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Year 9 Preferences



September 2024

GCSE Art, Craft and Design



This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles. The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student's work can be described as art-based, craft-based and/or design-based.

In Art, Craft and Design students experience the widest experiences in knowledge, skills and developing processes towards their own personal journeys. Students must explore and create work associated with areas of study from at least two of the following titles: Fine Art, Graphic Communication, Textile Design, Three-dimensional Design and Photography.



Following this specification students can progress onto the Art and Design A level or specialist college courses in a variety of art and design areas.

A number of career choices can be made from Art, Craft and Design. Students can progress into roles using photography, graphic design, moving images such as film and television production or editing. Make-up, clothes design, branding and marketing, advertising, illustration, ceramicist and games designer are further potential career opportunities from this course.



Exam board: AQA

Specification Number:
601/8088/8201

Further specification information:
Specification Booklet

Contact: Mrs H Ledster

Trips and enrichment: Additional workshop time to develop skills and to enable students to fully experiment processes and techniques. We encourage independent visits to galleries and exhibitions along with one gallery visit to inform their component 2 portfolio as a cohort.

School website link: Art and Design

- Develop their ideas through investigations informed by selecting and critically analysing sources
- Apply an understanding of relevant practices in the creative and cultural industries to their work
- Refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study
- Use drawing skills for different needs and purposes, appropriate to context
- Realise personal intentions through sustained application of the creative process

Skills

Assessment and Content



There are two parts to this course. Component 1 is 60% of the final grade and is completed within lessons and independent study. Component 2 is 40% and is set by AQA with a number of themes to choose from. Students work for a preparatory period with 10 hours of sustained focus time to produce an outcome(s).

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards. The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

GCSE Art and Design: Photography



Photography may be defined as the creative journey through the process of lens and light-based media. This could include work created using film, digital imaging or light sensitive materials. Students will use a range of photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. They will learn about photo manipulation using industry standard software such as Photoshop.

Students on the Art and Design Photography course would need to ensure they are independent learners who challenge themselves outside the classroom by visiting places that are appropriate to their individual learning journey to provide evidence of their personal creative journey.



Following this specification students can progress onto the Art and Design A level or specialist college courses in a variety of art and design areas.

A number of career choices can be made from the Art and Design in Photography. Students can progress into roles using photography, graphic design, moving images such as film and television production or editing.



Exam board: AQA

Specification Number:
601/8088/8206

Further specification information:
Specification Booklet

Contact: Mrs H Ledster

Trips and enrichment: Additional workshop time to develop skills and to enable students to fully experiment processes and techniques. We encourage independent visits to galleries and exhibitions along with one gallery visit to inform their component 2 portfolio as a cohort.

School website link: Art and Design

- Use photographic techniques and processes, appropriate to students' personal intentions, for example:
 - lighting
 - viewpoint
 - aperture
 - depth of field
 - shutter speed and movement
 - use of enlarger
 - chemical and/or digital processes
- Use media and materials, as appropriate to students' personal intentions, for example:
 - film
 - photographic papers
 - chemicals appropriate to darkroom practices
 - digital media, programs and related technologies
 - graphic media for purposes such as storyboarding, planning and constructing shoots.

Skills

Assessment and Content



There are two parts to this course. Component 1 is 60% of the final grade and is completed within lessons and independent study. Component 2 is 40% and is set by AQA with a number of themes to choose from. Students work for a preparatory period with 10 hours of sustained focus time to produce an outcome(s).

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards. The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

GCSE Art and Design: Textiles



Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.

Students may explore overlapping areas and combinations of areas listed above.



Following this specification students can progress onto the Art and Design A level or specialist college courses in a variety of art and design areas.

A number of career choices can be made from a GCSE in Textiles. Students can progress into roles using photography, costume design in film, television or theatre production. Fashion, clothes design, buyer, wardrobe designer, window dresser or interior designer are all further avenues of career progression upon successful course completion.



Exam board: AQA

Specification Number:
601/8088/8204

Further specification information:
Specification Booklet

Contact: Mrs H Ledster

Trips and enrichment: Additional workshop time to develop skills and to enable students to fully experiment processes and techniques. We encourage independent visits to galleries and exhibitions along with one gallery visit to inform their component 2 portfolio as a cohort.

School website link: Art and Design

- Use textile design techniques and processes, appropriate to students' personal intentions, for example:
 - weaving
 - felting
 - stitching
 - appliqué
 - construction methods
 - printing
- Use media and materials, as appropriate to students' personal intentions, for example:
 - inks
 - yarns
 - threads
 - fibres
 - fabrics
 - textile materials
 - digital imagery

Skills

Assessment and Content



There are two parts to this course. Component 1 is 60% of the final grade and is completed within lessons and independent study. Component 2 is 40% and is set by AQA with a number of themes to choose from. Students work for a preparatory period with 10 hours of sustained focus time to produce an outcome(s).

