Pershore High School

# KS4 Options Booklet

# 2026-27

Do you need help with Options? Contact Mr Templeton

# Introduction

Choosing your KS4 options is an exciting moment in your school journey. Over the next two years, you'll be studying subjects that will help shape your future—whether that's moving on to further study, apprenticeships, or beginning to think about career paths. This booklet is here to help you make confident, informed decisions.

In Year 9, you've already experienced a wide range of subjects. Now it's time to think about which ones you enjoy the most, where your strengths lie, and which courses will support your long-term goals. Some subjects are compulsory because they give you important skills for life. Others are your own choice, giving you the chance to personalise your learning and explore areas that interest you.

As you read through this booklet, you'll find clear information about each subject: what you'll study, how you'll be assessed, and the types of opportunities each course can lead to. Take your time, talk to your teachers, discuss ideas with your family, and think about what feels right for you.

This is your chance to shape the next stage of your education—choose well, be curious, and look forward to the exciting challenges ahead.



# The process

The process will take place in three parts

1. **First Preferences**
   After reading through the booklet we will ask you to choose your Top 5 subjects you would like to study next year.

   These are not your final options and there is no guarantee that you will be able to take those subjects.

   We use these preferences to do our best to make sure we have enough space for students to be able to take their top options.

2. **Final Options**
   During Year 9 Parents Evening on Thursday 12th March, you will have the opportunity to discuss your final options with subject teachers.

   After the event you will then make your final option choices. We will then try to accommodate your choices. We will ask you to make some back-up choices in case we cannot accommodate all of your top choices.

3. **Confirmed Options**
   In the following weeks we will use everyone's options to work out how many places we have for each subject.

   We will then let you know which subjects you will be taking in Year 10.

   There will be a period where you can ask to change choices. Also, there will be a period in September where you can ask to make some changes. These will always be on the basis that there is space for you to move to a different subject.

   If a subject has low numbers of students, we may not be able to run it.

# The subjects

There are three types of subjects.

1. Core subjects that are compulsory (everyone does these)
2. Semi-core subjects that you MUST choose at least one of to follow (you can do more than one if you wish)
3. Open subjects that cover the remaining subjects

If you are viewing online click the subject name to go directly to that page. Click the  to return to the contents page


| | | Type | Assessment | Page |
|---|---|---|---|---|
| CORE compulsory | Maths | G | E | 28 |
| | English Language | G | E | 29 |
| | English Literature | G | E | 30 |
| | Combined Science* | G | E | 31 |
| | Society & Ethics | N | - | 32 |
| | PE | N | - | 32 |
| SEMI-CORE choose AT LEAST ONE | Geography | G | E | 17 |
| | History | G | E | 19 |
| | French | G | E | 16 |
| | Computer Science | G | E | 10 |
| | Separate Science (Triple) | G | E | 26 |
| OPEN at least THREE | Art & Design | G | NEA/E | 7 |
| | Business Studies | G | E | 8 |
| | Child Development | V | NEA/E | 9 |
| | Drama | G | NEA/E | 11 |
| | Design & Technology | G | NEA/E | 12 |
| | Enterprise & Marketing | V | NEA/E | 14 |
| | Food Preparation and Nutrition | G | NEA/E | 15 |
| | Media Studies | G | NEA/E | 21 |
| | Music | G | NEA/E | 22 |
| | Performing Arts | V | NEA/E | 23 |
| | Religious Studies | G | E | 24 |
| | Sports Science | V | NEA/E | 25 |


*Combined Science is compulsory unless students are taking Separate Science (Triple)

**In total you will study FOUR subjects from the Semi-Core and Open subjects**

# Types of Qualification

**GCSE (G)**
These are more traditional subjects and are graded from 9 to 1. With 9 being the highest grade.
They are more traditional subjects and will often have a more substantial set of final exams. Many will only be examined through these final exams.

**Vocational (V)**
These subjects are more focussed on paths linked directly to certain career paths. They are useful if you have a strong interest in the subject. They will often have a larger component of Non-Examined Assessment (coursework) that you will complete across the two years of study. All will also have a final exam. These courses will be graded using Distinction, Merit and Pass at Level 2 (equivalent of a 9-4) or Level 1 (equivalent of 3-1)

**Types of Assessment**

**Exam (E)**

All subjects have a form of formal examination at the end of the course. In Art, this is a timed practical examination but in all other subjects you will sit at least one exam. In GCSE subjects the exam(s) will count for between 50% to 100% of your final grade. In vocational subjects it will account for at least 40% of your final grade.

**Non-Examined Assessments (NEA)**

These are assessments that you will complete under the supervision of your teachers. They may have an element of being practical but they will often have a large component of written work. **In the vocational subjects the amount of written NEA is substantial so you can expect to be using computers to complete assignments to give you depth of knowledge.**

# Which one is right for me?

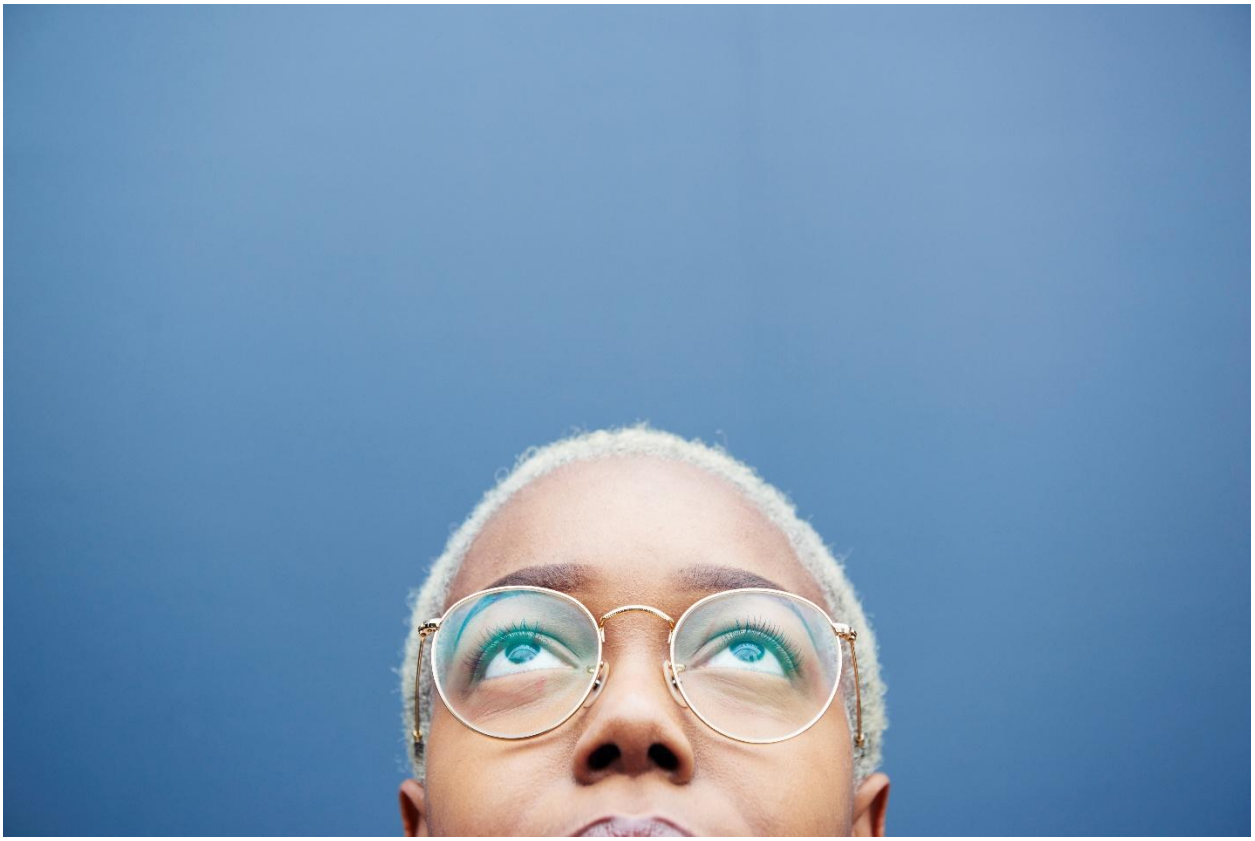
For most students it is a good idea to have a mix of subjects that have 100% exam and subjects with some NEA. This will give you the variety of assessments in your subjects.

