



Kesteven and Sleaford High School

Key Stage 4 Curriculum and  
Options Information 2024/25



January 2024

Dear Parent/Carer

The time has come for your child to make some important choices about the GCSE subjects they wish to study in Years 10 and 11.

This booklet is designed to support and guide you through the Key Stage 4 curriculum and help you and your child to make informed decisions about the options available.

National guidelines stipulate that certain subjects have to be studied but there are then four choices that your child can make for themselves. Within these four choices all students at KSHS must study at least one Modern Language and at least one Humanities subject – either History or Geography.

Please read this booklet carefully. It contains a lot of useful information about courses, the process of choosing options and where to find careers guidance.

Subject Leaders have given as much information as practicable in the booklet but we are also offering the opportunity to have a face to face Curriculum and Options evening with Subject Leaders or myself on Thursday 1 February where you can raise any remaining queries.

The options form will be completed on Microsoft Forms and needs to be filled out by Wednesday 21 February.

If you have any questions about the process, please do not hesitate to contact me.

Yours faithfully

A handwritten signature in cursive script, appearing to read 'G White', with a horizontal line underneath.

Mrs G White  
Assistant Headteacher (Curriculum)

## **NOTES ON COURSES IN YEAR TEN - Key Stage 4**

We hope that this booklet will provide the information required on the subjects offered at KSHS for GCSE so that students, in consultation with their parents and teachers, can make individual and appropriate choices for their future courses.

It is important that students choose their subjects wisely, so in addition to reading this booklet, they should seek guidance from their:

Form Tutor

Subject Teachers

Head of Year (Miss N Byrne)

A broad, well-balanced curriculum is vital preparation for the future. All students at KSHS will therefore study the following subjects as well as P.E., P.S.H.E. (Personal, Social & Health Education) and Personal Development:-

English Language and Literature

Mathematics

Science

Religious Studies (Ethics & Philosophy)

A Foreign Language (French or German)

History or Geography

P.S.H.E. and Personal Development sessions are designed around three key themes: Living in the Wider World, Health and Well-Being and Relationships. Topics in P.S.H.E. and Personal Development aim to develop students into responsible, respectful and active citizens in the modern world. Alongside delivery of our career's programme, students have the opportunity to debate topics, learn the fundamental values of British Society and explore pertinent issues regarding growing up and staying safe. This work is delivered in tutor times, timetabled lessons and 'drop-down' days.

In some subjects NEA (Non-Examined Assessment) forms part of the final grade awarded. The type and length of assessments varies from subject to subject so students should read the subject descriptions carefully and consult their teachers if they want further information.

Your child will always be informed about the controlled assessment and its contribution to the overall assessed grade. If you require any further information about controlled assessments, please contact the relevant Subject Leader.

## ***Where do I start?***

It is important to have a selection of subjects that will keep all career paths open and will also provide variety. Universities and employers are looking to recruit people with a broad and balanced education.

## ***Things to think about when making your choices:***

- Which subjects do you enjoy?
- What are your learning strengths and skills and which subjects do these go well with?
- Which qualifications might you need for a career or courses in higher education that will interest you?
- Does the content and style of learning interest you?
- Does the balance between coursework and examinations suit you?

## ***Do not choose a subject because:***

- You like the teacher – they may not be teaching your class next year.
- Your friend is choosing it – you may end up in a different class to your friend

## ***What Next?***

Students will choose **four** options. They must select a modern foreign language and they must select a humanities subject, History or Geography. The two remaining choices should be selected from the final list. Students should select a first and second choice and a reserve. Please be aware that it is possible to select both languages or both humanities as they are also in the final list.

## ***Choosing your Option subjects and completing the form***

### **STEP 1 -DO YOUR RESEARCH**

- Learn about the subjects you could choose at GCSE level – Speak to teachers in school, speak to students currently taking the course.
- Read about the subjects in this booklet.
- Discuss your ideas with your teachers, your tutor and your parents

### **STEP 2 -COMPETE THE ‘STRAW POLL’**

See next page.

### **STEP 3 -KEEP RESEARCHING YOUR OPTIONS**

- Keep working hard in all your subjects. Keep an open mind about all options
- Ask for career’s information from Ms Chant if you are struggling to make a decision

### **STEP 4 -COMPLETE THE OPTIONS FORM**

- Follow the instructions on the online form carefully to make sure you choose the correct number of options and include the correct range of subjects
- Meet the deadline – Wednesday 21 February

### **WHAT HAPPENS IF YOU CHANGE YOUR MIND**

- Talk to Mrs White (Assistant Head, Curriculum) immediately
- Get a paper option form from her. Any changes must be signed for at home

Once courses have commenced we would urge students to talk quickly with their Head of Year if they remain uncertain with their option choices. Option swaps may not always be possible and for some subjects it is only possible to swap within the first month of Year 10. The final date for any option swaps to be considered will be the beginning of last week of the first term. This is so that any catching up of work done in the subject a student moves into can be done over the October half term break.

#### ***Important things that you need to know:***

- Choices are not allocated to people who submit their forms first so please take your time to consider the options available. However, if you do not complete your online submission by the deadline then it may be difficult to accommodate your preferences
- Please consider your choices carefully as often it is not possible to change courses at a later date as many courses will be full or may be in different option blocks from each other
- Sometimes it is not possible to allocate first choices. This is usually because courses are timetabled at the same time or a class is full. Every effort will be made to give you your first choices; however, if this is not possible then Mrs White will have a meeting with you to discuss your options

## The 'Straw Poll'

To timetable lessons, options will be built into 'blocks'. Option Blocks are designed each year to meet the preferences of the year group. To build the option blocks we ask students, very early on, in tutor time to complete a 'straw-poll'. This is a quick check of interest, it is not a commitment to subjects and students can change their mind later. Students are not making a firm commitment to subjects at this stage but we need to check there is sufficient interest in a subject. We also need to try and build option blocks which meet the maximum number of students' subject combinations.

