



CHEADLe
HULme
HIGH SCHOOL

First, you get this booklet. Please read it!



The Year 9 Options online platform will go live on Fri 27th February on SharePoint



Fri 27th February

- The Year 9 Options site on SharePoint will go live
- Both you and your parents will be able to access the SharePoint site where you will find all the information you need to help guide you through the Options process and making your choices
- You will also be able to watch and listen to mini guidance presentations on some of the key elements of the Options process



Wednesday 11th March 2025 2.20 pm – 4.00pm

You have the opportunity to stay in school and attend an Options information event. More information will follow about this



Third, from 12th March, using MCAS, you will indicate your four preferences by completing the relevant sections. More guidance will follow.



The Options Team at CHHS will review your preferences



Some students may be invited to attend an Options Interview with a member of the Options team.



After May Half Term, we will confirm your choices.

What is the Timeline for the Options Process?

Here are some key dates for your diary.

Wednesday 25th February

Year 9 Assembly to launch the Options process with students

Friday 27th February

CHHS Options information site will go live on SharePoint

Wednesday 11th March

Options information event for students 2:20 – 4:00pm

Thursday 12th March

Option booking system will go live on MCAS App

Friday 20th March

Deadline for submission of Option choices

After May half term

Confirmation of Option choices

Key Stage 4 at Cheadle Hulme High School – The Curriculum

Part 1: Core Curriculum

There is a curriculum that is the essential learning for all students and is **compulsory**:

English Language & Literature
Mathematics
Science
Physical Education
PSHE & RS

Part 2: Further Options Subjects

You will have **THREE** Options subjects to add to your core curriculum.

IMPORTANT: Conditions and considerations:

- **Students must indicate four preferences via MCAS. Students must choose one option from Pool A and two from Pool B, plus a reserve.**
- We will endeavour to create a timetable that allows students to study their preferred subjects. This will not be possible in all cases.
- Depending on numbers, in some cases, subjects may be withdrawn from our offer after students have made their choices.

- Some combinations of subjects are not allowed. This is usually where the content and assessment procedure are too similar.
- Only current and prior attainment will be taken into account when allocating places to courses. We do not consider potential future attainment levels.
- Where they exist, students must meet subject-specific entrance requirements. In some cases, there may need to be a further meeting with a Head of Department in order to assess suitability for a course.

The English Baccalaureate (EBacc)

This is a combination of subjects which offer an important range of knowledge and skills and keep options open to young people. It is **recommended** that most students follow this curriculum:

English Language & Literature
Mathematics
Science
Plus...
History or Geography
A Language
Computer Science

Making your choices

In the days following the launch of the Year 9 Options process, you should spend some time engaging with the subject information in this booklet. Make sure you attend the Options Event and choose seminars of subjects you might be interested in taking up in KS4. You should discuss your thoughts with your parents/guardians and come to a decision about which subjects will make up your three preferences, plus one reserve.

Mr Oberg has overall responsibility for the Options process.

Please direct any questions via the school email address: enquiries@chhs.org.uk (FAO The Options Team)

IMPORTANT: We will endeavour to create a timetable that allows students to study their preferred subjects. This may not be possible in all cases.

IMPORTANT: You must select four preferences; 3 options plus 1 reserve. We will endeavour to create a timetable that allows you to study three of your choices as long as you have met the entrance criteria.

IMPORTANT: When an insufficient number of students select a subject, the course may be withdrawn. We will contact you about this as soon as this becomes a possibility. We will withdraw a course when we are satisfied that we have exhausted what we see as the alternative curriculum options.

What subjects can I choose from?

Pool A

Choose only 1 from Pool A

BTEC Health & Social Care
BTEC Tech Award in Sport
CAM NAT Engineering Design
French
Geography
German
History
Spanish
Separate Sciences

Pool B

Pick 2 choices from Pool B plus 1 reserve subject from Pool B

Art	German
BTEC Health & Social Care	History
BTEC Tech Award in Sport	Media Studies
CAM NAT Engineering Design	Music
Computer Science	PE GCSE
Design & Technology	Philosophy & Religion
Drama	Photography
Food & Nutrition	Spanish
French	Separate Sciences
Geography	

Your **four** preferences will be reviewed by a member of the Options team and, where deemed necessary, a member of the team may well contact you to discuss this in more detail. When your choices have been agreed, you will be informed via the MCAS parent app after May half term and your choices will be entered into the database in Option blocks to create your Year 10 timetable.

Options Choices: Qualification Types

GCSE and Technical Qualifications

We offer a wide range of GCSE subjects, and in nearly all cases you will have to sit a number of final examinations. How much each element counts towards the final qualification depends on the subject. Please read the course details to find out. GCSEs are graded 9 – 1 (9 being the highest).

It is our school's aim to have each and every one of you achieve the best grades possible in a broad and balanced range of subjects.

To succeed in GCSEs you will need to:

- Be able to perform well in examinations
- Be able to revise from your exercise books
- Be able to recall information and use it effectively to solve problems
- Be well organized

When considering GCSE courses, you must listen very carefully to your teachers' advice. Some subjects require particular skills, for example, PE GCSE requires not only a good level of practical ability in a number of activity areas, but also a solid grounding in Science to be able to cope well with the theory exam paper. Also, History and Geography require good literacy skills, and Media uses a lot of IT.

In all courses, you will be expected to work very hard and be responsible for all the work in your books and folders, which will have to be maintained very carefully so that you can revise properly for examinations.

BTEC and equivalent courses

Our BTEC and equivalent courses are also offered at **Level 2**. This means that they are the equivalent of one GCSE qualification. BTECs and equivalents are graded Distinction*, Distinction, Merit, or Pass.

Assessment

These courses differ from GCSE courses in that they do not have as many examinations. Assessment is largely based on arranged Pearson set-assignments (PSAs) which are released at specific 'windows' during the KS4 academic cycle.

However, these courses do still have a final external examination element.

All the work done in these courses takes place in what we call a 'vocational context'. That means that you are expected to put yourself in the place of a person who is actually working in a job in the type of industry your work is connected to. For example, in Sport as a Fitness Centre Assistant. BTECs can be continued post 16 to Level 3 – A Level equivalent.

To succeed in these courses the most important thing is to ensure that all lessons are attended and that you keep up to date with your work, especially whilst completing the PSAs. Each course usually involves doing a number of separate units of work and if you are absent from school a lot you will therefore find it hard to keep up. The BTEC Tech Awards are awarded at Level 1 or Level 2 and some of you will work towards a Pass level whilst others will push on to Merit and even Distinction.

IMPORTANT: Please note that all course outlines are correct at the time of going to press but all course content is subject to alteration by individual exam boards and final approval by OFQUAL.

Thinking about the future

You should be aware that your Options choices can have a direct impact on your future choices, for example, Sixth Form college choices.

What if my aim is to go to a 'top' university?

These universities have made it clear that they will be looking for high grade A Level passes in some of what they consider to be facilitating subjects:

- Maths and Further Maths
- English Literature
- Physics, Chemistry, Biology
- History
- Geography
- French, German and Spanish
- Economics
- Computing

If you think you might want to go on to do A Levels in any of these subjects, then you should think very carefully about taking some of them at GCSE. Maths, English and Science are compulsory and will be well supported by EBacc subjects.

What if I want to do A Levels but not in these subjects?

That is fine. There are hundreds of universities and thousands of degree courses to choose from, and if the traditional academic subjects listed above are not what you are interested in then you can go on to do A Levels and degrees in a wide variety of subjects. A broad and balanced base of strong GCSEs leaves your options open to choose a range of A Levels.

What if I want to do vocational courses?

Then you can; this will still allow you to go on to university in the future if that is what you want. BTEC at Level 2 can lead on to Level 3 qualifications and T levels and then on to university degrees and equivalent. There are also a host of other vocational qualifications related to specific employment sectors. It is about what is right for you.

