120 Marks). An assignment brief will be provided by the examination board.

SPECIFIC REQUIREMENTS OF THE COURSE

Students **must** take part in all practical lessons.

You will be **required to bring into school the ingredients** for weekly practical lessons. **You should discuss this with your parent(s)/guardian(s) before selecting this option.**

CONTACT: Miss Yearwood



MUSIC

EXAMINATION BOARD: EDUQAS
SUBJECT: GCSE MUSIC

COURSE CONTENT

Music GCSE is based on the three areas of Performing, Composing and Listening.

During Years 10 and 11 students apply this experience to the curriculum and to completing Controlled Assessment towards their final GCSE assessment. Students will participate in weekly class performance and composition workshops gaining experience on their chosen instrument and developing their theoretical understanding.

During the two years, students will study **FOUR** Areas of Study:

1. Musical Forms & Devices
2. Music for Ensemble
3. Film Music
4. Popular Music

Unit 1: Performance (30% - Controlled Assessment)

Students will submit a minimum of two pieces lasting a minimum of four minutes. One of the pieces must be an ensemble but the other can be **either** a solo **or** an ensemble. One of the pieces must be linked to an area of study.

Instrumental and vocal lessons are available to all GCSE Music students who want to have lessons.

Unit 2: Composition (30% - Controlled Assessment)

Throughout the course, pupils will gain experience of composing music in different genres using a range of music technology and traditional composing methods.

Students will compose 2 pieces of music. One composition will be in response to a brief set by Eduqas. The second composition is a free choice by the student.

Unit 3: Listening & Appraising (40% - listening exam 1hr 15m)

Students study set pieces of music from the four Areas of Study.

Musical Forms & Devices	<i>Set work – Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement)</i> Baroque, Classical & Romantic forms (binary, ternary, rondo, minuet & trio, variation, strophic)
Music for Ensemble	Chamber Music, Jazz, Blues & Musical Theatre (the relationships within an ensemble, between performers & audiences, musical textures, and how music is composed for ensemble)
Film Music	How music for picture is created and how mood is created with music
Popular Music	<i>Set work – Africa: Toto (released 1982)</i> The diversity of popular musical styles and the roles of singer/songwriter, musician & producer

COURSE ASSESSMENT

Performing Assessment – 30%

Composition Assessment – 30%

Listening Exam – 40%

Why Choose Music?

- Enjoy performing and composing your own music using a wide range of instruments and technology.
- Enjoy listening to a wide range of music.
- Learn to show a future employer that you can manage your time effectively.
- Students are taught with a very flexible approach so that each student's preferred musical style can be exploited and developed.
- If you are a good standard on one or more instruments (including vocals).
- If you like music and you want to know about how it works.
- Music GCSE is highly regarded by universities.

CONTACT: Mr. Adams



PSYCHOLOGY

EXAMINATION BOARD: PEARSON

SUBJECT: GCSE (9-1) PSYCHOLOGY

COURSE CONTENT

Psychology is the study of people: how they think, how they act, react and interact. We have been analysing behaviour and the mind since the day we were born. This

Social Science subject encompasses the biological influences, social pressures and environmental factors that affect our behaviours.

Psychology can give you greater insight into mental illness, including how psychological conditions are diagnosed and treated and also help prepare you for potential careers such as a Clinical, Occupational, Forensic, Sport, Health and Educational Psychologist or other careers routes i.e. Social Work, Consumer Psychology or Neuropsychology.

GCSE Psychology develops skills such as conducting scientific research, developing lines of argument and analysing data. The skills developed in Psychology are highly transferable and students can be confident that they will be able to go forward into the next phase of their lives with the tools to critically evaluate the world around them.

The topics that we cover at GCSE Psychology are:

Section A:

- Topic 1: Development
 - What are the different stages of development?
 - Does education and learning impact children's development?
- Topic 2: Memory
 - How does your memory work?
 - How can we explain why people remember the same thing differently?
- Topic 3: Psychological Problems
 - What are the symptoms and features of depression and addiction?
 - Does nature or nurture make you more likely to be depressed or to have an addiction?
- Topic 4: The Brain and Neuropsychology
 - Are there gender differences between our brains?
 - What is the impact of neurological damage?
- Topic 5: Social influence
 - Why do people conform to beliefs even though they disagree with it privately?
 - Does being obedient influence your behaviour in a crowd?

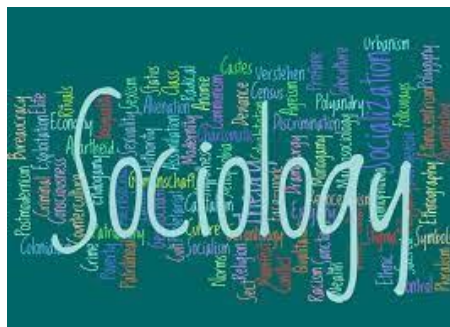
Section B:

- Topic 6: Criminal Psychology
 - Why do people become criminals?
 - What punishment and treatments can reduce criminals reoffending?
- Topic 9: Sleep and Dreaming
 - Why do you need to sleep and dream?
 - How do you explain insomnia?
- Topic 11: Research Methods
 - How do you carry out ethical psychological research?
 - How can we use data to prove our conclusions?
 - Can we truly make a sample generalisable to everyone in the population?

COURSE ASSESSMENT

Both sections are externally examined at the end of Year 11. Section A exam is 1 hour 45 minutes and is worth 55% of the GCSE. Section B & C is 1 hour 25 minutes and is worth 45% of the GCSE.

CONTACT: Mr Wilde



SOCIOLOGY

EXAMINATION BOARD: EDUQAS

SUBJECT: GCSE (9-1) SOCIOLOGY

COURSE CONTENT

Sociology is the study of people, society and ‘human laws’. Societies are interconnected complex systems such as the family, police, government, the education sector and media.

