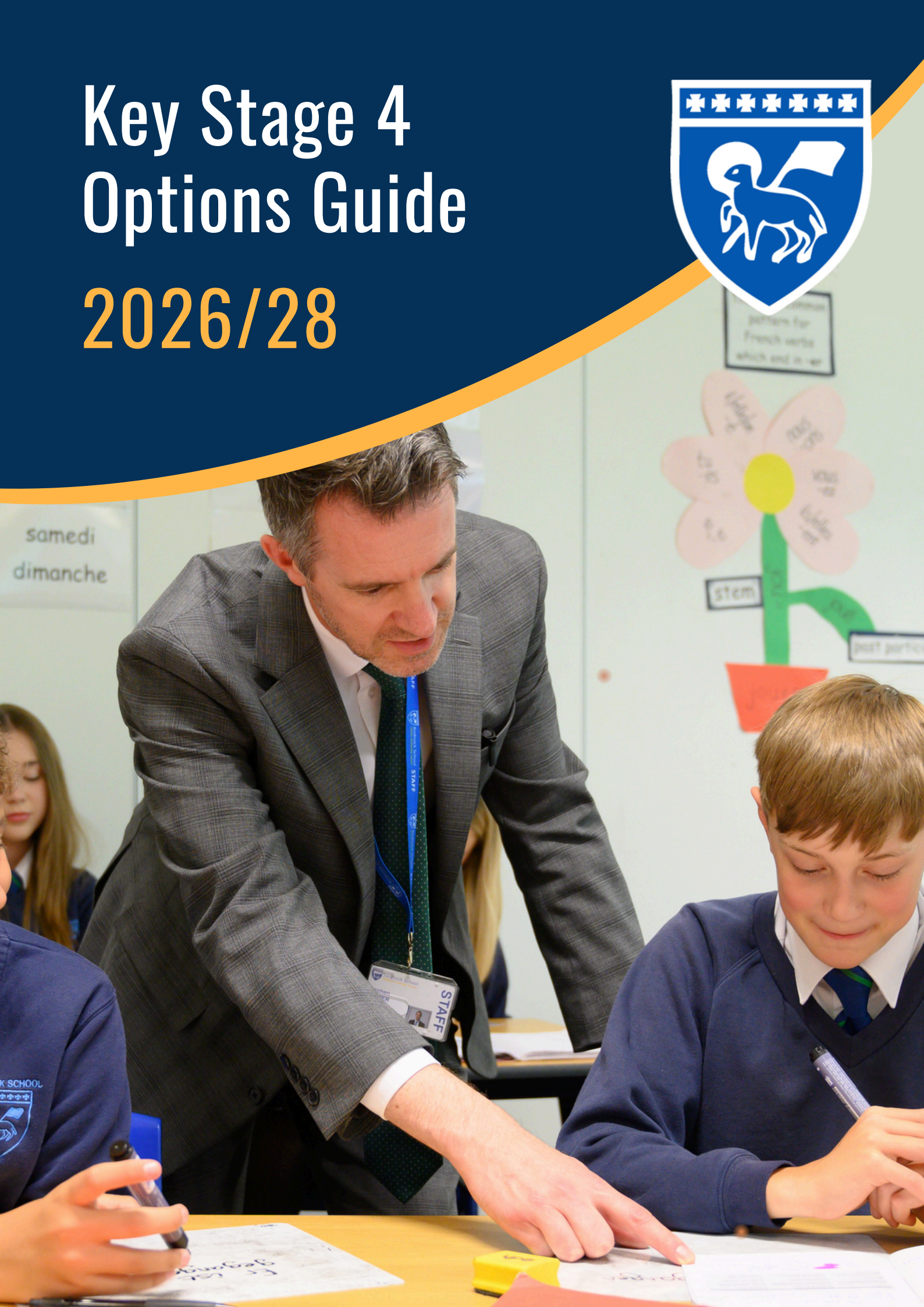
Key Stage 4 Options Guide

2026/28



Introduction

The Key Stage 4 options process is an exciting phase of any students' educational journey since this is the first time they have the opportunity to choose subjects to study in Years 10 and 11. Over the next few weeks Year 9 students will be making important decisions in their education, and beginning to plan for their future career. Therefore, it is really important that careful thought and consideration is taken when making subject choices. Now is the time to conduct some research into potential career choices, ask questions and seek advice and guidance. Subject Teachers, Tutors and Community Leaders are available to support students through this process.

This booklet provides details of the subjects offered in Year 10 from September 2026. It also contains some advice and guidance regarding option choices. At Key Stage 4 there are two sections to a student's timetable:

1. **Core Curriculum** - this is a group of compulsory subjects that all students study including English, Maths, Science, Life Skills and Ethics and Physical Education.

2. **Option Subjects** - students can pick up to a maximum of 4 subjects which must include at least one of the following - French, German, Spanish, Triple Science, Geography, History and Computer Science.

We recognise that making these decisions can sometimes be difficult. Some students have a clear idea about the career pathway they wish to follow but most are unsure. It is important that they keep an open mind and choose a curriculum which is broad and balanced. By the end of Term 3, students will have accessed the following support:

- Key Stage 4 Options assembly to explain the options process;
- A series of lessons in Life Skills which allow students to explore their skills and attributes, understand the jobs that will be available to them in future and find out more about the options process;
- Carousel of activities in Term 3 with non-KS3 subjects (e.g. Business, Health & Social Care);
- A 1:1 discussion with a member of staff.

We have put together a series of events and information sources to ensure that students are well prepared to make sound choices. Below you can find the key dates in this process:

Date	Event
Thursday 5th February	Key Stage 4 Options Information Evening
9th, 10th, 11th February	1:1 discussions
Friday 13th February	Key Stage 4 Options Form to go live
Tuesday 3rd March	Year 9 Online Parents' Consultation Meeting
Friday 13th March	Deadline for the submission of the Options Form

Key Stage 4 Curriculum

All Key Stage 4 students will study a Core Curriculum	
Core Curriculum	**Qualification Awarded**
English Language	**One** GCSE
English Literature	**One** GCSE
Maths	**One** GCSE
Combined Science	**Two** GCSEs
Life Skills and Ethics	Non – examined subject
Physical Education	Non – examined subject

Students must select 1 option subject from column 1 and any 3 from column 2

Column 1	Column 2
GCSE Qualifications GCSE Computer Science GCSE French GCSE Geography GCSE German GCSE History GCSE Spanish GCSE Triple Science Step Up Transition Course (by Invitation only) Students will have 5 x 1 hour lessons per fortnight per option subject.	**GCSE Qualifications** GCSE Art & Design: Fine Art GCSE Business GCSE Computer Science GCSE Design & Technology GCSE Drama GCSE French GCSE Geography GCSE German GCSE History GCSE Media Studies GCSE Music GCSE Religion, Philosophy & Ethics GCSE Photography GCSE Physical Education GCSE Spanish GCSE Triple Science **Vocational Qualifications** BTEC Tech Award Health & Social Care CNAT Creative iMedia CNAT Enterprise & Marketing CNAT Sport Studies Vocational Award Hospitality & Catering

Guidance for students on making choices

When making your option choices you need to consider the breadth of subject choices and their impact on the next stages of your education and future careers. You need to ensure that the range of subjects you choose will enable you to access courses both at Post 16 and at University and/or Apprenticeship routes.

