

A community of opportunity, learning and aspiration



**SOUTHCHURCH
HIGH SCHOOL**

SUBJECT INFORMATION BOOKLET 2024

Year 9 Options



March 2024

Dear Parent/Carer

You and your child will shortly be asked to make a number of choices about the shape of the curriculum that they will follow in Years 10 and 11. They will study a range of subjects; some of these are core and are therefore compulsory and some of these are selected according to individual preference. Up to now the curriculum they have followed will have been mostly similar for all students, but, from Year 10, they have a degree of choice that will tailor their curriculum to meet their individual needs. You, as parents and carers, have a very important part to play in this process and in the ongoing support for your child as they enter the most important phase of their education to date.

The school has a broad and balanced curriculum, which will help your child develop their general ability and will give them the opportunity to specialise in subjects in which they excel or particularly enjoy. We believe that students should select carefully, to ensure that their choices are those in which they will achieve maximum success and provide opportunity for their future.

During the options process, you and your child will have an opportunity to meet with staff and to discuss the subject choices that are available. In addition, this booklet is designed to inform parents/carers and students about the courses available. Subject teachers and tutors will be closely involved in guiding students towards making the choices that will be most appropriate to them and will be able to answer any questions that may arise.

It is very important that students return their Guided Preference Form to School as soon as possible after Wednesday 20 March and before Thursday 28 March. We always aim, as far as possible, to offer students their preferred subjects. However, the School reserves the right to make final decisions. Full details of the subjects that your child will study next year will be circulated in May.

The teachers are looking forward to having conversations with you and providing you with the advice and guidance to ensure that the right choices are made.

Yours faithfully

Mr P Dunn
Assistant Headteacher

Key Stage 4 Curriculum Structure

In year 10 the majority of students will follow an EBacc (English Baccalaureate) curriculum. This is an internationally recognised attainment measure that equips students with skills and qualifications that support their next choices in work, training or education.

To complete the EBacc qualification students must study a foreign language and either History or Geography. Students can choose to study all three of these subjects if they wish.

- The school operates a two-year Key Stage 4 (KS4) program from Years 10 -11. The programme is divided into two parts – **core** (six compulsory subjects plus French and Geography or History) and **personalised** (further free subject choices)
- French, Geography and History can be chosen from any of the preference groups.
- The Key Stage 4 timetable consists of twenty-five lessons per week, each lasting sixty minutes.
- Each of the subjects studied is structured as a two-year course, with the final Award being a BTEC, GCSE or other Level 2 equivalent qualification.

Core

There are a number of subjects that are compulsory. All students follow this Core programme as the principal component of their curriculum entitlement.

English Language GCSE
English Literature GCSE
Mathematics GCSE
Combined Science GCSE
French (EBacc students)
Geography or History

Personalised (preferences)

There are a number of other subjects that are currently non-compulsory, from which students can choose **two** to study in more depth during Years 10 and 11. These can come from any of the preference groups.

Preference Group A

Child Development
Construction
French
Geography
History
Health & Social Care BTEC
Performing Arts BTEC Technical Award
Sociology

Preference Group C

Art & Design
Business Studies
Design Technology
French
Geography
History
Hospitality & Catering
Music BTEC

Preference Group B

Classics
Computer Science
French
Geography
Hospitality & Catering
History
Media Studies
Textiles

Preference Group D

PE GCSE
Sports and Coaching
Photography
Triple Science
French
Geography
History
Enterprise & Marketing
Dance

Public Examinations

During Year 10 and Year 11, students will be assessed in all the subjects studied. Examination Boards will issue details of grades awarded for each subject using either the 9 to 1 grading system or vocational Pass, Merit or Distinction grades.

Each course description contained in this booklet gives information about the examination board that certifies the examination. Further information about each of the courses can be found on the appropriate exam board website.

EDEXCEL	www.edexcel.org.uk
AQA	www.aqa.org.uk
OCR	www.ocr.org.uk
WJEC	www.wjec.co.uk

HOW TO DECIDE

Subject Preferences:

Students must select the subjects they hope to study during Key Stage 4. Very careful thought should be given to this decision.

Students will receive guidance about making decisions in their lessons, assemblies and tutorials.

You must:

- Read this booklet carefully.
- Talk to your subject teachers.
- Talk to your tutor.
- Talk to your parents/carers.
- Ask a lot of questions.

Ask yourself:

- Which subjects do I enjoy the most?
- In which subject am I making the most progress?
- What do I want to do in the future, and should this influence my choices?

Do NOT consider:

- Which subjects your friends are taking, because you may be in a different group, even if they do choose the same subject.
- Which teacher teaches you now, because that teacher may not be allocated to teach your group?

Further Information

Subject combinations

There are certain subject combinations that you are not allowed to choose together as they cover much of the same curriculum content and will have the same discount code.

You must not pick any of these combinations:

- Product Design or Construction or Textiles
- Art or Photography or Textiles
- Business Studies or Enterprise and Marketing
- Childcare or Health and Social Care
- Performing Arts or Dance
- PE or Sports and Coaching

English Baccalaureate (Ebacc)

The English Baccalaureate – though not a qualification in itself – is a measure of strength in some core academic subjects; specifically English, Mathematics, History or Geography, the Sciences and a Language.

Research with universities and employers have shown that these subjects most of all indicate overall academic strength and therefore the ones that will keep the most ‘doors open’ for students in the future. Students wishing to apply to Sixth Form or university, or those unsure about future career plans, are encouraged to include a range of Ebacc subjects if appropriate.

To achieve the EBacc, students must gain a grade 4 or above in all of the following:

- English Language
- Mathematics
- Two sciences
- French
- A Humanities subject – History or Geography

The Government’s aim ambition is to see 75% of students studying the Ebacc combination at GCSE by 2022, and 90% by 2025.

Your Head of Year will advise you if you do NOT need to follow the Ebacc curriculum.



ENGLISH

Qualification name: AQA 8700 (9-1) English Language; AQA 8702 (9-1) English Literature

Contact for further information: Ms Gradwell

Course detail/overview of content:

Our English Language and English Literature curriculums are designed to enable students to reach their full potential and achieve the highest possible grades in their GCSE examinations. We aim to develop students' ability to communicate effectively both in writing and orally and to use accurate Standard English with confidence.

We endeavor to develop students' thirst for knowledge of our literary heritage by studying texts that illustrate the historical development of the English Language. Furthermore, students will study various forms of literary texts in order to showcase the wealth of literature available and encourage them to become independent readers with an enthusiasm for books.