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards. The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

GCSE Art and Design: 3D Design



Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills. Students on the 3D Design course would need to ensure that they are independent learners who challenge themselves outside the classroom as well as in. Health and Safety in the workshop is our main priority, so a mature approach to practical tasks is essential.

The WJEC Eduqas specification requires students to learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods. Practical and theoretical activities should be complementary.



Students can progress onto the Art and Design A Level at Simon Balle, or choose to follow a more specific Design course at college. Any creative course would be appropriate with the skills acquired on our course. A number of career choices can be made from the 3D Design course. These could include:

- Product Design
- Architecture
- Structural Engineer
- Engineering
- Graphic Design
- Animator
- 3D Printing
- Video Game Design
- Web Development



Exam board: Eduqas

Specification Number: 601/8087/0

Further specification information:
Specification Booklet

Contact: Ms V Davis/Ms A Dowd

Trips and enrichment: As a department we offer additional workshop time to develop skills and understanding further. These mainly consist of lunchtime and after school sessions. We encourage independent visits to relevant places to gain research and inspiration (depending on project title).

School website link: Art and Design

Within the context of three-dimensional design, students will develop the skills to:

- Use three-dimensional techniques and processes, appropriate to students' personal intentions, for example:
 - model making
 - constructing
 - surface treatment
 - assembling
 - modelling
- Use media and materials, as appropriate to students' personal intentions, for example:
 - drawing materials
 - clay
 - wood
 - metal
 - plaster
 - plastic
 - found materials

Skills

Assessment and Content



The WJEC Eduqas GCSE Art and Design is conceived as a two year linear qualification. It consists of two components:

Component 1

- Portfolio
- 60% of qualification
- Internally assessed, externally moderated

Component 2

- Externally Set Assignment
- 40% of qualification
- Internally assessed, externally moderated

This specification provides the flexibility and capacity to build and extend the breadth and depth of students' creative practice and offers the choice of a broad-based general course, plus six distinct title options with no prohibited entry combinations.

Business



The aims and objectives of this qualification are to enable students to know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. Throughout the course, students will apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.

Students studying business at Key Stage 4 and want to continue their education in a business subject have the opportunity to study an A Level in business, economics or can choose the vocational route and study either a single or double CTEC in business at Simon Balle.

Teachers of Business expect students to have a keen interest in business and be able to keep abreast of the news and what is happening in the UK economy. Students must also be aware of how businesses attract customers and the way they promote their products and services to their target audience. An awareness of prices, advertising, new product developments and the internet can help students increase their business knowledge.



Career opportunities after taking a business pathway are wide and varied. Careers in the four main business functions marketing, human resources, finance and operations are vast. A snapshot of the varied careers are: accountant, data analyst, stockbroker, brand manager, advertising executive, logistics manager, human resources manager, economist.



Exam board: Edexcel

Specification Number: 1BSO

Further specification information:
Specification Booklet

Contact: Mr G Papandronicou

Trips and enrichment: Business studies and economics enrichment opportunities include a Year 11 trip to Disneyland Paris. In Sixth Form there is an opportunity to travel to New York to visit Wall Street, the Federal Reserve and Times Square.

School website link: Business

- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to make informed judgements
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- Develop and apply quantitative skills relevant to business, including using and interpreting data

Skills

Assessment and Content



For both Theme 1 and Theme 2 assessments, the paper is divided into three sections: Section A is 35 marks, Section B is 30 marks, Section C is 25 marks. For both assessments, the paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

Theme 1: Investigating small business (written examination: 1 hour and 45 minutes; 50% of the qualification; 90 marks)

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a business (written examination: 1 hour and 45 minutes; 50% of the qualification; 90 marks)

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Computer Science



This course seeks to develop students 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.



Some potential careers that can be achieved from successful completion are listed below:

- 3D printing techniques
- App Developer
- Business Analyst
- Computer Games Developer
- Data Scientist
- Forensic Computer Analyst
- Software Developer
- Web Developer
- Robotics Engineer



Exam board: AQA

Specification Number: 525

Further specification information:
Specification Booklet

Contact: Mrs S Pope

Trips and enrichment: We are currently exploring the enrichment opportunities we will offer for Computer Science.

