



**URSULINE HIGH SCHOOL  
WIMBLEDON**

Ks4 Options Booklet 2025

# Key Stage 4 Course Guide

NAME \_\_\_\_\_

FORM \_\_\_\_\_

Dear Students and Parents,

The aim of this Key Stage 4 Course Guide is to give you clear indication about the content and assessment structure of our courses. The guide explains the different levels of courses you can study and the different pathways you can take.

The options form can be found at the back of the booklet and needs to be returned to your form tutor by the **7<sup>th</sup> March**.

I suggest you read about all the courses on offer and take the opportunity to ask your own teachers for more detailed information and guidance on the courses you are interested in studying. There is so much choice it can sometimes be difficult to know what to do. You do not want to lose any opportunities but at the same time you want to achieve your very best and enjoy your studies. To make the right choices you need to listen to the advice of your parents and teachers, but most of all you need to listen to yourself. You need to be fully informed about the learning demands of courses and what will be expected of you if you are to make the right decisions.

It is an exciting time for you as you start to make important decisions. Please remember this is the time to ask questions and make sure you are informed before making these important choices.

*Owen Nichols*

**Assistant Head Teacher Curriculum & Teaching and Learning**

## CONTENTS

P4. Guidance at key stage 4

P8. The Curriculum Pathways at Key Stage 4

P15. Courses:

- a) GCSE Art
- b) GCSE Art Textiles
- c) GCSE Business Studies
- d) GCSE Computer Science
- e) GCSE Drama
- f) GCSE English
- g) GCSE Food Preparation & Nutrition
- h) GCSE French
- i) GCSE Geography
- j) GCSE German
- k) GCSE History
- l) GCSE Maths
- m) GCSE Music
- n) GCSE Physical Education
- o) GCSE Design and Technology
- p) GCSE Religious Education
- q) GCSE Science
- r) GCSE Spanish
- s) GCSE Sociology

P40. Vocational Courses (Level 2):

A. Health & Social Care

P43 6<sup>th</sup> Form Choices – From A-Levels to T-Levels.

p47. Choice forms

# **GUIDANCE AT KEY STAGE 4**

## GUIDANCE AT KEY STAGE 4

To ensure that all options are kept open, there are a number of questions that you need to ask yourself before you make your final decision.

1. Do I like the subject?
2. Do I need this subject to pursue my career choice?
3. Does my subject teacher think I should study this subject at GCSE?
4. Will I be able to study this subject post 16 if I haven't completed a GCSE in it?
5. Are my parents supportive of my subject choice?

When you are deciding which subjects to choose, please keep in mind:

### a) THE SUBJECTS YOU WOULD LIKE TO STUDY

You may think you know already, but you should read the descriptions of the courses in this booklet very carefully, to make sure that you know what the subject will be about in the next two years. Choose a new subject for your taster lesson.

### b) THE SUBJECTS YOU ARE GOOD AT

You know this from your marks, your test, your reports and from what your subject teachers tell you.

### c) THE SUBJECTS YOU NEED

At the end of Key Stage 3 most students do not have any idea yet which career they will follow and so they are not certain which subjects to choose. The balanced choices open to you will allow you to keep your options open for career choice later on. If you are at all uncertain about the subjects you will need to follow a particular career path, you can see Mrs Milne, your KS4 Careers Advisor, in the LRC, or email her at [Polly.Milne@uhsw.com](mailto:Polly.Milne@uhsw.com).

Please remember that you are not expected to make a firm decision about your career at this time. Most students change their minds several times and it is possible to do courses later on at school or college, if you find that you need additional qualifications. Useful books and resources are available in the Careers Area of the LRC. You can ask Mrs Milne for advice on which resources may be useful for you, or for websites which have relevant information.

The rest of this booklet will help you to find answers to some of your immediate questions. It tells you where to get help; it gives you descriptions of the courses on offer and explains some important keywords and phrases. In form period you will be having discussions and doing some exercises to help you to get to know a little more about yourself, your likes and dislikes, skills, strengths and weaknesses, the people who influence you, what your values are and how to choose between subjects.

When you have thought about all this, you should be able to choose a programme for yourself, which you will enjoy studying for the next 3 years, and from which you will benefit during your lifetime.

### **WHERE TO GET HELP?**

Parents, Head of Year, Form Tutor, Subject teachers, Careers Advisor (Mrs Milne), older friends, employers, libraries, websites (see below for some suggestions or see Mrs Milne for more), the careers area of the LRC, the Careers Hub on the homepage of the UHS website, your Unifrog account.

### **USEFUL WEBSITES**

[www.unifrog.co.uk](http://www.unifrog.co.uk) Quizzes to help you work out your personality type, preferred work environment and careers interests, as well as lots of information on hundreds of careers

[Career Quiz helping you find the right career, degree or apprenticeship \(sacu-student.com\)](http://sacu-student.com)

A simple but very useful quiz that will lead you to hundreds of suggestions of careers, degrees and apprenticeships, with links to further information on all of them, including which subjects you need

[Explore careers by job sectors - BBC Bitesize](#) Explore a huge range of careers by job sector

[Explore careers | National Careers Service](#) In-depth descriptions of careers from every sector, including what subjects and skills you need, what you will do on a day-to-day basis and how much you can expect to earn

[Prospects.ac.uk](http://Prospects.ac.uk) A site that allows you to explore different career paths through subjects or interests

[TARGETcareers UK | careers help and advice for school leavers](#) Lots of advice for students and parents on how to choose the best pathway for you

[Success at School: Career Zones](#) Recommended by The National Careers Service for young people to explore career paths

The following 3 websites all have talks, broadcasts and virtual work experience for students aged 14+ to give tasters of a wide variety of careers, many from top national and international companies:

[It's time to take control of your future | Springpod](#)

[Pathway CTM | Careers Training & Mentoring](#)

[Speakers for Schools – To open-up access to the very top for young people](#)

See individual GCSE pages for further websites that offer information on possible careers linked to each subject.

Here are some links for careers that are not linked to specific subjects, but which students frequently ask about:

[Law Careers: Deciding on a Career in Law | The Lawyer Portal](#)

[Teaching and education | Explore careers \(nationalcareers.service.gov.uk\)](http://nationalcareers.service.gov.uk)

[Green careers directory | British Council](#)

## REMEMBER

1. Your personality affects the type of work that you will enjoy and be successful at. Your parents probably know you best. Listen to their advice and to others who know you well.
2. Your subject teachers know most about your aptitude for a particular subject. They will tell you about their course and your form teacher will look at the overall picture with you.
3. Listen to what other people tell you about further education and working life. Check with your careers teacher and make sure that your career plan is realistic.
4. Remember that these are important choices, which should not be made for trivial reasons. Do not, for example choose a subject just because your friends are doing it. Make good use of all the information available to you and so make the right choice for your future.

### Key dates

Date	Event
14 <sup>th</sup> January	Learning Conference with Year 9 students to go over the different pathways and options.
14 <sup>th</sup> January	Options information Evening for parents with Q&A session.
26 <sup>th</sup> January	Students to submit their requests for the Taster Day sessions.
7 <sup>th</sup> February	Taster Day for Options pathways.
7 <sup>th</sup> March	Deadline for Option Choices
19 <sup>th</sup> May	End of Key Stage exams.

---

*Please note that there are often movements between populations for Science, English, PE and RE in Ks4 to make sure that all students are in the correct groups for the subjects. This is normal as students spend more time outside of their populations for option subjects anyway.*

---

## THE GCSE GRADING SYSTEM AT KEY STAGE 4

Old GCSE structure	Current GCSE grading
<b>A*</b>	<b>9 (top 20% of 8)</b>
<b>A</b>	<b>8</b>
<b>B</b>	<b>7</b>
<b>C</b>	<b>6</b>
<b>D</b>	<b>5</b>
<b>E</b>	<b>4</b>
<b>F</b>	<b>3</b>
<b>G</b>	<b>2</b>
<b>U</b>	<b>1</b>
<b>U</b>	<b>U</b>

Grade 9 will be given to the top 20% of Grade 8 students. These will be the very highest performers and in the top 2% of the country for that subject.

There are three pathways that students may take.

## ***Platinum***

### **Core Subjects**

GCSE English Language & Literature

GCSE Maths

GCSE RE

PE

PSHEC

**This pathway includes Triple Science**

*A separate GCSE in:*

Biology

Chemistry

Physics

### **Choice of ONE Humanities**

History

Geography

### **Choice of ONE Language**

French

Spanish

German

### **Choice of one more subject**

Art, Business Studies, Computing,  
Drama, Food & Nutrition, French,  
German, Spanish, History, Geography,  
Music, PE, Design Technology, Art  
Textiles, Sociology.

