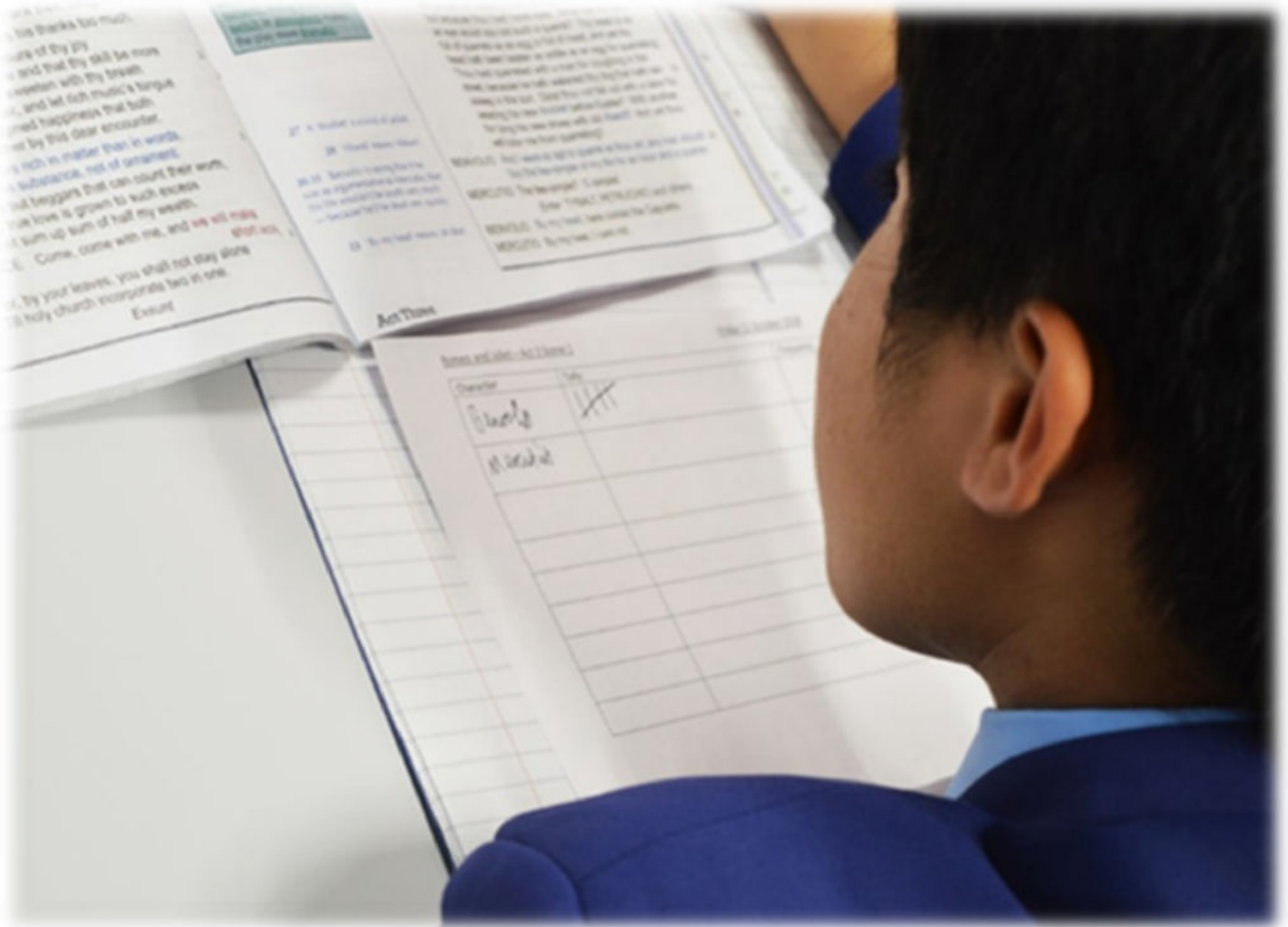




**St John  
Bosco  
College**



# **Key Stage 4 Options 2023-2025**

#believeandachieve

# Contents

Introduction.....	Page 1
Top Tips for choosing your options.....	Page 2
Frequently Asked Questions (FAQ).....	Page 3-4
Thinking Ahead: Focus on Careers.....	Page 5
The KS4 Curriculum Structure at SJBC.....	Page 6

## **Core Curriculum:**

English.....	Page 7
Mathematics.....	Page 8
Combined Science.....	Page 9
Triple Science.....	Page 10
Religious Education.....	Page 11

## **Options:**

Art.....	Page 12
Business studies.....	Page 13
Creative iMedia.....	Page 14
Design and Technology.....	Page 15
Drama.....	Page 16
Hospitality and Catering.....	Page 17
French.....	Page 18
Geography.....	Page 19
History.....	Page 20
Music.....	Page 21
Physical Education.....	Page 22
Psychology.....	Page 23
Sociology.....	Page 24
Spanish.....	Page 25

**“Be who God meant you to be and you will set the world on fire”  
— St Catherine of Siena**

Welcome to the Key Stage 4 Options Booklet 2023-25. This document is designed to inform students and their parents/carers about the curriculum choices available to students for Key Stage 4. Students will follow this curriculum from the beginning of Years 10 until final exams at the end of Year 11.

This is an exciting time for students, who for the first time will start to shape their school experience around their own interests, talents and ambitions. They have already begun to explore these through an options workshop delivered by the Careers team. The KS4 offer at SJBC gives students a certain amount of choice within a broad and balanced curriculum so that they can keep their pathways open for post-16 education and employment. All students study a “core” curriculum of at least six GCSEs, plus at least three further qualifications chosen from the option blocks in this booklet.