School website link: Computing

- A key part of the delivery of this specification is the development of students' programming skills.
- Throughout their course of study, students must be given the opportunity to design, write, test and refine, using one or more high-level programming language(s) with a textual program definition.
- In developing these skills schools and colleges are free to choose the context (ie they can be developed in relation to solving a specific problem or to a specification).
- In assessments where programming skills are assessed, we will assess students' ability to:
 - design
 - write
 - test, and
 - refine

Skills

Assessment and Content



Subject content

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

Paper 1 – Computational thinking and problem-solving

- Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.
- Written exam set in practically based scenarios
- 2 hours
- 90 marks
- 50% of GCSE

Paper 2 – Written assessment

- The content for this assessment will be drawn from subject content 3.3 to 3.8 above.
- Written exam testing theoretical knowledge of topics listed below
- 1 hour 45 minutes
- 90 marks
- 50% of GCSE

Drama



The WJEC Eduqas GCSE in Drama is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Through following this specification, learners will be given opportunities to participate in and interpret their own and others' drama. Learners have the option to work practically as performers and/or designers in Components 1 and 2.

Learners will investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. They will also have the opportunity to participate in the performance of an extract from a play text



What career opportunities does this subject present?

- Actor
- Broadcast presenter
- Community arts worker
- Dramatherapist/Counsellor
- Runner, broadcasting/film/video
- Theatre director
- Theatre stage manager
- Arts administrator
- Choreographer
- Further education teacher
- Media researcher
- Music producer
- Secondary school teacher
- Special effects technician
- Talent agent
- Events management
- Television floor manager
- Theatre manager
- Youth worker
- Solicitor



Exam board: Eduqas

Specification Number: C690QS

Further specification information:
Specification Booklet

Contact: Mrs J Townsend

Trips and enrichment:

- Theatre visits
- Workshops with theatre practitioners/theatre groups
- Experience using light and sound equipment

School website link: Drama

- Develop a range of theatrical skills and apply them to create performances
- Work collaboratively to generate, develop and communicate ideas
- Develop as creative, effective, independent and reflective learners able to make informed choices in process and performance
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- Adopt safe working practices

Skills

Assessment and Content



This course has three components you will complete.

Component 1: Devising theatre

- Non-exam assessment: internally assessed; 40% of qualification
- Learners will be assessed on either acting **or** design

Component 2: Performing a text

- Non-exam assessment: externally assessed by a visiting examiner; 20% of qualification
- Learners will be assessed on either acting **or** design
- 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.

Component 3: Interpreting theatre

- Written examination: 1 hour 30 minutes; 40% of qualification
- Section A: A series of questions on one set text; a series of questions on one set text from a choice of seven
- 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

English: Language and Literature



The English GCSE course aims to develop students' skills as communicators in the modern world; the English Language GCSE enables them to be effective readers, writers, speakers and listeners. At the same time, students study key texts from the rich cultural heritage of English literature including poetry, plays (both Shakespeare and modern drama) and novels.

Students will study both English Language and English Literature to gain two GCSE's. In addition to examinations, students will be assessed on their ability to present their ideas effectively in a formal context, use Standard English and respond to questions. While this aspect of the course does not count towards the overall GCSE grade, it will be recorded on the exam certificate as a separate grade.

Successful completion of these two GCSE courses can open the door to a plethora of career opportunities including, but not limited to, the following roles:



- Journalist
- Author
- Technical writer
- Librarian
- Teaching
- Editor
- Social media Manager
- Copywriter
- Public Relations Manager
- Lawyer
- Proofreader
- Translator



Exam board: AQA

Specification Number: 8700/8702

Further specification information:
Specification Booklet

Contact: Mrs J Townsend

Trips and enrichment: Theatre productions

School website link: English

- Read a wide range of texts, fluently and with good understanding and make connections across their reading
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Write accurately, effectively and analytically about their reading, using Standard English
- 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

Skills

Assessment and Content



Language

- 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)

Literature

- 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

Enterprise and Marketing



Enterprise and Marketing is a vocational alternative to GCSE Business for students who prefer a more hands-on approach to their learning. The qualification, unlike GCSE Business, includes coursework elements, which is ideal for those learners who prefer to be assessed as they are going through the course rather than just being assessed by an examination at the end of the year 11.

The course introduces students to the world of enterprise and marketing to acquire the relevant business and general life skills. It has been developed to enthuse and inspire learners about discovering new concepts that are relevant to their futures.



Vocational business is a good preparation either for employment or more advanced study at college. At the end of the course, students can go on to college and then progress into a business-related career, for example accounting, administration, customer service, management trainee, finance and IT related jobs, retail or sales. This qualification also gives students a range of essential skills no matter what career path or future studies they wish to follow.



