

The Norton Knatchbull School



GCSE Options Booklet 2023

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Your Key Stage 4 Curriculum

Over the next three years you will study and prepare for important public examinations. Your curriculum will consist of:

- Core subjects
- EBacc subjects
- Optional subjects
- Core non-examined subjects

Core Subjects

These subjects are compulsory for all students:

English	2 GCSE qualifications in: English Language English Literature
Mathematics	1 GCSE qualification in Mathematics
Combined Science	2 GCSE qualifications comprising: Biology, Chemistry and Physics topics

EBacc Subjects

In addition to English, Mathematics and Science the subjects below combine to form the English Baccalaureate (EBacc) suite of qualifications. These subjects are increasingly viewed as the prerequisite for most job applications and further/higher education places and hence are vital qualifications for your future success. All students will study at least two of these subjects; one humanity and one modern foreign language.

Humanity	Choose either Geography or History
Modern Foreign Language	This will be the language you have studied in years 7 and 8 (i.e. French or Spanish)

You can opt to study an additional language (this will require approval from the head of the modern foreign language you have chosen and a member of SLT) and/or an additional humanity via the optional subjects shown below.

Optional Subjects

In addition to the core and EBacc qualifications, all students should choose **3** further options. This will allow all students to personalise their learning and pursue their own strengths, interests and aspirations for the future.

Art and Design: Fine Art	Music
Computer Science	Physical Education
Drama	Design Technology
French (if not previously studied)	Religious Studies
Geography	Spanish (if not previously studied)
History	Triple Science

Core Non-examined subjects

All students will also study 2 non-examined subjects:

Personal Development
Physical Education

Combined or Triple Science? Which is right for me?

Combined Science provides a broad education in which you will study elements of Biology, Chemistry and Physics and is worth two GCSEs.

Triple Science allows you to study the same topics as those that are studied in Combined Science but in greater depth. The exception to this is the 'Space' topic, which is Triple Physics only content.

Triple Science will lead to a more profound understanding of Science. Students will gain three discrete GCSEs in the specialisms of Biology, Chemistry and Physics. It is aimed at those students who have a real interest and passion for Science and who may be intending to study one or more of the Science specialisms to A-Level and beyond.

Students studying Combined Science can progress to study any of the A-level Sciences as the topics required to access them are studied in Combined Science. However, they may find the jump up to A-Level more difficult as each topic is not studied in as much depth as it is in Triple Science.

Students who are considering a Scientific, Engineering, Medical or Veterinary career are advised to choose Triple Science.

The key differences are summarised in the table below:

Information	Triple Science	Combined Science
Total number of exams sat	Six papers: two biology, two chemistry and two physics	Six: two biology, two chemistry and two physics
Length of exams	1 hour 45 minutes each (100 marks)	1 hour 15 minutes each (70 marks)
Exam Board and specification	AQA Biology (8461) AQA Chemistry (8462) AQA Physics (8463)	AQA Combined: Trilogy (8464)
Total number of Science lessons per fortnight	Thirteen	Nine
Grading	Three discrete GCSE grades obtained	Two linked GCSE grades derived from the overall points accumulated across all six exams

GCSE Options – Your Questions Answered

GCSE Options Evening Thursday March 2nd, 2023

What happens at the remote Options Evening?

There will, barring any new government restrictions, be an on-site Options Evening with talks from the GCSE Option Subject Leaders in their departmental rooms. A recorded presentation from the Head Teacher, Mr Greene, as well as Mr Scarr (Curriculum) and Mr Hunt (Science) will be made available in advance of the Evening offering guidance on the process.

What do I do next? Once you have made your choices you will need to submit the GCSE options via our Options online form – login details will be sent shortly to both parents and students in a separate email. Please submit by March 31st, 2023. If you experience any technical issues with this process, please contact options@nks.kent.sch.uk. You will need to log in using your son's school email address. You may wish to make a note of your option choices in the table below as a record:

Humanities Option Choice	
First Option Choice	
Second Option Choice	
Third Option Choice	
Reserve Option Choice	
If GCSE PE is chosen as an option, list the three competitive activities submitted on the form	Activity 1: _____ Activity 2: _____ Activity 3: _____

Will I get my choices?

We aim to satisfy all choices but it is inevitable that certain combinations will not work for a limited number of students. Therefore, we ask for a reserve option should one of your first choices not be possible. Similarly, we aim to run all of the subjects that we offer; however, on occasion the number of students selecting a course can be too small to make running the course viable. **N.B. If over-subscribed, places will be offered on the basis of which students have the best ATL in that subject, followed, if needed, by the best overall ATL across all subjects.** If there is a problem with any of your options we may use your reserve choice. Should issues arise you will be contacted as soon as possible. If we do not contact you, you can assume we are able to accommodate your option choices.

