



Y9

Preferences

Booklet

2022

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VAT Registration Number: 209-0575-18

Dear Families

I am delighted to write to you as we approach the time when our year 9 students will be supported to help them consider their curriculum pathways.

We at Simon Balle continue to stress the importance of a broad and balanced curriculum. Subjects should not only be seen for context and knowledge but also skill development. Education is not simply linked to jobs; it is the development of character and abilities, allowing all young people to have a range of choices in the future. Therefore in reality, in most schools, students do not have completely free choices.

Therefore, please talk with your children about the following:

- All GCSEs are demanding, requiring disciplined study and a lot of homework.
- All programmes are 2+ year courses – with exams at the end. There are no modular exams. These exams demand lengthy written answers and responses.
- Most subjects no longer have coursework elements- therefore students need to be disciplined to revise and learn facts. They also need to practice techniques regularly as part of their homework schedules.
- Exams at the end of Year 11 are longer. Students need to be able to write and concentrate for considerable time. Some exams are for 150 minutes.
- All subjects (except Art) have a written exam. There is no such thing as a practical subject in terms of assessment. All exams contain written elements, where students need not recall knowledge and also write paragraphs.
- Final exam results for all students will be 'numbers'; the equivalent good pass is a 5, with a standard pass being a level 4. If a student does not achieve the standard pass in English and/or Maths, he/she will need to continue to study English/Maths until they achieve a 4 or reach the age of 18, whether they stay at school or attend a college.
- Education now ends at age 18. Most students will stay on at school and then go to college, university, an apprenticeship or employment. Some students will go to college aged 16 or take up an apprenticeship.
- Students and parents must already be thinking about potential pathways after year 11, as the pathway now could lead to “doors closing” later.
- There is limited availability for certain subjects determined by the rooms and teachers we have at Simon Balle.

It is **very** important that students understand that for many there is **not** a completely open option, rather they have preferences. Their curriculum should be broad and balanced, and we will question the suitability of their choices. We also may have to reconsider these initial options, if for any reason the school can not timetable them in September.

All students will study the following GCSEs:

- English Language and English Literature
- Maths
- Science – Combined Science or Triple Science
- Humanities – either History or Geography

and will have non examined lessons in:

- Physical Education
- Culture, Society and Ethics
- Most students will be asked to study a language option.

We expect the majority of students to also study either French or Spanish so that they meet the requirements of the EBacc. For more specific details of EBacc please see this document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/761031/DfE_EBacc_Leaflet.pdf

As already communicated to you, the preference process is virtual this year and each student will receive a google form to complete by Thursday 10th February 2021. This will inform and guide them with their preferences. Please talk with your child about this.

We are pleased to welcome you into school on Monday 31st January for a short presentation outlining the process and offering you an opportunity to ask questions. We have set up a specific email address for you to use if you have any questions relating to the preference process and will endeavour to answer these within 24 hours. y9preferences@simonballe.herts.sch.uk

We believe that our experience, passion and expertise – alongside committed parents and students, really makes a difference at this vital time!

With every good wish for a successful Key Stage 4

Alison Saunders

Headteacher

Simon Balle All-through School

Contents

Introduction

Core Subject Sheets

English Language & Literature	GCSE
Maths	GCSE
Science	GCSE

Other subjects

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Drama	GCSE
French	GCSE
Geography	GCSE
History	GCSE
Music	GCSE
Photography & Graphics	GCSE
PRE	GCSE
Spanish	GCSE
Sports Studies	GCSE
Textile Design	GCSE
Health & Social Care	Level 2
Hospitality and Catering	Level 1/2 Award
Sports Studies OCR	Level 2

For further subject information, please visit the exam board websites.

Subject Name:

Specification Code:

GCSE ENGLISH LANGUAGE

8700

Contact Person:

Exam Board:

Mrs Laura Cooke

AQA

Assessment: Examination Only

www.aqa.co.uk

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading (one literature fiction text) Section B: Writing (descriptive or narrative writing)

1 hour 45 minutes • 80 marks • 50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading (one non-fiction text and one literary non-fiction text) Section B: Writing (writing to present a viewpoint)

1 hour 45 minutes • 80 marks • 50% of GCSE

Non-examination Assessment: Spoken Language (presenting; responding to questions and feedback; use of Standard English)

AIMS

- Read a wide range of texts, fluently and with good understanding.
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.
- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language, and use spoken Standard English effectively.

ANY COSTS INVOLVED

Voluntary purchase of literary texts and support texts e.g. Collins Revision Guides.

Subject Name:

Specification Code:

GCSE ENGLISH LITERATURE

8702

Contact Person:

Exam Board:

Mrs Laura Cooke

AQA

Assessment: Examination

www.aqa.co.uk

Paper 1: Shakespeare and the 19th-century novel

Written exam: 1 hour 45 minutes

40% of GCSE

Paper 2: Modern texts and poetry (including unseen poetry)

written exam: 2 hour 15 minutes

60% of GCSE

AIMS

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

ANY COSTS INVOLVED

Students will be provided with the option to purchase set texts at discounted rates to annotate and keep, which we recommend.