Exam board: OCR

Specification Number: J837

Further specification information:
Specification Booklet

Contact: Mr J Pooley

- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the business and enterprise sector
- Understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise

Skills

Assessment and Content



Students will learn using a range of teaching and learning techniques to help them understand the concepts. They will learn about:

- The Marketing Mix (4Ps)
- Types of business ownership
- External Influences
- Finance
- Branding and promotion
- Functional areas

RO68: Enterprise and marketing concepts – 50% exam

Formal examination including multiple choice questions, short answer questions and one long answer question

RO68: Design a Business Proposal – 25% internal assessment (coursework)

Coursework which teaches about how to develop market research tools and use these to complete market research. They will use their research findings to decide who their customers will be, create a design mix and produce product design ideas.

RO69: Market and Pitch a Business Proposal – 25% internal assessment (coursework)

Coursework which teaches how to write a pitch which markets and promotes a business to make it more successful.

Geography



"Geography is a broad based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with, both at GCSE and A Level." (Royal Geographical Society)

Studying GCSE geography provides you with a variety of valuable skills and knowledge that can be transferred and used across other subject areas and can help you in terms of future careers as well as pathways in education.

According to the Royal Geographical Society, Geography graduates have some of the highest rates of graduate employment. Potential careers include anything that involves the environment, planning, or collecting and interpreting data. Some examples are listed below:



- Jobs in the business world
- Charities
- International relations
- Surveying
- Conservation
- Sustainability
- Waste and water management
- Environmental planning
- Tourism
- Weather forecasting
- Social researcher
- Teaching



Exam board: Edexcel

Specification Number: 2GB01

Further specification information:
Specification Booklet

Contact: Miss V Chuchla

Trips and enrichment: There will be a compulsory residential trip in Year 10 to collect data for the geographical investigations paper. Over the past few years this has been a day trip to Walton on the Naze.

School website link: Geography

- 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 their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive.
- Develop evaluation skills, looking at multiple perspectives and drawing conclusions.
- Develop map and location skills and apply their learning to the real world through fieldwork.
- Develop data analysis and evaluation skills, using primary data they have collected; develop analytical skills, using secondary data to better understand global issues.

Skills

Assessment and Content



The course is assessed through three examinations at the end of Year 11. The content of Papers 1 and 2 (worth a combined 75% of the total marks) and Paper 3 (worth 25% of the total marks) are as follows:

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

History



To study History at GCSE level you need to have an enquiring mind and an interest in the subject. If you are interested in the past and how it has shaped our world today then GCSE History might be for you. The exam papers are mostly made up of 3 types of questions; a short 4 mark question, a longer 12 mark essay and an extended essay question which is worth 20 marks so an understanding of how to write a PEE paragraph is helpful.

There is a certain amount of knowledge that is required. You will need to know some key dates, people, events etc so that you can support your ideas. The source paper requires you to read extracts from historians' work whilst also analysing historical sources from the past. These can include some challenging vocabulary however much of this will be taught as part of the course.



Just as history has made our world what it is, history can also be a key part of your future. With a subject like history, it may be harder for you to identify a clear career path. However, history is a useful and often necessary subject for a wide range of careers – not just the obvious ones. We already know that history is a highly desirable qualification for:

- Museums and Galleries
- Heritage Sites and Organisations
- Archives, Record Offices, Libraries and Universities
- Civil Service and Diplomatic Service
- Archaeology and Architecture, Conservation and Horticulture
- National and Local Government (politics)
- Education
- Business, Economics, Marketing
- Accountancy and Insurance
- Media and Journalism



Exam board: Edexcel

Specification Number: 1HIO

Further specification information:
Specification Booklet

Contact: Mrs C Ayres

Trips and enrichment: We do not run a GCSE History trip at present however, we are looking into the possibility of a visit for our new exam paper on migration.

School website link: History

- **Learning about people** – how they interact, differing perspectives and interpretations, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause
- **Learning to locate and sift facts** – In today's internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information – a skill that history is better placed than any other subject to help you develop.
- **Handling evidence to make informed decisions** – to identify truth and recognise myth, propaganda and downright lies.
- **Communicating your ideas and thoughts in a way that makes sense to others** – whether that be verbally or in essays, graphs or illustrated reports – and having the confidence to defend your findings.
- **Learning about countries, societies and cultures** – so many of today's conflicts and alliances have their roots in the past; how can you understand, trade successfully with, or report on a country if you know nothing of its culture or history?