The school aims to make a wide and diverse range of subjects available to its students. SJBC has a fully comprehensive intake; this means that not every course is the right choice for every student. When assigning students to courses, consideration will be given to their prior attainment and motivation in the subject. Where necessary, guidance will be given by departments so that we can support students in accessing the curriculum and achieving well.

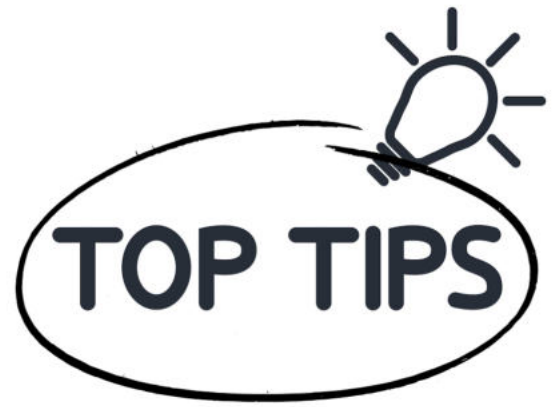
We hope that students and their parents/carers will take time to research their options thoroughly, by reading and working through this booklet and by making the most of the advice and guidance given. SJBC staff – whether subject teachers, teaching assistants, form tutors, Heads of Department, the Careers team or members of SLT – are always happy to offer advice.

Finally, may we draw your attention to the deadline of **24th March 2023** for choices to be finalised; all students should have completed the online options form by this date.

We wish you the very best, both at this time of decision-making and for the years ahead.

**Mr R Lake**  
Head of Learning

**Mr D Scott**  
Assistant Headteacher



## **Top Tips for choosing your options**

### **Don't:**

- × Choose a subject because your friends are taking it
- × Choose a subject because it seems cool or popular
- × Base your choices on your favourite teacher (teachers for next year have not yet been assigned)
- × Choose a subject just to please your family (listen to their advice, but try to agree on a decision you are happy with)
- × Rush your choice: a lack of care now could lead to disappointment next year
- × Assume you can swap courses if you don't enjoy them

### **Do:**

- ✓ Choose subjects you enjoy
- ✓ Choose subjects you are good at
- ✓ Make choices that will support your plans for careers and further study – even though these ideas are likely to change over time
- ✓ Think about the kind of learning you enjoy: e.g. practical vs theory? group vs individual?
- ✓ Read the whole of this booklet and work through the activities
- ✓ Make the most of the taster sessions to gain experience of subjects that you haven't yet tried
- ✓ Attend the Options Evening, listen carefully and talk to your teachers
- ✓ Think about your reserve choices: you may not get your first choice in each block
- ✓ Talk to your form tutor and subject teachers if you need guidance

## Frequently Asked Questions



### **How will I choose my subjects?**

Once a student has researched their choices and agreed this with their parent/carer, they should carefully complete the online form to indicate their choices by the deadline of Friday 24th March. We recommend that a parent/carer sits with the student whilst the form is being completed. Once choices have been entered, the school will send confirmation to parents/carers; this does not guarantee that these choices will be allocated.

### **Why do I have to choose options within blocks?**

The option blocks help to guide students towards a broad and balanced choice, and to ensure that these choices can be timetabled with specialist teachers in appropriate classrooms.

### **Will I get to study all my first-choice options?**

We will make every effort to allow students to take up their first choices. If a class is too small to run, students will be placed in their selected reserve choice. If a subject is oversubscribed, some students will be assigned their reserve choice. Therefore, it is very important to have well thought out reserve options. Students must be prepared to study both their first and reserve option choices.

### **Will I be told if my option choices have been successful?**

If there are no problems with the allocation of a student's first-choice options, they will not be contacted; students who do not hear anything can assume that all is well. If a student's first choices are not possible, the school will make the student aware and, where necessary, give guidance on alternatives.

### **What if I think I have made the wrong choice?**

If a student feels they have made the wrong choice after the deadline has passed, a parent/carer should contact the school as soon as possible and ideally not later than May half-term. The school will try to support a change of subject, providing there are places available and the course is suitable. Once Year 10 has started, it is extremely difficult to move classes and these requests will only be considered in exceptional circumstances – so please do your research carefully and ask for as much guidance as you need before you make your choices.

## **What is the EBacc?**

The EBacc is a measure for schools which recognises where students have gained qualifications across a suite of academic subjects:

- English
- Maths
- Science
- A language
- History OR Geography



English, Maths and Science are covered by our core curriculum, so to complete the EBacc students must opt for a language plus a choice of two humanities (History OR Geography). If you enjoy these subjects, we encourage you to do this. To help make this clear, we have marked the subjects “EBacc Hum” and “EBacc Lang”.

## **What is a GCSE?**

GCSE stands for General Certificate in Secondary Education. It is a qualification that is recognised and valued by schools, colleges and employers so will be useful whatever students are planning to do for their post 16 education. All GCSEs involve an exam, but some subjects also involve practical coursework.

## **What is a Cambridge National?**

OCR Cambridge National qualifications are equivalent to a GCSE and suitable for a wide range of students. Students who like hands-on, practical work with plenty of real-life situations tend to find success and enjoyment through these qualifications.

## **What is Triple Science?**

Most students will take Combined Science, which is worth two GCSEs. Those with a particular aptitude for Science may instead choose to take separate GCSEs in Biology, Chemistry and Physics. This is often appropriate for students with a keen sense that they would like to study at least one of these subjects at A level. Students who opt for Triple Science have two additional periods per week after school.

Students aiming for Triple Science should indicate this on the online options form. The Science department will make the final decision on which students are admitted to the course.

## **What is a “home language”?**

Many of our students speak languages other than English at home. Where possible, the school will support them to recognize this by gaining an additional GCSE. GCSEs are available in many (though not all) of the languages spoken in our school community. If the language you speak at home is one of our “taught” languages – for example, Spanish – you should not choose it in a block, but instead as an extra “home language” using the online form. If you are not sure whether this is the right choice for you, please speak to Mr Scott or Mr Lake for advice.