Students are given a simple table like the one below and asked to select their options in order of preference.

| Language Choice | Humanities | Other Options               |  |
|-----------------|------------|-----------------------------|--|
| French          | Geography  | Art (Fine Art)              |  |
| German          | History    | Art (Graphic Communication) |  |
|                 |            | Business Studies            |  |
|                 |            | Computer Science            |  |
|                 |            | Drama                       |  |
|                 |            | DT Textiles                 |  |
|                 |            | Food                        |  |
|                 |            | French                      |  |
|                 |            | Geography                   |  |
|                 |            | German                      |  |
|                 |            | History                     |  |
|                 |            | Music                       |  |
|                 |            | Physical Education          |  |
|                 |            |                             |  |

## CAREERS SUPPORT

As part of the Careers programme at KSHS, we subscribe to a Careers information website called **UNIFROG** that can be accessed either in school or at home which has a wealth of information for all age groups and can help with subject choices for GCSE. Your child will already have their personal Log-in.



<https://www.unifrog.org>

The websites below should also be useful in answering these questions:

- Where can I find out more about different jobs and careers?
- Where can I find information about the qualifications and skills that I might need for the jobs and careers I am interested in?



<https://www.careerpilot.org.uk/>



<https://amazingapprenticeships.com/>



Course advice for post 16 and University and career options

<https://www.ucas.com/further-education>



Explore careers Skills assessment

<https://nationalcareers.service.gov.uk/>



<https://icould.com/explore>

Buzz quiz and careers information

KSHS students can also seek advice from our Careers lead Ms S Chant via [careers@kshs.uk](mailto:careers@kshs.uk)  
This email can also be used for more general Careers queries.

| <b>ENGLISH AND ENGLISH LITERATURE (AQA)</b> |  |
|---|--|
| <b>Why take this course?</b>                | These are not optional subjects at GCSE as a good pass in English is required in virtually all areas of employment and to proceed to higher education. All students, in this school, work towards two GCSEs: AQA GCSE English Language and AQA GCSE English Literature.  |
| <b>Course Content</b>                       | <p>The GCSE courses continue to enhance the skills that students are developing in the first three years of the English curriculum.</p> <p>The aim of GCSE Language is for students to become highly competent in the three key skills of reading for understanding, writing for a variety of purposes and registers, and effective spoken communication.</p> <p>The aim of GCSE Literature is for students to gain an appreciation of the aesthetic qualities of Literature through works from our cultural heritage. Students will develop a personal appreciation of these texts which will allow them to experience different worlds and human behaviours vicariously.</p> <p>Lessons will involve a variety of teaching and learning strategies including teacher-directed activities, open discussion, small group discussion, individual presentations and individual engagement with texts and issues.</p> |
| <b>Assessment</b>                           | <p><b>English Language:</b></p> <p>Paper 1: Explorations in Creative Reading and Writing:<br/>1 hr 45 mins - 80 marks - 50% of the GCSE</p> <p>Paper 2: Writers' Viewpoints and Perspectives:<br/>1 hr 45 mins - 80 marks - 50% of the GCSE</p> <p>Non – examination Assessment: Spoken Language: Teacher marked throughout the course</p> <p><b>English Literature:</b></p> <p>Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel:<br/>1 hr 45 mins - 64 marks - 40% of the GCSE</p> <p>Paper 2: Modern Texts and Poetry and Unseen Poetry:<br/>2 hrs 15 mins - 96 marks - 60% of the GCSE</p>  |

| <b>MATHEMATICS (AQA)</b>     |   |            |                    |            |                    |         |            |            |                    |         |            |            |                    |
|------------------------------|---|------------|--------------------|------------|--------------------|---------|------------|------------|--------------------|---------|------------|------------|--------------------|
| <b>Why take this course?</b> | <p>This qualification in Mathematics encourages students to develop confidence and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices. The course gives students the opportunity to develop the ability to:</p> <ul style="list-style-type: none"> <li>• Acquire and use problem-solving strategies in an enjoyable manner</li> <li>• Select and apply mathematical techniques and methods in mathematical, every day and real-world situations</li> <li>• Reason mathematically, make deductions and inferences and draw conclusions</li> <li>• Interpret and communicate mathematical information in a variety of forms appropriate to the information and context</li> </ul>          |            |                    |            |                    |         |            |            |                    |         |            |            |                    |
| <b>Course Content</b>        | <p>Students have already met the main branches of mathematics in Key Stage 3 and their knowledge, skills and understanding of mathematical methods and concepts are developed further in:</p> <ol style="list-style-type: none"> <li>1. Number</li> <li>2. Algebra</li> <li>3. Ratio, proportion and rates of change</li> <li>4. Geometry and measures</li> <li>5. Probability</li> <li>6. Statistics</li> </ol> <p>Topics are usually studied via interactive whiteboard resources and whole class teaching. When a unit of work is completed, assessment is conducted with teachers providing comments to improve a student's understanding of the work. Formative assessments are regular and are given a GCSE grade. After several topics have been studied, a whole school test is conducted to assess learning over a range of questions, as well as embedding retrieval assessment to help determine next steps in teaching.</p> |            |                    |            |                    |         |            |            |                    |         |            |            |                    |
| <b>Level of Entry</b>        | <p>This qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded. All students at this school study for the Higher tier leading to grades 4 to 9 (grade 3 allowed). Some students eventually sit the Foundation tier (Grades 1-5). Students will be entered for the appropriate level, foundation or higher following the Year 11 November assessments.</p>  |            |                    |            |                    |         |            |            |                    |         |            |            |                    |
| <b>Assessment</b>            | <p>The GCSE course followed by students in this school is the <b>AQA GCSE Mathematics (8300)</b> This course will be assessed by three equally-weighted written examination papers.</p> <table border="0"> <tr> <td>Paper 1</td> <td>Non-Calculator</td> <td>1hr 30mins</td> <td>80 marks available</td> </tr> <tr> <td>Paper 2</td> <td>Calculator</td> <td>1hr 30mins</td> <td>80 marks available</td> </tr> <tr> <td>Paper 3</td> <td>Calculator</td> <td>1hr 30mins</td> <td>80 marks available</td> </tr> </table>   | Paper 1    | Non-Calculator     | 1hr 30mins | 80 marks available | Paper 2 | Calculator | 1hr 30mins | 80 marks available | Paper 3 | Calculator | 1hr 30mins | 80 marks available |
| Paper 1                      | Non-Calculator  | 1hr 30mins | 80 marks available |            |                    |         |            |            |                    |         |            |            |                    |
| Paper 2                      | Calculator  | 1hr 30mins | 80 marks available |            |                    |         |            |            |                    |         |            |            |                    |
| Paper 3                      | Calculator  | 1hr 30mins | 80 marks available |            |                    |         |            |            |                    |         |            |            |                    |

