



# **Buxton Community School**

**Courses in KS4  
2024 – 2026**



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(This letter was emailed to parents 16/01/2024)

Our Ref: AG/Options23/sf  
18<sup>th</sup> January 2023

Dear Parents/Carers and Year 9 Students

We are now at the stage where your child is approaching the end of Key Stage 3 and therefore we will be starting the Year 9 options process. Your child will be asked to select subject choices for the Key Stage 4 curriculum. I delivered an assembly on the 17<sup>th</sup> January to all Y9 students to explain what the process involves. We are pleased to invite you and your child to our Y9 Options Information Evening on Wednesday 14<sup>th</sup> February. There will be three talks as follows:

- 5.30pm - parent/carer and student from each of forms 9HWD and 9NRS
- 6.00pm - parent/carer and student from each of forms 9ALN and 9FWL
- 6.30pm - parent/carer and student from each of forms 9HWR and 9JON

All students will be required to follow the core curriculum of:

- GCSE English Language
- GCSE English Literature
- GCSE Maths
- GCSE Science (combined or triple)
- Core Physical Education
- Personal Development

In addition, students will be asked to select **3 further choices** and must also choose 3 reserve subjects.

To support this options process, we offer a range of information, advice and guidance throughout the next half term. As well as discussions with their tutor and subject teachers, the following programme will take place:

- 17<sup>th</sup> January Options assembly presentation for Y9 students.
- w/c 22<sup>nd</sup> January Options booklet issues to students in form time.
- 31<sup>st</sup> Jan/1<sup>st</sup> Feb Subjects assembly.
- 31<sup>st</sup> Jan/1<sup>st</sup> Feb Students apply for taster sessions.
- 7<sup>th</sup> February Y9 Parents' Evening via School Cloud (online)
- 14<sup>th</sup> February Options Information Evening in school.
- 12<sup>th</sup> –16<sup>th</sup> February Taster sessions during Personal Development time in school.
- 15<sup>th</sup> February You will receive a link via email to an electronic form for your child to make their option choices.
- 8<sup>th</sup> March Option choices deadline.

Wherever possible, students should choose subjects that they enjoy, and subjects in which they can find success. The Parents' Evening on 7 February will be an opportunity to discuss progress in that subject. On February 14<sup>th</sup> you will have the opportunity to speak to subject leaders about their Key Stage 4 courses.

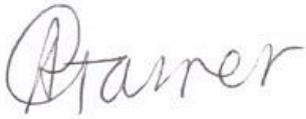
Students, if you have a particular career in mind after you leave school, you must choose the subjects that will help you. Consider how each course is assessed and whether this plays to your strengths. However, you must be aware that it may not be possible to put some combinations on the timetable: there are limits to the number of rooms and teachers available at any one time.

Mr Holman will be offering further support and guidance around Options Choices and will be helping all students make the right choices.

Finally, remember that Key Stage 4 is not the final part of your child's academic journey. We have a huge range of courses available in our Sixth Form.

We look forward to seeing you on the 7<sup>th</sup> and 14<sup>th</sup> February.

Yours sincerely

A handwritten signature in cursive script that reads "A Garner". The signature is written in a dark ink and is positioned above the printed name.

Mrs Alex Garner  
Deputy Headteacher

## **OUR KEY STAGE 4 CURRICULUM**

At Key Stage 4 (Years 10–11), our students follow a curriculum that provides a thorough preparation for their examinations at the end of Year 11 and beyond. All subjects provide a knowledge rich course delivered to support students in retaining information, developing understanding, growing skills and gaining confidence.

The curriculum will consist of specific core subjects that everyone will study:

- English Language
- English Literature
- Maths
- Triple or combined science
- Core physical education
- Personal development

In addition, there will be a range of option subjects from which students can choose. All qualifications offered are well recognised and provide genuine opportunities for progression into education, employment and training.

The option choices offer the opportunity to choose and shape a curriculum that reflects the interests and ambitions of our students. The combinations of subjects available are designed to enable progression into the next phase of life and learning.

All courses are GCSE or GCSE equivalent and will be considered on an equal basis by post 16 education establishments and/or employers – see subject entries in the booklet for more information on Technical Awards, BTECs and VCERTs.

## **ASSESSMENT**

In addition to exams, some courses include other forms of assessment undertaken in school under controlled conditions. This is sometimes referred to as 'Non-Examined Assessment' or coursework.

This will involve students carrying out a range of tasks linked to the course that will be monitored and supervised by their teacher.

Marks for work done in school will be moderated by the examining board.

In many courses, final written exams at the end of the two-year course will count for 100% of the marks.

## SCHOOL EXAMINATION POLICY

All students who wish to be entered for external examinations will be, provided that they have completed all aspects of the course and so are eligible to gain a grade. Should a student in Year 11 fall seriously behind, we shall be in contact with parents/carers regarding this. If the work is not completed by the required deadline, then the student will not be entered, and the parents will be informed.

The school will pay for all entries except those of external students, although those students who are retaking GCSE subjects for a **second** time will generally be asked to pay for themselves.

Holidays should obviously not be booked in term time but **never** in the exam season which runs from early May until the end of June (exact dates are shared with Y11 students and parents in the spring term.) Exam dates are set nationally and cannot be moved by the school so absences of any kind must be avoided.

**The school will send bills to all students who miss an exam without good cause.**

# **CAREERS EDUCATION AND GUIDANCE AND EMPLOYABILITY**

Through this programme, we aim to help students to:

- realise their own strengths and aptitudes;
- understand all of the options available to them after Year 11;
- provide students with impartial information, advice and guidance on the best way to achieve their ambitions.

The School works with a range of partners to deliver the careers programme. These include:

- Post 16 providers and higher education institutions.
- Employers and training providers.
- Parents and carers.
- Community organisations such as Rotary.
- Alumni.
- Derbyshire County Council.
- D2N2 – Derbyshire and Nottinghamshire Local Enterprise Partnership.

There is a planned programme of learning experiences constructed around assemblies, events, visits, work-related learning, online and printed information, group work and individual interviews.

During Year 10 students will be given introductory information about choices after Year 11. Students will have the opportunity to use online resources, including Unifrog, and work with the School's Careers Education and Guidance Coordinator. Students will attend talks on different options for post 16 education and training, including apprenticeships, and they will learn about how to write a successful CV. Over the course of Year 10 there is a planned programme of activities and visits to inspire and educate them about their future choices, and to develop employability skills.

During Year 11 students will undertake more detailed preparation for their post 16 choices to guide them towards making decisions. Students will be provided with prospectuses and supporting literature, including information on Sixth Form and College open evenings, apprenticeships and how to apply. They will update their CVs and there will also be the opportunity to attend a 'practice' interview, organised with members of Buxton Rotary Club.

Students will be able to access impartial careers advice and, following any student's individual interview, they will be given a summary of the guidance offered.