Do	Don't
✓ Select subjects that you enjoy studying and are happy to participate in. ✓ Consider the mode of study that supports your learning style best e.g. practical or theory. ✓ Select subjects at which you are successful. ✓ Ask your parents / carers & teachers for advice. ✓ Find out everything about a subject as you will be studying it for 2 years.	✗ Select a subject because your friend is doing it. ✗ Select a subject because you like the teacher. ✗ Select subjects that are too similar – you should have a range of qualifications for your future and to vary your learning.

Types of Qualification and Methods of Assessment

Types of Qualification and Methods of Assessment

The Key Stage 4 option subjects offered can lead to the award of a variety of qualifications at the end of Year 11 e.g. GCSE and Vocational Awards.

The majority of GCSE subjects studied are now examined completely by exams at the end of Year 11. Some practical based subjects will be assessed through exams and controlled assessment tasks or non-examined assessments (NEAs) e.g. Physical Education, Design and Technology and Art and Design.

Some students prefer an assessment system with fewer written examinations and a more practical approach. To support students who prefer this style of learning we offer a number of vocational courses which can be completed alongside any of the GCSE subjects offered. Through vocational qualifications, students develop knowledge and understanding by applying their learning and skills in work-related contexts. Students develop responsibility for their own learning by completing portfolios of work to set deadlines and criteria. These programmes also enable students to enhance their key skills and provide a clear progression route through to Post-16 education. There is an externally examined component for vocational qualifications, which usually contributes 40% to the overall qualification. From September 2026, courses available at Rednock School are:

- BTEC Tech Award in Health and Social Care
- Vocational Award in Hospitality and Catering
- Cambridge National Award in Creative iMedia
- Cambridge National Award in Enterprise and Marketing
- Cambridge National Award in Sport Studies

Rednock Sixth Form

Rednock Sixth Form is the natural progression route from your Key Stage 4 studies. The Sixth Form provides a range of Advanced Level courses and Level 3 vocational courses, which support higher education and careers beyond Post-18.

Entry to the Sixth Form (and to any other Further Education Establishment) will depend upon the grades you achieve at the end of Key Stage 4. For more information on how the Key Stage 4 courses support progression into Rednock Sixth Form, please visit our Sixth Form area for more information.

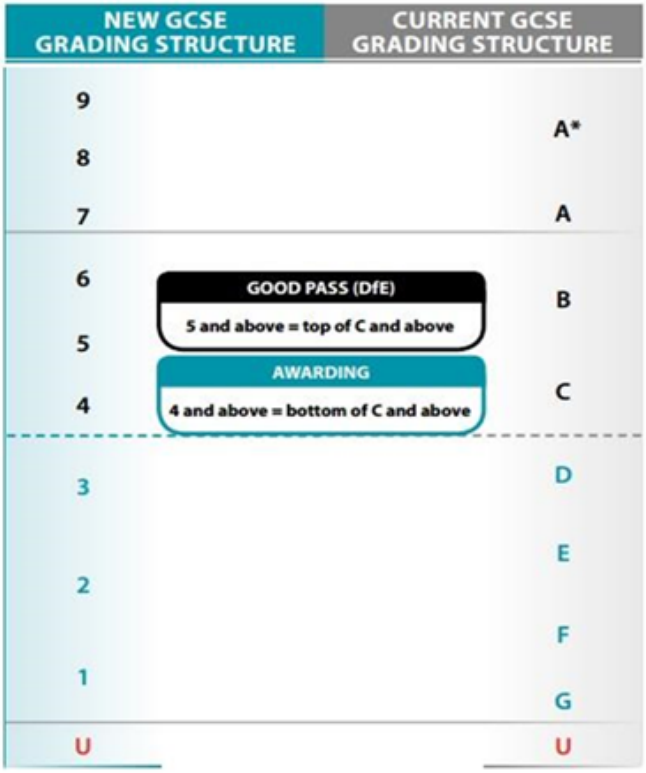


Qualification Grading

GCSE Grading

GCSE qualifications will be graded using the numbers 1 – 9, with 9 being the highest and 1 the lowest. Where performance is below the minimum required to pass a GCSE, students will receive a U grade. This grading scale has been used for a number of years (since 2017). The chart opposite compares the new GCSE grading structure to the one used for the 'legacy' GCSEs, for those of you that may be more familiar with the previous grading system. For example, a C sits between a 4 and 5 in this grading structure:

Source: New GCSE grading structure, GOV.UK – Ofqual



Vocational Qualifications Grading

Vocational qualifications can be achieved at Level 1 or Level 2 depending upon the quality and challenge of the work completed and the grade achieved in the examined element. Vocational and GCSE grades are not directly equivalent, but the relative achievement can be compared in the table below:

Level	BTEC and OCR Nationals grading	GCSE Equivalent
2	Distinction *	8.5
	Distinction	7
	Merit	5.5
	Pass	4
1	Distinction	3
	Merit	2
	Pass	1.25

GCSE Core Curriculum

English Language and Literature

Head of Subject: Mrs Melville-Brown

Curriculum Overview

All students will take GCSE English Language and GCSE English Literature.

The English curriculum is designed to develop independent learners, with a love and appreciation of Language and Literature. We want students to have a broad understanding of how literature is a response to what was happening at the time and how language can be used to effectively communicate ideas in a variety of different forms. We return to key ideas, themes and skills and to embed this knowledge to develop students' extended pieces of writing.

Students will study:

- Creative writing
- Non-fiction texts (including 19th Century and modern texts)
- Writing transactional texts
- Shakespeare plays
- 19th Century texts
- Contemporary and literary heritage poetry
- Either a modern drama or prose text
- Spoken Language

The texts that we currently study for Literature are:

- A Christmas Carol
- Macbeth
- Lord of The Flies
- Power and Conflict anthology (AQA)

What will I learn?

- To demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately.
- To express themselves creatively and imaginatively.
- To become a critical reader of a range of texts, including multimodal texts, fiction and non-fiction prose, poetry and drama.
- To use reading to develop their own skills as a writer.
- To understand the patterns, structures and conventions of written and spoken English.
- To understand that texts from the British Literary Heritage have been influential and significant over time.

How will I be assessed?

Students can expect regular exam-style tasks that will be assessed through peer and self-assessment, as well as marked by their teacher. This will encourage students to understand the assessment requirements of each assessment objective.

Both GCSE English Language and English Literature will be externally assessed through two written papers for each qualification at the end of Year 11. There is also a spoken language element for English Language that will be assessed internally.