## SCIENCE (AQA)

### Why take this course?

Science is part of the core curriculum which all students have to study. Students follow AQA Science which is designed to suit students of all abilities and all aspirations.

Students will have started the course in September of this year and will complete approximately 4 modules whilst they are in Year 9. In Year 10 and 11, they will be taught in sets and the path followed will depend on which set they are in. However, all students study the same modules up to Christmas of Year 10.

In January of Year 10, students will either study a course leading to the award of three separate GCSEs commonly called '**Triple Science**' or a '**Combined Science**' course with two GCSEs awarded at the end of Year 11. The '**Combined Science**' course covers aspects of Biology, Chemistry and Physics. (See later for full details of the modules covered).

### Course Content

Years 10 and 11 have different teachers for Biology, Chemistry and Physics. The lessons will involve discussions, group work, role play and practical work. Some other activities to expect include watching demonstrations and videos, using ICT, solving problems and researching topics.

All of the courses are linear.

### Level of Entry

Students will be entered for the appropriate level, foundation or higher following the Year 11 November assessments.

### Assessment

All Combined Award students complete 23 taught modules culminating in six external examinations of 1 hour 15 minutes each. All Triple Award students complete 24 taught modules, to a slightly greater depth, and take six external examinations of 1 hour 45 minutes each. Students following the Triple Award course will complete twenty-four required practical lessons. Students following the Combined Award course will complete sixteen required practical lessons.

There will be regular, internal tests within each module to assess progress and feedback will show students how to improve.

| <b>FINE ART (AQA)</b>                |  |
|--------------------------------------|--|
| <b>Why take this course?</b>         | <p>Students choosing this area of art and design will have an interest and enjoyment in making and looking at art and its many disciplines. This general art course will cover painting, drawing, artist study and printmaking.</p> <p>The course in <b>Fine Art</b> concentrates on:</p> <ul style="list-style-type: none"> <li>• Working with mixed media, paint, print, drawing, collage and 3d medias, pursuing a range of art techniques and medias.</li> <li>• Developing students' confidence in making practical work, exploring media and taking risks with the creative process.</li> <li>• Allowing students to make their own decisions and make informed choices about the direction of their own ideas and artwork in response to the given themes.</li> <li>• Experimentation and exploration of a variety of media and their properties, reviewing and refining their work as it progresses creating a final outcome.</li> </ul>   |
| <b>Course Content and Assessment</b> | <p>There are two parts of the course:</p> <p><b>1. The Personal Portfolio</b><br/> During the course students will need to produce a portfolio of artwork in sketchbooks, mixed media and large-scale work. This work is made from a variety of projects that explore a range of Fine Art techniques and starting points. Students will be given guided workshops surrounding new processes, skills and techniques enabling them to develop their own work independently from the given and chosen themes. It is worth 60% of the total mark.</p> <p><b>2. The Externally Set Assignment (exam)</b><br/> The Externally Set Assignment provides the opportunity for students to demonstrate the culmination of their knowledge and skills learned over the Personal Portfolio, in an externally set project taken under controlled conditions. Students are given starting points to choose from and to generate their work from. The duration of the preparatory period is 20 hours with the end examination being 10 hours. The externally set assignment is 40% of the overall grade.</p> <p>Students will have the opportunity to visit major galleries in London, local art galleries and off-site drawing activities allowing them to respond to and experience artworks of different times and cultures. They will also have the opportunity to display their work in local and school exhibitions/competitions.</p> <p>A voluntary contribution of £25.00 towards materials and equipment is requested at the start of each year which will fund specialist materials for KS4 courses.</p> |
| <b>Career Opportunities</b>          | <p>The Fine Art course will equip students with a broad range of creative skills which can easily be applied across other subjects or careers. Some specific Arts careers include: Fine artist – Painter, Sculptor, Printmaker, Art Historian / gallery work, Photography, Graphic Design - Print, web or moving image, Filmmaking- video, animation, Advertising, Fashion &amp; Textiles, Interior Design 3D and Sculpture, Games Design, Illustration, Architecture, Art Educator.</p>   |