**CORE**

**CURRICULUM**

**SUBJECTS**

*(not optional)*

# ENGLISH LANGUAGE AND ENGLISH LITERATURE GCSE

## English Language - GCSE

English is a compulsory subject at KS4. The GCSE Course in English Language is based on the National Curriculum and assesses skills in speaking and listening, reading and writing. Only the latter two are counted in the final GCSE assessment; a separate certificate is issued for the Spoken Endorsement grade. Our students use the AQA exam syllabus.

### Course Content

The course is assessed solely by terminal examination, divided into two parts:

#### **Paper 1 - Explorations in creative reading.**

Section A Reading - a literature fiction text.

Section B Writing - a descriptive or narrative task.

#### **Paper 2 - Writers' viewpoints and perspectives.**

Section A Reading – Non-fiction with extracts from two linked sources from different time periods.

Section B Writing - A written text for a specified purpose, audience and form.

At all stages in the course, students will be asked to undertake a range of tasks ranging from creative writing, debating, role-play and developing reading skills. There is an expectation that students will play an active role in discussing ideas, reading a range of texts and improving written skills.

### Assessment

2 exams at the end of the course. One tier of entry (grades 1-9). Spoken Language is a separate endorsement with a certificate awarded at the end of the course.

The subject is assessed from grades 1-9 and is based entirely on terminal examinations.

### Progression routes from this course could include:

Most colleges, universities and employers look to see what grade has been gained at GCSE English language. Progression can lead to a study of Literature or Language at A Level and further diversification at university.

For more information see Mr Buckley (Head of English)

## **English Literature – GCSE**

The GCSE course in English Literature is based on the National Curriculum and assesses skills in reading and writing. Our students follow the AQA syllabus.

### **Course Content**

**Paper 1** - Involves the study of a 19<sup>th</sup> century novel (A Christmas Carol) and an entire Shakespeare play (Romeo and Juliet.)

**Paper 2** - Involves the study of an anthology of poems, unseen poems and a modern text (An Inspector Calls.)

### **Assessment**

2 exams at the end of the course. One tier of entry (grades 1-9).

### **Progression routes from this course could include:**

English literature is a traditional core subject. It allows for the development of thoughts and ideas. A study of the world of literature can lead to a study of literature at A Level and further diversification at university. It will also support progression into most other subjects.

The subject is assessed from grades 1-9, and is based entirely on terminal examinations.

For more information see Mr Buckley (Head of English)

# MATHEMATICS

## GCSE

The GCSE course in mathematics has a foundation tier (grades 1-5) and a higher tier (grades 4-9).

### Course Content

The broad topic areas covered are:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

We aim to inspire learners to develop confidence and fluency in mathematics, and to recognise the importance of mathematics in their own lives and society. We focus on enabling all learners to gain a deep understanding of mathematical concepts and to apply their skills and knowledge to solve problems in real-world situations.

### Assessment

Students are assessed on three exam papers (1 hour 30 minutes each) at the end of Year 11.

The first paper is non-calculator and the other two are calculator papers.

### Progression routes from this course could include:

Students who achieve highly at GCSE may wish to study Maths at A Level. Students who achieve the top grades may also wish to study Further Maths in the 6<sup>th</sup> Form. Maths can lead to a wide variety of possibilities for further study and careers, including engineering, electronics, construction and finance.

For more information contact Mr Milner (Head of Mathematics)

# **PHYSICAL EDUCATION AND SPORT**

## **CORE PHYSICAL EDUCATION**

In Key Stage 4 all students are required to participate fully in 1 hour of core Physical Education per week in accordance with the guidance outlined in the National Curriculum.

### **Course Content**

Students are ability set into groups and follow a curriculum designed to suit their competencies in this important subject area. Within lessons, students will fulfil the role of: performer, coach, and official - developing physical competencies as well as developing other important qualities such as teamwork and leadership.

The Physical Education team are constantly seeking ways to develop an innovative curriculum offering additional opportunities to actively engage learners. As a part of this innovation, we are currently exploring the opportunity to further support students gaining additional accreditation through the completion of National Governing Body awards during core PE curriculum time.

**No formal assessment or exams.**

For more information see Mr O'Brien (Head of Physical Education)

# SCIENCE GCSE

Science is a compulsory subject at KS4 and parents and carers will receive guidance re the right pathway for their child at the Y9 Parents' Evening

## Pathway 1 - Triple Science

**This pathway would suit students who:**

- Like to be “stretched” in terms of thinking for themselves, and at a good level.
- Have the ability to cope with subjects at a high conceptual level.
- Are good at using ideas to present an argument.
- Are able to perform well in exams.
- Are considering studying science further at A Level or considering a science based career.

### Course Content

Students will study the three separate sciences - chemistry, biology and physics, each with a specialist teacher. Normally they would stay with that teacher for the two years of the course. The nature of the teaching will be demanding and at a high level.

Each subject is examined on its own, so students will gain a range of results dependent on their ability in each subject and be rewarded 2 separate GCSE grades

### Assessment

At the end of Year 11 students will have 2 x 1 hour 45 minutes exams in **each subject**.

### Progression routes from this course could include:

The best route into the study of A-Level Science at post-16. Student studying GCSE Science and pursuing it at A Level go on to work in the fields of medicine, engineering, education, archaeology, veterinary, sports science, forensics and zoology.

For more information see Dr Norris (Head of Science)

## **Pathway 2**

### **Combined Science – Trilogy**

**This pathway would suit students who:**

- Are not set on doing the triple science pathway.
- Can organise their time effectively when studying a mixture of sciences.

#### **Course Content**

Students will study a combination of biology, chemistry and physics content that gives them the chance to develop a breadth and depth of fundamental science concepts.

21 required practical assessments will also be conducted over the 2 years.

#### **Assessment**

In Year 11 students will sit 6 x 1hour 15 minutes exam papers. Each paper accounts for 16.7% of the final GCSE grades and can be sat at either higher or foundation level. Question styles include multiple choice, structured closed short answer and open response.

#### **Progression routes for this course could include:**

The possibility of further study in science; students will also gain useful GCSEs in science to enable them to apply for a variety of further education courses, including entry into the Sixth Form and the study of Applied Human Biology. High attaining students will be accepted to study A levels in Biology, Chemistry and Physics.

For more information see Dr Norris (Head of Science)

**OPTION**

**CHOICE**

**SUBJECTS**

# ART AND DESIGN

## GCSE

### **This course would suit students who:**

- Enjoy Art and want to learn more and enjoy experimenting with ideas, processes and materials.
- Are keen on problem solving and like developing ideas artistically.
- Are prepared to support their work in school with research.

### **Course Content**

The course we offer is broad and means students can specialise in different areas of Art. Possible outcomes are likely to include: Drawing and Painting, Sculpture and Photography. This will depend on the nature of the project and the teacher's specialisms within each area of study.