Too many NEA heavy subjects will mean a lot of time writing up assignments.

Too many exam only subjects will mean lots of revision at the end of the course.

**It is important that you choose your subjects based on your own interests and ideas. You will be studying the subject for TWO years.**

**If you are choosing a subject, you have not studied before you should make sure you talk to the teacher to understand that subject.**



# ART AND DESIGN

**60% Non-Examined Assessment, 40% Exam Project**

**GCSE (OCR)**



HAVE YOU GOT WHAT IT TAKES? IF YOU ARE INTERESTED AND WILLING TO TRY - WE WELCOME YOU !

DO NOT JUST STAND THERE, GET CREATIVE WITH US !!!!!!

The study of Art & Design is essential in raising student's self-awareness, their sense of cultural identity and in promoting the mobility of ideas and feelings.

It is a subject that celebrates their mistakes and has the ability to enrich, challenge and inspire them to make things happen for themselves.

## Students are encouraged to:

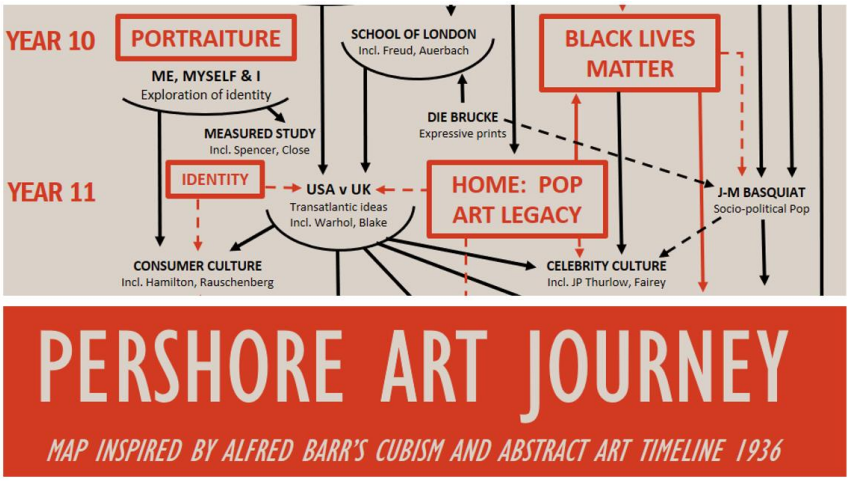
***RESEARCH INVESTIGATE ANALYSE OBSERVE EXPERIENCE RESPOND***
***RECORD EXPRESS CREATE TRANSFORM MANIPULATE DESIGN***
***CONSTRUCT DISCUSS DEBATE EXPERIMENT REINVENT REALISE***
***DISPLAY REFLECT***

## Students are introduced to:

***DRAWING PAINTING PRINTMAKING COLLAGE DIGITAL MEDIA***
***PHOTOGRAPHY PHOTOMONTAGE SCULPTURE CERAMICS TEXTILES MIXED MEDIA INSTALLATION STENCILWORK STREET ART***

- GCSE Art and Design students will be exposed to contemporary Art practice and Photography and taught to identify its links with the Art of the past.
- Students will ideally be visual curious and have an interest in expressing their own ideas via research into the work of others.
- Students as part of their studies, will need to demonstrate initiative and have the ability to work independently at times; building on teacher led workshops.
- Students are expected to develop a strong relationship with their sketchbooks and produce a portfolio of work that shows their creative journey and ideas.
- Students are taught to use specialist visual language and develop their critical skills to enable them to discuss their own work and the work of others.

***BELOW IS THE STRUCTURE OF WHAT WE DELIVER AS COURSEWORK, WORTH 60% OF THE OVERALL GRADE; CARRIED OUT FROM SEPT YEAR 10 – JANUARY YEAR 11.***
***EACH PROJECT BEGINS WITH TEACHER LED WORKSHOPS BEFORE STUDENTS EXPLORE THEIR OWN IDEAS ON THE THEMES PROVIDED.***



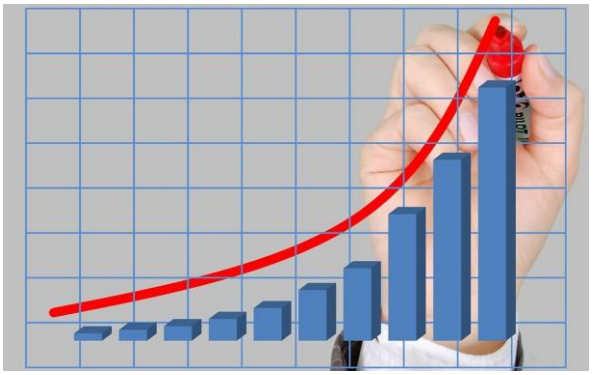
# BUSINESS STUDIES

**100% Examination**

**GCSE (Pearson)**

**This course will appeal to you if you have an interest in how businesses are set up and run. Most of us end up working for a business of some form regardless of when we choose to leave education; the more we know about those businesses, the better equipped we are.**

The two-year course covers various topics including enterprise, marketing, finance, human resources and wider economic issues.



**Theme 1 includes: Business Ownership, Marketing, Finance, Business Plans, Location**

In Year 10, you will study small businesses, looking at how they are set up. You will investigate the skills needed by business people to develop their ideas, the problems they may encounter and how they try to get us to buy from them. You will also investigate local businesses to see how they put theory into practice.