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

AQA

Specification

English Language

English Literature

Enrichment

- Theatre visits to productions of texts studied (where available)
- Outside speakers
- Competitions

Maths

Head of Subject: Mr Hatch

Curriculum Overview

All students will take GCSE Mathematics. They will sit the higher tier or foundation tier examination papers at the end of Year 11.

This course is designed to develop confident, independent mathematicians who have an appreciation for mathematics in the wider world. We want students to have a creative and ambitious mathematics curriculum, rich in skills, vocabulary and knowledge, which ignites curiosity and makes mathematics relevant to their lives. Our mathematics curriculum will give students the opportunity to:

- Become fluent in the fundamentals of mathematics, giving all students the opportunity to access a wide range of post-16 options.
- Develop their problem-solving skills and apply their mathematics to a variety of routine and non-routine problems with increasing sophistication.
- Master the relevant number skills which will enable them to access more complex problems in the classroom and in future employment.
- Reason about the proportional nature of many aspects of real-life rates and ratios.
- Communicate, justify, argue and prove using mathematical vocabulary.
- Work with abstract concepts to propose, test and prove conjectures.
- Reason about the properties and sizes of different aspects of shapes.
- Develop their character, as part of Rednock's I MATTER programme so that they can contribute positively to the life of the school, the local community and the wider environment.

What will I learn?

We use the White Rose scheme of work which follows the Key Stage 4 National Curriculum. Students will study a range of topics from the key areas of Number, Algebra, Ratio and Proportion, Geometry and Measures, Statistics and Probability.

During the course, students will have many opportunities:

- To develop a sound working knowledge of how to use a calculator in order to prepare them for the two calculator papers at the end of the course.
- To express their ideas verbally and in writing using mathematical rigour.
- To identify mistakes as they critically analyse problems.

How will I be assessed?

- **Year 10:** Short topic assessments are used throughout each term to check on student progress. Terms 1, 2 and 5 will have end of term assessments. The assessment for Terms 3 and 4 will come in the form of formal mock examinations. There will then be a final end of year assessment based on GCSE exam papers.
- **Year 11:** There is an end of term assessment in Term 1, followed by mock examinations in Term 2 & 4. From January of Year 11, students complete weekly exam practice with feedback in lessons.

There are 3 external exams at the end of Year 11, each paper contributing 33.3% towards the final qualification. One of the papers is non-calculator and the other two papers are calculator.

Grouping Policy

Set based on prior attainment into Foundation or Higher tier groupings

Qualification

GCSE

Exam Board

AQA

Specification

Maths

Enrichment

- Selected students take part in the UKMT Intermediate Maths Challenge
- Level 2 Further Mathematics qualification is available for students in set 1

Combined Science – Trilogy

Head of Subject: Mr Griffiths

Curriculum Overview

Those students who do not opt for Triple Science (separate GCSEs in Biology, Chemistry and Physics) will all take the Combined Science qualification (worth 2 GCSEs).

Students follow the AQA Combined Science **Trilogy** course which has been selected because it leads on well from our Key Stage 3 Science curriculum. We begin the course in Term 5 of Year 9, allowing plenty of time to consolidate the Key Stage 3 foundational knowledge needed to further develop key scientific ideas and concepts across the GCSE course.

Students study all three areas of science, biology, chemistry and physics. They will have two teachers, all three sciences will be split between the 2 members of staff.

What will I learn?

Students will study the following topics as part of this qualification:

- **Biology:** Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution and Ecology.
- **Chemistry:** Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources.
- **Physics:** Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves and Magnetism and electromagnetism.

Throughout the course students will conduct a variety of practical tasks to develop investigative skills to build and master practical skills.

How will I be assessed?

Students will sit regular assessments in lessons known as 'yellow sheet assessments' these are generally short and will be GCSE questions from previous years exams. These will be used to build up a picture of performance over time. We will track students' progress against prior attainment and those students judged not to be progressing as expected will be invited to attend a retest in the first instance, and then considered for additional support.

Practical skills will be developed through 'required practicals' set by the exam board. These are examined formally in the written examinations at the end of Year 11, so students need to have experienced the class practicals in order to answer the questions.

Students will sit six examination papers at the end of Year 11: two biology, two chemistry and two physics, each worth 16.7% of the final qualification. Each of the papers will assess knowledge and understanding from distinct topic areas. Students will be awarded a double grade by the awarding body - for example 55 or 76.

Grouping Policy

Mixed ability (but also based on likely tier of exam entry)

Qualification

GCSE

Exam Board

AQA

Specification

Combined Science

Enrichment

Appropriate enrichment opportunities will be arranged and communicated to students as the course progresses.

GCSE Option Choices

Triple Science

Head of Subject: Mr Griffiths

Curriculum Overview

Although science is part of the core curriculum, students have the opportunity to choose triple science as an option. This will effectively change their GCSE trilogy course to GCSE triple science and instead of being awarded a double grade made up of all 3 sciences they will receive 3 separate grades in biology, chemistry and physics. The teaching time will increase from 9 hours to 14 hours per fortnight when compared to taking trilogy science.

Frequently asked questions

Q - I want to do A level sciences in the 6th form, will I have to take triple science?
A - No, while triple science will put you in a strong position to take A levels in science, the A level courses are designed to follow on from the GCSE trilogy course. Taking triple science will not give you a significant advantage at A level.

Q - Is triple science harder than trilogy?
A - The courses are designed to be the same level of challenge. It is worth noting though that the parts of the curriculum that are unique to the triple course do tend to be more challenging.

Q. Could I take the exams at foundation tier?
A - That is a possibility but the classes taking triple science will be taught at the higher tier, it is expected that students on this course will take the higher tier exams in year 11.

Q - Should I take triple science?
A - That is down to each individual student, we would strongly recommend that you really enjoy your science (you will probably have at least one lesson per day, sometimes two) and that you should be targeting at least a grade 6 at GCSE.

What will I learn?

Over the two years of the GCSE triple science course, students will study similar topics to those covered in the Combined Science course but in more depth and with additional extended content:

Biology

- Cell Biology: what are cells, what are they made of and how do they divide?
- Organisation: how are cells organised into structures such as the heart?
- Infection and Response: how do bacteria and viruses cause disease?
- Bioenergetics: how do plants and animals generate energy?
- Homeostasis: how do we regulate our blood sugar levels and body temperature?
- Inheritance, Variation and Evolution: how did living things arise and how do we classify them?
- Ecology: how do living things interact in a habitat, and the impact that humans are having on the environment?

Grouping Policy

Mixed ability - All students will be sitting the higher tier papers.

Qualification

GCSE

Exam Board

AQA

Specifications

Biology

Chemistry

Physics

Enrichment

Enrichment opportunities will be arranged and communicated to students as the course progresses. These will include speakers and activities in school.