Can I change my mind after I have submitted my online options form?

If your parents write to request a change, giving the reason, then we shall do our best to make the change. It is important that they write as soon as possible. You will not be allowed to change to an option group which is already full.

Tips on Choosing Your Options

- Read the information in this booklet carefully before making your option choices.
- Consider where your strengths and interests lie. It is important to do well at GCSE level, so choose subjects you genuinely enjoy and are good at. These are the main examination results that will be available to you when you are applying for entrance to the sixth form, college or an apprenticeship. GCSE results will also be taken into account when you are applying to universities; this will be especially important in the coming years where A Level courses will be over two years and so only predictions will be available.
- Research what GCSEs you may need in the future if you have a particular career in mind. For some careers it will be essential that you have an A Level in a subject and you might need a GCSE in that subject to gain entry into the A Level course. If you do not have a clear career path in mind aim to choose subjects that give you breadth and balance.
- Find out as much as you can about the different options by talking to students already taking the subjects you are considering and talk to your teachers and form tutor.
- Do not choose an option just because your friend has chosen it or because you like the teacher. There is no guarantee that you will end up in the same set as your friend or the one taught by a particular teacher.
- You should also talk to Mrs Vernon, the Careers Advisor, if you have any questions about future careers and the subjects that you should take.

Attendance – Important Information for Parents

Now that your son is entering KS4 it is of paramount importance that he has excellent attendance as he will be working towards his GCSE examinations in all lessons. No authorised absence will be given during the public examination period or the weeks leading up to this. Parents should note that many examinations have practical components and/or coursework that make up the final grade. These are often examined by a visiting examiner or moderator and they cannot be rescheduled, and therefore, it is vital that your son attends school at these times.

Why is attendance important?

- Each day's learning builds on what has been learned before, so losing even one day makes all future learning more difficult.
- School attendance is linked to the number of GCSEs and A Level qualifications a young person achieves. Research shows that of those young people who have less than 90% attendance, fewer than 30% achieve 5 or more GCSEs at grade 4 or above.

Are you aware that 90% attendance is equivalent to missing 4 whole weeks of lessons in the school year or **1 day off every fortnight?**

How good is your son's attendance?

- 98 – 100% attendance is outstanding. This will give your son the very best chance of success.
- 96 – 98% attendance is good.
- 91 – 95% attendance makes it much harder for your son to progress. Attendance at this level is therefore, considered to be 'requiring improvement'.
- 90% or below is considered to be inadequate. Attendance at this level would have considerable impact upon your son's chances of success.

What should parents do?

- Ensure that your son attends school every day and arrives punctually.
- Book medical appointments outside of school hours wherever possible.
- Plan holidays during school holidays and not in term time. The school is not permitted to grant authorised leave for holidays. Only in very exceptional circumstances will leave of absence be authorised.
- Celebrate special occasions after school, at weekends and during the holidays.
- If your son is unavoidably absent, ensure that he talks to his teachers about catching up with his learning.

Careers Education, Information and Guidance

You will have spent time looking at careers with a view to considering what options to take. All students have attended dedicated lessons delivered via Personal Development and Mrs Vernon on option choices at GCSE. As part of these lessons you have been provided with a password and access to 'Fast Tomato', a careers programme that helps match a person's strengths and interests towards various careers. These activities should have started to help you make initial decisions about option choices and possible future career choices.

Throughout KS4 you will receive further support and guidance about future career options. In addition, there will be a range of careers talks that you will be invited to attend.

If you have a specific career in mind and would like further information please feel free to see Mrs Vernon.

For any additional help or if you are totally unsure of what you want to do, help is always at hand and your first stop should be Mrs Vernon, the Careers Leader, who is in school each day.

Help and Support

There are many people in school that can support you if you are having problems with your academic studies or in your personal life. The first point of contact is your form tutor. However, there are other members of staff who are ready and willing to help. Below is a reminder of who you can contact:

Student Support Manager Year 9: Mrs E Dance

Careers Advisor: Mrs H Vernon

Inclusion department: Mr P Uttin

Subject:	English Language and English Literature														
Exam Board:	All students will follow the AQA specification in English Language and the AQA specification in English Literature. Though taught as one subject, the course leads to the award of two separate GCSE qualifications.														
Course Content:	<p>In Year 9, students will follow a 'transition' programme of study that will prepare them effectively for the type of text and style of assessment they will encounter in the GCSEs. They will then embark on their GCSE texts in Years 10 and 11.</p> <p>The course aims to enable students to use English effectively in its spoken and written forms. Students should be able to respond to and understand the speech and writing of others in both literary and non-literary forms. They should read, enjoy and respond to literature in a variety of ways: both as a means of emotional and intellectual growth and to develop an appreciation of the writer's craft.</p> <p>Throughout the course, students will read plays, novels, short stories and poetry by both pre 1914 and modern authors and study them in terms of style, language, content, characterisation and ideas.</p>														
Exam Format:	<p>AQA English Language GCSE</p> <table border="1"> <thead> <tr> <th>Component</th> <th>Description</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Paper 1 exam: Explorations in Creative Reading and Writing</td> <td>1hr 45 min Section A: Reading <ul style="list-style-type: none"> one literature fiction text Section B: Writing <ul style="list-style-type: none"> descriptive or narrative writing </td> <td>50%</td> </tr> <tr> <td>Paper 2 exam: Writers' Viewpoints and Perspectives</td> <td>1hr 45min Section A: Reading <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none"> writing to present a viewpoint </td> <td>50%</td> </tr> <tr> <td>Speaking & Listening</td> <td> <ul style="list-style-type: none"> presenting responding to questions and feedback use of Standard English </td> <td>Separately endorsed</td> </tr> </tbody> </table>			Component	Description	%	Paper 1 exam: Explorations in Creative Reading and Writing	1hr 45 min Section A: Reading <ul style="list-style-type: none"> one literature fiction text Section B: Writing <ul style="list-style-type: none"> descriptive or narrative writing 	50%	Paper 2 exam: Writers' Viewpoints and Perspectives	1hr 45min Section A: Reading <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none"> writing to present a viewpoint 	50%	Speaking & Listening	<ul style="list-style-type: none"> presenting responding to questions and feedback use of Standard English 	Separately endorsed
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AQA English Literature GCSE

Component	Description	%
Paper 1 exam	1hr 45 mins - Closed book exam. Shakespeare & the 19th Century Novel 2 sections: one on Shakespeare play studied; the other on the novel studied.	40%
Paper 2 exam	2hr 15mins - Closed book exam. Modern Texts and Poetry 3 sections: 1 essay question on modern prose or drama text; 1 comparative poetry question; 1 unseen poetry question.	60%

Subject	Mathematics
Exam Board:	Edexcel Mathematics
Course Content:	<p>The GCSE Mathematics syllabus presents an exciting opportunity for students to develop their maths skills. The aims and objectives of the three year course are to enable students to:</p> <ul style="list-style-type: none"> • Develop fluent knowledge, skills and understanding of mathematical methods and concepts, • Acquire, select and apply mathematical techniques to solve problems, • Reason mathematically, make deductions and inferences, and draw conclusions, • Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context. <p>Students are assessed at the end of the two year course on the following topic headings:</p> <ul style="list-style-type: none"> • Number • Algebra • Ratio, proportion and rates of change • Geometry and measures • Probability • Statistics <p>The most able students in the cohort will go on to complete an additional mathematics qualification that will develop their algebra skills beyond GCSE. This will prepare them for A level Mathematics and also help with GCSE grade 8 and 9 algebra skills.</p>
Exam Format:	<p>Maths GCSE (9 – 1) is assessed through three examinations with each examination being equally weighted. Each exam has a total of 80 marks. All three exams are 1 hour 30 minutes long and are non-calculator, calculator and problem-solving examinations.</p>

Subject:	Combined Science (2 GCSEs)																																		
Exam Board:	AQA Trilogy																																		
Course Content:	Students will follow a three-year programme to cover the topics listed below.																																		
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Exam Format:	<p>Students will sit six 70 mark examinations (two for each of Biology, Chemistry and Physics) lasting 1 hour 15 minutes each and each contributing an equal amount to their overall grade.</p> <p>Each examination will consist of multiple-choice, structured, closed short answer and open response questions. Each paper will assess knowledge and understanding from distinct topic areas.</p> <p>The controlled assessment element of the GCSE course has been replaced by a practical skills requirement, which is not discreetly examined. Students instead carry out 8 core practicals in each science, which can be used as the basis for questions in the written papers.</p>																																		