Nature of assessment:

Students will be graded 9-1 for both English Language and English Literature.

Students will study the following for Literature: *Romeo and Juliet* by Shakespeare (20% of the total GCSE Literature mark); *A Christmas Carol* (20% of the total GCSE Literature mark); *An Inspector Calls* – a play by J.B. Priestley (20% of the total GCSE Literature mark); 15 poems with the common themes of Love and Relationships, as well as the skills to tackle previously unseen poetry in the exam (40% of the total GCSE Literature mark).

Students will study the following for Language: skills to tackle analysis, summary, evaluation, and structure (50% of the total GCSE Language mark). Students will also focus on creative writing skills (50% of the total GCSE Language mark).

Additionally, students are awarded a separate mark for a Speaking and Listening Assessment. This will be a pass, merit, or distinction.

The texts studied are diverse and varied from nineteenth century texts to contemporary works. Students study a variety of fiction and non-fiction texts since they will be tested on these in both their English Language and English Literature GCSE examinations.

Careers this can lead to:

English Language and English Literature are two of the most desirable and versatile qualifications to have and can lead to a variety of exciting careers in areas such as: journalism; editing; teaching; law; public relations; marketing; administration and; human resources, to name but a few.

Quote/statement about the study of this subject:

"What an astonishing thing a book is. It's a flat object made from a tree with flexible parts on which are imprinted lots of funny dark squiggles. But one glance at it and you're inside the mind of another person, maybe somebody dead for thousands of years. Writing is perhaps the greatest of human inventions, binding together people who never knew each other. Books break the shackles of time. A book is proof that humans are capable of working magic."
Carl Sagan, Cosmos



Mathematics

Qualification name: Edexcel GCSE (9-1) Mathematics

Contact for further information: Mr Carter

Course detail/overview of content:

GCSE Mathematics will follow on from the mathematical skills you have developed in Key Stage 3. It will allow you to study the 5 areas at Mathematics: Number; Algebra; Statistics and Probability; Geometry and Measures and finally Ratio, Proportion and Rates of Change. You will be presented with real life problems, helping you to develop your ability to analyse and communicate mathematically.

All students are required to sit a Mathematics GCSE.

Nature of assessment

GCSE Mathematics has a **Foundation tier** (grades 1 – 5) and a **Higher tier** (grades 3 – 9).

Students must take three question papers at the same tier and all question papers must be taken in the same series.

The information in the table below is the same for both Foundation and Higher tiers.

Information about the exam structure by topic you can find below.

Paper	Description	Length	Marks	Weighting
1	Non-Calculator Paper	(1 hour 30 minutes)	80	33%
2	Calculator Paper	(1 hour 30 minutes)	80	33%
3	Calculator Paper	(1 hour 30 minutes)	80	33%

The table below shows the approximate weightings of the topic areas for the overall tier of assessment, **not for each individual question paper.*

Topic Area	Foundation Exam Weighting	Higher Exam Weighting
Number	22 - 28%	12 - 18%
Algebra	17 - 23%	27 - 33%
Ratio, Proportion & Rates of Change	22 - 28%	17 - 23%
Geometry & Measures	12 - 18%	17 - 23%
Probability & Statistics	12 - 18%	12 - 18%

Careers this can lead to:

GCSE Mathematics is one of the most desirable qualifications to hold, and will enable you to go to study a range of post 16 courses and apprenticeships. Most Colleges and Further Education establishments require at least a grade 5 in Mathematics because it is a core subject. You will need the skills acquired studying GCSE Mathematics in almost everything you decide to do when you leave school.



Combined Science

Qualification name: AQA GCSE (9 – 1) Combined Science

Contact for further information: Mrs Wood

Course detail/overview of content:

Most students will follow a Combined Science GCSE, which extends the knowledge gained throughout the KS3 course. It is a double award, leading to two GCSE grades being given.

In Biology, you will study areas such as: Cells, Genetics, Health and Disease, and Ecosystems.

In Chemistry, you will study areas such as: The Periodic Table, Acids and Alkalis and States of Matter.

In Physics, you will study areas such as: Forces, Waves, Energy, Radioactivity and Electricity.

As well as the fundamental concepts, you will learn how these areas of science link into our everyday lives and are seen in the world around us. This course is for everyone and allows you to develop good collaborative skills, analytical skills, and problem-solving skills.

Nature of assessment:

At the end of the course, you will have two exam papers per Science, 6 exams overall. Each Paper is equally weighted at 16.67% and will be out of 70 marks, taking 1 hour and 15 minutes to complete. There is no longer any practical assessment, and this is now incorporated into the exam paper.

- The Foundation Tier is targeted at grades 1-5
- The Higher Tier is targeted at grades 5-9

Further Education and Careers this can lead into:

GCSE Combined Science can open a wide variety of doors in the working world, as well as giving access to post 16 courses such as applied science and criminology. Jobs ranging from Mechanics to Teaching, Physiotherapy and Nursing all require a knowledge of at least one of the Sciences.



French

Qualification name: Edexcel GCSE (9-1) French

Contact for further information: Mrs Blas-Semwayo

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in French has been developed to help students of all abilities progress and develop confidence in, and a positive attitude towards, French and to recognise the importance of languages. This course will develop students' ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes. It will broaden students' ability to communicate independently about subjects that are meaningful and interesting to them. It will build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language. It will also enable students to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken. This is an engaging and inspirational course of study that will provide students with a solid basis from which to progress to A Level or employment.

