



Saint Joseph's
CATHOLIC SCHOOL

KS4 Curriculum Book 2020-23

www.sjcs.org.uk

THE OPTIONS PROCESS

Introduction

As you move from Key Stage 3 to Key Stage 4 you will experience new ways of working and new subjects alongside familiar ones. It is exciting but also challenging; exciting because you have some choice in what you study, challenging because we give you more responsibility over organising yourself and your time.

This handbook tells you what is on offer in Key Stage 4. As well as reading it through, it is important you talk to people: parents and carers, teachers, the school careers adviser and of course older students actually doing the courses, who can tell you exactly what studying the course is like. They can all help you reach the best decision.

Do not be shy about asking for advice as you are going to make some important decisions. We all look forward to further discussions with you and your parents/carers.

What is the background?

We believe in a curriculum that matches your needs and interests because if you are interested in something you will usually do well at it and get good results.



Core Curriculum

These are the subjects that everyone has to follow: English Language, English Literature, Mathematics, Science, Religious Education, PSHEE and Physical Education.

In addition you should then choose 4 additional subjects to study outside of the core curriculum.

Here are a few pointers on how – and how not – to make the right choices:

- Choose your optional subjects because you think you'll be good at them, and that they will interest you;
- If you're not sure what you might want to do, ensure you've got a good mix of GCSE subjects – you could follow the English Baccalaureate pathway;
- Don't choose subjects because you want to be with a best friend or an inspirational teacher – your friendship may not last and the inspirational teacher may leave!
- If you're already thinking about a particular type of course, take a look at the entry requirements for specific courses at university and work back from there.

English Baccalaureate

As a school, we strongly recommend that our pupils take all of the subjects that make up the English Baccalaureate (EBacc). This means either French or Spanish AND History or Geography. It is widely recognised and considered to be a comprehensive and wide-ranging collection of subjects to help facilitate the next stages of education.

All subjects, core and non-core, which are likely to be available next year are outlined in this booklet. At this stage we cannot guarantee that every subject will run; it depends on how many students choose it.

THE OPTIONS BLOCKS

Introduction

When choosing your preferred subjects, you will need to ensure you select **one** from **each** of the **red option blocks** below:

Compulsory

English Language
English Literature
Mathematics
Religious Education
Combined Science
*Physical Education
(Core)
*Personal Social,
Health & Education
(PSHEE)

* = Non examined subjects

Option Block 1

Geography
French
Art
BTEC Creative Media
Production
Food Preparation &
Nutrition

Option Block 2

Computing
Spanish
Music
Drama
Product Design
Dance

Option Block 3

Triple Science
History
Sociology
GCSE PE
NCFE Health &
Fitness

Option Block 4

Triple Science
History
Geography
French
Spanish

Personalised Curriculum Interview

Having considered your preferred subjects, please ask your parent(s) / carer(s) to contact Mrs Fenwick (sfe@sjcs.org.uk / 01722 335380) to arrange your personal appointment with Mr McGuinness if you haven't already done so.

At this meeting you will have the opportunity to discuss any questions you may still have as well as ensuring all choices are the best fit for a chosen future path.



GCSE ENGLISH LANGUAGE (9-1)

The Course

All pupils will take two GCSEs: one in English Language and one in English Literature. All students will achieve 2 GCSEs in English by the end of the course.

All students will follow a course which assesses their reading and writing skills, but also develops many of the transferable skills essential to success across the curriculum, such as analysis, summary and extended writing. Additionally, there is a Speaking and Listening element to the course which does not form part of the final grade.

The Language course is assessed on final exams only. There are no tiers in the exam so all students will complete the same end of course examination.

Website: www.aqa.org.uk

Assessment

Paper One: 50% of overall grade.

1 hour 45 minute exam containing two sections: reading and writing.

Reading– students read a fictional extract (previously unseen) and answer four questions about it.

Writing– a creative writing piece, from a prompt, from a choice of two.

Paper Two: 50% of overall grade.

1 hour 45 minute exam containing two sections: reading and writing.

Reading– students read two linked extracts (from different time periods and genres) and answer four questions about them.

Writing– students complete an extended piece of writing giving a personal response to a prompt.

Post 16

Academic	Employment
A Level English Literature A Level English Language A Level English Language/ Literature A Level Communication and Culture A Level Film Studies A Level Law A Level Media Studies	Law, Journalism, Publishing, Marketing, Advertising, Teaching, Public Relations and is highly valued by most employers.