What if I don't want to do any more qualifications after leaving school at 16?

All students are required to participate in a form of training or education until the age of 18. The most common route into employment for 16-year olds is through **apprenticeships**, and you will need at least five good GCSE grades including Maths and English to access most of them. All students are required to participate in a form of training or education until the age of 18.

For all the above possible routes it is essential that you do as well as you possibly can at KS4, because you will then have a wider range of choices of what you might do when you are 16.

What should you think about when making your choices?

We advise you to think of the following:

- Does it help me in my future choices?
- Am I interested in the subject and will I enjoy it?
- Will the type of assessment suit me?
- Will I be able to succeed in it?
 - It is very important that you are able to **achieve** in your chosen course. We want you to leave school with a set of results that grant choice and opportunities at KS5 and beyond.
 - Next, consider the **assessment requirements** of your choices – are you better at class and coursework or examinations? Which suit your strengths?
 - Finally, breadth and rigor should be key considerations.

If at any stage, you are unsure about what choices to make, please speak to a member of staff who will listen to your thoughts about your choices and give you some advice.

What should you not think about?

Whether your **friends** are choosing them. These choices must be based on what is best for **you**.

What **former students** have done – courses and teachers change very quickly!

Whether choosing a course means that you have to follow that pathway to **employment**. A BTEC in Sport does not mean that you have to follow a career in sport. A good grade in a BTEC says that you have worked well to deadlines, have shown skill and judgement and that you are capable of organising your work to meet deadlines and reach a certain standard.

Gender stereotypes. For example, you may think that only boys do Engineering or girls take Health and Social Care. That is certainly not the case and there are many opportunities for both men and women in all sorts of employment across the different sectors.

Complimentary courses. You don't need to choose courses that complement or seem to go well together. Of course, if you have a particular career in mind then choosing a connected course will help.

Lastly, you will not be allowed to choose subjects that are **virtually the same for example:** PE GCSE and BTEC Sport.

What happens when there is a small number of students choosing a subject?

We will consider the implications of very small classes for the school. Too many small classes are not viable in terms of resources or available rooms. If we decide not to run a course, then we will speak with you and ask you to make another choice. You will be given plenty of time to think about this and talk to your parents/carers and subject teachers.

What happens when too many students choose a subject?

This very rarely happens, but if it does then we will consult closely with subject leaders to ensure that the right decisions are made. Decisions will never be made without speaking directly with students and parents/carers.

A note about Languages

Most of you have already been studying a GCSE in a modern foreign language, which you will complete this year. This contributes towards the EBacc, which means choosing Geography or History completes your English Baccalaureate.

However, because you will (hopefully) already have a good qualification in a language, this doesn't mean that you cannot choose to study a second language. In fact, a second language is highly valued by top universities.

A note about Science

As a core subject you will all study Science over the next two years and this will result in a combined award of two GCSEs. However, some of you may wish to study each of the three separate sciences – Biology, Chemistry and Physics – in greater depth and sit a GCSE in each, resulting in the award of three GCSEs. **If you do this, it will take up one of your Options.**

If you are interested in taking the Separate Sciences, then you must think very carefully.

If you have a love of Science, a good track record of success in assessments and a possible wish to study Science at A Level, then it may well be a good choice for you. Entry to this course is limited and you will be asked to discuss your choice with the Science Department, whose job it is to make sure that you have made an appropriate choice.

All Year 9 students will sit a spring assessment in class. This assessment, alongside other pieces of evidence provided by teaching staff, will be used to inform parents and students about their suitability for the course.

IMPORTANT: You do **not** need to have taken Separate Sciences to gain access to A Level courses in our or other Sixth Forms, but it is an advantage



**CHEADLE
HULME**
HIGH SCHOOL

**Cheadle Hulme
High School**
Woods Lane
Cheadle Hulme
Cheshire
SK8 7JY

t: 0161 485 7201
e: enquiries@chhs.org.uk
w: chhs.org.uk

© All contents copyright Laurus Trust

CORE SUBJECTS

These subjects form part of the core offer and are not
part of the options process

GCSE ENGLISH (CORE)

Examination Board AQA English Language AQA English Literature

Examination Codes

English Language 8700

English Literature 8702

Form of Assessment – GCSE English Language

Module	Method of Assessment	Content
English Language Paper 1	Examination 1 hr 45 min	Unseen fiction text and creative writing.
English Language Paper 2	Examination 1 hr 45 min	Comparison of unseen non- fiction texts and transactional writing.

Form of Assessment – GCSE English Literature

Module	Method of Assessment	Content
English Literature Paper 1	Examination 1 hr 45 min	Shakespeare and the 19th Century Novel
English Literature Paper 2	Examination 2 hr 15 min	Modern prose/ drama and poetry.

GCSE MATHEMATICS (CORE)

Form of Assessment

No coursework requirement

Foundation grades 1 - 5

Higher Level Grade 4 - 9

Students will sit three examinations to achieve a GCSE in Mathematics, one non calculator paper and two calculator papers. Each paper is equally weighted and last 1 hour 30 minutes and will have a range of questions.

All examinations must be taken at the same tier and will take place at the end of Year 11.

Course Content

Students will be assessed on 3 key areas of mathematics:

- AO1 Using and applying standard techniques
- AO2 Reasoning, interpreting and communicating mathematically
- AO3 Solving non-routine problems in mathematical and non- mathematical contexts

Skills and qualities required for success

- Rational thinking
- Appreciation of different methods and approaches
- Ability to solve problems in familiar and unfamiliar contexts
- Ability to make links, find connections and generalise

Futures

All careers involve problem solving and data analysis is also becoming much more prominent. More specifically, Maths careers could include: Computer Game Development, Actuary, Economist, Architecture, Engineering, Fighter Pilot and Roller Coaster Designer. These are just some of the exciting and rewarding careers you could have if you go onto studying Mathematics at college and university. See www.mathscareers.org.uk for further information about opportunities Maths can offer.

As competition for places increases, a grade 7 at GCSE is required if students wish to study Maths at A Level at CHHS, and it is advantageous if students wish to study Maths at A Level at an alternative institution. A grade 8 is required if students wish to study Further Maths at A Level at CHHS.

PHYSICAL EDUCATION (CORE)

Every child will continue with their PE lessons throughout KS4 where we expect students to further develop their knowledge and understanding of a variety of sports and promote a healthy active lifestyle.

We aim at KS4 to encourage our students to adopt an active and healthy lifestyle. This is promoted in lessons and then through our extra-curricular provision.

Across KS4, students will take part in a wide variety of physical activities – football, netball, trampolining, table tennis, rounders, cricket, athletics, climbing and fitness.

During Year 10, students who choose to complete the Bronze Duke of Edinburgh Award will spend one term completing relevant training in preparation for the day walks and expeditions

GCSE COMBINED SCIENCE (Core)

Examination Board and Syllabus

AQA Trilogy GCSE – Combined Science

Form of Assessment

This course provides a combined GCSE qualification equivalent to two GCSE grades. All three science subjects must be studied, it is NOT possible to take them individually.

2 x 1hr 15 minutes exams for Biology, Chemistry and Physics (6 exams in total). Including multiple choice, structured, closed short answer and open response questions.

Course Content

The specification is divided into topics which each cover different key areas of Biology, Chemistry and Physics. Practical skills are developed throughout the course and assessed in the written papers.

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

Skills and Qualities required for success

Since it is a requirement of the National Curriculum that all students study Science, this course encourages students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study.

It encourages learners to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how Science works. It enables learners to engage with Science and to make informed decisions about further study in Science and related disciplines, and career choices.

Futures

The skills and qualities developed by this course provide a good foundation for further study and careers in a range of sectors.