Subject Name:	Specification Code:
GCSE MATHEMATICS	1MA1
Contact Person:	Exam Board:
Mrs Sarah Pope	EDEXCEL
FINAL EXAMINATION REQUIREMENT	www.edexcel.co.uk
<p>Foundation or Higher</p> <p>Students follow a linear GCSE (syllabus 1MA1) in which all aspects of Mathematics are examined at the end of Year 11.</p> <p>Students will sit 3 papers of 90 minutes, each worth 80 marks. One paper is non-calculator and the other two are calculator allowed.</p>	
COURSEWORK	
None	
AIMS	
<ul style="list-style-type: none"> • To solve mathematical problems in context • To solve a range of problems involving number • To solve a range of problems involving algebra • To solve a range of problems involving shape and space • To solve a range of problems involving handling data 	
COURSE CONTENT	
<ul style="list-style-type: none"> • activities that ensure students become familiar with and confident using standard procedures for the range of calculations appropriate to this level of study <ul style="list-style-type: none"> • solving familiar and unfamiliar problems in a range of numerical, algebraic and graphical contexts and in open-ended and closed form • using standard notations for decimals, fractions, percentages, ratio and indices • activities that show how algebra, as an extension of number using symbols, gives precise form to mathematical relationships and calculations • activities in which students progress from using definitions and short chains of reasoning to understanding and formulating proofs in algebra and geometry <ul style="list-style-type: none"> • a sequence of practical activities that address increasingly demanding statistical problems in which they draw inferences from data and consider the uses of statistics in society • choosing appropriate ICT tools and using these to solve numerical and graphical problems, to represent and manipulate geometrical configurations and to present and analyse data • activities which ensure that students are confident in using functional elements of mathematics to solve problems in real-life situations. • activities which involve students breaking down problems into many steps and when required using algebra to provide a general solution. 	
ANY COSTS INVOLVED	
Revision guide maximum of £3	
It is essential at both Foundation Tier and Higher Tier that students have a scientific calculator.	

Subject Name:	Specification Code:
GCSE - COMBINED SCIENCE OR TRIPLE	8461-4
Contact Person:	Exam Board:
Mr Jonathan Davison	AQA
<p>Combined Science – taught over 2 years with 4 hours per week (usually 2 teachers). Students will gain 2 GCSE's.</p> <p>Biology, Chemistry and Physics topics covered (slightly reduced content to separate sciences).</p> <p>Required Practicals completed in lessons and examined in terminal exams.</p> <p>Triple Science - taught over 2 years with 6 hours per week (2 per subject with 3 teachers) Students gain 3 GCSE's</p> <p>Biology, Chemistry and Physics – entire course content covered.</p> <p>Recommended entry for Triple Science is minimum target grade 6</p> <p>Required Practicals completed in lessons and examined in terminal exams</p>	
<p>AIMS</p> <ul style="list-style-type: none"> • To develop students' interest and enthusiasm for science • To develop a critical approach to scientific evidence and methods • To acquire skills, knowledge and understanding of the essential role of science in society • To acquire skills, knowledge and understanding to progress to further learning in sciences 	
<p>EXAMS</p> <p>All in Year 11</p> <p>Combined Science = 2 Papers per subject (Biology, Chemistry and Physics) of 1hr 15 mins (Total =7 hrs 30 mins)</p> <p>Grading system on 17 point scale from 1/1 to 9/9 – 2 GCSEs</p> <p>Triple Science = 2 papers per subject (Biology, Chemistry and Physics) of 1hr 45 mins (Total = 10hr 30 mins)</p> <p>Higher and Foundation available for all papers</p> <p>Grading System 1-9 – 3 GCSEs</p>	
<p>Revision Guides Recommended to buy – cost around £3</p>	

Subject Name:

Specification Code:

GCSE ART AND DESIGN: Fine Art

C651QS

Contact Person:

Exam Board:

Mrs Fiona Johnston

EDUQAS

FINE ART

<https://www.eduqas.co.uk/>

The Eduqas Fine Art course enables students to explore and create both two and three dimensional studies where students may choose to specialise in **drawing, painting, printing, sculpture, lens based media or installation**. Work is developed primarily for aesthetic, intellectual or purely conceptual purposes. This specification enables students to actively engage in both traditional and contemporary creative processes. Students will learn to be effective and independent learners and critical and reflective thinkers with enquiring minds forming the creative basis for any creative industry role.

COURSEWORK

The course is comprised of two coursework projects and a practical exam:

Component 1: Students create a personal portfolio that demonstrates their knowledge, understanding and skills in Fine Art. This is completed throughout years 10 and year 11 and makes up 60% of the total marks.

Component 2: An external assessment set by the exam board. This is undertaken over a six week period and concludes with a practical outcome completed during a period of sustained study over a two day period. This makes up 40% of the total marks.

COURSE CONTENT

The course develops creativity and technical competence across a broad range of media, including drawing, painting, sculpture, printmaking and photography. Students will learn to develop their skills in all areas and may go on to specialise in one particular medium of their choosing.

The **personal portfolio** of work focuses on building technical skill through exploring and experimenting with different types of media, process and techniques and learning how to develop and refine ideas supported by contextual research. Project themes are set by the teacher and students will be guided through the development process by means of demonstration, discussion, research and gallery visits. Students will produce a minimum of two projects.

The **externally set assignment** represents the culmination of the course as it draws together all the knowledge, understanding and skills developed throughout the duration of the course. Students are provided with a thematic starting point and asked to independently explore the theme over a period of 6-8 weeks. Students then work under exam conditions to produce a personal and independent final outcome over a 10 hour period.

Homework will be set each week to explore personal themes and independent ideas outside of the classroom environment.

ANY COSTS INVOLVED

Students will have access to a range of basic materials and resources at school needed to complete the course. They will be required to have a range of work journals/presentation boards and a portfolio to keep artwork secure which can be purchased via the art department. Students would benefit from having a range of art materials at home to complete homework tasks. Students may be asked for a small contribution towards museum and gallery visits.

