



EDWARD PEAKE OPTIONS BOOKLET

'LIVE, LOVE, LEARN'

"I WILL INSTRUCT YOU AND TEACH YOU IN THE WAY YOU SHOULD GO;
I WILL COUNSEL YOU WITH MY LOVING EYE ON YOU."

PSALM 32:8

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CONTINUING YOUR EDUCATION

Dear Students,

This is an exciting time in your education and Edward Peake's future. This booklet will give you information on the different subjects that you can study at GCSE. Where previously you have had a wide range of subjects, in key stage 4 you start to focus in on different areas of skills, knowledge and interest.

You will need to follow the core curriculum which is compulsory for all students in schools in England. To help you develop a broad range of skills, we suggest that you choose one humanities and one creative subject as well but you will be free to choose three subjects that you wish to take for your options.

We have a broad and balanced range of subjects for you to choose from and will continue to work closely with you to provide individual support and guidance as you embark on your Key Stage 4 curriculum.

Elsewhere in the booklet you will find a guide on how to choose your options and the timeline for making these choices.

Please be aware that we will do our best to give allow everyone to study the courses they have chosen but we need to have enough pupils in each course for this to happen. If for any reason we are unable to run a course you wanted to take, we will speak to you to explain what will happen next.

WHAT IS A GCSE?

GCSE stands for the General Certificate in Secondary Education. It is a qualification that is recognised and valued by schools, colleges, universities and employers alike. The qualification involves studying the theory of a subject, combined with some investigation work and, in some subjects, might also involve practical work.

THE GCSE GRADING SYSTEM

The GCSE grading system runs from 1-9, with 1 being the lowest grade and 9 being the highest. The system allows for more differentiation amongst the higher grades than the previous letter system.

Grading system	Previous grading system
9 8 7	A*
6 5 (strong pass) 4 (standard pass)	A
3 2 1	B
	C
	D
	E
	F
	G
U	U

OTHER QUALIFICATIONS

Not all subjects studied in key stage 4 are at GCSE level. There are a number of other qualifications available. The different types of qualifications are explained in more detail below.

BTECS AND OCR CAMBRIDGE NATIONALS

BTECs and OCR Cambridge Nationals are vocational qualifications designed to give students the skills they need to move on to higher education or to go straight into employment.

By applying learning to real-life situations, these qualifications offer a more practical approach than traditional courses.

Students have to undertake a number of units for which they present evidence based on real-life work and studies. This allows them to demonstrate their skills and knowledge in practical situations. If you think you would succeed better working in this way, the BTEC or OCR Cambridge National route may be the one to investigate.

FUNCTIONAL SKILLS

Functional Skills focus on providing you with the practical knowledge necessary for English and Maths. They are an excellent alternative to GCSEs, as they are considered equivalent to a grade 4 or C. Numerous organisations in the UK, such as universities, employers, and apprenticeship providers, accept Functional Skills as a valid substitute for GCSEs. A significant advantage is that you can take these assessments whenever you wish throughout the year, unlike GCSEs, which restrict you to limited resit opportunities.

ENTRY LEVEL QUALIFICATIONS

At key stage 4 there are two levels of qualifications that can be taken- level 1 and level 2.

Level 1 qualifications are equivalent to grades 1-3 art GCSE and Level 2 qualifications are equivalent to grades 4-9, depending on the grade achieved.

Entry level qualifications can help you build skills, increase your knowledge and boost your confidence. They are known as 'certificates' or 'awards', and are open to anyone interested in gaining a recognised qualification. There are no entry requirements.

There are over 100 Entry Level Certificates currently available. These include:

- English, science and maths and other traditional subjects
- literacy, numeracy, life skills and other skills
- vocational subjects and general skills

THE CORE CURRICULUM

The Key Stage 4 curriculum is split into two parts: the core curriculum and the options curriculum.

The core curriculum is determined by the subject areas that must be delivered to all students. The options curriculum is where students are able to make some choices about the subjects they wish to study.

Most students will complete a minimum of nine GCSEs: **six** from the **core** curriculum and a further **three** from the **options** curriculum.

Subject	How many GCSEs?
Maths	1
English Language and English Literature	2
Religious Studies	1
Science	2/3 depending on course taken
Life Skills	None
PE	None

GCSE ENGLISH LANGUAGE

Key knowledge and skills for this subject:

Reading

Critical reading and interpretation
Summary and synthesis
Evaluation of a writer's choice of vocabulary
Comparing texts

Writing

Producing clear and coherent text; writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, argue, give and respond to information.

Writing for impact

Selecting, organising and emphasising facts, ideas and key points.
Citing evidence and quotation effectively and pertinently to support views.

Spoken Language

Presenting information and ideas; responding to and using spoken Standard English

Course title:	English Language
Grading:	9-1
Assessment method:	Formal examination Coursework
Exam board:	Edexcel

Assessment:

Two written exams; both 1 hour 45 minutes long.