---

# Gold

---

## Core Subjects

GCSE English Language & Literature

GCSE Maths

GCSE RE

PE

PSHEC

This pathway includes Combined Science

## Choice of ONE Humanities

History

Geography

## Choice of ONE language

French

Spanish

German

## Choice of one more subject

Art, Business Studies, Computing,  
Drama, Food & Nutrition, French,  
German, Spanish, History, Geography,  
Music, PE, Design Technology, Art  
Textiles, Sociology.

# *Open*

## Core Subjects

GCSE English Language & Literature

GCSE Maths

GCSE RE

PE

PSHEC

This pathway includes Combined Science

## Choice of ONE Humanities OR Language

History

Geography

French

Spanish

German

## Choice of TWO more subjects

Art, Business Studies, Computing,  
Drama, Food & Nutrition, French,  
German, Spanish, History, Geography,  
Music, PE, Design Technology, Art  
Textiles, Sociology & Option Support.

For a course to run at KS4, there must be at least 15 students signed up to a course.

### **Core Subjects**

<b>Subject</b>	<b>No. OF PERIODS/WEEK</b>
GCSE English Language & Literature	4
GCSE Maths	5 (4 in year 11)
GCSE Science	6
GCSE RE	3
PE	2
PSHEC	1

### **Option Subjects**

<b>Subject</b>	<b>No. OF PERIODS/WEEK</b>
GCSE Art	3
GCSE Business Studies	3
GCSE Computing	3
GCSE Drama	3
GCSE Food & Nutrition	3
GCSE French / German / Spanish	3
GCSE History / Geography	3
GCSE Music	3
GCSE PE	3
GCSE Design Technology	3
GCSE Art Textiles	3
GCSE Sociology	3
Level 2 BTEC in Health and Social Care	3
Level 1 / 2 OCR National in Child Development.	3

**Students will study 10 GCSEs on the Platinum Pathway, 9 in Gold and Open, though this may be 8 if Option Support is selected.**

#### **Please note:**

**Students in each pathway will still be put into groups for Science, English and Maths based on attainment and progress in that subject. They are NOT linked to the pathways when grouping students into classes.**

**ALL students will study science during Period 7 once a week. This is a compulsory, timetabled lesson to ensure that all students receive enhanced teaching from Biology, Chemistry and Physics specialists twice per discipline per week.**

# **SUBJECTS**

# GCSE ART, CRAFT & DESIGN

## THE SUBJECT

The GCSE in Art, Craft & Design aims to encourage an adventurous and enquiring mind and approach to art and design. In addition to making a series of art and artefacts, students learn to critique and reflect on their own work and on the works of others historical and contemporary designers. Successful students will explore and experiment new media techniques and develop ideas into a final, informed and personal response that embraces the theme and its concepts.

## THE COURSE

### **Year 10**

**Term 1: Structures** – Students will use resources in the workshops to begin studies of shells, seed pods, leaves etc. Taught skills will include how to take successful photos, good quality observational drawing, developing mood-boards, researching the work of other artists & designers, experimenting with a wide variety of art techniques. Careful consideration will be given to presentation skills. The focus for the first half term will be ‘black & white’ and ‘colour’ boards.

**Term 2: NEW FOCUS** - Using macro sections of photos, students will develop craft and mixed media experimental work to extend their theme adding surface texture & 3D elements into the artwork. During individual tutorials students will narrow down their theme and then start to take photos and collect further artists before merging ideas to develop an individual approach to the portfolio.

**Term 3: PERSONAL STUDY** (Individually chosen) – Depending on the direction chosen students will need to ‘bridge the gap’ between their starting point and chosen direction. The work will be embedded with observational drawing, demonstrate links to other artists inspiration and begin to consider compositions for design ideas whether they are 2D or 3D. Students will work to their area of design strengths and discuss work in progress regularly in tutorials.

### **Year 11**

**Term 1: PERSONAL STUDY** (Individually chosen) – Students will continue to work on their chosen project to further develop their portfolio, experimentation, plan a range of design ideas and produce an outcome to celebrate the project. This can be a 2D or 3D format that suits the work being developed. There will be regular tutorials to discuss the work in progress and set action plans.

**Term 2 & 3: EXTERNALLY SET ASSIGNMENT** - This Unit is completed through a 12-14 week project culminating in a 10 hour exam. The exam title is set by Edexcel.

## THE SPECIFICATION

Component	Weighting	Method of Assessment	Requirements
Course work	60%	Internally marked External moderated	2 Sketchbook and 2 Final pieces
Externally set assignment	40%	Internally marked External moderated Eight week preparation 10 hour exam	1 sketchbook and 1 Final Piece

All Units are internally marked according to the Edexcel Specification Grid, with four Assessment Areas

**Assessment Objective 1:** Develop ideas through investigations showing critical understanding of sources (25%)

**Assessment Objective 2:** Develop and explore ideas, reviewing refining work as it progresses (25%)

**Assessment Objective 3:** Record observations, experiences and ideas (25%)

**Assessment Objective 4:** Present a personal response, realising intentions and making informed connections with the work of others (25%)

## Careers Links

[150+ Art Careers - The Ultimate List \(studentartguide.com\)](https://www.studentartguide.com/150-art-careers-the-ultimate-list/)

[Why Study Art At GCSE? | Superprof](https://www.superprof.com/why-study-art-at-gcse/)

[Careers in animation - ScreenSkills](https://www.screen-skills.com/careers-in-animation/)

[Education, CPD and careers \(architecture.com\)](https://www.architecture.com/education/cpd-and-careers/)

# GCSE Art & Design: TEXTILES

## THE SUBJECT

The GCSE in Art Textiles aims to encourage an adventurous and enquiring mind and approach to Textile Art. Students can explore many areas of Textiles - Textile Installation, Textile Sculpture, Garment Construction, Fabric production and Fabric Design. Students also learn to critique and reflect on their own work and on the works of others. Students will be exposed to a variety of historical and contemporary artists and designers and will be able to demonstrate visual and written understandings in response to these artists and topics. Successful students will explore and experiment new media and techniques and develop ideas into a final, informed and personal response.

## THE COURSES

### **Year 10**

**Term 1: SURFACES** – Students will use regularly occurring surfaces whether natural or man-made as inspiration. Taught skills will include how to take successful photos, good quality observational drawing, developing mood-boards, researching the work of other artists & designers, experimenting with a wide variety of textile techniques. Careful consideration will be given to presentation skills. The focus for the first half term will be ‘black & white’ and ‘colour’ boards.

**Term 2: NEW FOCUS** - Using macro sections of photos, students will develop craft and mixed media experimental work to extend their theme adding surface texture & 3D elements into the artwork. During individual tutorials students will narrow down their theme and then start to take photos and collect further artists before merging ideas to develop an individual approach to the portfolio.

**Term 3: PERSONAL STUDY** (Individually chosen) – Depending on the direction chosen students will need to ‘bridge the gap’ between their starting point and chosen direction. The work will be embedded with observational drawing, demonstrate links to other artists inspiration and begin to consider compositions for design ideas. Students will work to their area of design strengths and discuss work in progress regularly in tutorials.

### **Year 11**

**Term 1: PERSONAL STUDY** (Individually chosen) – Students will continue to work on their chosen project to further develop their portfolio, experimentation, plan a range of design ideas and produce an outcome to celebrate the project. This can be a 2D or 3D format that suits the work being developed. There will be regular tutorials to discuss the work in progress and set action plans.

**Term 2 & 3: EXTERNALLY SET ASSIGNMENT** - This Unit is completed through a 12-14 week project culminating in a 10 hour exam. The exam title is set by Edexcel.

## THE SPECIFICATION

Component	Weighting	Method of Assessment	Requirements
Course work	60%	Internally marked External moderated	2 Sketchbooks and 2 Final pieces
Externally set assignment	40%	Internally marked External moderated Eight week preparation 10 hour exam	1 sketchbook and 1 Final Piece

All Units are internally marked according to the Edexcel Specification Grid, with four Assessment Areas

**Assessment Objective 1:** Develop ideas through investigations showing critical understanding of sources (25%)

**Assessment Objective 2:** Develop and explore ideas, reviewing refining work as it progresses (25%)

**Assessment Objective 3:** Record observations, experiences and ideas (25%)

**Assessment Objective 4:** Present a personal response, realising intentions and making informed connections with the work of others (25%)

## CAREERS LINKS

[Careers in Textiles: We Love Textiles! | Textileshotline Boyd Education](#)

[Welcome To UKFT Futures](#)

[What can I do with a fashion degree? | Prospects.ac.uk](#)

# GCSE Business Studies

## THE SUBJECT

Taught in the Business and Enterprise Centre, students have the opportunity through this course to investigate and understand all aspects of how a Business operates. Students get the chance to look at and visit companies across the UK, Europe and America in order to enhance their understanding of key topic areas. Topics studied include International Marketing and Advertising, Finance, Operations and Human Resource Management and are based upon real life businesses.