Subject:	Geography
Exam Board:	AQA
Course Content:	<p>If you want to continue to study a subject which is successful, interesting, lively, dynamic and wide ranging and you are interested in the world around you, then this is the option for you!</p> <p>Both physical and human geography topics are included in the new AQA specification as well as skills. Physical topics include: the natural hazards, water on the land, the coastal zone and the living world. Human topics include: population changes, changing urban environments. Opportunities for fieldwork involve an urban study of Ashford and coastal studies at Camber, Dungeness and Hythe.</p> <p>Geography is a holistic subject, requiring an inquiring mind and the willingness to work independently to take on challenging and relevant topics and areas of study. You will develop a wide range of skills from data collection, written and verbal analysis and interpretation, as well as exploring real world case studies such as volcanic eruptions, coastal management and the growth of towns and cities.</p> <p>Geography is taught in such a way as to enthuse and encourage you to develop an interest in the subject beyond the classroom. Teaching methods employed include discussion, debates and significant use of ICT to make lessons enjoyable and stimulating.</p> <p>Geography is a very popular option at The Norton Knatchbull School attracting over three-quarters of the current Year 11 students. It attracts pupils who are interested in the sciences or those in the arts subjects. The department prides itself in its tradition of excellent examination results at GCSE and A level. Many students go on to study the subject at A level where there is a greater opportunity to develop subject specialism and fieldwork skills.</p> <p>A qualification in Geography is seen as a valuable asset by employers because of the wide range of skills the subject uses. It requires good levels of numeracy, literacy, the ability to make judgments, interpret, analyse and draw conclusions and have opinions on many current issues. Geography is relevant to many careers. These may be either directly related to geography (e.g. surveyor, meteorologist, urban planner, cartographer and teaching), or in areas such as the media, tourism and the civil service.</p>
Exam Format:	The course is assessed through three written examinations. Paper 1 and 2 will assess knowledge whilst Paper 3 will assess skills and contain questions based on the fieldwork students have completed.
Entry Requirements:	To study Geography you need an interest in the world around you, an enquiring mind and the ability to use and interpret different types of evidence.

Subject:	History
Exam Board:	AQA
Course Content:	<p>History is an exciting topic that enables students to understand the world around them. It also develops intellectual skills which can be transferred to a vast number of different topics, sixth form courses and careers. History is a well-respected, high-status, academic subject which remains consistently popular at the school. In History GCSE you will study two modern history topics and two British history topics. These themes are then examined in two papers at the end of Y11.</p> <p><u>Paper 1 Understanding the Modern World – 1 hr 45 mins worth 50%</u></p> <ul style="list-style-type: none"> • Germany: 1890-1945 • Conflict & Tension 1896-1918 (Causes of, fighting and winning WWI) <p><u>Paper 2 Shaping the Nation (Health and The Normans) – 1 hr 45 mins worth 50%</u></p> <ul style="list-style-type: none"> • Britain: Health & the People • The Normans 1066-1100 <p>History students at NKS learn knowledge and skills through a lively, investigative approach which offers challenge to all abilities. It requires a curiosity about people in the past and the ability to engage in independent research. History is a subject which uses literacy skills – reading, comprehension and writing. A wide range of methods and techniques is employed, including investigations, presentations, debate, role-play, audio-visual and ICT. Students will learn how to develop their exam technique and study skills. A wide variety of resources will be studied (film, cartoons, photographs, the internet as well as books) and students should be prepared to contribute to class activities. History covers a broad range of topics and includes aspects of political thought, the military, personalities, economics, law, ethics and science.</p> <p>Many sixth form courses and employers value the skills and conceptual understanding that students develop through the study of History. These skills are, moreover, transferable to the other subjects you study at GCSE. Students will learn to research and evaluate historical evidence, compare different interpretations and argue effectively. History is relevant to many careers. These may be either directly related to history (e.g. working in museums, galleries, heritage sites, record offices, archives and teaching), or in areas such as the law, media, journalism, academia and government. However, the ability to weigh up evidence and make supported judgments is relevant to most professional careers. Results in this academically rigorous topic remain excellent in History at both GCSE and A-level.</p>
Exam Format:	Two exams of 2 hours, each worth 50% of the GCSE.
Entry Requirements:	To study History you need an interest in the world around you, a curious mind, the ability to weigh up different evidence or arguments, the ability to read and write at length and, above all, the ability to work hard.