We hold annual exhibitions which showcase our students' work, but please remember that every GCSE student begins from the same position as you are in now, we will help you to get to those exceptional outcomes.

### **Assessment**

There are two parts to the course, both counting towards the final grade. Students will produce two or more coursework units worth 60% and a final examination unit worth 40%. All work from the course is marked continuously and contributes towards the final grade.

### **Progression routes from this course could include:**

Students can study A-Level Fine Art offered in the Sixth Form here at Buxton Community School. The A-Level course will enable you a direct entry to a degree in Art or many other subjects, or onto an Arts Foundation course. Universities recognise the importance of Art at A-Level through the hard work of the students, the investigation of an idea, and the creative and problem-solving nature of the course. Our Art students have been awarded places at many of the top universities in the world, many of them continuing to study Art, but often getting the grades to access these universities.

For more information or examples of the kind of work you might create, please see Mr Moore (Head of Art)

# **BUSINESS STUDIES**

## **GCSE**

### **This course would suit students who:**

- Have an interest in how businesses operate in a global economy and/or are interested in finding out the process of setting up a business.
- Have an interest in current affairs and want to learn more about business and the economy.
- Are willing to express their ideas in class. They may be creative, like finance or law; however, more importantly, want to become more employable!

### **Course Content**

The course allows students to investigate how businesses operate and gain an understanding of the pressures facing businesses in today's tough economic climate. Through investigation, students will build up knowledge and understanding of how businesses develop but also practise crucial skills that are essential in today's workplace, including: communication, team work and presentation skills.

### **Assessment**

#### **Paper 1: Influences of operations and HRM on business activity**

Here students will be examined on their ability to understand that businesses face a constantly changing business environment due to changes in technology, economic situation, legislation and environmental expectations.

Influences on business have never been in the news more than now. Learning about Brexit and the global economy will give students a broader view of topical current affairs. The topics also include how to set up and run a business and the legal environment facing today's business world.

#### **Paper 2: Influences of marketing and finance on business activity**

Here the emphasis is on personal and business finance. Students will understand how to construct and analyse business accounts by first understanding the costs and revenues. Students will act as a business adviser in identifying how a business can improve their finances through management and leadership tasks. In the marketing task students will be a creative designer asked to brand and launch a new product. They will conduct a product launch and evaluate successful marketing campaigns in order to improve your own designs whilst understanding the theory and psychology behind marketing.

### **Progression routes from this course could include:**

A Levels or BTEC in business, accounts, economics and law. Business studies provides an excellent background for further education or employment.

For more information contact Mr Ward. (Head of Business Studies)

# **CHILD DEVELOPMENT**

## **Level 1/2 Technical Award OCR Cambridge Nationals**

### **This course would suit students who:**

This course is designed for learners aged 14-16 who have an interest in children's learning and development and wish to develop the skills and learn the theory that can prepare them for further study and employment within the teaching, childcare and medical/nursing sector. It will particularly appeal to learners who are looking for a course that is practical in nature.

### **Course Content**

The Technical Award in Child Development will give learners the opportunity to study children aged 0 to 5 years, developing an understanding of:

- physical growth and development;
- communication and language development;
- learning and play;
- pre-conceptual care, pregnancy and birth;
- child health and safety;
- childhood nutrition.

### **Assessment**

Learners will complete three mandatory units (one externally assessed and two internally assessed) spread across 120 guided learning hours.

### **Unit 18: exam unit (externally assessed 40%)**

- factors to consider when planning a family;
- pre-conceptual care;
- ante-natal care;
- pregnancy and birth;
- recognising and managing childhood illness;
- child health and safety.

### **Unit 19: Understand the equipment and nutritional needs from birth to 5 years (internally assessed 30%)**

Learners will engage in practical activities based around the scenario that a new nursery is being opened - to help them to understand the equipment children will need from birth to 5 years and produce nutritious dishes that are suitable for small children. During this time we will:

- Evaluate the suitability, cost, design, practicality and durability of a range of travelling, sleeping, feeding and other equipment needed by children, and produce a detailed report on our recommendations for a nursery to enable them to purchase the suitable equipment
- Research and produce a leaflet for nursery staff to help them understand the healthy eating advice for under 5s and the function and sources of essential nutrients
- Plan and cook 2 healthy meals that could be served to children in the nursery

### **Unit 20: Child study (internally assessed 30%)**

Learners will work with a child aged up to 5 years, and will study the child engaging in 2 different play activities, again this involves practical activities working with a child of their choice

During this time the learner will:

- carry out and evaluate appropriate research on physical, intellectual and social milestones and produce a report
- Research and produce a power point on the benefits and types of play
- use research to select, plan and justify activities which will enable them to observe physical development
- carry out 2 observations of a child engaged in 2 play activities to assess their development, record their observations and analyse and evaluate observations, recognising change and progression in development and comparing against developmental milestones.

### **Progression routes from this course could include:**

The course will provide learners with a solid understanding of children's learning and development that will help them to make choices about further study and career options. They will finish the course having developed a wide range of practical skills some of which are particularly helpful for a career in the childcare sector such as observing, communicating and working with children and other skills which will be valuable no matter what career path they choose. These include skills in research, communication, decision-making and problem-solving.

For more information contact Miss Edwards or visit; [Cambridgenationals.co.uk](http://Cambridgenationals.co.uk)

# COMPUTER SCIENCE

## GCSE

### **This course would suit students who wish to:**

- Develop their understanding of current and emerging technologies, understanding how they work and applying this knowledge in a range of contexts.
- Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.
- Use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies.
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
- Develop computer programs to solve problems.
- Develop the skills to work collaboratively.
- Evaluate the effectiveness of computer programme/solutions and the impact of, and issues related to, the use of computer technology in society.

### **Course Content**

Candidates create solutions to computing tasks from a set of options supplied by OCR.

### **Assessment**

#### **Component 1 (exam):** Computer systems – systems architecture

- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- Systems software
- Moral, legal, cultural and environmental concerns

**Component 2 (exam):** Computational thinking, algorithms and programming

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

**Component 3:** – Programming project

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

**Graded**

- GCSE Grades 9 - 1

**Progression routes from this course could include:**

BTEC ICT, computer programming, HTML, coding, web development and A Level computer science.

For more information see Mrs Wentworth (Head of Department) or Mr Raybould (Teacher of Computer Science and ICT)

# CONSTRUCTION AND THE BUILT ENVIRONMENT

## Level 1/2 Vocational Award

Would you love the opportunity to transform the world around you? Are you looking to learn about new technologies, materials and processes that are involved in construction projects? Do you want to develop a good foundation for a successful career in construction?

This course is aimed at capable and motivated students who would like to develop their knowledge, skills and understanding of the construction industry and gain real-world practical skills.