The first exam is focused on creative writing and the second is focused on non-fiction and writers' viewpoints and perspectives.

Candidates will have to respond to reading tasks and write a response to a stimulus for both papers.

There is a Spoken Language Unit to complete – this is a recorded coursework piece.

Additional information:

Whilst spoken language is a compulsory part of the course, it does not form part of the final grading; it is added as an endorsement to the final grade.

To which carers and future education opportunities can this qualification lead?

A good qualification in English opens up the post-16 curriculum. Many post-16 subjects require GCSE English language grade 4 as a minimum entry requirement.

The ability to critically analyse language is useful in Humanities where you will need to critically analyse sources or information, while understanding the correct construction of syntax and grammar is useful to supplement studies in Modern Foreign Languages.

The ability to communicate effectively can lead to careers in: journalism, public relations, speech writing, copy writing, presenting, broadcasting, reporting, sub editing, proof reading, publishing, blogging, teaching, lexicography, politics and civil service. The possibilities are endless.

Subject leader: L Wells

GCSE ENGLISH LITERATURE

Key knowledge and skills for this subject:

To succeed in this course, students will read a range of texts with understanding. They will need to comment on the choices writers make and be able to compare texts.

They will also need to be able to write clear, concise and analytical English.

The qualification aims to ensure students develop culturally and acquire knowledge of the best that has been thought and written.

Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Students will study a Shakespeare play, an anthology of poetry based around a theme, a modern text (such as a novel or play) and a 19th-century novel.

Course title:	English Literature
Grading:	9-1
Assessment method:	Formal examination
Exam board:	Edexcel

Assessment:

There are two examinations:

Component 1:

- Modern Play
- Shakespeare

Component 2:

- 19th Century novel
- Anthology of poetry

Additional information:

Currently, the texts to be studied are: An Inspector Calls by JB Priestly, A Christmas Carol by Charles Dickens and Macbeth by William Shakespeare. These text choices may change in the future.

To which careers and future education opportunities can this qualification lead?

Publishing, editing, journalism, bookselling, public relations, teaching, lecturing, criticism, librarian, marketing, administration, research, script writing, website editing, proof reading, archivist, theatre manager, acting and further study.

Subject leader: L Wells

GCSE MATHEMATICS

Key knowledge and skills for this subject:

Mathematics at key stage 4 is a continuation of key stage 2 and 3 and follows the National Curriculum. A summary of the content is as follows:

- Number
- Algebra
- Ratio, Proportion and Rates of Change.
- Geometry and Measures
- Probability
- Statistics

The calculation and problem-solving skills learned at key stage 2 and 3 will continue to be relevant and will form the basis of learning at key stage 4.

The key difference is that more formal methods of representation will be developed during key stage 4; this is in the use of diagrams and in algebraic language.

Course title:

GCSE Mathematics (Higher and Foundation levels)

Grading:

9-1

Assessment method

Written examination

Exam board:

Edexcel

Assessment:

Paper 1: Non-calculator

Paper 2: Calculator

Paper 3: Calculator

Each paper lasts 90 minutes and counts for 33.33% of the total exam.

Additional information:

The aim is to help students achieve appropriate and necessary maths skills for life and give them the understanding to progress successfully should they wish to pursue higher studies.

To which carers and future education opportunities can this qualification lead?

With this qualification, students may progress either directly to employment, an apprenticeship or to continue studying for an Advanced Level qualification.

A pass (Grade 4 or above) at GCSE Mathematics is considered an entry level requirement for most post-16 study and entry level jobs and apprenticeships.

Subject leader: N Harris

CORE PE

Key knowledge and skills for this subject:

Our high-quality physical education curriculum Aims to inspire all students to succeed and excel in physically-demanding activities, competitive sport and more. Our vision is to educate our students of the benefits of leading a physically, mentally and socially enriched life. We embed values such as fairness and respect, while developing leadership and role model qualities.

Our students are provided with opportunities to become positive role models through our sports leader's programme which enables them to learn how to effectively communicate, lead and manage team activities events and competitions.

Our students will tackle complex and demanding physical activities while demonstrating our school values. They will get involved in a range of activities that develops their personal growth in fitness, mental health and social skills while promoting an active, healthy lifestyle. At Edward Peake we hope to instil a lifelong passion for physical activity.

Students will be taught to:

- Develop their technique and improve their performance in other competitive sports.
- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.
- Develop their understanding of the physical benefits to their bodies for being physically active.
- Develop and understand the workings of the brain that will help with mental coping strategies that will improve or sustain a good mental health balance.
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.
- Continue to take part regularly physical activity.