Subject Name:

Specification Code:

GCSE BUSINESS

1BS0

Contact Person:

Exam Board:

MRS HELEN WITTY

EDEXCEL

FINAL EXAMINATION REQUIREMENT

www.edexcel.com

During Year 11

Theme 1 – Investigating small business

- Written exam
- 90 mins
- 90 marks
- 50% of total GCSE
- Multiple choice, short answer and extended answer
- Three sections to the paper
- Based on real life business examples

Theme 2 Building a business

- Written exam
- 90 mins
- 90 marks
- 50% of total GCSE
- Calculations, multiple choice, short answer and extended answer
- Three sections to the paper
- Based on real life business examples

AIMS

Choose Business if you enjoy;

- Communicating and explaining ideas
- Thinking creatively
- Working with numbers to solve problems
- Learning about the world of business through real life examples – local and international

The course seeks to develop:

- Knowledge and understanding of key business concepts
- The impact of business on individuals and wider society
- Analyse and evaluate different types and sizes of business
- Students as independent learners, who can think creatively and analyse business situations.
- The ability to generate ideas and develop them, taking into account all important factors, the needs of different stakeholders and ethical considerations.
- Enterprise capability and skills
- The mathematical skills for business.

Students wishing to study the GCSE Business Studies course need to have high levels in English and Mathematics. They need to be able to research and gather information, present their ideas in a logical and coherent manner, listen carefully to other people and be interested in what is happening in the world around them.

COURSE CONTENT

The course is divided into two key areas;

- Theme 1 – INVESTIGATING SMALL BUSINESS
- Theme 2 – BUILDING A BUSINESS

Theme 1 – Investigating small business

Content overview

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making a business effective
- Understanding the external influences on business

Theme 2 – Building a business

Content overview

- Growing a business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

ANY COSTS INVOLVED

Revision guide and workbook

Subject Name:

Specification Code:

GCSE COMPUTER SCIENCE

8525

Contact Person:

Exam Board:

Mr Stephen McGovern

AQA

FINAL EXAMINATION REQUIREMENT

www.aqa.org.uk

Paper 1 – Computational thinking and problem-solving

- Written exam set in practically based scenarios
- 2 hours
- 90 marks
- 50% of GCSE

Paper 2 – Written assessment

- Written exam testing theoretical knowledge of topics listed below
- 1 hour 45 minutes
- 90 marks
- 50% of GCSE

AIMS

The course seeks to develop:

- Knowledge of current and emerging computer/digital technologies and how they work in a variety of different contexts
- Knowledge of the use of algorithms in computer programs
- Knowledge and understanding of computer technologies and how to be discerning and independent users of such technologies
- Skills to create computer programs to solve specific problems
- The ability to work both independently and collaboratively to design, develop, produce, test and evaluate programming solutions to specific problems.

Students wishing to study the GCSE Computer Science course need to have high levels in Mathematics and Science. They need to be able to work independently, as well as within class; to develop the level of competence required using a programming language.

COURSE CONTENT

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Relational Databases and Structured Query Language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

ANY COSTS INVOLVED

Visits, revision guides. Students will need access to a computer (a basic model which is able to provide access to the internet should be sufficient).

Subject Name:	Specification Code:
GCSE 3D DESIGN	C655QS
Contact Person:	Exam Board:
Mr Jack Andrews	WJEC - eduqas
FINAL EXAMINATION REQUIREMENT	www.aqa.org.uk
<p>40% Practical exam – materials are prepared prior to the exam then 10 hours is given to construct the final piece that is previously planned through coursework leading up.</p>	
CONTROLLED ASSESSMENT	
<p>60% of the GCSE Grade</p> <p>Controlled assessment is 60% of the grade and begins at the start of Y10 with two major projects being the ‘What if.....designed.....?’ project and an open project where students choose from a range of starting points such as aerodynamic, structures, alien and many more.</p>	
GCSE 3D Design aims to encourage students to;	
<p>Be inspired, moved and challenged through the design process.</p> <ul style="list-style-type: none"> • Make decisions, consider wider issues, combine skills with knowledge and understanding in order to design and create imaginative outcomes. • Consider how past and present designers are relevant to designing and making today and how can we use their influence and methodology in our design thinking. • Understand the impact of design in society and the real world. • Acquire and apply knowledge, skills and understanding through analysing and evaluating designers, products, systems, concepts, nature and much more. • Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge. 	
COURSE CONTENT	
<p>3D Design is a varied subject that requires the application of knowledge and understanding when investigating problems, generating ideas, developing concepts, creating prototypes and evaluating them to improve and refine outcomes.</p> <p>As part of the outcomes students will gain theory knowledge and understanding of the following:</p> <ul style="list-style-type: none"> • Materials and components • Designers and design history • Existing design, market influences and enterprise • Manufacturing tools, machinery, equipment and processes • Designing and making principles • Sustainability and the environment <p>And much more.</p>	
ANY COSTS INVOLVED	
<p>Students are asked to contribute £25 at the beginning of Y10 for sketchbooks, carry case, A3 folder and materials for some practical outcomes. Students are then expected to pay the cost of their final outcomes prior to manufacture as many range from £20 to £200 in the extreme depending on what the students decide to make. The cost of the product will not however reflect the grade it is the skills and processes that are judged. Cheaper materials to make prototypes rather than fully functioning products are always available to keep the cost of the course to a minimum.</p>	

Subject Name:

Specification Code:

GCSE DRAMA

C690QS

Contact Person:

Exam Board:

Miss J Green

Eduqas

Component 1: Devising – 40%

Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC/Eduqas.

Learners must produce:

- a written realisation of their piece of devised theatre
- a written portfolio of supporting evidence
- a written evaluation of the final performance
- a performance of their devised work

This component is internally assessed and externally moderated

Component 2: Performance from a text – 20%

Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts

This component is externally assessed by a visiting examiner

Component 3: Written Exam 1 hour 30 minutes – 40%

Section A:

A series of questions on one set text. This will involve a practical exploration and study of one complete performance text considering the role of the performer, director and designer.