## THE COURSE AND ASSESSMENT

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

### Paper 1 - Theme 1: Investigating small business

Written exam: 105 minutes, 90 marks

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions

There are three sections in the paper.

Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.

Questions in Sections B and C will be based on business contexts given in a Source Booklet.

### Paper 2 - Theme 2: Building a business

Written exam: 105 minutes, 90 marks

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions.

There are three sections in the paper.

Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.

Questions in Sections B and C will be based on business contexts given in a Source Booklet.

This is a very popular GCSE among students. Most go on to study Business or Economics courses at A-Level.

## CAREERS LINKS

[Business and finance | Explore careers \(nationalcareers.service.gov.uk\)](#)

[Jobs that use Business - BBC Bitesize](#)

[Careers in marketing - BBC Bitesize](#)

[What can I do with a business management degree? | Prospects.ac.uk](#)

# GCSE COMPUTER SCIENCE

## THE SUBJECT

GCSE Computer Science is about understanding the technology that we all depend upon and being able to develop the skills to create new computer programs and technology for the future. The course has practical elements where students will have to design, develop and test their own new computer program. Students will gain a sound understanding of how computers work, how the internet functions and will consider the wider ethical and moral impacts of the digital world that we live in. Studying Computer Science will be of great benefit to a wide range of future study and career options as it underpins so much of what we do.

## THE COURSE AND ASSESSMENT

The Course will lead to a full GCSE in Computer Science.

Unit 1 – Computer Systems (50% of total GCSE)

Exam: 1 hr 30 mins

In this unit, students will learn about how computers and computer systems work. Topics include; wired and wireless networks, system security, system software, the CPU and the impact of Computer Science in a global context.

Unit 2 – Computational thinking, algorithms and programming (50% of total GCSE)

Exam: 1 hr 30 mins

In this unit, students will become familiar with computing related mathematics. Students will be expected to be able to develop algorithms, apply a range of programming techniques such as iteration, selection and the use of arrays, apply Boolean logic and understand data representation.

Unit 3 – Programming project (20 hours to complete, No assessment)

Coursework

In this unit, students will create their own computer program in response to a task set by OCR. They will develop their program in a text based language such as Python and SQL. Students must go through the entire systems life cycle of Analysis, Design, Development, Testing and Evaluation.

## CAREERS LINKS

[What can I do with a computer science degree? | Prospects.ac.uk](https://www.prospects.ac.uk/Computing-technology-and-digital)  
[Computing technology and digital | Explore careers \(nationalcareers.service.gov.uk\)](https://nationalcareers.service.gov.uk)

# GCSE DESIGN AND TECHNOLOGY

## THE SUBJECT

A qualification in Design and Technology will prepare students to become creative and critical thinkers, developing practical life skills to design and deliver prototypes that solve real and relevant problems.

Unlike many other subjects Design and Technology is not a single area of study. In solving problems in a practical way, students use experiences gained elsewhere in the curriculum – particularly in Science, Mathematics, Computing, Business Studies and Art.

Each student is encouraged use their own creativity and independent research skills to develop inclusive, sustainable design ideas.

## RESOURCES

The new textbooks and revision materials are provided' these are supported by online versions with associated videos and other digital resources. The specialist workshop has access to CAD/CAM facilities, metal casting, thermo-polymer forming, electronics equipment and smart materials sampling.

## WHY CHOOSE DESIGN AND TECHNOLOGY?

In Design and Technology, you will become an independent and critical thinker who can adapt your technical knowledge and understanding to different design situations. You will learn to be ambitious and open to explore and take design risks to stretch the development of design proposals. You will develop an awareness of implications of the costs, environmental and commercial viability of a range of material and marketing of products.

The study of Design and Technology can support in a range of career areas including the NHS and directly lead to future careers in product design, engineering, architecture, fashion and graphic design; it will develop your design and thinking skills that open a world of possibility, providing the tools to create the future.

## THE COURSE AND ASSESSMENT

During the two-year course you will study a wide range of materials including papers and boards, timber, metals, polymers and textiles, you will also develop an understanding of systems, programmable components and mechanisms to support any potential functioning design solutions you may develop later.

You will also learn about wider design principles and the effect of design on users and the world we live in.

You will complete a practical iterative design challenge where you will explore real needs and contexts set by the exam board, create solutions and evaluate how well the needs have been met and the problem solved.

The Design and Technology content requires you to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of Design & Technology as a pivotal STEM subject.

## ASSESSMENT

Component 1: Written exam 1 hour and 45 minutes, worth 50% of the course.

Component 2: Practical, Non-examined assessment (Coursework) worth 50% of the course.

[GCSE Design and Technology Specification \(1DT0\) \(pearson.com\)](https://www.pearson.com/qualifications/gcse/design-and-technology/specification)

## CAREERS LINKS

[Jobs that use Design and Technology - BBC Bitesize](https://www.bbc.com/bitesize/guides/z9p9nqy/revision/1/1)

[Design and technology careers support \(stem.org.uk\)](https://www.stem.org.uk)

[Careerpilot : Jobs by subject](https://www.careerpilot.co.uk/jobs-by-subject)

# GCSE DRAMA AND THEATRE ARTS

## THE SUBJECT

GCSE Drama is about understanding what it is like to put yourself in somebody else's shoes. It also develops the vital skills needed to succeed in every sphere of life: cooperation, negotiation, communication, confidence and initiative. You will play many parts in different imaginary situations. You will have an opportunity to create your own work as well as look at plays written by other people.

## THE COURSE

**Component 1:** A one hour and 45 minute written examination on theatre roles and terminology, a play studied from the set list and an evaluation of a live theatre performance.

**Component 2:** in a small group you will use devise your own performance for a showcase and analyse your devising process.

**Component 3:** You will perform two extracts from one play text for external examination from AQA

GCSE Drama follows on from drama work that you will have done at Key Stage 3 (year 8). You will develop your improvisation and acting skills to a higher level. You will also look at plays in more detail and look at different ways of bringing a script alive on stage.

You will enjoy this course if you want to study a subject that is both practical and creative. You may have done some acting before or helped out backstage on a production. You may have always wanted to have a go at making a play, performing, making costumes, building a set or operating the lights but never had the chance.

As well as acquiring the skills involved in creating and performing you will also be able to acquire skills in working with others, problem solving and communication. You will find that Drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.

## THE ASSESSMENT

60% of the GCSE Drama course consists of two performances; one of the performances is supported by a written or spoken devising log analysing your devising process. The final unit is a written examination on a play explored practically on the course and a live theatre performance from a set text list provided by the examination board.

**Component 1 Written Examination (40%).** This is a 1 hour and 45 minute written examination. Section A contains multiple choice questions based on Theatre Roles and Terminology. In section B you will describe and explain how you will stage a play from the set text list prescribed by the examination board. In Section C you will analyse and evaluate a live theatre performance

**Component 2 Devised (40%):** This is a practical unit where students will devise a performance in response to a stimulus set by the Teacher/Examiner. Part of the assessment will be supported with a log analysing the devising process. This unit is internally assessed.

**Component 3 Playtext Performance (20%):** You will perform two extracts either monologues, duologues or small group performance from a play that you have rehearsed from a script. You can either be examined on your skills in the performance or on your design and technical skills. You will perform the play in front of an audience. You must be able to commit to one rehearsal a week outside of lessons (lunchtime or after school) during the Spring and Summer Term in Year 11. This unit is assessed by the exam board.

## **CAREERS LINKS**

[Roles in film, TV, games, animation and VFX - ScreenSkills](#)

[What can I do with a performing arts degree? | Prospects.ac.uk](#)

[Careerpilot : Job sectors : Performing arts : Job profiles](#)

[Careers for Performing Arts Students \(successatschool.org\)](#)

# GCSE ENGLISH LANGUAGE AND GCSE ENGLISH LITERATURE

## THE SUBJECT

All students study English Language and English Literature. They will develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century. They will also develop the skills they need to write clearly, coherently and accurately using a range of vocabulary, linguistic and structural devices, sentence structures and punctuation.