Subject Contact

Mrs Pearson



GCSE ENGLISH LITERATURE (9-1)

The Course

All pupils will take two GCSEs: one in English Language and one in English Literature. All students will achieve 2 GCSEs in English by the end of the course.

In Literature the focus is on reading and responding to a variety of texts including novels, poetry and plays. All students will study at least one Shakespeare text and a 19th Century British novel alongside more contemporary works.

The Literature course is assessed on final exams only. There are no tiers in the exam so all students will complete the same end of course examination. Website: www.aqa.org.uk

Assessment

Paper One: 40% of overall grade.

1 hour 45 minute exam containing two questions– one on a studied Shakespeare play and one on a studied 19th century novel.

Paper Two: 60% of overall grade.

2 hour 15 minute exam containing four questions – one on a studied modern text, one comparing studied poetry and two on unseen poetry.

Both exams will be closed book.

Post 16

Academic	Employment
A Level English Literature A Level English Language A Level English Language/ Literature	Law, Journalism, Publishing, Marketing, Advertising, Teaching, Public Relations and is highly valued by most employers.

Subject Contact

Mrs Pearson



GCSE MATHEMATICS (9-1)

The Course

This qualification in Mathematics will provide evidence of students' achievements against demanding and fulfilling content, to give students the confidence that the mathematical skills, knowledge and understanding that they will have acquired during the course of their study will provide a strong foundation for further academic and vocational study and for employment.

This qualification in Mathematics enables students to:

- Develop fluent knowledge, skills, and understanding of mathematical methods and concepts;
- Acquire, select and apply techniques to solve problems;
- Reason mathematically, make deductions and inferences, and draw conclusions;
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Assessment

The assessments will cover the following:

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

Pupils will be entered for the Foundation tier or the Higher tier – Foundation: grades 1 to 5, Higher: grades 4 to 9 (grade 3 allowed)

- The qualification consists of three written papers at the end of the course, each 1 hour 30 minutes long.
- Paper 1 is a non-calculator assessment, and a calculator is allowed for Paper 2 and Paper 3.
- The volume of subject content has increased compared to the previous specification.
- In the assessments there's a greater emphasis on problem solving and mathematical reasoning.
- Students will be required to memorise formulae.

Post 16

Academic	Employment
A Level Mathematics A Level Business A Level Further Mathematics A Level Computing A Level Economics A Level Environmental Science A Level Geology A Level Physics A Level Psychology A Level PE BTEC Level 3 Engineering	In great demand by employers. Engineering, Architecture, Teaching, Accountancy, Financial Services, Retail, IT and Computing, Actuary, Research, Advertising, Barrister, Health Management, Journalism, Marketing, Solicitor, Surveying, Teaching, Economists.

Subject Contact

Mrs Henry



GCSE COMBINED SCIENCE (9-1)

The Course

Students will study a combination of the three Sciences as listed below. They will be required to complete 16 practicals these will need to be reflected on in the exams.

Biology

Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology.

Chemistry

Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.

Physics

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure.

Assessment

Students will take 6 exams at the end of Year 11; each 1 hour 15 minutes long. There will be 2 exams on each discipline of Science. There will be foundation and higher tiers but no mixed entries are allowed. They will be graded on a 17 point system e.g. 9-9, 9-8 etc.

Post 16

Academic	Employment
A Level Biology/Human Biology A Level Chemistry A Level Physics A Level Environmental Studies A Level Food Technology A Level PE A Level Psychology	Physiotherapy, Marine Biology, Medicine, Pharmacology, Teaching, Nursing, Dentist, Engineering, Research & Development, Physical Scientists, Biological Scientists and Biochemists, Beautician, Complementary Therapist, Animal Care, Hospitality & Catering, Conservation & Ecology, Construction.

Subject Contact

Mr Wilkinson



GCSE RELIGIOUS STUDIES (9-1)

The Course

The GCSE course is underpinned by an understanding that there is a spiritual dimension to life which should be recognised and fostered. All pupils are helped to understand that personal well-being and fulfilment is inter-dependent with that of the community in which we live, and that love and respect are both a responsibility and an entitlement within human relationships. As pupils grow in awareness of this spiritual dimension, so they grow in understanding of the dignity and potential of the human person, in themselves and in others.

The Catholic Christianity as well as the Perspectives on Faith programme gives students the opportunity to learn about their own faith and that of others, so that they are able to develop a knowledge and understanding of faith at a personal level and a knowledge and understanding of the place of faith within the history of civilisation and within the contemporary world in which moral decisions are made all the time.