Section B:

Live Theatre Review. One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

AIMS

Students will be offered opportunities to experience a variety of live theatre and also take part in professionally led workshops, enabling the students to widen their drama experience and enhance their own creativity.

Students will learn:

- How drama is created, including the acting and staging skills that are needed to put a piece of drama on to the stage.
- How to create a character and play this character in a performance.
- Interpersonal key skills such as confidence in presentation, team skills and the ability

to communicate and collaborate.

- The importance of rehearsal and commitment to attending all planned sessions.

COURSE CONTENT

In Year 10 we focus on:

- The development of drama skills; physical and vocal performance, characterisation, stage craft, proxemics and physical theatre
- The study of a practitioner
- Component 1 (Devising) – working in groups to create original pieces of drama and reflecting on the process
- Developing analytical and evaluative writing
- Interpersonal group skills
- Component 3 (written exam) - Exploration of set text “DNA” by Dennis Kelly

In Year 11 we focus on:

- Component 2 (Performance) – extracts selected from full length plays
- Component 3 (Written) – further exploration of the set text with focus on written responses and an evaluation of the impact of theatre maker choices following a visit to the professional theatre
- Performance Exam Feb/March
- Preparation for the written examination May/June

Is this the right subject for my child?

If they enjoy:

- Working practically and creatively
- Expressing themselves in an active and exciting way
- Working in a group and developing key skills in both confident communication and presentation
- Contributing their own ideas and listening to others
- Exploring ideas by considering other people’s views and experiences
- Developing characters different from themselves
- Creating their own drama work
- Exploring plays written by other people by reading and performing

What we expect:

- A willingness to try new ideas and extend their current skill level
- A commitment to all extra-curricular rehearsals and to be able to work independently to prepare own work
- Respect for the working space and the facilities
- To act as role models for the subject by getting involved in any extra-curricular opportunities

Then GCSE Drama is the ideal subject for them.

ANY COSTS INVOLVED

We try to run several trips to the theatre. Some of these will be local and relatively

inexpensive. There will be at least one theatre trip to London's West End. Other costs will be dependant on the students' choice of piece for their final exam (costume, props etc)

Subject Name:

Specification Code:

GCSE French

8658

Contact Person:

Exam Board:

Dr Elise Nwahba

AQA

FINAL EXAMINATION REQUIREMENTS

- 4 exams (Listening, Speaking, Reading and Writing) all at the end of Year 11.
- Equal weightings: Listening 25%, Reading 25%, Speaking 25% and Writing 25%.
- All papers to be sat at either Foundation Tier (grades 1-5) or Higher Tier (grades 4-9).
- Authentic French material in the Reading and Listening.
- Spontaneous Speaking and Writing tasks with students speaking and writing about unseen material.
- Translation from both French to English and from English to French.

<http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

AIMS

A language at GCSE is a great advantage for both travel and employment opportunities. Foreign language skills are highly valued by employers and universities, and a GCSE in French is also one of the subjects required for the E-Bacc.

- Derive enjoyment and benefit from language learning by following a coherent, satisfying and worthwhile course of study.
- Develop understanding of the language in a variety of contexts.
- Develop knowledge of the language and language learning skills.
- Develop the ability to communicate effectively in the language.
- Develop awareness and understanding of countries and communities where the language is spoken.
- Recognise that your linguistic knowledge, understanding and skills help you to take your place in a multilingual global society and also provide you with a suitable basis for further study and practical use of the language.
- Challenge and have high expectations of yourself. Show schools, universities and employers that you can take on a challenge and succeed.

COURSE CONTENT

Theme 1: Identity and culture

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

Topic 4: Customs and Festivals in French-speaking countries/communities

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

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

EXTRACURRICULAR ACTIVITIES AND ANY COSTS INVOLVED

Cooking competition in year 10 (French cuisine against Spanish cuisine)

Costs to be confirmed.

Subject Name:

Specification Code:

GCSE GEOGRAPHY

2GB01

Contact Person:

Exam Board:

Mrs Hannah Ahmet

EDEXCEL

FINAL EXAMINATION REQUIREMENT

www.edexcel.co.uk

The course is assessed through three examinations at the end of year 11. Papers 1 and 2 (worth a combined 75% of the total marks) include multiple choice questions, short open, short response, open response, calculations and 8-mark extended writing questions. Paper 3 (worth 25%) includes multiple-choice questions, short open, open response and extended writing questions: Section C will include 8-mark extended writing questions and Section D will offer a choice of one from three decisions assessed through a 12-mark extended writing question.

There is only one tier of entry (there is no longer a foundation tier)

Qualification page: <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

Specification: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

AIMS

- Develop effective and independent learners with the ability to think critically
- Develop knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- Develop spatial awareness
- Understand the significance of values and attitudes to the development and resolution of attitudes
- Develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive
- Develop and apply their learning to the real world through fieldwork and other out of classroom activities

Course Content

Paper 1: Global Issues

- Topic 1: Hazardous Earth
- Topic 2: Development Dynamics
- Topic 3: Challenges of an Urbanising World

Paper 2: UK Geographical Issues

- Topic 4: UK's evolving physical landscape (coasts and rivers)
- Topic 5: UK's evolving human landscape - Dynamic UK cities
- Topic 6: Geographical investigation including one human and one physical fieldwork investigation from topics 4 and 5

Paper 3: Making Geographical Decisions

- Topic 7: People and the Biosphere
- Topic 8: Forests under threat
- Topic 9: Consuming Energy Resources