## GRAPHIC COMMUNICATION (AQA)

|                                      |   |
|--------------------------------------|---|
| <b>Why take this course?</b>         | Students choosing this area of art and design will have an interest and enjoyment of creating, making and looking at visual communication and multimedia. The Graphic Communication course will cover artist studies, drawing, mixed media, and digital media – Adobe Photoshop and Illustrator animation software.   |
| <b>Course Content and Assessment</b> | <p>The course in <b>Graphic Communication (Art)</b> concentrates on:</p> <ul style="list-style-type: none"><li>• Teaching the practical skills, techniques and processes to develop ideas, thoughts and feelings in visual form through drawing, idea development, design with industry standard software applications. Developing students' confidence in making practical work, exploring media and taking risks with the creative process.</li><li>• Informing the students of the diverse and exciting world of art and visual language, how to respond to it and how to use it in their development. Developing an educated opinion and appreciation of art and graphic forms.</li><li>• Experimentation and exploration of a variety of media and their properties, reviewing and refining their work as it progresses, creating a final outcome.</li></ul> <p>There are two parts to the course:</p> <p><b>1. The Personal Portfolio</b><br/>During the course, students will need to produce a portfolio of artwork in sketchbooks, mixed media and large-scale work. This work is made from a variety of projects that explore a range of graphic design media and starting points such as designs for book jackets, cd covers, posters and advertising etc. Students will be given technical workshops for techniques, skills and processes enabling them to develop their own work from the given themes. It is worth 60% of the total mark.</p> <p><b>2. The Externally Set Assignment (exam)</b><br/>The Externally Set Assignment is the opportunity for students to demonstrate the culmination of their knowledge and skills learned over the Personal Portfolio, in an externally set project taken under controlled conditions. Students are given a starting point to choose and generate their work from. The duration of the preparatory period is 20 hours with the end examination being 10 hours. The externally set assignment is 40% of the overall grade. Students will have the opportunity to visit major galleries in London, local art galleries and off-site drawing activities, allowing them to respond to and experience artworks of different times and cultures. They will also have the opportunity to display their work in local and school exhibitions/competitions and contribute to the promotional material of the school and school events. A <b>voluntary</b> contribution of £25.00 towards materials and equipment is requested at the start of each year which will fund specialist materials for KS4 courses.</p> |
| <b>Career Opportunities</b>          | The Graphic Communication course will equip students with a broad range of creative skills which can easily be applied across other subjects or careers. Some specific Arts careers include: Printmaker, Illustrator, Graphic Designer Print, web or moving image, Art historian /gallery work, Photography, Filmmaking, video, animation, Advertising, Fashion & Textiles, Interior Design 3D and Sculpture, Games Design, Illustration, Architecture, Art educator.   |

| <b>Business Studies (AQA)</b> |   |                            |                 |                        |            |                     |                   |                        |  |
|-------------------------------|---|----------------------------|-----------------|------------------------|------------|---------------------|-------------------|------------------------|--|
| <b>Why take this course?</b>  | <p>The course will give students the opportunity to explore real business issues and how businesses work. The clear and straightforward structure of the specification will support a variety of teaching strategies to enable students' learning.</p> <p>Students will consider the practical application of business concepts. The units in the course provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.</p> <p>The knowledge and skills gained from this specification will provide students with a firm foundation for further study.<br/>The course follows the specification produced by AQA.</p>  |                            |                 |                        |            |                     |                   |                        |  |
| <b>Course Content</b>         | <p>The study of Business is broken down in to six main areas, all of which have an impact on the operation of business activity.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Business in the real world</td> <td style="width: 50%;">Human Resources</td> </tr> <tr> <td>Influences on business</td> <td>Marketing</td> </tr> <tr> <td>Business operations</td> <td>Finance</td> </tr> </table>   | Business in the real world | Human Resources | Influences on business | Marketing  | Business operations | Finance           |                        |  |
| Business in the real world    | Human Resources   |                            |                 |                        |            |                     |                   |                        |  |
| Influences on business        | Marketing   |                            |                 |                        |            |                     |                   |                        |  |
| Business operations           | Finance   |                            |                 |                        |            |                     |                   |                        |  |
| <b>Assessment</b>             | <p><b>Two written exam papers:</b></p> <ul style="list-style-type: none"> <li>- Paper 1: 1 hour 45 minutes (90 marks 50% of GCSE)</li> <li>- Paper 2: 1 hour 45 minutes (90 marks 50% of GCSE)</li> </ul> <p><b>Paper 1 – Influences of Operations and HRM (Human Resource Management) on business activity</b><br/><b>What's assessed?</b></p> <ul style="list-style-type: none"> <li>- Business in the real world</li> <li>- Influences on business</li> <li>- Operations</li> <li>- Human resource management</li> </ul> <p><b>Paper 2 – Influences of Marketing and Finance on business activity</b><br/><b>What's assessed?</b></p> <ul style="list-style-type: none"> <li>- Business in the real world</li> <li>- Influences on business</li> <li>- Marketing</li> <li>- Finance</li> </ul> <p><b>Structure for both papers:</b></p> <ul style="list-style-type: none"> <li>- Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>- Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li> <li>- Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li> </ul> |                            |                 |                        |            |                     |                   |                        |  |
| <b>Career Opportunities</b>   | <p>GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers, including:</p> <table style="width: 100%; border: none;"> <tr> <td>Investment banking</td> <td>Advertising</td> <td>Retail banking</td> <td>Consulting</td> </tr> <tr> <td>Teaching</td> <td>Retail management</td> <td colspan="2">Operational management</td> </tr> </table>  | Investment banking         | Advertising     | Retail banking         | Consulting | Teaching            | Retail management | Operational management |  |
| Investment banking            | Advertising   | Retail banking             | Consulting      |                        |            |                     |                   |                        |  |
| Teaching                      | Retail management   | Operational management     |                 |                        |            |                     |                   |                        |  |

## Computer Science (OCR)

### Why take this course?

Computer Science is the study of how computers work and how to program them, alongside the problem solving and logical thinking skills that are essential in many aspects of modern life. The course will develop students' understanding of components, networking, security, and emerging technologies. It will also develop their awareness of the legal, moral, and ethical issues associated with the use of technology.