PSHE (Core)

Pupils continue to study PSHE, including Citizenship, into KS4. The curriculum enables them to meet the requirements of the Relationships, Sex and Health Education Statutory Guidance (DFE) and therefore helps them to be prepared for Life after Laurus. They also cover topics such as test anxiety and mental health, so that they are supported through their exams. Our curriculum is responsive and meets the needs of the pupils; we work closely with the pupils, pastoral team, Heads of House and external agencies.

Throughout the two years in PSHE, students will alternate between Health and Wellbeing, Living in the Wider World and Relationships. This is to ensure our pupils learn both the knowledge and skills that they need to thrive in the 21st Century.

Philosophy and Religious Studies (Core)

Every student will continue with the RS curriculum throughout KS4 with one lesson a fortnight. The aim of Core RS is to prepare our students for life in Modern Britain with a focus on challenging lingering stereotypes and misconceptions that they are likely to encounter as adults.

Our core curriculum in Year 10 includes a unit on Theories of Morality and Ethical Dilemmas. We prioritize thinking about how we make decisions when the options presented to us pose challenges. Our students are introduced to the essence of critical thinking and analysis, broad-mindedness, respect and the principle of charity. We also include a unit that explores 'Beyond the Big Six Religions' of the world. This gives opportunities for our students to know and understand belief systems and world views that are either marginalized or are presented using Eurocentric ideologies. The latter part of the curriculum in Year 10 offers our students a chance to manoeuvre sociological implications of religious behaviour in society.

In Year 11 Core RS, students get a chance of looking understanding wealth and implications of poverty in society. The latter part of our year 11 RS curriculum explores the idea of privilege in society. This includes understanding overt and covert manifestations of oppression in society and knowing how to address this as allies in social activism.

OPTIONS SUBJECTS

OVERVIEW OF SUBJECTS

- Art and Design (GCSE)
- Computer Science (GCSE)
- Design and Technology (GCSE)
- Drama (GCSE)
- Engineering Design (Cam Nat)
- Food Preparation and Nutrition (GCSE)
- Geography (GCSE)
- Health and Social Care (BTEC)

- History (GCSE)
- Languages
 - French (GCSE)
 - Spanish (GCSE)
 - German (GCSE)
- Media (GCSE)
- Music (GCSE)

- PE (GCSE)
- Tech Award in Sport (BTEC)
- Photography (GCSE)
- Religious Studies and Philosophy (GCSE)
- Separate Sciences:
 - Biology (GCSE)
 - Chemistry (GCSE)
 - Physics (GCSE)

GCSE ART AND DESIGN

Examination Board

AQA (Art, Craft and Design) - 8201

Form of Assessment

Component 1: Portfolio (coursework)	60%
Component 2: Externally Set Assignment	40%

Course Content

The course is divided into two main parts: **Portfolio** and **Externally Set Assignment**. Both aspects must satisfy the following assessment objectives:

1. Develop ideas through investigations, demonstrating critical understanding of sources.
2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
3. Record ideas, observations and insights relevant to intentions as work progresses.
Written annotation is an integral aspect of the creative process.
4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students are expected show evidence of written annotation and drawing in both Component 1 and Component 2.

Portfolio (60%)

Throughout Year 10 and 11, students work on a series of projects. Near the end of the course students are required to select and submit from this a portfolio. This must consist of a sustained project (including preparatory work, development of ideas and processes, and final pieces) and a selection of further work. Students will have the opportunity to produce work from a variety of starting points. They will investigate the work of artists and designers as well as art from different times and cultures. As the course is a general Art, Craft and Design course, candidates must show evidence of working in at least two of the following areas:

- Fine Art (drawing, painting, printmaking, sculpture, mixed media, photography)
- Graphic Communication (ICT, illustration, typography, package design)
- Textile Design (art textiles, embroidery, paper-making, printmaking)
- Three-Dimensional Design (ceramics, sculpture, jewellery architectural design).
- Photography (experimental imagery, location)

Externally Set Assignment (40%)

Towards the end of the course students are given an externally set assignment. Here they receive an AQA paper containing a range of starting points from which they must select one and independently produce a unit of work. During this time, they are given general guidance on how to work through this task. They have approximately 7-10 weeks to develop supporting preparation work before they sit a practical unaided session, which is split over two days, to create a final piece(s).

The preparatory work is marked alongside the final piece(s) and together with the externally set assignment, contributes 40% towards the final GCSE grade.

Skills and attitudes required for success

This course offers students the opportunity to produce work in a wide range of materials, to build up technical skills, and to express their feelings and creative ideas in both two and three dimensions. Drawing and painting is an integral part of the course, and so this is to consider when opting.

This course is aimed at enthusiastic students with an adventurous and enquiring approach to art and design, who wish to learn new skills as well as develop those acquired at Key Stage 3. It is best suited for those who have a particular interest or ability in Art and Design and wish to improve their creative thinking and problem-solving skills further. Students will need to take the initiative in decision-making and be able to research projects in their own time, so a firm sense of commitment to the subject is essential, whilst also being highly self-motivated.

Students must also be prepared to attend lunch and twilight sessions.

Futures

The career opportunities available in the Art World are vast and diverse as are the routes which students who wish to pursue their art and design education can take; from A Levels, to BTEC National courses specialising in specific areas such as 3D Design, Fashion, Textiles, Printmaking and Photography.

Courses such as these can then lead on to Higher Education courses and careers in Architecture/Landscape Architecture, Fine Art, Animation/ Illustration, Media/Film making/Photography, Jewellery Design, Fashion, Education, Graphic Design, Furniture/Set/Product/Interior Design to name but a few.

Alternatively, if a student would rather enter the work place post 16, then there are many careers in the creative industries that would welcome a GCSE in Art and Design, some of which provide further learning opportunities within them, for example a Modern Apprenticeship.

Additional Requirements

Students will also be required to purchase the following materials;

- A4 sketchbooks, which are supplied by the school for a very reasonable cost
- Two art folders, which are supplied by the school for a very reasonable cost
- A range of soft 'B' pencils for sketching and drawing
- A good quality eraser, pencil sharpener, biro and fineliners
- Coloured pencils
- Oil pastels
- A small set of water colour paints or acrylics
- Paint brushes
- A camera is also a great asset but not essential.

GCSE COMPUTER SCIENCE

Subject Title

GCSE Computer Science **Examination**

Board and Code OCR – J277

Form of Assessment*

Unit 01: Computer systems – External Exam (50%)

Unit 02: Computational thinking, algorithms and programming - External Exam (50%)

Course Content

The subject content for this qualification consists of the following areas of study:

- Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.
- Ability to design, write, test and refine robust programs using a high- level programming language.
- Ability to create original algorithms or work with algorithms produced by others.
- Understanding of binary representation, data representation, data storage and compression, encryption and databases; ability to use SQL to insert, amend and extract data stored in a structured database.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret fragments of assembly code.
- Understanding of how computer networks, the internet and the World Wide Web work.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- Understand the need to decompose problems into sub-problems

GCSE COMPUTER SCIENCE

Allows students, not only the opportunity of developing their knowledge and understanding of programming, but also the underlying principles of logic, decomposition, algorithms, data representation and communication.

Skills and Qualities Required for Success:

- Keen interest in Computer Science
- Strong programming skills from Year 9 content
- Keen to develop computational thinking skills and be able to apply these skills to solve real problems and produce robust programs
- Enjoying working independently and demonstrate resilience, finding out your own answers – not just being taught
- Ability to complete work by the deadlines set

Futures

The skills and knowledge covered during this Level 2 qualification will prepare students for A Level Computing, as well as supporting students who wish to seek employment at entry or trainee level, within a wide range of different working environments.

Additional Requirements

Throughout the GCSE Computer Science course, you will need to show a keen interest in keeping up-to-date with emerging technologies and to meet career challenges in the future, it is important that you are self-reliant as well as good communicators and problem solvers.

Coding for fun and in your own time is a strong indicator of students who do well in this course. Finding time to troubleshoot and extend your programs from in school is highly recommended.

