

Name \_\_\_\_\_ Learning Group \_\_\_\_\_



**SARACENS**  
**HIGH SCHOOL**

**Key Stage 4 Options Booklet**  
**2021**

Dear Pupil,

During the coming months you will be choosing the courses that you will be following through Key Stage 4. This is an exciting time, because it will be the first time in your education life, that you will be able to have a say in what you are learning. Throughout your time at Saracens High School, you will have already been inspired and intrigued by some subjects more than others, and now you also have the opportunity to add even more breadth to your study by taking subjects that you have not experienced before.

Making these choices is not always easy, and it is important for you to speak to members of staff, and to members of your family, and to do as much research as possible to make sure you have a clear set of preferences. It is nothing to worry about; you will have lots of opportunities to talk to people about the options, and I would urge you to remember that there are no silly questions, and if you are not clear about something, ask (even if you have asked before). We have plenty of time to make decisions and get things right, and you will have a one to one conversation with an experienced member of staff within the process.

This booklet contains a lot of information, and you will need to read it carefully. You will also need to think about opportunities that you are considering following in the future. These websites might be able to help you.

<https://nationalcareers.service.gov.uk/>

<https://www.prospects.ac.uk/login> (you need to register with an email address)

It can also be interesting to research what comes next. This website shows you all the courses on offer at Universities (<https://university.which.co.uk/>) and this website has information about apprenticeships (<http://www.apprenticeshipguide.co.uk/>).

We offer as much choice as we can, but it is not always possible to run a course which very few pupils choose and some combinations of subjects may prove to be impossible to timetable. For this reason, we ask you to give reserve subjects in order of preference. You will need to give careful thought when deciding upon these as in the rare event where you cannot be given your first choices, we will speak to you personally and make sure that you are in full agreement with your courses.

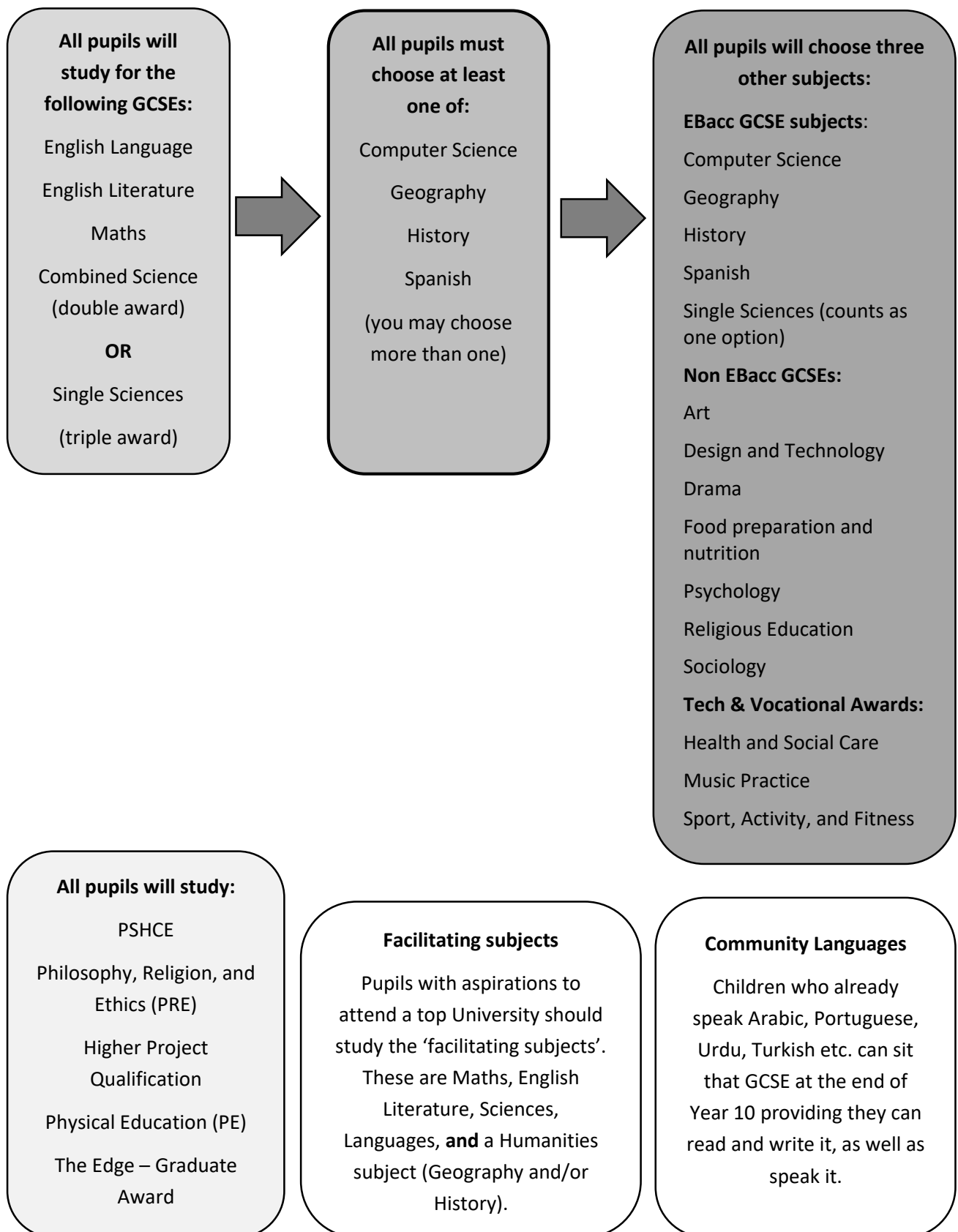
Yours sincerely,



Dr M Stevens

## KEY STAGE 4 CURRICULUM

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## PREPARING FOR SUCCESS AT KEY STAGE 4

### GCSEs and Vocational Qualifications

GCSEs are General Certificates in Secondary Education – they are considered general qualifications and are the most common type of course that pupils follow at Key Stage 4. Pupils with strong GCSE passes will usually go on to study A Levels and then have the opportunity to obtain a degree from a university, other Higher Education institution, or complete a degree level apprenticeship. The main characteristic of GCSEs is that they are assessed by exams at the end of the course. GCSEs are graded 9-1 where Grade 4 is described as a standard pass and Grade 5 is described as a strong pass. Grades 1-3 are a Level 1 qualification with and grades 4-9 being Level 2 qualification.