ANY COSTS INVOLVED

- There will be a **compulsory** residential trip (one overnight stay) in Year 10 to collect data for the geographical investigations paper
- **Costs vary each year, but we aim to keep compulsory elements as low as possible. (The cost of the trip in 2019-20 was £76)**

Subject Name:	Specification Code:
GCSE HISTORY	1HIO
Contact Person:	Exam Board:
Mrs Charlotte Ayres	EDEXCEL

FINAL EXAMINATION REQUIREMENT

<http://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html>

Three exams:

- Crime and Punishment 1000 - present *and* Whitechapel 1870 - 1900 although this may be changing to Migration to Britain (30% weighting)
- Early Elizabethan England 1558 - 88 (20% weighting)
- Superpower relations and the Cold War, 1941–91 (20% weighting)
- Weimar and Nazi Germany 1918 - 39 (30% weighting)

AIMS

- To debate and understand why there are sometimes different, but equally valid, points of view on the same subject.
- To find out about how people's lives have changed and how people in the past might have thought differently from us.
- To learn a number of skills that will both enhance your ability to reason and argue your point of view and help you be more critical of what you see and hear in the news.

COURSE CONTENT

Year 10:

- **Early Elizabethan England 1558 - 88 (Paper 2)**
53 minutes of an 1 hour 45 minute exam

This paper focuses on the role of Queen Elizabeth I with an emphasis on her role as The Virgin Queen and how this impacted on government. Students will study religious divisions in England, the threat of Mary Queen of Scots, the outbreak of war with Spain and the development of exploration in the New World

- **Crime and Punishment 1000 - present *and* Whitechapel 1870 - 1900 (Paper 1)**
1 hour 15 minute exam

Students will study medieval England, early modern England and eighteenth and nineteenth century Britain. Topics studied include corporal and capital punishment, witchcraft, driving offences, changes to prisons and the treatment of conscientious objectors in the First and Second World Wars. Students will also study Whitechapel with a focus on the problems of overcrowding, the organisation of police and the developments of detective investigation with an emphasis on the case of Jack the Ripper.

If we change to **Migration to Britain c.800-present day** then students will study the migration to Britain from the time of the Vikings through to the 21st century. Students will consider the reasons for migration, the experiences of migrants and the impact that their arrival had on the British Isles. As part of the course students will study a number of case studies including the Bristol bus boycott in 1963 and its impact on the Race Relations Act 1965. Students will also study **Notting Hill** in depth as part of their historic environment topic.

Year 11:

- **Superpower relations and the Cold War, 1941–91 (Paper 2)**
53 minutes of an 1 hour 45 minute exam

Continuing the study that started in Year 9, students will study the origins of the Cold War in Europe after the Second World War, the crises that developed including the Cuban Missile Crisis and the Space Race and the reasons for the thawing of relationships and the end of the War in 1991.

- **Weimar and Nazi Germany 1918 - 39 (Paper 3)**
1 hour 20 minute exam

Students will study the setting up of the Weimar Government post World War One and the challenges it faced. The paper also focuses on reasons for Hitler's rise to power and his use of the SA and propaganda. Students will study life in Nazi Germany with both a focus on fear and persuasion with an emphasis on the youth and women.

Exam papers consist of source work, short essay questions and interpretation work

ANY COSTS INVOLVED:

Potential trip to either Whitechapel to study the historic environment for the Crime and Punishment Paper (this will change if we move to the migration paper) or to Hatfield House to study Elizabeth I (cost between £30-40).

Subject Name:	Specification Code:
GCSE MUSIC	
Contact Person:	Exam Board:
Mr Mark Taylor	Eduqas
FINAL EXAMINATION REQUIREMENT	
http://www.eduqas.co.uk/qualifications/music/gcse/ Unit 1 – 40% 1 ½ hour written paper	
COURSEWORK – 60%	
<ul style="list-style-type: none"> • 2 Compositions • Solo Performance, either on an instrument or voice, or using technology • One group performance 	
AIMS	
<ul style="list-style-type: none"> • To enjoy making music and get involved beyond the lesson time. • To involve musicians in practical music making and composing • To develop the musicianship of our students • Social and personal development via music-making with others 	
COURSE CONTENT	
Unit 1 - Understanding Music Written Paper – 1 Hour 30 mins – 96 marks – 40%	
Unit 2 – Performing Music Externally assessed – 72 marks –30%	
Unit 3 – Composing Music Controlled Assessment – 72 marks – 30%	
ANY COSTS INVOLVED	
Continuation of instrumental lessons	
OTHER INFORMATION	
Depending on demand, this may be offered with a high Music Technology content. In this specialist subject it is essential that students get involved in the activities in the Music Department – this is what music is about!	
Interested students should speak to the Music Department.	

Subject Name: **Specification Code:**

GCSE Art,Craft and Design: Photography and Graphic Communication
C654QS/C656QS

Contact Person:

Exam Board:

Mrs Fiona Johnston

EDUQAS

Photography and Graphics Communication

<https://www.eduqas.co.uk/>

The Eduqas Photography and Graphic Communication course enables students to explore concepts through industry ready techniques with a multimedia approach. Students will engage in traditional and contemporary creative processes and will be introduced to; **creative photography and digital manipulation, studio photography, location photography, moving images including animation, communication graphics, design for print, illustration, game design concepts and typography**. Students will learn to be effective independent learners and critical and reflective thinkers with adaptable project building skills for the creative industry today.

COURSEWORK

The course is comprised of two coursework projects and a practical exam:

Component 1: Students create a personal portfolio that demonstrates their knowledge in Photography and Graphic communication. This is completed by producing two projects in years 10 and year 11 and makes up 60% of the total marks.

Component 2: An external assessment set by the exam board. This is undertaken over a six week period and concludes with a practical outcome completed during a period of sustained study over a two day period. This makes up 40% of the total marks.

