

# Courses for Years 10 and 11

September 2023 - June 2025



Success for all through  
Attainment, Resilience and Autonomy

2023-2025



# A Message from the Headteacher and Head of School

Dear Parents, Carers and Students

This is an exciting time in the life of a student, the first chance since starting school to make some choices about the subjects to study.

Our options process is designed to give students a range of subjects, ensuring they study what is vital for their future and also those they are passionate about and will achieve well in. We think this will ensure students leave school ready for their next stage in life. For most that will mean college, but it can also be an apprenticeship or employment with training.

We want to ensure you are able to compete against others your age for places on courses at college, university and future employment. Therefore, we have ensured the options process for your GCSEs gives you as much breadth as possible whilst also ensuring you have enough time in each subject area to master the content and achieve great results.

It is important that you think about what you might want to study at college. You need to have as much range as possible to your choices but will normally need a GCSE or other qualification in subjects you want to follow after school. If you do not get a grade 4 in English or maths, you may have to study these at college and retake the exams until you pass at a grade 4 or above. Hard work at school is more important than ever.

Please read this booklet carefully. It will help you make the best choice of courses for the next two years. Once you have made your choices, please complete the online form, which you will be sent towards the end of March 2023.

Please ask your Tutor, Subject Teachers, or Mr Bourton if you need more information. Please keep this booklet through the next two years so you can look up course details if you need them.

With best wishes,



Christopher Anders  
Headteacher



Ella Capaldi  
Head of School



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# The Core Curriculum

**All students study the following subjects.**

## **1. English Language and English Literature**

Success on this course means you will achieve two GCSE passes – one in English Literature and one in English Language. Your course will build on the skills you have been developing in Years 7,8 and 9, ensuring you explore a wide range of texts from our literary heritage and developing your ability to read, analyse and write critically about them. You will develop your own writing for a range of purposes so that you are competent, accurate and engaging whenever you write.

## **2. Mathematics**

This course continues the work of the past three years and leads to a GCSE examination. Your course continues to develop your ability to solve problems using mathematics. You will develop your understanding of shape, number, algebra, statistics, probability and ratio. A mathematics GCSE will support the work you will be completing in science as well as options such as computer science and technology.

## **3. Science**

There are many exciting careers in science and many jobs and college courses insist on a science qualification. This is why science is compulsory. You will study these three Science GCSEs; Biology, Chemistry and Physics.

## **4. Religious Education**

Through this course, you will explore what it means to be a human being in today's world. Using two religious traditions as your starting point, you will explore a range of contemporary issues including peace and conflict in the 21st century, human rights, social justice, crime and punishment and relationships.

## **5. Physical Education**

Students study a BTEC Sport course which incorporates both theory and practical sport. They will investigate the rules and regulations of a range of sports, then produce a report for a chosen sport. Students will also focus on precise application within practical sport and development of analysis techniques and coaching styles through the design and development of drills. Throughout the course students will enhance their understanding of components of fitness and the impact these have on performance. They will progress to explore the psychological and sociological effects on participation and then use this combined knowledge to design a personal exercise programme.

## **6. Work Experience**

All year 10 students go on work experience, usually during the summer of Year 10 for two weeks.

# Making Choices for Year 10

**All students will study three subjects from the list of options.**

## **What is this all about?**

When you start Year 10 some courses that you study will be entirely new. In most subjects you will begin to work towards a GCSE or equivalent qualification, for example a BTEC award.

Many subjects you have to study by law. The law exists to make sure that you do not make a serious mistake that might affect your future career (these compulsory areas are listed on the previous page). There are some subjects, however, that you can choose to study.

The rest of this booklet is all about making these choices.

## **What will happen?**

Using the information contained in this booklet, recent careers events and after talking to your parents, your teachers and your tutor, you will fill in a form making your choices. The final option courses you follow will be influenced by these choices but also what we think you are best studying, as well as what we can offer.

When you make your selection next month, take time to read the information and discuss with your family, in advance of your options event on Thursday 30th March 2023.

