

# Courses for Years 10 and 11

September 2022 - June 2024



Success for all through  
Attainment, Resilience and Autonomy

2022-2024



# 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 5 in English or maths, you may have to study these at college and retake the exams until you pass at a grade 5 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 2022.

Please ask your Tutor, Subject Teachers, or Mr Bourton or Ms Munoz 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 two GCSEs in a double combined award. Alternatively you can choose three GCSEs by completing the separate subjects of 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 will study a course which incorporates both theory work and practical sport. They will investigate the rules and regulations of many sports and report on the similarities and difference. Students will also work on their precise application within practical sport and develop their analysis techniques. Throughout the course students will enhance their understanding for components of fitness, principles of training and methods of training. Students will complete work on energy systems as well as effects of exercise on the various body systems, this will be used to design, implement and review intense 6-week 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 31st March 2022.

# Advice on Making Choices

## Who can help me?

- ▶ Your parents
- ▶ Your subject teachers
- ▶ Your tutor
- ▶ Careers advisor (contact Ms Munoz 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



# 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 2 Vocational Qualification

**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. Students will gain an understanding of the functions 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 sessions students 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 and Planning menus.

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.

**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

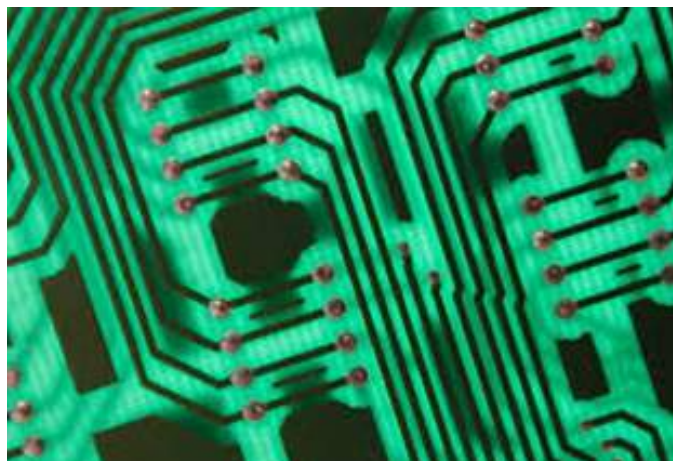
**Assessment methods:**

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:** RSL

**Type of qualification:** Level 2 Certificate in Creative and Performing Arts

**Course content:**

Learners who are passionate about Dance and performing will have the opportunity to develop their skills on this course. Learners will study the Ensemble unit and the Live performance unit. They will gain a physical and intellectual understanding of specific dance genres and the ability to perform it as a group. This not only introduces the dancers to a popular form which engages communities but also supports their artistic, physical and social skills development.

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 – Ensemble unit 50%**

- 1. Perform a group dance in the chosen dance genre*
- 2. Review the performance and own contribution*

**Component two – Live Performance (50%)**

- 1. Students will undergo an intensive rehearsal program in preparation for a live performance*
- 2. Students are expected to document their rehearsal progress with skills learned in component one.*
- 3. Students will work through a production plan of their performance including use of visual effects and health and safety.*
- 4. Students will perform and evaluate a live performance in front of a live audience*

**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.

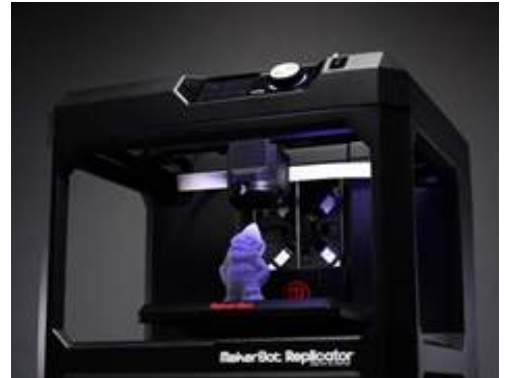


# Design Technology - Art and Design - 3D Design

**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:** RSL

**Type of qualification:** Level 2 Certificate in Creative and Performing Arts

## **Course content:**

Learners who are passionate about Drama and performing will have the opportunity to develop their skills. Learners will study theatre genres in the performing text unit. Here learners will recreate and perform scenes from the contemporary and classical era whilst undertaking a research project alongside this. 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 – Performing Text (50%)**