Thematic contexts:

The vocabulary in this qualification will enable students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs. This will include:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

The GCSE assessment will consist of four papers which are all assessed externally:

Paper 1: Speaking in French (25% of the total GCSE marks)

Assessment: Foundation tier: 7 to 9 minutes. Higher tier: 10 to 12 minutes. 15 minutes preparation (Total: 50 marks)

Task 1 – one read aloud with short interaction to follow (12 marks)

Task 2 – one role play (10 marks)

Task 3 – one picture task and conversation (28 marks)

Paper 2: Listening and understanding in French (25% of the total GCSE marks)

Assessment: Foundation 45minutes. Higher: 60 minutes. 5 minutes reading time (Total: 50 marks)

Section A: Listening Comprehension (40 marks)

Section B: Dictation (10 marks)

Paper 3: Reading and understanding in French (25% of the total GCSE marks)

Assessment: Foundation 45minutes. Higher: 60 minutes. 5 minutes reading time (Total: 50 marks)

Section A: Reading comprehension (40 marks)

Section B: Translation (10 marks)

Paper 4: Writing in French (25% of the total GCSE marks)

Assessment: Foundation tier: 1 hour and 15 minutes. Higher tier: 1 hour and 20 minutes (Total: 50 marks)

Three open-response questions (Foundation) or two open-response questions (Higher) (40 marks)

One translation from English into French (10 marks)



Geography

Qualification Name: AQA GCSE (9 – 1) Geography

Contact for further information: Mr Braham

Course detail/overview of content:

AQA GCSE Geography involves studying 9 modules which include:

Paper 1: Living with the physical environment

Section A: The challenge of natural hazards – Focusing on earthquakes/tsunami/volcanoes/tropical storms

Section B: The living world

Section C: Physical landscapes in the UK

Paper 2: Challenges in the human environment

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

Paper 3: Geographical applications and Geographical skills

Section A: Issue evaluation

Section B: Fieldwork

Geographical skills

Nature of assessment:

There are 3 exams based on the content students will learn through Years 10-11 which include a mix of multiple choice, short mark, maths/data led questions and extended essay questions. These range from 1, 2, 3, 4, 6 and 9 marks with some of the larger extended questions also rewarding up to 3 extra marks for spelling, punctuation and grammar (SPAG).

Paper content:

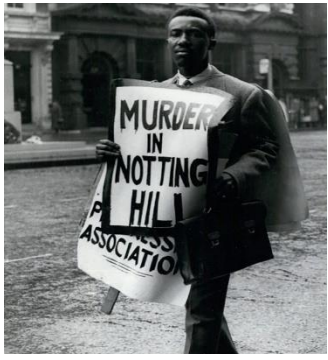
- **Paper 1:** Living with the physical environment is worth 35% (1h 30min)
- **Paper 2:** Challenges in the human environment is worth 35% (1h 30min)
- **Paper 3:** Geographical applications and Geographical skills is worth 30% (1h 30min)

Geography students will be expected to use a wide range of skills from identifying, analysing, evaluating geographical questions and issues, to interpretative and maths skills.

Careers this can lead to:

Geography is a subject that allows students to understand and analyse how the world around them affects our lives here, as well as how they relate and fit into an ever-changing wider world. Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond to higher education.

Employers, colleges, apprenticeship schemes and universities value the broad range of transferable skills that Geography delivers, such as digital literacy, critical thinking, literacy and research skills. This has made Geography graduates some of the most employable graduates according to RGS statistics with many Geographers finding careers in the following; cartographer, commercial/residential surveyor, environmental consultant, planning and development surveyor, teacher, lecturer, geophysicist, heritage consultant/archaeological worker to name but a few.



HISTORY

Qualification Name: Edexcel GCSE (9 – 1) History

Contact for further information: Miss Fraser

Course detail/overview of content:

History GCSE takes a more in-depth look at some of the topics you have been looking at in KS3 and provides students with the opportunity to examine interesting and important historical people, places and events, within the UK and globally.

The course will involve studying four units:

1. Migration in Britain, c800-present, and Notting Hill, c1948-c1970.
2. Early Elizabethan England 1558-88.
3. Superpower relations and the Cold War, 1941-91
4. Weimar and Nazi Germany, 1918-39

Nature of assessment:

There are **three exams** based on the content learned in Years 9-11 which assess pupil's historical knowledge as well as their ability to explain, interpret, and draw conclusions from different historical events, sources and interpretations.

Paper content:

- Paper 1: Thematic study and historic environment is worth 30% (unit 1) – Migrants in Britain.
- Paper 2: Period study and British depth study is worth 40% (unit 2 and 3) – The Cold War and Early Elizabethan England.
- Paper 3: Modern depth study is worth 30% (unit 4) – Weimar and Nazi Germany.

Careers this can lead to:

A GCSE in History shows that you have a high level of literacy and that you are able to analyse, interpret and evaluate complex and often contradictory information. These skills are highly valued by employers.

You can choose to continue with the study of History by taking 'A' level History at a College or Sixth Form or you can use your historical knowledge to support other 'A' level courses in Humanities, English, Drama and Art. Typical employers of history graduates include; management consultancies, museums, journalism, publishing companies, teaching or heritage conservation, to name a few. Employment opportunities where skills gained through the study of history are particularly valued include journalism, media, law, teaching and human resources as well as any career involving research and enquiry.



Art and Design

Qualification name: AQA Art & Design GCSE: Art, Craft & Design

Contact for further information: Mr Naidoo

Course detail/overview of content:

This subject 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 must explore and create work associated with areas of study from **at least two** titles listed below:

- Fine art;
- Graphic communication;
- Textile design;
- Three-dimensional design; and
- Photography.

The subject consists of the following two Components:

Component 1: A portfolio of work that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed:

- No time limits
- 96 marks
- 60% of GCSE

Component 2: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed:

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Both Components are non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Why study Art and Design?

GCSE Art and Design, although not a core curriculum subject, is still a valuable qualification to hold because of the wide range of skills needed to achieve a pass in the subject. Towards the end of the course, you will not only have developed your drawing skills, but also your literacy and your ability to see aspects of the world from a different perspective. Some careers this qualification can lead to are Graphic Designer, Furniture and Interior Designer, Prop and Set Maker for Film and Theatre, Art Therapist, Gallery worker/curator, Web Design and Education.



Business Studies

Qualification name: Pearson Edexcel GCSE (9-1) Business

Contact for further information: Mr Brandt

Course detail/overview of content:

The aims and objectives of this qualification are to enable students to know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society, apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts as well as develop as enterprising individuals with the ability to think commercially and creatively.

What are some of the things I will learn?

Students will develop learning and practical skills that can be applied to real-life contexts and work situations, think creatively, innovatively, analytically, logically and critically and develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

Content overview

Theme 1: Investigating small business

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a Business

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Assessment overview

Theme 1 is assessed by a written examination

The exam is 1 hour and 45 minutes and contributes to 50% of the qualification It has three Sections and will consist of calculations, multiple-choice, short-answer and extended-writing questions.

The theme 1 exam has 90 marks in total

Theme 2 is assessed by a written examination

The exam is 1 hour and 45 minutes and contributes to 50% of the qualification It has three Sections and will consist of calculations, multiple-choice, short-answer and extended-writing questions.

The theme 2 exam has 90 marks in total

How could it help with my future?