COURSE CONTENT

The course develops creativity and technical competence across a broad range of media, including photography, digital manipulation and graphic illustration including animation. Students will learn to develop their skills in all areas and may go on to specialise in one particular medium of their choosing within the externally set assessment.

The **personal portfolio** of work focuses on building technical skill through exploring and experimenting with different types of media, process and techniques and learning how to develop and refine ideas supported by contextual research. Project themes are set by the teacher and students will be guided through the development process by means of demonstration, discussion, research and gallery visits. Students will produce a minimum of two projects.

The **externally set assignment** represents the culmination of the course as it draws together all the knowledge, understanding and skills developed throughout the duration of the course. Students are provided with a thematic starting point and asked to independently explore the theme over a period of 6-8 weeks. Students then work under exam conditions to produce a personal and independent final outcome over a 10 hour period.

Homework will be set each week to explore personal themes and independent ideas outside of the classroom environment.

ANY COSTS INVOLVED

Students will have access to a range of equipment at school including computers, Adobe Photoshop, shared access to cameras and printers. Students would be supported by the use of a camera and digital drawing tablet at home however this is not essential to the course. They will be required to have a range of work journals and a portfolio to keep artwork secure which can be purchased via the art department. Students may be asked for a small contribution towards museum and gallery visits.

Subject Name:	Specification Code:
GCSE PRE Full Course	
CHRISTIANITY/ BUDDHISM/PHILOSOPHICAL & ETHICAL THEMES	A 8062
Contact Person:	Exam Board:
Ms Hayley Cannon	AQA
FINAL EXAMINATION REQUIREMENT	www.aqa.org.uk
100% exam with two exam papers. One paper will be on Christianity & Buddhism, and the other will be on Philosophical and Ethical Themes. Each exam paper lasts 1 hour and 45 minutes.	
COURSEWORK	
There is no coursework	
AIMS	
This course provides a thematic studies of religion and religious responses to fundamental questions of life, with reference to two of the six major world religions, with the aims to:	
<ul style="list-style-type: none"> ● develop students' interest in, and enthusiasm for, a study of religion and its relation to the wider world; ● develop students' knowledge, skills and understanding of religion by exploring the significance, impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning ● facilitate students to express their personal responses and informed insights on fundamental questions about identity, belonging, meaning, purpose, truth, values and commitments 	
COURSE CONTENT	
<u>YEAR 10</u>	
Paper 1	
<ul style="list-style-type: none"> ● Christian Beliefs ● Buddhist Beliefs 	
Paper 2	
<ul style="list-style-type: none"> ● Relationships and Families ● Religion, crime and punishment 	
<u>YEAR 11</u>	
Paper 1	
<ul style="list-style-type: none"> ● Christian Practices ● Buddhist Practices 	
Paper 2	
<ul style="list-style-type: none"> ● Religion, peace & conflict ● Religion, human rights and social justice 	
There will be two papers, each with four sets of five questions to answer. This will include a 12 mark evaluative question that assesses the student's ability to compare religions, and apply that understanding to the ethical themes studied.	
ANY COSTS INVOLVED	
Possible trips and speakers to support learning, tbc.	

Subject Name:

Specification Code:

GCSE Spanish

8698

Contact Person:

Exam Board:

Dr Elise Nwahba

AQA

FINAL EXAMINATION REQUIREMENTS

- 4 exams (Listening, Speaking, Reading and Writing) all at the end of Year 11.
- Equal weightings: Listening 25%, Reading 25%, Speaking 25% and Writing 25%.
- All papers to be sat at either Foundation Tier (grades 1-5) or Higher Tier (grades 4-9).
- Authentic Spanish material in the Reading and Listening.
- Spontaneous Speaking and Writing tasks with students speaking and writing about unseen material.
- Translation from both Spanish to English and from English to Spanish.

<http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

AIMS

A language at GCSE is a great advantage for both travel and employment opportunities. Foreign language skills are highly valued by employers and universities, and a GCSE in Spanish is also one of the subjects required for the E-Bacc.

- Derive enjoyment and benefit from language learning by following a coherent, satisfying and worthwhile course of study.
- Develop understanding of the language in a variety of contexts.
- Develop knowledge of the language and language learning skills.
- Develop the ability to communicate effectively in the language.
- Develop awareness and understanding of countries and communities where the language is spoken.
- Recognise that your linguistic knowledge, understanding and skills help you to take your place in a multilingual global society and also provide you with a suitable basis for further study and practical use of the language.
- Challenge and have high expectations of yourself. Show schools, universities and employers that you can take on a challenge and succeed.

COURSE CONTENT

Theme 1: Identity and culture

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

Topic 4: Customs and Festivals in Spanish-speaking countries/communities

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

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

EXTRACURRICULAR ACTIVITIES AND ANY COSTS INVOLVED

Cooking completion in year 10 (French cuisine against Spanish cuisine)

Costs to be confirmed.