A minimum of working towards FS Level 5 in Maths and FS Level 4 in English at Key Stage 3 is required for those students opting for the GCSE Computer Science course, due to the nature of the content and logical thinking skills required.

Students **may** be considered if they can show sufficient evidence of programming experience and logical problem-solving skills.

Given the content of this course a further consultation with the Head of Department may be appropriate before a student is accepted onto the course.

GCSE DESIGN AND TECHNOLOGY

Subject Title

GCSE Design & Technology: Core Materials

Examination Board and Code

AQA (8552)

Form of Assessment

50% - Written Examination - 2 hours - *100 marks*

50% - Non-Examined Assessment (NEA) - 30-35 hours - *100 marks*

Course Content

GCSE Design and Technology sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. The majority of the specification is delivered through written theory and practical application, intended to develop students' knowledge and understanding.

- *Core technical principles* - including: materials, fabrics and their properties, energy and conservation, new and emerging technologies, systems and mechanics.
- *Specialist technical principles* - including: forces and stresses, applied mathematics, ecological and social footprint, scales and methods of production, using and working with a range of different materials, including paper and boards, woods and polymers.
- *Designing and making principles* - including: research and investigation, prototype development, manufacturing techniques, the work of others and communication methods of designers.

Skills and Qualities Required for Success:

Students wishing to undertake the Design and Technology GCSE should have an interest in products and how they are made, sources and properties of materials and fabrics, along with manufacturing processes. The Design and Technology GCSE will involve a high level of creativity, CAD skills, sketching and modelling, prototyping potential designs and lots of written analysis, theory and evaluation. It will include using CAD software and CAM facilities to develop their ideas in real life. Students must also demonstrate mathematical/ scientific knowledge and understanding, in relation to design and technology.

Futures

Students can progress from this qualification to:

- A Level D&T: Product Design
- Level 3 vocational qualifications, e.g. qualifications in Engineering or Design
- T levels in Manufacturing
- Employment, e.g. in a design or technology-based industry where an apprenticeship may be available

GCSE DRAMA

NQF Level 2

Examination Board and Syllabus

Edexcel 1 DRO

Form of Assessment

Component 1: Devising (40% of the qualification). Coursework: a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks). Practical assessment: a devised performance (15 marks) Teacher assessed, externally moderated. There is an opportunity to be assessed as a performer or lighting / sound / costume designer for this component.

Component 2: Performance from Text (20% of the qualification). Students perform in / design for two key extracts from a performance text (48 marks). Externally assessed by a visiting examiner. There is an opportunity to be assessed as a performer or lighting / sound / costume designer for this component.

Component 3: Theatre Makers in Practice (40% of the qualification).
1 hour 45 minute written examination. Practical exploration and study of one complete text (45 marks) and one live theatre production (15 marks).
Externally assessed and moderated.

Course Content

Term 1: Revising drama skills / techniques and collaborating as an ensemble. Component 1 mock assessment, practical exploration of the set text and Component 3 preparation.

Term 2: Observation of a live theatre production to feed into Component 3 preparation and further exploration of the set text incorporating written responses. Preparation for Component 1 and exploration of stimuli alongside portfolio compilation.

Term 3: Rehearsal for Component 1 practical assessment and preparation of portfolio. Completion of Component 1 assessment and coursework portfolio. Component 3 preparation continues throughout the term.

Term 4: Preparation for the Component 2 examination. Component 3 written exam practice continues throughout the term.

Term 5: Component 2 examination takes place. Component 3 preparation (NB preparation for this exam will be taught throughout the whole course, alongside the other components).

Term 6: Component 3 examination.

Skills and Qualities Required for Success

- Good social skills and a willingness to mix with groups of people
- Ability to write with analysis, justification and evaluative response
- Bravery to experiment with new drama conventions and contribute to collaborative ideas
- Ability to articulate ideas in voice and movement skills
- Desire to direct and encourage others to problem solve using drama strategies
- Confidence to perform work to others and give positive feedback
- Imagination to generate original design ideas and develop them
- Diligence to record drama work in written/diagrammatic form
- Sensitivity to listen to ideas and focus attention on others
- Ability to create imaginative drama without a given script

Futures

Caring Professions; care work, teaching, law, medicine, police, social services, therapy, welfare, youth work.

Creative Industries; art administration, advertising, architecture, computer games, tourism, management, marketing, media, personnel, retail, acting, presenting.

Additional Requirements

They should have demonstrated a clear interest in the subject to manage this demanding course. Students must also be prepared to write in detail about their drama work on a regular basis in preparation for their controlled assessments. Rehearsals within group work is also expected as an element of PP&R outside of lesson time and attendance to these will be monitored.

As part of this course students are expected to attend the arranged theatre visits which form part of their written exam. Additional financial support will be available if necessary.

There is an expectation that all GCSE Drama students are part of/support extra-curricular events within the Performing Arts faculty.

CAMBRIDGE NATIONAL LEVEL 1/LEVEL 2

IN ENGINEERING DESIGN

Examination Board: OCR (Level1/2) Cambridge National Engineering

Design 603/7086/5

Form of Assessment

1. R038 = External Assessment (Exam): 70 marks - 1 hour 15 min **40%**
2. R039 = Year 10 Controlled Assessment (NEA): 60 marks – 12 hours
R040 = Year 11 Controlled Assessment (NEA): 60 marks – 12 hours
Combined worth: 60%

Course Content

Unit R038: Principles of engineering design

In this unit you will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design. You will learn about the type of information needed to develop a design brief and specification. Then explore manufacturing processes and other considerations that can influence a design.

Unit R039: Communicating designs

In this unit you will learn how to develop your techniques in sketching, and gain industrial skills in engineering drawing using standard conventions that include dimensioning, line types, abbreviations, and representation of mechanical features. You will enhance your confidence and capabilities by using computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate your designs.

Unit R040: Design, evaluation and modelling

In this unit you will learn how designers can quickly create and test models to develop a prototype of a design. You will develop your virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate your design prototype. You will also develop your physical modelling skills using modelling materials or rapid prototyping processes to produce a physical prototype.

It is about design strategies, technical drawing, prototyping and computer aided design. We prototype ideas, but this course involves very few manufacturing processes and is not a making course.

Futures

Students can progress from this qualification to:

- A Level D&T: Product Design
- Level 3 vocational qualifications, e.g. the BTEC Level 3 qualifications in Design & Technology
- Employment, e.g. in a fashion, interior, graphic design industry where an apprenticeship may be available.

Additional Requirements.

Students will need to have had good attendance to design technology lessons throughout years 7,8 and 9. They must have also completed the booklets in these lessons to the best of their ability.

Students **MUST** be willing to put in extra time out of lessons when needed to complete the coursework (NEAs) as they require a lot of development and analysis.

A creative or problem-solving mind would be advantageous.

GCSE FOOD PREPARATION AND NUTRITION

Examination Board and Syllabus

AQA 8585

Form of Assessment

Component 1: Principles of Food Preparation and Nutrition Written

examination: 1 hour 45 minutes. 50% of final GCSE mark.

This component will consist of two sections both containing **compulsory questions** and will assess the six areas of content as listed in the specified GCSE content.

Section A: Question based on stimulus material.

Section B: Structured, short and extended response questions to assess content related to Food Preparation and Nutrition.

Component 2: Food Preparation and Nutrition in Action. 50% of GCSE mark.

Non-examination assessment: internally assessed, externally moderated. Both completed in Year 11.

Assessment 1:

Food Investigation Assessment (8 hours): A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. A report of 1500-2000 words will be produced. 15% of GCSE mark.

Assessment 2:

Food Preparation Assessment (12 hours including 3-hour practical)

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. A report will be produced of 15 sides of A4 to include all text, photos, charts and graphs. 35% of GCSE mark.