# Advice on Making Choices

## Who can help me?

- ▶ Your parents
- ▶ Your subject teachers
- ▶ Your tutor
- ▶ Careers advisor (contact Miss Jervis for an appointment)

## How should I choose?

- ▶ Choose subjects that you are good at – talk to your teachers
- ▶ Choose subjects that you like
- ▶ Choose subjects that will help you in a future career

## Warnings!

- ▶ Do not choose a subject because a friend has chosen it. That is their future not yours
- ▶ Do not choose a subject because you like a teacher. You may not be in his or her class next year
- ▶ There are some combinations you should not make e.g. dance and drama as they are similar. Likewise art and photography are very similar so do not choose more than one of these



# Agriculture

**Exam board:** CEA

**Type of qualification:** GCSE or BTEC

**Course content:**

The Agriculture and Land qualification supports students' as individuals and skilled contributors to land based industries. Students develop their scientific knowledge in relevant, enjoyable and work-related contexts. Students appreciate how this knowledge can enhance productivity in the land-based and environmental sector. They also have the opportunity to design and plan an experimental investigation based on realistic scenarios.

The course is split into 3 broad units:

- Unit 1: Soils, Crops and Habitats
- Unit 2: Animals on the Land
- Unit 3: Contemporary Issues in Agriculture and Land Use

**Assessment methods:**

- 50% Controlled Assessment
- 50% Examination

**You will study:**

A range of elements linked to agriculture and farming including soils and crops, animals on land and issues in agriculture and land use. The course combines practical skills, science and problem solving and allows you to consider how this is used in real life application.

**Career Options**

Agriculture and farming  
Science  
Teaching  
Horticulture  
Animal care

**Further Study**

City in Guilds Qualifications, A-Levels or T-Levels

# Art

**Exam board:** AQA

**Type of qualification:** GCSE

## **Course content:**

Students will be introduced to a variety of experiences exploring a range of two and/or three-dimensional media, techniques and processes including both traditional and new technologies through project based work. Students will be encouraged to experiment with a range of materials and techniques demonstrating and documenting in sketchbooks the skills they are mastering linked with their chosen areas of study within art, craft and design.

Students will complete a minimum of 3 projects/workshops throughout the duration of the course which will involve:

- ▶ Researching existing photographers/artists with written and visual analysis
- ▶ Developing ideas visually and analytically through written word
- ▶ Experimenting and refining ideas through exploration of techniques
- ▶ Presenting a personal response to a theme or given starting point

Examples of the theme based projects that may be covered over the duration of the course for **Unit 1 (Portfolio)**:

- ▶ Food
- ▶ Fantastic and Strange
- ▶ Vintage Circus
- ▶ Natural Forms

**Unit 2:** Externally set assignment in Art and Design set by AQA.

## **Assessment methods:**

**Unit 1:** Portfolio (60%) Teacher assessment and external moderation against four assessment objectives.

**Unit 2:** External exam (40%) Externally set paper with 10 hour controlled exam element – assessed by class teacher with external moderation.

## **Further study:**

Level 2/3 BTEC National in Art & Design (College)

A-Levels Art & Design, Fine Art, Textiles, Graphics, Photography etc

## **Career opportunities:**

Graphic designer, illustrator, packaging designer, architect, textile designer, fashion industry, magazine industry, teacher/lecturer and many more creative jobs.

**Note:** There is an expectation that you will be committed to attending after school sessions and producing work in your own time in order to develop skills to the high level required for this GCSE course. Students may choose ONLY one from Art, Photography or Textiles.



# Catering and Hospitality

**Exam board:** EDUQAS (WJEC)

**Type of qualification:** Level 1/2 Vocational Award (Technical Award)

**Course content:**

Hospitality and Catering covers the skills needed to work in the food preparation and catering industry. The students will study all aspects of preparing and cooking food, developing skills, and understanding different cooking methods during a fortnightly practical session. Pupils will gain an understanding of the function's ingredients provide within a dish and begin to learn how dishes are created in a catering environment. There is a keen focus on practical work as students will be required to demonstrate that they can cook a variety of ingredients showing their skill and precision.



Students will develop skills in planning and development, making, testing, evaluation and communication. During the theory session's pupils will develop an understanding of career prospects for the industry, HACCP food safety and hygiene, nutrition and the work of the EHO and the Safety at Work Act.

This Vocational Qualification in Hospitality and Catering will equip learners with the knowledge, understanding and skills required to cook and apply the principles of food nutrition and healthy eating.

**Assessment methods:**

30% Written controlled assessment on Nutrition, planning menus and evaluating.

30% Practical Skills Exam

40% Written examination on Hospitality and Health and Safety in the kitchen

**Further study/Career opportunities:**

Any aspects of the catering, food preparation or nutritional industries.