As well as further education a qualification in Business Studies can lead to careers in Chartered accountancy, advertising, investment banking, bank management, retail buying, insurance underwriting, marketing executive, consumer products, market research executive, personnel officer, public relations officer, retail management and sales plus teaching, among others.

Business Studies truly gives you a fantastic well-rounded set of skills and experience enabling you ensure that you are full prepared for the next steps in your future, whether that involves further education, apprenticeships or full-time employment.



CHILD DEVELOPMENT

Qualification name: OCR Cambridge Nationals Level 1/2 Certificate in Child Development

Contact for further information: Miss Merry

Course detail/overview of content:

This course is for students who wish to develop their knowledge and practical skills in child care and child development from birth to age 5. It includes some practical work as well as theory. During the course, we study all essential aspects of the development of the child from the pre-conception stage to the age of five, as well as how to care for children and help support their healthy development. Students will learn organisational, research, observation and evaluation skills as well as practical skills.

During this vocational course, you will study three mandatory topics:

- **Unit R057 Health and well-being for child development:**

This topic of study underpins all of the other learning in this qualification. Students will develop the pregnancy, and creating a safe and healthy environment for the baby when it is born so that they can help and support those in their care, including the prevention and management of childhood illnesses and creating a safe environment.

- **Unit R058 Create a safe environment and understand the nutritional needs of children from birth to five years:**

Students will learn how to create a safe environment for children from birth to five years in childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about the nutritional and dietary needs of babies and young children.

- **Unit R059 Understand the development of a child from birth to five years:**

Students will learn about the expected developmental norms for children from one to five years. Students will use observation and research techniques and skills to investigate these developmental norms and explore their findings. They will also learn how to create plans and different play activities to support children in their development.

How will you be assessed:

There is one written examination of 1 hour and 15 minutes, worth 40% of the final grade.

There are two pieces of coursework, worth 30% of the grade each, completed during Year 10. The written examination will be taken in Year 11.

The qualification is awarded on the following scale:

Level 2: Distinction * (*2); Distinction (D2); Merit (M2); Pass (P2)

Level 1: Distinction (D1); Merit (M1); Pass (P1)



Classical Civilisation

Qualification name: OCR Classical Civilisation (9-1)

Contact for further information: Miss Murray

Course detail/overview of content:

Encounters with the ancient world fires the imagination of our students, allows them to be curious about so many new topics, and also sheds a light on why we in the West are as we are, with all our massive strengths and disastrous failings.

For generations classical education was considered a privilege for the few; those at grammar school, those in the private sector. It was not an option for those at a comprehensive school. Now, we are determined that our students should be offered the very best opportunities. **Classical subjects equip students with grammar, critical thinking and language skills.**

Nature of assessment:

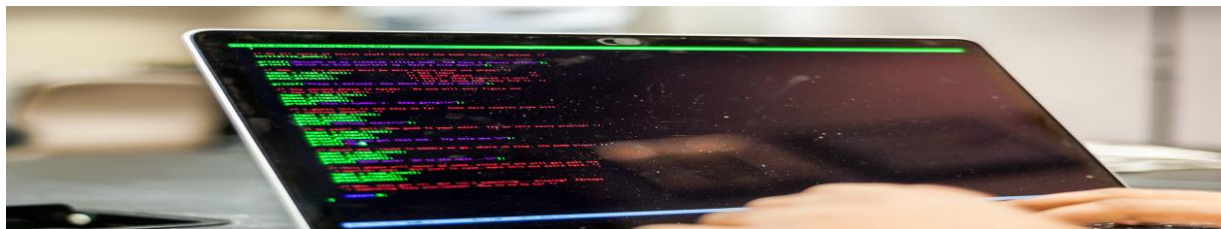
Classics will allow students to: develop their literacy skills; understand the foundations of philosophy and history; encourage cultural insight and; give opportunity for wide-ranging thinking. Classics will encourage students to cross subject boundaries through thinking that touches on language, literature and civilisation.

Our GCSE in Classical Civilisation provides students with a broad and rewarding study of the culture of the classical world. They study elements of the literature and visual/material culture of Greece and Rome and develop an understanding of their social, historical and cultural contexts.

Classical Civilisation is assessed with two papers, Myth and Religion and The Homeric World. Both are equally weighted. During the course, students will focus on the following topics in detail for paper 1: Greek and Roman gods, Hercules, Temples and City Religion, Foundation Stories, Myths and Symbols of Power, Festivals, Death and Burial and Journeying to the Underworld. For paper 2, students will study Mycenaean life and then the epic tale, Homer's Odyssey. They will focus on the following: key sites in the Mycenaean age, life in the Mycenaean age, decorative arts, tombs, graves and burials, literary techniques and composition, themes, the character of Odysseus and the portrayal of key characters.

Careers this can lead to:

Importantly, Classics will **improve employment opportunities**: Evidence suggests that employers have respect for potential employees who have studied classical subjects at school or university. Many Classics graduates have made a name for themselves in various fields, including JK Rowling, Boris Johnson and Mark Zuckerberg. This is because, among other things, the study of Classics encourages clarity of thought, attention to detail, and the ability to argue a case.



Computer Science

Qualification name: OCR (9-1) Computer Science

Contact for further information: Mrs Newington

Course detail/overview of content:

This Computer Science qualification will be relevant to the modern and changing world of computing.

Computer Science is a practical subject where students can apply the knowledge and skills learned in the classroom to real life world problems, through the use of computerisation, algorithms and flow charts.

It will help students to develop the skills to solve problems and design systems that do so.

What are some of the things I will learn?

This two-unit course is designed to give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'.

Content overview

Year 1:

J277/01: Computer systems This component will assess: Systems architecture, memory and storage, Computer networks, connections and protocols, network security, systems software, ethical, legal, cultural and environmental impacts of digital technology.

Year 2:

J277/02: Computational thinking, algorithms and programming This component will assess:

Algorithms, programming fundamentals, producing robust programs, Boolean logic, programming languages and Integrated Development Environments.

Assessment overview

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

This is a non-calculator paper. All questions are mandatory. This paper consists of multiple-choice questions, short response questions and extended response questions.

Written paper 2: 1 hour and 30 minutes
50% of total GCSE (80 marks)

This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

How could it help with my future?

If you take a GCSE in Computer Science and go on to study the subject at 'A' Level or University you will have an advantage over students who are picking up the subject from scratch. The increasing importance of computer technologies means there will be a growing demand for those who are qualified in this field.