**Theme 2 includes: Growth and Ethics, Human Resources, Operations and Production**

In Year 11 you will learn how businesses build on their initial success with a focus on marketing, meeting customer needs and managing their finances. In addition, you will look at the wider economic issues facing businesses, governments and consumers.

**Assessment: 100% written examinations with 2 papers completed at the end of Year 11.**

**This course cannot not be picked with Enterprise and Marketing as the topics studied are too similar.**

# CHILD DEVELOPMENT

**60% Non-Examined Assessment, 40% examination**

**LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE (OCR)**

This qualification is for students who wish to develop applied knowledge and practical skills in child development.

It would suit those who enjoy working with children or have an interest in working with children when they leave school, for example a doctor, nurse, midwife, social worker, teacher or specifically in childcare itself.



## What will I study in Child Development?

| **Year 10** |
|---|
| All students will learn the essential knowledge and understanding for child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, and conditions for development, childhood illnesses and child safety in preparation for the final written examination.<br><br>**Controlled assessment** - Understanding the equipment and nutritional needs of children from birth to five years. Students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices. |
| **Year 11** |
| **Controlled assessment** - Understanding the development of a child from birth to five years. Students will gain knowledge of, and skills in, developing activities to observe development norms of children up to the age of five. Students will research, plan, carry out activities with children, and make observations of their development. |

The final grade will be determined by two centre assessed units and one examination.

- Understanding the equipment and nutritional needs of children from birth to five years (30%)
- Understanding the development of a child from birth to five years Child Study (30%)

  *The Child Study will require research and investigation, including an observational of a child in the selected age bracket given by the exam board.*

- Final Written Examination: Health and wellbeing for child development (40%)

# COMPUTER SCIENCE

**100% Examination**

**GCSE (OCR)**

At the heart of Computer Science is the concept of **problem solving**. Not only will pupils develop skills in creating efficient algorithms using Python, but they will be able to plan and comment upon other factors that could affect the performance of a program, such as the limitations of hardware.

Computer Science will encourage your son or daughter to be **resilient and determined**, as many of the concepts of the subject are challenging and will often require enhancement.



The Course encourages learners to:

- *understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation*
- *analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs*
- *think creatively, innovatively, analytically, logically and critically*
- *understand the components that make up digital systems, and how they communicate with one another and with other systems*
- *understand the impacts of digital technology to the individual and to wider society*
- *apply mathematical skills relevant to Computer Science.*



The course has several topic areas:

- *Computers in Society*
- *Binary and data representation*
- *Hardware*
- *Software*
- *Networks*
- *Databases*
- *Programming and computational thinking*

Pupil understanding is assessed solely through external exams. Studying Computer Science can enhance many future careers including manufacturing, science, gaming, software development, communication, security, fashion, art, finance and retail.

**You should consider this option if….**

- You enjoyed Computing at Key Stage 3 (specifically units that involved coding, data and computer systems) and want to develop your understanding of current and emerging technologies
- You enjoy logic and maths puzzles
- You want to create computer programs and apps

# Drama

**60% Practical Assessment (performance), 40% Examination**

**GCSE (AQA)**

Drama GCSE is a practical course that focuses on the art of performance, through acting and or design for performance. It is, exciting, engaging and encourages students to become confident and accomplished performers. Studying Drama at GCSE will equip you with invaluable skills, both theatrical and transferable, to expand your horizons. Performance is paramount to this course and there are many opportunities for students to immerse themselves in the practical aspects of the course.

- Students practically devise drama.
- All students will work on two text-based performances. (As a performer / designer)
- All students explore set texts for the written exam through practical workshops



GCSE Drama is made up of three components

<u>40%: Devising Drama</u>

- Working in a group on the process of creating devised drama (**practical**)
- Performance of devised piece **(practical)**
- Analysis and evaluation of the devising process (written)

***How is it assessed?***

Devising log book (60 marks)

Devised performance (20 marks)

<u>20%: Performance</u>




- Performance of two extracts from a play **(practical)**
  (Or as a Lighting / set/ sound designer)

***How is it assessed?***

Practical performance / execution of design element (20 marks)

<u>40%: Knowledge and understanding of drama and theatre</u>

- Study of a set play
- Evaluation of a live theatre production

***How is it assessed?***

Written exam (80 marks)

Throughout this course we will visit the theatre and experience live performance work on a regular basis. Students will also have the opportunity to work with industry professionals through workshops based in school and at a range of performance spaces around the country.

# DESIGN & TECHNOLOGY

**50% Non-Examined Assessment, 50% Examination**

**GCSE (AQA)**

## Why choose to study Design & Technology?

Choosing to study a Design & Technology GCSE enables you to experiment with materials, exploring how they function and can be used.

You will be designing and making your own creative, innovative products.



You will learn about the importance of user needs, social and environmental issues and will have the opportunity to experiment with your designs to improve them.



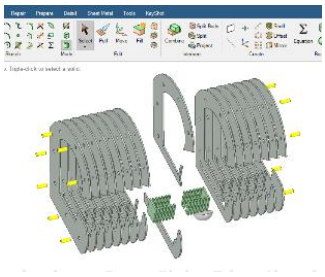
GCSE Design & Technology empowers you with highly desirable transferable skills, giving you the opportunity to apply and extend your learning, making links with your other subjects.



You will have the opportunity to work with a wide variety of materials and equipment, learning the theory that lies behind their working characteristics and carry out your own investigations and experiments through the creation of your own design ideas. Our emphasis during the year is to provide you with the ability and knowledge to be able to work confidently towards your GCSE project.

For your final assessment you will choose a material area that interests you, or you could combine different skills including **Engineering, CAD CAM, Electronics, Graphics or Materials Technology.**

We want to give you the opportunity to shine in so many ways



Innovative solutions: Your experience could include the design and manufacture of….

**"There are three responses to a piece of design – yes, no, and WOW! Wow is the one to aim for." – Milton Glaser**

**"As an engineer I am constantly spotting problems and plotting how to solve them"**

**James Dyson**

Through practice, experimentation and development you will learn about how different components and circuits can be used to create innovative and effective products.

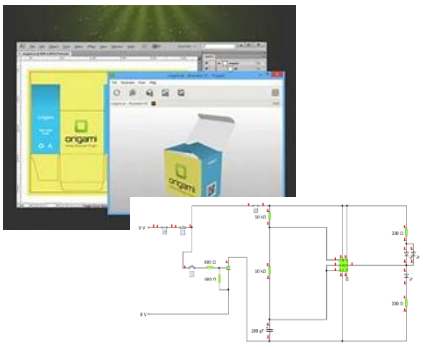
You will be supported in using On Shape - an industry led CAD product to create containers for your circuits
(all the programmes are offered with home user licences) and have the use of Computer Aided Manufacturing systems including our 3D Printer, allowing you to print durable plastic parts true to your design.