Course Content

This exciting course offers a GCSE in Food Preparation and Nutrition. It will equip learners with the knowledge, understanding and skills required to cook and to apply the principles of food science, nutrition and healthy eating.

Following this qualification will encourage learners to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It will allow the students to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

Areas of study

1. Food commodities - cereals, fruit and vegetables, sugars, dairy products, eggs, fats, meat, fish and vegetarian alternatives. The course will look at their value in the diet, their working characteristics, experiments to understand changes occurring during cooking and also current recommended guidelines for a healthy diet
2. Principles of nutrition - the role of the main nutrients in the diet, their sources, function and deficiency diseases
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Skills and Qualities Required for Success

- Well-developed practical skills and a love of food
- Clear ingredient understanding from Key Stage 3 Food and Nutrition
- Independence and capability for writing up assignments
- Ability to use independent research skills
- Ability to work as part of a team

Futures

Successful completion of this qualification will allow access to the following career pathways:

- Employment in any hospitality area or a specialist catering service including hospitality management. Over 20% of the top 100 British companies are involved in food manufacturing
- Further study at college
- Nutritionist, nursing, dietetics, teaching and food scientist

Additional Requirements

- It is intended that students wishing to choose this course should be dedicated and self-motivating and have a **genuine** interest in food preparation and nutrition.
- Students must be able to demonstrate a **consistent** work ethic throughout Key Stage 3 in Design and Technology
- An excellent record of bringing ingredients into school
- Excellent organisation and an enjoyment of experimenting with food ingredients
- Enjoy preparing and eating a wide variety of food

GCSE GEOGRAPHY

NQF Level 2

Examination Board and Syllabus.

AQA GCSE Geography (8035)

Assessment.

Unit 1 (35%) Living with the physical environment:

Written paper 1 hour 30 minutes

Unit 2 (35%) Challenges in the human environment:

Written paper 1 hour 30 minutes

Unit 3 (30%) Geographical applications:

Written paper 1 hour 30 minutes

All examinations will be sat during the summer 2024 exam period.

Course Content.

Unit 1 – Living with the physical environment:

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK – Rivers and Coasts
- Geographical skills

Unit 2 – Challenges in the human environment:

- Urban issues and challenges
- The changing economic world
- The challenge of resource management
- Geographical skills

Unit 3 – Geographical applications:

This unit is based on content from 'Living with the physical environment' and 'Challenges in the human environment' and will feature a decision-making exercise.

It will also include assessment of the human and physical fieldwork enquiries undertaken by students.

- Geographical skills
- Issue evaluation
- Fieldwork

Skills and qualities required for success:

Geographers can:

- Make a concise report
- Handle data
- Ask questions and find the answers
- Make decisions about an issue
- Analyse material
- Manage themselves
- Solve problems
- Think independently

Geographers are:

- Good communicators
- Spatially aware
- Socially and environmentally aware
- Problem solvers
- Good team players
- Computer literate
- Well rounded, flexible thinkers

Futures:

Post 16 AS/A2 Level

Geography, Geology, Sociology and Environmental Science.

Career Pathways

Urban/Rural Planning, Environmental Consultancy, Hazard/Emergency Management, Community Development, Climatologist, Oceanography, Teaching, Architecture, Geographical Information Systems (GIS)

Additional Requirements

An enthusiasm for Geography, an inquisitive approach to the world around you and a desire to find out how the world is going to change in the future.

Students are expected to develop and demonstrate a number of geographical skills, including numerical and graphical skills. Students also need to use and analyse different types of data.

BTEC TECH AWARD IN HEALTH AND SOCIAL CARE

Examination Board and Syllabus

Pearson Level 1 and 2 Qualification
number 603/7047/6

Form of Assessment

This Pearson BTEC Level 1/Level 2 qualification is assessed through a combination of internal coursework and an external exam:

Component 1: **Human Lifespan Development** – internally assessed **(30% of final grade)**

Component 2: **Health and Social Care Services and Values** – internally assessed in school using **(30% of final grade)**

Component 3: **Health and Wellbeing** – externally assessed through a written exam **(40% of final grade)**

Grades range from Level 1 Pass, Merit, and Distinction to Level 2 Pass, Merit, and Distinction, based on performance across all three components.

Course content

Health and Social Care is an engaging, thought-provoking, and challenging vocational course for students who are passionate about making a difference in the world and in people's lives. It will introduce learners to the important knowledge, understanding, and skills required to further understand the health and social sectors.

Component one provides a deeper understanding of human life by exploring growth and development across all life stages, from birth to later adulthood, with a focus on PIES: physical, intellectual, emotional, and social development.

Component two enables students to learn about the range of health and social care services from primary, secondary, and tertiary, and the barriers individuals face accessing them. The skills, attributes, and values necessary for health and social care professionals are learned through the barriers faced.

Component three recaps and builds on the knowledge, understanding and skills acquired and developed during the two previous components. With the focus on understanding what is meant by health and wellbeing. Students are introduced to the factors that can positively and negatively affect health and wellbeing: looking at data interpreting to inform and wellbeing build plans to best support individuals' physiological health and lifestyle.

Throughout the course, students are expected to take responsibility for their learning by meeting deadlines, managing coursework, and presenting notes and information clearly and organised.

Skills and Qualities Required for Success

To succeed in Health and Social Care, students should:

- Have an interest in people and the world around them
- Be open-minded and able to consider events from different points of view
- Work effectively independently and in a group
- Be organised and record content
- Be able to use their own life experiences to reflect and, where appropriate, provide lived examples to support further understanding

Futures

The NHS is the UK's largest employer, and studying Health and Social Care can open the door to a wide range of career pathways. These include Nursing, Midwifery, Allied Health Professions such as Paramedics and Radiography, as well as Counselling, Education, and Social Work. Further studies can also be taken at college.

Additional Requirements

Health and Social care students require good literacy and digital skills to make progress in this subject. Attendance is key to ensure content is recorded for internal assessed coursework.

GCSE HISTORY

NQF Level 2

Examination Board and Syllabus AQA

Form of Assessment

The course has two assessments completed at the end of Year 11:

Paper 1

‘Understanding the modern world’, 50%, 2 hours.

Paper 2

‘Shaping the nation’, 50%, 2 hours.

GCSE History does not offer a tier entry.

Course Content

Paper1

Section A: PERIOD STUDY Germany, 1890–1945: Democracy and Dictatorship

- Germany and the growth of democracy
- Germany and the Depression
- The experiences of Germans under the Nazis

Section B: WIDER WORLD DEPTH STUDY Conflict and tension: the inter-war years, 1918-1939

- Peace-making
- The League of Nations and international peace
- The origins and outbreak of the Second World War

Paper 2

Section A: THEMATIC STUDY – Britain: Migration, empires and the people: c790 to the present day

- Conquered and conquerors
- Looking west
- Expansion and empire
- Britain in the 20th century

Section B: British depth studies and historic environment

Elizabethan England, c1568–1603

- Elizabeth's court and Parliament
- Life in Elizabethan times
- Troubles at home and abroad
- The historic environment of Elizabethan England

Skills and Qualities Required for Success

There is no escaping the fact that GCSE History places great demands on students. It is extremely important that students can demonstrate the ability to work independently. The course requires students to assess their own performance and respond positively to feedback and advice. Research skills are not essential on entry to the course, but students must be prepared to function as part of a group. A sound level of literacy is a must given the dependence upon written communication in the assessment of the course.

Futures

History is a universal qualification which increases the prospects of any students. The course is respected throughout colleges and higher education establishments. The study of History develops the ability to balance arguments, analyse evidence and add weight to any argument. GCSE History is valued for any post-16 course. Furthermore, the skills are transferable to careers that require analysis of situations and handling of information.

Additional Requirements

Students would need to have demonstrated a commitment to their studies throughout the course of Year 9 History.