Course title:	Core PE
Grading:	N/A
Assessment method	N/A
Exam board:	N/A

Assessment:

There is no Formal Assessment for PE. Although we do use monitoring and progress tools and look at our students holistically. Students will have a focus for the year and progress will take these into consideration.

Year 7- How to complete a skill

Year 8- Decision making within a sport or activity

Year 9- Sports Leadership

Additional information:

Sporting Activities that Edward Peake will be able to offer: Football, Netball, Rugby, Cricket, Rounders, Gymnastics, Trampoline, Athletics, Basketball, Badminton, Tennis, Outdoor Adventurous Activities, Handball, Dodgeball and more! We will be receptive to the students and use them to help shape our KS4 Core Physical Education Curriculum.

Students may have the opportunity to represent their school at different sports/activities. In addition to this, students will have the opportunity to attend extra-curricular clubs with the possibility of attending facilities within the local area. These opportunities promote healthy, active lifestyles.

To which carers and future education opportunities can this qualification lead?

Future educational opportunities include PE at A Level, as preparation for entry to higher education in a range of subjects. Leading on in to potential careers associated with this qualification in Sport Science, Physiotherapist, Nutritionist, Doctor, Professional Sports person, Sports Coach or PE teacher, Sports Consultant, Personal Trainer, Armed Forces.

Subject leader: K Goodwin

LIFE SKILLS

Key knowledge and skills for this subject:

Life Skills equips students with essential skills for life so that they can stay safe and healthy, including online. Students have the knowledge and skills to build and maintain healthy relationships and are able to assess risk and make safe and informed decisions now and in the future. Students are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They can apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Students develop the skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Life Skills also covers the key areas of careers education

The Life Skills curriculum has three core concepts threaded throughout. These are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

To which carers and future education opportunities can this qualification lead?

Teacher, careers guidance, counselling, caring careers, therapist, psychiatrist, psychologist, social worker.

Life Skills also equips pupils with a range of skills to support their in future education, training and employment.

Course title:	Life Skills
Grading:	N/A
Assessment method	See below
Exam board:	N/A

Assessment:

It is important for Life Skills to be assessed to allow students to have the opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attributes, skills, attitudes, achievements and influences. It also allows teachers to identify future learning needs. It is, however, difficult for teachers to accurately assess a student's self-confidence or sense of their own identity and values. Therefore, students will be able to judge themselves whether they feel more confident, or have a firmer sense of their own beliefs and opinions.

It would be inappropriate for assessment in Life Skills to be about grades, therefore ipsative assessment is the most meaningful. Ipsative assessment compares where a student is at the end of the lesson or series of lessons against where they were before the lesson(s). The benchmark against which student progress is measured is the pupil's own starting point. The lesson (or lessons) is then taught and at the end of the 'piece of learning', progress is measured from the starting point. Ipsative assessment can take the form of questioning, discussion, mind mapping or a quiz.

Subject leader: K Corby

GCSE RELIGIOUS STUDIES

Key knowledge and skills for this subject:

The transferable skills developed by studying Religious Studies are actively sought by employers. These include the ability to:

- Understand how multi-faith, multicultural and secular societies function.
- Engage in debates in such a way that recognises the rights of others to hold different views, whilst still having the informed conviction to stand by your own.
- Communicate effectively in discussion and in extended writing.
- Construct well informed and reasoned arguments that can be justified.
- Use critical thinking skills to interrogate and question accepted norms and media output.

Religious Studies also centres on the issues of today and explores the differing philosophies in addressing these current issues. This course will allow you to develop your ability to apply knowledge, solve problems as well as developing your debating skills.

Course title:	GCSE Religious Studies
Grading:	9-1
Assessment method	Exam paper AO1 (50%) Exam paper AO2 (50%)
Exam board:	AQA

Assessment:

Component 1 – exploring Christianity. This course combines a study of Beliefs and Teachings, and of Practices. This takes up 25% of the course.

Component 2 – a second world religion from Buddhism, Hinduism, Islam, Judaism, Sikhism. The course combines a study of Beliefs and Teachings, and of Practices. This takes up 25% of the course. The two religions papers are both sat in the same exam session of one hour and 45 minutes.

Component 3 - Thematic Studies – Four Themes: B: Religion and Life; D: Religion, Peace and Conflict; E: Religion, Crime and Punishment; F: Religion, Human Rights and Justice. This takes up 50% of the course, and is assessed via one exam of one and three-quarter hours in length. Students may write from any religious perspective, but one specific question format (which is not used every year or in every Theme) demands a Christian perspective.

Each Component is broken down into sub-sections providing a coherency to the study.

To which carers and future education opportunities can this qualification lead?

Rewarding careers include work in operations, sales, police service, legal services, management in a range of professions, midwifery, social work- the list goes on.

A serving Police Officer said: "The Religious Studies skills I gained include tolerance and respect; important qualities in police work, and the critical thinking skills I learned allow me to consider different or conflicting views in an open minded and fair way".