Triple Science – continued

Head of Subject: Mr Griffiths

What will I learn? - continued

Chemistry

- Atomic Structure and the Periodic Table: what is the structure of an atom and how was this discovered?
- Bonding, Structure and the Properties of Matter: how are atoms arranged into the molecules that make up the world around?
- Quantitative Chemistry: how can chemists predict how much of a substance they will make?
- Chemical Changes: what are the different types of chemical reactions?
- Energy Changes: How and why do chemical reactions happen; why does burning a fuel create heat, for example?
- The Rate and Extent of Chemical Change: what determines how fast a chemical reaction happens? How can Chemists speed up reactions?
- Organic Chemistry: all living things are based on long chains of the element carbon. This branch of chemistry looks at the different kinds of molecules that carbon can form and their properties.
- Chemical Analysis: once a chemical reaction has occurred, how can you be sure of what the products are?
- Chemistry of the Atmosphere: how was the atmosphere that surrounds the Earth formed and how are humans affecting its composition?
- Using Resources: what is the chemistry behind creating and using key materials such as metal alloys and fertilisers?

Physics

- Energy: what is energy? How and why is it transferred?
- Electricity: how do electrical circuits behave? How is electricity generated?
- The Particle Model of Matter: how do atoms and molecules behave in solids, liquids and gases? What happens when their temperature changes?
- Atomic Structure: everything in the universe is made of atoms; students will learn about their structure and how they were discovered.
- Forces: what are the different types of forces that act in the world around them, and how they affect the motion of objects?
- Waves: what are the different types of waves: light, sound and seismic waves?
- Magnetism and Electromagnetism: what are magnets and how are they used?
- Space Physics: how did the universe begin, how stars like our sun formed, and explore theories of how the universe will end?

Throughout the course students will conduct a variety of practical tasks to develop investigative skills to build and master practical skills.

How will I be assessed?

Students will sit regular assessments in lessons known as 'yellow sheet assessments' these are generally short and will be GCSE questions from previous years exams. These will be used to build up a picture of performance over time. We will track students' progress against prior attainment and those students judged not to be progressing as expected will be invited to attend a retest in the first instance, and then considered for additional support.

Practical skills will be developed through 'required practicals' set by the exam board. These are examined formally in the written examinations at the end of Year 11, so students need to have experienced the class practicals in order to answer the questions.

Students will sit six equally weighted examination papers at the end of Year 11: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Students will be awarded 3 separate grades, one for each of the sciences.

Art & Design: Fine Art

Head of Subject: Mr Wallis

Curriculum Overview

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

This course enables students to develop their ability to actively engage in the processes of Art and Design, building creative skills and thinking through learning and doing, develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies within historical and contemporary contexts, societies and cultures.

The AQA Art & Design course encourages students to develop a personal response to set project themes. The themes are designed as a common starting point and students are encouraged to develop work in personal and diverse ways.

What will I learn?

Students will learn a broad range of practical skills including composition and design, making appropriate use of colour, line, tone, texture, shape and form. The use and development of a personal sketchbook will be a crucial part of the course. Students will learn how to explain and critically review their work, through written annotations.

Students will have the opportunity to work in a variety of media throughout the course including traditional and developing new technologies. A strong commitment to independent preparatory work and research is essential. In Year 10, students will produce a sustained project which they can extend in Year 11.

How will I be assessed?

There are two components to be assessed:

- Portfolio of work 60% (NEA)
- Externally set task 40% (NEA). This unit includes a 10 hour controlled assessment run over 2 days at the end of Year 11.

Assessment is on-going with written and oral feedback and course work tutorials.

Literacy is an essential part of the specification and school curriculum and is also taught and assessed within the art.

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

AQA

Specification

Art & Design

Enrichment

- Gallery visits
- Art Department residential to St Ives
- Weekly Art extension classes after school
- Independent classes at local arts centres
- Independent visits to art galleries
- Working with artists in residence

Business

Head of Subject: Mr Cole

Curriculum Overview

Students are introduced to the business world, empowering them to develop as commercially minded and enterprising individuals.

Students will appreciate how businesses operate in a dynamic and competitive environment and develop an understanding of the interdependent nature of business functions from a local to a global perspective.

The content is presented in six clear and distinct topic areas:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human Resources

What will I learn?

The subject content enables students to apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Students will be expected to be familiar with current issues in business and develop an understanding of the dynamics of business activity. They will investigate the real business world to develop an understanding of contemporary business opportunities and issues.

Students are expected to apply their knowledge and understanding of the subject content to a range of business decision-making.

Students will be expected to draw on their knowledge and understanding of the subject content to:

- use business terminology to identify and explain business activity,
- apply business concepts to familiar and unfamiliar contexts,
- develop problem solving and decision-making skills relevant to business,
- investigate, analyse and evaluate business opportunities and issues,
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

How will I be assessed?

Students' classwork and homework will be systematically assessed throughout the course including regular testing of students' understanding and application of key ideas and content. Students will sit 2 exam papers at the end of Year 11:

- **Paper 1** Business Dynamics (62.5%). A mix of short answer and structured questions based on stimulus material covering all of the specification content.
- **Paper 2** Business Considerations (37.5%). Data response questions covering all of the specification content.

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

Eduqas

Specification

Business

Enrichment

- Case Studies
- Articles
- Independent research
- Potential industry trips
- Programmes, clips and films

Computer Science

Head of Subject: Mr Wells

Curriculum Overview

Computing gives students a real, in-depth understanding of how computer technology works. It provides excellent preparation for higher study and jobs in the field of computer science, and develops critical thinking, analysis and problem solving skills through the study of computer programming.

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web related industries and this course has been designed with this in mind.

Computer Science as a discipline itself but also as an underpinning subject across science and engineering is growing rapidly.

What will I learn?

As part of the GCSE Computer Science course students will:

- Learn how to create simple computer games.
- Gain an understanding of the fundamental concepts around creating software applications.
- Have opportunities to work collaboratively.

Students will be required to design, write, test and refine program code and have sufficient practical experience of writing and refining Structured Query Language (SQL).

Students will study the following areas:

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and structured query language (SQL)
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

How will I be assessed?

100% of the qualification is assessed at the end of Year 11 through two external examinations. Each paper will be a mix of multiple choice, short answer, longer answer and extended response questions assessing programming, practical problem-solving, computational thinking skills, SQL programming skills and theoretical knowledge.

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

AQA

Specification

Computer Science

Enrichment

Students will have the opportunity to take part in national competitions and a range of trips.

Drama

Head of Subject: Mrs Curtis

Curriculum Overview

As part of the GCSE Drama, students' learning will focus on:

- The development of core knowledge and understanding of a range of performance/production styles, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques.
- The development and application of skills such as practical and interpretative, rehearsal and performance/production in acting, dance, musical theatre and/or production through workshops and classes.
- Reflective practice through the development of skills and techniques that allow students to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

What will I learn?

The subject content for GCSE Drama is divided into three components and students will study each area in detail over the 2 year course:

Component 1 – Understanding drama

- Knowledge and understanding of drama and theatre.
- Study of one set play.
- Analysis and evaluation of the work of live theatre makers.

Component 2 – Devising drama

- Process of creating devised drama.
- Performance of devised drama (students may contribute as performer or designer).
- Analysis and evaluation of own work.