AS level Food and Nutrition.

Level 2/3 Diploma in Hospitality and Catering.

Working in a professional kitchen

**Note:** After school attendance and home cooking is expected.



# Computer Science

**Exam board:** OCR

**Type of qualification:** GCSE

**Likely content of course:**

Modules for exam:

- ▶ Fundamentals of computer systems
- ▶ Computing hardware
- ▶ Software
- ▶ Representation of data in computer systems
- ▶ Databases
- ▶ Computer communications and networking
- ▶ Programming

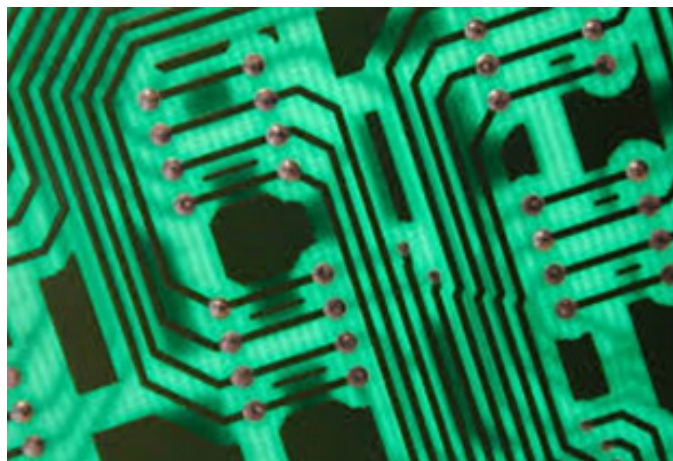
**Assessment methods:**

Two 1 hour 30 minute examinations at the end of the course.

**Further study/Career opportunities:**

Computer Science sits at the cornerstone of modern society, whether its games, films, mobile phones or washing machines. Programmers are shaping the future, creating everything we use in our virtual world, writing code and applications, automating complex and mundane tasks. Even the ability to fault find, which is at the core of programming, is an essential life skill whether with or without a computer.

There are approximately 900K vacancies in the UK within the IT sector and not enough graduates to fill these roles. Studying GCSE at school and then a computing related Level 3 qualification will put you in a great position for jobs that don't even exist yet. Many degree graduates can earn £57k a year.



# Construction Skills Apex

**Type of qualification:** City and Guilds or Laser Certificate in Construction Multi Trades

## **What does the course involve?**

Students will study and practice construction skills for a variety of different units at our APEX centre in Leigh Park.

## **What will I study?**

Students will learn about various areas of construction through:

- ▶ Research
- ▶ Practical demonstrations
- ▶ Application

## **Units of study will include:**

- ▶ Brickwork/ Blockwork
- ▶ Wallpapering
- ▶ Painting
- ▶ Carpentry
- ▶ Plastering
- ▶ Construction
- ▶ Health and Safety
- ▶ Measurements of distance and length

## **How will I be assessed?**

Throughout the course students will create a portfolio of evidence to demonstrate their competency in the skills being learnt.

The portfolio will include written evaluations, observations by teachers and examples of work carried out.

## **Future career pathways:**

This qualification could be used as a precursor to:

- ▶ Further study of a level 2 course at college
- ▶ General experience prior to beginning an apprenticeship

Or you could go on to one of the following job opportunities; Architect, Surveyor, Bricklayer, Plasterer, Decorator, Manager or Machine operator.





# Dance

**Exam Board:** Pearson

**Type of qualification:** BTEC Level 2 Tech Award in Performing Arts

## **Course content:**

Learners who are passionate about Dance and performing will have the opportunity to develop their skills. Learners will study multiple dance genres in component 1 and 2 of the course. Here learners will complete a portfolio of coursework analysing these genres and the roles and responsibilities within the industry. Component 2 see learners learning professional choreography and performing to an audience. Finally, students will embark into the world of creating your own dance work and responding to a brief in the live performance unit. This unit gives learners the chance to choreograph their own work, use existing work or combine the two in preparation for a live show as their final performance of the course. This is a course for students who are committed to becoming an accomplished dancer and dedicated to practising their rehearsals outside of lessons.

## **Assessment methods:**

### **Component one – Exploring the Performing Arts (Internal)**

1. Examine professional practitioners' performance work from 3 dance genres.
2. Explore the interrelationships between constituent features of existing performance material.