Assessment

Students study AQA syllabus specification B, which includes two 105 minute written exams.

Exam one: Y11 written assessment – 50% – Catholic Christianity
Pupils will explore the following topics: Creation, Incarnation, Triune God, Redemption, Church and Eschatology

Exam two: Y11 written assessment – 50% – Perspectives on Faith
Pupils will concentrate on the study of Judaism as well as two religious, philosophical and ethical themes chosen from:
Religion, family and relationships
Religion, peace and conflict
Religion, human rights and social justice

Post 16

Academic	Employment
A Level Religious Education A Level Philosophy	Travel Industry, Public Relations, Journalism, TV and Radio, Police, Teaching, Law, Health Service Management, Social Work, Solicitor, Surveying, Youth Work, Advisory Work, Counselling, Prison and Probation Work, Religious Work.

Subject Contact

Mr Blaho-Schlogl



GCSE FINE ART (9-1)

The Course

The course promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

Students will be provided a strong foundation in the traditional and contemporary arts within the following areas:

Drawing, Painting, Printmaking, Three-dimensional Design, Art based textiles, Digital Photography and Sculpture.

Students complete three projects with increasing independence and confidence to create personal and meaningful final outcomes to a high quality of finish. Students will develop a wide range of skills and understanding in a variety of processes and techniques and look at a number of historical and contemporary artists. There are equal amounts of writing and the creation of quality artwork presented to a high standard, therefore consistency and being organised throughout the course is essential.

Assessment

Unit 1 – Coursework

Complete a portfolio of work which will be worth 60% of the overall GCSE grade. The portfolio could contain work from more than 1 Art area listed above. This work will be teacher assessed with selected work marked by an external moderator.

Unit 2 – Controlled Assessment

Students will have to sit an externally set controlled assessment in Year 11 which is worth 40% of the GCSE grade. Students will receive a question paper in January from which they select a chosen starting point, develop ideas over 20 hours and then undertake 10 hours of focused study under exam conditions.

All work is teacher assessed with selected work marked by an external moderator.

Post 16

Academic	Employment
A Level Art & Design A Level Fine Art A Level Photography A Level Textiles A Level Graphic Communication A Level Media Studies A Level Product Design BTEC Level 3 Diploma/ Extended Diploma Art & Design	Fashion Design, Fine Art, Graphic Designer, Design Engineers, Architecture, Interior Designer, Photographer, Illustration, Animation, Advertising, Teaching, Beautician, Hair Stylist, Multi-Media Design, Painting & Decorating.

Subject Contact

Miss Mallows



BTEC TECH AWARD: CREATIVE MEDIA PRODUCTION

Overview

The new BTEC Tech Award in Creative Media Production gives students the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the media industry. Students will develop a number of high level IT based design skills and an understanding of key media conventions whilst developing an understanding of how these skills can be put to use in the Media Sector.

The Course

The BTEC Tech Award in Creative Media is aimed at pupils who are interested in any aspect of the interactive media industry. They're an alternative to a GCSE and offer equivalent levels of rigour and challenge. Over the 3 years students will work to develop a range of high level practical skills in industry standard IT software and produce a range of multimedia products throughout the course. Students will also study a number of theory based topics essential to the media industry including; audience demographics, marketing strategies, genre, narrative, pre-production and production techniques. Students will work independently on the majority of the tasks undertaken and as such a high level of personal organisation is essential.

Assessment

The course is assessed through 3 Units, both internally and externally assessed. The units are broken down in to:

Component 1: Exploring Media Products – Learn about the media sector and investigate media products across the following sub-sectors: Audio / Moving Image, Publishing and Interactive. (Weighting: 30%)

Component 2: Digital Media Production Skills – Develop technical skills and techniques in the chosen discipline(s) of audio / moving image, publishing and interactive. (Weighting: 30%)

Component 3: Create a Media Product in Response to a Brief: Apply digital skills and techniques by responding to a digital media brief. (Weighting: 40% this unit is an externally set task which must be completed over 8 hours of exam condition study.)

Post 16

Academic	Employment
A Level ICT A Level Product Design BTEC Level 3 ICT A-Level Media Studies	Computer Science, IT and Business or Software Development, Technician, Developer, Business Administration.

Subject Contact

Mr Ford



GCSE COMPUTER SCIENCE (9-1)

Overview

A Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

These skills will be the best preparation for learners who want to go on to study Computer Science at A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Assessment

The new specification is split into three components:

1 – Computer Systems

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.