Vocational qualifications or Technical Awards are more directly linked to a specific job or area of employment and are ideally suited to learners with a preference for practical learning, in addition to theoretical learning. They are also Level 1 and Level 2 qualifications, depending on the grade awarded (Pass, Merit, or Distinction). They focus on the practical abilities you need to get a job in that sector. Vocational qualifications are assessed through a combination of externally assessed examinations and internally assessed units. The internal units may be assessed through a controlled assessment or through a practical assessment. These are not an 'easier' option, and the externally assessed units are as challenging as GCSE examinations.

To help parents and older siblings understand the new 9-1 grading system, this table shows the comparison.

Old grades	New grades
A*	9
	8
	7
B	6
C	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

## **The English Baccalaureate**

The English Baccalaureate was introduced by the government in 2010 as an indicator that young people have been successful in their studies of a range of GCSE subjects. We are pleased to say that this reflects our own curriculum policy for Key Stage 4, where pupils have always been encouraged to select a broad and balanced curriculum.

Our options process enables the vast majority of pupils to successfully gain the English Baccalaureate, where they must achieve a 5 - 9 grade in the following subjects:

- English
- Mathematics
- Two Sciences (Combined, Single Sciences, or Computer Science)
- Geography or History
- Language (Spanish or community languages - Arabic, Bengali, Chinese, Dutch, German, Greek, Gujarati, Hebrew, Italian, Japanese, Panjabi, Persian, Polish, Portuguese, Russian, Turkish, Urdu)

The English Baccalaureate model will not suit all pupils and there are courses available for all ability ranges. Staff will guide pupils and parents in making the right, fully-informed decisions, so that the most suitable courses are chosen.

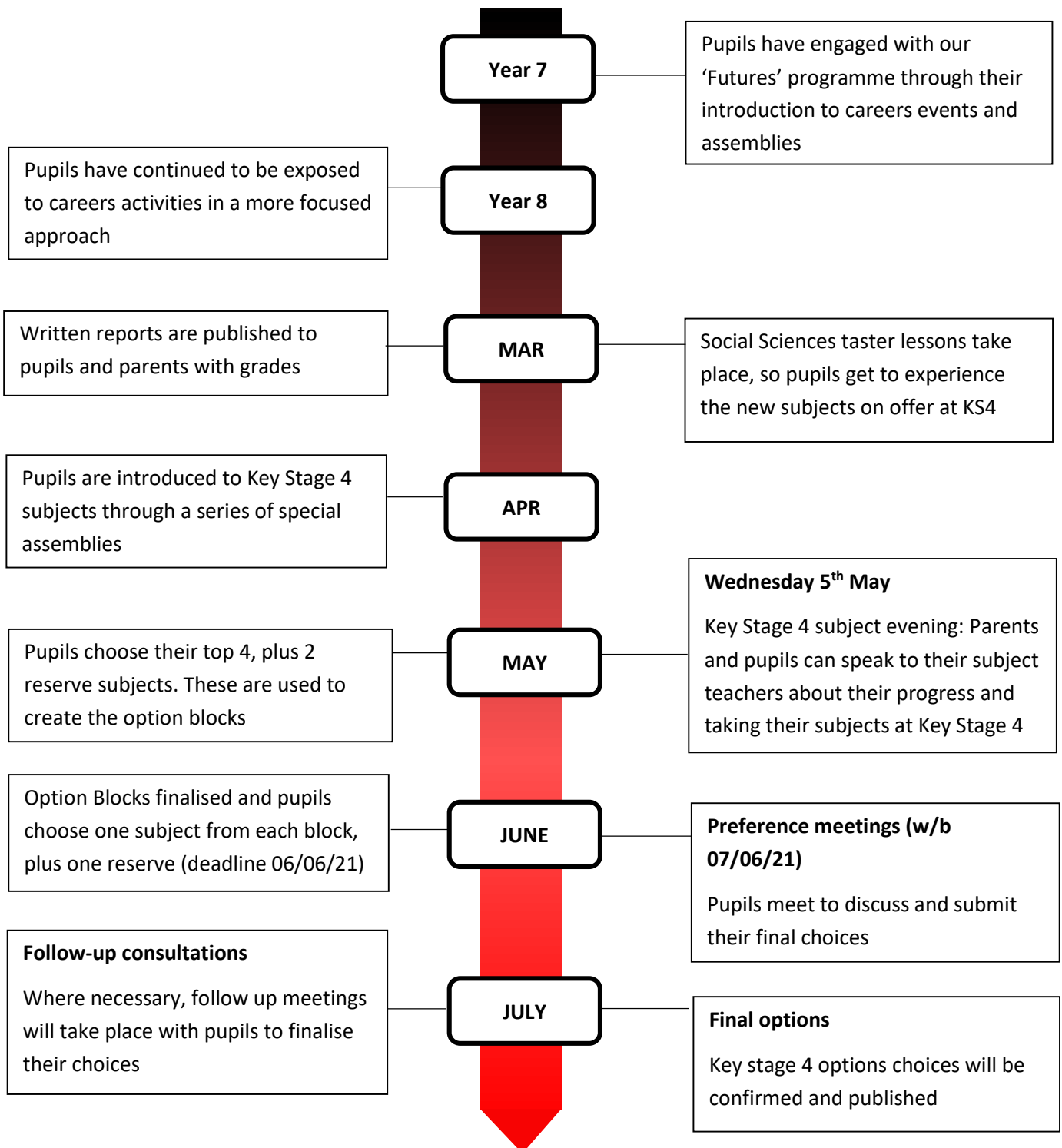
## **Pre-16 Qualifications and University Entrance**