**“Good design is thorough down to the last detail” Dieter Rams**

Studying Design & Technology involves developing innovative solutions to problems through creative and imaginative thinking. It is all about communication, advertising, promotion and packaging for a selection of products. You will be taught a wide range of drawing and modelling skills including formal and creative drawing techniques.

You will learn about modern manufacturing techniques including Computer Aided Design (CAD) and Computer Aided Manufacture (CAM). Key global issues of energy consumption and sustainability will also be studied to increase your awareness of the world's reducing resources.






**Possible career paths –** Engineering/Manufacturing, Construction, Carpentry, Cabinet Maker, Heat Treatment Operative, Model Maker, Toolmaker, Welder, Product Designer,CAD Draughtsman, Electrician, Architect, Product Designer, Interior/Graphic Designer, Games Maker/Designer, Advertising, Theatre Designer, Website Designer…







**“Design is thinking made visible” Saul Bass**

# ENTERPRISE & MARKETING

**60% Non-Examined Assessment, 40% examination**

**LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE (OCR)**



This is an alternative to the conventional GCSE approach and is equivalent to a GCSE grade 9 - 1. Cambridge Nationals have been designed to provide specialist work-related qualifications in a range of sectors.

Enterprise and Marketing gives learners the knowledge and understanding they need to prepare for employment or further education and allows them to develop a range of skills, techniques and attributes essential for successful performance in working life. During the course you will have the opportunity to study a number of companies to investigate how they operate.

**This course will appeal to you if:**

- You want variety in the way you work and are assessed.
- You have an interest in vocational work-related qualifications.
- You wish to progress to a variety of other courses e.g. A Levels and BTECs etc.
- You are encouraged by working independently and as a team.

This qualification shows learners the many different characteristics of businesses and entrepreneurs, different aspects of marketing and methods of market research, different sources of funding, how to produce a financial plan and how to develop a project plan. The course is comprised of 3 units;

- Enterprise and marketing concepts (RO67)
- Design a business proposal
- Market and pitch a business proposal
-

**Assessment:**

50% of assessment is carried out internally with 2 pieces of coursework, using a variety of methods including case studies, scenarios, role play, interviews, presentations and written work.

**This means that for many lessons you will need to produce written coursework to demonstrate you understand the concepts covered.**

50% of the course is examined through an externally set exam.

**This course cannot be picked with GCSE Business as the topics studied are too similar.**

# FOOD PREPARATION & NUTRITION

**50% Non-Examined Assessment, 50% Examination**

**GCSE (AQA)**

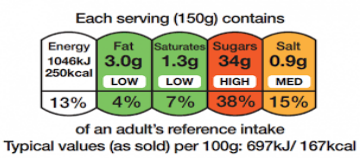
***Love cooking? Curious about food, health and how meals are made? This course combines practical cooking skills with food science, nutrition and creativity.***

**GCSE Food Preparation and Nutrition teaches you how food works, why nutrition matters, and how to cook confidently and safely. You'll spend time cooking practical dishes, learning food science, and understanding how food choices affect health and the world around us.**

**What will you learn?**

Food & Nutrition

- Healthy eating and balanced diets
- Nutrients (carbohydrates, proteins, fats, vitamins & minerals)
- Diets for different life stages and lifestyles




Food Science

- What happens to food when it's cooked
- How ingredients work together
- The science behind baking, sauces and structure

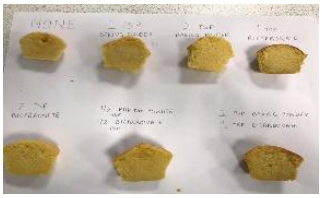


Food Safety

- Kitchen hygiene and food poisoning
- Safe storage and preparation
- Keeping yourself and others safe when cooking

Food Choice & Provenance

- Where food comes from
- Ethical, cultural and environmental issues
- Why people choose different foods



Food Preparation Skills

- Knife skills and equipment use
- Cooking methods (boiling, baking, frying, grilling)
- Presentation and creativity

**How will you be assessed?**

**Written Exam – 50%**

- 1 hour 45 minutes
- Tests your understanding of nutrition, food science, safety and food choice

**Practical Coursework – 50%**

- Food Investigation Task – explore the science of food (15%)
- Food Preparation Task – plan, cook and present three dishes in one practical exam (35%)

**This course is suitable for students considering A Level Food and pursuing possible career paths in:**

Food Marketing, Food Product Development, Food Technology Research, for International Buyer, Sports/Nutritional Consultant, Dietician, Teacher, Lecturer, Food Writer.



# FRENCH LANGUAGE

**100% Examination (including Speaking, Listening, Writing & Reading)**

**GCSE (EDEXCEL)**




"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, it goes to his heart." *Nelson Mandela*

Learning a language is an essential skill which is invaluable in all walks of life, whether it is for career, higher education, travel or simply getting to know people. More and more universities are expecting qualifications in languages as part of their entry requirements.

Assessment will take place at the end of the two-year course. There will be a Writing exam, a Speaking exam including a role-play and general conversation as well as Listening and Reading exams. Each exam is worth 25% of the final GCSE grade.

There are two tiers of assessment: Higher (Levels 4-9) and Foundation (Levels 1-5). You will be entered for either Foundation or Higher, depending on your strengths.

The course aims to:

- develop an understanding of the spoken and written forms of the language in a range of contexts.
- develop the ability to communicate effectively in the language.
- develop a knowledge and understanding of the grammar of the language.
- foster an appreciation of the culture in countries in which the language is spoken.
- provide a suitable foundation for work or travel in the countries in which the language is spoken.

Language learning takes place in real life contexts, and a wide variety of multi-media resources are used to bring language to life. We hope that there will be further opportunities to practise and develop language skills by offering a trip to France for the next GCSE cohort.

You will develop the skills to cope in a range of social, work and tourist situations.

Only **25%** of the world's population speak English, and only 6% as their first language.

*Source: Routes into Language*

*"Foreign languages play a vital role in the success of our company. With 65% of our business being exported overseas, it is essential that we have language skills available to us."*
*Sarah Grain, Key Account Manager, Eriez Magnetics Europe Ltd (speaker of French, German, Italian & Chinese)*

*Source: Routes into Languages*

Since a language is a doorway to a particular culture, learning a new language enables a person to have a broader understanding of that race or culture. Opening up to a culture allows you to be more flexible and appreciative of other ways of doing and looking at things. As a result, if you are multilingual, you have the advantage of seeing the world from different vantage points. In today's interconnectedness, this is a valuable tool.