Component 3 – Texts in practice

- Performance of two extracts from one play (students may contribute as performer or designer).

How will I be assessed?

Students will be assessed through a mixture of external and internal assessments:

Component 1 will be assessed by an open book written exam which will contribute 40% to the final qualification. The assessment will consist of multiple choice questions, questions on a given extract of the set play and one question (from a choice) on the work of theatre makers in a single live production.

Component 2 will contribute 40% to the final qualification and will be assessed through the student's devising log and devised performance. This will be marked by subject teachers and moderated by the exam board.

Component 3 will be assessed by performance of two extracts and will be marked by the exam board.

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

AQA

Specification

Drama

Enrichment

- Opportunity to work with practitioners from:
  - The Everyman Theatre,
  - The University of Gloucester
  - Others from nationally recognised independent companies and acclaimed performers.
- Audition work can be supported by the Department.
- School Production
- Theatre trips and visits

Design & Technology

Head of Subject: Mrs Nelmes

Curriculum Overview

The GCSE Design and Technology course is designed to develop students' knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. Our aim is to inspire students to have a passion and appreciation for the world of design and an understanding of its impact upon the lives we lead. We want to prepare students for a possible career within the industry, or set them up for life if this is not their chosen path. We want to build their independence, resilience, and ability to look at the world around them and know the process of how something starts from a sketch on paper, to a working product they may use everyday.

Our curriculum is designed to build upon skills that have been developed in Key Stage 3, and to secure and embed this knowledge further as they progress in the subject. This course will be delivered in a variety of ways including small practical tasks and projects, past papers, written activities, and designing tasks.

What will I learn?

The course covers 3 key areas which students are taught over the 2 years:

1. Core technical principles

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

2. Specialist technical principles

- In relation to polymers, wood and metals
- Selection of materials or components
- Forces and stresses
- Ecological and social footprint
- Sources and origins
- Using and working with materials
- Stock forms, types and sizes

3. Scales of production

- Specialist techniques and processes
- Surface treatments and finishes

How will I be assessed?

Students' classwork and homework will be systematically assessed and termly tests will be used to review students' knowledge and understanding of key content. There will be a final written examination, at the end of Year 11, worth 50% of the qualification. The other 50% will be based on an individual project which assesses the skills of:

- Investigating
- Designing
- Making
- Analysing and Evaluating

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

AQA

Specification

Design & Technology

Enrichment

- After school clubs/support
- Trips and competitions
- Independent research

Geography

Head of Subject: Mr McCarthy

Curriculum Overview

The AQA Geography GCSE course has been chosen as it allows students to develop skills and knowledge across both UK and World Geography and complements options and units taught at Key Stage Stage 3 and Key Stage 5. Students will continue to develop their understanding of key themes such as sustainability, development and the interdependence of human and physical environments. Contemporary case studies will be used to bring the teaching to life, to give a very real sense of the world we live in today.

What will I learn?

The curriculum is split into 3 key areas of learning through which students acquire geographical knowledge and have lots of opportunities to develop and apply key skills:

1. Physical Geography – tectonic hazards, weather, hazards, climate change. ecosystems, tropical rainforests and cold environments and rivers and coasts.

2. Human Geography – urban worlds, urban change in the UK, sustainable urban development, the development gap, newly emerging economies, changing UK economy, global and UK resource management and global food management.

3. Skills and applications

- Human and Physical Geography fieldwork
- Issues evaluation (decision-making exercise)

How will I be assessed?

Students' classwork and homework will be assessed throughout the course. This will include regular topic tests over two years. These will be used to monitor and support progress and identify areas for students to develop.
There are 3 examination papers lasting 90 minutes each which students will sit at the end of Year 11:

- **Paper 1:** Living with the physical environment
- **Paper 2:** Challenges in the human environment
- **Paper 3:** Geographical applications

The types of questions within each of these papers includes: multiple-choice, short answer, and extended answers based on case study knowledge. Paper 3 includes a pre-release booklet involving a decision-making exercise.

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

AQA

Specification

Geography

Enrichment

- Two fieldwork trips to investigate:
  - coastal change at Minehead
  - urban change in Bristol.
- Guest speakers
- Students are encouraged to be part of the Humanities Ambassadors group.
- Students will be encouraged to keep abreast of the news to support classroom learning.

History

Head of Subject: Miss Sims

Curriculum Overview

The AQA History course has been selected to allow students to have a broad understanding of the UK, Europe and the wider world and how the past has shaped the world they live in today. The topics chosen should help students to make sense of current events and how they are relevant to Britain and the impact they might have on us and the world. The British topics in particular enable students to better understand British institutions and our national life.

What will I learn?

The GCSE History course comprises the following elements and subject content:

- **One period study** - Germany 1890 – 1945: Democracy and dictatorship.
- **One thematic study** - Britain: Migration, empires and people c.790 to the present day.
- **One wider world depth study** - Conflict and tension in Asia, 1950-1975.
- **One British depth study including the historic environment** - Restoration England, 1660-1685.

How will I be assessed?

Student classwork and homework will be systematically assessed throughout the course to monitor and support progress and identify areas for students to focus development.

At the end of the course, students will sit two written exams:

Paper 1: Understanding the Modern World (50% of GCSE), 2 hours
- Questions which focus on two key developments in a country's history over at least a 50 year period.
- Questions which focus on international conflict and tension.

Paper 2: Shaping the Nation (50% of GCSE), 2 hours
- Questions which look at key developments in Britain over a long period.
- Questions on British depth studies incorporating the study of a specific historic environment.

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

AQA

Specification

History

Enrichment

- Potentially a trip to a site related to the Restoration topic. The historic site studied changes annually.
- Guest speakers.
- Students are encouraged to be part of the Humanities Ambassadors group.

Media Studies

Head of Subject: Mr Wallis

Curriculum Overview

Media is about communication, particularly mass communication with lots of people. The media creates products that are designed to entertain and inform, created for lots of people to hear, watch or read, often at roughly the same time. Whenever we are watching television, streaming films, scrolling through social media or listening to a podcast, we are consuming media.

GCSE Media Studies will allow students to analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. Students will learn about the media industry and how the industry affects how media products are made. Students will investigate media audiences, exploring who are the people who watch, read and consume the products, and consider how different people might be affected by media products differently, and why.

What will I learn?

Throughout the course we will study lots of different media forms, such as:

- Television
- Advertising and Marketing
- Film Marketing
- Online Media
- Magazines
- Newspapers
- Social and Participatory Media
- Music Video
- Radio
- Video Games

There is a significant amount of practical work where students might create music videos, magazines, television programmes, advertisements and more. Through undertaking practical work, students will be able to apply what they've learned about the media in the production of their own media products.

Media Studies will help students to develop skills that they will be able to use in other subjects such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills and more. Students will learn how to analyse and deconstruct a broad range of media products. They will also gain a sound understanding of how media products are constructed for targeted audiences.