For pupils aspiring to apply for university, the GCSE subjects they take can affect their course choices. Our curriculum model and GCSEs will allow the vast majority of pupils to satisfy every university that they have studied a broad and balanced curriculum during their Key Stage 4. We also continue to offer a wide range of activities through our extra-curricular enrichment programme, and universities like to see pupils making the most of the opportunities presented to them.

When making a university application, many institutions ask for a minimum number of GCSE subjects at a "good pass level" including English and Maths. Due to the nature of grade reform, at the moment there is no standard interpretation of this among universities despite the Education Secretary announcing that the standard pass grade at GCSE is a grade 4. For example, applications to King's College London require a grade 5 in English and Maths, but Leeds, Manchester and Liverpool Universities put a grade 4 as their requirement. We expect that in time, most universities will move to demand pupils to achieve grade 5 in English and Maths.

## PREFERENCES TIMELINE AND KEY DATES

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## ART AND DESIGN

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**Qualification:** GCSE Art and Design

**Exam board and code:** AQA 8201 ([Click here for exam board subject website](#))

### Course details

GCSE Art and Design is an exciting and inspiring course structured to provide pupils with the skills, knowledge and understanding to communicate their ideas in a visual way. This course is suitable for pupils with an interest in developing their creative style through mediums such as Fine Art, Graphic Communication, 3D Art, Photography and Textiles. Pupils will be introduced to a variety of techniques and will learn about artists' work through research and gallery visits.

### Assessment

The GCSE Art and Design course is assessed using assessment objectives (AOs). A successful GCSE applicant will be able to demonstrate the following in each objective:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources
- AO2: Refine work by exploring ideas and experimenting with media
- AO3: Record ideas, observations and insights relevant to intentions as work progresses
- AO4: Present a personal and meaningful response

In order to successfully complete your GCSE in Art and Design you will need to complete two units of work that include the above assessment objectives.

- **Component one: Coursework (60% of final mark)**

A portfolio of work that will contain a series of extended projects that respond to a theme or starting point. This will be concluded by a final outcome.

- **Component Two: Exam (40% of final mark)**

Pupils will create a response to an externally set paper. Pupils will have a limited number of weeks to research their theme and develop ideas and thoughts that relate. This will take the form of a portfolio of work containing primary research, artist connections and exploration. This will be followed by a 10-hour practical exam where pupils create a final piece to finish and bring their project to an end.

### Where should I go if I would like further information?

To find out more please speak to Miss Frankham



## COMPUTER SCIENCE

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**Qualification:** GCSE Computer Science

**Exam board and code:** OCR J277 (From 2020) ([Click here for exam board website](#))

### Course details

The Computer Science GCSE is engaging and practical, encouraging creativity and problem solving. It encourages pupils to develop their understanding and application of the core concepts in computer science. Pupils analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

This qualification will enable pupils to develop:

- Valuable thinking and programming skills that are extremely attractive in the modern workplace
- A deep understanding of computational thinking and how to apply it through a chosen programming language.

### Assessment

- **Paper 1 (J277/01): Computer Systems**

Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks.

The paper consists of multiple choice questions, short response questions and extended response questions.

- **Paper 2 (J277/02): Computational thinking, algorithms and programming**

This paper has two sections: Section A and Section B.

Students must answer both sections. In Section B, pupils have to write or refine algorithms using the high-level programming language they are familiar with.

#### Paper 1 Topics

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

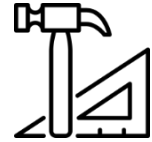
#### Paper 2 Topics

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

### Where should I go if I would like further information?

To find out more please speak to Ms Anwar or





## DESIGN AND TECHNOLOGY

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**Qualification:** GCSE Design and Technology

**Exam board and code:** AQA 8552 ([Click here for exam board website](#))

### Course details

The Design and Technology course follows the path laid out by the AQA exam board. It is a mixture of theory and practical work. 'Each principle should be taught through at least **one** material category or system'. The aim is that by building on skills learnt during years 7 and 8 the pupils will be able to create their own projects from the Design Briefs given to them. The course works on the concept that designers are 'problem solvers'; to this end the pupils will become creative and proficient in their choice of materials, tools and techniques, whilst being able to evaluate, discuss and validate their design decisions. They will make a range of products in a variety of materials to consolidate the theory work. They will use hand tools, and a range of machines of both traditional and contemporary design; including pillar drills, vacuum formers, 3D printers, laser cutters and CNC lathes. They will learn to communicate their designs through both hand drawn, computer aided design (CAD) and modelling.

Pupils are encouraged to study the work of others; a range of designers and design companies to inspire their work. As problem solvers they will be aware of and research changes in the world around them, specifically the technology being introduced to direct us to live more sustainably.

**The GCSE is split into 2 sections; the written exam and the NEA.**

**The written exam section is 50 % of the marks, and covers the areas noted below**

- Core technical principles: Including but not limited to; Industry, Business, Sustainability, Energy generation, Electronics, Mechanical devices, Forces, Stresses and Scales of production.
- Specialist technical principles: We will concentrate on wood, polymers (plastic), electronics and metal work. Textiles, papers and boards will also be covered.
- Designing and making principles; Including but not limited to, choice of materials, making a prototype and tool use.
- The exam paper also contains some maths and science questions relating to design. There is a mixture of multiple choice, short answer and extended answer questions.