GCSE Ab Initio French

Examination Board and Syllabus AQA / 8562

Forms of Assessment

All GCSE language courses are now linear, which means that you will be assessed on all four skills at the end of the course. There is a higher and foundation option for:

- Listening (25%) – you will need to demonstrate that you can understand and respond to different types of spoken language.
- Reading (25%) – you will need to demonstrate that you can understand and respond to different types of written language.
- Speaking (25%) – you will need to communicate and interact effectively in speech for a variety of purposes.
- Writing (25%) – you will need to communicate effectively in writing for a variety of purposes.

Course Content

Of course, the main content of the GCSE French course is the French language! You will learn how to use the language, with lots of speaking and games to practise it all.

You have a huge amount of existing knowledge which you can bring to French. It is a closely related language to Spanish, so it has a lot of the same vocabulary, tenses and structures. You understand the imperfect tense in Spanish? Great – French also has the imperfect tense, and you already know how to use it! You are also already an expert in how to translate, how to write and how to speak to get a good grade, so you will not need to re-learn all of that. That's why, **in the Laurus Trust, the majority of students who take a second GCSE language get an even better grade than they do in their first one.**

You will be familiar with the topics that we'll be speaking about in GCSE French, as they're similar to the ones we've spoken about in Spanish or German. They are:

- People and lifestyle
- Popular culture
- Communication and the world around us

Life after Laurus

Whatever you want to do in life, knowing more languages will grant you more opportunities. As a scientist, you may want to collaborate with universities around the world; as a journalist, you might want to interview people in different countries; or as an engineer, you might get the chance to work on a major international project. Whatever job you are applying for, speaking multiple languages could put you ahead of all the other candidates.

Students who are hoping to go to university will benefit particularly from GCSE French. Universities know that languages are demanding, academic subjects; that they improve your ability to speak and write in English; and that they help you recognise patterns and crack codes more quickly than others do. Having extra GCSE languages can therefore mark you out as particularly talented, whatever course you may be applying for.

If you are thinking of studying Spanish at university, it is essential that you take a second GCSE language. It will improve your abilities in languages generally, and it will therefore improve your ability in Spanish. It will also help you to apply for top University places.

However, of course, it is not all about jobs and courses. Some of the biggest social problems we face today come from a lack of understanding and respect between people from different parts of the world. Learning languages helps you to understand people from other cultures, and to make yourself understood to them too – so, by learning more of them, you could become part of the force that solves these problems for good.

GCSE Ab Initio Spanish

Examination Board and Syllabus AQA / 8692

Forms of Assessment

All GCSE language courses are now linear, which means that you will be assessed on all four skills at the end of the course. There is a higher and foundation option for:

- Listening (25%) – you will need to demonstrate that you can understand and respond to different types of spoken language.
- Reading (25%) – you will need to demonstrate that you can understand and respond to different types of written language.
- Speaking (25%) – you will need to communicate and interact effectively in speech for a variety of purposes.
- Writing (25%) – you will need to communicate effectively in writing for a variety of purposes.

Course Content

Of course, the main content of the GCSE Spanish course is the Spanish language! You will learn how to use the language, with lots of speaking and games to practise it all.

You have a huge amount of existing knowledge which you can bring to Spanish. You have already studied a language and understand how language learning works. You are also already an expert in how to translate, how to write and how to speak to get a good grade, so you will not need to re-learn all of that. That's why, at CHHS, **the majority of students who take a second GCSE language do just as well or even better than they did in their first one.**

You will be familiar with the topics that we'll be speaking about in GCSE Spanish, as they're similar to the ones we've spoken about in French or German. They are:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Life after Laurus

Whatever you want to do in life, knowing more languages will grant you more opportunities. As a scientist, you may want to collaborate with universities around the world; as a journalist, you might want to interview people in different countries; or as an engineer, you might get the chance to work on a major international project. Whatever job you are applying for, speaking multiple languages could put you ahead of all the other candidates.

Students who are hoping to go to university will benefit particularly from GCSE Spanish. Universities know that languages are demanding, academic subjects; that they improve your ability to speak and write in English; and that they help you recognise patterns and crack codes more quickly than others do. Having extra GCSE languages can therefore mark you out as particularly talented, whatever course you may be applying for.

If you are thinking of studying a language at university, having another language will really help. It will improve your abilities in languages generally, and it will therefore improve your ability in the language(s) that you wish to pursue at A level or University. It will also help you to apply for top university places.

However, of course, it is not all about jobs and courses. Some of the biggest social problems we face today come from a lack of understanding and respect between people from different parts of the world. Learning languages helps you to understand people from other cultures, and to make yourself understood to them too – so, by learning more of them, you could become part of the force that solves these problems for good.

GCSE Ab Initio German

Examination Board and Syllabus AQA / 8662

Forms of Assessment

All GCSE language courses are now linear, which means that you will be assessed on all four skills at the end of the course. There is a higher and foundation option for:

- Listening (25%) – you will need to demonstrate that you can understand and respond to different types of spoken language.
- Reading (25%) – you will need to demonstrate that you can understand and respond to different types of written language.
- Speaking (25%) – you will need to communicate and interact effectively in speech for a variety of purposes.
- Writing (25%) – you will need to communicate effectively in writing for a variety of purposes.

Course Content

Of course, the main content of the GCSE German course is the German language! You will learn how to use the language, with lots of speaking and games to practise it all.

You have a huge amount of existing knowledge which you can bring to German. You have already studied a language and understand how language learning works. You are also already an expert in how to translate, how to write and how to speak to get a good grade, so you will not need to re-learn all of that. That's why, at CHHS, **the majority of students who take a second GCSE language do just as well or even better than they did in their first one.**

You will be familiar with the topics that we'll be speaking about in GCSE German, as they're similar to the ones we've spoken about in French or Spanish. They are:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Life after Laurus

Whatever you want to do in life, knowing more languages will grant you more opportunities. As a scientist, you may want to collaborate with universities around the world; as a journalist, you might want to interview people in different countries; or as an engineer, you might get the chance to work on a major international project. Whatever job you are applying for, speaking multiple languages could put you ahead of all the other candidates.

Students who are hoping to go to university will benefit particularly from GCSE German. Universities know that languages are demanding, academic subjects; that they improve your ability to speak and write in English; and that they help you recognise patterns and crack codes more quickly than others do. Having extra GCSE languages can therefore mark you out as particularly talented, whatever course you may be applying for.

If you are thinking of studying a language at university, having another language will really help. It will improve your abilities in languages generally, and it will therefore improve your ability in the language(s) that you wish to pursue at A level or university. It will also help you to apply for top university places.

However, of course, it is not all about jobs and courses. Some of the biggest social problems we face today come from a lack of understanding and respect between people from different parts of the world. Learning languages helps you to understand people from other cultures, and to make yourself understood to them too – so, by learning more of them, you could become part of the force that solves these problems for good.

GCSE MEDIA STUDIES

NQF Level 2

Examination Board and Syllabus

Eduqas

Form of Assessment

70% Exam:

Component 1: Exploring the Media

Critical exploration into a range of media industries (newspapers, advertising and marketing, film and video games, radio).

Component 2: Understanding Media Forms and Products

In-depth study of representation, media industry and audience from set study areas (television crime drama / music videos, online and social media).

30% Non-exam assessment

Individual media practical production work for an intended audience. Proposed briefs:

TV: Create a sequence from a new TV programme or a website to promote a new TV programme.

Advertising and Marketing: Music - Create a music video or a website to promote a new artist / band.

Advertising and Marketing: Film – Print-based marketing material for a new film.

Magazines - Create a new print or online magazine.

Course Content

You will study a wide range of the media in this subject, some of which you may already have some knowledge of. We will look at the television, film and music industry amongst others and acquire the relevant media language associated with these topics. You will learn how to analyse and interpret various media texts in preparation for the exam. Analysing moving images will also play a large part in the course.