Subject:	French
Exam Board:	AQA
Course Content:	<p>We endeavour to develop the students' ability to use French effectively for practical communication and to give them a sound base of the skills, language and attitude required for further study, work and leisure.</p> <p>We like to encourage positive attitudes to foreign-language-learning by making lessons enjoyable, as well as intellectually stimulating. We stress the importance of building up students' confidence. Grammar is an important aspect: it is taught and deduced from practical examples drawn from course materials. In this way it does not become a theoretical academic exercise. We attach a lot of importance to oral work. This course is excellent preparation for going on to study at A Level.</p> <p>Ability in languages is always an asset when applying for a job and it is a facilitating subject when later applying for a place at university; moreover, languages can be studied with virtually any subject at degree level.</p>
Exam Format:	<p>The Listening, Reading, Speaking and Writing Examinations, worth 25% each, will cover 5 themes:</p> <ul style="list-style-type: none"> • Identity and culture • Local area , holiday and travel • School • Future aspirations, study and work • International and global dimension <p>The examinations will therefore be:</p> <ul style="list-style-type: none"> • A Listening and understanding in French (25%) Foundation: 35 minutes/ Higher: 45 minutes • A Speaking in French (25%) Foundation: 7-9 minutes/ Higher: 10-12 minutes. • A Reading and understanding in French (25%) Foundation: 45 minutes / Higher: 1 hour • A Writing in French (25%) Foundation: 1 hour 10 minutes/ Higher: 1 hour 20 minutes.
Entry Requirements:	You are required to have studied French at Key Stage 3.

Subject:	Spanish
Exam Board:	AQA
Course Content:	<p>We endeavour to develop the students' ability to use the foreign language effectively for practical communication and to give them a sound base of the skills, language and attitude required for further study, work and leisure. We like to encourage positive attitudes to foreign language learning by making lessons enjoyable as well as intellectually stimulating. We stress the importance of building up students' confidence. Grammar is not neglected: it is taught or deduced from practical examples drawn from course materials. In this way it does not become a theoretical academic exercise. We attach a lot of importance to oral work.</p> <p>Ability in languages is always an asset when applying for a job or a place at university; moreover, languages can be studied with virtually any subject at degree level.</p> <p>According to current national figures, students taking two languages will have a distinct advantage over many competitors: ("Institutions inside the European Union are crying out for British born graduates with two foreign languages").</p> <p>Therefore, by studying languages your son may have the opportunity to play a vital role at key stages of a changing European business and cultural landscape.</p>
Exam Format:	<p>The Listening, Reading, Speaking and Writing Examinations, worth 25% each, will cover 3 common topic areas:</p> <ul style="list-style-type: none"> • Identity and culture • Local, national, international and global areas of interest • Current and future study and employment <p>The examinations, timetabled in the summer of Year 11, will therefore be:</p> <ul style="list-style-type: none"> • A listening and understanding in Spanish (25%) Foundation 35 min/ Higher 45 min • A Speaking in Spanish (25%) Foundation 7-9 minutes/ Higher 10-12 min. • A Reading an understanding in Spanish with a short passage to translate from Spanish into English (25%). Foundation 45 min/ Higher 1 hour • Writing in Spanish with a short passage to translate from English into Spanish (25%) Foundation 1 hour/ Higher 1 hour 15 min.
Entry Requirements:	You are required to have studied Spanish in Key Stage 3.

Subject:	Art and Design: Fine Art																										
Exam Board:	Edexcel: Fine Art																										
Course Content:	<p>The GCSE course encourages students to develop their creativity with an experimental approach. Students are given a theme and encouraged to generate practical work, ideas and research from primary and contextual studies. Students will experiment with media and processes to develop and refine their ideas towards a final outcome for each project. The first year of the course will consist of a series of workshops focused on developing student's skills. The second and first part of the third year will be spent creating their coursework portfolio. At the start of Term 3 in year 11, students will start work on their exam creating individual responses to the theme given. The externally set assignment represents the culmination of the GCSE course and the paper consists of one theme. Students are then encouraged to independently develop their ideas during a preparatory period and create a final piece during the timed examination.</p> <p>All work is assessed using an Assessment Matrix of the following four assessment objectives:</p> <p>AO1 – develop ideas through connections to sources (artists)</p> <p>AO2 – refinement of media to explore ideas</p> <p>AO3- recording (visual and written)</p> <p>AO4 – final outcome</p>																										
Exam Format:	<p>Coursework Portfolio 60%</p> <p>Externally set examination 40% - 10 hour examination</p> <table border="1"> <thead> <tr> <th rowspan="2">Assessment Objectives</th> <th colspan="2">Unit Weighting</th> <th rowspan="2">Overall Weighting of AOs (%)</th> </tr> <tr> <th>Unit 1 Portfolio of Work</th> <th>Unit 2 Externally Set Task</th> </tr> </thead> <tbody> <tr> <td>AO1</td> <td>15</td> <td>10</td> <td>25</td> </tr> <tr> <td>AO2</td> <td>15</td> <td>10</td> <td>25</td> </tr> <tr> <td>AO3</td> <td>15</td> <td>10</td> <td>25</td> </tr> <tr> <td>AO4</td> <td>15</td> <td>10</td> <td>25</td> </tr> <tr> <td>Overall Weighting (%)</td> <td>60</td> <td>40</td> <td>100</td> </tr> </tbody> </table>	Assessment Objectives	Unit Weighting		Overall Weighting of AOs (%)	Unit 1 Portfolio of Work	Unit 2 Externally Set Task	AO1	15	10	25	AO2	15	10	25	AO3	15	10	25	AO4	15	10	25	Overall Weighting (%)	60	40	100
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Overall Weighting (%)	60	40	100																								
Entry Requirements:	No specific entry requirements, but ideally students should have gained at least grade 3 from Key Stage 3 assessments. You will also need to have an enjoyment of drawing, a willingness to develop your practical and analytical skills and work independently outside class.																										