**The non-exam assessment (NEA) is worth 50 % of the marks**

- On June 1st during year 10, the exam board will release three criteria for the NEA. The pupil will choose one.
- Over a period of 30 -35 hours (spaced over the approximately six months) the pupils will be required to create 'a small-scale design and make task and produce a final prototype based on a design brief produced by the student.'
- They will produce a portfolio of work that explains their design choices and journey to the final prototype. This will contain a combination of hand written and computer generated work, imagery, research, testing and evaluating.

**Where should I go if I would like further information?**

To find out more please speak to Mrs Garrett-Gunn

# DRAMA



**Qualification:** GCSE Drama

**Exam board and code:** Edexcel 1DR0 ([Click here for exam board subject website](#))

## Course details

<b>Year 9</b>	<p><b>S1 Introduction to Drama GCSE</b></p> <p>You will engage with the basic skills of Drama through the study of the play DNA by Dennis Kelly and will perform a scene for assessment.</p> <p><b>S2-3 National Theatre Connections Project</b></p> <p>You will work as a company being auditioned for design and performance roles to be performed at the school and at a local professional theatre. You will keep a portfolio of the work created.</p> <p><b>S4-5 Face the play by Benjamin Zephaniah</b></p> <p>You will study Face the play by Benjamin Zephaniah from the point of view of an actor, designer and director and will practise exam essay writing based on this study.</p> <p><b>S6</b> You will rehearse and perform an extract from Face the play which will be assessed using the Component 2 criteria.</p>
<b>Year 10</b>	<p><b>S1-4 Component 1: Devising</b></p> <p>You will work as an ensemble alongside an external practitioner creating your own play to be performed at the Barbican. You will keep a portfolio of the work created.</p> <p><b>S5-6 Component 3: Theatre Makers in Practise</b></p> <p>You will study An Inspector Calls from the point of view of an actor, director and designer. You will practise exam style questions.</p>
<b>Year 11</b>	<p><b>S1-3 Component 2: Text in Performance</b></p> <p>You will read a contemporary play and perform or design two extracts from it for an external examiner.</p> <p><b>S4 &amp; 5 Component 3: Theatre Makers in Practise</b></p> <p>You will attend a professional performance which you will then review for your final written exam. You will also revise An Inspector Calls from the point of view of an actor, director and designer. You will practise exam style questions.</p>

## Assessment

**Component 1: Devising (40% of final grade)** Performance (/15) and a portfolio (/ 45)

**Component 2: Text in Performance (20% of final grade) External examiner** Performance (/48)

**Component 3: Theatre Makers in Practise (40% of final grade)** Summer GCSE written exam (/60)

**Is there anything else I need to know?** You don't have to want to be an actor to study Drama. Studying Drama GCSE will develop skills that employers are looking for such as: Creativity; Confidence; Critical Thinking; Quick thinking; Evaluation Skills; Problem Solving; Cooperation/Collaboration; Presentation Skills.

**Where should I go if I would like further information?** Please speak to Ms Nicoll

# ENGLISH LANGUAGE

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**Qualification:** GCSE

**Exam board and code:** AQA 8700 ([Click here for the specification](#))

## Course details

The English Language GCSE enables pupils to develop as proficient readers and writers – both for fiction and non-fiction texts. Throughout Years 9, 10 and 11, pupils will be practising and mastering the following skills:

- Identifying implicit and explicit information from texts
- Analysing language and structure
- Evaluating texts
- Comparing texts as well as writers' viewpoints and ideas
- Descriptive writing
- Narrative writing
- Writing to argue/persuade
- Writing to explain/instruct/advise
- Writing a range of non-fiction text types (i.e. newspaper, letter and speech writing)

## Assessment

There are two externally assessed exams. Each are worth 50% of your English Language GCSE:

Paper 1 (1 hour 45 minutes): Explorations in creative reading and writing.

Paper 2 (1 hour 45 minutes): Writers' viewpoints and perspectives.

## Is there anything else I need to know?

You can start to prepare yourself for your English Language GCSE by reading a wide variety of texts and genres, including: newspaper articles; magazine articles; non-fiction books; fictional texts; speeches; and formal letters.

You can also practise using interesting vocabulary as well as highly accurate spelling, punctuation and grammar in any piece of writing you do as these skills are assessed in the writing section of both papers.

## Where should I go if I would like further information?

Please speak to anyone in the English subject area if you have any questions.

# ENGLISH LITERATURE

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**Qualification:** GCSE

**Exam board and code:** AQA 8702 ([click here for the specification](#))

## Course details

The English Literature GCSE provides pupils with opportunities to thoroughly explore, shape their own opinions about, and morally learn from, a variety of texts and their characters. The texts range from those published in the 1600s to more recent literary work. The ones we have selected to study include:

- *Macbeth (William Shakespeare)*
- *A Christmas Carol (Charles Dickens)*
- *An Inspector Calls (J.B Priestley)*
- *Power and Conflict Poetry (including poems written by Ted Hughes and Carol Ann Duffy)*

Pupils will also learn to effectively explore, analyse and compare two unseen poems.

## Assessment

There are two externally assessed exams for the English Literature GCSE:

Paper 1 (1 hour 45 minutes): Shakespeare and the 19th–Century Novel. **This paper is worth 40% of your English Literature GCSE.**

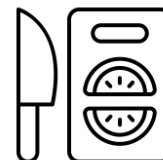
Paper 2 (2 hours 15 minutes): Modern Texts and Poetry. **This paper is worth 60% of your English Literature GCSE.**

## Is there anything else I need to know?

You can start to prepare yourself for your English Literature GCSE by reading different texts written by the authors you will be studying and also by conducting your own independent research on the lives of these authors and what Britain was like when they published their writings.