### **Component two – Developing skills and techniques in the Performing Arts (Internal)**

1. Develop skills and techniques for performance.
2. Apply skills and techniques in rehearsal and performance.
3. Review own development and contribution to the performance.

### **Component three - Responding to a Brief (External)**

1. Developing ideas in response to a brief
2. Selecting and developing skills and techniques in response to a brief
3. Contributing to a workshop performance
4. Evaluating the development process and workshop performance outcome

## **Further Study:**

BTEC Diploma in Dance

AS/A Level Dance

Professional College / University

## **Career Opportunities:**

Dancer/Teacher

Choreographer

Personal trainer

Dance movement psychotherapist

Theatre director

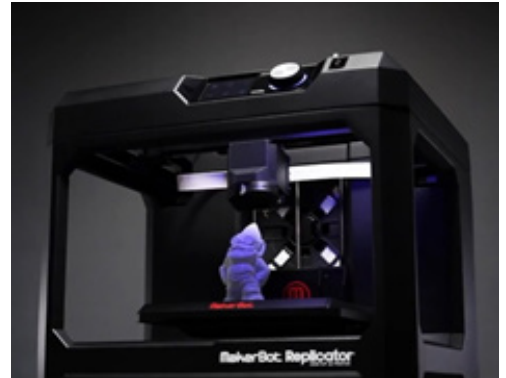
**NOTE** Students must be confident to perform and skills in Dance are **important** before starting the course.

# Design Technology - Art and Design - 3D

**Exam board:** Likely to be AQA

**Type of qualification:** GCSE

In 3D Design students will study four different areas of the course and described below but with specific themes in place. Students will also study materials in a practical way and understand the working properties of woods, metals, and polymers. It will enable students to work in a hands-on way to develop the core skills to make high-quality products using these materials. A lot of this course is computer based using programs like 2D Design and Google SketchUp.



## **Course content:**

Students will be introduced to a variety of experiences exploring a range of two and/or three-dimensional media, techniques and processes including both traditional and new technologies through project-based work. Students will be encouraged to experiment with a range of materials and techniques demonstrating and documenting in sketchbooks the skills they are mastering linked with their chosen areas of study within art, craft and design.

Students will complete a minimum of 3 projects throughout the duration of the course which will involve:

- ▶ Researching existing artists/designers with written and visual analysis
- ▶ Developing ideas visually and analytically through written word
- ▶ Experimenting and refining ideas through exploration of techniques
- ▶ Presenting a personal response to a theme or given starting point

## **Assessment methods:**

Unit 1: Portfolio (60%) Teacher assessment and external moderation against four assessment objectives.

Unit 2: External exam (40%) Externally set paper with 10 hour controlled exam element – assessed by class teacher with external moderation.



## **Further study/Career opportunities:**

Any design career including graphical design, computer gaming, carpentry, product engineering or mechanical design engineering and trade careers.

**Note:** This course cannot be studied alongside Graphics or Art.

# Design Technology - Art and Design - Graphics

**Exam board:** AQA

**Type of qualification:** GCSE

In Graphics students will study four different areas of the course and described below but with specific themes in place. Students will develop their sketching ability and refinements whilst looking at five key Visual elements. These include colour, line, typography, tone and imagery. A lot of this course is computer based using programs like 2D Design, Google SketchUp, Canva and Adobe Photoshop.



## **Course content:**

Students will be introduced to a variety of experiences exploring a range of two and/or three-dimensional media, techniques and processes including both traditional and new technologies through project-based work. Students will be encouraged to experiment with a range of materials and techniques demonstrating and documenting in sketchbooks the skills they are mastering linked with their chosen areas of study within art, craft and design.

Students will complete a minimum of 3 projects throughout the duration of the course which will involve:

- ▶ Researching existing designers/artists with written and visual analysis
- ▶ Developing ideas visually and analytically through written word
- ▶ Experimenting and refining ideas through exploration of techniques
- ▶ Presenting a personal response to a theme or given starting point

## **Assessment methods:**

Unit 1: Portfolio (60%) Teacher assessment and external moderation against four assessment objectives.

Unit 2: External exam (40%) Externally set paper with 10 hour controlled exam element – assessed by class teacher with external moderation.



## **Further study/Career opportunities:**

Any design career including graphical design, computer gaming, carpentry, product engineering or mechanical design engineering and trade careers.