This qualification will be graded as either Level 1 or Level 2 at Pass, Merit, Distinction or Distinction\*.

### Course Content:

#### Unit 1: Introduction to the Built Environment

- Be introduced to the principles of the built environment and have the opportunity to develop the skills, knowledge and understanding in identifying, explaining and evaluating different ideas and concepts of the built environment.
- Explore a range of professional and trade roles
- Explore some of the different structures and buildings of the built environment

#### Unit 3: Constructing the Built Environment

- You will study three construction trade areas of the built environment, including planning, undertaking and evaluating construction tasks
- Explore Carpentry & Joinery, Painting & Decorating, Brickwork & Blockwork and Tiling principles and Techniques.

### Assessment:

Unit 1: will have one exam which will be worth 40% of your qualification. The exam will last 1 hour and 30 minutes, it will be made up of short and extended response questions

Unit 3: will be assessed via project work (no exam), which is worth 60% of your qualification. Here you will be asked to prepare and complete three trade based tasks e.g. creating a simple lighting circuit, building a brick structure and making a wooden planter.

### Progression routes from this course could include:

- An advanced apprenticeship programme.
- Level 3 courses including AS/A Levels
- Employment with training

The construction industry offers a wide range of exciting opportunities, from tradesperson to leading large scale construction projects, and from an architect to renovator of our historic built environment

## **Entry Requirements**

To apply for this course you must:

- Be able to work safely in a potentially dangerous environment.
- Be willing to try all aspects of this course and be able to work as part of a team as well as be self-motivated as an independent learner.
- Complete a letter explaining why you would like to complete this course.

For more information see Mrs Birtles or Mr Fowler

# **DESIGN AND TECHNOLOGY PRODUCT DESIGN GCSE**

## **This course would suit students who:**

- Enjoy creative design and problem solving.
- Have a practical attitude and a mature approach to safe working practices.
- Are self-motivated and able to meet deadlines.
- Have the ability to carry out self-assessment and respond accordingly by setting themselves challenging targets.

## **Course Content**

This course is designed to encourage students to design and make products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities possible. A working knowledge of woods, metals, plastics and composite materials will be required, but other materials may be used in addition. Students will learn about “good design” and how to communicate their ideas through drawing, modelling and computer aided design (CAD).

During Year 10 students will build their knowledge and skills through a range of practical design and make tasks. During Year 11 they will undertake one extended controlled assessment task demonstrating this knowledge and skill in designing and making.

## **Assessment**

Controlled assessment task - 50% of the final mark is given to the product manufactured and the supporting design folder produced.

Written examination - 50% of the final mark tests the student’s knowledge and understanding of design, materials, equipment, methods of manufacture.

## **Progression routes from this course could include:**

A Level Design and Technology and then a vast range of university courses including Product Design, Engineering and Architecture. There are also diplomas in manufacturing, product design or engineering at level 3 leading to apprenticeships and employment.

For more information see Mrs Birtles (Head of Technology)

# DRAMA

## GCSE

### **This course would suit students who:**

- have enjoyed Drama at KS3 and show a commitment to the subject.
- are able to write, spell, punctuate and structure a report and respond to exam questions.
- are able to work collaboratively and co-operatively with others.
- enjoy working practically and creatively while expressing their own opinions and ideas.

### **Course Content and Assessment**

#### **Component 01 Devising Theatre**

Non-exam assessment: internally assessed, externally moderated. 40% of qualification

- Learners will research and explore a stimulus, work collaboratively and create their own devised drama.

#### **Component 02: Performing from a Texts**

Non-exam assessment: (Visiting examination). 20% of qualification

- Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a play text.

#### **Component 03: Interpreting Theatre**

Written examination: 1 hour 30 minutes. 40% of qualification

Section A - Learners will explore practically a play text to demonstrate their knowledge and understanding of drama. They will need to be able to answer exam questions on their design, performance and directing choices for the set play text.

Section B - Learners will analyse and evaluate a live theatre performance.

For Components 1 & 2 students will be given the opportunity to be examined as a performer or a designer – including set, costume, lighting and sound.

### **Progression routes for this course could include:**

Further work/study options open to GCSE drama students range from BTEC extended certificate in performing arts acting, theatre studies AS/A2 Level, performing arts/drama courses, drama school and vocational courses. Drama helps students develop transferable skills that will benefit them in whatever they chose to do in the future. It builds confidence, improves social skills, co-operation, teamwork, co-ordination, resilience, self-discipline, creativity and organisation. These are skills that employers and higher education establishments are looking for from applicants for any job or course.

For more information see Ms Cushnie. (Head of Drama)

# FILM STUDIES

## GCSE

### **This course would suit students who:**

Love all things film and media. Students who are creative and imaginative and like thinking and analysing. Students who are open-minded; like to create their own media productions. Have good written communication skills and like to work as part of a team.

### **Course Content**

The GCSE Film Studies course is an exciting and contemporary course, which, unlike many GCSEs, still retains a large practical coursework element.

Students will spend year 10 studying the key media concepts, particularly focussing on film language, the technical aspects of film making, such as camera, light, sound and editing. This encompasses both challenging academic theory and fun practical activities. Students will also study a range of films from the lists below. In year 11 they will complete a practical production, either creating an extract from a film of their own or writing a screenplay, and prepare for exams.

### **Assessment**

The course is split 30% controlled assessment (coursework) and 70% exam. WJEC exam board.

### **Component 1 - US Film (exam)**

Students will study a range of American films, made by Hollywood studios and independent film companies. They will study one pair of films from different eras, for example:

- *Dracula* (Browning, USA, 1930), U and *The Lost Boys* (Schumacher, USA, 1987)
- *Singin' in the Rain* (Donen & Kelly, USA, 1952) and *Grease* (Kleiser, USA, 1978)
- *Pillow Talk* (Gordon, USA, 1959), U and *When Harry Met Sally* (Reiner, USA, 1989)
- *Rebel without a Cause* (Ray, USA, 1955) and *Ferris Bueller's Day Off* (Hughes, USA, 1986)
- *Invasion of the Body Snatchers* (Siegel, USA, 1956) and *E.T. the Extra-Terrestrial* (Spielberg, USA, 1982)

And one of the following:

- *Juno* (Reitman, USA, 2007)
- *The Hurt Locker* (Bigelow, USA, 2008)
- *Whiplash* (Chazelle, USA, 2014)
- *Ladybird* (Gerwig, USA, 2017)
- *The Hate U Give* (Tillman Jr. USA, 2018)

### **This component is assessed by:**

Written examination: 3 questions, 1 hour 30 minutes (35% of qualification)

## **Component 2 - Global Film: Representation, Narrative and Film Style (exam)**

Students will study three films from outside the US for this component.