Through the use of contemporary equipment, you will develop your practical skills by having the opportunity to produce your own media productions. This involves using digital SLR cameras and studio lighting kits for photography as well as learning to use Photoshop to manipulate and edit your own images in our **imac suites**.

Skills and Qualities Required for Success

Most importantly you need to have a keen interest in the media, be that film, music, the internet or photography to name but a few. You need to be keen to develop your interest and enjoyment of media communication in local and global contexts.

You need to be willing to form your own opinions and become a critical reader of the media by investigating and researching topics independently. The ability to manage your own time and work to deadlines in this subject is a must, just as it is in the media industry. Independent effort is of utmost importance, especially when producing your own media product, as are good teamwork skills as you will work with others when creating your own media productions.

Futures

GCSE Media studies can lead onto A Level Media studies, BTEC Level 3, Media courses. It also complements other creative subjects as well as areas such as Sociology. Possible routes into employment may involve roles in the creative media industry such as filming, radio broadcasting, production roles, advertising, photography, game designs, amongst many other roles that involve interacting with others and using new media technologies.

GCSE MUSIC

Exam Board & Code: Edexcel 1MU0

Form of Assessment - Exams and coursework

Component 1: *Performing Music* - 30%

- Performance 1: Solo Performance
- Performance 2: Ensemble (group) Performance

Component 2: *Composing Music* - 30%

- Composition 1: Composition to a brief
- Composition 2: Free composition (students choose their own style and instrumentation)

Component 3: *Appraising Music* - 40%

- Listening to, commenting upon and answering questions about musical extracts (8 set works & unfamiliar music)

Course content

The Edexcel GCSE Music course has been designed to give all students the opportunity to develop their knowledge, understanding and skills of music whatever their previous experience. In doing so students are able to enjoy and appreciate the benefits of being involved in performing, composing and understanding music.

There are four areas of study, and students will study two set works from each one:

- Instrumental Music 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusions

Skills and Qualities Required for Success

Students should play a musical instrument (this includes the voice) that can be used for performances in both solo and ensemble performances.

A genuine passion for this subject is essential. This course is an opportunity to take creative risks, experience on-stage performances and explore independent thinking and group work in a close-knit setting.

Futures

This GCSE Music course provides a solid foundation for AS and A Level as well as preparation for a music related career. Even if music is not a career path, universities prefer students who are well rounded and have skills outside of the chosen subject – GCSE Music demonstrates this well. Aside from this, GCSE Music equips students with the skills that are preferable to employers such as teamwork, communication, presenting skills, confidence, perseverance and problem solving.

Further relevant information

Students must be committed to progressing on their instrument/voice by attending weekly instrumental/vocal lessons and independently practicing regularly. Students can access a full programme of instrument tuition in school. Financial support may be available to support this.

Attendance at one extra-curricular activity during the course (per week) is compulsory as this supports performance and musical growth.

GCSE PHYSICAL EDUCATION

Examination Board and Syllabus

Edexcel GCSE in Physical Education

Form of Assessment & Course Content Theory 60%

This is externally assessed through two written examination papers these include multiple-choice questions, short-answer, and longer-answer questions.

Component 1 - Fitness and Body Systems - 36% Exam 1 hour 45 minutes

Topics include:

Applied anatomy and physiology - bodies systems Movement analysis

Physical training Use of data

Component 2 – Health and Performance - 24% Exam 1 hour 15 minutes

Topics include:

Health, fitness and well-being Sport psychology

Socio-cultural influences Use of data

Practical 40%

Component 3 - Practical Performance – 30%

All students must complete three practical activities one of which must be an individual activity and one must be a team activity with the third activity being either an individual or team activity.

Component 4 – Personal Exercise Programme – 10%

Students will be required to plan, carry out and evaluate their own personal exercise programme. This must be done on one of the three activities from component 3.

Examinations and Coursework dates

Final Practical Examination – Date to be set between March – May 2027 Final Theory Exams x 2 - May 2027 (60% of Final Mark)

NEA – Personal Exercise Programme – Due to be completed in the summer July 2026.

Students can offer off site activities if participating to a high standard. A full list of activities is available on the Edexcel website.

Entry Requirements to GCSE Physical Education

GCSE Physical Education is a very challenging GCSE course requiring very specific skills and abilities. For this reason, we insist on a separate process for access to the qualification. Entry to this course is restricted to those students who have performed at the highest level in Physical Education throughout Key Stage 3 as a performer.

In order to be accepted on to the course you must have:

- An exemplary record of attendance and kit in PE lessons
- Evidence of extra-curricular activity both in and outside of school – must already be undertaking extra-curricular clubs in at least **TWO** activities and regularly participating in an activity outside of school from the examination boards recognised list of activities.
- Genuine ability in **THREE** different practical areas
- High FS Level 4 in English and Science

Some students may need a further consultation with the subject leader for PE and a member of SLT before being accepted on to the course.

Skills and Qualities Required for Success

Students taking GCSE Physical Education will be required to work independently, in pairs and also in teams in the practical elements of the course. **They will also be expected to attend extra-curricular clubs.** In theory lessons students will be required to make notes, complete presentations and research projects and produce and perform a six-week personal exercise programme.

Post 16 opportunities and possible career pathways/opportunities

As well as ideal preparation for the A Level Physical Education course, PE allows for progression to related vocational qualifications, such as BTEC, Firsts and Nationals in Sport or Sport and Exercise Sciences.

This course can lead on to other opportunities in: physiotherapy, nutrition, analysis of sporting performance, recreational management, leisure activities, the fitness industry, coaching and officiating.

BTEC TECH AWARD IN SPORT

Examination Board and Syllabus

Edexcel – Level 2

Course Content

Component 1 - Preparing participants to take part in sport and physical activity.

During classroom lessons, students will explore the different types and provision of sport and physical activity available for different types of participants. They will identify the barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity.

They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity. During practical lessons, students will be tasked with planning and delivering a sporting warm up to their peers. This will reinforce the work covered in class and computer rooms.

Component 2 - Taking part and improving other participants.

Students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance. During practical lessons, students will be tasked with planning and delivering both a sporting warm up and main activity to their peers. This will reinforce the work covered in class and computer rooms.

Component 3 - Developing fitness to improve other participants performance in sport and physical activity.

This component is externally assessed, it is worth 60 marks and is a 90- minute exam.

Form of Assessment

The course will be assessed through the following methods:

- A written exam
- Typed Coursework
- Practical performances (both delivering a sport session and performing sporting skills)

Skills and Qualities Required for Success

- Evidence of attendance at one extra-curricular per week, either at lunch times or after school.
- A keen interest in all areas of sport, not just practical lessons
- Competence in the use of computers
- A keen interest in how the body copes with sporting activities
- Ability to independently deliver sessions to peers
- Ability to work independently on a task over several lessons
- Willingness to deliver leadership sessions such as warm ups and lessons to peers
- Bringing your PE kit to every practical lesson.

Post 16 opportunities and possible career pathways/opportunities

BTEC Sport allows for progression to related vocational qualifications, such as BTEC, Firsts and Nationals in Sport or Sport and Exercise Sciences.

This course can lead on to other opportunities in: physiotherapy, nutrition, analysis of sporting performance, sports science, sports psychology, sports rehabilitation, sports massage, journalism, teaching/ lecturing, recreational management, leisure activities, the fitness industry, strength and conditioning, biomechanics, physiology, coaching and officiating.

Please note that there will only be ONE practical sports lesson a week which will vary from fitness testing to analysing practical performance – you will not be playing a sport every lesson.

GCSE PHOTOGRAPHY

Examination Board and Code

AQA 8206

Form of Assessment

Component 1: Portfolio (coursework): 60%

Component 2: Externally Set Assignment: 40%

Course Content

The course is divided into two main parts: **Portfolio** and **Externally Set Assignment**. Both aspects must satisfy the following four assessment objectives:

1. Develop ideas through investigations, demonstrating critical understanding of sources: this is the work of artists, photographers and other sources.
2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
3. Record ideas, observations and insights relevant to intentions as work progresses. Written annotation is an integral aspect of the creative process.
4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Students are expected show evidence of written annotation and drawing in both Component 1 and Component 2.