2 – Computational Thinking, Algorithms and Programming

This component is focused on the core theory of computer science and the application of computer science principles.

3 – Programming Project (non-exam assessment)

This component is the non-exam assessment where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.

Post 16

Academic	Employment
A Level Computing A ICT BTEC Level 3 ICT	Computer Science, Database Administrator, Games Development, IT Consultant, Artificial Intelligence, Programmers, Software Engineering, Web Designers, Teaching

Subject Contact

Mr Ford

Due to the technical nature of the course, in order to be selected, students will need to have a keen interest in coding and have achieved a good level of attainment in Maths and Science.



GCSE DANCE (9-1)

The Course

GCSE Dance helps students develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation of dance.

GCSE specifications in dance will enable students to engage as choreographers through the:

- Creative and imaginative response to a range of stimuli
- Use of imagination, problem solving, creativity and the synthesis of ideas
- Application of knowledge, skills and understanding of choreographic forms and devices
- Communication of ideas, feelings, emotions, meanings and moods.

GCSE specifications in dance will enable students to engage as performers through the:

- Application of knowledge, skills and understanding of performing
- Development of physical, technical, mental and expressive skills
- Communication of choreographic intention and artistry.

GCSE specifications in dance will enable students to appreciate dance through the:

- Articulation of knowledge and critical reflection to inform artistic practice
- Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts
- Critical analysis, interpretation, evaluation and appreciation of professional dance works.



Assessment

Component 1: Performance and choreography – 60%

What's assessed:

Performance

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration)
- 30% of GCSE

Choreography

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)
- 30% of GCSE

Component 2: Dance appreciation – 40%

What's assessed:

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works
- Written exam: 1 hour 30 minutes

Post 16

This course provides a solid foundation for a career in dance or performing arts and/or further studies in dance or performing arts, including A-level Dance.

Subject Contact

Mrs Goulding

Pupils who apply for this course must understand that there is an equal mix of practical and written work involved.

GCSE DRAMA (9-1)

The Course

This course aims to develop candidates' creativity, personal growth, self-confidence, communication and analytical skills. It promotes pupils' involvement in, and enjoyment of, drama as: performers, devisers, directors and designers. It provides opportunities for pupils to attend professional and community dramatic performances and to develop their skills as informed and thoughtful audience members.

Through the study of this specification, pupils will be given opportunities to participate in and interpret their own and others' drama. They will investigate the forms, styles, and contexts of drama and will learn to work collaboratively to develop ideas, to express feelings, to experiment with technical elements and to reflect on their own and others' performances.

By studying GCSE Drama, pupils will learn more about the subject and its contribution to social and cultural commentary and will come to appreciate that drama, whether intended for audiences or not, provides significant opportunities for expressing cultural and personal identity.

The course suits pupils who have a strong interest in drama, enjoy performing and working as part of a team.

Assessment

The course is made up of 3 components

Component 1: Devised Performance – 40%

This is a devised performance. There are 60 marks available in this component. It is broken down into three tasks. Task one is a practical performance marked out of 15. Pupils will devise a performance based on a theme, linked with a practitioner or genre. Task two is marked out of 30 and is a portfolio of evidence that is created during the rehearsal process. Task three is an evaluation that is marked out of 15 and is assessed after the performance.

Component 2: Performance from a Text – 20%

This is a performance from a set text. Pupils will be asked to perform a scene from a published play. The performance is externally assessed in Year 11.

Component 3: Written Examination – 40%

Pupils will sit a 1 ½ hour written examination. They will be assessed on their ability to analyse one set text as an actor, designer and director. The text will be explored practically in the lead up to the exam. The second part of the exam requires analysis and evaluation of a given aspect of a live theatre production seen during the course.

Post 16

Academic	Employment
A Level Drama A Level Theatre Studies A Level Dance A Level Film Studies BTEC Level 3 Performing Arts BTEC Level 3 Music Technology	Arts administration, Theatre Management, Music and Drama Production, Teaching, Journalism, Publishing, Human Resources, Marketing, Public Relations, Television, Film, Radio, Media

Subject Contact

Mrs Blake



GCSE FOOD PREPARATION AND NUTRITION (9-1)

The Course

GCSE Food Preparation and Nutrition is an exciting and new creative cooking course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

At its heart this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition, essential for a healthy lifestyle in today's fast paced world.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

The majority of the specification will be delivered through preparation and making activities. Students must be able to make the connections between theory and practice and to apply their understanding of food and nutrition to practical preparation.