Subject:	Computer Science
Exam Board:	OCR
	<p>Computer Science prepares learners for work in all areas of the modern economy in the 21st Century. GCSE Computer Science students will be ready to play a key role in all areas of modern business, communications and technology.</p> <p>Students learn and develop background knowledge in computer systems which support their programming. In particular students develop knowledge in:</p> <ul style="list-style-type: none"> • Systems Architecture, • Memory, storage and Data Representation • Wired and Wireless Networks • Network topologies, protocols and layers • System security and system software • Ethical, legal, cultural and environmental issues <p>Students develop their programming experience from KS3 using Visual Basic, Scratch and JavaScript, and develop Computational skills focusing on :</p> <ul style="list-style-type: none"> • Algorithms and programming techniques • Producing robust programs • Computational Logic • Translators and facilities of languages • Data representation <p>Students will also complete an assessment covering programming techniques, which are likely to for part of the two written examination papers, or a third written paper, covering :</p> <ul style="list-style-type: none"> • Programming techniques • Analysing problems • Design and Development • Testing, Evaluation and Conclusions <p>Lessons are active, practical and encourage students to discover and investigate topics. Course materials are provided and students create their work and keep notes online using Microsoft Teams and OneNote as a virtual classroom.</p>
Exam Format:	<p>Examinations (100%)</p> <p>Two written examination papers – 90 minutes (worth 50%) each</p> <p>(Please note that the due to the changing nature of the subject, the specification for Summer 2021 is subject to change and is believed to be ratified prior to September 2020)</p>
Entry Requirements:	No specific entry requirements.

Subject:	Design Technology
Exam Board:	AQA
Course Content:	<p>Product Design is at the forefront of discussion with worldwide industry; the need for innovative, creative design is paramount for our engineering industries to survive into the rapidly changing world.</p> <p>Product Design is an exciting way to explore the ever-changing world in which we live and provides students with the opportunity to develop skills and create new products for the future.</p> <p>Students will design and make products with creativity and originality using a range of materials and techniques, such as card, wood, plastics and metals. They will complete design proposals with good quality finished products and include packaging, labelling, instructions and point of sales displays etc. There is a focus on developing commercially viable solutions to meet a range of needs, whilst focusing on the need to develop a sustainable society. Students will be enthused and challenged by the range of practical activities possible, and the use of our CAM equipment which includes laser cutters and 3D printers. Students will become proficient in 2D and 3D design modelling software, such as Techsoft Design, Google SketchUp and Onshape.</p> <p>The course develops key transferrable skills which will be a good foundation for all subjects and leads well into A Level Product Design. Further study and career opportunities exist in Product Design, Industrial Design, Engineering, Manufacturing, Architecture, Furniture Design and many others.</p>
Exam Format:	<p>The course is divided into a 50% written paper in the format of a 2 hour written exam. The exam includes 3 sections testing students on their core technical principles, specialist technical principles and designing and making principles.</p> <p>The other 50% is completed as a Non-Examined Assessment, based around a pre-release context from AQA. This is completed in school under the supervision of the teacher in 35 guided learning hours across year 11. The student portfolio should include approximately 25 pages of A3 produced using a high standard and variety of graphical skills and ICT, and each student will manufacture a prototype product.</p>
Entry Requirements:	<p>No specific entry requirements but ideally, students will have achieved at least grade 3 at Key Stage 3 in Design and Technology, and will have shown commitment and a desire to design and manufacture high quality products. Students should have a mature and sensible manner, and should enjoy the challenge of problem solving, working proactively and within a team.</p>