Much of the course will be practical in nature, teaching students how to design, code and test a range of solutions to computational problems. The course content provides a solid foundation in core programming techniques including selection, iteration, common algorithms, and data structures. The primary programming language will be Python, a widely used high-level, general purpose programming language.

Computer Science is an academic EBACC subject and contains a significant amount of Mathematics.

### Course Content

The major topics covered are:

- How to program a computer using the Python language
- Computational thinking, problem solving and algorithms
- Wired and wireless networks and the Internet
- System security and cyber security
- Ethics and Legislation

### Assessment

Unit 1 – Computer Systems is assessed by a 1.5 hour examination worth 50% of the overall qualification

Unit 2 – Computational Thinking, Algorithms and Programming is assessed by a 1.5 hour examination worth 50% of the overall qualification

Students must also complete a range of programming challenges including an independent programming project at the end of Year 10.

### Career Opportunities

- The worldwide £300 billion commercial software industry needs Computer Scientists to develop the next generation of software that will shape tomorrow's world
- Computer Scientists are working in just about every field of Science and Engineering, helping to solve problems in fields as diverse as molecular biology and high energy physics
- Computer Scientists are involved in creating the latest consumer electronics products and software
- Computer Science develops the ability to solve problems and think logically - vital skills in the modern world
- Computer Scientists are increasingly involved in national security, defence, and policing

## Design and Technology: Textiles (AQA)

|   |   |
|---|---|
| <b>Why take this course?</b>                | <p>GCSE Design and Technology Textiles will prepare students to participate confidently and successfully in an increasingly technological world.</p> <p>Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The GCSE allows students to study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study a range of textiles applications in greater depth.</p>   |
| <b>Course Content</b>                       | <p>The GCSE enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. Students will use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. The GCSE also provides opportunities for students to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.</p>  |
| <b>Coursework (Non-Examined Assessment)</b> | <p>Non-Exam Assessment (NEA) approximately 35 hours which constitutes 50% of the qualification.</p> <p>Students are required to produce a substantial design and make task in textiles based on a design brief which they develop in response to a contextual challenge set by the examination board. The NEA is assessed on: Investigating; designing; making; analysing and evaluating. Students will produce a working prototype and a portfolio of evidence which will be marked by teachers and moderated by the examination board.</p>  |
| <b>Assessment</b>                           | <p>The knowledge, understanding and skills that students develop have been separated into:</p> <ul style="list-style-type: none"><li>• Core technical principles</li><li>• Specialist technical principles</li><li>• Designing and making principles</li></ul> <p>All three areas are tested in a written examination which constitutes 50% of the qualification.</p> <p>These include: New and emerging technologies; energy storage and generation; modern and smart materials; systems approach to designing; mechanical devices; materials and their working properties (paper and boards, timber, metal, polymers, textiles and composites).</p> <p>Within Textiles students will cover specialist technical principles which cover a range of elements.</p>   |
| <b>Career Opportunities</b>                 | <p>The textiles industry is the UK's sixth largest manufacturing sector, the market value reaching over £170 billion and is growing with the renewed interest in UK manufacturing. Supporting this sector requires a steady supply of creative individuals who can design and develop new fashion and interior products.</p> <p>Careers: Fashion Design and Engineering, Surface Pattern, Woven, Knitted and Printed Textile Design, Clothing Production Management, Product Design, Interior Design, Fashion Journalism, Fashion Forecasting, Fashion Marketing and Promotion, Fashion Illustration, Medical Textiles, Textile Engineering, Sports textiles, Fashion Photography and Styling and any career linked to the Textiles Industry such as: Retail Management, Buying, Merchandising, Textiles Technologist and Pattern Cutter.</p> |

| <b>Drama (AQA)</b>                    |  |
|---------------------------------------|--|
| <b>Why take this course?</b>          | <p>Students who want to study a subject which is both practical and creative will enjoy this course. They may have done some acting before or helped backstage on a production. You may have wanted to have a go at directing a play, performing, designing costumes, or operating the lights and sound but never had a chance.</p> <p>GCSE Drama will give students a chance to develop improvisation, acting skills and to learn some of the technical skills used in the theatre. They will have the opportunity to create their own work as well as looking at plays written by other people and focusing on unique and interesting ways to bring a script to life on stage.</p> <p>They will need to be able to work independently but also in co-operation with others. There is a strong emphasis on group work and participation, which requires both discipline and motivation.</p> |
| <b>Subject Content and Assessment</b> | <p>The AQA specification is split into three components:</p> <p><u>Component 1: Understanding Drama</u></p> <p>Students will study one set play that they will write about in an examination lasting 1 hour and 45 minutes. In addition, they will write an evaluative response to a theatre production they have seen during their course.</p> <p>This unit is worth 40% of the GCSE</p> <p><u>Component 2: Devising Drama (practical)</u></p> <p>Students will work in collaboration to create a piece of devised Drama. The component is assessed via a devising logbook and through the final performance of the practical piece.</p> <p>This unit is worth 40% of the GCSE</p> <p><u>Component 3: Texts in practice (practical)</u></p> <p>Students perform two extracts from one play, this could be ensemble, duologue or monologue.</p> <p>This unit is worth 20% of the GCSE</p>    |
| <b>Career Opportunities</b>           | <p>GCSE Drama provides an exceptionally good foundation for further study in A level Drama and Theatre and develops skills of direct use in careers such as TV, film &amp; theatre and media work. The study of Drama can also help develop transferable skills which can be taken into any career or job that involves meeting people face to face, such as retail, travel and tourism, sales and marketing or teaching. Students will find that Drama helps them feel more self-confident and prepared to deal with a range of different situations and people.</p>  |

## Ethics, Philosophy and Religion (AQA Specification A)

### Why take this course?

Raising questions is one of the most important activities in Ethics, Philosophy and Religion, but don't expect lessons to provide all the answers! Responding to a question with another question is not a new technique. Raising appropriate questions is a way of getting people to think more deeply about an issue – and students will probably leave a lesson with more questions than when they arrived.