The practical skills are divided into 12 key skillsets including:

Knife skills, Cooking methods, Prepare, combine and shape, Sauce making, Tenderising and marinating, Dough.

Assessment

There is a major focus in the subject to focus on equipping students to cook savoury meals that will provide a sustainable and varied diet and this is highlighted by the practical assessment consisting of:

Section 1: Food preparation and nutrition. 50% of final grade.

Theoretical knowledge of food preparation and nutrition are assessed in a 1 hr 45 min exam. 20 marks of the 100 are available in multiple choice questions and the remaining 80 marks are distributed in a series of expanding written questions.

Section 2: Non-Exam assessment

Task 1 Food investigation

Students demonstrate understanding of the working characteristics, functional and chemical properties of ingredients. This will be presented through a 1500–2000 word presentation including photographic evidence of the practical investigation.

Task 2 Portfolio

Students knowledge, skills and understanding in relation to the planning, preparation, cooking presentation of food and application of nutrition related to the chosen task. To complete this students will prepare, cook and present a final, balanced menu in a time of no more than 3 hours. Planning in advance will ensure this will be achieved and will be evidenced through a digital portfolio of work.

Post 16

Upon completion of the course students will be qualified to go into further study, or embark on an apprenticeship or full time career in the catering or food industries.

Students will be expected to cover the cost of ingredients used during the course. (Pupil Premium students exempt)

Subject Contact

Mr Sibley



GCSE FRENCH / GCSE SPANISH (9-1)

The Course

We are passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something that students should enjoy and find rewarding. This course will appeal to all types of students including those who are interested in travel, culture and people from different countries, as well as those who always have something to say! In addition it will provide a challenge to anyone who likes to decode information. Studying French or Spanish at GCSE also contributes towards the attainment of the English Baccalaureate (EBacc) certificate.

Students have developed important language skills and knowledge at Key Stage 3 based around the skills of Listening, Speaking, Reading and Writing. The GCSE course will build on this and introduce them to a wider range of language structures, grammar and vocabulary. Students will learn to recognise these and to apply their new knowledge to different contexts.

The course is based on the following 3 themes:-

- Identity and culture (Family, free time, technology and culture)
- Local, national, international and global areas of interest (Home, travel, tourism and social/global issues)
- Current and future study and employment (School life, jobs and ambitions)

Assessment

This course is assessed at the end of Year 11 and students will be entered for either foundation (grades 1-5) or higher (grades 4-9) in all papers.

25% Listening; written exam (35 minutes for foundation and 45 minutes for higher)

25% Speaking; assessed by your teacher, comprising a role-play, photo card and general conversation (7-9 minutes for foundation and 10-12 minutes higher)

25% Reading ; written exam (45 minutes for foundation and 1 hour for higher)

25% Writing; written exam (1 hour for foundation and 1 hour 15 minutes for higher)

Post 16

Academic	Employment
A Level French A Level Spanish	Law, Journalism, Marketing, Business, Finance, Sales, Retail, Travel & Tourism.

Subject Contact

Mrs Nobis



GCSE GEOGRAPHY (9-1)

The Course

Geography teaches you about the earth's places, peoples, environments and societies. It helps you to understand the relationships between people and the environment. It is unique in bridging the social sciences (Human Geography) and the earth sciences (Physical Geography). Geography puts this understanding of social and physical processes within the essential context of places and regions.

Not only is Geography a well-respected academic subject, but it is also at the centre of many of the major issues affecting the world today. How are we going to feed the world's rapidly expanding population? What are our industries doing to the environment? What is happening to the overcrowded mega-cities of the world? What are we dumping in the world's oceans? How will we ensure enough clean water for our future? How does tourism affect the places people visit? How can people respond to natural hazards such as flooding, earthquakes and hurricanes?

The world in which we live is likely to change more in the next 50 years than it has ever done before. Our role in that change is more important than ever. Geography explains the changes and helps to prepare people. It is a subject about now and the future.