**Note:** This course cannot be studied alongside 3D Design or Art.



# Drama

**Exam board:** Pearson

**Type of qualification:** BTEC Level 2 Tech Award in Performing Arts

## **Course content:**

Learners who are passionate about Drama and performing will have the opportunity to develop their skills. Learners will study multiple theatre genres in component 1 and 2 of the course. Here learners will complete a portfolio of coursework analysing these genres and the roles and responsibilities within the industry. Component 2 sees students learn professional theatre in preparation for a live performance. Finally, students will embark into the wonderful world of devising and responding to a brief in the live performance unit. This unit gives learners the chance to devise their own work, use existing work or combine the two in preparation for a live show as their final performance of the course.

This is a course for students who are committed to becoming an accomplished actor and dedicated to practising their rehearsals outside of lessons.

## **Assessment methods:**

### **Component one – Exploring the Performing Arts (Internal)**

1. Examine professional practitioners' performance work from 3 theatre genres.
2. Explore the interrelationships between constituent features of existing performance material.

### **Component two – Developing skills and techniques in the Performing Arts (Internal)**

1. Develop skills and techniques for performance.
2. Apply skills and techniques in rehearsal and performance.
3. Review own development and contribution to the performance.

### **Component three - Responding to a Brief (External)**

1. Developing ideas in response to a brief
2. Selecting and developing skills and techniques in response to a brief
3. Contributing to a workshop performance
4. Evaluating the development process and workshop performance outcome

## **Further study:**

BTEC Diploma in Drama  
AS/A Level Drama Professional

## **Career opportunities:**

Actor/Actress  
Director  
Teacher/ Journalist

**NOTE** Students must be confident to perform and skills in Drama are **important** before starting the course.



# Geography

**Exam board:** Eduqas GCSE Geography B

**Type of qualification:** GCSE

## **Course content:**

Eduqas GCSE Geography B aims to enable learners to think 'like a geographer'. Students will be challenged to think creatively, by posing questions that relate to geographical process and concepts. Students will develop the ability to think independently by applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts. Eduqas GCSE Geography B adopts a distinctive problem solving approach to the study of interactions between people and the environment. Students will become informed and reflective citizens when they consider a range of viewpoints, values and attitudes which are held by stakeholders on a number of key geographical issues. Students will leave the course as young people ready to become globally and environmentally informed, thoughtful, enquiring citizens. Students will understand more about the distinctive human and physical features of the UK, but also countries from around the world.

## **Assessment methods:**

**Investigating Geographical Issues Written examination:** 1 hour 45 minutes 40% of qualification

**Problem Solving Geography Written examination:** 1 hour 30 minutes 30% of qualification

**Applied Fieldwork Enquiry Written examination:** 1 hour 30 minutes - 30% of qualification

## **You will study:**

The content of the specification is organised into three broad themes:

- Theme 1: **Changing Places - Changing Economies** (Cities, Urban and Rural change, Development issues, Changing patterns of cities)
- Theme 2: **Changing Environments** (Rivers and Coasts, Extreme weather, Weather and Climate, Climate change)
- Theme 3: **Environmental Challenges** (Ecosystems, Water resources, Desertification)

## **Career options:**

Environmental consultant, Cartographer, Conservation officer, Landscape architecture, Geographical Information Systems Officer, Politics and Non Government Organisations, Civil Servant, Teaching, Military services.

## **Further Study:**

A Levels  
University  
BTECs

# History

**Exam board:** Edexcel

**Type of qualification:** GCSE



## **Course content:**

What is the worst punishment for a crime in history? Who was Jack the Ripper? How close did we come to a nuclear war? What was it like living in Hitler's Germany? Our GCSE History course offers you the chance to study these fascinating topics that we all want to know more about.

The course will allow you to explore the past and develop your critical thinking and historical understanding through a challenging and interesting GCSE.

## **You will study:**

- ▶ Early Elizabethan Society (1558 - 1588)
- ▶ Superpower relations (1941-1991)
- ▶ Nazi Germany (1918-1939)
- ▶ Crime and Punishment throughout history (1000-present), including a study of Whitechapel in Victorian London (1870-1900)

## **Course expectations:**

- ▶ Regular independent research and enquiry
- ▶ Regular knowledge retrieval
- ▶ To read around the subjects studied to gain a deeper understanding
- ▶ Regular extended writing and knowledge application

## **Assessment methods:**

Three written exams in the summer term of Year 11.