Portfolio (60%): Throughout Year 10 and 11, students work on two projects which are both submitted as Component 1, the Portfolio. This must consist of a sustained project (including preparatory work, development of ideas and processes and final pieces) which will be started in the second half of Year 10 and the first project which starts in September of Year 10.

Students will have the opportunity to produce work from a variety of starting points for the second main project. They will investigate the work of photographers and fine artists as well as art and photography from different times and cultures. Students will explore a range of techniques and processes including both traditional and new technologies. The course will predominately focus on digital lens-based media where students will explore ICT when manipulating and developing their photographs with the use of Adobe Photoshop. As well as working digitally, students are required to evidence drawing skills, this may include light drawing, composition designs and physically or digitally manipulating images.

Externally Set Assignment (40%): In January of Year 11 students are given an **Externally Set Assignment**. Here they receive an AQA paper containing a range of starting points from which they must select one and independently produce a unit of work. During this time, they are given general guidance on how to work through this task. They have approximately nine weeks to develop supporting preparation work before they sit a ten-hour practical session (split over two days) to create a final piece(s). Students may take all photographs prior to the practical session to allow time during the session to manipulate their photographs and produce a final piece(s).

The preparatory work is marked alongside the final piece(s) and contributes 40% towards the final GCSE grade.

Skills and qualities required for success

This course offers students the opportunity to explore the technical and creative aspects of Photography. They will explore the digital camera and develop skills in a range of techniques and processes. Creativity will be encouraged throughout the course and students will be encouraged to work collaboratively as well as alone to create a range of innovative pieces.

This course is aimed at enthusiastic students with an adventurous and enquiring approach to art and design, who wish to learn new skills as well as develop those acquired at Key Stage 3. It is best suited for those who have a particular interest or ability in art and design and/or photography and wish to improve their creative thinking and problem-solving skills further. Students will need to take the initiative in decision making and be able to research projects in their own time, so a firm sense of commitment to the subject is essential, whilst also being highly self-motivated.

Students must also be prepared to attend lunch and twilight sessions.

Futures

The career opportunities available in the art/ photography world are vast and diverse as are the routes which students who wish to pursue their art and design/ photography education can take; from A Levels, to BTEC National courses specialising in specific areas such as, Fashion and Clothing and Photography.

Courses such as these can then lead onto Higher Education courses and careers in architecture, fine art, animation and illustration, media, jewellery design, fashion, education, graphic design, furniture design, photography and film to name but a few.

Alternatively, if a student would rather enter the work place post 16, then there are many careers in the creative industries that would welcome a GCSE in Photography, some of which provide further learning opportunities within them, for example a Modern Apprenticeship.

Additional Requirements

Although digital SLR cameras are provided by the school for use in the Art Department, it is advisable but not essential to have a digital camera to use at home for extended practice although the cameras in current mobile phones are now excellent and students can use these. It is also advisable that students purchase an SD card for use in either their own or the school cameras which should be no smaller than 16GB so can fit multiple shoots onto it.

GCSE RS AND PHILOSOPHY

Examination Board and Code

AQA 8062A

Specification

GCSE Religious Studies A

Form of Assessment

100% of the course assessment will be via two external written examinations. All assessment is linear, with both exams taking place at the end of Year 11.

Paper 1:

- Written exam: 1 hour 45 minutes
- 96 marks (plus 3 marks for spelling, punctuation, grammar and specialist terminology)
- 50% of GCSE

Paper 2:

- Written exam: 1 hour 45 minutes
- 96 marks (plus 3 marks for spelling, punctuation, grammar and specialist terminology)
- 50% of GCSE

Course content

Students will complete two components of study over the two-year course.

Component one (Paper 1) will be a study of the religious beliefs, teachings and practices of two major world religions: Christianity and Islam. Component two will involve the study of four Philosophical and Ethical themes.

Paper 1: The study of religion: beliefs, teaching and practices Paper 2:

Philosophical Thematic Studies

Skills and qualities required for success:

- A genuine interest in Religion and Philosophy and how it influences people's lives
- An awareness of differing viewpoints
- A good standard of spelling, punctuation and grammar
- The ability to be well organised and to meet deadlines for PP&R
- A willingness to think deeply about key questions
- A willingness to listen to others and respect their opinions
- The ability to use evidence from various sources to express and evaluate personal responses
- The ability to analyse different ideas and viewpoints and being willing to justify your point of view
- The ability to debate respectfully
- A willingness to share your personal opinions and defend your choices
- A willingness to build relationships with your peers and gain valuable skills for your future.

Futures:

A GCSE in RS and Philosophy is a highly valued qualification. Colleges, universities and employers recognise and value Religion and Philosophy as an academically challenging and rigorous subject which provides students with vital transferable skills and above all else a knowledge and understanding of issues of relevance to all people across society.

RS and Philosophy provides:

Progression onto further study including A Level studies in Religious Studies and Philosophy and other subjects including: History, Geography, English, Law, Psychology, Ethics, Theology, Sociology and Politics.

Careers which favour an RS and Philosophy qualification include: teaching, academia, the police service, nursing, medicine, law, journalism, social work, the armed forces and many more.

GCSE RS and Philosophy enables students to:

- Adopt an enquiring, critical and reflective approach to the study of Philosophy, Ethics and Religion
- Explore religions and beliefs, reflect on fundamental questions, and engage with them intellectually and respond personally
- Enhance their spiritual and moral development, and contribute to their health and well being
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion
- Develop their interest in, and enthusiasm for, the study of RS and Philosophy, and relate it to the wider world
- Reflect on and develop their own values, opinions and attitudes in light of their learning
- Assess current world issues critically and fairly

RS and Philosophy gives you the chance to be yourself, explore your personal beliefs and to spend time with like-minded students.

GCSE SEPARATE SCIENCES

Examination Board and Syllabus

AQA - GCSE Biology (Triple)

AQA - GCSE Chemistry (Triple)

AQA - GCSE Physics (Triple)

Form of Assessment

This course provides three separate GCSE qualifications (it is NOT possible to take them individually).

2 x 1hr 45minute exams for Biology, Chemistry and Physics (6 exams in total at the end of year 11)

100% exams. Including multiple choice, structured, closed short answer and open response questions.

Course Content

The specifications are divided into topics which each cover different key areas of Biology, Chemistry and Physics. Practical skills are developed throughout the courses and assessed in the written papers.

GCSE Biology	GCSE Chemistry	GCSE Physics
B1 Cell biology B2 Organisation B3 Infection and response B4 Bioenergetics	C1 Atomic structure and the periodic table C2 Bonding, structure, and the properties of matter C3 Quantitative chemistry C4 Chemical changes C5 Energy changes	P1 Energy P2 Electricity P3 Particle model of matter P4 Atomic structure
B5 Homeostasis and response B6 Inheritance, variation and evolution 5. B7 Ecology	C6 The rate and extent of chemical change C7 Organic chemistry C8 Chemical analysis C9 Chemistry of the atmosphere C10 Using resources	P5 Forces P6 Waves P7 Electricity and Magnetism P8 Space Physics

Skills and Qualities required for success

The GCSEs in Separate Sciences encourage students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It encourages learners to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how Science works.

Futures

Although not essential, the Separate Sciences course is highly recommended for those students considering choosing Sciences at A Level. The course provides an excellent grounding for A Levels in a broad range of subjects (especially in the Sciences) as well as other Further Education courses.

Additional requirements

All Year 9 students will sit a spring assessment in class. This assessment, alongside other pieces of evidence provided by teaching staff, will be used to inform parents and students about their suitability for the course.