Assessment

Unit Outline: Living with the Physical Environment
Section A-The Challenge of Natural Hazards
Section B – Physical landscapes in the UK
Section C – The Living World

Unit Outline: Challenges in the Human Environment
Section A- Urban Issues and Challenges
Section B – The Changing Economic World
Section C – The Challenge of Resource Management

Unit Outline – Geographical Applications
Section A- Issue Evaluation

Unit Outline – Geographical Applications
Section B – Fieldwork

Post 16

Academic	Employment
A Level Geography A Level Environmental Science A Level Geology	Town Planning, Geographical Information Systems (GIS), Hazard Prediction and Management, Coastal Engineer, Pollution Analyst, Aid Worker, Management, Accountancy, Marketing, ICT, Civil Service, Local Government, Meteorology, Landscape Architecture, Oceanography, Surveying, Teaching.

Subject Contact

Mrs Nobis



GCSE HISTORY (9-1)

The Course

History is about people, it is about everyday life and momentous occasions. It is all around us, we are continually making history through our thoughts, words and actions. In GCSE History, pupils will study different aspects of the past, so they can understand how our world works and how and why things happen. They will engage with key issues that remain current in our world today. For example; dictatorship, democracy and conflict, helping them to understand what drives change and recognising how the past influences the present.

History not only develops knowledge of the past but it also teaches skills of analysis, argument, evaluation and judgement. Skills developed in GCSE History will help pupils sort out fact from fiction, opinion from fact, and use this evidence to piece the jigsaw together. These skills are transferable, cross-curricula, as well as being skills that employers value highly. This is why History continues to be one of the most respected and sought after qualifications available at GCSE.

Assessment

Assessment: 2 x 1 hour 45 minute exams

Unit 1: Understanding the modern world – written paper 1 hour 45 minutes

- Section A: Period Study – Germany, 1890 – 1945: Democracy and dictatorship
- Section B: Wider world depth studies – Conflict and tension, 1918 – 1938

50% of the total GCSE – 84 marks (including 4 marks for spelling, punctuation and grammar)

Unit 2: Shaping the nation – written paper, 1 hour 45 minutes

- Section A: Thematic Study – Britain: Health and the people: c1000 to the present day
- Section B: British Depth Study including the historic environment – Elizabeth England, c.1568–1603

50% of the total GCSE – 84 marks (including 4 marks for spelling, punctuation and grammar).

Post 16

Academic	Employment
A Level History A Level Classical Civilisation A Level History of Art A Level Law A Level Government & Politics A Level Religious Studies	Civil Service, Management, Accountancy, Law, Research, Archaeology, Archivists, Conservation and Restoration, Heritage Work, Journalism, Tourism, Teaching, Politics, Public Relations, Human Resources, Media

Subject Contact

Mrs Nobis



GCSE MUSIC (9-1)

The Course

You will enjoy this course if you want to study a subject that involves performing, listening to all kinds of music, composing and using music technology. You will need to be able to play an instrument or sing to be able to complete this course, although you can also perform as a DJ and through using Sequencing software.

The course applies the three interrelated skills of: composing, performing and listening and music analysis.

There are five key areas:

- Rhythm and Metre
- Harmony and Tonality
- Texture and Melody
- Timbre and Dynamics
- Structure and Form

These given areas are studies of music in 4 different styles, with two set works in each:

- Instrumental Music (1700 – 1820): studying works by J.S. Bach and L. Van Beethoven
- Vocal Music: studying works by H. Purcell and Queen
- Music for Stage and Screen: studying works by S. Schwartz and J. Williams
- Fusions: studying works by Afro Celt Sound System and Esperanza Spalding

Assessment

Component 1: Performing – Pupils must perform two pieces of music (one solo and one ensemble) under controlled assessment conditions. The minimum combined performance duration is at least four minutes (60 marks which is 30% of the total marks).

Component 1: Composition – Pupils must compose two compositions under controlled assessment conditions. One is written to a brief provided by the examination board and the other is a free composition set by the student (60 marks which is 30% of the total marks).

Component 1: Appraising – An examination paper comprising of two sections. Section A contains six questions related to the set works, one short melody/rhythm completion exercise and one question on an unfamiliar work. Section B is a piece of extended writing requiring pupils to compare or evaluate one of the set works and an unfamiliar piece of music (80 marks which is 40% of the total marks).

Post 16

Academic	Employment
A Level Music (ideally including Grade 5 Theory) A Level Music Technology BTEC Level 3 Music BTEC Level 3 Music Technology	Musician, Musical Administration, Recording, Broadcasting, Multimedia, Publishing, DJ, Roadie, Making and Repairing Musical Instruments, Teaching, Journalism, Tour Promoter

Subject Contact

Mr Blakey



PHYSICAL EDUCATION GCSE (9-1)

The Course

The new PE specification has been produced to provide the learner with stimulating, relevant, engaging and topical issues that will equip them with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activity. Students will also gain understanding of how physical activities benefit health, fitness and well-being. Practical assessment has now been reduced to 40% of the course with a refined list of activities to be assessed in; of which the learner must be assessed as a player/performer within 3 sporting activities.