Section A: one of the following global English language films:

- *The Babadook* (Kent, AUS, 2014)
- *The Breadwinner* (Twomey Eire, 2017)
- *Jojo Rabbit* (Waititi, NZ, 2020)
- *Slumdog Millionaire* (Boyle, UK, 2008)
- *District 9* (Blomkamp, South Africa, 2009)

Section B: one of the following global, non-English language films:

- *Tsotsi* (Hood, South Africa, 2005)
- *The Wave* (Gansel, Germany, 2008)
- *Wadjda* (Al-Mansour, Saudi Arabia, 2012)
- *Girlhood* (Sciamma, France, 2014)
- *The Farewell* (Lulu Wang, China/US, 2019)

Section C: one of the following contemporary UK films (produced after 2010):

- *Submarine* (Ayoade, UK, 2010)
- *Attack the Block* (Cornish, UK, 2011)
- *Skyfall* (Mendes, UK, 2012)
- *Rocks* (Gavron, UK, 2019)
- *Blinded by the Light* (Chadha, UK, 2019)

**This component is assessed by:**

Written examination: 3 questions, 1 hour 30 minutes (35% of qualification)

## **Component 3- Practical Production (coursework)**

Production is integral to the study of film, it's what our students enjoy the most and succeed in! They will use their knowledge developed in components 1 and 2 to create:

- either a filmed extract from a genre film (2 minutes to 2½ minutes)
- or an extract from a screenplay for a genre film (800 to 1000 words).
- an evaluative analysis of the production (750 to 850 words)

**This component is assessed by:**

Coursework - 30% of qualification

## **Progression routes for this course could include:**

Many students continue to study A level media or film studies. Some of our former students now work in music video production, advertising, marketing and promotion, app development, social media writing, sport journalism, photography and film-making.

For more information see Mrs Batey (Head of Film Studies)

# FOOD AND COOKERY

## VCERT Level 1 and 2

### **This course would suit students who:**

Have a passion for practical cookery and want to develop these skills to an advanced level. Also, for those who want to learn more about food; where it comes from, nutrition, dietary needs, food hygiene and safety. The Level 1/2 Technical Award in Food and Cookery compliments GCSE qualifications. It is aimed at 14 to 16 year olds studying the key stage 4 (KS4) curriculum who are interested in the Food and Hospitality sector. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded at level 1 pass/merit/distinction and level 2 pass/merit/distinction/distinction\* (equivalent to GCSE grades 8.5 to 1).

### **Course Content**

- Food preparation and skills
- Planning and producing dishes for a purpose
- Food safety and hygiene
- Food and functions in the body and in recipes
- Balances diets and modification of recipes for health purposes

### **Assessment**

The course is 60% controlled assessment (all completed in school) which comprises cooking dishes to meet a particular brief released by the exam board at the start of Y11. The examination takes place at the end of Y11 and is worth 40% of the total qualification. There is a mixture of multiple choice, short answer and long answer questions, making it a very accessible qualification. Assessment involves research and writing as well as cooking four dishes which students are assessed on. They are also required to make a 2-course meal, adapting a dish to meet healthy eating guidelines and making a dish suitable for a particular dietary need.

The exam content is taught mostly in Y10, there is 1 hour of theory and 2 hours of practical each week. Students must be prepared to bring in their ingredients on a weekly basis from home.

### **Progression routes for this course could include:**

This qualification is designed for students with an interest in food and cookery. It will provide students with experience of using different cooking skills and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

For more information see Miss Edwards.

# GEOGRAPHY

## GCSE

### **This course would suit students who:**

- Have a genuine interest in the world around them and want to gain a better understanding of their place within it.
- Want to learn about the physical environment and the processes that have helped to shape it.
- Are interested in current events around the world and want to further their understanding of different cultures and people.
- Can work independently and want the chance to undertake fieldwork beyond the classroom setting.

### **Course Content**

The department follow **EDEXCEL A GCSE** which is divided into three core sections:

#### **The Physical Environment**

- Changing landscapes of the UK – specific focus on rivers and coasts.
- Weather hazards and climate change
- Ecosystems, biodiversity and management.

#### **The Human Environment**

- Changing cities
- Global development
- Resource management – this will focus on either water or energy.

#### **Geographical Investigations: Fieldwork and UK Challenges.**

- Geographical investigations – physical environments (rivers or coasts)
- Geographical investigations – human environment (urban or rural)
- UK Challenges.

#### **Assessment:**

The exams include multiple-choice, short open, open response, calculations and 8 mark extended writing questions.

#### **Component 1: The Physical Environment (37.5%)**

Written exam: 1½ hour.

#### **Component 2: The Human Environment (37.5%)**

Written exam: 1½ hour.

#### **Component 3: Geographical Investigations: Fieldwork and UK Challenges. (25%)**

Written exam: 1 ½ hours

#### **Progression routes for this course could include:**

Geographers acquire a wide range of skills and therefore have a wide range of choices available to them. Clearly there is the progression to a range of A Level studies including geography, environmental science or business studies. Careers relating to geography include: teaching, GIS planning, town planning, environmental consulting, transport planning, tourism, hospitality, property, finance and many more.

For more information contact Mr Jones (Head of Geography)

# HISTORY

## GCSE

### **This course would suit students who:**

Have an interest in History. History is the story of mankind and covers the great achievements and successes of the human race, and its spectacular failures. Any study of history investigates the great diversity of human life, power, money, living conditions, invention, science, religion and war. In order to understand the present we have to understand the past. Without knowing what we have already done we have no way of understanding what we can do and what we might achieve in the future. History helps us to understand ourselves, other people and other cultures. It encourages a more compassionate and humane outlook. History is a great story.

### **Course Content**

The history department will follow the Edexcel syllabus.

#### **4. Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches**

A breadth study of some of the key medical changes in British history and the reason why they occurred. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: individuals and institutions (Church and government); science and technology; and attitudes in society.

#### **2. Early Elizabethan England, 1558–88**

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

#### **3. Superpower relations and the Cold War, 1941–91**

This option allows students to study in depth the Cold War which began just as the Second World War ended. It will look at the causes and consequences of some of the biggest events in recent Cold War history, such as the arms and space races, Cuban Missile Crisis and the topic of Détente.

**4. Weimar and Nazi Germany, 1918–39** This period study focuses on the development of Germany during a turbulent half-century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them

**Assessment**

Students will be assessed through 3 smaller written exams at the end of the course, which will count for 100% of their overall mark.

**Paper 1** – Thematic study and historic environment

*Written examination: 1 hour and 15 minutes*

*30% of the qualification*

**Paper 2** – Period study and British depth study

*Written examination: 1 hour and 45 minutes*

*40% of the qualification*

**Paper 3** – Modern depth study

*Written examination: 1 hour and 20 minutes*

*30% of the qualification*

**Progression routes from this course could include:**

A Level in history, law, government and politics and sociology, leading to a relevant University degree if desired. GCSE history provides a foundation for careers in law, management, journalism, the police, public relations and teaching, but will also provide the skills to succeed in many other careers.