1. *Students will research two theatre eras and undertake a project or presentation of their findings. contemporary music genres of their choice.*
2. *Students will perform scenes from both these eras in a performance environment, this performance will then be critically evaluated by the performers.*

### **Component two – Live Performance (50%)**

1. *Students will undergo an intensive rehearsal program in preparation for a live performance*
2. *Students are expected to document their rehearsal progress with skills learned in component one.*
3. *Students will work through a production plan of their performance including use of visual effects and health and safety.*
4. *Students will perform and evaluate a live performance in front of a live audience.*

## **Further study:**

BTEC Diploma in Drama

AS/A Level Drama

Professional College

## **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:** AQA

**Type of qualification:** GCSE

## **Course content:**

Geography is a unique and captivating subject that bridges the social and natural sciences. Although the physical environment may determine which human activities may occur in a landscape, ultimately humans are shaping and changing the physical landscape and it is through Geography, that students are able to learn and understand the impacts of these changes.

Studying Geography offers students a broad insight into the way human and physical processes interact. It is a practical subject that teaches students a wealth of transferable skills such as critical thinking, numeracy, interpretative, graphical, data collection, fieldwork and ITC skills. Geographers also engage with maps (including Geographical Information Systems (GIS)). Through exploring both social and natural sciences in this subject, students develop analytical and evaluative skills that are necessary across many other subjects. Both universities and employers value the technical and social skills that students develop from studying Geography.

## **Assessment methods:**

Linear exams, three written exams (1 hour 30 minutes)

## **You will study:**

Living with the physical environment

- Section A: The challenge of natural hazards (Earthquakes, weather hazards)
- Section B: The living world (Ecosystems, Rainforests, Arctic)
- Section C: Physical landscapes in the UK (Rivers and Coasts)

Challenges in the human environment

- Section A: Urban issues and challenges (Rio and Portsmouth)
- Section B: The changing economic world (Why development varies – why do we have HICs/NEEs/LICs)
- Section C: The challenge of resource management (Natural resources with a focus on water)

Geographical applications

- Section A: Issue evaluation (Problem solving)
- Section B: Fieldwork (Coastal and urban fieldwork)

## **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:** RSL

**Type of qualification:** Level 2 Music Practitioner certificate

## **Course Content:**

Learners who are passionate in playing an instrument or singing will have the opportunity to develop their skills. Learners will study Music Theory in the Musical Knowledge unit and further develop technique, instrument control and improve performance skills whilst undertaking the Instrumental Study unit. Finally, students will embark into the wonderful world of live music performance in the Live Performance Unit. This unit gives learners the chance to form a band or work as a solo artist 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 musician and dedicated to practising their instruments outside of lessons.

## **Assessment methods:**

### ***Component one – Musical Knowledge (30%)***

- 1. Students will write an essay contrasting two contemporary music genres of their choice.*
- 2. Students will write a song analysis on a song of their choice comprehensively describing four musical elements*

### ***Component two – Instrumental study (40%)***

- 1. Students will undergo a practical rehearsal program learning songs agreed with a tutor to develop their playing and performance techniques.*
- 2. Students will document their practical progress by filling out a musician rehearsal diary whilst learning songs of their choice – including video evidence of personal progress.*
- 3. Students will design a health and safety booklet on the day-to-day maintenance of their instrument.*

### ***Component three – Live Music Performance (30%)***

- 1. Students will undergo an intensive rehearsal program in preparation for a live performance*
- 2. Students are expected to document their rehearsal progress with skills learned in component two.*
- 3. Students will work through a production plan of their performance including use of visual effects and health and safety*
- 4. Students will perform and evaluate a live performance as a band or a solo artist in front of a live audience.*

## **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

## **Course content:**

The triple science course provides thorough preparation for further studies in science, specifically A levels. Extra topics are covered on the triple science course, which is a help to students who are certain they wish to pursue further education in sciences. Many careers require GCSE science and students may find that the separate science course puts them in a great position to pursue these careers successfully. Studying the 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 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.

This differs from the combined science course (which ALL students study) where students gain two science GCSEs. Students who really enjoy science and find it interesting and motivating, should choose to take the triple science course at GCSE.

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

## **Assessment methods:**

2 x 1hr 45 per GCSE

Please speak to Miss Conner/Miss Firbank for more information.



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