The GCSE specification in Physical Education is broken down into 4 components:

Component 1: Fitness and Body Systems

Written examination: 1 hour and 45 minutes

36% of the qualification, 90marks

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes

24% of the qualification, 70marks

Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated

30% of the qualification, 105marks (35marks per activity)

Component 4: Personal Exercise Programme

Non-examined assessment: internally marked and externally moderated

10% of the qualification, 20 marks

Post 16

Academic	Employment
A Level PE BTEC Level 3 Sport & Exercise Science, Sport (Performance & Excellence), Exercise & Fitness	Teaching, Coaching, Sports Development, Sports Therapist, Physiotherapist, Armed Forces, Police and Sports Events Management.

Subject Contact

Mrs Goulding

Due to the practical nature of the course, in order to be selected you will need to have a keen interest in sport and be a regular participant to an outside club. E.g. Football club, Gymnastics club, Athletics etc.



GCSE SOCIOLOGY

The Course

Does Society make you or do you make society? We spend 3 years trying to conclude this!!

The course is divided into two components: Component 1 – Understanding Social Processes and Understanding Social Structures. Pupils focus on the exploration of the themes such as socialisation, identity, culture and understanding social process. Pupils are encouraged to contemplate how they acquire their individual identity, through a detailed study of two agents of socialisation: families and education. In addition pupils examine social structures in society and judge their influence on individuals.

In Component Two pupils will enhance their awareness of the social world through an examination of social structures and their influence on human behaviour; social differentiation, power and stratification. This includes the theme of power, issues of social order and social control, studied through crime and deviance.

By the end of the course the aim is for you to have developed an informed opinion to answer the question at the top of this article. Sociology has no right or wrong answer; it is built on quantifiable opinion; and the focus of the course is to make sure that you develop the writing skills to successfully do this.

Assessment

The GCSE Sociology course is split into 2 units.

Component 1: Understanding Social Processes

Written examination: 1 hour 45 minutes

50% of qualification (100 marks)

Components:

- Concepts and processes of cultural transmission– culture, identity and socialisation.
- Family– family diversity, social changes, sociological theories of the role of the family.
- Education– Sociological theories of the role of education, educational achievement
- Sociological research methods.

Component 2: Understanding Social Structures

Written examination: 1 hour 45 minutes

50% of qualification (100 marks)

Components:

- Social differentiation and stratification – forms and sources of power and authority, poverty, equality/inequality,
- Crime and deviance– Social construction of concepts of crime and deviance, social control, theories and explanations of deviance and criminal behaviour
- Research methods.

Post 16

Academic	Employment
A Level Sociology BTEC Level 3 Health and Social Care BTEC Level 3 Childcare and Education	Social Work, Primary Education, Mental Health, Nursing, Criminology, Psychology, Police, Law, Marketing, Advertising, Human Resources, Social Research, Childcare, Care of the Elderly.

Subject Contact

Mrs Nobis



NCFE LEVEL 1/2 TECHNICAL AWARD IN HEALTH & FITNESS

The Course

This course is designed for learners with a key interest in health and fitness and is appropriate for learners who are looking to develop their knowledge and understanding of exercise, lifestyle and diet. It is designed for learners who want an introduction to health and fitness that includes a vocational and project-based element (coursework).

The course has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to health and fitness. There is NO PRACTICAL assessment and therefore the amount of practical-based lessons are limited, as it is a predominantly theory-based course.

The qualification will appeal to learners who wish to pursue a career in the health and fitness sector or progress to further study.

Learners will gain a broad understanding of Health and Fitness including the following:

- the principles of training and FITT
- how physical activities affect the body in the short and long term
- how relevant fitness tests can be used for specific health and skill components of fitness
- different lifestyle analysis tools and how to apply them
- creating a health and fitness programme



Assessment

External Assessment

40% of the technical award. Written examination:

- 80 marks
- 1 hour 30 minutes
- a mixture of multiple-choice, short answer and extended response.

Learners will have one opportunity to resit.

Internal Assessment (externally set)

60% of the technical award.

The completion time for this internal synoptic project is 21 hours of supervised time.

The synoptic project will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area.

Learners will have one opportunity to resubmit.