How will I be assessed?

There will be ongoing assessment throughout the course. Students will sit two written examinations in Year 11 and complete a non-exam assessment in school.

- **Component 1:** Written examination (40%) - 'Exploring the Media'
- **Component 2:** Written examination (30%) - 'Understanding Media Forms and Products'
- **Component 3:** Non-exam assessment (30%) - 'Creating Media Products'

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

Eduqas

Specification

Media Studies

Enrichment

- Students will be encouraged to participate in the running of Rednock TV
- After school film making activities
- Development of photographic skills
- Competitions can be entered

MFL – French, German & Spanish

Head of Subject: Mr Carter

Curriculum Overview

We offer GCSE qualifications in French, German and Spanish.

Each of the GCSE Language qualifications is delivered in a similar manner with a common assessment format focused on developing students' speaking, reading, listening and writing skills. Our GCSE courses empower students to understand and respond to French, German and Spanish speakers, expressing ideas and thoughts relevant to their needs and interests. We want to equip our students to study languages post-16 and, in the longer term, to be able to work with people from around the world and in other countries.

What will I learn?

French is one of the world's major international languages and knowing French provides access to the rich world of Francophone art, music, literature, fashion, cuisine and cinema.
Spoken in Germany, Austria and Switzerland, German is one of the major European languages. Despite its very close links to English, certain aspects of the language (e.g. word order) are very different and provide a brilliant challenge for students. Knowing the language well provides a wonderful insight into the cultural history of Germany.
As one of the most widely spoken languages in the world, a knowledge of Spanish will not only help students in Europe but also across most of Latin America. Learning Spanish will allow students to fully understand the diversity of Hispanic culture and get more out of their travels.

How will I be assessed?

There will be regular formal and informal internal assessments to monitor students' progress in each of the four skill areas. Students will be given feedback to ensure they are clear about expectations and what they need to do to improve. Students will be entered for either Higher or Foundation tier.

There will be four external exams contributing 25% each to the final qualification. Each paper will focus on one of the four language skills with specific assessment tasks:

Paper 1 – **Listening** - Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier. Dictation of short, spoken extracts.
Paper 2 – **Speaking** - Speaking using clear and comprehensible language to undertake a role-play. Carry out a reading aloud task. Talk about visual stimuli.
Paper 3 – **Reading** - Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier. Inferring plausible meanings of single words when they're embedded in written sentences. Translating from chosen language into English.
Paper 4 – **Writing** - Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli. Translating from English into French.

Grouping Policy

Mixed ability

Qualification
GCSE

Exam Board
Pearson

Specification
Languages

Enrichment

There are a variety of enrichment opportunities made available to students at Key Stage 4, and as a department, we are open to suggestions from students as to what they would like to be involved in.

These opportunities range from:

- Residential trips to France, Germany and Spain
- Language days and cultural events

Music

Head of Subject: Mr Andrews

Curriculum Overview

Our Eduqas Music GCSE supports the continuation of an 'inclusive' curriculum and therefore the transition from Key Stage 3 through to GCSE. Our musicians are considered to be either 'classical' or 'popular' musicians however, there is a significant advantage to being taught as both. The GCSE pathway enables students to develop a wide range of skills suitable for progressing through to A level and beyond.

The students are taught a combination of theoretical and practical approaches to improving their music skills in performance, composition and music appreciation. The teaching and learning in the classroom form the preparation for the two assignments and listening exam which take place in the second academic year of study.

There are many progression options as the skills acquired are applicable to a range of post-16 study options. The Eduqas GCSE offers a basis for further study and is the only GCSE music programme that has a continuous transition through to A level music using the same components of study within the curriculum.

What will I learn?

This course encourages an integrated approach to the three distinct disciplines of **performing, composing and appraising** through four interrelated areas of study. These are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context.

- The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1).
- Music for Ensemble (area of study 2) allows students to look more closely at texture and sonority.
- Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

How will I be assessed?

There will be ongoing assessment throughout the course. Students will sit one final listening examination in Year 11 and complete two non-exam assessments (NEA) in school.

Performance (30%) NEA - Students will work towards performing a minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the student's choice.

Composing (30%) NEA - Students create two compositions, one of which must be in response to a brief set by the exam board and the second composition is a free composition for which students set their own brief.

Appraising (40%) External Exam -This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Two of the eight questions are based on extracts set by the exam board.

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

Eduqas

Specification

Music

Enrichment

- Playing in a band
- Recording in a studio situation
- Swing Band
- Day trip to the Beatles museum and Cavern tour guide in Liverpool
- Ensembles
- Concerts at school and within the local community
- Work experience in the music industry
- Guest speakers/ practitioners from within the music industry

Religion Philosophy & Applied Ethics

Head of Subject: Mrs Sewell

Curriculum Overview

Religion, Philosophy & Ethics at GCSE gives students the opportunity to develop their critical thinking and evaluation skills, whilst addressing contemporary issues. It enables them to discuss opinions and weigh up the pros and cons of an argument. Additionally, it prepares students for real life situations, of which they will need to learn how to respond and behave appropriately. Furthermore, it will allow them the opportunity to learn and develop their understanding of both Christianity and Islam, two major world religions, while learning the different customs as well, preparing them for the diversity of the world in which they live.

What will I learn?

Students need to understand different religious and non-religious stances on social issues and to develop their ability to argue and analyse. This will be implemented through the topics below, as well as through debate and discussion, in both a verbal and written format.

The Study of Religions: Beliefs, teachings and practices:

- Christianity
- Islam

Thematic Studies from the perspective of Christianity and Islam:

- Relationships and Families
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

How will I be assessed?

Classwork and homework will be assessed on a regular basis. The GCSE is assessed through 100% external examination, taken in the Summer of Year 11. Students sit 2 written exam papers:

Paper 1 - The Study of Religion: beliefs, teachings and practices (50%)
This paper will assess students' knowledge and understanding of the beliefs, teachings and practices in 2 religions - Christianity and Islam.

Paper 2 - Thematic Studies (50%)
This paper will assess students' knowledge and understanding of 4 religious, philosophical and ethical studies themes.

Grouping Policy

Mixed ability

Qualification

GCSE

Exam Board

AQA

Specification

Religion, Philosophy & Ethics

Enrichment

- Trips to local religious buildings
- Opportunities for independent research
- Guest speakers
- Students are encouraged to be part of the Humanities Ambassadors group

Photography

Head of Subject: Mr Wallis

Curriculum Overview

Photography has many benefits and offers the opportunity to gain a varied set of skills. The GCSE photography course allows students to engage in lens-based art, which encourages them to be imaginative, thoughtful and technical whilst also balancing this with the ability to analyse, deconstruct and explore the work of photographers.

Throughout the two years, there are opportunities to experience a range of photography styles from using DSLR cameras and lighting set-ups to being experimental and creative with digital images. Digital photography and the use of software such as Photoshop are also embedded into the course and will equip students to develop their ability to undertake post production and to manipulate and refine images. Students will have the ability to explore and be inspired by the work of professional Photographers. They will use this as a starting point to develop personalised responses in areas of interest that they want to explore.