Have you ever questioned ‘is there one typical family type?’ or ‘does your gender determine how much you get paid in a job?’ Sociology enables students to challenge taken-for-granted assumptions and to question their everyday understanding of situations.

GCSE Sociology develops skills such as debating current sociological issues, using theories to make judgements and draw connections from sources. The skills developed in Sociology are highly transferable and students can be confident that they will be able to go forward into the next phase of their lives with the tools to critically evaluate the world around them. Sociology will prepare you for a wide range of careers from teaching, politics, social work, marketing, researchers and nursing to law and journalism, to name just a few.

In **Component 1: Understanding Social Processes**, learners will consider how human beings acquire their identity and examine the process of passing on culture from generation to generation and in diverse settings. The topics include:

Key concepts and processes of cultural transmission	<ul style="list-style-type: none"> • Key sociological concepts • Debates over the acquisition of identity • The process of socialisation
Families	<ul style="list-style-type: none"> • Family diversity and different family forms in the UK and within a global context • Social changes and family structures and relationships • Sociological theories of the role of the family • Criticisms of family
Education	<ul style="list-style-type: none"> • Sociological theories of the role of education • Processes inside Schools • Patterns of educational achievement • Factors affecting educational achievement
Sociological research methods	<ul style="list-style-type: none"> • Usefulness of different types of data • Methods of Research • Sampling processes • Practical and ethical issues affecting research

In **Component 2: Understanding Social Structures**, learners will develop an understanding of the nature of inequality and will study the ideas of the classical sociologists, and a more detailed study of crime and deviance. The topics include:

Social differentiation and stratification	<ul style="list-style-type: none"> • Sociological theories of stratification • Different forms and sources of power and authority • Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality • Factors which may influence access to life chances and power • Poverty as a social Issue
Crime and deviance	<ul style="list-style-type: none"> • Social construction of concepts of crime and deviance • Social control • Patterns of criminal and deviant behaviour

	<ul style="list-style-type: none"> • Sociological theories and explanations of deviance and criminal behaviour • Sources of data on Crime
Applied methods of sociological enquiry	<ul style="list-style-type: none"> • The process of research design • Interpreting data

COURSE ASSESSMENT

Both sections are externally examined at the end of Year 11.

Component 1 and 2 are written examinations which are 1 hour 45 minutes long. Each examination is worth 50% of the GCSE.

CONTACT: Mr Wilde



PHYSICAL EDUCATION – BTEC SPORT

EXAMINATION BOARD: PEARSON

SUBJECT: BTEC SPORT

This is a vocational course over 2 years. Please note that this is equivalent to a GCSE.

What can BTEC Sport offer you?

1. The chance to participate in and develop your practical abilities and leadership qualities in a range of activities, taken from the areas of Invasion Games, Net/Wall Games, Personal Fitness, Individual and Striking/Fielding Games.
2. The opportunity to develop your leadership skills in a sport of your choice.
3. An introduction to specialised training methods and styles and types of fitness testing
4. Knowledge of the human body and how it responds to exercise
5. Psychology and how it effects sport and activity
6. Technology in sport and how it has developed to aid sport

What you should have?

1. An all-round interest and enthusiasm for Physical activity and leadership
2. A willingness to learn new skills and techniques and apply the necessary effort in a variety of different activities
3. An ability to appreciate a scientific approach to studies.



COURSE CONTENT

Students will be doing 3 units in this subject:

Component 1 – Preparing Participants to Take Part in Sport and Physical Activity

Component 2 – Taking Part and Improving Other Participants Sporting Performance

Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

COURSE ASSESSMENT

You will be assessed through supervised coursework periods for components 1 and 3.

Component 3 is a 1 hour 30-minute exam. There will be both practical and theoretical elements to the course.

PRACTICAL ELEMENT: This concentrates on developing your skills in leadership through leading a warmup in the sport of your choice. You are requested to plan and run a session to fellow peers consolidating all the elements learnt through the components.

THEORETICAL ELEMENT: This will involve theoretical work and an exam element that consists of short and extended answer questions, the duration of the exam is 1 hour and 30 minutes. The course comprises mainly of Controlled Assessment tasks that are completed under exam supervision. You can take your class notes into the controlled assessment to assist your answers.

AND FINALLY: This course is an exciting one which provides a mixture of both practical and theoretical activities. It is a vocational course which comprises of Controlled Assessment and an exam, this can benefit students who struggle with exam elements. It is essential that any student that chooses this course is fully committed to physical activity. Written homework will be set each week and full P.E. kit must be worn for each practical lesson.

CONTACT: Miss Harrison



COMMUNITY LANGUAGES

EXAMINATION BOARD: VARIOUS – SEE BELOW

SUBJECT: COMMUNITY LANGUAGES

Community Languages are for students who can already speak, read and write in one of the below languages or are learning outside of school. We do not offer lessons in these subjects, but if you choose to take a Community Language GCSE, we will support you by guiding you through the exam

requirements, explaining the exam structure and providing past papers for practice.

Languages available are:

Arabic – Pearson
Bengali – AQA
Chinese – AQA
Greek – Pearson
Gujarati – Pearson
Italian – AQA
Punjabi – AQA
Persian – Pearson
Polish – AQA
Portuguese – Pearson
Russian – Pearson
Turkish – Pearson
Urdu – AQA

CONTENT AND ASSESSMENT

LISTENING

Time: 45 minutes

SPEAKING

Time: 20 minutes

READING

Time: 1 hour

WRITING

Time: 1 hour 20 minutes

CONTACT: Ms Khan