Subject Name:	Specification Code:
GCSE PE Sports Studies	1PE0
Contact Person:	Exam Board:
Mrs Rebecca Scarrott	EDEXCEL
FINAL EXAMINATION REQUIREMENT	www.edexcel.co.uk
Final Written Examination = 60%, 2 exams (1hr 45 & 1hr 15) at the end of Year 11 Practical Assessment & Coursework = 40%	
COURSEWORK (40%)	
Practical coursework marked throughout the course. Practical (Candidates are expected to be involved in a sports club outside of school) – 30% Personal Exercise Programme – 10%	
AIMS	
GCSE Physical Education aims for candidates to:	
<ul style="list-style-type: none"> ● be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education ● be creative and plan effectively for performances and to respond to changing situations ● prepare students to make informed decisions about further learning opportunities and career choices ● become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in their practical performance. ● Develop and maintain their involvement in physical activity as part of a healthy, active lifestyle. 	
COURSE CONTENT	
Students have 5 lessons per 2 week cycle, 2 practically based & 3 theory based.	
Practical	
<ul style="list-style-type: none"> ● Students must be assessed in 3 different practical activities ● Students must do a team and an individual activity and one of their choice. ● The practical work is assessed throughout the course and marks will be moderated at the end of Year 11. ● Within the practical units, students will focus on skills & techniques in isolation and within a competitive situation. 	
Theory:	
Students will look at the following theory components:	
<ul style="list-style-type: none"> ● Fitness and Body Systems <ul style="list-style-type: none"> ○ Applied Anatomy and Physiology ○ Movement Analysis ○ Physical Training ● Health and Performance <ul style="list-style-type: none"> ○ Health, Fitness and Well-Being ○ Sport Psychology ○ Socio-Cultural Influences 	
ANY COSTS INVOLVED	
We offer students the Sports Course Package (worth £20) which includes 2 years full access to The Everlearner as well as a personalised polo shirt. As a department we believe The	

Everleaner is an incomparable online resource which supports the students with the theoretical aspect of the course.

There may also be a cost if the hiring of facilities or equipment for less mainstream sports is necessary.

Subject Name:	Specification Code:
GCSE Textile Design	
Contact Person:	Exam Board:
Mrs Rebecca Fish	
Art and Design: Textile Design	https://www.eduqas.co.uk/
<p>The Textiles Design course provides a wide range of opportunities for students to achieve their creative potential through the use of textile materials and processes. This specification aims to support students to become effective and independent learners and critical and reflective thinkers with enquiring minds. Students will have the opportunity to experiment with a wide range of textile techniques and experience aspects of Textile Design including; constructed textiles, fashion design, digital textiles, dyed fabrics, printed fabrics, soft furnishings and embellishment.</p>	
COURSEWORK	
<p>The course is comprised of coursework projects and a practical exam:</p> <p>Component 1: Students create a personal portfolio that demonstrates their knowledge, understanding and skills in Textile Design. This consists of two projects and is completed throughout year 10 and year 11 and makes up 60% of the total marks.</p> <p>Component 2: An external assessment set by the exam board. This is undertaken over a six week preparation period and concludes with a textile outcome completed during a 10 hour practical exam. This makes up 40% of the total marks.</p>	
COURSE CONTENT	
<p>The course develops creativity and technical competence across a broad range of media, including drawing, constructed textiles, digital textiles, dyed fabrics, printed fabrics, fashion design, installed textiles, soft furnishings and embellishment. Students will learn to develop their skills in all areas and may go on to specialise in one particular area of their choosing.</p> <p>The personal portfolio of work focuses on building technical skill through exploring and experimenting with different types of media, processes and techniques and learning how to develop and refine ideas supported by contextual research. Project themes are set by the teacher and students will be guided through the development process by means of demonstration, discussion, research and gallery visits. Students will produce a minimum of two projects.</p> <p>The externally set assignment draws together all the knowledge, understanding and skills developed throughout the duration of the course. Students are provided with a thematic starting point and asked to independently explore the theme over a period of 6-8 weeks. Students then work under exam conditions to produce a personal and independent final outcome.</p> <p>Homework will be set each week to explore personal themes and independent ideas outside of the classroom environment. Extra-curricular opportunities and support sessions are available to students weekly.</p>	
ANY COSTS INVOLVED	
<p>Students are asked to contribute £25 at the start of the course which will pay for their first sketchbook, folder and materials for their first practical outcomes. The Textiles Department will provide basic materials for sampling and drawing but students may be asked to provide materials for future final outcomes, this should not cost more than £30 over the 2 years- depending on the students' personal choices and decisions for their outcomes. Sketchbooks for future projects can be purchased from school. Students may be asked for a contribution towards museum and gallery visits.</p>	

Subject Name: **Specification Code:**

BTEC Level 1/2 Tech Award in Health and Social Care **603/0395/5**

Contact Person: **Exam Board:**

Miss Michelle Nelson **Pearson**

BTECs are assessed using assignments and practical tasks to suit vocational students: 60% of the course will be based on internally marked and moderated coursework assignments. There is also an externally marked set task that makes up 40% of the course. BTEC students study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied. The Health and Social Care BTEC qualification is made up of three components. In order to complete each unit, students must achieve a set of graded outcomes. The main focus is the development of key skills and knowledge that underpins effective ways of working in health and social care. The assessment process is on-going, it allows the student to analyse and improve their own performance throughout their course in much the same way as they would in a real workplace. The projects that students undertake form the main basis of their results for each component which are graded as a Pass, a Merit or a Distinction. This means that students can gain an equivalent grade to a GCSE qualification with a Pass at Level 2 being the equivalent of a grade 4 at GCSE. A Distinction at Level 2 would be the equivalent of a grade 7 at GCSE. The BTEC Award in Health and Social Care complements topics in GCSE subjects such as English, Sports Studies and Science.

✓ **Component 1: Human Lifespan Development:**

Coursework based assignment marked by the teacher based on understanding human growth and how individuals deal with life events.

✓ **Component 2: Health and Social Care Services and Values:**

Coursework based assignment marked by the teacher based on understanding different types of health and social care services and barriers to accessing them.

✓ **Component 3: Health and wellbeing:**

A two hour exam assessing factors that affect health and wellbeing, health indicators and health and wellbeing improvement plans through question based scenarios.

Aims

This course is designed to offer pupils the opportunity to explore the vast health and social care sector, comprising the statutory, private and voluntary provision of care services. Within this field there is a diverse range of career opportunities for healthcare professionals. The qualification will give you the knowledge, understanding and skills needed when considering employment in the health and social care sector.