What will I learn?

Students will learn how to 'deconstruct' photographic images; to understand how an image is made and what equipment and processes were used. Students will also explore the work of professional photographers and consider the context or situation the work was produced in. Students will learn how to apply this understanding to their own work through a series of skills workshops and themed projects, culminating in a self-led project in Year 11. Students will learn how to organise and present their work digitally, producing a digitally rich portfolio of work. Throughout the course students will also learn how to use camera functions, apps and related software. Post production processes will also be covered so that students will understand how to enhance, edit and manipulate images using a range of software.

How will I be assessed?

There are two components to be assessed:

- Portfolio of work 60% (NEA)
- Externally set task 40% (NEA). This unit includes a 10 hour controlled assessment run over 2 days at the end of Year 11.

Assessment is on-going with written and oral feedback and course work tutorials.

Literacy is an essential part of the specification and school curriculum and is also taught and assessed within the photography course.

Grouping Policy

Mixed ability

Qualification
GCSE

Exam Board
AQA

Specification
Photography

Enrichment

- Gallery visits.
- Art Department residential to St Ives
- Weekly Photography extension classes after school.
- Independent classes at local arts centres.
- Independent visits to art and photography galleries.
- Working with artists in residence

Physical Education

Head of Subject: Mr Sykes

Curriculum Overview

GCSE Physical Education (PE) is designed for those students who not only excel in their chosen practical area, but also have a good appreciation of the scientific background that goes alongside the course. This course is designed for those students who are able to perform well in three sports and also have an interest in Physical Education and Sport. The course involves continual practical assessment, along with some written coursework.

What will I learn?

Students will develop a knowledge and understanding of the following topics:

- **Applied anatomy and physiology** - key body systems and how they impact on health, fitness and performance in physical activity and sport.
- **Movement analysis** - basic principles of movement and their effect on performance in physical activity and sport.
- **Physical training** - principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes.
- **Use of data** - data analysis in relation to key areas of physical activity and sport.
- **Sport psychology** - psychological factors that can affect performers in physical activity and sport.
- **Socio-cultural influences** - socio-cultural factors that impact on physical activity and sport, and the impact of sport on society.
- **Health, fitness and well-being** - benefits of participating in physical activity and sport to health, fitness and wellbeing.

How will I be assessed?

Students will be formally assessed throughout the 2 years during practical lessons where they will cover a variety of different activities, along with an assessment in their selected practical areas. 40% of the final qualification will be based on:

- **Practical performance in 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) - 30%
- **Analysis and evaluation of performance** to bring about improvement in one activity - 10%

The other 60% of the qualification will be assessed via 2 written exam papers at the end of Year 11. Each paper will assess a set of topic areas and consist of a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 1: The human body and movement in physical activity and sport
Topics assessed include - Applied anatomy and physiology, movement analysis, physical training & use of data (also in paper 2).

Paper 2: Socio-cultural influences and well-being in physical activity and sport
Topics assessed include - sport psychology, socio-cultural influences, health fitness and well being & use of data (also in paper 1).

Grouping Policy
Mixed ability

Qualification
GCSE

Exam Board
AQA

Specification
Physical Education

Enrichment

- There is a range of extra-curricular clubs and practices.
- Fixtures against other teams on a local and national level.

Vocational Option Choices

Creative iMedia

Head of Subject: Mr Wells

Curriculum Overview

This course is designed to be a more creative use of computers and information technology. Students will develop a deep understanding of design codes and conventions which can be appropriately applied when producing creative media products. They will build technical skills which can be used to design, plan and create digital media products that are appropriate for a defined target audience and meet client expectations.

What will I learn?

Students study three components:

Unit R093: Creative iMedia in industry
In this unit students 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 R094: Visual identity and digital graphics
In this unit students will learn 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

Unit R099 Digital games
In this unit students will learn how to plan, create & review digital games. Topics include:

- Plan digital games
- Create digital games
- Review digital games

How will I be assessed?

The first area of study is assessed via an external exam set and marked by the exam board. Students' performance on this exam will contribute 40% to their final grade. The other 60% of the qualification will be assessed via two set assignments that are completed during lesson time within a given time-frame. This is marked by teachers and moderated by the exam board.

Grouping Policy
Mixed ability

Qualification
Cambridge National

Exam Board
OCR

Specification
Creative iMedia

Enrichment
Opportunity to take part in national competitions.

Enterprise & Marketing

Head of Subject: Mrs Evans

Curriculum Overview

This course offers students an alternative qualification to GCSE Business. The Enterprise and Marketing qualification encourages students to develop the practical skills and applied knowledge they'll need in the business and enterprise sector. Students put their learning into practice and develop valuable transferable skills, beneficial if they're considering starting up their own enterprise/business.

What will I learn?

Students study 3 components:

1. Enterprise and Marketing Concepts - In this unit, students learn about the key factors to consider and activities that need to happen to operate a successful small start-up business.

- Characteristics, risk and reward for enterprise.
- Market research to target a specific customer.
- What makes a product financially viable?
- Creating a marketing mix to support a product.
- Factors to consider when starting up and running an enterprise.

2. Design a Business Proposal - In this unit, students will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

- Market research.
- How to identify a customer profile.
- Develop a product proposal for a business brief.
- Review whether a business proposal is financially viable.
- Review the likely success of the business proposal.

3. Market and Pitch a Business Proposal - In this unit, students will develop pitching skills to be able to pitch a business proposal to an external audience. Students will review their pitching skills and business proposal using self-assessment and feedback gathered.

- Develop a brand identity to target a specific customer profile.
- Create a promotional campaign for a brand and product.
- Plan and pitch a proposal.
- Review a brand proposal, promotional campaign and professional pitch.

How will I be assessed?

The first area of study is assessed via an external exam set and marked by the exam board. Students' performance on this exam will contribute 40% to their final grade. The other 60% of the qualification will be assessed via two set assignments that are completed during lesson time within a given time-frame. This is marked by teachers and moderated by the exam board.

Grouping Policy

Mixed ability

Qualification

Cambridge National

Exam Board

OCR

Specification

Enterprise & Marketing

Enrichment

- Case Studies
- Articles
- Independent research

Health and Social Care

Head of Subject: Miss McParland

Curriculum Overview

Providing good health and social care services is important and service providers need to have the appropriate skills, attributes and values to meet the needs of service users e.g. patients. This enables people who use health and social care services to get the care they need and to be protected from different sorts of harm. Throughout the course, the following questions will be considered since they provide essential knowledge and understanding for health and social care practitioners:

- How do people grow and develop through their lives?
- How can factors such as lifestyle choices and relationships affect this?
- What are the different health and social care services available?

Health and Social Care provides a range of different career progression routes and during the course students will find out how these impact society and the economy.

What will I learn?