Skills

Assessment and Content



The course is assessed through four exam papers sat in three examinations at the end of Year 11. The content and weighting of Paper 1, Paper 2 (made up of two separate papers) and Paper 3 are as follows:

Paper 1

- Migrants in Britain, c800-present and Notting Hill, c1948-c1970
- 1 hour 15 minute examination
- 30% of total weighting

Paper 2

- Early Elizabethan England, 1558 - 88
- Superpower relations and the Cold War, 1941-91
- 1 hour 45 minute examination (approximately 55 minutes per paper); 40% of total weighting

Paper 3: Making Geographical Decisions

- Weimar and Nazi Germany, 1918 - 39
- 1 hour 20 minute examination
- 30% of total weighting

Mathematics



As a core subject studied by all pupils, Mathematics is a necessary qualification for college, Sixth Form, university and future career choices. Mathematics equips you with a powerful set of skills and techniques that enable you to understand the modern world and communicate and function in it. Mathematics is important in everyday life, most forms of employment, science and technology, medicine, the economy, the environment and development, and in public decision-making.

Students cover all the skills needed to start the course at KS3. At GCSE level students extend these skills to more complex problems as well as covering brand new topics such as Pythagoras, Trigonometry, Quadratics and Histograms.



Mathematics is a fundamental subject that is required in many careers. Some of the most common careers that require mathematics include teaching, banking, accounting, engineering, technology and scientific research. Further career examples can be found below:

- Actuary
- Data Analyst
- Software Developer
- Astronomer
- Computer Programmer
- Financial Analyst
- Engineer
- Architect
- Computer Scientist



Exam board: Edexcel

Specification Number: 1MA1

Further specification information:
Specification Booklet

Contact: Mrs S Pope

Trips and enrichment:

- Level 3 Algebra is taken by the highest attaining students in the January of Year 11.
- The Intermediate UK Maths Challenge is taken in February of Year 10.

School website link: Maths

- Constructing and clearly presenting mathematical and logical arguments
- The ability to deal with abstract concepts
- More advanced numeracy skills than those acquired in KS3
- Turning real-world problems into mathematical problems
- Being able to exactly state what a problem is, including assumptions made, if necessary breaking it down into sub-problems, and presenting the solution clearly
- Analysing data, finding patterns and extracting conclusions
- Graphical, algebraic and data-handling techniques and an understanding of analysis, problem-solving and reasoned argument in geometric proof

Skills

Assessment and Content



The assessment of Mathematics at GCSE level consists of three papers with 80 marks available on each paper. Each paper lasts 90 minutes. Paper 1 is a non-calculator paper whilst calculators are allowed in Paper 2 and Paper 3.

The assessments will cover the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

There are two tiers available: Foundation (Grades 1 - 5) and Higher (Grades 4-9).

MFL: French and Spanish



A glance at the appointments section of any quality newspaper will reveal the value of familiarity with at least one foreign language. The huge increase in foreign travel for leisure also highlights the importance of having an awareness of the basics of another language. Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. There are eight modules of content: Family and Friends, Free time and Technology, Customs and Festivals, Local Area, Holidays, School, Work and Environment.

Students will be expected to work collaboratively with a range of peers as well as independently at different times. Later in the course, students will be responsible for making sure that they are retaining and recalling key vocabulary and will need to be proactive in learning vocabulary on Quizlet if extra practice is needed. Students will progress exponentially throughout the course as their language skills develop over time and so having a 'can-do' attitude and perseverance will support students to experience success.



It is now widely recognised that knowledge of foreign languages can enhance the prospects, not only of those studying arts subjects at university, but also of pupils who intend to make a career in, for example, management, engineering, science or accountancy. There are a growing number of job opportunities in Europe, moving around with multi-national companies which require competency in two or more languages.



Exam board: AQA

Specification Number: 8658/8160

Further specification information:
Specification Booklet

Contact: Mrs R Miller

Trips and enrichment: Visits to France/Spain

School website link: Modern Foreign Languages

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- Express and develop thoughts and ideas spontaneously and fluently
- Listen to and understand clearly articulated, standard speech at near normal speed
- Develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- Develop language strategies, including repair strategies
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts

Skills

Assessment and Content



GCSE French and Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening - Understanding and responding to different types of spoken language

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

Paper 2: Speaking - Communicating and interacting effectively in speech for a variety of purposes

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time; 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Paper 3: Reading - Understanding and responding to different types of written language

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Paper 4: Writing - Communicating effectively in writing for a variety of purposes

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Music



GCSE Music is an engaging and challenging course which aims to develop your understanding and enjoyment of music through performing, listening and composing. This combination of practical study makes the GCSE Music course especially varied, and sets it apart from many other subjects. If you have already devoted your time and talent to developing your musical interests and skills outside the classroom, this course is an excellent opportunity to have your achievements recognised in the form of a GCSE.