## THE SPECIFICATION: AQA English Language

### **Paper 1: Explorations in Creative Reading and Writing**

Section A: Reading one literature fiction text

Section B: Writing descriptive or narrative writing

Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE

#### Questions:

Reading (40 marks) (25%) – one single text

1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### **Paper 2: Writers' Viewpoints and Perspectives**

Section A: Reading one non-fiction text and one literary non-fiction text

Section B: Writing to present a viewpoint

Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE

#### Questions:

Reading (40 marks) (25%) – two linked texts. 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

## THE SPECIFICATION: AQA English Literature

### **Paper 1: Shakespeare and the 19th-century novel**

Section A (Shakespeare): students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Written paper: 1 hour 45 minutes - 64 marks - 40% of GCSE

### **Paper 2: Modern texts and poetry**

Section A (Modern texts): students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B (Poetry): students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C (Unseen poetry): students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Written paper: 2 hour 15 minutes - 96 marks - 60% of GCSE

## **CAREERS LINKS**

[Why Study English Language? | Why Study English Literature? \(successatschool.org\)](#)

[Careers in English | English Careers | Success at School](#)

[Careers for Publishing & Media Students \(successatschool.org\)](#)

[Jobs that use English and Drama - BBC Bitesize](#)

# GCSE FOOD PREPARATION AND NUTRITION

## **THE SUBJECT**

The AQA GCSE in Food Preparation and Nutrition is designed to teach our students the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

## **THE COURSE**

The course will lead to a full GCSE in Food Preparation and Nutrition.

The majority of the specification will be delivered through preparation and making activities, students will be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

The 5 topics being taught will be:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

The range of food and ingredients studies will reflect the recommended guidelines for a healthy diet based on the main food commodity groups. Food groups include:

- Bread, cereals, flour, oats, rice, potatoes and pasta
- Fruit and vegetables (fresh, frozen, dried, canned and juiced)
- Milk, fish, eggs, soya, tofu, beans, nuts and seeds
- Butter, oil, margarine, sugar and syrup
- Students will also be taught practical skills, including: general practical skills, knife skills, preparing fruit and vegetables, use of the cooker, use of other equipment (electrical like blender and hand equipment like a pasta machine), cooking methods, how to prepare, combine and shape food, sauce making, tenderising and marinating, dough, raising agents and setting mixtures.

## **ASSESSMENT**

All assessment that goes towards the GCSE will take place during year 11.

- 1) Exam: 1hr 45 min written exam (50% of GCSE) made up of multiple choice and long answers.
- 2) Non Exam Assessment Tasks (50% of GCSE) – titles set by AQA Task 1 set in September of year 11 and Task 2 is set in November of Year 11.

Task 1 – The Food Investigation (15% of GCSE) students will submit a 1,500-2,000 word report – recommended time 10 hours to include practical tasks

Task 2 – The Food Preparation Assessment (35% of GCSE) students will submit a portfolio. Recommended time: 20 hours including one three hour practical in which to make three dishes.

## **CAREERS LINKS**

[Jobs that use Food and Nutrition - BBC Bitesize](#)

[Careerpilot : Jobs by subject](#)

[Hospitality and food | Explore careers \(nationalcareers.service.gov.uk\)](#)

[What can I do with a food science degree? | Prospects.ac.uk](#)

# GCSE FRENCH

RESOURCES: DEPARTMENT DEVISED PPT PRESENTATIONS using the Conti pedagogy used at KS3 in year 9 and EDEXCEL resources (textbook / Active teach) in year 10&11 as well as own resources.

## What are modern foreign languages all about?

Thanks to new technology and improved travel and communications, the world has become a much smaller place. It is crucial, therefore, that we learn to speak and understand each other.

A GCSE in another language rewards practical communication skills, adds a European and/or International dimension to your studies and is a requirement for students wishing to do the E Bacc.

Learning another language can also enhance your employment prospects, whether you want a career in journalism, business, engineering, medicine, fashion or world class sports.

## Why choose French?

There are 170 million French speakers in the world and France is the most visited tourist destination in the world. French is, with English, the official working language of the United Nations, NATO, the EC and the International Olympic Committee.

Top Universities are very keen on anyone who has studied French up to GCSE as it is considered one of the most academic subjects on offer in school.

## THE SUBJECT

French and English have many similarities and once you understand and practice the verb endings, it is actually quite easy to make rapid progress and communicate with a fair level of accuracy. It is a language spoken worldwide and learning to master it will give you a definite feel good sense of achievement.

In this course, you will learn key grammatical structures a wide range of vocabulary, which will be very useful if you go to a French speaking country as a tourist and if you want communicate effectively, understanding others and being understood on a range of familiar topics. We use the AQA textbook as well as our own resources, including videos and songs for your enjoyment.

## THE COURSE

The Year 9 course is designed to build on your Y7 & Y8 knowledge and to be a transition into the GCSE French examination; it allows everyone to show what she is good at, as you are tested in reading, listening, writing and speaking. Students will study the following topics:

Self and others, education, future career, home and daily routine, leisure, home and abroad, holidays, tourism, and health.

Students will also be taught and be able to develop translation skills as well as raise their awareness of cultural elements, including some accessible passages from literacy texts.

Students will have the opportunity to take part in a French exchange with the Ursuline school in Bayonne, south of France.

## ASSESSMENT

You will be tested each half term using the PixL concept: taught for 3 weeks, then assessed with a PixL assessment at the end of week 3. Week 4 will give you a chance to go over assessment and feedback, and will provide therapy and challenge opportunities. Week 5 will give a chance to students who may

need to, to resit the assessment of week 3 to show what progress has been made following on from feedback and actions taken.

## **CAREERS LINKS**

[20 Careers and Jobs in Linguistics \(With Salary Information\) | Indeed.com UK](#)

[Careerpilot : Jobs by subject](#)

[Careers you can pursue with a French degree | Superprof](#)

# GCSE GEOGRAPHY

## THE SUBJECT

Geography is the study of the physical environment and human societies and the interaction between the two. Geography aims to develop an understanding of the variable nature of the earth's physical landscape and the complex nature of our own relationships and interactions with the environment. **During the course students will be involved in two days of field work.**

## THE COURSE

GCSE Geography involves the study of a variety of contemporary topics and uses and develops a wide range of skills. Topics range from understanding the dynamic nature of the world's population, evaluating flood management strategies, the problems posed by rapid urbanisation and analysing the impacts of natural hazards. The analytical and evaluative skills necessary will be taught and developed throughout the course and can be used in many other subjects areas.

## THE SPECIFICATION

AQA Specification number 8035

## ASSESSMENT

### **UNIT 1: Living with the physical environment**

External exam: 1 hour 30 min

35% of the total marks

### **UNIT 2: Challenges in the human environment**

External exam: 1 hour 30 min

35% of the total marks

### **UNIT 3: Geographical applications – Students will attend a 2 day field trip to Juniper Hall FSC. This is a statutory requirement of the course.**

External exam: 1 hour

30% of the total marks

## GSCE CONTENT

### **UNIT 1**

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

### **UNIT 2**

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

### **UNIT 3**

- Issue evaluation
- Fieldwork
- Geographical skills

## **CAREERS LINKS**

[Careers in geography: Useful websites](#)

[Green careers | My World of Work](#)

# GCSE GERMAN

The qualification: Edexcel GCSE German

## What are modern foreign languages GCSEs all about?

Thanks to new technology and improved travel and communications, the world has become a much smaller place. It is crucial, therefore, that we learn to speak and understand each other. A GCSE in another language rewards practical communication skills, adds an international dimension to your studies and is a requirement for students wishing to do the E-Bacc. Learning another language can also enhance your employment prospects whether you want a career in journalism, business, engineering, medicine, fashion or world class sports.

## Why choose German?

Over 100 million Europeans speak German. Germany is Britain's most important trading partner in Europe. German is spoken in Austria, Switzerland, Germany, Liechtenstein, Northern Italy and many parts of Eastern Europe. Many businesses and universities are interested in those who have studied German as Germany is a such a global economic player – fancy working for Porsche, Siemens, Adidas or Lidl?

## THE SUBJECT

Stemming from the same language, there are many similarities between English and German and the pronunciation is easy to master. German is a language for international business, used widely in the car, music and clothing industry. Learning German, as with any language, is a skill which has to be built up gradually and constantly practised. The course uses the kind of language you will need most if you visit Germany, Austria or Switzerland – announcements, everyday conversations, notices, instructions, anything connected with your daily needs, as well as stories, videos and music for your enjoyment. It is a language spoken worldwide and learning to master it will give you a definite feel-good sense of achievement.

## THE COURSE

The Year 9 course is designed to build on your Year 7 and Year 8 knowledge and to be a transition into the GCSE German examination; it allows everyone to show what she is good at, as you are tested in reading, listening, writing and speaking. Students will study the following topics: self and others, education, future career, home and daily routine, leisure, home and abroad, holidays, tourism, and health. Students will usually have the opportunity to perform a fashion show in German, watch a German play and visit the German school in Richmond. Students will also be taught about German-speaking culture, festivals, traditions, foods and music.