The course motivates learners through applied learning and assessment, which is on-going across two academic years. A portfolio of evidence is put together which demonstrates the pupil's development in the range of skills and techniques, personal qualities and attitudes essential for successful performance in working life in the Health and Social Care industry.

These include awareness of the different communication methods used in sensitive settings including the need for confidentiality, the rights and needs of individuals in the sector and ensuring a safe environment. Pupils will explore the roles of the health and social care professionals, their responsibilities towards service users and legislation within health and social care sectors.

This course would be the correct option for someone who is interested in a career in the health and social care sector, teaching or working with young children and is aware of the physical and mental demands of such work, or who wishes to develop practical career-related skills. It does require full commitment throughout the course; 60% of the course will be assessed continuously over the two years by assignments marked by your teachers and 40% of the assessment will include an externally marked set task.

Course Overview

Component 1: Human Lifespan development

- Human growth and development across life stages
- Factors affecting growth and development
- Different life events that affect us and how to cope with these

Component 2: Health and Social Care Services and Values

- Looking at the different types of services
- Barriers to accessing these services
- Care values

Component 3: Health and Wellbeing

- Factors affecting health and wellbeing
- Interpretation of health indicators
- Health and wellbeing improvement plans

Any costs involved

There will be trips to different Health and Social Care settings to gain experience of the theory being put into practice. There may be a small cost towards transport.

Students will have access to an online copy of the textbook but they may purchase an additional hard copy of the textbook or a revision guide in Year 11.

BTEC Tech Award Health and Social Care Student Book:

[BTEC Tech Award Health and Social Care Student Book: Amazon.co.uk](https://www.amazon.co.uk/BTEC-Tech-Award-Health-and-Social-Care-Student-Book/dp/1471894411)

Revise BTEC Tech Award Health and Social Care Revision Guide:

[Pearson REVISE BTEC Tech Award Health and Social Care Revision Guide: for home learning, 2022 and 2023 assessments and exams : Baker, Brenda: Amazon.co.uk: Books](https://www.amazon.co.uk/Pearson-REVISE-BTEC-Tech-Award-Health-and-Social-Care-Revision-Guide-for-home-learning-2022-and-2023-assessments-and-exams-Baker-Brenda/dp/1471894411)



Subject Name:	Specification Code:
LEVEL 1 /2 HOSPITALITY AND CATERING	5569
Contact Person:	Exam Board:
Mrs Jane Johnston	EDUQAS / WJEC
FINAL EXAMINATION REQUIREMENT	
Written Exam: 1 hour 30 minutes - 40%	
NON EXAM ASSESSMENT (NEA) – 60%	
<p>Students will answer a task set by the exam board and make effective use of a wide range of practical skills and ingredients to plan, prepare and present a number of dishes over a set period of time.</p> <p>How this task is assessed</p> <p>Students will be assessed and will be awarded one of the levels based on their efforts up to Level 2 distinction*, equivalent to GCSE level 8.5.</p>	
COURSE CONTENT	
<p>The new Level 1/2 Catering qualification is an exciting and creative course which focuses on practical cooking skills and a thorough understanding of the hospitality industry, to include health, safety, nutrition and food science.</p> <p>The WJEC Level 1/2 Award in Hospitality and Catering would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, hospitality managers or food technologists in food manufacturing. This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of the food industry and preparation. This course would also be suitable for students wishing to work in the caring professions e.g. dietetics. Food preparation skills are integrated into two main parts of the exam:-</p> <p>Unit 1: The Hospitality and Catering Industry Unit 2: Hospitality and Catering in Action, Food Preparation and Service</p> <p>Upon completion of this course, students will be able to use their 'point score' for A level, further study of Food, Hospitality and other related industries eg. medicine/nursing. Others may embark on an apprenticeship, industry based training or career in the food industry.</p>	
COSTS INVOLVED	
<p>Ingredients to prepare and cook food once a week in year 10. Flexibility within the course allows students to work within their own budget or to accommodate most special dietary needs. A voluntary contribution of £15 to cover the two year study period helps pay for a revision guide for students to own, small quantities of ingredients for practical or experimental work and a range of consumables.</p>	

Subject Name:	Specification Code:
OCR SPORTS STUDIES	J803
Contact Person:	Exam Board:
Mr James Pooley	OCR
FINAL EXAMINATION REQUIREMENT	www.ocr.co.uk
Written Examination = 25% - Contemporary Paper	
COURSEWORK (75%)	
Practical coursework marked throughout the course.	
Practical (Candidates are expected to be involved in a sports club outside of school) – 30%	
AIMS	
<p>The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.</p>	
COURSE CONTENT	
Students have 5 lessons per 2 week cycle, 2 practically based & 3 theory based. There are 4 different units on this course.	
Developing Sports Skills:	
<ul style="list-style-type: none"> • Students must be assessed in 2 different practical activities. • One of these activities is individual and one is a team sport. 	
Contemporary Issues in Sport:	
<ul style="list-style-type: none"> • Exploring a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies. 	
Outdoor Activities:	
<ul style="list-style-type: none"> • Organising and participating in activities that take place in the natural environment. 	
Sports Leadership:	
<ul style="list-style-type: none"> • learners will develop some of the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sporting activity sessions themselves 	
ANY COSTS INVOLVED	
<p>We offer students the Sports Course Package (worth £20) which includes 2 years full access to The Everlearner as well as a personalised polo shirt. As a department we believe The Everlearner is an incomparable online resource which supports the students with the theoretical aspect of the course.</p> <p>There may also be a supplementary cost for an outdoor activity trip.</p>	