GCSE Music offers a solid foundation for progression to other music studies, including A-level Music, and often to a music-related career. A multi-faceted discipline, it provides the opportunity for pupils to develop valuable transferable skills such as self-confidence, critical thinking, creativity and teamwork; whilst also developing the academic rigour required for many university and A-level choices. Many pupils find that it gives them the background they need to pursue a lifelong interest in playing and listening, and to join the many professionals in other walks of life who are enthusiastic and highly accomplished amateur musicians. Further study in Music can lead to a broad range of career opportunities such as:



- Performing
- Composing
- Teaching/ Education
- PR
- Music journalist
- Work in the media industry
- Music Therapist
- Music Production
- Artist Management Marketing



Exam board: Eduqas

Specification Number: C660U30-1

Further specification information:
Specification Booklet

Contact: Mr M Taylor

Trips and enrichment: You will be encouraged to participate in one of our ensembles i.e. choir, rock school, concert band and will have a number of performance opportunities at different venues including the renowned Saffron Hall concert hall.

School website link: Music

- Develop as effective and independent learners with enquiring minds
- Reflect upon and evaluate their own and others' music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians
- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used

Skills

Assessment and Content



The course is assessed through three examinations at the end of Year 11. The content of Papers 1 and 2 (worth a combined 75% of the total marks) and Paper 3 (worth 25% of the total marks) are as follows:

Component 1: Performing

- Total duration of performances: 4-6 minutes
- Non-exam assessment: internally assessed; 30% of qualification
- A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble

Component 2: Composing

- Total duration of compositions: 3-6 minutes
- Non-exam assessment: internally assessed; 30% of qualification

Component 3: Appraising

- Written examination: 1 hour 15 minutes (approximately)
- 40% of qualification; this component is assessed via a listening examination
- Eight questions in total, two on each of the four areas of study: Musical Forms and Devices, Music for Ensemble, Film Music, Popular Music

Philosophy, Religion and Ethics (PRE)



Students embarking on this course will need to be prepared to consider religious perspectives alongside philosophical and ethical issues. This course studies Christianity and Buddhism in depth. PRE students need to be prepared to explore their own beliefs and opinions, and consider other perspectives. This is an essay based subject. Alongside having an enthusiasm for discussion and debate, students are expected to make thorough notes and to practise answering exam questions.

PRE is a respected subject in further education and in the world of work. The skills required in PRE are transferable across most other GCSE and A Level subjects. In the world of work, all employers appreciate employees who are aware of the wider world, sensitive to other beliefs and cultures, and have the ability to form an intelligent argument.



PRE is a useful subject in any career that involves working with people! It is particularly useful in the following career areas:

- The civil service
- Teaching
- Medicine
- Law
- Journalism
- Politics
- Social and care work
- Aid work
- Public relations

Skills

- PRE students need to be deep thinkers with a natural curiosity for asking and answering ultimate questions.
- They are prepared to consider the beliefs and practices of two major world faiths and their own beliefs and opinions.
- A PRE student will be able to consider different perspectives and solutions to many philosophical and ethical questions.
- By the end of the course, PRE students will be able to explain their own beliefs and opinions, and of others.
- PRE students become critical thinkers, and are able to confidently formulate a sound line of argument.



Exam board: AQA

Specification Number: Religious Studies A (8062)

Further specification information: Specification Booklet

Contact: Ms Hayley Cannon

Trips and enrichment: We offer the opportunity to visit a Christian and Buddhist place of worship.

School website link: PRE

Assessment and Content



The course is assessed through two exam papers. The content and weighting of Component 1 and Component 2 are as follows:

Component 1: The study of religious beliefs, teachings and practices (Christianity and Buddhism)

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE
- Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.
- Each religion is marked out of 48.

Component 2: Thematic studies (relationships and families, religion and crime, religion and life, religion and social injustice, religion and war)

- Written exam: 1 hour 45 minutes
- 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE
- Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.
- Each theme is marked out of 24.

Physical Education



GCSE Physical Education is an interesting and enjoyable course which aims to equip pupils with the knowledge, understanding, skills and values needed to develop and maintain performance in physical activities.

The course will also allow pupils the opportunity to explore the benefits of sport to health, fitness and well-being. Pupils will develop their theoretical knowledge and understanding of the factors that underpin physical activity and sport. They will analyse and evaluate their own performance, and learn to apply theory to their own sporting interests.