## Thinking ahead: Focus on Careers

Thinking about careers can help to focus your decision making, even though your ideas are likely to change.

**From this list, choose a career that you are interested in (or add your own).**

Architect • Meteorologist • Airline Pilot • Speech and Language Therapist • Community Arts Worker • Stockbroker • Solicitor • Cognitive Behavioural Therapist • Geneticist • Ambulance Care Assistant • Computer Games Developer • Archaeologist

**Which career did you pick?**

Now use the internet to research answers to the following questions. The National Careers Service website is a good resource to start with: <https://nationalcareers.service.gov.uk/explore-careers>

**What does a typical day in this job involve?**

**Do you need to go to university for this career? If so, what subjects could you study?**

**Can you do an apprenticeship for this career?**

**What post-16 qualifications (e.g. A levels or T levels) do you need for this career?**

**From the courses in this booklet, which options would help prepare you for this career?**

## The KS4 Curriculum Structure at SJBC

All KS4 students will study the examined subjects below, as well as non-examined core PE (Physical Education) and PHSE:

Core curriculum: 6/7 GCSEs				
<b>Mathematics</b>	<b>English Language</b>	<b>English Literature</b>	<b>Combined Science</b> OR Triple Science (for selected students)	<b>Religious Education</b>

plus 3 options (one from each block):

Block A	Block B	Block C
Geography (EBacc Hum) History (EBacc Hum) French (Ebacc Lang) Spanish (Ebacc Lang) Italian (Ebacc Lang) Portuguese (Ebacc Lang) Hospitality & Catering (CamNat)*	French (Ebacc Lang) Spanish (Ebacc Lang) Art Business Studies Design Technology Music Psychology Creative iMedia (CamNat)	Geography (EBacc Hum) History (EBacc Hum) Art Computer Science† Design Technology Drama Physical Education Sociology

plus, where appropriate, a home language from the following list:

Available GCSEs in Home Languages (EBacc Lang)			
Arabic Bengali Chinese French Greek (modern)	Gujarati Hebrew (modern) Italian Japanese	Panjabi Persian Polish Portuguese	Russian Spanish Turkish Urdu

\*Hospitality & Catering is open only to students taking an additional Home Language OR who are taking an EBacc subject in Block B or C

†Computer Science is open only to students in Maths Set 2 and above, due to the mathematical demands of the course



**“There is no greater agony than bearing an untold story inside of you.” - Maya Angelou**

For English Language, students will have to read and analyse both fiction and non-fiction texts, from different time periods. They will also have to write their own creative writing piece and an opinion piece. Through Literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. You will be introduced to many key figures from Britain’s literary heritage. You will learn more about the nature of humanity, social and historical contexts of work, and the power of the written word whilst studying some brilliant novels, plays and poems.



## Year 10

- Write effectively and coherently using Standard English appropriately.
- Use grammar correctly, punctuate, and spell accurately.
- Gain and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and language conventions for reading, writing and spoken language.
- Listen to and understand spoken language and use spoken Standard English effectively.
- Throughout the year students will also study: Power and Conflict Poetry, Romeo and Juliet, An Inspector Calls, and A Christmas Carol.

## Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

## Next Steps:

Achieving a passing grade in English is a prerequisite for gaining admission to many courses in schools and colleges around London. A good English grade demonstrates that you can write coherently and in an academic fashion. Courses in English Literature, law, media and many more require evidence of assured reading and writing skills. All students must continue with the study of English if they fail to attain a grade 4 at the end of Year 11

## Year 11

- Read fluently and with good understanding a wide range of texts from the 19th, 20th and 21st centuries.
- Read and evaluate texts critically and make comparisons between texts.
- Summarise and synthesise information or ideas from texts.
- Use knowledge gained from wide reading to inform and improve their own writing.
- Students will also study Unseen Poetry, and Comparative Poetry.

## External Assessment

### English Language

Paper 1 - Explorations in creative writing & reading (50%)

Paper 2 - Writers’ viewpoints and perspectives (50%)

### English Literature

Paper 1 - Shakespeare & the 19th century novel (40%) Paper 2 - Modern texts and Poetry (60%)

**Head of Department: Mr S. Kilcullen**

# Mathematics

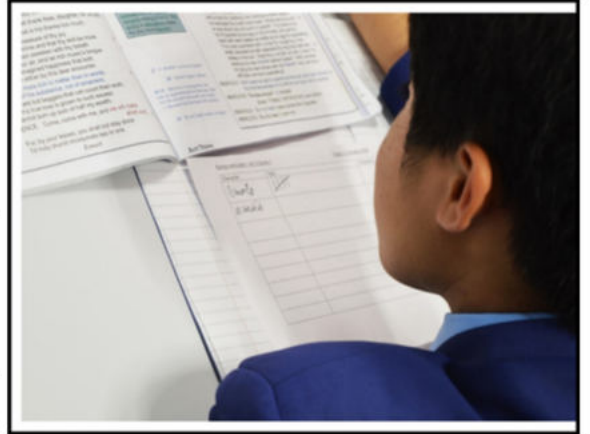
**“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”**

**-Shakuntala Devi**

Mathematics is the engine of science and engineering. It is the set of ideas, insights and techniques that enable us to understand, analyse and solve problems.

We understand that future job prospects are heavily influenced by progress in mathematics at school and for this reason we have put in place curriculum that will prepare our students to gain the mathematical knowledge and skills needed for life in modern Britain, secure access into and success in further education and raise standards to compete in a global job market.

During GCSE Maths, pupils will explore the following areas; number, algebra, ratio, geometry, probability and statistics. All students complete one of two Mathematics courses. A pupil is assigned to a course based on their Key Stage 2 and Key Stage 3 outcomes.