## Where should I go if I would like further information?

Please speak to anyone in the English subject area if you have any questions. Please also speak to Miss Anjali, our Saracens High School Librarian, if you would like to read any texts published by one of the authors we will be studying.



## FOOD PREPARATION AND NUTRITION

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**Qualification:** GCSE in Food Preparation and Nutrition

**Exam board and code:** Eduqas C560P1 ([Click here for the exam board website](#))

### Course details

This GCSE in Food Preparation and Nutrition will equip pupils with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It enables them to make informed decisions about food and nutrition to be able to feed themselves and others affordably and nutritiously, now and later in life.

By studying food preparation and nutrition you will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

### Assessment

**Component 1:** Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes (50% of qualification)

**Component 2:** Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed, externally moderate 8 hours (50% of qualification)

#### Assessment 1: The Food Investigation Assessment

A scientific food investigation which will assess knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

#### Assessment 2: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

### Is there anything else I need to know?

Knowledge and understanding of the topic areas can be gained via class notes, completion of work booklets, watching videos, group and individual research, on-line interactive activities, and, of course, practical cooking sessions. There will be regular cookery demonstrations and visits.

### Where should I go if I would like further information?

If you have any questions, please ask Mrs Cenci.



## GEOGRAPHY

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**Qualification:** GCSE Geography

**Exam board and code:** Edexcel 1GB0 ([Click here for the exam board website](#))

### Course details

Geography gives pupils the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen understanding of geographical processes, highlight the links between people and environments at different scales, and develop pupils' geographical investigative skills. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

Getting out and completing their own geographical investigations is an essential part of Geography GCSE. During the course they will take part in two fieldwork trips in a variety of environments.

The Geography syllabus covers a wide variety of topics through three units.

**Unit 1:** Global Geographical Issues: Hazardous Earth (climate change, extreme weather hazards and tectonic hazards); Development dynamics (global inequality, a depth study of how one emerging country is developing and the consequences for people, environment and the country's relationship with the wider world); Challenges of an urbanising world (causes and challenges of rapid urbanisation across the world, plus one depth study of a megacity in a developing country).

**Unit 2:** UK Geographical Issues: The UK's evolving physical landscape (geology, coastal change and conflict, river processes and pressures); The UK's evolving human landscape (socio-economic and political processes, plus a case study of a major UK city); Geographical investigations (two investigations – either coasts or rivers and either urban or rural areas).

**Unit 3:** People and Environment Issues – Making Geographical Decisions: People and the biosphere (ecosystems and human uses of resources); Forests under threat (tropical rainforests and the taiga, biodiversity and sustainable use and management); Consuming energy resources (renewable and non-renewable energy, energy security, sustainable use and management).

### Assessment

The course is assessed through 3 externally examined papers.

- Paper 1 – Global Geographical Issues. 1 hour 30 minutes. 37.5% of the qualification.
- Paper 2 – UK Geographical Issues. 1 hour 30 minutes. 37.5% of the qualification.
- Paper 3 – People and Environmental Issues – Making Geographical Decisions. 1 hour 30 minutes. 25% of the qualification. This examination will consist of a booklet of sources, provided in the examination, that the pupil uses, analyses and interprets, so they are able to make reasoned justifications for proposed solutions.

### Is there anything else I need to know?

Good literacy is essential, as spelling, punctuation and grammar are assessed throughout the paper, which includes 12-mark extended writing questions. Use of geographical information systems (GIS) on computers is an essential skill they will develop during the course.

### Where should I go if I would like further information?

Speak to Miss Morphitis or Miss Hirst if you have any questions



## HEALTH AND SOCIAL CARE

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**Qualification:** Tech Award in Health and Social Care

**Exam board and code:** Pearson Tech Award 603/0395/5 ([Click here for the specification](#))

### Course details

Health and Social Care is a course designed for pupils with an interest in pursuing further education or a career in a health and/or social care setting such as nursing and childcare. It is vital that pupils have good communication skills and the ability to work independently as the course is predominantly coursework based which requires writing.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This Award complements the learning in GCSE programmes such as GCSE English. It will complement some scientific aspects of GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context.

### Assessment

Learners will study three units

Unit	Assessment
Component 1 – Human lifespan development	Internally assessed and externally verified
Component 2 – Care services and values	Internally assessed and externally verified
Component 3 – Health and well-being	Completed internally, under supervised conditions. Externally assessed.

### Is there anything else I need to know?

The award is equivalent to GCSE, it is a level 2 course and is graded as Pass, Merit and Distinction.

All learners complete a portfolio of coursework evidence for each assessed unit

### Where should I go if I would like further information?

Please speak to Miss Tahsin if you have any questions.



## HISTORY

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**Qualification:** GCSE

**Exam board and code:** AQA History GCSE 8145 ([Click here for exam board subject page](#))

### Course details

Our History GCSE aims to promote pupils' understanding of the world in which they live, and to allow them to make informed decisions based on evidence and information about the past. In a modern society where we are all subjected to techniques of mass persuasion, a secure grounding in the knowledge and skills developed in history is a fundamental prerequisite for citizenship, political, social, religious and personal development. By the end of the course pupils will have looked at a wide range of topics and will thus understand that to comprehend the world in which they live today they must first know about the past.

### Topics you will study:

- Norman England 1066-1100
- Migration 790-present
- Conflict and Tension: The Inter-War Years 1918-1939
- Germany 1890 – 1945

### Assessment

All assessments in History are written examinations (2 hours). Both examinations will feature a combination of source questions and essay questions; which pupils will develop the skills to answer throughout the course.