Subject leader: A Groves

GCSE COMBINED SCIENCE

Key knowledge and skills for this subject:

Life and environmental sciences

- Building Blocks (atoms, cells, behaviour and transport on a small scale.)
- Transport over larger distances (systems and how they interact, plants and animals.)
- Interactions with the environment (the effects of factors in the environment on organisms, our choices and our health.)
- Explaining change (how organisms, species, and living and non-living systems have changed over time.)

Physical Sciences

- Building blocks for understanding (organising patterns, properties and analysis.)
- Interactions over small and large distances (atoms, molecules and larger structures.
- Looking at strong and weak forces between them and how they interact.)
- Movement and interactions (rates of change of motion of large and small objects and chemical changes.)
- Guiding spaceship Earth towards a sustainable future (resources of materials and energy.
- Key ideas

There are twenty one required practical labs that are completed during the course and questions relating to them are included in the written exams.

Course title:	GCSE Combined Science
Grading:	9-1
Assessment method	Written exam- a total of four exam papers
Exam board:	AQA

Assessment:

Four written exams, each of 100 marks, counting for 25% of total marks. (400 marks in total)
All exams are 1 hour 45 minutes.
Each exam paper will consist of a mixture of multiple choice, structured, closed short answer and open response questions.
<https://www.aqa.org.uk/subjects/science/gcse/combined-science-synergy-8465>

Additional information:

Following assessment and discussion students may choose Combined Double or Triple science. Combined Science is worth two GCSEs. The course has content from all three science disciplines and is roughly two thirds of the content of Triple GCSE Science.

To which careers and future education opportunities can this qualification lead?

Science GCSE can lead to a wide range of apprenticeships and further education course. These in turn can support a career in marine biology, forensic science, pharmacology, medicine, engineering, veterinary science and more.

Science graduates are also highly sought after for their logical problem-solving abilities and mathematical talents. Careers such as architecture, business and management and conservation all use scientific skills.

Subject leader: L Knight

GCSE TRIPLE SCIENCE

Key knowledge and skills for this subject:

Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
- Key ideas

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 changes
- Organic chemistry

Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Key ideas

There are twenty one required practical labs that are completed during the course and questions relating to them are included in the written exams.

Course title:	GCSE Triple Science
Grading:	9-1
Assessment method	Written exam- a total of four exam papers
Exam board:	AQA

Assessment:

Six exams, each worth 70 marks. 420 marks in total.

All exams are 1 hour 15 minutes.

Each exam paper will consist of a mixture of multiple choice, structured, closed short answer and open response questions.

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Additional information:

Following assessment and discussion students may choose Combined Double or Triple science. Combined Science is worth two GCSEs.

Triple Science is worth three GCSEs. The course has content from all three science disciplines.

To which careers and future education opportunities can this qualification lead?

Science GCSE can lead to a wide range of apprenticeships and further education course. These in turn can support a career in marine biology, forensic science, pharmacology, medicine, engineering, veterinary science and more.

Science graduates are also highly sought after for their logical problem-solving abilities and mathematical talents. Careers such as architecture, business and management and conservation all use scientific skills.

Subject leader: L Knight

GCSE ART AND DESIGN

Key knowledge and skills for this subject:

This qualification requires students to demonstrate the knowledge and understanding through practical application of skills to realise personal intentions relevant to their themes of study. Students will be required to know and understand:

Students will learn to:

- apply a creative approach to problem solving
- consider and develop original ideas from initiation to realisation
- analyse critically their own work and the work of others
- express individual thoughts and choices confidently
- take risks, experiment and learn from mistakes.

Course title:	Fine Art
Grading:	9-1
Assessment method	Portfolio and externally set assignment
Exam board:	Pearson Edexcel

Assessment:

Component 1: Personal Portfolio (60%) 72 marks (18 marks for each of the four Assessment Objectives)

Component 2: Externally Set Assignment (Exam) (40%) 72 marks (18 marks for each of the four Assessment Objectives)

Additional information:

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, art and design or photography are great choices. The course is demanding and there is a written element so be prepared for research and analysing.

To which carers and future education opportunities can this qualification lead?

The path of Creative Arts can lead you into a wide range of opportunities, these can be roles such as architect, fine artist, sculptor or gallery assistant, design, teacher, visual merchandiser, graphic designer, interior design, fashion, beauty, stage design, branding, art therapist, illustration, animation, computer design, special effects, tattoo artist, advertising, furniture design, game design, gallery operative and many more.

Subject leader: L Bell

GCSE COMPUTER SCIENCE

Key knowledge and skills for this subject:

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Ethical, legal and environmental impacts
- of digital technology on wider society, including issues of privacy

During these units you will be required to demonstrate: computational thinking, code tracing, problem solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

This unit includes live coding in the IDE for your exam unlike other exam boards which require you to hand write your code rather than work in a practical manner. This is truly a 21st Century qualification aimed at assessing Computer Science skills in the same way you will work with them in future careers.