The course is also excellent preparation if you want to study or work in areas that rely on the skills you will develop, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.



Construction

Qualification name: EDUQAS Level 1/2 Vocational Award Constructing the Built Environment

Contact for further information: Mr Grover

Course detail/overview of content:

EDUQAS Level 1/2 Vocational Award in Constructing the Built Environment offers students an introduction to the construction industry.

The applied purpose will also enable students to learn in such a way that they develop:

- a range of generic and transferable skills;
- the ability to solve problems;
- the skills of project-based research, development and presentation; and
- the fundamental ability to work alongside other professionals, in a professional environment.

The qualifications have been devised around the concept of a 'plan, do, review' approach to learning where students are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors many work-related activities in constructing the built environment and also provides for learning in a range of contexts thus enabling students to apply and extend their learning. As such, the qualification provides students with a broad appreciation of work in construction and the built environment and wider opportunities for progression into further education, employment or training.

Students will be assessed on the following topics:

Summary of Assessment
Unit 1: Introduction to the Built Environment On-screen examination: 1 hour 30 minutes 40% of qualification
Unit 3: Constructing the Built Environment Controlled assessment: 30 hours 60% of qualification

Unit 1 introduces learners to the built environment and provides them with the opportunity to develop skills, knowledge and understanding in identifying, explaining and evaluating different ideas and concepts of the built environment. Learners will explore a range of profession and trade roles, and some of the different structures and buildings of the built environment.

Unit 3 offers learners the opportunity to develop practical skills, knowledge and understanding of three construction trade areas of the built environment.

The successful completion of this qualification could provide students with opportunities to access a range of qualifications including A Level, apprenticeships, vocationally related and occupational qualifications. These include:

- Level 3 WJEC Applied Diploma in Professional Construction Practice;
- Level 2 qualifications in construction, including specialist areas such as plumbing, bricklaying and carpentry; and
- Apprenticeships in construction



Performing Arts: Dance

Qualification Name: Pearson BTEC Tech Award Performing Arts: Dance

Contact for further information: Mr Austin-Summers

Course detail/overview of content:

The course consists of three components:

- **Component 1: Exploring the Performing Arts (30%)**

Students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

- **Component 2: Developing Skills and Techniques in the Performing Arts (30%)**

Students will develop their performing arts skills and techniques through the reproduction of dance repertoire as performers or designers.

- **Component 3: Responding to a Brief (40%)**

Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

Nature of assessment:

Students will be graded either Pass, Merit Distinction or Distinction*

Component 1: 60marks. This component has two learning outcomes:

Learning Outcome A – Investigate how professional performance or production work is created.

Learning Outcome B – Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.

Component 2: 60marks. This component has two learning outcomes:

Learning Outcome A - Use rehearsal processes.

Learning Outcome B - Apply skills and techniques during performance realisation.

Learning Outcome C - Review own development and application of performance skills.

Component 3: 80marks. This component has four assessment objectives:

AO1 Understand how to respond to a brief.

AO2 Select and develop skills and techniques in response to a brief.

AO3 Apply skills and techniques in a workshop performance in response to a brief.

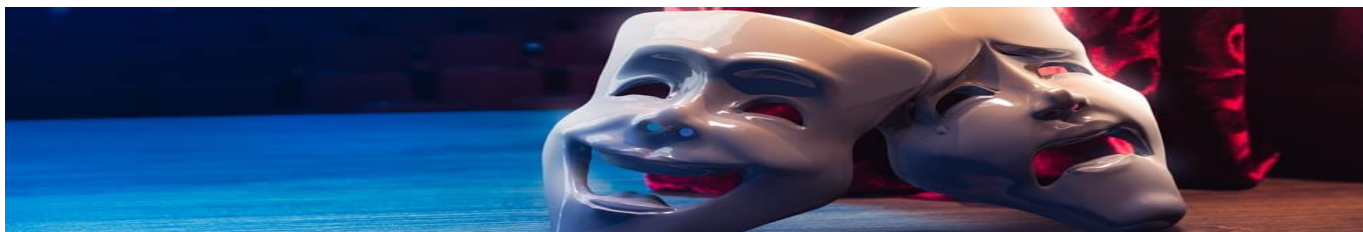
AO4 Evaluate the development process and outcome in response to a brief.

Careers this can lead to:

Dancer | Technician | Designer | Choreographer | Set/Costume designer | Stage Manager | Front of House to name but a few. Find out more about careers in the arts here: <http://www.artsjobs.org.uk/>

Quote/statement about the study of this subject:

“Great dancers are not great because of their technique; they are great because of their passion.” - *Martha Graha*



Performing Arts: Drama

Qualification name: Pearson BTEC Tech Award Performing Arts: Acting

Contact for further information: Mr Austin-Summers

Course detail/overview of content:

The course consists of three components;

- **Component 1: Exploring the Performing Arts (30%)**

Students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

- **Component 2: Developing Skills and Techniques in the Performing Arts (30%)**

Students will develop their performing arts skills and techniques through the reproduction of acting repertoire as performers or designers.

- **Component 3: Responding to a Brief (40%)**

Students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

Nature of assessment:

Students will be graded either Pass, Merit Distinction or Distinction*.

Component 1: 60marks. This component has two learning outcomes:

Learning Outcome A – Investigate how professional performance or production work is created.

Learning Outcome B – Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.

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Learning Outcome A - Use rehearsal processes.

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Learning Outcome C - Review own development and application of performance skills.

Component 3: 80marks. This component has four assessment objectives:

AO1 Understand how to respond to a brief.

AO2 Select and develop skills and techniques in response to a brief.

AO3 Apply skills and techniques in a workshop performance in response to a brief.

AO4 Evaluate the development process and outcome in response to a brief.

Careers this can lead to:

Actor | Technician | Designer | Director | Set/Costume designer | Stage Manager | Front of House to name but a few. Find out more about careers in the arts here: <http://www.artsjobs.org.uk/>

Quote/statement about the study of this subject:

"I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being." - *Oscar Wilde*



Enterprise and Marketing

Qualification name: OCR (J837) Level 1/Level 2 Cambridge National in Enterprise and Marketing

Contact for further information: Mr Brandt

Course detail/overview of content:

The Enterprise and Marketing Cambridge nationals teaches students to understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise.

What are some of the things I will learn?