## **Further study:**

This course will give you a strong grounding to study history at A level and degree level. Furthermore, the subject is recognised as being academically rigorous and will support learning in other subjects including: law, sociology, psychology, politics, archaeology, philosophy, theology, economics.

## **Career opportunities:**

Historian, archaeologist, lawyer, barrister, journalist, the military services, police, teaching, museum and archive work, civil service.

# Horticulture

**Exam board:** City and Guilds

**Type of qualification:** City & Guilds Level 1 and 2 Certificate in Practical Horticulture

**Course content:**

- ▶ Preparing soil for sowing and planting
- ▶ Soil testing
- ▶ Propagation of plants from seed
- ▶ Vegetative propagation (taking cuttings) to produce new plants
- ▶ Planting out and re-establishing plants
- ▶ Identification of a range of common garden plants, weeds pests and diseases using botanical/scientific names.



**Assessment methods:**

Assessment is by means of a range of practical activities timetabled and assessed based on the City and Guilds success criteria.

**Further study:**

The City & Guilds Level 1 Certificate in Practical Horticulture qualification has been approved within the Qualifications and Credit Framework. As part of the Foundation Learning tier this qualification provides a new and flexible learning programme for young people working at level 1. It helps learners to develop their horticultural potential and prepares them to progress towards level 2 qualifications offered by City & Guilds Qualifications and other awarding organisations.

**Career opportunities:**

The horticultural industry is one of the largest employers in the UK. A career in horticulture could mean anything from a hands-on gardener to a research scientist. There are many, many opportunities out there:

- |                               |                         |
|-------------------------------|-------------------------|
| ▶ Green-keeper                | ▶ Vegetable Grower      |
| ▶ Garden designer             | ▶ Garden centre manager |
| ▶ Gardener / Horticulturalist | ▶ Landscape contractor  |
| ▶ Arboriculturist             | ▶ Landscape architect   |
| ▶ Florist                     | ▶ Park ranger           |
| ▶ Environmental scientist     | ▶ Plant breeder         |
| ▶ Horticultural journalist    | ▶ Soil scientist        |

# Music

**Exam board:** Pearson

**Type of qualification:** BTEC Level 2 Tech Award in Performing Arts

## **Course Content:**

Learners who are passionate in playing an instrument or singing will have the opportunity to develop their skills. Learners will study a range of music genres, creating a portfolio of coursework and supporting practical evidence. Students will also further develop technique, instrument control and improve performance skills whilst undertaking the music skills development unit. Finally, students will embark on a commercial music project that will allow them to work to their strengths and interests and apply the skills that they have learned throughout the course in a practical way. They will focus on a particular area of the music sector that excites and appeals to them, responding to a music brief as a composer, performer or producer.

This is a course for students who are committed to becoming an accomplished musician and dedicated to practising their instruments outside of lessons

## **Assessment methods:**

### ***Component one – Exploring Music Products and Styles (Internal)***

1. Develop appreciation of styles and genres of music
2. Explore techniques used to create music products.

### ***Component two – Music Skills Development (Internal)***

1. Exploring professional and commercial skills for the music industry
2. Applying and developing individual musical skills and techniques.

### ***Component three - Responding to a commercial music brief (External)***

1. Understand how to respond to a commercial music brief
2. Select and apply musical skills in response to a commercial music brief
3. Present a final musical product in response to a commercial music brief
4. Comment on the creative process and outcome in response to a commercial music brief

## **Further study:**

BTEC Diploma in Music

BTEC National Diploma In Music Performance

AS/A Level Music

## **Career opportunities:**

Musician/Singer/Song writer, Sound Producer/Technician, Composer

**Note:** Skills in Music are **important** before starting the course



# Photography



**Exam Board:** AQA

**Type of Qualification:** GCSE

## **Course content:**

Students will be introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies. Students will complete a minimum of 3 projects throughout the duration of the course which will involve;

- ▶ Researching existing photographers/artists with written and visual analysis
- ▶ Developing ideas visually and analytically through written word
- ▶ Experimenting and refining ideas through exploration of techniques
- ▶ Presenting a personal response to a theme or given starting point

Examples of areas of photography that might be explored;

- ▶ Portraiture
- ▶ Landscape photography (working from the built or natural environment)
- ▶ Still Life photography, (working from natural or manufactured objects)

## **Assessment Methods:**

### **Unit 1: Portfolio (60%)**

Teacher assessment + external moderation against four assessment objectives.