## Year 10

Numbers, algebra, ratio, geometry, probability and statistics.

## Year 11

Numbers, algebra, ratio, geometry, probability and statistics. For both years, embedded into each of these strands are problem solving activities requiring pupils to apply their Mathematics to real life situations.

## Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11, in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

## External Assessment

3 exam papers. 1.5 hours each. 1 paper is non-calculator, 2 papers are calculator. Pupils must ensure they have a scientific calculator.

## Next Steps:

Students can go on to study Core Maths, A level Maths and Further Maths.

Core Maths helps to develop students' mathematical skills and thinking and supports courses such as A-level Psychology, Sciences and Geography.

**Head of Department: Miss E. Haigh**

# Combined Science

**“The science of today is the technology of tomorrow.” (Edward Teller)**

Science combines analytical, mathematical and critical thinking skills that are valued in post-16 courses, at university and in employment.

The dual award in Combined Science comprises Biology, Chemistry and Physics which are together worth two GCSE grades.



## Year 9&10

Year 9 Content: Cell Biology, Organisation, Atomic structure and the periodic table, bonding, Rates of reaction, Chemistry of the atmosphere, Energy changes, Using resources and Energy.

Year 10 content: Infection and response, Bioenergetics, Homeostasis and response, Quantitative chemistry, Chemical changes, Electricity, Particle model, atomic structure, waves.

## Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

## Next Steps:

This qualification provides opportunities for progression: A-level Biology, A-level Chemistry, A-level Physics, BTEC Applied Sciences, BTEC Human Biology

## Year 11

Forces, inheritance, variation, evolution and ecology. After this you will have finished the course by December! From here we look at the weakest topics of students and reteach content that needs to be supported and stretch in stronger areas. This will change from year to year and will be different in each class. This gives everyone guided revision time to best support your progress.

## External Assessment

### Biology

Paper 1: Cell Biology; Organisation; Infection and response; and Bioenergetics. Paper 2: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

### Chemistry

Paper 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes. Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

### Physics

Paper 1: Energy; Electricity; Particle model of matter; and Atomic structure. Paper 2: Forces; Waves; and Magnetism and electromagnetism

**Head of Department: Miss T Msanide**

# Triple Science (GCSE)

**“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.” (Marie Curie)**

Based on progress, in consultation with teachers, some students may be selected for triple science in which they can receive three GCSE awards, with grades received for each of the separate sciences. Students should speak to Miss Msanide regarding this process.



## Year 9&10

### Year 9 Content:

Cell Biology, Organisation, Atomic structure and the periodic table, bonding, Rates of reaction, Chemistry of the atmosphere, Energy changes, Using resources and Energy

### Year 10 content:

Infection and response, Bioenergetics, Homeostasis and response, Quantitative chemistry, Chemical changes, Electricity, Particle model, atomic structure, waves, space and light

### Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11, in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### Next Steps:

This science qualification provides opportunities for progression: A-level Biology, A-level Chemistry, A-level Physics, BTEC Applied Sciences, BTEC Human Biology

## Year 11

Forces, inheritance, variation, evolution and ecology. After this you will have finished the course by December! From here we look at the weakest topics of students and reteach content that needs to be supported and stretch in stronger areas. This will change from year to year and will be different in each class. This gives everyone guided revision time to best support your progress.

### External Assessment

#### Biology

Paper 1: Cell Biology; Organisation; Infection and response; and Bioenergetics.

#### Chemistry

Paper 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

#### Physics

Paper 1: Energy; Electricity; Particle model of matter; and Atomic structure. Biology Paper 2: Homeostasis and response; Inheritance, variation and evolution; and Ecology Chemistry Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. Paper 2: Forces; Waves; Magnetism and electromagnetism; and Space physics.

**Head of Department: Miss T Msanide**

# Religious Education

## (GCSE)

### “Everyone is made in the image of God.”

The RE course examines Catholic beliefs, both what Catholics believe and the reasons for their beliefs. The course looks at the ways in which Catholics are expected to live their lives and what impact this has on the world. It reminds students of the intrinsic value of life and the need to cherish and value their own life and those of others, and in this way, it emphasises the need for respect and dignity for all. In addition to Catholic Christianity, the course also examines Judaism in detail, thereby giving students a wider perspective when studying issues of faith



### Year 10

Students will study what exactly Catholics believe such as the belief in just one God, the Incarnation, Eschatology, so that they are able to have a broad understanding of the Catholic faith. This will be developed by looking at how Catholics live out their faith both in liturgy and in the private practice of their faith.

A study of where Catholics draw their inspiration and beliefs from will form a separate section of study and this section will be completed by the study of Christian art and music.

The teaching and beliefs of Judaism will be the second faith to be studied. As with the study of Catholicism, students will be required to understand how Jews live out their faith in public and in private.

### Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11, in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### Next Steps:

GCSE RE provides an excellent route to study beyond the age of 16, both for philosophy and religious studies A level as well as other post-16 qualifications. A qualification in Religious Studies is valuable for a wide range of careers, such as law, medicine, business, care and social work, journalism, the civil service, the police force and teaching.

### Year 11

Students will study Catholicism from a far more challenging aspect this year. They will be expected to engage with deep philosophical questions that examine arguments for and against the existence of God. They will be expected to tackle the thorny issue of the problem of evil and ask themselves whether or not this challenges the goodness of God. The RE syllabus will conclude with a study of ethical issues ranging from topical issues such as marriage and divorce to prejudice and discrimination. Running through all our study will be the understanding that every human being is created in the image of God and is therefore loved and valued for who they are.

### External Assessment

Paper One: Catholic Christianity - 1 hour 45 minutes  
Catholic beliefs and teachings; Catholic practices; Catholic wisdom and authority; Catholic way of life.

Paper Two: Judaism- 50 mins

Beliefs and teachings in Judaism; practices in Judaism.