Subject:	Drama
Exam Board:	Edexcel :
Course Content:	<p>If you enjoy acting, directing or stage design then Drama is for you. Many past students have also found that Drama has really developed their self-confidence at communicating with others, which has helped with everything from doing better at interviews to presenting cases in court. It is also a lot of fun as a subject, giving you room to express yourself creatively.</p> <p>Law, Medicine, Public Relations, Education and Advertising are examples of professions students have gone onto after a Drama qualification, as well as those who choose to work in the Performing Arts industry.</p> <p>There are 3 parts to the course;</p> <p>Component 1: Devising - Through practical workshops we will explore how to make meaning from Drama using different forms and techniques. You will use this knowledge to devise a piece of theatre from scratch.</p> <p>Component 2: Performance from Text - From examining different plays in performance; we will study how to get a play from the page to the stage.</p> <p>Component 3: Theatre Makers in Practice - For the first part of this written paper, you will learn how to recognise different types of plays and understand a wide range of Drama vocabulary dealing with theatre design and acting. For the second part of this paper we will visit the theatre to see a number of live productions in the local area and London to help you with the evaluation you have to write.</p>
Exam Format:	<p>Component 1: Devising - 40% of the qualification (60 marks)</p> <p>1) You will create a portfolio covering the how you put your play together and evaluating how successful it was (45 marks)</p> <p>2) You will give a performance/design realisation and this will be filmed (15 marks)</p> <p>Component 2: Performance from Text - 20% of the qualification (48 marks)</p> <p>You will perform 2 extracts from a play to an external examiner and they will mark you on your acting or design.</p> <p>Component 3: Theatre Makers in Practice - Written examination: 1 hour 30 minutes 40% of the qualification (60 marks)</p> <p>Section A: Bringing Texts to Life (45 marks)</p> <p>This section consists of one question broken into five parts (short and extended responses) based on an unseen extract from a performance text chosen by the teacher.</p> <p>Section B: Live Theatre Evaluation (15 marks)</p> <p>This section consists of two questions requiring you to analyse and evaluate a live theatre performance you have seen. You are allowed to bring in the theatre evaluation notes of up to a maximum of 500 words.</p>
Entry Requirements:	No specific entry requirements.

Subject:	Music
Exam Board:	Eduqas
Course Content:	<p>The Eduqas GCSE Music course contains four main elements, delivered through four broad areas of study.</p> <p>The aims of this course are to encourage students to:</p> <ul style="list-style-type: none"> • Develop their understanding and appreciation of a range of different kinds of music, extending their own interests and increasing their ability to make judgements about musical quality. • Acquire the knowledge, skills and understanding needed to: <ul style="list-style-type: none"> ○ Make music individually and in groups. ○ Develop a life-long interest in music. • Progress to further study e.g. A Level and beyond. • Develop broader life-skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional and cultural development. <p>Students are encouraged to use music-related ICT and are expected to be involved in the many extra-curricular activities of the School. Individual instrumental teachers provide a valuable input to the performing sections of the course.</p>
Exam Format:	<p>The three elements of the course are:</p> <p>Listening to and Appraising Music (40% of total marks)</p> <p>A 1 hour 15 minute listening and writing paper drawing on music from set works from the four Areas of Study.</p> <p>Composing Music (30% of total marks)</p> <p>Two individual composition and /or arrangements linked to two of the areas of Study. Both score and recording are assessed.</p> <p>Performing Music (30% of total marks)</p> <p>One solo (with accompaniment if appropriate) and one ensemble performance, or two ensemble performers</p>
Entry Requirements:	<p>It is NOT necessary to take or have taken grade exams, ideally students will have been playing for between a year and eighteen months and be confident playing such pieces as 'Helter Skelter' by the Beatles on guitar, 'Maggie May' by Rod Stewart on Drums or 'The Pink Panther' by Henry Mancini on piano.</p> <p>All students need to be willing to engage in group performance work and class singing.</p>

Subject:	Physical Education
Exam Board:	AQA
Course Content:	<p>GCSE PE is an excellent choice for anyone who wishes to further their understanding and skill level in sport. It involves studying how the body works, the application of psychology and socio-cultural issues, all in a sporting context.</p> <p>As part of the course, students will have the opportunity to be involved in a variety of sports. As a result it is important that students are able to participate in sporting activity as and when required.</p> <p>It would also be advisable for students to be regularly participating in competitive sport outside of school as well as representing our school teams. You will be assessed practically in three different physical activities (see non-exam assessment below).</p>
Exam Format:	<p>The assessment is as follows;</p> <p>Paper 1: The human body and movement in physical activity & sport</p> <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE <p>Paper 2: Socio-cultural influences and well-being in physical activity & sport</p> <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE <p>Non-exam assessment: Practical performance in 3 different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity)</p> <ul style="list-style-type: none"> • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE
Entry Requirements:	It would be advisable for students to be regularly participating in competitive sport at a minimum of school level.