## ASSESSMENT

You will be tested each half term using the PixL concept: taught for 3 weeks, then assessed with a PixL assessment at the end of week 3. Week 4 will give you a chance to go over assessment and feedback, and we will provide therapy and challenge opportunities. Week 5 will give a chance to students who may need to, to resit the assessment of week 3 to show what progress has been made following on from feedback and actions taken.

## **CAREERS LINKS**

[Careerpilot : Jobs by subject](#)

[20 Careers and Jobs in Linguistics \(With Salary Information\) | Indeed.com UK](#)

# GCSE HISTORY

## THE SUBJECT

“How do you know who you are unless you know where you’ve come from? How can you tell what’s going to happen, unless you know what’s happened before? History isn’t just about the past. It’s about why we are who we are – and about what’s next.”

The aim of History GCSE is to develop a knowledge and understanding of the past, to examine how the past is represented and interpreted and to become a critical and reflective thinker.

This GCSE course will engage students with a broad and diverse study of the history of Britain and the wider world and give them the skills that will support progression to further study of history and a wide range of other subjects.

SPECIFICATION; EDEXCEL GCSE History

## THE COURSE AND ASSESSMENT

Paper 1 Migration 800 to the present day, depth study: Notting Hill 1958 to 1970

- Section A: Historic Environment
- Section B: Thematic Study
  - Written examination – 1 hour and 20 minutes
  - 30% of the qualification

Paper 2 Superpower Relations and the Cold War 1941 to 1991 and Early Elizabethan England 1558 to 1588

- Section A: Period Study
- Section B: British Depth Study
  - Written examination – 1 hour and 50 minutes
  - 40% of the qualification

Paper 3 Weimar and Nazi Germany 1918 to 1939

- Section A: historic environment
- Section B: thematic study
  - Written examination – 1 hour and 30 minutes
  - 30% of the qualification

- All written examinations are external examinations and take place at the end of Year 11.
- Marks are awarded in all written examinations for SPaG (Spelling, Punctuation and grammar)
- All students will be entered for the same papers; there are no tiered papers at GCSE History.

## CAREERS LINKS

[Careers with History / Historical Association](#)

[Careers with a History degree \(thecompleteuniversityguide.co.uk\)](http://thecompleteuniversityguide.co.uk)

# GCSE MATHEMATICS

## THE SUBJECT

Mathematics is a selective study of the patterns, rules and concepts that make up the world around us. The study of Mathematics enables students to develop fluent knowledge, skills and understanding of mathematical methods and acquire the skills to apply techniques to solve problems.

## THE COURSE

The national curriculum strands of Number; Algebra, Ratio, proportion and rates of change; Geometry and measures; Probability and Statistics constitute the subject content and assessment objectives of the course. Students will follow on from KS3 levels of attainment. The course provides a strong foundation for further academic and vocational study and for employment. Content and skills covered in the course will give students the appropriate mathematical skills and understanding to help them progress to a full range of courses in further and higher education.

## THE SPECIFICATION

Edexcel GCSE (9 – 1) Mathematics 1MA1

- Foundation Tier
- Higher Tier

The entry Tier chosen is based on prior attainment and progress throughout the GCSE course.

EXAMINATIONS	Grades
Foundation	1-5
Higher	4-9

Please refer to page 7 for more information about the new grading system.

100% Exam (No Controlled Assessment)

Higher Tier:	Paper 1 Non-calculator (33.3%) – 1 hour 30mins
	Paper 2 Calculator paper (33.3%) – 1 hour 30mins
	Paper 3 Calculator paper (33.3%) – 1 hour 30mins
Foundation Tier:	Paper 1 Non-calculator (33.3%) – 1 hour 30mins
	Paper 2 Calculator paper (33.3%) – 1 hour 30mins
	Paper 3 Calculator paper (33.3%) – 1 hour 30mins

## CAREERS LINKS

[10 Jobs That Use Pi - Maths Careers](#)

[Careerpilot : Jobs by subject](#)

[What can I do with a mathematics degree? | Prospects.ac.uk](#)

# GCSE MUSIC

## THE SUBJECT

Music has existed in every civilisation since the beginning of time. It is a means of expressing and celebrating thoughts and feelings without boundaries or limits. We can work with music through listening and performing, or simply be entertained by it. Research has shown that out of all subjects studied within the curriculum Music is the one which students experience most often out of school. Recent changes to the specification reflect the range of musical experiences students have both in and out of school resulting in a highly flexible GCSE course which students can adapt to suit their own strengths and interests. The Music Industry in this country is flourishing and it provides many career pathways. It has grown significantly in the last three consecutive years and last year it contributed 4.1 billion pounds to the UK economy out-performing growth in the UK economy as a whole.

## THE COURSE

Students will study a multi-faceted course that incorporates performing, composing and appraising (listening to and analysing Music). Students can perform on any instrument/voice (including using Music Technology) and choose music from any style or genre. Students will study Music from the four areas of study, analyse them and use these as inspiration for their own compositions which can be for any instrument/voice and be in any style.

## THE SPECIFICATION

Edexcel GCSE (9-1) Music. 1MU0

## THE ASSESSMENT PROCEDURES

60% of the final Grade is based on the practical activities of performing and composing. The final 40% is based on the listening exam. Candidates have to give two performances (one solo and one ensemble) and compose two pieces of music.

### **Performing (30% of final Grade)**

- One solo performance – internally assessed under controlled conditions
- One ensemble performance – internally assessed under controlled conditions

Total performing time must be a minimum of four minutes with each piece lasting at least one minute.

### **Composing (30% of final Grade)**

Students will compose two compositions:

- One is based on a brief set by Edexcel at the start of Year 11
- The other is a free composition

The combined length of both compositions must be at least three minutes.

### **Appraising Examination (40% of final Grade)**

A 1hr 45min listening paper in which students will listen to pieces of music and answer questions about them.

There are four areas of study:

Instrumental Music 1700-1820

Vocal Music

Music for Stage and Screen                      Fusions

There are two set works from each area of study.

Questions in the appraising examination will be based on six of the eight set works and two unheard pieces.

Further information about the new specification can be found on the Edexcel Website:

[www.edexcel.com/gcsemusic16](http://www.edexcel.com/gcsemusic16)

#### Is this the right subject for me?

If you enjoy performing music in your own time and are learning an instrument, having singing lessons or enjoy creating music on computers or in a recording studio, then this is a good subject to choose! If you would like to create music of your own, then composing will give you the opportunity. If you want to broaden your knowledge of all types of music, including classical, popular and world, then this exciting course will give you an appreciation of the diversity of musical styles that exist today!

#### What will I learn?

You will learn how to improve your performing skills and through your work in composing you will gain an insight into how music is constructed from initial ideas through to the finished product. You will also learn how to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years around the World.

#### How will I be assessed?

Performing: you will need to play one solo piece and one ensemble piece.

Composing: you will need to compose two pieces.

The listening component is assessed through the appraising paper with questions on your prescribed set works and two unknown pieces. You will be asked to, for example: 'Name the instrument playing the solo.' 'Give two musical reasons why you like or dislike this piece of music.' 'What style is this piece of music written in?'

#### What do I need to know, or be able to do, before taking this course?

You have already gained many of the basic skills needed for this course of your KS3 lessons. You have been introduced to creating music of your own in class and this is developed on the GCSE course as you choose two topics for composition. For example, this could be a popular song and a dance track, a classical piece or some world music. There is a wide choice and it can be tailored to your own musical interests and strengths. You have already listened to a variety of music in class and these skills are developed as you study pieces taken from classical music, popular styles and music from around the world.

If you enjoy making music, either as a soloist or in a group this would be an excellent course for you. The GCSE course encourages you to perform music of your own choosing and in any style, as a soloist and also in a group. To take this course, you must be able to offer just one instrument/or voice.

#### What can I do after I've completed the course?

If you enjoyed the GCSE Music course then you can consider pursuing this subject at A Level. Your listening skills will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama or law.

## **CAREERS LINKS**

[Careerpilot : Jobs by subject](#)

[Careers in music | Prospects.ac.uk](#)

# GCSE PHYSICAL EDUCATION

## THE SUBJECT

This GCSE integrates theoretical and practical elements of Physical Education. Each student will be expected to maintain a very high level of motivation and attendance throughout the course. Students need to have a very good aptitude for and level of competence in a range of physical activities and an interest in both practical and theoretical aspects of sport, training and fitness. Students must have been regularly participating in school clubs/fixtures & it is of benefit if students take part in at least one main sport outside of school. There will be three lessons per week, two theory lessons and one practical lesson which changes throughout the year to complete practical options or to prepare for the exam. There is a strong focus on Health & Fitness in both theory & practical elements of the course.