Paper Three: Catholic Philosophy and Ethics - 50 mins, Catholic philosophy in respect of arguments for and against the existence of God; Catholic ethics.

**Head of Department: Fr. A Ebrahim**

## “Creativity takes courage”(Henri Matisse)

The GCSE in Art and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions



### Year 10

Students will begin their GCSE course by building on observations skills. They will look at how we record through drawings and photography. They will work on basic techniques learnt in KS3 and begin to try more complex techniques with materials. They will use individual artists and start to analyse and critic the work and make connections between themes and their own work to develop their ideas from the beginning to the end.

### Internal Assessment

Personal Portfolio. Students will develop a portfolio of work demonstrating a range of skills, processes and techniques. This should be a visual journey demonstrating the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials. This body of work is worth 60% of their overall grade.

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11, in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### Next Steps:

A Level Art and Design, Fine Art, Photography, Textiles, Graphics, 3D Design BTEC Art & Design. Careers leading to a range of opportunities. It is particularly useful for employment in the Creative industries.

### Year 11

Students will continue to work on coursework, building up a strong portfolio of work based on the four assessment objectives, Develop, Refine, Record and Present. They will work on an exam project, picking a starting point and creating a project using a range of media before choosing their strongest material and idea to work on for their 10 hour exam which will see them create an individual outcome depending on starting points.

### External Assessment

Externally Set Assignment. Students will produce a project in response to an externally set question paper. Following the preparatory period, students must complete 10 hours of unaided, supervised time to produce an outcome linked to their theme. This body of work is worth 40% of their overall grade.

**Head of Department: Ms Sharp**

# Business Studies (GCSE)

GCSE Business(9-1) | Edexcel| 8202

**"Success is not final; failure is not fatal: It is the courage to continue that counts." (Winston Churchill)**

## Course Information

GCSE Business is an engaging and inspiring course that looks at the modern and evolving business environment. This course is for enterprising individuals who are driven to succeed in their chosen pathway.



## Year 10

### Topic 1.1 Enterprise and entrepreneurship

Students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.

### Topic 1.2 Spotting a business opportunity

Students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.

### Topic 1.3 Putting a business idea into practice

This topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.

### Topic 1.4 Making the business effective

Students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.

### Topic 1.5 Understanding external influences on business

Students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

## Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11, in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

## Next Steps:

Business, Accounting, Marketing, Finance, Project Management, International Management, Economics

## Year 11

### Topic 2.1 Growing the business

Methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.

### Topic 2.2 Making marketing decisions

Students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.

### Topic 2.3 Making operational decisions

This topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.

### Topic 2.4 Making financial decisions

Students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.

### Topic 2.5 Making human resource decisions

Growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

## External Assessment

Theme 1 - 50 % of qualification 90 marks - 1.45 hrs  
Theme 2 - 50 % of qualification 90 marks - 1.45 hrs  
Paper 1 & 2 is divided into three sections: Section A: 35 marks, Section B: 30 marks, Section C: 25 marks.  
Section A will consist of calculations, multiple-choice, short answer and extended-writing questions.  
Sections B and C will be based on business contexts given in the paper.  
Calculators may be used in the examination

**Head of Department: Ms R. Persaud**

# Creative iMedia (BTEC)

**“Nintendo's philosophy is never to go the easy path; it's always to challenge ourselves and try to do something new.”**

**-- Shigeru Miyamoto**

The Level 2 Cambridge National in Creative iMedia will develop knowledge, understanding and practical skills that would be used in the media industry. You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as

- developing visual identities for clients
- planning and creating original digital graphics
- creating and reviewing original digital media products

## Year 10

### Unit R094:

Visual identity and digital graphics This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

### Next Steps:

This course would be an excellent preparation for the T level in Digital or BTEC in Games Design. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as creativity, problem-solving, communication and working to deadlines.



## Year 11

### Unit R093:

Creative iMedia in the media industry This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

### Unit R093:

Creative iMedia in the media industry This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

- Topics include:
  - The media industry
  - Factors influencing product design
  - Pre-production planning
  - Distribution considerations

**Head of Department: Mr H Singh**



# Design and Technology (GCSE)

**“I made 5,127 prototypes of my vacuum before I got it right. There were 5,126 failures. But I learned from each one. So I don’t mind failure.” (James Dyson)**

The new Design and Technology Curriculum has been designed to support and enhance the experience of designing, focusing on the use of new technologies and processes such as Laser Cutting, CNC Machines, 3D Printing and CAD/CAM processes.



## Year 10

Substantial Design and Make task assessment criteria:

Identifying and investigating design possibilities

Producing a design brief and specification  
Generating design ideas / Developing design ideas

Making a final product and testing with target audience

In the spirit of the iterative design process, the above will be explored through contextual challenges set by AQA

Students will produce a prototype and a portfolio of evidence

Work will be marked by teachers and moderated by AQA

## Internal Assessment

50% NEA – Non-Exam Assessment (Coursework)

Practical application of:

Core technical principles  
Specialist technical principles

Designing and making principles

Assessment criteria:

Identifying and investigating design possibilities

Producing a design brief and specification  
Generating design ideas / Developing design ideas  
Realising design ideas / Analysing & evaluating

## Next Steps:

Post 16 you can explore apprenticeships such as engineering, plumbing, electricians etc. as well as A-level Design & Technology and following this you can explore a variation of degrees in many fields such as engineering, product design, fashion, architecture, graphic design, chef, teaching.

## Year 11

Section A – Core technical principles - A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles - Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles - A mixture of short answer and extended response questions.

## External Assessment

50% Examination Theoretical application of:

Core technical principles  
Specialist technical principles  
Designing and making principles

Examination broken down into following sections:

Section A – Core technical principles (20 marks)

Section B – Specialist technical principles (30 marks)

Section C – Designing and making principles (50 marks)

**Head of Department: Mr H Singh**

# Drama

## (GCSE)

**“All the world’s a stage”**  
**William Shakespeare**

GCSE Drama engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future.