- Paper 1: Understanding the modern world – this helps pupils to understand key developments and events in modern world history.
- Paper 2: Shaping the nation – this enables pupils to understand key developments and events in the history of Britain.

### Is there anything else I need to know?

We welcome all student Historians! However, there are certain skills that will help you to truly relish your History GCSE. The course is best suited to pupils who are meeting targets in English, who are organised, hardworking and believe in meeting deadlines both in school and in home learning. Additionally, having a keen interest in the past and being willing to engage in class discussions and historical debates are both desirable qualities.

### Where should I go if I would like further information?

If you have any further questions, please speak to Miss Luscombe





## MUSIC PRACTICE TECH AWARD

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**Qualification:** Tech Award in Music Practice

**Exam board and code:** Pearson Level 1/Level 2 Tech Award in Music Practice 603/2973/7 ([Click here for the exam board website](#))

### Course details

The Tech Award in Music is a practical introduction to life and work in the Music industry. You will be learning how the industry works and its different roles. You will learn how to record and set up equipment for both performances and rehearsals. This Tech Award is a great opportunity to develop your music knowledge and skills and will present the opportunity to visit professional studios and Music labels such as Sony.

The components will allow you to focus on a variety of skills including instrumental skills, understanding music and music theory, writing music using technology, and live performances (solo and ensemble). You will learn how to use digital audio software and equipment for writing, recording and producing music as well as other projects. Throughout the course you will enhance your knowledge of recording studio techniques, radio production techniques, and listening and analysing.

### Assessment

This course is made of 3 units:

#### **Exploring Music products and Styles**

30% of the overall grade, assessed by internal portfolio (externally moderated)

#### **Musical skills development**

30% of the overall grade, assessed by internal portfolio (externally moderated)

#### **Responding to a commercial brief**

A set task completed under supervised conditions. 40% of the overall grade, assessed by an external assessor

### Is there anything else I need to know?

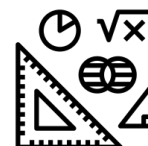
This subject is practical, and so you need to either already play an instrument and be willing to commit to practicing daily, or you need to love creating music on computer and be willing to spend the time necessary to progress.

If you do not play an instrument yet, but love music, do not worry. If you are committed, you will reach an appropriate standard by the end of the course.

### Where should I go if I would like further information?

Ask Mr Guez any questions you have about this option.

# MATHEMATICS



**Qualification:** GCSE

**Exam board and code:** Pearson 1MA1 ([Click here for the specification](#))

## Course details

The Mathematics GCSE is designed to test pupils' conceptual understanding of Mathematics, with a large part of the exam testing pupils' ability to use skills they have learnt to solve problems in context. We therefore deliver a mastery curriculum which builds depth of knowledge, mathematical fluency and encourages pupils to regularly make connections, problem solve and apply their skills to unfamiliar contexts. We believe this is the best way to equip pupils for the GCSE and to ensure they have essential skills for life.

The GCSE covers 6 topics:

- Number
- Geometry
- Ratio & Proportion
- Algebra
- Statistics
- Probability

## Assessment

The GCSE is made up of 3 papers, each with equal weighting:

1. Paper 1: Non-calculator (80 marks, 1 hour & 30 minutes)
2. Paper 2: Calculator (80 marks, 1 hour & 30 minutes)
3. Paper 3: Calculator (80 marks, 1 hour & 30 minutes)

Pupils will sit one of two tiers:

- Foundation tier: Grades 1 to 5 (most weighting on Ratio & Proportion)
- Higher tier: Grades 3 to 9 (most weighting on Algebra)

Assessment Objectives		% Foundation	% Higher
<b>AO1</b>	Use and apply standard techniques	50	40
<b>AO2</b>	Reason, interpret and communicate mathematically	25	30
<b>AO3</b>	Solve problems within mathematics and in other contexts	25	30
	Total	100%	100%

## Where should I go if I would like further information?

Please see your Maths teacher or Mrs Mander if you would like any further information about the Mathematics GCSE, or any one-to-one support.

## Recommended revision resources:

- CGP Edexcel Mathematics (For the Grade 1-9 Course) Revision Guide
- CGP Edexcel Mathematics (For the Grade 1-9 Course) Exam Practice Workbook



## PSYCHOLOGY

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**Qualification:** GCSE Psychology

**Exam board and code:** Edexcel 1PS0 ([Click here for the exam board website](#))

### Course details

Psychology is a social science and studies the human mind and behaviour. Research in psychology seeks to understand and explain how we think, act, and feel. There are lots of types of psychology, including cognitive psychology, developmental psychology, biological psychology and social psychology that the course touches on. The course requires pupils to learn and understand psychological theories and studies and apply these to real scenarios as well as evaluate the strengths and weaknesses of them. There is also some math involved as pupils must know how to interpret and use data effectively.

The course gives an introduction into these different disciplines and covers seven topics:

- Development
- Memory
- Psychological problems
- The brain and neuropsychology
- Social influence
- Criminal psychology
- Sleep and dreaming

As well as these topics, we also consider how psychologists go about finding things out, so we consider the research methods used in their investigations and this forms the eighth topic studied. The course addresses many interesting questions such as, are some people born to kill? Why don't we help others? What are dreams? Why do we follow orders so easily? What causes antisocial behaviour disorder?

You will never see yourself or others in the same way again!