Subject:	Religious Studies
Exam Board:	OCR
Course Content:	<p>The Religious Studies course looks at the big questions that define humans' questioning nature. We will look at what happens after death, when life begins, what makes people good and what makes people evil, along with many of the other <i>big life</i> questions.</p> <p>We will be looking at many different religious points of views in answer to these, but will answer questions based specifically on Islamic and Christian teachings, as well as secular (non-religious) views.</p> <p>Learners are required to study two major world religions. The focus of study for each religion is on 'Beliefs and teachings' and 'Practices'. In this component, learners have the opportunity to study key concepts within Christianity in order to develop knowledge and understanding of the basis of Christian and Islamic beliefs, teachings and practices. They will acquire knowledge and understanding of sources of authority and wisdom that underpin and connect teachings, belief and practices, and be able to refer to them in responses.</p> <p>Learners will study different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of one of the religions they studied. In this, learners will approach the study of religion, philosophy and ethics in the modern world through a study of four key themes - relationships and families; the existence of Gods, gods and the ultimate reality; religion, peace and conflict; dialogue between religious and non-religious beliefs. Learners will follow a study of philosophical and ethical arguments and their impact and influence in the modern world.</p>
Exam Format:	Exams on the topics taught are at the end of the course. There is no coursework for this subject.
Entry Requirements:	To study Religious Studies you need an interest in the world around you, an inquiring mind and the ability to weigh up different evidence or arguments. You need to be able to empathise with other views and be able to back up your views with examples and evidence.

Subject:	Triple Science (3 discrete GCSEs)		
Exam Board:	AQA Biology (8461); AQA Chemistry (8462); AQA Physics (8463)		
Course Content:	Students following the Triple Science option will cover the same topics as for Combined Science (as shown below) but covering each topic both in more detail and with additional material. Additionally, in Physics an extra unit on Space Physics will also be studied.		
	Biology	Chemistry	Physics
	<ul style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 	<ul style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources 	<ul style="list-style-type: none"> 1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space physics (triple Physics only)
Exam Format:	<p>Students will sit six 100 mark examinations (two for each of Biology, Chemistry and Physics) lasting 1 hour 45 minutes each. Each examination will consist of multiple-choice, structured, closed short answer and open response questions. Each paper will assess knowledge and understanding from distinct topic areas.</p> <p>Each paper will assess knowledge and understanding from distinct topic areas. The controlled assessment element of the GCSE course has been replaced by a practical skills requirement, which is not discreetly examined. Students instead carry out 8 core practicals in each science which can be used as the basis for questions in the written papers.</p>		
Entry Requirements:	<p>Please refer to the section earlier in the booklet on page 4: 'Combined or Triple Science? Which is right for me?'</p> <p>Feel free to come to speak to Ms Duncalf (Science Subject Leader/Head of Chemistry), Mrs Clark (Head of Biology), or Mr Hunt (Head of Physics) for more information on the difference between the two courses. We also encourage you to speak to your science teacher if you are unsure about your choice.</p>		

Subject:	Personal Development (Core)
Exam Board:	Non-examined
Course Content:	<p>Personal Development helps students to lead confident, healthy and responsible lives as individuals and members of society. It aims to:</p> <ul style="list-style-type: none"> • Develop self-confidence and a sense of responsibility • Enable informed life choices • Develop positive relationships in and out of school • Develop healthier and safer lifestyles • Encourage respect for differences in people <p>Students will embark on Citizenship and Careers Education which:</p> <ul style="list-style-type: none"> • Gives students knowledge, skills and understanding to play an effective role in society • Helps students to become more informed, thoughtful and responsible citizens who are aware of their rights and responsibilities • Encourages students to play a helpful part in the life of the school, community and wider world • Teaches about the economy and democratic institutions and their values • Explores local, national and international issues, problems and events of current interest • Explores views from different religions to understand their view on big world issues and philosophies

Subject:	Physical Education (Core)
Exam Board:	Non-examined
Course Content:	<p>Games lessons in Year 9 will involve pupils working in ability groups, further developing skills taught in the sports covered in years 7 and 8.</p> <p>Games in Years 10 and 11 differ from Years 7 – 9 in that a wider choice of activities is offered. Students are given the opportunity to develop their coaching and officiating skills and understanding.</p> <p>In both PE and Games, we encourage students to use more advanced skills and strategies; they learn how to apply them in increasingly more demanding situations in a variety of sports including football, rugby, cricket, basketball, volleyball, gymnastics, fitness and badminton.</p>