Students can choose to develop as a:

- performer
- designer (lighting, sound, set, costume, puppets)
- performer and designer.



### Internal Assessment

Students are assessed on their practical work throughout the course, and are given feedback to help them develop as performers and designers. They have opportunities to see and review live theatre, and will practice logging their creative process.

### Next Steps:

GCSE Drama provides an excellent foundation for students to progress to post-16 theatre courses. Students also demerge with a toolkit of transferable skills, applicable both in further studies and in the workplace. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts.

### External Assessment

#### Component 1:

Understanding Drama

Written exam (open book): 1 hour and 45 minutes  
 40% of GCSE

#### Component 2:

Devising Drama (Practical)

Devising log (60 marks)

Devised performance (20 marks)

40% of GCSE

#### Component 3:

Texts in Practice (Practical)

Performance of two extracts from one play

(students may contribute as performer or designer)

20% of GCSE

**Subject Lead: Ms F Burrows**

# Hospitality and Catering (Level 2)

**“Being a chef never seems like a job, it becomes a true passion.” - Gordon Ramsay**

Our newly updated Hospitality and Catering course is aimed as a vocational course focussing on skills based learning to get students ready to work in an exciting industry.



## Year 10

Students will focus on upskilling during practical lessons. During theory lessons students will improve their knowledge and understanding of the following:

- Hospitality and catering providers
- Working in the hospitality and catering industry
- Working conditions in the hospitality and catering industry

Contributing factors to the success of hospitality and catering provision

## Internal Assessment

Unit 1:  
The hospitality and catering industry

Written examination:  
1 hour 20 minutes  
(40% of qualification)

## Next Steps:

Students could pursue careers in the food industry such as restaurant manager, craft brewer, food lawyer, food stylist, holistic health coach, molecular gastronomist, mycologist, restaurant designer, urban farmer.

## Year 11

In this unit learners will gain 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. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment:

- the operation of the front and back of house
- hospitality and catering provision to meet specific requirements
- health and safety in hospitality and catering provision
- food safety
- preventative control measures of food-induced ill health.

## External Assessment

Unit 2:  
Hospitality and catering in action

Controlled assessment: approximately 12 hours  
(60% of qualification)

**Head of Department: Mr H Pinder**

**“With languages, you are at home anywhere”  
(Edmund de Waal)**

The range of topics within the specification aims to inspire students who are interested in French culture and French speaking countries. Students will be able to develop their French language skills to be able to communicate with confidence in a variety of contexts. Languages are a skill for life and studying French will bring a myriad of benefits to all students who will choose this subject.



## Year 10

### Theme 1: Identity and culture

- Topic 1: Me, my family and friends
- Topic 2: Technology in everyday life
- Topic 3: Free-time activities
- Topic 4: Customs and festivals in French-speaking countries/communities

### Theme 2: Local, national, international and global areas of interest

- Topic 1: Global Issues
- Topic 2: Social issues
- Topic 3: Health
- Topic 4: Travel and tourism

### Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school and college

## Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11, in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

## Next Steps:

A GCSE in any language is a good stepping stone to studying at A-level as well as lending itself well to a number of other subjects such as Business, English, History and Geography.

## Year 11

### Theme 3: Current and future study and employment

- Topic 1: Education post-16
- Topic 2: Jobs, career choices and ambitions
- +
- Revision

## External Assessment

### 4 papers:

1. Listening (Foundation = 35 minutes, Higher = 45 minutes);
2. Reading + Translation (Foundation = 45 minutes, Higher = 1 hour);
3. Writing + Translation (Foundation = 1 hour, Higher = 1 hour 15 minutes);
4. Speaking exam (Foundation = 7-9 minutes + preparation time, Higher = 10-12 minutes + preparation time)

**Head of Department: Miss M Tharsis**

# Geography (GCSE)

GCSE Geography | AQA | 8035

**“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?” (Michael Palin)**

Geography GCSE is an exciting course, based on a balanced framework of physical and human geography. It allows students to investigate the links between the two themes and approach and examine the battles between the man-made and natural worlds.

There is no better time to study Geography. Everything we see on the news; migration, resources, renewables, climate change, Corona virus, globalization, trade - has roots in Geography, and because everything is Geography, Geography is everything.



## Year 9

Resource Management (end of Year 9)

The Living World (end of Year 9)

## Year 10

Urban Issues and Challenges

The Challenge of Natural Hazards

UK Physical Landscapes (and fieldwork)

## Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11, in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

## Next Steps:

Geography allows students to develop a wide range of skills including research, critical evaluation, developing reasoned arguments, the collection and analysis of data, teamwork, problem solving, IT skills and communication skills. All of these provide an excellent intellectual base for study at A level, degree level and future employment in a variety of fields. With Climate Change high up on the world's agenda, the stage is set for a myriad of jobs in the green and renewables sectors over the next 10 to 15 years. Don't get left behind and don't be lost without Geography.

## Year 11

Changing Economic World

Pre-release Paper

Revision and Exam Preparation (throughout)

## External Assessment

Paper 1 Living with the Physical Environment (35%)- 1 hr 30mins

Paper 2 Challenges in the Human Environment (35%)- 1 hr 30mins

Paper 3 Geographical Applications (30%)- 1 hr 15mins

**Head of Department: Ms A Villa**

# History (GCSE)

GCSE History | Edexcel | 1H10

**“Human history is a history not only of cruelty, but also of compassion, sacrifice, courage, kindness. What we choose to emphasise in this complex history will determine our lives.” Howard Zinn**

The History GCSE course will build on the skills and knowledge that you have learned in KS3; this includes the ability to analyse texts, formulate arguments and think critically. Although some topics will be familiar, you will study new areas such as the history of medicine, Weimar Republic and the Cold War which will broaden your knowledge of the past.