Students will, develop learning and practical skills that can be applied to real-life contexts and work situations, think creatively, innovatively, analytically, logically and critically and develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

Content overview

Unit RO67: Enterprise and Marketing Concepts

In this unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. Topics include: Characteristics, risk and reward for enterprise, market research to target a specific customer, what makes a product financially viable, creating a marketing mix to support a product, factors to consider when starting up and running an enterprise.

Unit RO68: Design a Business Proposal

In this unit, you will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

Unit RO69: Market and Pitch a Business Proposal

In this unit, you will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using self-assessment and feedback gathered.

Assessment overview

This unit is assessed by an exam. The exam is 1 hour and 15 minutes. It has two Sections:

Section A has 10 marks (Multiple-Choice questions)

Section B has 60 marks

The exam has 70 marks in total (80 UMS)

OCR-set assignment

60 marks (60 UMS)

Centre-assessed and OCR moderated

OCR-set assignment

60 marks (60 UMS)

Centre-assessed and OCR moderated

How could it help with my future?

This qualification also allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment. Next educational steps can include A-Level Business, Apprenticeships, Cambridge Technical and T-Levels in Business.



Health and Social Care

Qualification name: Pearson BTEC Level 1/Level 2. Technical Award in Health and Social Care

Contact for further information: Mrs Wood

Course detail/overview of content:

The Technical Award gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- Skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing;
- Attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them; and
- Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This course builds on and uses the knowledge and skills you learn in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context.

Areas of study:

Examples of Spiritual, Moral, Social and Cultural Education in Health and Social Care include:

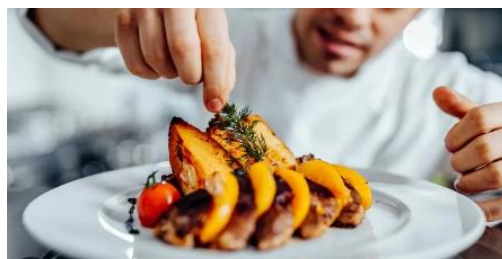
- Students have the opportunity to study cultural factors that affect development.
- Students have the opportunity to study what is meant by a diverse culture, and the meeting of needs of different cultures.
- Students have the opportunity to study how different factors of life experiences affect development.
- Students have the opportunity to study how different social, emotional physical and intellectual factors affect development in the different life stages.

Nature of assessment:

The qualification consists of three components that give students the opportunity to develop broad knowledge and understanding of health and social care at Levels 1 and 2.

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities.

Component 3 is assessed by external assessment, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.



Hospitality and Catering

Qualification name: WJEC Level 1/2 Vocational Award in Hospitality and Catering

Contact for further information: Miss Stockman

Why choose Level 1/2 in Hospitality and Catering?

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups. The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Vocational Award in Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing and cooking a variety of dishes.

What will I study?

Unit 1: Hospitality and catering industry: You will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

Unit 2: Hospitality and catering in action: You will develop practical skills for planning, preparing, cooking and presenting nutritional dishes to meet specific client's needs.

What skills will I develop?

You will develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Careers with Level 1/2 in Hospitality and Catering

After completing the WJEC Vocational Award in Hospitality and Catering you may be interested in progressing to other qualifications relevant to working in the sector, such as: WJEC Level 3 Applied Certificate/Diploma in Food Science and Nutrition Level 2/Level 3 Diplomas in Hospitality and Catering Level 2/Level 3 Diplomas in Professional Cooking Level 3 Diploma in Hospitality and Tourism Management.

How will I be assessed?

Unit 1 The Hospitality and Catering industry: is assessed through a written examination which:

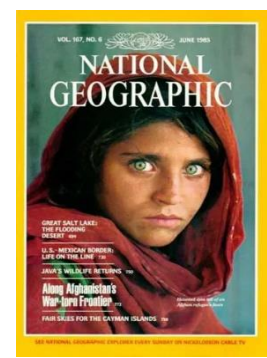
- Is 80 minutes in length;
- Is worth 40% of qualification;
- Is out of 80 marks; and
- Consists of all compulsory questions.

Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Unit 2 Hospitality and Catering in action: is assessed through a non-examination assessment task (NEA) which will be completed under controlled conditions, marked by your teacher, externally moderated by WJEC.

- 12 hours will be allocated for this assessment.
- It is worth 60% of qualification.
- You will need to propose nutritious dishes that you think could be served in the catering outlet.
- You will need to plan for the production of 2 dishes.
- You will need to prepare cook and serve 2 dishes with accompaniments during a set practical session.
- Written evidence will be needed to show coverage of the Assessment Criteria.

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.



MEDIA STUDIES

Qualification name: WJEC Eduqas GCSE (9-1) GCSE Media Studies

Contact for further information: Miss Merry

Course detail/overview of content:

This GCSE Media Studies course is designed to offer learners the opportunity to develop knowledge and understanding of key issues in established and evolving contemporary media forms as well as of significant media products from different historical periods. Learners will apply their knowledge and understanding of media theory to their own creative media production.

In Media we study a range of platforms such as TV, film, radio, magazine, newspapers, gaming, social media, online media.

During this two-year GCSE course, you will study the four key concepts in media:

- Media language: How the media communicate meanings through their forms, codes and conventions.
- Representation: How the media portray events, issues, individuals and social groups.
- Media industries: How the media industries' processes of production, distribution and circulation affect media forms and platforms.
- Audiences: How media forms target, reach and address audiences, how audiences interpret and respond to them.

In addition, to this, students will learn about the contexts (social, historical, cultural and political) to the media texts we study. Examples of all of the following media forms will be studied:

- Advertising and marketing;
- Magazines and newspapers;
- Film and television;
- Radio;
- Video games; and
- Music videos and online, social and participatory media.

Students will develop their creative skills in writing, design, layout, ICT and photography by creating their own magazine for coursework.

How will you be assessed?

There are two 90-minute written examination, worth 70% of the final grade. There is one piece of coursework, worth 30% of the final grade. The coursework will be completed in Year 10.



Music

Qualification name: Pearson BTEC Tech Award Music Practice

Contact for further information: Miss Wright

Course detail/overview of content:

The course consists of three components;

Component 1: Exploring music products and styles (30%)

- In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music.

Component 2: Music skills and development (30%)

- In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production.

Component 3: Responding to a Music brief (40%)

- This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer.

Nature of assessment:

Students will be graded either Pass, Merit Distinction or Distinction*

Component 1: 60marks. This component has two learning outcomes:

Learning Outcome A – Demonstrate an understanding of styles of music.