The specification is accessible to students of any religious persuasion, or none.

### Course Content and Assessment

Students must take assessments in the following two components:

- Component 1: The study of religions: beliefs, teachings and practices
- Component 2: Thematic studies

#### **Component 1: The study of religions: beliefs, teachings and practices**

##### **What is assessed?**

Beliefs, teachings and practices from the following religions:

- Christianity and Islam

##### **How it is assessed**

- Written examination: 1 hour 45 minutes
- 96 marks (plus 6 marks for spelling, punctuation and grammar (SPaG))
- 50% of the GCSE

#### **Component 2: Thematic studies**

##### **What is assessed?**

4 Ethical, Philosophical and Religious themes:

The 4 themes selected are:

- Theme A: Relationships and Families
- Theme B: Religion and Life
- Theme D: Religion, Conflict and Peace
- Theme F: Human Rights and Social Justice

Written examination: 1 hour 45 minutes

96 marks (plus 3 marks for spelling, punctuation and grammar (SPaG))

50% of the GCSE

### Career Opportunities

Careers related to this subject are varied. These include: civil service, local government, personnel work, teaching, journalism, health service, medicine, law, psychology, probation service, social work, police force (forensic), armed forces, advertising and public relations.

Students will be required to use evidence and reasoned argument to express and evaluate their personal responses, informed insights and differing viewpoints. Discussion is an important part of this course. There is no coursework/controlled assessment in this subject.

| <b>French (AQA)</b>          |  |
|------------------------------|--|
| <b>Why take this course?</b> | By studying French at GCSE, you will have invaluable skills beyond the ability to communicate in another language such as interpersonal, intercultural, and public speaking skills - otherwise known as 'soft skills' that will be applicable to almost everything you do. When you take French, you do not just learn the language or focus purely on France; you get to find out about the many varied Francophone people, cultures and countries that exist all over the world. More than 300 million people speak French on the five continents. French is both a working language and an official language of the United Nations, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. Some universities require a Modern Foreign Language GCSE for entry across all of their degree programmes and so you will have all doors open to you with a GCSE in a language. |
| <b>Course Content</b>        | <p>The GCSE course is intended to develop the four skills of reading, speaking, listening and writing French to a level which enables students to communicate within a French-speaking community. It builds on the skills developed and topics studied in Years 7, 8 and 9.</p> <p>The three themes of the French GCSE are:</p> <ol style="list-style-type: none"> <li>1. People and Lifestyle</li> <li>2. Popular Culture</li> <li>3. Communication and the world around us</li> </ol>  |
| <b>Assessment</b>            | <p>The skills of Listening, Speaking, Reading and Writing are equally weighted.</p> <p>The listening exam (45 minutes), the speaking exam (between 10 and 12 minutes, consisting of a role play, photo card description and conversation), the reading exam (1 hour) and the written exam (75 minutes) all take place at the end of the course in Year 11.</p>   |
| <b>Career Opportunities</b>  | <p>A large variety of careers are increasingly including GCSE MFL as a pre-requisite. There are, of course, a lot of jobs which require you to use a language every day, but more and more jobs are diversifying and becoming international.</p> <p>Here is a short list of some careers which you could need GCSE MFL to get into:</p> <ul style="list-style-type: none"> <li>• Diplomat</li> <li>• International journalist</li> <li>• Teacher</li> <li>• Translator</li> <li>• Travel Blogger</li> <li>• International Researcher (science, engineering, computing)</li> </ul>  |

| <b>Food (OCR)</b>            |  |
|------------------------------|--|
| <b>Why take this course?</b> | <p>Food Preparation and Nutrition is an exciting and up to date qualification that is relevant to the world of food today. The food &amp; drink industry is the largest employer in the UK and is a truly interesting sector to become involved in.</p> <p>The course teaches the development of strong practical skills and techniques as well as a good understanding and application of nutrition. Food Science is a key area of the course and allows for learning through practical investigation.</p> <p>The provenance of food around the world, environmental issues and the sustainable sources of food are all covered.</p> <p>The school follows the OCR specification as supported by Heston Blumenthal which provides for an engaging and exciting learning experience.</p> |
| <b>Course Content</b>        | <p>The Syllabus consists of:</p> <p>Nutrition and Health – an understanding of nutritional guidelines and the practical application of knowledge.</p> <p>Food: Food Provenance and food choice-developing knowledge and understanding of food from around the world; environmental and food security issues along with an understanding of food production processes.</p> <p>Cooking and Food preparation – a key focus upon the senses, cooking methods, processes and preservation.</p> <p>Skills requirement: preparation and cooking techniques, a range of practical skills to produce dishes to meet the needs of many special diets and dietary demands in today's society.</p>   |
| <b>Assessment</b>            | <p>This specification requires:</p> <ul style="list-style-type: none"> <li>- Theory Examination – contributing to 50% of the overall mark scheme</li> <li>- Food Investigation Task – 15% of the total</li> <li>- Food Preparation Task – 35% of the total</li> </ul>  |
| <b>Career Opportunities</b>  | <p>Opportunities are endless. The UK's largest employer networks are those of Food &amp; Drink. With practical and academic courses leading into Catering, Food Science, Dietetics, Nutrition, Product Development, plus many others.</p>  |