Students will study 3 areas of learning over the 2 years:

Component 1: Human Lifespan Development

- The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development.
- Different life events and how individuals can adapt or be supported through changes caused by life events.

Component 2: Health and Social Care Services and Values

- Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available.
- The barriers and obstacles an individual may encounter and how these can be overcome.
- The skills, attributes and values required to give care and how these benefit the individual.

Component 3: Health and Wellbeing

- How factors can affect an individual's current health and wellbeing.
- How physiological indicators and an individual's lifestyle choices determine physical health.
- The use of the person-centred approach.
- Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

How will I be assessed?

60% of the qualification is awarded based on students' performance in two internal assessments. The exam board sets an assignment for Components 1 & 2 which are marked by teachers and moderated by the exam board. Component 1 NEA is completed in Year 10; component 2 NEA is completed in Year 11. Students must complete the tasks in a specific timeframe. A final written exam on 'Health and Wellbeing' is sat in Year 11 and contributes 40% to the final grade awarded.

Grouping Policy

Mixed ability

Qualification

BTEC Tech Award

Exam Board

Pearson

Specification

Health & Social Care

Enrichment

- Trips & visits (including Gloucester Air Ambulance, Universities, residential homes)
- Guest speakers
- CPR training
- Opportunity to look after a simulation baby for a weekend.

Hospitality and Catering

Head of Subject: Mrs Nelmes

Curriculum Overview

This course aims to develop students that have a passion and appreciation for the world of food, and to equip them with an understanding of the impact this can have upon the lives we lead. We want to prepare students for a possible career within the industry, or set them up with life skills that they will call upon, if this is not their chosen path. We want to build their independence, resilience, and ability to make smart choices with the foods they eat, and be able to live independently.
Our curriculum is designed to build upon skills developed in Key Stage 3, and to secure and embed this knowledge further as they progress in the subject. This will be delivered in a multitude of ways including practical demonstrations, cooked dishes, written tasks and past papers. Alongside involvement from the industry and a young chef competition to give the students a real life insight into the Hospitality and Catering Industry.

What will I learn?

Students will learn about and be assessed on the topics below:

Unit 1: The hospitality and catering industry
Students will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. Students will learn about the operation of hospitality and catering establishments and the factors affecting their success.

- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering

Unit 2: Hospitality and catering in action
Students will gain knowledge of the nutritional needs of a range of client groups in order for them to plan nutritional dishes to go on a menu. They will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

- The importance of nutrition
- Menu planning
- The skills and techniques of preparation, cooking and presentation of dishes
- Evaluating cooking skills

Learning will be developed through a variety of practical and theory activities. Students will gain an overview of the hospitality and catering industry and the type of job roles that may be available in the future.

How will I be assessed?

Unit 1 -The Hospitality & Catering Industry: 40% - This will be assessed through an external written exam. It will contain questions that require short and extended answers, based around situations in industry.

Unit 2- Hospitality & Catering in Action: 60% Internal Assessment (NEA) . This unit will consist of practical based tasks, and will conclude with the production of two dishes with accompaniments that will be assessed internally.

Grouping Policy
Mixed ability

Qualifcation
Vocational Award

Exam Board
Eduqas

Specification
Hospitality & Catering.

Enrichment

- After school clubs & catch – up sessions.
- Involvement in local businesses.
- Local and regional competitions e.g. Rotary Young Chef

Sport Studies

Head of Subject: Mr Sykes

Curriculum Overview

This course offers students an alternative qualification to GCSE PE. It enables students to develop and apply knowledge of sports-related activities. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society. Students will have the opportunity to develop independence and confidence in using skills that would be relevant to the Exercise, Physical Activity, Sport and the Health sector. This qualification will also help develop skills that can be used in work situations such as completing research, working with others, planning training programmes, creating presentations, writing reports and leadership skills.

What will I learn?

Over the two year course, students will study the following topics:

1. **Contemporary Issues in Sport**
   - Issues that affect participation
   - Role of Sport in promoting values
   - Hosting major Sporting events
   - Roles of National governing bodies
   - The use of technology in Sport

2. **Performance and Leadership in Sports Activities**
   - Performing individual sports - key components of performance
   - Applying practice methods to support improvement in a sporting activity
   - Organising and planning a sports activity
   - Reviewing your own performance in planning and leading a sports activity session

3. **Sport and Media**
   - How Sport is covered by the media
   - Positive effects of the media
   - Negative effects of the media
   - Understand relationship between sport and media
   - Evaluate media coverage

How will I be assessed?

The first area of study, 'Contemporary issues in Sport', will be assessed via an external exam set and marked by the exam board. Students' performance on this exam will contribute 40% to their final grade.

The other 60% of the qualification will be assessed via two set assignments that are completed during lesson time within a given time-frame. These tasks will be based on the 'Performance and Leadership in Sports Activities' and 'Sport and Media' units. This work is marked by teachers and moderated by the exam board.

Grouping Policy

Mixed ability

Qualification

Cambridge National

Exam Board

OCR

Specification

Sport Studies

Enrichment

- There is a range of extra-curricular clubs and practices.
- Possibilities of leading small tournaments and competitions as part of the course

Step Up Transition Course

Mrs Cole

Curriculum Overview

Invitation Only

Only students that have been personally invited to look at this course can list it as one of their option choices.

A small number of identified students will study the Key Stage 4 core curriculum, 3 option subjects (rather than 4) and the STEP UP Transition Course.

The aim of this course is to:

- Provide selected students with targeted support to ensure they reach their predicted progress or more in their chosen options and core subjects.
- Develop students' teamwork and communication skills to help improve their confidence, be able to identify their aspirations and support their transition into the world of work.
- Provide bespoke support in preparing students for their next identified steps e.g. researching career options, writing CVs, completing applications.

Alongside targeted and personalised support with wider studies, students will also undertake activities that have been chosen and organised to improve their communication, team work, independence and confidence in public formal scenarios.

What will I learn?

As part of this programme, students will work towards an ASDAN Bronze level certificate Personal Development Programme (PDP).

This programme offers imaginative ways of developing, recording and certificating a wide range of students' personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. This will provide each student with a learning log that can be used as part of their preparation for next steps post-16. Rednock students will study units based on the group's learning needs.

The units available are:

- Communication
- My community
- Sport and leisure
- Independent living
- My environment
- Number handling
- Health and wellbeing
- World of work
- Science and technology
- The wider world
- Expressive arts
- Beliefs and values
- Combined studies

How will I be assessed?

Students gain 1 or 2 credits for each section completed, with each credit representing about 10 hours of activity. Six credits are needed to achieve the Bronze standard.

Grouping Policy

N/A

Specification

Step Up

Enrichment

- Planning & hosting events

Key Stage 4 Options 2026/2028

Friday 13th February 2026
Options Form to go live

Friday 13th March 2026
Deadline for the submission of the Options Form

NB. Students must be signed in to their school Google account to complete the form.

Scan here for Options Form

Rednock School, Kingshill Road, Dursley, GL11 4BY
admin@rednockschool.org.uk
01453 543618