Learning Outcome B – Apply understanding of the use of techniques to create music.

Component 2: 60marks. This component has two learning outcomes:

Learning Outcome A - Demonstrate professional and commercial skills for the music industry.

Learning Outcome B - Apply development processes for music skills and techniques.

Component 3: 80marks. This component has four assessment objectives:

AO1 Understand how to respond to a music brief.

AO2 Select and apply musical skills in response to a music brief.

AO3 Present a final musical product in response to a music brief.

AO4 Comment on the creative process and outcome in response to a music brief.

Careers this can lead to:

Musician | Record Producer | Composer | Song Writer | Music Teacher | DJ | Music Therapist | Singer to name but a few. Find out more about careers in the arts here: <http://www.artsjobs.org.uk>

Quote/statement about the study of this subject:

“Music ‘brings us together, helping us reflect upon who we are, where we have come from, and what lies ahead”.



Physical Education

Qualification name: WJEC / Eduqas GCSE Physical Education

Contact for further information: Mr Webster

Course detail/overview of content:

The WJEC/ Eduqas GCSE Physical Education Specification is broad, coherent and practical, designed to encourage learners to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways. Through studying GCSE Physical Education learners will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

Component 1: Introduction to Physical Education will be assessed through a written examination (2 hours) **60% of qualification** = 120 marks, Learners will be assessed through a range of short and extended answers. The questions will be based on stimuli/sources

Component 2: The active participant in physical education will be assessed through non-examination assessment: marked by your teacher, externally moderated by WJEC. This includes three different activities in the role of performer and a written piece of coursework in the form of a personal training programme linked to your chosen major activity. **This is worth 40% of the total qualification.**

Practical Assessment:

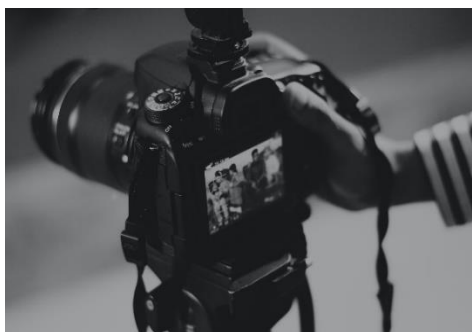
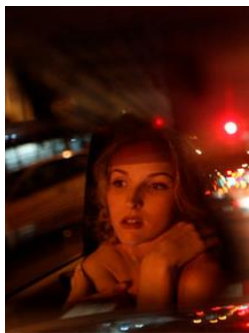
- Three different activities in the role of player/performer from the approved list found in the specification. At least one individual and one team sport.
- Personal Training Programme: Learners must design a personal training programme with the aim of providing recommendations to improve performance in one of the practical activities in which they were assessed.
- Learners will not be assessed on whether improvements have occurred. It is recommended that the programme be a minimum of 8 weeks duration.

The written evidence may be submitted electronically or as a paper version and must include evidence of the following:

- A self-analysis of current performance levels in one;
- An evaluation of the training programme and of the chosen practical activities;
- The results;
- A plan of the training programme with a clear objective;
- Recommendations for improvements to personal; and
- Completion and monitoring of the training programme.

Careers with GCSE Physical Education:

This qualification will build on subject content which you will have been taught at Key Stage 3 and will provide a suitable foundation for the study of Physical Education and Sport at Level 3, for example, the Eduqas AS and A Level qualification in Physical Activity.



PHOTOGRAPHY

Qualification name: AQA (9-1) Art & Design GCSE: Photography

Contact for further information: Miss Merry

Course detail/overview of content:

This GCSE Photography course is designed to offer learners the opportunity to explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. Students will use workbooks to develop their knowledge and skills to produce images suitable for their area of study. These areas are:

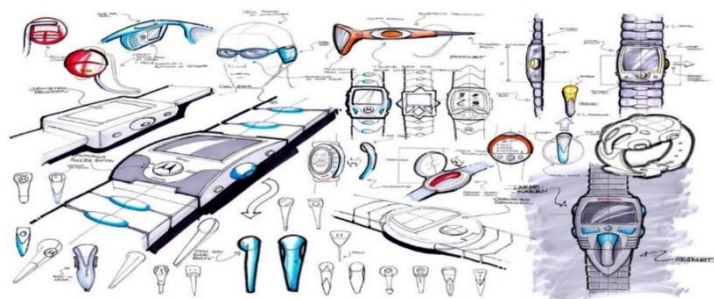
- Portraiture;
- Landscape photography (working from the urban, rural and/or coastal environment);
- Still life photography (working from objects or from the natural world);
- Documentary photography, photojournalism;
- Fashion photography;
- Experimental imagery; and
- Multimedia.

Topics covered include:

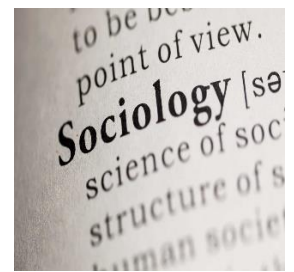
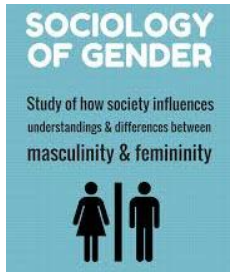
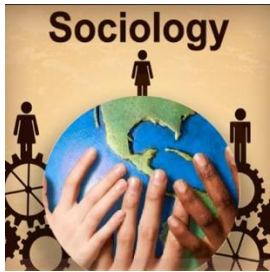
- The ability to explore elements of visual language, line, form, colour, pattern and texture within photography;
- Awareness of intended audience or purpose for their chosen area(s) of photography
- The ability to respond to an issue, theme, concept or idea;
- An appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement;
- Appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of photography;
- Understanding of techniques related to the production, presentation and layout;
- Historical, social, environmental, cultural and/or ethical contexts;
- Continuity and change in different styles, genres and traditions relevant to photography; and
- A working vocabulary and specialist terminology that is relevant to the chosen area(s) of photography.

How will you be assessed?

There are two components: 60% of the final grade will be based on a coursework portfolio. It must include a sustained project, evidencing the journey from initial engagement, to the realisation of intentions and a selection of further work undertaken. The second component is worth 40% of the final grade and will be a 10 hour externally set assignment/exam.