Course title:

Computer Science

Grading:

9-1

Assessment method:

Exam (written and live coding)

Exam board:

Edexcel

Assessment:

2 Exams

Paper 1: Principles of Computer Science

Written examination: 1 hour and 30 minutes (50% of the qualification. 75 marks)

Topic 1: Computational thinking; Topic 2: Data; Topic 3: Computers (computer systems and characteristics of programming languages); Topic 4: Networks and network security; Topic 5: The impact of computing

Paper 2: Application of Computational Thinking.

LIVE ON SCREEN EXAM: 2 hours (50% of the qualification. 75 marks). This paper will assess Topic 6: Problem solving with programming
The main foci are: understanding what algorithms are, what they are used for and how they work in relation to creating programs; how to decompose and analyse problems; ability to read, write, refine and evaluate programs.

To which carers and future education opportunities can this qualification lead?

Application Analyst, Applications Developer, Cyber Security Analyst, Data Analyst, Forensic Computer Analyst, Game Designer, Games Developer, Machine Learning Engineer, Penetration Tester, Software Engineer, Systems Analyst, Web Designer, Web Developer Your skills would also be useful as a: Business Analyst, IT Sales Professional, IT Trainer Nanotechnologist, Network Engineer.

Subject leader: C Sherman

VOCATIONAL AWARD IN ICT

Key knowledge and skills for this subject:

Topics:

- 1.1 How IT can be used to fulfil the needs of organisations and individuals
- 1.2 How data and information is used and transferred
- 1.3 Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity
- 2.1 Planning, creating, modifying and using databases
- 2.2 Planning, creating, modifying and using spreadsheets
- 2.3 Planning, creating and modifying an automated document
- 2.4 Planning, creating, manipulating and storing images

Technical awards are primarily designed for learners aged 14-16 and offer an experience that focuses on applied learning, i.e., acquiring and applying knowledge, skills and understanding through purposeful tasks or contexts that have many of the characteristics of real work.

Although there are no formal entry requirements, learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, aptitude for working with computers and motivation to work independently.

Course title:	WJEC Level 1/2 Vocational Award in ICT (Technical Award)
Grading:	D2, M2, P2, D, M, P
Assessment method:	On screen examination and controlled assessment coursework
Exam board:	Edexcel

Assessment:

Unit 1: ICT in society

On screen examination: 1 hour and 20 minutes (40% of the qualification.)

- Unit 1 explores the wide range of uses of hardware, application and specialist software in society. Learners investigate IT is used in a range of contexts, including business and organisations, education and home use of information technology

Unit 2: ICT in Context

Controlled assessment (Extended project work): 40 hours (60% of the qualification.)

- Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings

To which carers and future education opportunities can this qualification lead?

IT support technician; Network engineer; Database administrator; Business analyst; Systems analyst; IT security coordinator; IT project management, Other entry-level IT jobs include: Web developer, System administrator, Site reliability engineer, and Cloud engineer.

A vocational qualification could be the first step towards these careers.

Subject leader: C Sherman

GCSE DESIGN AND TECHNOLOGY- TEXTILES

Key knowledge and skills for this subject:

GCSE Design and Technology places a great emphasis on academic knowledge and understanding alongside applying iterative design processes. Students will use their knowledge, creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

In order to make effective design choices students will need a breadth of technical knowledge and understanding that consists of:

- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing mechanical devices
- Materials and their working properties.

Students will develop knowledge of papers and boards, polymers, systems, textiles and timbers. They will then develop a more in-depth knowledge and specialise their skills in working with textiles.

Course title:	GCSE Design and Technology- Textiles
Grading:	9-1
Assessment method	Written examination Non-examined assessment
Exam board:	Pearson Edexcel

Assessment:

50% - A written examination, section A covers the core content, section B covers timbers.

50% - A contextual challenge, testing students' skills in investigating, designing, making and evaluating a prototype of a product. This will be submitted as an electronic or written portfolio with photographic evidence of the final product.

Additional information:

This GCSE can not be taken alongside GCSE Design and Technology – Timbers.

To which carers and future education opportunities can this qualification lead?

GCSE Design Technology can lead to a number of routes in further education, A level Design and Technology specialising in engineering, fashion and textiles or product design, technical and applied vocational qualifications and apprenticeships in areas such as design, engineering, manufacturing, construction, computing, building, fashion and textiles. These can all lead to further qualifications either at degree level or further apprenticeships or a career in design, manufacturing or engineering.