## Geography (AQA)

### Why take this course?

This exciting GCSE course offers the opportunity for students to investigate the relationships between people and their environments in a variety of contexts. It aims to instil curiosity and raise awareness and interest in a wide range of geographical issues. The world in which we live is dynamic and always changing. Geography helps to explain why and helps us to prepare for those changes. Students will 'travel the world' from the classroom exploring case studies in the UK, newly emerging economies and low-income countries. We tackle the big issues of climate change, resource management, environmental sustainability and inequality. To support their learning, students share opinions through debate and participate in role play. They are encouraged to watch relevant television documentaries and read newspaper and magazine articles to help widen their knowledge of global events. We encourage our students to become passionate Geographers who show appreciation, empathy and understanding of the dynamic world in which we live.

### Course Content

#### Living with the physical environment

- The challenge of natural hazards (earthquakes and volcanoes), climatic hazards (tropical storms) and climate change
- Physical landscapes in the UK (coast and river landscapes)
- The living world including tropical rainforest and hot desert/cold polar environments

#### Challenges in the human environment

- Urban issues and challenges including case studies of Rio de Janeiro and Birmingham
- The changing economic world including a case study of Nigeria
- The challenge of resource management (food, water and energy)

#### Fieldwork

Fieldwork is an integral part of the course and students collect data on two occasions to answer contrasting enquiry questions. In recent years we have visited Hunstanton in Norfolk and Birmingham. Students present, analyse and evaluate the data they have collected.

### Assessment

#### Paper 1: Living with the physical environment.

Written exam: 1 hour 30 minutes, 35% of marks

#### Paper 2: Challenges in the human environment

Written exam: 1 hour 30 minutes, 35% of marks

#### Paper 3: Geographical applications

Written exam: 1 hour, 30 minutes, 30% of marks

The requirement for students on this paper is to answer questions about a relevant issue by applying skills of problem-solving and critical thinking. This paper also tests knowledge and understanding of familiar and unfamiliar fieldwork and skills.

### Career Opportunities

Geography combines well with many other subjects at GCSE and beyond. It is useful in careers related to business and finance, travel, public administration, the Armed Forces, journalism, surveying, environmental sciences, oceanography as well as teaching at a range of levels.

## German (AQA)

### Why take this course?

German is the mother tongue of more people in Europe than any other language and is widely spoken in Western and Eastern Europe. This country wishes to develop trade with its European neighbours and studying German will enable you to contribute towards both this aim and the wider European community. Languages are useful in all kinds of work as an additional skill which any employer will find attractive. Increasingly, employers are looking for people who have studied a foreign language to at least GCSE level. This is reflected in the number of University and College courses now offering a language with, for example, Law, Business Administration or Engineering. The careers available for people with language skills are usually better paid and offer a wider range of opportunities for personal development. Studying a foreign language gives you the chance to explore another culture and to also learn more about your own. The study of German at GCSE will enable you to take this subject at A-Level and once familiar with the process of learning a language, other languages will be easier to learn in the future.

### Course Content

The German GCSE course gives you the opportunity to build on what you have learnt in Key Stage 3. The three broad themes of the GCSE are:

- People and Lifestyle
- Popular Culture
- Communication and the world around us

Knowledge and skills are developed through a variety of activities at GCSE, all of which will enable you to achieve a high grade at the end of Year 11 and be able to communicate ideas and needs within a German speaking community.

### Assessment

The skills of Listening, Speaking, Reading and Writing are equally weighted.

The listening exam (45 minutes), the speaking exam (between 10 and 12 minutes, consisting of a role play, photo card description and conversation), the reading exam (1 hour) and the written exam (75 minutes) all take place at the end of the course in Year 11.

### Career Opportunities

A large variety of careers are increasingly including GCSE MFL as a pre-requisite. There are, of course, lots of jobs which require you to use a language every day, but more and more jobs are diversifying and becoming international.

Here is a short list of some careers which you could need GCSE MFL to get into:

- Marketing manager
- International journalist
- Teacher
- Translator
- International footballer
- Engineer

## HISTORY (OCR History B)

### Why take this course?

History is a popular option subject that allows you to delve into the past and embark on a historical journey to see how the world has developed into what it is today. Researching and analysing remarkable events and personalities of the past can teach you extremely important skills that will prove invaluable whatever students go on to study, or wherever you choose to work. Historians are found in all sorts of careers from teachers to politicians, bankers, lawyers, business people, novelists, librarians, curators and journalists.

People who have history degrees include: Jonathan Ross, Louis Theroux, Sacha Baron Cohen, Gordon Brown, and Joe Biden. History contains many transferable skills which can help you with whatever next step you would like to take as well as developing empathy skills and increasing your understanding of the world today.

### Course Content and Assessment

We will be studying the OCR History B: Schools History Project specification. Students will study the following topics:

|   |  |
|---|--|
| The People's Health – Medicine<br>c.1250 to the present day | Paper 1 – 1hr 45 mins (40% of final grade) |
| The Elizabethans, 1580-1603                                 |  |
| History Around Us – Lincoln Castle                          | Paper 2 – 1hr (20% of final grade)         |
| Living Under Nazi Rule, 1933-1945                           | Paper 3 – 1hr 45 mins (40% of final grade) |
| The Making of America, 1789-1900                            |  |

In lessons, we will focus on examining the events through use of text books, teacher notes and presentations, discussion, video, artefacts, a range of primary evidence and then learning how to use this knowledge to answer examination questions.