For more information see Mr Warrington (Head of History)

# Information Communication Technology

## WJEC Level 1 and 2 Vocational Award (Technical)

### **This course would suit students who:**

The Vocational Award in ICT has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Those who like coursework, projects and practical ICT skills, and who enjoy being creative (logos) and methodical (databases) would particularly suit this course.

### **Course Content**

Unit 1: ICT in Society – online exam

Unit 2: ICT in Context – coursework NEA

- 2.1 Planning, creating, modifying and using databases
- 2.2 Planning, creating, modifying and using spreadsheets
- 2.3 Planning, creating and modifying an automated document
- 2.4 Planning, creating, manipulating and storing images

### **Assessment**

#### **Unit 1: On-screen examination: 1 hour 20 minutes**

- 40% of qualification 80 Marks
- Questions requiring objective responses, short and extended answers, based around applied situations.
- Learners will be required to use stimulus material to respond to questions.

#### **Unit 2: Controlled assessment: 40 hours**

- **60% of qualification 120 Marks**
- **An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.**

### **Example – Unit 2**

Your cousin has inherited a large sum of money and has used most of this to buy a company that hires equipment for gigs. The equipment he is hiring includes large screens, marquees, staging, grandstands and lighting hire. He has re-named the company *Gear4Gigs2Hire* and has asked you to help him by setting up some IT systems to help the business run smoothly.

You will need to:

- **Create an appropriate logo to represent the business.**

Your cousin will use this logo on all documents as well as on the large equipment such as screens and marquees. He is open to suggestions regarding a colour scheme but wants to have a consistent style so people will recognise the brand easily.

- **Create a system to keep track of equipment, customers and orders.**

This needs to be easy to navigate and use. He wants to be able to find specific information quickly and easily, such as which gigs are taking place in a certain month or in a certain country and would like to create reports that he can share with his staff.

- **Create an automated way of creating customer invoices.**

This system must be easy to use and fool proof as he is dealing with large sums of money. The invoices must be professional, accurate, clear and reflect the branding.

- **Create an automated letter.**

Your cousin would also like to contact existing customers in the UK who have spent more than £10,000 in the past three years. He wants to inform them that he has taken over the company and reassure them that he will be offering an even better service than before. To celebrate the takeover, he intends to offer them a 5% discount on orders placed in the next six months. The letter must be automated and reflect the branding

### **Graded**

- **Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction\***
- **Level 2 Pass, Level, 2 Merit, Level 2 Distinction, Level 2 Distinction\***

### **Progression routes from this course could include:**

BTEC ICT, computer programming, HTML, coding, web development, A Level computer science and apprenticeships.

For more information see Mrs Wentworth (Head of Computer Science and ICT)

# MODERN FOREIGN LANGUAGES

## FRENCH and SPANISH

### GCSE

#### **This course would suit students who:**

Want to follow a course which is exciting, challenging and essential in preparing you for the world of university and work?

Opting to study a language at GCSE means that you can:

- Earn up to 20% more per year than an employee with no qualifications in languages.
- Travel with confidence and enjoy exploring new cultures.
- Develop a wide range of transferrable skills, significantly improve your memory and increase your brain capacity. This will help you achieve well in your other subjects.

This course would suit students of all abilities who:

- Enjoy speaking languages spontaneously in pair and group settings.
- Want to develop their ability and ambition to communicate with native speakers in speech and writing.
- Recognise that studying a language will help them to take their place in a multilingual global society.
- Are intrigued about different cultures.
- Are interested in deepening their knowledge about how languages work, enjoy spotting grammar patterns and playing with words.

#### **Course Content**

GCSE course content is relevant and effective in preparing learners for the world of work. The GCSE courses in French and Spanish cover the topic areas of:

##### **1. Identity & culture**

Learning to speak, write and understand people talking about themselves, their lives, their interests, their use of social media and mobile technology, and their cultural backgrounds.

##### **2. Local, national, international and global areas of interest**

Learning to communicate about social and global issues such as charity/voluntary work, healthy/unhealthy living, the environment, poverty, homelessness and travel and tourism.

##### **3. Current and future study and employment**

Developing the ability to discuss academic studies, ideas about education post 16, and career choices and ambitions.

**Assessment:**

The qualification is assessed through 4 exams in Y11. GCSE French and Spanish have a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Each skill area (listening, speaking, reading and writing) counts for 25% of the final grade.

**Progression routes for this course could include :**

- A Levels or college courses e.g. travel & tourism, business language competence or an A Level in a foreign language.
- Translator.
- Interpreter.
- Teaching.
- Au pair.
- Travel rep.

European languages can give students much more flexibility in where they will be able to work in future years. UK employers have a shortage of people with language skills and these are vital for the continued development of the United Kingdom economy. In addition to this, if you are thinking of going into higher education, universities and other institutions often look at GCSE qualifications in a foreign language as a valuable asset.

For more information contact Mrs Austin (Head of Modern Foreign Languages)

# MUSIC

## GCSE

### **This course would suit students who:**

Would like to study a qualification that allows you to develop the practical skills of composing and performing music and who:

- have a passion for performing and/or composing music
- enjoy working creatively with others
- enjoy learning about and listening to music from a variety of genres

Learners will learn to refine their work and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills.

If you already play an instrument or sing, you can develop your skills and get a GCSE out of it! If you don't already play an instrument or sing, you can take the opportunity to learn new skills which could stay with you for life.

If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE. If you are a creative person who wants to learn to make music, this course will give you that chance.

If you love listening to music, and can spot all the details, sing every riff and “air-drum” every beat you have already developed some of the abilities you need.

Learners will:

- develop performing skills individually and in groups to communicate musically with fluency and control
- develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- reflect upon and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music in order to promote personal, social, intellectual and cultural development.

## **Course Content**

### **Component 1: Performing (30%)**

A minimum of two pieces (learner's own choice), lasting a total of 4-6 minutes, recorded in the year of assessment:

One piece must be an ensemble (group piece) lasting at least one minute

One piece linked to an Area of Study (see below)

Grade 3 standard allows learners to access full marks

You can use any instrument or voice

### **Component 2: Composing (30%)**

Learners will compose two pieces of music:

- one in response to a brief set by the exam board – there are 4 to choose from each year.
- one free composition – ANY style/genre; for any instrument or group of instruments.

### **Component 3: Listening (40%)**

Listening examination in Year 11:

8 questions, 2 on each area of study:

AoS 1 Musical Forms and Devices (including a set work)

AoS 2 Music for Ensemble

AoS 3 Film Music

AoS 4 Popular Music (including a set work)

The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1). Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority within jazz and musical theatre. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

### **Progression routes for this course could include:**

Level 3 Music courses including A Level, BTEC and RSL Level 3 qualification for Music Practitioners. College/University courses in Music or associated performing arts. Typical employment progression is to areas such as performing/recording artist, music producer, composer, music entrepreneur or industry professional.

The possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities are looking for. It can also give you opportunities to travel, meet people and get the most out of life.

For more information see Mrs Priest (Head of Music)

# PHILOSOPHY AND ETHICS

## GCSE

### This course would suit students who:

Would like follow an exciting, engaging and highly relevant course that is specifically designed to develop critical thinking and communication skills, suitably preparing the foundation for success in every career path, but especially the career paths of law, medicine, public services, journalism and humanitarian work.

### Course Content

We study the AQA GCSE syllabus for Religious Studies: Specification A, which explores philosophical and ethical themes from a diverse range of belief (and none). Co ethical themes from a diverse range of belief (and none). Content includes:

- Arguments for the **Existence and Non-Existence of God**
- **Life Issues**, including Animal Rights, the Environment, Abortion and Euthanasia
- **Relationships**, including Sex, Contraception, Families and Gender Ethics
- **Crime and Punishment**, including Crime, Punishment, Corporal Punishment and the Death Penalty.
- **Peace and Conflict**, including War, Protest, Terrorism, Weapons of Mass Destruction and Peace-making.
- **Human Rights and Social Justice**, including Freedom of Expression, Discrimination, Wealth and Working for Social Justice
- **Study of Religions**, including the Nature of God, the Problem of Evil and the Role of Religion in the Modern World

### Assessment

- **Paper 1 Exam:** Study of Religions. **Duration:** 1 hour 45 minutes.  
**What is being assessed?**  
Students' knowledge of religious belief and practice; Students' ability to explain using evidence from sources of wisdom and authority; Students' ability to formulate powerful and convincing arguments
- **Paper 2 Exam:** Thematic Studies. **Duration:** 1 hour 45 minutes.  
**What is being assessed?**  
Students' knowledge of ethical and philosophical approaches to modern contentious issues; Students' ability to explain using evidence from sources of wisdom and authority; Students' ability to formulate powerful and convincing arguments
- **Achievement:**  
GCSE Grades 9 – 1

### Progression routes from this course could include:

The critical thinking and analytical skills developed in Philosophy & Ethics are strongly desired by universities and employers from a wide range of fields and pathways. In particular, philosophical thinking is most helpful to careers such as law, medicine, social services, journalism, business and humanitarian work.

For more information see Miss Carr (Head of Philosophy and Ethics)

# PHYSICAL EDUCATION AND SPORT GCSE

## **This course would suit students who:**

Are enthusiastic, committed and competent in a variety of sporting contexts. Have a conscientious and hardworking approach to the theory aspect of the course. Have the ability to work independently to produce a quality piece of coursework in a chosen sport.

## **Course content**

1. The theoretical component – 60% of the overall mark

The areas of study in the theoretical component of the course are split into 2, each assessable by a one hour written examination at the end of the course 'Physical factors affecting performance' and 'Socio-cultural issues and sports psychology'.

Applied anatomy and physiology e.g. how the human body works and functions during physical activity and the physiological adaptations that can occur due to diet and training.

Physical training e.g. develop knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

Socio-cultural influences e.g. develop an understanding of how sport impacts on society and exploring the influences of sponsorship and the media.

Sports psychology and health e.g. theories related to acquiring movement skills and key psychological concepts affecting performance.

Fitness and well-being e.g. the physical, emotional and social benefits of sports participation will be understood as well as the consequences of a sedentary lifestyle.

## **The practical component – 40% of the overall mark**

Students will study a minimum of 3 different activities (1 team, 1 individual and 1 more from either list), each activity being worth 10% of the overall qualification. The list of activities is stipulated by the Department for Education. Here are examples of some of the activities we may offer / assess as part of our course delivery at BCS:

Team Activity	Individual Activity
Association Football	Amateur Boxing
Badminton - doubles	Athletics
Basketball	Badminton - singles
Cricket	Golf
Dance	Rock Climbing
Hockey	Rowing
Netball	Skiing / Snowboarding
Rugby Union	Swimming
Table tennis - doubles	Table tennis – singles
Tennis - doubles	Tennis – singles
Volleyball	Trampolining

A comprehensive list of assessable activities can be found on the OCR GCSE Physical Education website – these can be accessed through the 'Guide to non-exam assessment' link.

The practical coursework is worth 10% of the qualification and consists of completing an analysing and evaluating performance task. Students have 14 hours of informal supervision whilst they analyse and evaluate their own performance in an activity (from the practical performance list), evaluating strengths and weaknesses of performance and producing an action plan for improvement.

## **Assessment**

### Theory (60% of the total mark)

Students will sit TWO 1 hour written papers at the end of Year 11. The papers will assess knowledge, understanding and application and are worth 60% of the overall course mark (30% from each paper).

### Practical (40% of the total mark)

THREE different activities must be presented for assessment. All coursework is marked by the teacher, moderated across the Physical Education team in school and is then moderated by an external moderator in Year 11. This is worth 30% of the total course mark. The coursework component completed under controlled conditions is worth 10%.

### **Progression routes from this course could include:**

A Level Physical Education in the sixth form at BCS. BTEC level 3 diploma in sport. Work based training in the sports and leisure industries.

For more information contact Mr O'Brien (Head of PE)

# PSYCHOLOGY

## GCSE

### **This course would suit students who:**

Are interested in finding out about why people behave in the way that they do. Like to learn through discussion-based activities and enjoy doing practical work. Are highly motivated, organised and committed.

Psychology is the scientific study of human and animal behaviour. It is a popular subject to study at all levels (GCSE, A Level and degree). The skills gained from studying psychology are in growing demand in many professional areas including education, research, caring and healthcare professions such as working with children and adults, therapeutic and clinical roles and business. Psychology enables students to develop open, lively and enquiring minds. Students develop a sensitive and confident understanding of human behaviour and understand that the actions and communications of others should not be taken at face value. They do this through developing skills which apply to real world situations.

### **Course Content**

There are two units that make up the GCSE psychology course. The scientific principles which underpin psychology are an integral part of the course and students will have to learn how to present findings in a scientific manner. Students will study a neuropsychology topic where the knowledge will underpin topics listed below. Research methods will feature as a section on both papers alongside 3 topic elements.

#### Unit 1

Criminal psychology  
Development  
Psychological problems

#### Unit 2

Social influence  
Memory  
Sleep and dreaming

For each of the topics studied, content will relate to:

- key concepts
- theories/explanations
- research studies
- real-life applications.

Learners will also be required to study two core studies to support the content of related theories. For each core study, learners should 'tell the story' in a scientific manner. Students will learn how to become critical thinkers and need to develop skills in evaluation.