Subject leader: J Ashby

GCSE DESIGN AND TECHNOLOGY- TIMBERS

Key knowledge and skills for this subject:

GCSE Design and Technology places a great emphasis on academic knowledge and understanding alongside applying iterative design processes. Students will use their knowledge, creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

In order to make effective design choices students will need a breadth of technical knowledge and understanding that consists of:

- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing mechanical devices
- Materials and their working properties.

Students will develop knowledge of papers and boards, polymers, systems, textiles and timbers. They will then develop a more in-depth knowledge and specialise their skills in working with textiles.

Course title:	GCSE Design and Technology- Timbers
Grading:	9-1
Assessment method	Written examination Non-examined assessment
Exam board:	Pearson Edexcel

Assessment:

50% - A written examination, section A covers the core content, section B covers timbers.

50% - A contextual challenge, testing students' skills in investigating, designing, making and evaluating a prototype of a product. This will be submitted as an electronic or written portfolio with photographic evidence of the final product.

Additional information:

This GCSE can not be taken alongside GCSE Design and Technology – Textiles.

To which carers and future education opportunities can this qualification lead?

GCSE Design Technology can lead to a number of routes in further education, A level Design and Technology specialising in engineering, fashion and textiles or product design, technical and applied vocational qualifications and apprenticeships in areas such as design, engineering, manufacturing, construction, computing, building, fashion and textiles. These can all lead to further qualifications either at degree level or further apprenticeships or a career in design, manufacturing or engineering.

Subject leader: J Ashby

GCSE FOOD PREPARATION AND NUTRITION

Key knowledge and skills for this subject:

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills along with academic knowledge to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. It focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Course title:	GCSE Food Preparation and Nutrition
Grading:	9-1
Assessment method	Written examination Non-examined assessment
Exam board:	AQA

Assessment:

50% - A written examination on the theoretical knowledge of food preparation and nutrition.

50% - Non-examined assessment (NEA):

- Task 1 Food investigation
 - Task 2 Food preparation assessment.
- These will be presented as written or electronic portfolios including photographic evidence of the investigation and three final dishes.

Additional information:

Students will need to bring ingredients throughout the two years to develop practical cooking skills.

To which carers and future education opportunities can this qualification lead?

GCSE Food Preparation and Nutrition can lead to a number of routes in further education, A level Food science and nutrition, Technical and applied vocational qualifications and apprenticeships in areas such as hospitality and catering and professional cookery and apprenticeships in areas such as food technologist, food and drink advanced engineer, commis chef, senior chef production cooking. These can all lead to further qualifications either at degree level or further apprenticeships or a career in food, nutrition or catering.

Subject leader: J Ashby

GCSE FRENCH

Key knowledge and skills for this subject:

As part of this course, students will cover a wide range of linguistic, societal and cultural aspects of France and French speaking countries, as well as international interests. Teaching will be topic based, vocabulary led alongside addressing grammatical requirements of GCSE languages. There are six thematic contexts:

- My personal world (family, friends, relationships and equality)
- Lifestyle and wellbeing (physical and mental wellbeing, food and drink, sports)
- My neighbourhood (places in town, shopping, the natural world and environmental issues)
- Media and Technology (music, TV, film, social media and gaming)
- Studying and my future (school and future opportunities)
- Travel and Tourism (transport, accommodation and tourist attractions)

There are four skill areas for this course:

- Listening (including dictation)
- Speaking (including reading aloud)
- Reading (including translation into English)
- Writing (including translation into French)

Course title:	GCSE French
Grading:	9-1
Assessment method	Exam
Exam board:	Pearson Edexcel

Assessment:

Examination based across three assessment objectives:

- AO1 Understand and respond to spoken language in speaking and in writing (35%)
- AO2 Understand and respond to written language in speaking and in writing (45%)
- AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification (20%)

Additional information:

People who speak other languages stand out as talented and adaptable. As a minimum, your life can be enriched by travelling abroad and learning about different cultures.

To which careers and future education opportunities can this qualification lead?

With this qualification, you may progress to study for A-Level qualifications. Learning a modern foreign language will give you a better chance of getting into a top university- some universities have a GCSE in a foreign language as part of their entry requirements. If you wish to work abroad, or for an international company (a number of which have bases in the local area), a second language is highly valued.

Careers associated with this qualification include: translating, interpreting, international business, tourism, media, STEM careers and teaching. With our global reach across countries, a second language is prized in many other careers as well.

Subject leader: C Mwamatandala

GCSE GEOGRAPHY

Key knowledge and skills for this subject:

- **Develop and extend their knowledge** of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (**know geographical material**).
- **Gain understanding of the interactions** between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (**think like a geographer**).
- **Develop and extend their competence** in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (**study like a geographer**).
- **Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts**, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (**applying geography**).