### Assessment

#### **Paper 1 (55% of qualification)**

Written exam 1 hour 45 minutes

#### **Paper 2 (45% of qualification)**

Written exam 1 hour 20 minutes

*All papers have a range of multiple-choice questions, with short and extended answer essay questions.*

### **Where should I go if I would like further information?**

To find out more, please speak to Miss Tahsin

## RELIGIOUS STUDIES

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**Qualification: GCSE Religious Studies A: Christianity and Islam**

**Exam board and code:** AQA Religious Studies A 8062 ([Click here for exam board website](#))

### **Course details**

Religious Studies gives you a good understanding of Islam and Christianity, their historical development and their relationship with the world in which we live. You will gain insight into the theological, ethical, cultural, political and philosophical issues of religion.

The GCSE consists of two components. Component 1 is the study of religions: beliefs, teachings and practices. The religions we will study are Christianity and Islam. Component 2: Thematic studies comprises of four religious, philosophical and ethical studies themes. The four themes that we will be studying are; Theme C: The existence of God and revelation, Theme D: Religion, peace and conflict, Theme E: Religion, crime and punishment, and Theme F: Religion, human rights and social justice.

In Year 9 we will focus of the key beliefs and practices of Islam and Christianity.

### **Assessment**

Two written exams that are each 1 hour 45 minutes. Each exam is worth 50% of the GCSE and will be on one of the above components. Each exam is worth 96 marks, plus 6 marks for the quality of spelling, punctuation and grammar.

On the first paper, both Christianity and Islam will have a section, and each section has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.

The second paper will contain four 'themes'. Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.

### **Is there anything else I need to know?**

Religious Studies is academically challenging, it a preferred subject at A level, and it is valued by employers and educational institutes alike.

The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate.

### **Where should I go if I would like further information?**

Speak to Ms Wilson if you have any questions



## SCIENCE COMBINED (DOUBLE GCSE: TRILOGY)

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**Qualification:** Double Award GCSE

**Exam board and code:** Trilogy (Double Award) AQA 8464 ([Click here for exam board website](#))

### Combined Science Trilogy Course details:

Biology	Chemistry	Physics
<ol style="list-style-type: none"><li>1. Cell biology</li><li>2. Organisation</li><li>3. Infection and response</li><li>4. Bioenergetics</li><li>5. Homeostasis and response</li><li>6. Inheritance, variation and evolution</li><li>7. Ecology</li></ol>	<ol style="list-style-type: none"><li>1. Atomic structure and the periodic table</li><li>2. Bonding, structure, and the properties of matter</li><li>3. Quantitative chemistry</li><li>4. Chemical changes</li><li>5. Energy changes</li><li>6. The rate and extent of chemical change</li><li>7. Organic chemistry</li><li>8. Chemical analysis</li><li>9. Chemistry of the atmosphere</li><li>10. Using resources</li></ol>	<ol style="list-style-type: none"><li>1. Energy</li><li>2. Electricity</li><li>3. Particle model of matter</li><li>4. Atomic structure</li><li>5. Forces</li><li>6. Waves</li><li>7. Magnetism and electromagnetism</li></ol>

Year 9 will begin with topics that include cell biology; waves; forces; electrolysis; organisation; atomic structure and the periodic table; homeostasis and responses; bonding, structure, and the properties of matter.

### Assessment

The combined science course is worth two GCSEs. The qualification is assessed by six, 1 hour 15 minute exams; two in biology, two in chemistry and two in physics. As well as assessing subject knowledge and understanding, pupils will also be assessed in the skills required in working scientifically, maths and practical assessments.

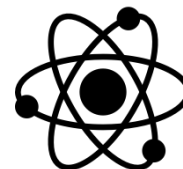
Each exam paper is out of 70 marks and consist of multiple choice, structured, closed short answer, and longer open response questions.

### Is there anything else I need to know?

Science helps you to develop your critical thinking skills and decision making. You will develop your team work and communication skills as well as open up many opportunities in a wide range of careers. You can take A Level Biology, Chemistry, and Physics having done the combined science GCSE, as long as you get the required grades.

### Where should I go if I would like further information?

Speak to your Science Teacher and if you are not sure between the combined science trilogy course or single sciences visit this [website](#)



## SINGLE SCIENCES (TRIPLE GCSE)

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**Qualification:** Single Sciences Triple Award GCSE

**Exam board and code:** Triple Award AQA 8461 ([Biology](#)), 8462 ([Chemistry](#)), 8463 ([Physics](#))

Click on the subject hyperlinks above for further details

### Single Sciences Course details:

Biology – 1 GCSE	Chemistry – 1 GCSE	Physics 1 GCSE
<ol style="list-style-type: none"><li>1. Cell biology</li><li>2. Organisation</li><li>3. Infection and response</li><li>4. Bioenergetics</li><li>5. Homeostasis and response</li><li>6. Inheritance, variation and evolution</li><li>7. Ecology</li><li>8. Key ideas</li></ol>	<ol style="list-style-type: none"><li>1. Atomic structure and the periodic table</li><li>2. Bonding, structure, and the properties of matter</li><li>3. Quantitative chemistry</li><li>4. Chemical changes</li><li>5. Energy changes</li><li>6. The rate and extent of chemical change</li><li>7. Organic chemistry</li><li>8. Chemical analysis</li><li>9. Chemistry of the atmosphere</li><li>10. Using resources</li></ol>	<ol style="list-style-type: none"><li>1. Energy</li><li>2. Electricity</li><li>3. Particle model of matter</li><li>4. Atomic structure</li><li>5. Forces</li><li>6. Waves</li><li>7. Magnetism and electromagnetism</li><li>8. Space physics (physics only)</li></ol>

Single sciences cover all the same information in the combined science trilogy course, and then extended with further topics. You will study the same four periods a week of core science as the whole year group covering the common topics, but single sciences will also count as one of your options giving you a further three periods of week.

### Assessment

It is assessed by six, 1 hour and 45 minute exams, two in each of the subjects, Biology, Chemistry, and Physics.