## THE COURSE

Specification: Edexcel (1PE0)

THEORY- (60% of the total grade awarded)

Component 1: Fitness and Body Systems (\*Component code: 1PE0/01)

Written examination: 1 hour and 30 minutes (36% of the qualification)

### **Content overview**

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

### **Assessment overview**

The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators can be used in the examination.

Component 2: Health and Performance (\*Component code: 1PE0/02)

Written examination: 1 hour and 15 minutes (24% of the qualification)

### Content overview

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

### **Assessment overview**

The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators can be used in the examination.

Component 3: Practical Performance (\*Component code: 1PE0/03)

*Non-examined assessment: internally marked and externally moderated (30% of the qualification)*

### Content overview

- Skills during individual and team activities

- General performance skills

### Assessment overview

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. Students will be assessed against set assessment criteria found in the Pearson Edexcel.

Level 1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria can be found on the Pearson’s website. Each activity can last up to 12 hours.

Component 4: Personal Exercise Programme (PEP) (\*Component code: 1PE0/04)

Non-examined assessment: internally marked and externally moderated (10% of the qualification)

### Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

### Assessment overview

The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance. These will be assessed by the teacher and moderated by Pearson.

## ASSESSMENT

The 3 practical activities are assessed over the two years. They are continually assessed through each module; hence the need for 100% attendance. On-going assessment represents 30% of the practical grade. 30% will be given for a final practical assessments & 10% is given for coursework which is the PEP. Written theoretical assessments take on a high profile as part of this course. Other sporting areas can be assessed if the student plays/participates to club/county/national levels outside of school.

Trips – Various professional competitive games live. Visit to various further educational sites, sporting venues and revision courses. In school visits from sporting role models such as GB athletes. Visits to local gyms & leisure facilities for fitness & swimming/personal survival assessments. Regular leadership courses are on during the programme to enhance skills and understanding of roles in sport.

**Possible Practical Options: Highly advised (but not essential) that at least one sport you are assessed in, is already being performed/ competed in, to a confident standard either within school or external clubs.**

Team Sports: Football, Badminton, Basketball, Cricket, Dance, Handball, Hockey, Lacrosse, Netball, Rowing, Rugby, Squash, Table Tennis, Tennis & Volleyball.

Individual Sports: Boxing, Athletics, Badminton (Singles), Cycling, Dance, Diving, Golf, Gym, Equestrian, Kayaking, Rock Climbing, Rowing, Skiing, Snowboarding, Squash, Swimming, Tennis & Table Tennis, Boccia, Trampolining.

## EXAMINATIONS

(30%) practical assessment of 3 sports continually assessed over two years completed in controlled conditions.

(60%) One 1h 30min paper & one 1h 15min paper sat in the summer term of 2027.

(10%) Personal Exercise Programme and Analysis of performance completed in controlled conditions over the two years.

A detailed description of the specification can be found here:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/GCSE-physical-education-2016-specification.pdf>

## **CAREERS LINKS**

[Career advice for jobs in sport - Careers in Sport \(careers-in-sport.co.uk\)](#)

[Careers in sport | TARGETcareers sports | Search | National Careers Service](#)

# GCSE RELIGIOUS STUDIES

## THE SUBJECT

Religious Education is one of the core subjects at this Roman Catholic School and students continue their programme throughout Key Stage Four; it remains an important element of education and is intimately connected to the Ursuline Ethos. We are committed to offering the opportunity for personal growth in faith, and a sound academic base for knowledge and understanding of scripture, tradition, social and ethical teaching. Students are closely involved in this dialogue and we invite full discussion of issues so that faith can be understood as something very relevant to our contemporary world.

## THE SPECIFICATION

The subject content is:

- The systematic study of Catholic Christianity (50%)
  - Beliefs and Teachings: the Trinity, creation, the life and significance of Jesus Christ and life after death
  - Practices: Prayer, sacramental theology, piety, Catholic Social Teaching, and evangelism
  - Sources of Wisdom and Authority: the Bible, the Magisterium, the Church, the example of Jesus, conscience and Natural Law
  - Forms of Expression: worship in a church, Catholic art, music and symbolism
- The systematic study of Judaism (25%)
  - Beliefs and Teachings: God, covenant, the sanctity of human life, the Messiah, the Promised Land, the mitzvot and life after death
  - Practices: worship at home and in the synagogue, prayer, the law, Shabbat, festivals and rites of passage
- Religious, philosophical and ethical studies in the modern world (25%)
  - Relationships and families
  - Religion and science
  - The existence of God
  - Peace and conflict
  - Crime and Punishment
  - Inter-faith dialogue
  - Human rights and social justice

## ASSESSMENT

Students will be assessed through GCSE examinations at the end of Year 11. There is no controlled assessment or coursework for this course.

### Component 1 – Catholic Christianity

1 hour and 45 minute exam worth 50%

### Component 2 – Perspectives on Faith

1 hour and 45 minute exam worth 50%

## **CAREERS LINKS**

[Careerpilot : Jobs by subject](#)

[Jobs that use Religious Studies - BBC Bitesize](#)

[What can I do with a theology and religious studies degree? | Prospects.ac.uk](#)

# GCSE SCIENCE

The Science Faculty offers two courses at KS4 designed to ensure that different students' needs and abilities in Science are met. Students will pick this at the end of year 9 and can study triple if they are in the purple pathway and achieving a grade 6 S OR 6p at the end of year 9.

We offer triple Science Award, which leads to 3 separate qualifications in Biology, Chemistry and Physics.

Students not choosing the separate science route will study GCSE Combined Science (Double Award).

## **Combined Science (Double Award)**

All double award pupils are required to study biology, physics and chemistry throughout year 9, 10 and year 11. They will be examined at the end of year 11.

We will offer the new AQA Combined Science: Trilogy GCSE. This new course has been constructed to meet the new standards set out by the Department for Education. The course will be linear with exams only in year 11. There is no coursework or controlled assessment though the students will carry out a series of required practical investigations that will be tested in the exams. The course will be graded using the new numerical grading scale.

### GCSE Combined Science

The key points of the new course include

- Putting good science at the heart of teaching, learning and assessment.
- Based on clear and detailed specifications.
- Has exam papers designed and trialled to be accessible to all, with appropriate stretch for able students
- Engaging practical investigations to help students' understanding of scientific theory.

### ASSESSMENT

Students sit six papers; two biology, two chemistry and two physics. Each will assess different topics. All the papers are 1 hour and 15 minutes long.

There will be Foundation and Higher tiers available.  
Each paper is equally weighted at 16.7% and has 60 marks.

The papers will be combination of multiple choice, structured, closed, short answer and open response questions.

## *Separate Sciences – Triple Science, Biology, Chemistry and Physics*

This is timetabled in the same periods as the Double Award students. This option is suitable for the highest ability students who can cope with the increased workload and complexity of Science. It is the main route through which students go on to study AS/A2 science subjects and, from that, degree level science based subjects.

Each subject will cover 8 required practical investigations as a minimum. Knowledge of these specific practical investigations and general scientific practical approaches will be assessed through the written exam papers.

### **Content of the Biology Course**

**Cell biology**  
**Organisation**  
**Infection and response**  
**Bioenergetics**  
**Homeostasis and response**  
**Inheritance, variation and evolution**  
**Ecology**

This content is assessed through two exam papers covering different topics. Both papers are 1 hour 45 minutes and are each worth 50% of the grade. There are 100 marks available in each paper.

### **Content of the Physics Course**

**Forces**  
**Energy**  
**Waves**  
**Electricity**  
**Magnetism and electromagnetism**  
**Particle model of matter**  
**Atomic structure**  
**Space physics**

This content is assessed through two exam papers covering different topics. Both papers are 1 hour 45 minutes and are each worth 50% of the grade. There are 100 marks available in each paper.

### **Content of the Chemistry Course**

**Atomic structure and the periodic table**  
**Bonding, structure and properties of matter**  
**Quantitative chemistry**  
**Chemical changes**  
**Energy changes**  
**The rate and extent of chemical change**  
**Organic chemistry**  
**Chemical analysis**  
**Chemistry of the atmosphere**  
**Using resources**

This content is assessed through two exam papers covering different topics. Both papers are 1 hour 45 minutes and are each worth 50% of the grade. There are 100 marks available in each paper.