*Source: www.examinedexistence.com*

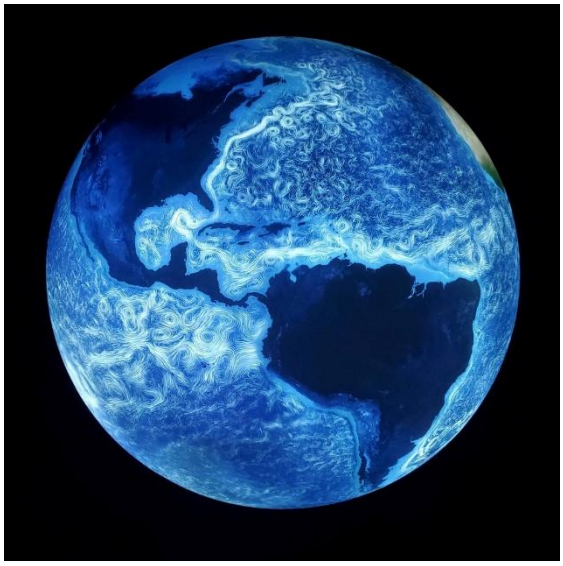
# GEOGRAPHY

**100% Examination**

**GCSE (AQA)**

## What will the course look like?

The course is split into three sections:



**Unit 1 – Living with the Physical Environment**

- Natural Hazards – Understanding Tectonics, Earthquakes, Weather, Storms & Climate Change.
- Ecosystems – Exploring the opportunities and challenges in Rainforests & Tundra biomes.
- UK Physical Landscapes – Diving into Rivers and Glacial Landscapes.

**Unit 2 – Challenges in the Human Environment**

- Urban Issues and Challenges – Evaluating the challenges of rapidly developing cities.
- Changing Economic World – Examining development, focussing on the UK and Nigeria.
- Resource Management – Debating the challenges of resources around the world, focussing on Food.

**Unit 3 – Geographical Applications**

Fieldwork and an Issue Evaluation. An evaluation of your fieldwork experiences, and the conclusions you made. This also contains a decision-making exercise based on a pre-release resources booklet made available 12 weeks before the Unit 3 exam.

## What skills will I develop?

Almost too many to mention! There are so many ways of learning in Geography. It is very practical with opportunities to learn new skills such as modern computer-based mapping (called GIS), digital technologies, map skills, interpreting photographs, analysing articles, decision-making and debating.

Fieldwork and trips are a vital part of Geography. You will learn how to investigate issues in the real world. You will improve your literacy through your written work and you will also learn how to put forward your own point of view. You will make practical use of your numeracy skills when you interpret data and construct graphs.

Such a wide variety of skills gained in Geography will be useful to you after you leave school. These skills are highly sought after by sixth form colleges, universities and employers.

Students who have studied Geography have gone on to work in the following sectors: law, science, sales, business, environment, information technology, management, finance, banking, marketing, research, manufacturing, teaching, childcare, engineering and building, arts, design and media, town planning, working abroad and many (many) more…

## What is Geography?

Geography is about understanding the world's people, places and environments. It illuminates the past, explains the present and prepares us for the future. What can be more important than that?

Geography is one of the most popular option choices at GCSE with over a third of students in England taking the subject. Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study at GCSE level. So important, in fact, that the *Guardian* newspaper in 2015 named Geography as a 'must-have GCSE and A-Level' to help you make sense of the world.

If you are not sure about what you want to do in the future, Geography helps to keep your options open. It is a subject that goes well with the Sciences and Mathematics as well as the Humanities, Languages and Arts. It is very flexible in terms of what it can be combined with both at GCSE and A Level.

## Fieldwork and Trips

Unit 1 - Investigation into river processes and flooding in Carding Mill Valley.

Unit 2 - Day visit to Birmingham, focusing on urban regeneration.

The department is also keen to offer an optional international trip experience. We will visit Iceland and hike to the top of an active volcano, bathe in hot geothermal pools naturally heated by the Earth, explore the ice on a glacier, see some stunning waterfalls, go sightseeing in Reykjavik, and much more!



## How will I be assessed?

There are three examinations at the end of Year 11:

- Unit 1 (1hr 30 mins) tests Physical Geography (3 topics)
- Unit 2 (1hr 30 mins) tests Human Geography (3 topics)
- Unit 3 (1hr 30 mins) tests Fieldwork and contains a Decision-Making Exercise

# HISTORY

**100% Examination**

**GCSE (AQA)**

*"We are not makers of history. We are made by history."* Martin Luther King, Jr.

**AQA History GCSE**

To study History is to study how politics, society and economy all work together to create the events you see on the news every day. If you love a good story, History is for you. History gives you many transferable skills through the evidence gathering and decision-making nature of the course.

Students of History go on to work in law, medicine, business, journalism, entertainment, museums, theatre, TV, news, digital media, restoration, architecture, politics, education, government and Civil Service, publishing, editing, to name just a few. History is a highly regarded and academically rigorous GCSE, which will improve student abilities in gathering, sorting and prioritising evidence and writing well-structured, accurate answers. Students of history do not take things at face value and are politically aware of their society.

History at Pershore provides the opportunity to study the Modern World and the Medieval and Early Modern eras in both breadth and depth studies. All students in KS3 will experience a taste in the Summer Term of Year 9 when we begin finding out what happened in the Cold War and what life was like in China, Korea and Vietnam between the First World War and 1960 in our World History Study. This helps Year 10 History students to be more prepared for the next two years by giving them a 'head start' with knowledge about Southeast Asia.

**AQA Paper One (Y10): Understanding the Modern World**.



We study two units within this paper, **Germany 1890–1945 (1 hour exam)** and **Conflict and Tension in Asia, 1950 to 1975 (1 hour exam)**. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. We often visit London and/or RAF Cosford during this unit.





**<u>AQA Paper Two (Y10 & Y11)</u>: Shaping the Nation**: We study **Britain: Health and the People: c1000 to the Present Day (1 hour exam).** This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. Students will study the importance of war, superstition and religion, government, science and technology and the role of the individual in encouraging or inhibiting change.



The second part of this paper will consider the **British Depth Study of Norman England c1066–c1100 (1 hour exam).** Students study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies. Within this part of the course there is a section looking at the development of the **Historic Environment** which involve a ***field trip to a specific Norman site in Britain***.

All assessment is conducted using written exams with one two-hour exam for each paper.