GCSE History is an excellent choice for anyone wanting to take an academic option, and if you enjoy learning about the past and how it has impacted our lives today, you will enjoy this subject. It is a stepping stone for many essay-based A-level courses and university degrees.



## Year 10

Autumn Term: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment, and the trenches.

Spring Term: Superpower relations and the Cold War, 1941–91

Summer Term: Early Elizabethan England, 1558–88.

## Internal Assessment

### Y10:

3 PPE exams in November, March and June and fortnightly knowledge tests

### Y11:

2 PPE exams in November and March and fortnightly knowledge tests

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11, in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

## Next Steps:

If you want to study History A-level you must take it at GCSE. It is also a good subject to prepare you for any essay based A-level subject such as English and foreign languages. As a highly academic subject, it is respected by universities and employers; History trains you to comprehend complex texts, think critically and articulate yourself in a sophisticated way both verbally and in writing.

## Year 11

Autumn Term: Early Elizabethan England, 1558–88 (continued)

Spring Term: Weimar and Nazi Germany, 1918–39

Summer Term: Revision

## External Assessment

### Paper 1:

Medicine: 1 hr 15 mins  
(30 % Option 11)

### Paper 2:

Cold War and Elizabeth: 1 hr 45 mins (40% Option 2R/P4)

### Paper 3:

Weimar and Nazi Germany: 1 hr 20 mins (30% Option 31)

**Head of Department: Miss Fletcher**

# Music

## (GCSE)

**“Without music, life would be a mistake”  
(Friedrich Nietzsche)**

All employers and universities appreciate the level of commitment that is required for musical endeavours. Studying music gives you the transferable skills you need to succeed in the future. Music is an exciting, creative and versatile subject: one which all universities and employers regard highly. Studying music supports holistic cognitive development which drives academic achievement across the board. Music GCSE builds upon the skills and knowledge developed throughout KS3, both practically and in the written exam.



### Year 10

Area of study 1: My music – Compositional techniques

Area of study 2: The concerto through time

Area of study 4: Film & Computer Music

Area of study 5: Conventions of pop

### Internal Assessment

Solo Performance on own instrument (15%)

Ensemble performance (in a group) (15%)

Composition to a brief set by the exam board (15%)

Free composition (directed by the student)(15%)

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11, in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### Next Steps:

Music GCSE leads to a number of different career paths, both in and outside of the music industry, and will also support study in all futures that require ‘out of the box’ thinking and creativity. Music is an exciting, creative and versatile subject: one which all universities and employers regard highly. Studying music supports holistic cognitive development, which drives academic achievement across the board. It is an incredibly unique subject, in that it is both creative and academic.

Candidates are required to have shown dedication to music during KS3, either by taking part in music events or having instrumental lessons, as 30% of the course is performance related. Singing is acceptable.

### Year 11

Area of study 3: Film music

Recap of Year 10 learning

Completing of internal assessment

### External Assessment

Listening appraising (40%), 1 hr 30mins

**Head of Department: Mr S Flanagan**

# Physical Education (GCSE)

**“There may be people that have more talent than you, but there’s no excuse for anyone to work harder than you do.” (Serena Williams)**

Our GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being.



## Year 10

Year 10 content: Engagement patterns of different social groups in physical activity and sports, commercialisation of physical activity and sport, ethical and social-cultural issues in physical activity and sport, sports psychology, health fitness and well being.

## Internal Assessment

Practical Moderation/Analysing and Evaluating Performance (AEP)

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11, in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

## Next Steps:

GCSE PE provides students with the knowledge and skills to progress on to KS5, and gives students the necessary grounding to embark upon a career in the sports industry, for example teaching, physiotherapy, healthcare, sports analyst, coaching, sports leadership.

## Year 11

Recap: The structure and function of the skeletal system, the structure and function of the muscular system, movement analysis, the cardiovascular and respiratory systems, effects of exercise on body systems, physical training, components of fitness, applying the principles of training, preventing injury in physical activity and training. Practical performance and mock moderation in 3 sports. AEP competition.

Revision: Year 10 content.

## External Assessment

Applied anatomy and physiology Physical training/ Socio-cultural influences Sports psychology Health, fitness and well-being.

2x papers—60 mins for each paper

Paper 1: The structure and function of the skeletal system/ The structure and function of the muscular system/ Movement analysis/The cardiovascular and Respiratory systems/Effects of exercise on body systems/Physical Training/Components of fitness/Applying the principles of training/Preventing injury in physical activity and training.

Paper 2: Engagement patterns of different social groups in physical activity and sports/Commercialisation of physical activity and sport/Ethical and social-cultural issues in physical activity and sport/Sports Psychology/Health fitness and wellbeing.

**Head of Department: Mr Grinell-Parke**



# Psychology (GCSE)

GCSE Psychology | AQA | 8182

“Like all science, psychology is knowledge; and like science again, it is knowledge of a definite thing, the mind.” (James Mark Baldwin)

Psychology is an academic subject that is deeply insightful and exciting. Psychology will help students hone their analytical and organisational skills and learn about scientific research methods, including collecting and working with data. Learning about human behaviour can also help to build communication skills and improve team work and leadership skills.

## Year 10

Students will explore four topics in year 10, these are Memory, Perception, Developmental Psychology and Research Methods; this will be underpinned by an understanding of cognition and behaviour.

## Internal Assessment

Throughout Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11, in order to best prepare them and to monitor their progress. In addition to this they will be tested through low stakes knowledge tests and essay practice.

## Next Steps:

Psychology at GCSE is useful for a range of careers, some of these include research, education, health care, legal work, business, counselling, law and careers requiring good communication skills. Psychology can be continued at A-level and degree. This GCSE will support students who choose to study GCSE or A level qualifications in Biology, Sociology, English Literature, History or Law.