## **CAREERS LINKS**

[Health Careers |](#)

[She's an Engineer | Women's Engineering Society \(wes.org.uk\)](#)

[Careers in science - BBC Bitesize](#)

# GCSE SPANISH

RESOURCES: EDEXCEL ONLINE TEXTBOOK, THE LANGUAGE GYM, DEPARTMENT DEVISED PPT PRESENTATIONS AND LEARNING/MEMORISATION RESOURCES.

## What are modern foreign languages all about?

Thanks to new technology and improved travel and communications, the world has become a much smaller place. It is crucial, therefore, that we learn to speak and understand each other.

A GCSE in another language rewards practical communication skills, adds a European and/or International dimension to your studies and is a requirement for students wishing to do the E Bacc.

Learning another language can also enhance your employment prospects, whether you want a career in journalism, business, engineering, medicine, fashion or world class sports.

## Why choose Spanish?

There are 400 million native speakers in the world.

Spain is a popular holiday destination.

Spanish is useful for Business, journalism and many other careers.

## THE SUBJECT

Spanish is an easy language to learn. It has a simple sound system, the grammar is quite simple and a good level of communication is achieved fairly quickly. Spanish is a language for business and it is a clear asset in the World market.

Spanish needs concentration, patience and attention to detail. Your teacher will talk to you about the advisability. The course uses the kind of Spanish you will need most if you visit Spain –announcements, everyday conversations, notices, instructions, anything connected with your daily needs, as well as stories, videos and cartoons for your enjoyment.

## THE COURSE

The Year 9 course is designed to build on your Y8 knowledge and to be a transition into the GCSE Spanish examination; it allows everyone to show what she is good at, as you are tested in reading, listening, writing and speaking.

Students will study the following topics: self and others, education, future career, home and daily routine, leisure, home and abroad, holidays, tourism, and health.

Students will have the opportunity to correspond with a pen friend in Spain.

Students will also be taught and be able to develop translation skills as well as raise their awareness of cultural elements, including some accessible passages from literacy texts.

## ASSESSMENT

You will be tested each half term using the PixL concept: taught for 3 weeks, then assessed with a PixL assessment at the end of week 3. Week 4 will give you a chance to go over assessment and feedback, and will provide therapy and challenge opportunities. Week 5 will give a chance to students who may need to, to resit the assessment of week 3 to show what progress has been made following on from feedback and actions taken.

## **CAREERS LINKS**

[20 Careers and Jobs in Linguistics \(With Salary Information\) | Indeed.com UK](#)

[Careerpivot : Jobs by subject](#)

# GCSE Sociology

## What is Sociology?

*The study of society and social groups.*

- Explores the meaning of culture and identity to different groups in society
- The study of structures and institutions in society such as education, family, health care media, religion
- Focus on social problems such as crime, poverty, unemployment
- Examines inequality, focusing on class, gender, ethnicity, age, sexuality, and disability

## What the course will give you

- An opportunity to look at how Sociology is applied to real life
- The chance to debate and discuss current affairs
- Understand a range of different perspectives
- Opportunities to develop transferable skills of application, analysis and evaluation

## Course outline

1. The sociological approach
  - Key debates within Sociology (conflict/ consensus)
  - Social issues e.g. labelling, discrimination, power and authority
2. Social structures, social processes and social issues
  - Explore and debate contemporary social issues
3. Families
  - Functions of the family, Types of family, Relationships in the family, Changes including divorce
4. Education
  - Role and function of education, Factors affecting achievement- i.e. class, gender and ethnicity, Processes in schools e.g. teacher labelling, pupil subculture
5. Crime and deviance
  - Social Construction of crime and Social Control, Crime and deviant behaviour, Data on crime
6. Social stratification
  - Socio-economic class and Life chances, Poverty, Power and authority and Power relationships
7. Sociological research methods
  - How sociologist's collect evidence and an understanding of methodology

## How is the course assessed?

Two written exam papers: 1 hour 45 minutes each

- Multiple choice
- Short and extended responses

## **CAREERS LINKS**

[Which careers will a Sociology degree lead to? | University of Essex](#)  
[Careers with a Sociology degree \(thecompleteuniversityguide.co.uk\)](#)

# Vocational Courses

# Level 2 BTEC Technical Award in Health and Social Care

The Technical Award in Health and Social Care will equip you with practical health and social care skills. You will learn about development through the life stages, understand the well-being of individuals in health and social care and develop an awareness of healthy lifestyles and health promotion campaigns.

## THE COURSE

This vocational qualification will count as the equivalent to one GCSE at the end of the award.

### Outline:

3 units of work are covered over the two years.

### **Unit 1: Human Lifespan Development** (coursework unit worth 30% of overall Award)

Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

### **Unit 2: Health and Social care services and values** (coursework unit worth 30% of overall Award)

Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

### **Unit 3: Health and Wellbeing** (3hr exam, worth 40% of the overall Award)

Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will be given a case study and will assess an individual's health and wellbeing, drawing on their understanding of life events from Component 1. They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from Component 2. A task worth 60 marks will be completed under supervised conditions.

Students are awarded a Distinction, Merit or Pass grade.

# Level 1 / 2 OCR National Child Development.

This qualification will help students to develop:

- Independence and confidence in using skills that would be relevant to the Childcare sector
- Learning and skills that can be used in other life and work situations, such as research skills.

All results are awarded on the following scale:

**Level 2 – Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2)**

**Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.**

Students will take at least 3 units, the first of which, R057, is assessed through an exam.

The next two are NEA units.

Unit no.	Unit title	Unit ref. no. (URN)
R057	Health and well-being for child development	Y/618/6299
R058	Create a safe environment and understand the nutritional needs of children from birth to five years	F/618/6300
R059	Understand the development of a child from one to five years	J/618/6301

## What will you study as part of the qualification?

---

You will study key knowledge, understanding and skills that relate to working in the Child Development sector. You will also have the opportunity to apply what you learn by completing practical activities.

This qualification has three mandatory units:

- Unit R057: Health and well-being for child development

This is assessed by an exam.

In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive.

Topics include:

- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment.

- Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years

This is assessed by a set assignment.

In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Topics include:

- Creating a safe environment in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years.

- Unit R059: Understand the development of a child from one to five years

This is assessed by a set assignment.

In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development.

Topics include:

- Physical, intellectual and social developmental norms from one to five years
- Stages and types of play and how play benefits development
- Observe the development of a child aged one to five years
- Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

# 6<sup>th</sup> Form Choices



## ENTRY REQUIREMENTS AND OPTIONS

There are several Pathways through the Sixth Form. Which Pathway you take will depend on your achievements in Year 11 and your intentions for education after Sixth Form. You must first meet the entry requirements for the Pathway and specific subjects that you wish to follow.

**According to the entry requirements below, students are offered a specific Pathway:**

<b>Pathway 1:</b> At least five GCSEs grades 9-5 (including grade 4 in English and Maths)	Students have the option to study one T Level
<b>Pathway 2:</b> At least eight GCSEs grades 9-5 (minimum of six grade 7 or above)	Students can opt to do 4 A Levels or 3 A Levels and EPQ
<b>Pathway 3:</b> At least eight GCSEs grades 9-4 (minimum of four grade 5 or above)	Students study 3 A Levels
<b>Pathway 4:</b> At least eight GCSEs grades 9-4 (with fewer than four at grade 5)	Students study two Level 3 BTEC qualifications and can study one A Level or a further Level 3 equivalent qualification.
<b>Pathway 5:</b> At least five GCSEs grades 9-4 (including grade 4 in English or Maths)	Students study three Level 3 BTEC qualifications and may also retake GCSE Maths or English if they have not achieved a 4 in one or the other.
<b>Pathway 6:</b> Fewer than five GCSEs grades 9-4 (below grade 4 in Maths and English Language)	Students follow the Level 2 Courses and retake both GCSE English and GCSE Mathematics.

**In addition to meeting the above requirements to follow each Pathway, students must also meet the entry requirements for each subject they intend to study. You must meet the higher of the two entry criteria, between the schools, depending on where your lessons will be taught.**

- For A Levels, students must have a minimum of eight GCSEs or equivalent at grade 4 or above including a 5 in English Language and Maths, and a grade 5 (or equivalent) minimum in each of the subjects they choose to study at this level. For several subjects such as Maths and Sciences, there are additional conditions.

- For Level 3 BTEC qualifications, students must have a minimum of five GCSEs or equivalent at grade 4 or above including a 4 in English Language or Maths to study at this level.

\*Once students have been allocated a Pathway, they can then choose the subject they would like to study within the Pathway course. There are a number of courses on which students can enrol provided they have demonstrated their academic ability at Key Stage 4 – even if they have not taken the subject at Key Stage 4. In practical terms, this means that a student can enrol on some courses without having a GCSE qualification in them.