- Graphic designer
- Furniture and interior designer
- Prop and set maker for film and theatre
- Civil engineer
- Software engineer
- Fashion designer
- Exhibition designer
- Interior and spatial designer
- Product designer



Sociology

Qualification name: AQA GCSE Sociology

Contact for further information: Miss Franklin

Course detail/overview of content:

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students study key ideas of classical sociologists including Durkheim, Marx and Weber, referencing their view of the world and their contribution to the development of the discipline.

By studying sociology, students will develop transferable skills including how to:

- Investigate facts and make deductions;
- Develop opinions and new ideas on social issues; and
- Analyse and better understand the social world.

Nature of assessment:

- The sociology of families.
- The sociology of education.
- Relevant areas of social theory and methodology.
- The sociology of crime and deviance.
- The sociology of social stratification.
- Relevant areas of social theory and methodology.

Two written exams at the end of the linear course: both 1 hour 45 mins – both 50% of grade.

Careers Sociology can lead to:

- Police and probation services;
- Local and central government;
- Social and market research;
- Charitable, counselling and voluntary organisations;
- Media and marketing;
- Law firms and the criminal justice system; and
- Teaching and education.



Physical Education

Qualification name: WJEC Sport and Coaching Principles

Contact for further information: Mr Webster

Course detail/overview of content:

Are you passionate about sport and fitness? Do you want to learn how coaching can boost performance -and get off to a flying start in your future career? If so, it's time to get active – find out more about this exciting qualification today!

What will I study?

This qualification is made up of 3 units:

Unit 1: Fitness for Sport (examination 40%) You will: Develop the knowledge, understanding and skills needed to plan training programmes. Learn about the changes that take place in the body following exercise and how training can lead to improvements in fitness.

Unit 2: Improving Sporting Performance (controlled assessment 25%)

Develop the knowledge, understanding and skills needed to analyse performance and review strategies for improvement. Learn about the physiological, psychological and technical factors that impact sporting performance.

Unit 3: Coaching Principles (controlled assessment 35%)

Learn how to plan, lead and evaluate a coaching session and about the principles involved in sports coaching.

How will I be assessed?

You will be assessed through a mixture of exams and project work.

Unit 1 you will be assessed through an exam, which is **worth 40% of your qualification**.

For Units 2 and 3 you will undertake a controlled assessment in response to a brief.

These will be worth 60% of your qualification and will take 10 hours. You will be given a scenario and will need to undertake a number of tasks.

What skills will I develop?

You will develop a range of skills which are attractive to employers, colleges and universities including: communication, confidence, learning independently, organisation, problem solving, research, self-discipline, resilience, taking on responsibility, time management.

Careers with Sport and Coaching Principles:

The sports industry offers you a wide range of exciting opportunities which include:

Community Sports Project Manager, Development Coach, Leisure Club Administrator

Physical Education teacher, Personal Trainer, Physiotherapist, Sports Coach, Sports Instructor

Sports Mentor, Sports Therapist.



Textiles

Qualification name: AQA GCSE (9-1) Art & Design: Textiles

Contact for further information: Mr Naidoo

What is Textiles?

Textiles is an area of study within design and technology that focuses on planning, designing and creating textile products which people use.

Think about the clothing you wear; someone had to spend a great deal of time thinking about how to make it look good while also making it work. That is what textiles is all about!

Course detail/overview of content:

This course has clear paths through the specification developed to provide clear routes for specialism in textiles. The course is not all practical. The exam papers the students must sit will assess the breadth of design and technology knowledge in the Core section, and assess the depth of knowledge in the textiles category for the Specialist section, to enable students to demonstrate fully their own particular strengths or specialism.

Nature of assessment: Component 1

Written examination: 2 hours 50% of the qualification 100 marks (Calculators may be used in the examination).

The paper consists of three sections.

What's assessed?

Core technical principles, Specialist technical principles and designing and making principles

In addition: At least 15% of the exam will assess maths and at least 10% of the exam will assess science

Questions

Section A – Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

Section C – Designing and making principles (50 marks). A mixture of short answer and extended response questions.

Nature of assessment: Component 2

Non-examined assessment 50% of the qualification 100 marks

There are **four** parts to the assessment:

1. **Investigate** - This includes investigation of needs and research, and a product specification.
 2. **Design** - This includes producing different design ideas, review of initial ideas, and development of design ideas into a chosen design, communication of design ideas and review of the chosen design.
 3. **Make** - This includes manufacture, and quality and accuracy.
 4. **Evaluate** - This includes testing and evaluation. Assessment overview.
- Students will undertake a project based on a contextual challenge released by the exam board a year before certification.
 - The project will test students' skills in investigating, designing, making and evaluating a prototype of a product.
 - Task will be internally assessed and externally moderated.

Careers this can lead to:

- Graphic Designer
- Furniture and Interior Designer
- Prop and Set Maker for film and theatre
- Civil Engineer
- Software Engineer
- Fashion Designer
- Exhibition Designer
- Interior and Spatial Designer
- Product Designer



Triple Science

Qualification name: AQA GCSE (9 – 1) Triple Science

Contact for further information: Mrs Wood

Course detail/overview of content:

This course is aimed for higher achieving students who have a passion in the subject or aspire to a future career in science. Triple science goes more in depth per single science, particularly in the chemistry and physics units. This course breaks the sciences into Biology, Chemistry and Physics and gives a single GCSE for each discipline.

In Biology, you will study additional modules alongside the combined course such as: The human kidney, the eye, the brain, growing bacteria, and theories of evolution.

In Chemistry, you will study additional modules alongside the combined course such as: nanoparticles, carboxylic acids, esters, polymers and the Haber process.

In Physics, you will study additional modules alongside the combined course such as: space, nuclear radiation in medicine, infrared radiation, pressure, reflection and refraction.

Triple science allows you to develop and apply observational. Practical enquiry and problem-solving skills. It is often favoured by sixth-form colleges and universities. Choosing this course demonstrates a student's interest and passion for the subject. It also gives an advantage at A-level, as it acts as a bridge between GCSE and A-level knowledge.

Nature of assessment:

At the end of the course, you will have two exam papers per Science, 6 exams overall. Each Paper is equally weighted at 16.67% and will be out of 100 marks, taking 1 hour and 45 minutes to complete. There is no longer any practical assessment, and this is now incorporated into the exam paper.

- The Higher Tier is targeted at grades 5-9

Higher Education and Careers this can lead into:

GCSE Triple Science can open a wide variety of doors in the working world, as well as giving access to sixth form, A-levels and universities. Jobs ranging from Anaesthetist to a doctor, biochemist, pharmacist, engineering all favour Triple science.