## Year 11

Students will explore four topics in year 11, these are Social influence, Language, thought and communication, Brain and Neuropsychology and Psychological problems. This will be underpinned by an understanding of social context and behaviour.

## External Assessment

Final examinations will be externally assessed and students will sit two papers.

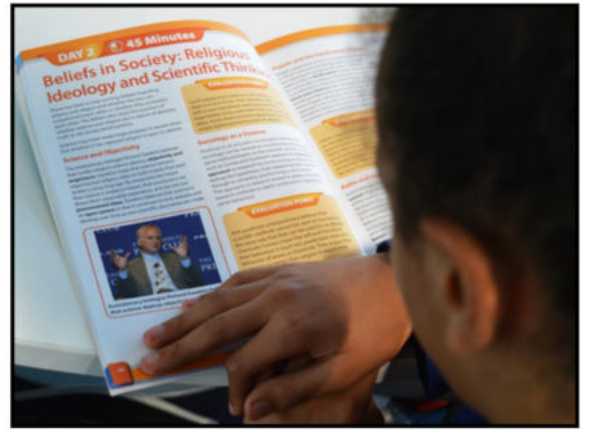
Paper 1: Cognition and behaviour - 1 hour 45 minutes written exam. Total mark out of 100.

Paper 2: Social context and behaviour - 1 hour 45 minutes written exam. Total mark out of 100. Both papers are of equal weighing and account for 50% of final marks.

**Head of Department: Mr B Davison**

# Sociology (GCSE)

**“The ability to read, write, and analyse; the confidence to stand up and demand justice and equality; the qualifications and connections to get your foot in that door and take your seat at that table – all of that starts with education.”  
(Former First Lady, Michelle Obama)**



Sociology is an academic subject, which is thought-provoking and relevant to today's society. Sociology is the study of human behaviour and society. It is a Social Science with its own set of guiding principles which are used to question, research and explain our social world. Students will learn how values, beliefs and/or your social background can influence behaviour in society.

## Year 10

The growing popularity of Sociology as an academic subject has extended to the study of the subject at GCSE level. Students will begin the course learning the foundations of Sociology and gaining knowledge and understanding of key social structures, processes and issues through the study of society, families and education.

### Internal Assessment

Throughout Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11, in order to best prepare them and to monitor their progress. In addition to this they will be tested through low stakes knowledge tests and essay practice.

### Next Steps:

Sociology at GCSE is useful for a range of careers including Journalism, Health Care, Law, Teaching, Social Work, Politics, Social Research and careers requiring good communication skills. Sociology can be continued at A-level and degree. This GCSE will support students who choose to study GCSE or A level qualifications in Business, Economics, Government & Politics, History, Geography, Law, Media, or Psychology.

## Year 11

In year 11, students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. The core topics in year 11 are Crime and Deviance, and Social Stratification, which in previous years students have found the most fascinating.

### External Assessment

Final examinations will be externally assessed and students will sit two papers.

Paper 1: The sociology of families and education - 1h 45 minutes written exam. Total mark out of 100.

Paper 2: The sociology of crime and deviance and social stratification - 1h 45 minutes written exam. Total mark out of 100.

Both papers are of equal weighing and account for 50% of final marks.

**Head of Department: Mr B Davison**

# Spanish (GCSE)

GCSE Spanish | AQA | 8698

“The limits of my language mean the limits of my world.” (Ludwig Wittgenstein)

The range of topics within the specification aims to inspire students who are interested in Spanish culture and Spanish-speaking countries. Students will be able to develop their Spanish language skills so that they are able to confidently communicate in a wide variety of contexts. Spanish will bring a myriad of benefits to all students who will choose this subject.

## Year 10

### Theme 1: Identity and culture

Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities

### Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region  
Topic 2: Travel and tourism

### Theme 3: Current and future study and employment

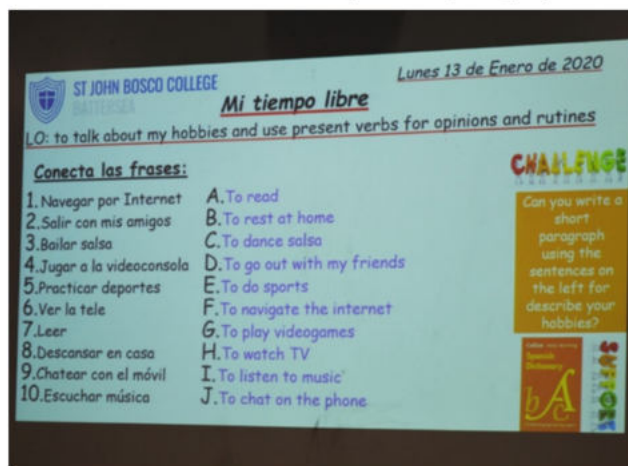
Topic 1: My Studies  
Topic 2: Life at school / college  
Topic 3: Jobs, careers choices and ambitions

## Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11, in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

## Next Steps:

A-Level Spanish working hand-in-hand with Business/History/Geography studies, just to mention a few.



## Year 11

### Theme 1: Identity and Culture

Topic 1: Customs and festivals in Spanish-speaking countries / communities

### Theme 2: Local, national, international and global areas of interest

Topic 1: Social issues Topic 2: Global issues  
+  
Revision

## External Assessment

3 written papers:

### Listening

(Foundation = 35 minutes, Higher = 45 minutes);

### Reading + Translation

(Foundation = 45 minutes, Higher = 1 hour),

### Writing + Translation

(Foundation = 1 hour, Higher = 1 hour 15 minutes)  
and one

### Speaking exam

(Foundation = 7-9 minutes + preparation time,  
Higher = 10-12 minutes + preparation time)

**Head of Department: Ms M Tharsis**