Course title:	GCSE Geography
Grading:	9-1
Assessment method	Exam
Exam board:	OCR B

Assessment:

Paper 1 Our Natural World – 70 marks, 1hr 15 minute written paper – 35% of GCSE

Paper 2 People and Society - 70 marks, 1hr 15 minute written paper – 35% of GCSE

Paper 3 Geographical Exploration)* - 60 marks, 1hr 30 minute paper – 30% of GCSE

*Includes synoptic assessment

Additional information:

There will be two fieldwork courses:
Physical fieldwork and Human fieldwork

To which carers and future education opportunities can this qualification lead?

OCR B Geography can take you into a wide range of careers from journalism, to banking, to travel and tourism or even environmental agency and government positions.

The programme prepares your child for future A-levels in Geography with thanks to its broad range of content and skills.

Subject leader: M Duffy

GCSE HISTORY

Key knowledge and skills for this subject:

- **develop and extend their knowledge and understanding** of specified key events, periods and societies in **local, British, and wider world history**; and of the wide diversity of human experience
- **engage in historical enquiry** to develop as **independent learners and as critical and reflective thinkers**
- develop the ability to ask relevant questions about the past, **to investigate issues critically** and to **make valid historical claims** by using a range of sources in their historical context
- **develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them**
- **organise and communicate their historical knowledge** and understanding in different ways and **reach substantiated conclusions.**

Course title:	GCSE History
Grading:	9-1
Assessment method	Exam
Exam board:	Edexcel

Assessment:

Paper 1: Thematic study and historic environment - 52 marks, 1hr 15 minute written paper – 30% of GCSE

Paper 2: Period study and British depth study – 64 marks, 1hr 45 minute written paper – 40% of GCSE

Paper 3: Modern depth study – 52 marks, 1hr 30 minute written paper – 30% of GCSE

Additional information:

History is a constantly evolving subject as new research leads to new viewpoints and us having to reevaluate our beliefs and understanding of the past.

To which carers and future education opportunities can this qualification lead?

Edexcel History can take you into a wide range of careers from journalism, to researcher, to archaeologist, to the civil service and politics, and even law.

The programme prepares your child for future A-levels in History with thanks to its broad range of content and skills.

Subject leader: M Duffy

GCSE MUSIC

Key knowledge and skills for this subject:

There are three elements of study:
Performing, Composing and Appraising

Performing: Students must be able to play (or sing) as a soloist and as part of an ensemble for a total of 4 minutes. Students will need to demonstrate fluency, control and musicality whilst performing.

Composing: Students will compose 2 pieces – one from a given idea and one of their own choice. Compositions may be completed using music software (e.g. Sibelius). Students will need to show that they understand how to structure their work and an understanding of music technologies.

Appraising: Students will study set works from a range of genres and historical periods. They should recognise a range of genres and styles and develop an awareness of music chronology. Current works include 'Killer Queen' by Queen, 'Defying Gravity' from 'Wicked' and music from 'Star Wars'.

Course title:	GCSE Music
Grading:	9-1
Assessment method	Coursework and Exam-written and practical
Exam board:	Eduqas

Assessment:

Performing (30%) and Composing (30%) elements will be assessed in school and then moderated externally.

Appraising (40%) will be a written paper marked externally.

Additional information:

Students studying Music for GCSE will be required to participate in at least one school music group to develop their ensemble, sightreading and performance skills.

To which carers and future education opportunities can this qualification lead?

Musician, music critic/journalist, music teacher, composer, composer for adverts or gaming, therapist, technician.

Music GCSE could lead directly to studying Music A-level, but would also aid in accessing any performing arts qualification. Music would also compliment and aid in the understanding of art, history or a language GCSE or A-level.

Subject leader: M Hill

GCSE ART AND DESIGN: PHOTOGRAPHY

Key knowledge and skills for this subject:

There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in Photography.

The course is demanding and there is a written element so be prepared for research and analysing!

Students will learn to:

- use the camera and its functions, including
- depth of field, shutter speed, focal points and
- viewpoints.
- the use of formal elements to communicate a
- variety of approaches
- the application of observational skills to record from sources and communicate ideas the effects and creative potential of combining and manipulating different two dimensional and three-dimensional materials and media
- the use of digital and/or non-digital applications.

Course title:	GCSE Photography
Grading:	9-1
Assessment method	Portfolio and externally set assignment
Exam board:	Pearson Edexcel

Assessment:

Component 1: Personal Portfolio (60%) 72 marks (18 marks for each of the four Assessment Objectives)

Component 2: Externally Set Assignment (Exam) (40%) 72 marks (18 marks for each of the four Assessment Objectives)

N/B: Externally set exam (AO4) will be a 10 hour exam that is set over a period of time e.g. 5 hours one day, 5 another day.

Additional information:

Photography may be defined as the creative journey through the process of lens- and light based media. Students will need photo manipulation and graphic design skills, good communication skills in order to liaise with potential clients.