# MEDIA STUDIES

**30% Non-Examined Assessment, 70% Examination**

**GCSE (OCR)**

Interested in Media? Ever considered why some media products go 'viral' whilst others 'flop'? It is important to study media because we need to understand the world around us. Media shapes everyday life and the opinions that we have; an extremely powerful tool. GCSE Media Studies tackle topics including radio, television, film, music videos, media ethics, digital culture, representation, and industry context. The Course encourages learners to:




- *demonstrate skills of enquiry, critical thinking, decision-making and analysis*
- *acquire knowledge and understanding of a range of important media issues*
- *develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics*
- *understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues*
- *appreciate how theoretical understanding supports practice and practice supports theoretical understanding*
- *develop practical skills by providing opportunities for creative media production.*

The course is structured as follows:




- Component 1:
  - Section A: Television
  - Section B: Promoting Media
- Component 2:
  - Section A: Music
  - Section B: The News
- Component 3: NEA

Across set products students you will study the following theoretical concepts:

- *Media Language*
- *Media Representation*
- *Media Industries*
- *Media Audiences*

BBC RADIO 1 Live Lounge

**You should consider this option if....**

- You have a creative and graphical flair
- You love all things media
- You are intrigued by the impact that media has and the hidden meaning within it
- You enjoyed Computing at Key Stage 3 and want to develop your understanding of the creative digital industries

# MUSIC

**60% Non-Examined Assessment (Performing & Composing), 40% Examination**

**GCSE (Eduqas)**

Study GCSE Music and you have the opportunity to follow a GCSE course designed to inspire and excite you as a musician; GCSE Music is an exciting, fun, challenging and rewarding course. The study of Music will lead to a well-regarded and highly valued GCSE qualification and the opportunity for further study of Music or Music Technology at a higher level, as well as a pathway into other Arts-based courses and industries.



You have the chance to develop and extend your musical knowledge, understanding and skills in a highly creative and practical course. There are many opportunities to perform during the course in a range of ensembles, and you are expected to join at least one school group that performs such as Choir, our instrumental ensembles or you will take part in the school production. You will use the Music Technology suite (PA2 - exploring software such as *GarageBand* and *Logic Pro X*) to help you develop performance and composition work. You will also develop a deeper understanding of music theory through a broad repertoire of listening work and should develop proficiency and confidence in this area.

Please note that to be accepted on the course you must be in receipt of, or must be willing to have, instrumental/vocal tuition due to the significant specialist performing element of the course.

**GCSE Music at a glance**

| Component | Overview | Assessment |
|---|---|---|
| **Performing**<br>30%<br>NEA | **2 Performances**<br>Solo – minimum 1 piece – minimum 1 minute<br>Ensemble – minimum 1 piece – minimum I minute<br><br>*Together total minimum of 4 minutes across the solo and ensemble pieces and a maximum of 6 minutes* | Minimum total of 2 pieces<br><br>36 marks each<br><br>**Total 72 marks** |
| **Composing**<br>30%<br>NEA | **2 Compositions**<br>1 to a set brief – minimum 1 minute<br>1 free choice composition – minimum 1 minute<br><br>*Together total minimum of 3 minutes and a maximum of 6 minutes* | 2 pieces<br><br>36 marks each<br><br>**Total 72 marks** |
| **Appraising**<br>40%<br>Exam | **4 Areas of Study:**<br><br>• Musical forms and devices<br>  ○ Set work: Bach Badinerie<br>• Music for ensemble<br>• Film music<br>• Popular music<br>  ○ Set work: Toto Africa | Final Exam<br><br>1 hr 45 minutes<br><br>**Total 96 marks** |

# PERFORMING ARTS

**60% Non-Examined Assessment (Performing & Creating), 40% Examination**

**TECHNICAL AWARD**
**Level 1/2**
**(Eduqas)**

Vocational qualifications are nationally recognised qualifications. They are different from traditional GCSE and A Levels because they are linked to a particular area of work.

This course is a fantastic insight into the practical world of the Performing Arts. Pupils can specialism in a range of Performing Arts disciplines including, Acting, Dance, Directing, Musical Theatre , Lighting and Set Design.

The course is split into three components

| Component One: Performing 30% | Component Two: Creating 30% | Component Three: Performing Arts in Practice 40% |
|---|---|---|
| Performers – You will perform a piece of existing repertoire in your chosen discipline.<br>• Acting<br>• Dancing<br>• Musical Theatre<br><br>(Accompanied by a written log book of the rehearsal process and an evaluation of your final piece) | You will devise a piece of original theatre. You will study the work of recognised theatre practitioners and develop original performance work using their styles and influence.<br><br>Designers – You will design and execute the Lighting / Sound or Set for a performance piece<br><br>(Accompanied by a written rehearsal log book and an evaluation of the final performance) | You will create a piece of theatre based on an Industry Commission. You will learn how to Create, Market, Fund & Finance, Produce and physically create a piece of performance work. You will learn how to Advertise and Market the piece for a target audience and will learn how to budget successfully.<br><br>You must create and perform your final piece to a live audience. You can choose their discipline of performance including technical design skills as well as Acting, Dance and Musical Theatre.<br>(Accompanied by a portfolio of evidence and final task) |

This exciting and ambitious course is designed and delivered with the professional world of theatre at its core. If you want to be involved in the ever-changing world of the Performing Arts then this vocational course is for you.

This course will:

- Inspire and enthuse you to consider a career in the performing arts sector.
- Give you the opportunity to gain a broad knowledge and understanding of, and develop skills in all areas of the performing arts, including technical theatre and design.
- Enable you to progress further onto A Level and other Level 3 courses.

You will study a range of practical and theoretical units based around performance, technical and creative options that are designed to equip you with the necessary skills, knowledge and qualifications that you need to succeed in the Performing Arts world.



This course is specifically designed to allow you freedom to study your chosen area of interest and is a mixture of external assessment by an examiner and internally assessed by your teacher.

# RELIGIOUS STUDIES

**100% Examination**

**GCSE**
**EDEXCEL**
**SPEC B**

Religious Studies is a course based on understanding, requiring no religious faith at all. It is learning about people - not just those in your street but from all cultures and backgrounds, to discover what religion is all about and show individual experience, belief and action. Students will develop their critical writing skills and their own opinions on major ethical topics which are part of the world we live in.

**Scheme of assessment**: There is a simple, clear assessment structure that consists of two written examinations at the end of year 11.

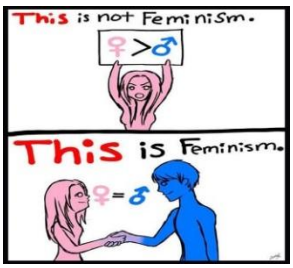
**Selected Modules: Islam through Peace and Conflict and Christianity through social justice**



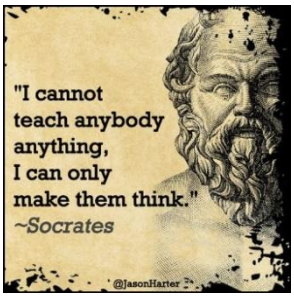
**Crime and Punishment**
In the Islam paper. This model applies the Islamic teachings and compares them to non-religious and ethical viewpoints. Looking at the arguments for and against the use of capital punishment and torture. We assess the merits and deficiencies of prison and consider alternative approaches such as restorative justice, comparing this to how different Muslim denominations respond to these issues.