Post 16

Academic	Employment
A Level PE BTEC Level 3 Sport & Exercise Science, Sport (Performance & Excellence), Exercise & Fitness	Teaching, Coaching, Sports Development, Sports Therapist, Physiotherapist, Armed Forces, Police and Sports Events Management.

Subject Contact

Mr Brown

GCSE SEPARATE SCIENCES (9-1)

The Course

Students will study a combination of the three Sciences as listed below and will achieve 3 GCSE's.

AQA GCSE Biology 8461

Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, Variation and Evolution & ecology.

AQA GCSE Chemistry 8462

Atomic structure and the periodic table, Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere & Using resources.

AQA GCSE Physics 8463

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure, & Space physics.

Assessment

They will take 6 exams at the end of Year 11, each 1 hour 45 minutes long. The exam papers will have equal weighting and will include multiple choice, structured, closed short answer and open response.

There will be 2 exams on each discipline of Science. There will be foundation and higher tiers but no mixed entries are allowed.

A total of 28 practical investigations must be completed and will be reflected in the final exams (10 in Biology, 8 in Chemistry and 10 in Physics).

Post 16

Academic	Employment
A Level Biology/Human Biology and will also help with other subjects such as Environmental Sciences, PE and Psychology. A Level Chemistry A Level Environmental Science A Level Physics A Level Environmental Science A Level Geology A Level Psychology BTEC Level 3 Engineering	Medicine, Physiotherapy, Psychology, Environmental Science, Genetics, Agriculture, Sports Therapy, Veterinary, Speech Therapy, Midwifery, Nursing, Radiography, Marine Biology, Teaching, Orthoptics. Essential for Medicine, Pharmacy, Dentistry, Biochemistry, Dietetics and Chemical Engineering, Veterinary. Useful for Oceanography and Geology, Civil Service, Forensic Science, Teaching, Agriculture, Marketing, Environment, Accountancy, Law. Medicine, Sound Technology, Aerospace, Astronomy, Astrophysics, Engineering, Meteorology, Scientific Research, Food Science, Finance, Law, Architecture, Journalism, Construction.

Subject Contact

Mr Wilkinson



GCSE PRODUCT DESIGN

Overview

GCSE Product Design will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Product Design including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Course

Courses based on this specification must encourage students to:

- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes

- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in design and technology
- use key design and technology terminology including those related to: designing, innovation and communication materials and technologies; making, manufacture and production; critiquing, values and ethics.

Assessment

This GCSE is assessed via a single exam (50%) and through a Non-Examined Assessment (NEA) task (50%).

Post 16

Academic	Employment
A Level Design & Technology	Teaching, Engineering, Product Design, Construction and Building Services

Subject Contact

Miss Mallows

CAREERS

The Right Decisions

More than ever young people need the right information, advice and guidance when making decisions about their future for what is now a challenging employment market. For some choosing a career can be straightforward, but for others it can be confusing. My role is to empower students, giving them the basic knowledge and skills they need to begin to navigate their way successfully through career choices and changes and to understand all their options.

Choosing which subjects to take in years 9, 10 and 11 is very important – it can affect options for the future. The qualifications gained in year 11 can influence what happens next, in terms of education, training and employment.

When choosing subjects, try to make a balanced selection in order to keep options open for the future. Choose subjects and courses because they suit you and not because of pressure by other people. Also, don't pick subjects only because your friends are doing them, or because you like the teacher. Other subjects may be far more important in keeping a range of careers open. If you already have a particular career in mind, check the suitability of your subject choices.

Certain subjects, e.g. languages, maths and the sciences, art and design, need a good foundation before you can take them further, but subjects such as business, law, economics or psychology can often be started from scratch at A level or equivalent, or even at degree level.



As one of the few schools in Wiltshire to achieve the prestigious Career Mark, be sure to access our comprehensive resources to help support your decisions.

[Careers Portal](#)

Careers Advice

My name is Sue Glover and I am a professionally qualified Careers Adviser. I am a Director of Careers Solutions (Wiltshire) Limited offering impartial information, advice and guidance to schools in Wiltshire. I am a member of the Careers Development Institute and the Career Professional Alliance.



I am in school to offer information, advice and guidance every Tuesday and Thursday. I am available either through the drop-in clinic at lunchtimes or students can arrange to see me for a careers interview.



“Good career guidance is critical if young people are to raise their aspirations and capitalise on the opportunities available to them.”

*Lord Sainsbury of Turville
Gatsby Charity Foundation*





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