### **Unit 2: External exam (40%)**

Externally set paper with 10 hour controlled exam element – assessed by class teacher with external moderation.

## **Further study:**

There are opportunities to further develop your interest in photography by studying the subject at A-Level, where you will get more in depth training in the use of analogue (film-based) and digital photography.

## **Career opportunities:**

The types of jobs that photography might lead to include: commercial photographer (sport, fashion, product, photo reporter), artist, 3D animator, web or graphic designer, picture researcher or archivist, image editor, etc. Since many industries rely on generating visual imagery for advertising, the market is very versatile.

**Note:** There is an expectation that you will be committed to attending after school sessions and producing work in your own time in order to develop skills to the high level required for this GCSE course. Students may chose ONLY one from Art, Photography or Textiles.

# Psychology



*'The mind and how it works is something that has always interested scientists and philosophers; why do we feel, think and behave the way we do? Why is it that some people suffer heightened levels of depression or addiction? How many people would harm a stranger if asked to by someone in authority? Psychology looks at questions like these in the study of the human mind and behaviour. It is a science that has real world applications to issues in everyday life, ranging from things like the reliability of eye-witness testimony in criminal trials to social change.'*

**Exam board:** AQA

**Type of qualification:** GCSE

**Content of course:**

## **Paper 1: Cognition and Behaviour**

**Unit 1- Memory:** *Processes of memory, forgetting, false memories and eye-witness testimony.*

**Unit 2- Perception:** *How our brain makes sense of the world around us, visual illusions and factors affecting perception such as emotion and culture.*

**Unit 3- Development:** *Early brain development, child development and learning styles.*

**Unit 4- Research Methods:** *Methods and processes for carrying out psychological research, practical study.*

## **Paper 2: Social Context and Behaviour**

Unit 1- Social Influence: Conformity, obedience, social behaviour and crowd behaviour.

Unit 2- Language, Thought and Communication: Differences between animal and human communication, non-verbal communication.

Unit 3- Brain and Neuropsychology: The structure and function of the nervous system and brain and how this links to behaviour.

Unit 4- Psychological Problems: Introduction to mental health with a focus on addiction and depression.



**Assessment methods:** : Two 1 hour 45 minute exams worth 50% of the final marks each.

## **Further study/Career opportunities:**

This subject is relevant for a number of further courses including humanities subjects; the social sciences including sociology and psychology; science based courses such as forensic science and criminology and social and child care courses.

## **Career opportunities:**

Police; forensic science; behavioural therapy; teaching; social services and care work; youth work and child care; psychology and psychiatry; sports coaching and any job involving working with the public.

# Spanish

**Exam board:** AQA

**Type of qualification:** GCSE

**Content of course:**

Building on work introduced in KS3

▶ **Identity and culture**

Me, my family and friends

Technology in everyday life

Free time activities

Customs and festivals in Spanish-speaking countries/communities

▶ **Local, national and global areas of interest**

Home, town, neighbourhood and region

Social issues

Global issues

Travel and tourism

▶ **Current and future study and employment**

My studies

Life at school/college

Education post-16

Jobs, career choices and ambitions

**Assessment methods:**

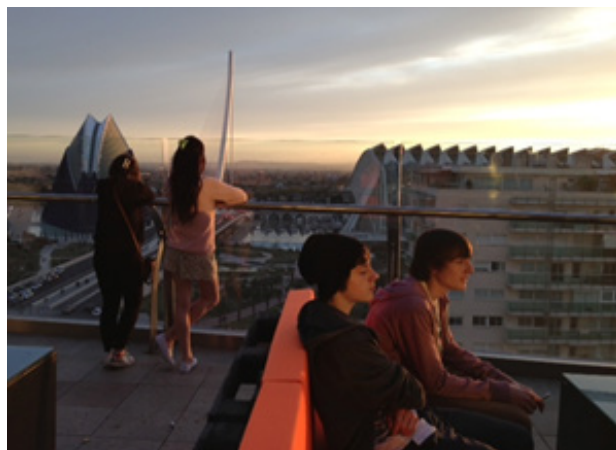
Examinations in listening, speaking, reading and writing

**Further study/Career opportunities:**

Entry qualification for many top universities and colleges.