This work will be done through whole class, group, pair and individual work and students will naturally be responsible for building up a well organised and detailed folder of notes. Trips designed to support learning in the classroom linked to the new specification are being explored.

Students will gain the ability to:

- Select relevant knowledge and communicate it clearly.
- Explain causes, consequences, changes, similarities and differences as well as analyse key features of the periods and people studied.
- Comprehend and evaluate interpretations of events and a wide range of sources of information.

Reach clear judgements that are supported by evidence.

### Career Opportunities

History combines well with many other subjects at GCSE and beyond. It is useful in careers related to research, conservation, teaching and education services, libraries, museums services, cultural heritage, politics and law, police force, journalism and the Armed Forces.

## Music (Edexcel)

### Why take this course?

Music is all around us. It influences our moods and emotions and stimulates us in many ways. Following a GCSE Music course will develop your understanding of Music, with a focus on Instrumental, Vocal, Stage and Screen and Fusion Music. During the course, you will learn how to compose Music and you will further develop your skills in performing as a soloist and as part of an ensemble.

Music offers the opportunity for you to develop valuable transferrable life skills and to explore a variety of different music.

GCSE Music is an interesting and valuable course in its' own right or may lead to further study at A level and beyond. We would recommend this course to students who are working at Grade 4 or above in their performance.

### Course Content and Assessment

#### Component

#### Weighting (% of total marks)

#### Assessment

#### Performing music

*For their performance coursework students will perform one solo and one ensemble piece*

30%

Internally assessed, externally moderated

#### Composing music

*During the course, students will be taught how to compose and will submit two pieces, one piece to a brief set by the exam board and one piece to a brief set by students.*

30%

Internally assessed, externally moderated

#### Appraising music (Examination)

*At the end of the course, students will sit a listening examination based on the topics studied. This will test their knowledge and understanding of music and their ability to listen to and appraise music.*

40%

Externally marked

### Career Opportunities

There are a variety of different career paths that you could follow, here are a few suggestions:

- RAF Musician
- Sound engineer
- Recording artist
- Composer
- Teacher
- Music Journalism
- Festival Director

Please be aware that studying Music requires dedication, team skills, organisation skills and communication skills to name a few – these skills are favoured by many employees.

## Physical Education (AQA)

|                              |   |
|------------------------------|---|
| <b>Why take this course?</b> | <p>Physical Education is more than just playing sport. Although students with an interest in performing may be drawn to the subject, the diversity and breadth of the content gives an insight into one of the biggest sectors in industry today.</p> <p>The course covers practical development but has a large focus on theoretical understanding of the body, how it produces movement and how we can maximise it's potential through training. We also consider the psychology behind performance, the impact of societal pressure and how technology has changed sport.</p> <p>The varied content really does enable students to explore the vast world of sport and consider the many career paths that could come in their future</p>  |
| <b>Course Content</b>        | <p>The AQA course consists of Practical Performance and Theory content.</p> <p><b>Paper 1:</b> The human body and movement in physical activity and sport</p> <p>Content includes: Applied anatomy and physiology; movement analysis; physical training and use of data.</p> <p><b>Paper 2:</b> Socio-cultural influences and well-being in physical activity and sport</p> <p>Content includes; Sports psychology; Socio-cultural influences; Health, fitness and well-being and use of data.</p> <p><b>Practical Performance</b> in physical activity and sport</p> <p>Throughout the course, the school provides students with the opportunity to develop their practical performance in a variety of sporting activities as part of a team or as an individual. Students are also permitted to include a sport they participate in outside curriculum time if they can meet the demands of the criteria set by the examination board.</p> |
| <b>Assessment</b>            | <p>There will be three areas of assessment:</p> <p><b>Paper 1 and Paper 2:</b> Both are in the form of a written examination lasting 1 hour 15 minutes and are worth 30% of the overall GCSE grade each.</p> <p>The two written papers will be taken at the end of the course in Year 11.</p> <p><b>NEA:</b> Internally assessed with external moderation; candidates select three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</p> <p>Alongside the practical performance a written analysis and evaluation of performance to bring about improvement in one activity will be included as part of the assessment.</p> <p>This area of assessment is worth 40% of the final grade</p>   |
| <b>Career opportunities</b>  | <p>Following the GCSE Physical Education course is an ideal preparation for A level study and Vocational courses. It develops some of the key skills that are required for employment in Teaching, Recreation Management, Professional Sports Coaching, Armed Forces, Police, Fire Brigade, Paramedic, Sports Science, Physiotherapy, Nursing and Medicine.</p> <p>Please note:<br/>This course is recommended to students who enjoy physical activity and regularly participate in sport both in and out of school.</p>  |

## Programme of Events

|   |   |
|---|---|
| <b>w/c 6 November</b>   | <b>Progress grades to parents</b>   |
| <b>Term 2</b>   | <b>Year 9 Careers In PSHE</b>   |
| <b>7 December</b>   | <b>Academic Parents' Evening (online)</b>   |
| <b>January 2024</b>   | <b>Introduction Assembly – recorded and available to view on the school website</b> |
| <b>January 2024</b>   | <b>Options booklet sent to parents</b>  |
| <b>w/c 15 January</b>   | <b>Progress grades to parents</b>   |
| <b>1 February 2024</b>  | <b>Options and Curriculum Evening</b>   |
| <b>February 2024</b>  | <b>Options sheet issued to students<br/>(also available on the website)</b>         |
| <b>Must be submitted on or before<br/>Wednesday 21 February</b> | <b>Deadline for option choices.</b>   |