As well as assessing subject knowledge and understanding, pupils will also be assessed in the skills required in working scientifically, maths and practical assessments.

Each exam paper is out of 100 marks and is worth 50% of each GCSE. They consist of multiple choice, structured, closed short answer, and longer open response questions.

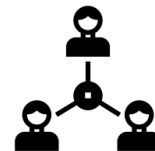
### Is there anything else I need to know?

With seven periods of science a week, you must love the subject.

### Where should I go if I would like further information?

Speak to your Science Teacher and if you are not sure between the combined science trilogy course or single sciences visit this [website](#)

# SOCIOLOGY



**Qualification:** GCSE Sociology

**Exam board and code:** AQA 8192 603/0798/5 ([Click her for exam board website](#))

## Course details

Sociology studies the structure and ‘functions’ of society. Pupils will develop a greater knowledge of how our modern society works: How we become the people we are; what influence nature has on us over our upbringing and the people around us (nurture).

It is a chance to study and debate many of the current issues faced by society today, for example; poverty, inequality and welfare, education, crime, media, family and so on.

Pupils will have a working knowledge of some of these issues through personal experience of family life and education as well as an awareness of crime or discrimination in our society. The course requires pupils to learn and understand different sociological concepts, theories and studies and evaluate strengths and weaknesses of them. They must also apply their knowledge when interpreting data from statistics and other research, which does involve some maths.

Year 9 and 10 topics will include:

- Social processes
- Families
- Education

Year 11 topics will include:

- Social structures
- Social stratification
- Crime and deviance

Research methods will be covered in all years.

## Assessment

Two written examination papers of 1 hour 45 minutes (each 50% of the qualification).

All papers have a range of multiple choice questions, with short and extended answer essay questions.

## Where should I go if I would like further information?

To find out more , please speak to Miss Tahsin



## SPANISH

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**Qualification: GCSE**

**Exam board and code:** AQA Spanish (8698)

### Course details

Pupils will study all of the following themes on which the assessments are based.

[Theme 1: Identity and culture](#)

[Theme 2: Local, national, international and global areas of interest](#)

[Theme 3: Current and future study and employment](#)

We will start our GCSE course in Year 9 with the first half term focused on revisiting topics covered in Year 7 and Year 8. At the end of Year 9, pupils will all be able to sit a Foundation GCSE exam past paper.

- **Year 9 topics:** Holidays, School and My community.
- **Year 10 topics:** Sports and entertainment, The world of work and Traditions and Customs.
- **Year 11 topics:** The environment, Areas and cities, revision and Exam practice.

### Assessment

You will find that the way you have been assessed in Years 7 - 9 is very similar to the way you will be examined at the end of Year 11. This is so that you have built up the necessary skills and confidence to succeed at GCSE.

There are four exams:

Listening (25%) – 35 or 45 minutes (Foundation/Higher)

Speaking (25%) – 7 or 10 minutes (Foundation/Higher) + preparation time

Reading (including translation into English 25%) – 45 or 60 minutes (Foundation/Higher)

Writing (including translation into Spanish 25%) – 1h or 1h 15 minutes (Foundation/Higher)

These will all take place during the Summer exam season at the end of Year 11

### Is there anything else I need to know?

The revision guides recommended for pupils are: AQA GCSE Spanish revision workbook and the AQA GCSE Spanish grammar and translation workbook.

*“In today’s world English graduates without languages are at a real disadvantage.” says Anny King, French-born director of the Centre of Languages at Cambridge University*

Languages are highly valued by employers and universities because they teach you transferable skills such as:

- Communication skills
- Organisational skills
- Interpersonal skills
- Skills of analysis
- Intercultural understanding
- Working independently
- Teamwork
- Problem-solving skills
- Absorbing and retaining complex information
- Self-motivation

### Where should I go if I would like further information?

Speak to your teachers directly or check the following resources:

<https://www.memrise.com/>

<http://www.all-languages.org.uk/uploads/files/Press%20Releases/Work%20Talk.pdf>

<http://creative.dailymail.co.uk/dcsf/modernlanguages/ml-didyouknow.html>

<http://www.telegraph.co.uk/education/educationopinion/10126883/Why-learn-a-foreign-language-Benefits-of-bilingualism.html>



## SPORT, ACTIVITY AND FITNESS

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### Qualification: Tech Award

**Exam board and code:** Pearson Level 1/Level 2 Tech Award in Sport, Activity and Fitness (Qualification Number 603/0473/X) ([Click here for the specification](#))

### Course details

The course is made up of three components:

1. Understanding the body and supporting technology for sport and activity
2. Developing an understanding of the principles of training, nutrition and psychology for sport activity
3. Applying the principles of sport and activity.

In Year 9, pupils will mainly explore and develop their knowledge of the body systems (including the musculoskeletal system, respiratory system and cardiovascular system) and their responses and adaptations due to exercise and sport. How the body can get injured in sports the common sports injuries, causes and prevention of these injuries and the rehabilitation of these injuries.

### Assessment

The course is assessed using both internal and external means.

**Component 1** will be internally assessed and makes up 30% of the final grade. This will be in the form of written reports/essays and presentations.

**Component 2** is assessed via an external examination that is set by the awarding examination board, and this will make up 40% of the final grade. The examination is 1 hour 30 minutes.

**Component 3** is internally assessed using synoptic techniques, and will make up the remaining 30% of the final grade.

### Is there anything else I need to know?

You do not need to be an excellent sports person to be able to complete this course – very little, if any of the assessment will be based upon how ‘good’ you are at a particular sport. It is much better to have an interest and passion for sport, the body, and physical activity.

### Where should I go if I would like further information?

If you have any questions please ask Mr Giles or Ms Green