**Methods of assessment**

There is one examination for unit 1 and one examination for unit 2. Both examinations are 90 minutes long and are taken at the end of Year 11. Each exam is worth 50% of the final GCSE grade and the GCSE grades available are from 9-1. There is no coursework element to the course, but students will undertake practical work as part of their learning about the different methods used by psychologists to study people and their behaviour.

**Progression routes from this course could include:**

GCSE psychology provides students with the necessary skills required for most careers, if not all. The skills developed are highly transferable especially as psychology is now classified as a science subject. Many of our students stay with us in the sixth form to study A Level psychology. They then continue their journey to study psychology at university. Possible careers include any psychological career; clinical, forensic, health, sport, education, counselling (see the careers pages on the British Psychological Society website). Other pathways include courses that involve working with people of all ages (nurseries, teaching, and mental illness).

For more information, please see Mrs Barratt (Head of Psychology)

## ASSESSMENT OVERVIEW

Subject	Controlled Assessments, coursework/ external assessment	Exam	Exam Overview	Exam Board	Level of Entry
English Language	0%	100%	Paper 1: 1 hr 45 min (50%) Paper 2: 1 hr 45 min (50%)	AQA	One entry Grades 9-1
English Literature	0%	100%	Paper 1: 1 hr 45 min (40%) Paper 2: 2 hr 15 min (60%)	AQA	One entry Grades 9-1
Mathematics	0%	0%	Paper 1: 1 hr 30 (33%) Paper 2: 1 hr 30 (33%) Paper 3: 1 hr 30 (33%)	AQA	Higher 9-1 Foundation 5-1
Triple Science	0%	100%	Biology Paper 1: 1 hr 45 min (50%) Biology Paper 2: 1 hr 45 min (50%) Chemistry Paper 1: 1 hr 45 min (50%) Chemistry Paper 2: 1 hr 45 min (50%) Physics Paper 1: 1 hr 45 min (50%) (50%) Physics Paper 2: 1 hr 45 min (50%)	AQA	One entry. Grades 9-1 3 GCSE grades in Biology, Chemistry and Physics
Trilogy Science	0%	100%	Biology Paper 1: 1 hr 15 min (17%) Biology Paper 2: 1 hr 15 min (17%) Chemistry Paper 1: 1 hr 15 min (17%) Chemistry Paper 2: 1 hr 15 min (17%) Physics Paper 1: 1 hr 15 min (17%) Physics Paper 2: 1 hr 15 min (17%)	AQA	2 GCSE grades 9-1 In combined Biology, Chemistry and Physics.
Art	60%	40%	Externally set assignment	AQA	One entry Grades 9-1
Business Studies	0%	100%	Paper 1: 1 hr 45 min (50%) Paper 2: 1 hr 45 min (50%)	AQA	On Entry Grades 9-1

<b>Subject</b>	<b>Controlled Assessments, coursework/ external assessment</b>	<b>Exam</b>	<b>Exam Overview</b>	<b>Exam Board</b>	<b>Level of Entry</b>
Child Development	60%	40%	Exam: 40% Taken in June of Y11	Cambridge Nationals	
Computer Science	0%	100%	Exam Paper 1 = 1hr 30mins Paper 2 = 1hr 30mins	OCR	One entry Grades 9-1
Construction	60%	40%	Exam 40% 1hr 30mins	EDUQAS	Level 1 or 2 Pass/Merit/Distinction or Distinction*
Design & Technology Product Design	50%	50%			
Drama	30% practical assessment	70%	Practical Assessment (30%) Exam: 1 hr 30 min (40%)	Eduqas	One entry Grades 9-1
Film Studies	30% practical assessment	70%	Paper 1: 1 hr 30 min (35%) Paper 2: 1 hr 30 min (35%)	WJEC	
Food and Cookery	60%	40%	Paper 1 40%	VCERT	Level 1 or 2. Pass/merit/distinction or distinction*
Geography	0%	100%	Paper 1: 1 hr 30 min (37.5%) Paper 2: 1 hr 30 min (37.5%) Paper 3: 1 hr 30 min (37.5%)	Edexcel A	One entry Grades 9-1
History	0%	100%	Paper 1: 1 hr 15 min (30%) Paper 2: 1 hr 45 min (40%) Paper 3: 1 hr 20 min (30%)	Edexcel	One entry Grades 9-1
Information Technology (IT)	60%	40%	Unit 1 Exam 1 hr 20 mins (40%) Online examination	WJEC	Level 1 or 2 Pass/merit/distinction*
Modern Foreign Languages French and Spanish	0%	100%	4 exams. 1. Listening (25%) 2. Speaking (25%) 3. Reading (25%) 4. Writing (25%)	AQA	Foundation, Grades 1-5 or Higher, Grades 4-9

<b>Subject</b>	<b>Controlled Assessments, coursework/ external assessment</b>	<b>Exam</b>	<b>Exam Overview</b>	<b>Exam Board</b>	<b>Level of Entry</b>
Music	30% Performing 30% Composing	40%	Paper 1hr 30mins	Eduqas	One entry GCSE Grades 9-1
Philosophy and Ethics	0%	100%	Paper 1: 1 hr 45 min (50%) Paper 2: 1 hr 45 min (50%)	AQA	One entry Grades 9-1
Physical Education and sport	Practical 30% Coursework 10%	60%	Paper 1 30% Paper 2 30%	OCR	GCSE Grades 9-1
Psychology	0%	100%	Paper 1(50%) Paper 2 (50%)	OCR	9-1

## Year 10 Options – 2024

Students will take the following Core subjects:	Option A	Option B	Option C
<ul style="list-style-type: none"> <li>English Language (GCSE)</li> <li>English Literature (GCSE)</li> <li>Maths (GCSE)</li> <li>Physical Education (Core)</li> <li>Science (Combined or Triple GCSE).</li> <li>Personal Development (not examined)</li> </ul> <p>In addition, each student will need to choose <b>3</b> further options, <b>one from each column</b>.</p> <p><b>Students MUST select History, Geography, Spanish, French or Computer Science as <u>one</u> of their options.</b></p> <p><b>The options form must be completed and submitted on-line by 8<sup>th</sup> March. A link will be emailed to parents/carers on 15 February 2024</b></p>	Art	Art	Music
	Geography	Geography	Geography
	Drama	Computer Science	Spanish
	History	History	History
	Technology – Product Design	Physical Education	French
	Food and Cookery	ICT	Child Development
	Business Studies	Philosophy and Ethics	Business Studies
	Construction	Psychology	Psychology
			Film Studies
	Write your preferred options choice for A, B & C		
Write your Reserve Option Choice for A, B & C			

*It is essential that reserve choices are chosen for each option column in case courses do not run or are full. All courses are GCSE or GCSE equivalent – see subject entries in booklet for more information on vocational awards.*