Studying GCSE PE supports progression to A Level and further education pathways and develops a holistic understanding of physical education. Some examples of career opportunities presented from the study of GCSE PE include, but are not limited to:



- Physiotherapist
- Sports Therapist
- Strength & Conditioning Coach
- Broadcaster
- Nutritionist
- Sports Science Researcher
- Sports Development Officer
- Sports Journalist
- Sports Injury Management
- Sport Psychologist
- Clinical Physiologist
- Performance analyst



Exam board: Edexcel

Specification Number: 1PEO

Further specification information:
Specification Booklet

Contact: Mrs R Scarrott

Trips and enrichment:

- Extra curricular clubs and fixtures for sports
- Sports Leadership Opportunities

School website link: Physical Education

- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution that physical activity and sport make to health, fitness and wellbeing
- Explain the key socio-cultural influences that can affect people's involvement in physical activity and sport
- **Cognitive skills**
 - Non-routine problem solving, systems thinking, critical thinking, ICT literacy
- **Interpersonal skills**
 - Communication, relationship-building skills, collaborative problem solving
- **Intrapersonal skills**
 - Adaptability, self-management and self-development

Skills

Assessment and Content



Component 1: Fitness and Body Systems (Exam)

- Covering the following four topics: Applied anatomy and physiology, Movement analysis, Physical training and Use of data
- The assessment is 1 hours and 30 minutes
- The assessment is out of 80 marks
- The assessment consists of multiple-choice, short-answer, and one extended writing question

Component 2: Health and Performance (Exam)

- Covering the following four topics: Health, fitness and wellbeing, Sport psychology, Socio-cultural influences and Use of data
- The assessment is 1 hours and 15 minutes
- The assessment is out of 60 marks
- The assessment consists of multiple-choice, short-answer, and one extended writing question

Component 3: Practical Performance

- The assessment consists of students completing three physical activities from a set list. One must be a team activity; one must be an individual activity; the final activity can be a free choice
- The assessment for each physical activity and sport may take place over multiple sessions up to a combined duration of 12 hours
- The practical performance consists of 105 marks (35 marks per physical activity, which are added together to give the total mark for this component)

Component 4: Personal Exercise Programme

- The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance
- Carrying out and producing the PEP may take place over multiple sessions up to combined duration of 12 hours
- The PEP consists of 20 marks

Psychology



Psychology is the scientific study of the human mind and behaviours. As students study this subject for the first time they are introduced to Psychology through a range of introductory topics, they learn about the process of research and a range of core studies in the subject. They then study their first topics – memory and perception. In each topic they learn concepts related to the topic, key studies and the real-world applications of the topic. Alongside their knowledge rich curriculum, students also learn scientific research skills and have experience of conducting and being participants in psychological research.

As the course progresses, students study more fascinating topics in a range of psychological fields, including developmental psychology, social influence, language and communication, biopsychology and psychological problems (mental health), social influence, sleep, and memory.

The next stage for students after GCSE may be to progress to study Psychology at A-level. The knowledge and skills acquired will be beneficial for further study at University and could lead to a wide range of challenging and exciting careers within social care, mental health, education, advertising, business, research and sports.



- Clinical psychologist
- Counselling psychologist
- Educational psychologist
- Forensic psychologist
- Health psychologist
- Occupational psychologist
- Psychological wellbeing practitioner
- Sport and exercise psychologist



Exam board: AQA

Specification Number: 8182

Further specification information:
Specification Booklet

Contact: Ms S Matuszak

School website link: Psychology

- Engage in the process of psychological enquiry to develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- Develop an awareness of why Psychology matters, acquire knowledge and understanding of how Psychology works, and its essential role in society

Evaluate therapies and treatments including in terms of their appropriateness and effectiveness

- Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour
- Analytical and Maths skills in order to understand and explain the variety of data analysis from research
- Independent reading around the content of lessons on a regular basis; extended answers to questions using topical language to portray a point of view

Skills

Assessment and Content



The course is assessed through two examinations at the end of Year 11. The content of Papers 1 and 2 are as follows:

Paper 1: Cognition and behaviour

- Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics: **memory, perception, development and research methods**
- Written exam: 1 hour 45 minutes; 50% of GCSE
- 100 marks available across four sections; each section is worth 25 marks and includes multiple choice, short answer and extended writing questions

Paper 2: Social context and behaviour

- Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics: **social influence, language, thought and communication, brain and neuropsychology and psychological problems**
- Written exam: 1 hour 45 minutes; 50% of GCSE
- 100 marks available across four sections; each section is worth 25 marks and includes multiple choice, short answer and extended writing questions

Science



The aim of studying Science is to acquire the scientific knowledge and skills needed to understand a changing world; this may be in a domestic, industrial or environmental context. You will also gain an understanding of how scientific ideas have been developed, as well as their power and limitations. By learning to evaluate data, it is then possible to consider the benefits and drawbacks of scientific and technological developments, as well as ethical issues.