**Useful with other subjects, particularly for:**

business / services / museums and libraries / tourism / media and publishing;  
science, engineering and technology / transport and logistics / charity and  
voluntary work / teaching and education / government and public administration.





# Statistics

**Exam board:** Edexcel

**Type of qualification:** GCSE

**Course content:**

- ▶ **Gathering data**
- ▶ **Analysing data**
- ▶ **Interpreting information**
- ▶ **Problem solving**
- ▶ **Decision making**
- ▶ **Making predictions**

***Note this course is currently not offered as a timetabled lesson, instead this is studied alongside GCSE Mathematics with some independent study expected.***

**Assessment methods:**

2 calculator papers. Each paper is worth 80 marks and you have 1 hours and 30 minutes to complete each paper. Sat during Year 11 summer series.

**Further study/Career opportunities:**

Career	Median Salary (2019)	Expected job growth (2019-2029)
Economist	£76,755	14%
Statistician	69,713	35%
Operation research analyst	66,628	25%
Market research analyst	63,790	18%
Management analyst	62,316	11%
Financial analyst	61,987	5%
Meteorologist	55,943	6%
Budget analyst	46,624	3%



# Textiles

**Exam board:** AQA

**Type of qualification:** GCSE

## **Course content:**

Students will be introduced to a variety of experiences exploring a range of two and/or three-dimensional textiles, techniques and processes including both traditional and new technologies through project based work. Students will be encouraged to experiment with a range of materials and techniques demonstrating and documenting in sketchbooks the skills they are mastering linked with their chosen areas of study within art, craft and design.

Students will complete a minimum of 3 projects/workshops throughout the duration of the course which will involve:

- ▶ Researching existing photographers/artists with written and visual analysis
- ▶ Developing ideas visually and analytically through written word
- ▶ Experimenting and refining ideas through exploration of techniques
- ▶ Presenting a personal response to a theme or given starting point

Examples of the theme based projects that may be covered over the duration of the course for **Unit 1 (Portfolio)**:

- ▶ Food
- ▶ Fantastic and Strange
- ▶ Identity and Fashion
- ▶ Cultures

**Unit 2:** Externally set assignment in Art and Design set by AQA.

## **Assessment methods:**

**Unit 1:** Portfolio (60%) Teacher assessment and external moderation against four assessment objectives.

**Unit 2:** External exam (40%) Externally set paper with 10 hour controlled exam element – assessed by class teacher with external moderation.

## **Further study:**

Level 2/3 BTEC National in Art & Design (College)

A-Levels Art & Design, Fine Art, Textiles, Graphics, Photography etc

## **Career opportunities:**

Graphic designer, illustrator, packaging designer, architect, textile designer, fashion industry, magazine industry, teacher/lecturer and many more creative jobs.

**Note:** There is an expectation that you will be committed to attending after school sessions and producing work in your own time in order to develop skills to the high level required for this GCSE course. Students may chose ONLY one from Art, Photography or Textiles.

# Triple Science - Biology, Chemistry and Physics

**Exam board:** AQA

**Type of qualification:** GCSE x 3

## **Why study triple science?**

The higher triple science course provides thorough preparation for further studies in science, specifically A-levels. Extra topics are covered on the higher triple science course, which is a help to students who are certain they wish to pursue further education in the Sciences. Many careers require GCSE science, and students may find that the higher separate science course puts them in a great position to pursue these careers successfully. Studying the higher triple science course, as with many scientific qualifications, provides students with a variety of skills that can be applied to many areas of work, such as working scientifically, analysing data and ideas and problem solving.

On the higher triple sciences course students take three GCSEs, one in each of the sciences: biology, chemistry and physics. They gain a separate GCSE grade for each of these three sciences at the end of Year 11\*. By choosing this option, you are aiming to achieve higher grade passes, grade 7+. Students who really enjoy science and find it interesting and motivating, should choose to take the higher triple science course at GCSE.

The challenging nature of the subject content and the mathematical skills required to study higher triple science mean that we would expect students opting for this option to have a secure understanding of the key concepts in both science and maths.

## **Assessment methods:**

2 x 1hr 45 per GCSE – leading to x3 GCSEs

Please speak to Miss Conner for more information.

\*All students will study the foundation content for the triple science.



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