To which carers and future education opportunities can this qualification lead?

The photography industry is competitive, but those with the necessary skills and talent can find success. You need to be passionate about this industry and have a clear plan for the future if you want to work in it. Developing your photographic abilities takes time, effort, and a lot of practice.

Some careers related to photography could be commercial photographers, photojournalists, digital photo editors, videographers, and even educators.

Subject leader: L Bell

GCSE PHYSICAL EDUCATION

Key knowledge and skills for this subject:

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

Students will cover the following content within GCSE Physical Education:

1. Applied Anatomy and Physiology
2. Movement Analysis
3. Physical Training
4. Use of Data
5. Sports Psychology
6. Socio-cultural Influences
7. Health, Fitness and Wellbeing

All aspects above will be explored through a multitude of lessons, including theory-based lessons, practical lessons, analysis-based lessons and more.

This GCSE will draw upon pre-existing knowledge whilst providing opportunities for students to accentuate their understanding of the holistic view of sports and being physical.

Course title:	GCSE Physical Education
Grading:	9-1
Assessment method	Examination, coursework and practical assessment
Exam board:	OCR

Assessment:

60% Exam based

30% - Paper 1: Physical factors affecting performance

30% - Paper 2: Socio-cultural issues and sports psychology

30% Practical Based Performance (3 sports: 1 Individual, 1 team and one individual/team)

10% Analysis and Evaluation of Performance (Coursework)

Additional information:

A good standard of participation & performance in PE lessons in key stage 3 is essential. Students must be taking part in at least one sport regularly externally from school. Students must be committed to work hard in theory as well as practical lessons. It is important to note that this course has a heavy focus on theory lessons.

There will be more curriculum time dedicated to the theory element of the course in order for the whole of the syllabus to be delivered sufficiently.

To which carers and future education opportunities can this qualification lead?

Progress to further education can include; Physical Education at A Level as preparation for entry to higher education in a range of subjects, or the study of a vocational qualification at Level 3, such as a BTEC Sport Studies. Careers associated with this qualification include; Sport Science, Physical Education Teacher, Physiotherapist, Professional Sports person, Sports Coach, Sports Consultant, Personal Trainer, Nutrition Coach, Sports Policy, National Services, Armed Forces.

Subject leader: K Goodwin

FURTHER EDUCATION AND CAREER DEVELOPMENT

Beyond the timetabled curriculum, we will be offering an extensive careers enrichment programme for students.

The programme will be tailored to support students in making informed choices about their options for further education, apprenticeships and careers as well as offering additional experiences. These activities will mostly be delivered within the school day but additional activities runs by external agencies that may take place in the evening, weekends and during the school holidays will also be shared with students and their families.

Opportunities will include:

- careers advice with a careers advisor
- work shadowing
- talks and visits covering a wide range of careers and industries
- talks and visits from further education establishments and companies offering apprenticeships
- Duke of Edinburgh award
- day and residential trips
- a range of extra curricular clubs

CHOOSING YOUR OPTIONS

Choosing your options can seem like a daunting task but there is plenty of advice and support available. Adults in school and at home will be happy to talk to you about what you are thinking of choosing and why. Thinking about what to choose will even be included in your life skills lessons this half term.

When considering what subject you would like to do, it might be helpful to think about the following:

- Do you enjoy the subject?
- Does the subject suit your interests and skills?
- Are you really interested in the subject and would like to study it in more depth?
- Have you researched the course / job I would like to do and know that you need this subject?
- Have you researched what the course involves and the topics sound interesting to you?

There are also reasons not to choose a subject:

- Your friends are all choosing it.
- You like the teacher.
- You can't think what else to do.
- You have been pressurised into it.
- You've heard it's easy / less work.

You have some time to think about what you want to choose for your options. This half term we will be running a mock options selection. This will be done online and will help us to identify as particular issues and know whether a course can run.

Once this is completed you will have until Friday 31st January to make your final choices.

Remember that for further study post-16, including T-Levels and apprenticeships, you will need a pass in English and Maths as a minimum. Very few subjects require you to have studied a particular subject at key stage 4. If you are unsure if a course you want to study in the future or a career you would like to have requires a qualification in a particular subject, you can speak to a member of staff in school or use a range of online resources. The following resources may be useful to you:

<https://www.unifrog.org/student/>

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

<https://www.ucas.com/>

THANK YOU

We hope you have enjoyed this information evening and the information in this booklet. If you have any further questions please do not hesitate to get in touch.

Please view our curriculum pages to learn more about each subject area



Edward Peake CofE (VC) School
Potton Road
Biggleswade
SG18 0EJ

T: 01767 314562

E: info@edwardpeake.beds.sch.uk

www.edwardpeake.beds.sch.uk
twitter.com/@EdwardPeake