### A Level Courses

Subject	If studied at Key Stage 4	If not studied at Key Stage 4
<b>Art and Design</b> (A Level)	Grade 5 in Art	Grade 5 in at least 3 courses (or based on a portfolio)
<b>Biology</b> (A Level)	Grade 6 in Biology <b>OR</b> Grade 7 in Combined Science <b>AND</b> Grade 6 in Maths	
<b>Business Studies</b> (A Level)	Grade 6 in Business Studies <b>OR</b> Merit in BTEC Business Level 2	Grade 5 in English <b>OR</b> Maths
<b>Chemistry</b> (A Level)	Grade 6 in Chemistry <b>OR</b> Grade 7 in Combined Science <b>AND</b> Grade 6 in Maths	
<b>Computer Science</b> (A Level)		Grade 7 in Mathematics
<b>Drama</b> (A Level)	Grade 6 in Drama	Grade 6 in English Language <b>OR</b> English Literature
<b>Economics</b> (A Level)		Grade 6 in English <b>AND</b> Maths <b>AND</b> Grade 6 in Business Studies GCSE (if taken)
<b>English Language</b> (A Level)	Grade 6 in English Language <b>OR</b> English Literature	
<b>English Literature</b> (A Level)	Grade 6 in English Language <b>OR</b> English Literature	
<b>Film Studies</b> (A Level)		Grade 5 in English Language or English Literature
<b>French</b> (A Level)	Grade 6 in French	
<b>Geography</b> (A Level)	Grade 6 in Geography <b>AND</b> Grade 5 in Maths	Grade 6 in English Language <b>OR</b> English Literature <b>AND</b> Grade 5 in Maths

Subject	If studied at Key Stage 4	If not studied at Key Stage 4
<b>German</b> (A Level)	Grade 6 in German	
<b>Government and Politics</b> (A Level)		Grade 6 in English Language <b>OR</b> English Literature <b>OR</b> History
<b>History</b> (A Level)	Grade 6 in History	Grade 6 in English Literature <b>OR</b> English Language
<b>Mathematics</b> (A Level)	Grade 7 in Mathematics	
<b>Further Mathematics</b> (A Level)	Grade 8 in Mathematics	
<b>Music</b> (A Level)	Grade 6 in Music <b>AND</b> to be proficient in at least one instrument and/or voice to grade 5	
<b>Physical Education</b> (A Level)	Grade 6 in Physical Education <b>And</b> Grade 5/6 in Science <b>AND</b> regular participation in at least one sport	
<b>Physics</b> (A Level)	Grade 6 in Physics <b>OR</b> Grade 7 in Combined Science <b>AND</b> Grade 6 in Maths	
<b>Psychology</b> (A Level)		Grade 5 in Maths <b>AND</b> Grade 6 in English Language <b>OR</b> English Literature
<b>Religious Studies</b> (A Level)	Grade 6 in Religious Studies <b>AND</b> Grade 4 in Maths <b>AND</b> Grade 5 in English Language	
<b>Sociology</b> (A Level)		Grade 4 in English Literature <b>OR</b> Language <b>OR</b> Grade 4 in Religious Studies
<b>Spanish</b> (A Level)	Grade 6 in Spanish	

## Technical Courses

Subject	If studied at Key Stage 4	If not studied at Key Stage 4
<b>Applied Science</b> (BTEC Level 3)	Grade 4 in English Language, Maths <b>AND</b> Grade 4 in Science <b>OR</b> Merit in BTEC Science Level 2	
<b>Health and Social Care</b> (BTEC Level 3)	Grade BB in Health and Social Care GCSE <b>OR</b> Merit in BTEC Health and Social BTEC Level 2	Grade 4 in English Language <b>OR</b> Maths
<b>T-Level: Business, Management and Administration</b>		Five subjects at grade 5 (including a minimum Grade 4 in English and Maths)
<b>T Level: Digital Production, Design and Development</b>		Five subjects at grade 5 (including a minimum Grade 4 in English and Maths)
<b>T Level: Health and Adult Nursing</b>		Five subjects at grade 5 (including a minimum Grade 4 in English and Maths)
<b>T-Level: Laboratory Sciences</b>		Five GCSEs to at least grade 5 (or equivalent) including Science (Combined or Triple). You must also have at least a grade 4 in Maths, English Language GCSE.

# **CHOICE FORMS**

# Platinum Pathway

Name of Student: \_\_\_\_\_

Tutor Group Year 9 \_\_\_\_\_

## **COMPULSORY CORE SUBJECTS**

[English Language, English Literature, Maths, Science, RE, 1 Humanities subject, 1 Modern Foreign Language, PE, PSHEC]

Humanities Subject I wish to study

**(History or Geography):** \_\_\_\_\_

Modern Foreign Language Subject I wish to study

**(French, Spanish or German):** \_\_\_\_\_

**Please choose 1 GCSE subject you wish to study from the subject list.**

Please also choose a reserve subject.

Art & Design, Art Textiles, Drama & Theatre Studies, Music, Food Preparation & Nutrition, Design Technology, Computer Science, Sociology, PE, Business Studies, Geography, History, French, German, Spanish, Health & Social Care.

First choice subject: \_\_\_\_\_

Reserve Subject: \_\_\_\_\_

THIS FORM MUST BE RETURNED TO YOUR TUTOR ON OR BEFORE **7<sup>th</sup> March**

We will do our very best to accommodate the choices made, but courses which are over or under-subscribed may make this difficult.

Please note for a GCSE course to run, there needs to be at least 15 students enrolled onto it.

SIGNATURE OF PARENT \_\_\_\_\_

SIGNATURE OF STUDENT \_\_\_\_\_

**Please tick here to indicate if your daughter intends to enter a Language privately at the end of Year 10.**

***Students on this pathway should be achieving at least a Gold Secure in Maths, English and Science.  
This pathway includes the Triple Science as a compulsory subject.***

# Gold Pathway

Name of Student: \_\_\_\_\_

Tutor Group Year 9 \_\_\_\_\_

## **COMPULSORY CORE SUBJECTS**

[English Language, English Literature, Maths, Science, RE, 1 Humanities subject, 1 Modern Foreign Language, PE, PSHEC]

Humanities Subject I wish to study

**(History or Geography):** \_\_\_\_\_

Modern Foreign Language Subject I wish to study

**(French, Spanish or German):** \_\_\_\_\_

**Please choose 1 GCSE subject you wish to study from the subject list.**

Please also choose a reserve subject.

Art & Design, Art Textiles, Drama & Theatre Studies, Music, Food Preparation & Nutrition, Design Technology, Computer Science, Sociology, PE, Business Studies, Geography, History, French, German, Spanish, Health & Social Care.

First choice subject: \_\_\_\_\_

Reserve Subject: \_\_\_\_\_

THIS FORM MUST BE RETURNED TO YOUR TUTOR ON OR BEFORE **7<sup>th</sup> March**

We will do our very best to accommodate the choices made, but courses which are over or under-subscribed may make this difficult.

Please note for a GCSE course to run, there needs to be at least 15 students enrolled onto it.

SIGNATURE OF PARENT \_\_\_\_\_

SIGNATURE OF STUDENT \_\_\_\_\_

**Please tick here to indicate if your daughter intends to enter a Language privately at the end of Year 10.**

# Open Pathway

Name of Student: \_\_\_\_\_

Tutor Group Year 9 \_\_\_\_\_

## **COMPULSORY CORE SUBJECTS**

English Language, English Literature, Maths, Science, RE, PE, PSHEC

AND ONE OF HUMANITIES **OR** LANGUAGES

**Please choose 2 GCSE subjects you wish to study from the subject list.**

Please also choose a reserve subject.

Art & Design, Art Textiles, Drama & Theatre Studies, Music, Food Preparation & Nutrition, Design Technology, Computer Science, Sociology, PE, Business Studies, Geography, History, French, German, Spanish, Health & Social Care, Child Development, Option Support.

Humanities or Languages choice \_\_\_\_\_

First choice subject: \_\_\_\_\_

Second choice subject: \_\_\_\_\_

Reserve Subject: \_\_\_\_\_

THIS FORM MUST BE RETURNED TO YOUR TUTOR ON OR BEFORE **7<sup>th</sup> March**

We will do our very best to accommodate the choices made, but courses which are over or under-subscribed may make this difficult.

Please note for a GCSE course to run, there needs to be at least 15 students enrolled onto it.

SIGNATURE OF PARENT \_\_\_\_\_

SIGNATURE OF STUDENT \_\_\_\_\_

**Please tick here to indicate if your daughter intends to enter a Language privately at the end of Year 10.**