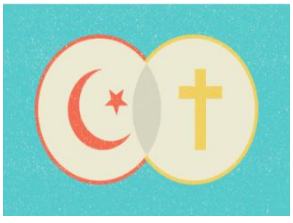
**War and Peace**
Can war ever be justified? Can you ever justify the use of weapons of mass destruction? Different political and philosophical arguments are assessed and compared to Islamic concepts such as lesser and greater Jihad.




**Equality**
Within Equality we consider the value of human rights and how racism and sexism are still problems today. We also look at the sociological reason for poverty in the UK and consider solutions to inequality within the world. We study how and if Christian teachings promote equality.




**Philosophy**
Within the Philosophy module we look at classical arguments, such as the Teleological Argument and Cosmological Argument. These are arguments for the existence of the Christian God.
As you study Philosophy you will acquire a very valuable set of skills. Philosophy is not just learning what other philosophers have thought. Philosophy develops skills of critical and moral thinking.



**Theology**
Studying Islam and Christianity will allow you to understand the modern world in its correct context. Giving you greater insight into how belief can relate to practice, and how this is seen in everyday activities of religious believers. Two modules will focus on the central beliefs of two world religions and how these beliefs are expressed in the modern world. You will study these faiths in an empathetic yet critical way.

# SPORTS SCIENCE

**60% Non-Examined Assessment, 40% Examination**

**Pearson BTEC Tech Award Level 1/2 (TBC)**

**The specific course for Sports Science is to be finalised. There will be a vocational Sports Science course available but the specification may change.**

The Pearson BTEC Tech Award Level 1/2 in Sport is a vocational qualification for pupils who wish to explore a practical and industry-focused route into sport and physical activity.

The qualification is equivalent to one GCSE and provides learners with opportunities to develop knowledge, skills and understanding of sport, fitness, training and performance. Learners will gain experience in both practical and classroom-based activities, developing transferable skills such as teamwork, leadership, communication and evaluation.

## Course Structure



The qualification consists of three mandatory components:

**Component 1: Preparing Participants to Take Part in Sport and Physical Activity**

Learners will explore the components of physical fitness, different training methods and principles of training. They will carry out fitness testing, interpret results and understand how training programmes are planned, reviewed and adapted to improve performance.

**Component 2: Taking Part and Improving Other Participants' Sporting Performance**

Learners will develop practical performance and leadership skills by taking part in sport and physical activity. They will review their own performance and plan and deliver sporting activities to improve the performance of others, demonstrating effective communication, organisation and leadership.

**Component 3: Developing Fitness to Improve Other Participants' Performance (Externally Assessed)**



Learners will apply their knowledge of fitness and training to improve the performance of a specific participant. This includes understanding fitness components, fitness testing, analysing results and designing, delivering and evaluating a fitness training programme.

## Assessment

• 2 x Internally Assessed Components

Learners will complete assignments and practical tasks, producing a portfolio of evidence.

• 1 x Externally Assessed Component

An externally set and marked task completed under supervised conditions.

Pupils will be expected to attend extra-curricular sports clubs at school and to represent the school team when selected.

# SEPARATE SCIENCES (Triple Science)

**100% Examination**

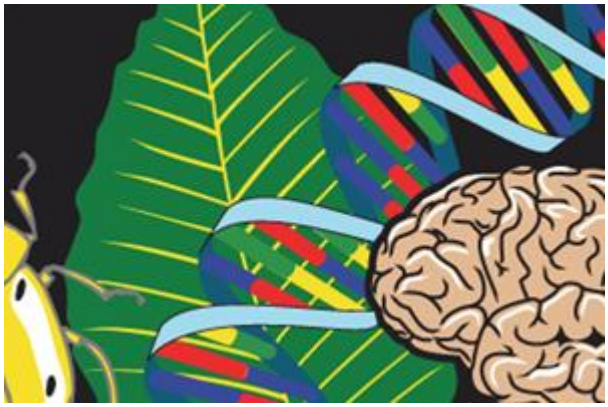
**GCSE (AQA)**

The course covers the same topics covered in the Combined Science course, but in more depth. All students selecting this option need to have a real interest in science and it best suits those students aiming for Grade 6 or above in all three Science disciplines.

Please note: Students must take all three subjects; taking just one or two individual sciences is not an option.

*Below is a selection of topics only covered in separate sciences*

## Biology



- Cell Biology
- Organisation
- Bioenergetics
- Infection and response
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

*What are monoclonal antibodies? How are they made? How are they used to detect pregnancy or treat cancers?*
*What is the structure of the brain and what do the different parts do?*
*How does the eye work and how can you correct short or long sightedness?*
*How do humans control their body temperature?*
*How does the kidney work and how does it keep water levels in the body the same?*
*How does a dialysis machine work and why would it be better to have a kidney transplant?*
*What is the structure of DNA and how does it control protein synthesis in cells?*
*How do we clone animals and plants and what are the ethics behind it?*
*What are the issues behind feeding our increasing population?*

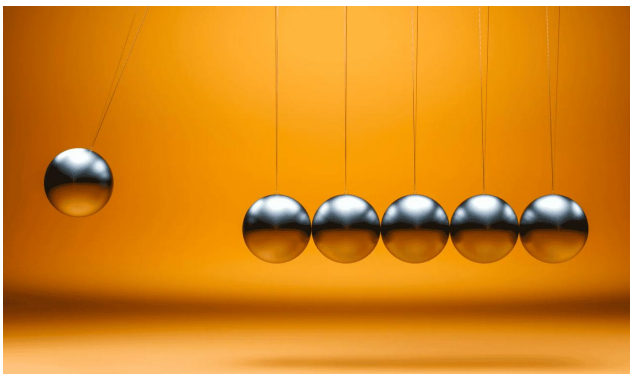
## Chemistry

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



*What are the transition elements? Why are transition metal compounds often coloured?*
*What are nanoparticles? How are they currently used? How could they be used in the future?*
*What are titrations? How can we use them to calculate concentration of an unknown substance?*
*How does reactivity of a metal link to voltage in a battery?*
*Why are hydrogen fuel cells used in space rockets?*
*What are alkenes, alcohols, carboxylic acids and esters? How do they react?*
*What do plastics and DNA have in common?*
*Why are fireworks different colours?*
*How can you identify an unknown substance based on a series of experiments?*
*What is the Haber process? How does it link to population?*
*How can we use titrations to make a fertiliser of known concentration?*

## Physics



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

*What causes static electricity? How can you make water bend?*
*How can we use nuclear radiation to diagnose and treat patients in a hospital?*
*Where does the sun's energy come from?*
*What is a nuclear chain reaction and how can it be so devastating?*
*What is a 'moment' in Physics and can your knowledge on this be useful when carrying out DIY?*
*How do you calculate momentum and use it to find impact forces in collisions?*
*How is ultrasound used by bats, boats and hospital staff?*
*Discover the properties of light and colour!*
*Build a working motor and find what affects the strength of an electromagnet.*
*What is a transformer and how can you it to increase voltage?*
*What is the Big Bang theory and what is the evidence for it?*
*What is red shift?*

## Assessment

There will be two 1 hour 45 minutes papers for each Science subject. Questions will be a mix of multiple choice, structured, closed short answer and open response styles.