A-level Science subjects are a prerequisite for many university courses and careers. Medicine, veterinary sciences, pharmacy and engineering are obvious choices, but the skills taught in Science are much sought after in the employment market. Law, accountancy and architecture are examples of alternative fields of study in which science skills are valued.

Further career opportunities include but are not limited to:



- Aerospace engineer
- Agricultural engineer
- Anaesthetist
- Biochemist
- Dentist
- Biomedical scientist
- Biotechnologist
- Chiropractor
- Clinical psychologist
- Dietitian
- Clinical scientist
- Cognitive behavioural therapist
- Corporate responsibility and sustainability practitioner
- Criminologist
- Metrologist
- Midwife
- Nurse
- Oceanographer
- Sonographer



Exam board: AQA

Specification Number: 8461-4

Further specification information:
Specification Booklet

Contact: Mr J Davison

Trips and enrichment:

- Big Bang Competition
- Science Live
- CERN - A Level Physics
- Spectra Techniques - A Level Chemistry

School website link: Science

- Planning scientific investigations
- Measuring and collecting data
- Drawing graphs
- Using mathematical skills to process data
- Analyse and evaluate evidence
- Clear and logical communication skills
- ICT skills

Skills

Assessment and Content



Science is a core subject, but we do offer two alternative routes. One of these is through studying the three Separate Sciences and this leads to three separate grades at GCSE. This is the preferred choice if you intend studying any of the sciences at A-level. The alternative is Combined Science, in which you have separate subject Science lessons but follow a reduced core curriculum. This leads to two GCSE grades.

Combined Science

- Taught over 2 years with 4 hours per week (usually 2 teachers)
- Students will gain 2 GCSEs
- Biology, Chemistry and Physics topics covered (slightly reduced content to Triple Science)
- Required practicals completed in lessons and examined in terminal exams
- 2 papers per subject (Biology, Chemistry and Physics) each of 1 hour 15 minute duration

Triple Science

- Taught over 2 years with 6 hours per week (2 per subject with 3 teachers)
- Students will gain 3 GCSEs
- Biology, Chemistry and Physics – entire course content covered
- 2 papers per subject (Biology, Chemistry and Physics) each of 1 hour 45 minute duration
- Higher and Foundation available for all papers

Sports Studies



Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport or the media.

Furthermore, students will explore the relationship that media has with sport and understand how linked they are. The relationship to real world examples and the different ways in which sport and the media represent each other will be applied. Throughout the course, students will develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical activity of sport.



Studying Sports Studies supports progression to a Level 3 BTEC in sport and further education pathways and develops a holistic understanding of physical education. Some examples of career opportunities presented from the study of Sports Studies include, but are not limited to:

- Strength & Conditioning Coach
- Broadcaster
- Sports Development Officer
- Sports Journalist
- Coaching
- Strategic Partner Manager
- Health Sector
- Performance analyst



Exam board: OCR

Specification Number: J829

Further specification information:
Specification Booklet

Contact: Mr D Brennan

Trips and enrichment:

- Extra curricular clubs and fixtures for sports
- Sports Leadership Opportunities

School website link: Physical Education

- This qualification also allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment.

- Students will develop the following skills that are transferable to different real-life contexts, roles or employment:

- Research
- Analytical Skills
- Creative Thinking
- Planning
- Team working
- Leadership
- Verbal Communication/Presentation
- Healthy living and lifestyle skills

Skills

Assessment and Content



R184: Contemporary issues in sport (Exam; 40%)

- Topics include:
 - Issues which affect participation in sport
 - The role of sport in promoting values
 - The implications of hosting a major sporting event for a city or country
 - The role National Governing Bodies (NGBs) play in the development of their sport
 - The use of technology in sport

R185: Performance and leadership in sports activities (Not assessed through examination; 40%)

- Topics include:
 - Key components of performance
 - Applying practice methods to support improvement in a sporting activity
 - Organising and planning a sports activity session
 - Leading a sports activity session
 - Reviewing your own performance in planning and leading a sports activity session

R187: Increasing awareness of Outdoor and Adventurous Activities (Not assessed through examination; 20%)

- Topics include:
 - Provision for different types of outdoor and adventurous activities in the UK
 - Equipment, clothing and safety aspects of participating in outdoor and adventurous activities
 - Plan for and be able to participate in an outdoor and adventurous activity
 - Evaluate participation in an outdoor and adventurous activity

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Year 9 Preferences



September 2024