10% of the marks in Biology, 20% in Chemistry and 30% in Physics will require maths skills.

## Practical work

There are 28 required practical activities in total for Separate Sciences – seven additional practical activities to those required for the Combined Science course. These will not contribute to the overall GCSE directly but will be tested within the final written papers. 15% of GCSE marks will be for practical skills.

# Mathematics

**100% Examination**

**GCSE (AQA)**

You will continue to study Mathematics to GCSE in Years 10 and 11, following a syllabus leading to Higher or Foundation level examinations.

The course covers areas of Mathematics from number, ratio, algebra, geometry, statistics and probability, with both calculator and non-calculator techniques being examined.

There is a significant difference between Higher and Foundation, in both the proportion of marks allocated to each area and the style of the questions. These differences are outlined below.

| | **Foundation (Grades 1 – 5)** | **Higher (Grades 4 – 9)** |
|---|---|---|
| Number | 25% (60 marks) | 15% (36 marks) |
| Ratio | 25% (60 marks) | 20% (48 marks) |
| Algebra | 20% (48 marks) | 30% (72 marks) |
| Geometry | 15% (36 marks) | 20% (48 marks) |
| Statistics & Probability | 15% (36 marks) | 15% (36 marks) |

| **Assessment Objective** | **Foundation** | **Higher** |
|---|---|---|
| Use and apply standard techniques | 50% | 40% |
| Reason, interpret and communicate mathematically | 25% | 30% |
| Solve problems in mathematics and other contexts | 25% | 30% |

There are three examinations; Paper 1 is non-calculator, while Paper 2 and Paper 3 allow the use of a calculator. All examinations are 1 $\frac{1}{2}$ hours and worth 80 marks. The scores from the three papers are combined to give an overall total out of 240, and this is used to award a single grade for the subject.

All examinations take place at the end of Year 11 and the papers can include questions on any part of the specification.



There will be a mixture of short, single mark questions and longer, multi-step problems.
The questions also increase in difficulty through the papers so the hardest content comes at the end. This means that not all students will be able to attempt the whole paper – this won't prevent students from achieving a good grade, as long as they perform well on the rest of the paper.

# ENGLISH LITERATURE

**100% Examination**

**GCSE (AQA)**

Whilst studying GCSE English Literature, you will have a chance to develop your knowledge and understanding of the English literary heritage. Studying GCSE English Literature should encourage you to read widely for pleasure, which is excellent preparation for studying all subjects at a higher level.

For GCSE English Literature, you will be expected to:

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

**Assessments**

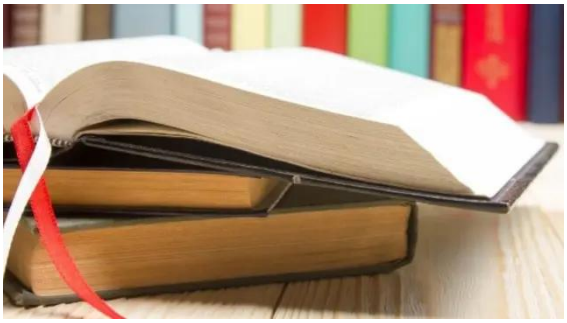
Assessment for the GCSE is by means of closed book examinations at the end of Year 11.

**Paper 1: Shakespeare and 'A Christmas Carol'**

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

**Paper 2: 'Blood Brothers', Poetry Anthology and Unseen Poetry**

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



# ENGLISH LANGUAGE

**100% Examination**

**GCSE (AQA)**

For GCSE English Language you will be expected to:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and opinion articles
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve your own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate, spell and paragraph 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.

**Assessments**

Assessment for the GCSE is by means of examination only at the end of Year 11. All texts in the exam will be unseen.



**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

**Paper 2: Writers' Viewpoints and Perspective**

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

Section B: Writing - writing to present a viewpoint

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

**Non-examination Assessment: Spoken Language**

Presenting, responding to questions and feedback and use of Standard English

# COMBINED SCIENCE (TRILOGY)

**100% Examination**

**Double Award GCSE (AQA)**

There are two different courses for Science at GCSE; Combined Science (referred to as Trilogy) leading to two GCSE grades and Separate Sciences (referred to as Triple Sciences) leading to three GCSEs, one in each of Biology, Chemistry and Physics. Separate Sciences is only offered to students as an option subject. All other students will follow the Combined Science course.
Please speak to Mr Bond (Head of Science) or any of your Science teachers if you are in any doubt about which option would be right for you.

Please note: Following the Combined Science route does not preclude you from taking Science subjects at A Level, provided you achieve the required entry grades.

Students follow a broad-based Science course involving **Biology**, **Chemistry** and **Physics**.

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

**Assessment**



The course leads to the award of **two GCSEs** by the end of Year 11. All examinations will be sat at the end of Year 11 only. There will be 6 examinations: two Biology, two Chemistry and two Physics papers. Each exam is 1 hour 15 minutes.

20% of the marks will require maths skills.

**Practical**

There are no longer any controlled assessments in Science. These have been replaced by 16 required practical tasks that will be completed over the two years. These will not contribute to the overall GCSE directly but will be tested within the final written papers. 15% of GCSE marks will be for practical skills.

# SOCIETY AND ETHICS

**All students will study this subject**

**Non-Examined**

Students in Years 10 and 11 will follow a course that includes aspects of the locally agreed RS curriculum, Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education (RSE), Careers and Citizenship. There is one lesson per fortnight in this subject.

Discussions will include coverage of:

- Drugs, alcohol and vaping
- Preparing for work experience
- Principles of healthy relationships
- Communication in relationships, including consent
- Mental health and wellbeing
- Religious Studies – Addressing extremism
- Financial decision making
- The role of mainstream and social media including recognition of misinformation
- Careers, next steps and preparing for the future

Further PSHE and careers opportunities are offered throughout the curriculum in subject lessons, during tutor activities, external careers fairs and in focus days.

PSHE Association unifrog THE DAY Turning news into lessons

Be Well Be Inclusive Be Safe Be Engaged Be Ready

# PHYSICAL EDUCATION

**All students will study this subject**

**Non-Examined**

The Physical Education programme provides a range of activities to encourage you to take part in sport. You will learn how to take care of your body through exercise, living a healthy lifestyle and to develop an interest and enjoyment in sporting, recreational and competitive activities.

During Years 10 and 11, you will be given the opportunity to choose from a range of activities. Activities will include individual sports such as trampolining, athletics and dance alongside team sports such as football, rugby, hockey and netball.

