



GREATFIELDS SCHOOL
Kindness Aspiration Action



Beyond 14
Making Choices
Year 9 Options Booklet

Name:

Class:



GREATFIELDS SCHOOL
Kindness Aspiration Action

Religious Studies

AIM OF COURSE

Islam and Christianity

Students will study the beliefs, teachings and practices of Islam. From learning about the oneness of God, angels, akhira (life after death) the importance of Prophet Muhammed (PBUH) to the five pillars of Islam.

Students will study how Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Students will study the key beliefs within Protestantism, Jesus Christ and salvation, worship and festivals and the role of the church in the local and worldwide community.

Teachers:

Mr Darr and Ms Johnson

Component 1: The study of religions: beliefs, teachings and practices

Islam and Christianity

How it's assessed

Written exam: 1 hour 45 minutes - 50% of GCSE

Component 2: Thematic studies

1. The existence of God and revelation

Philosophical arguments for and against the existence of God and the nature of the divine and revelation

2. Religion, peace and conflict

Religion, violence, terrorism and war

3. Religion, crime and punishment

Corporal punishment, death penalty and forgiveness.

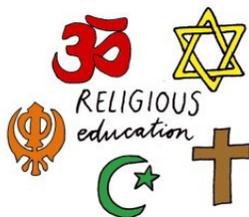
4. Religion, human rights and social justice

Status of women in religion, the uses of wealth and freedom of religious expression.

How it's assessed

Written exam: 1 hour 45 minutes

50% of GCSE



How to do well with your new courses

- Aim for 100% attendance and punctuality and be prepared for every lesson with correct equipment and kit.
- Take an interest in your studies outside of school such as watching documentaries, the news and various websites.
- Ensure all homework and class work is kept up to date. Catch up if you have been absent.
- Keep to deadlines – they are set to comply with exam board regulations.
- Use additional resources such as BBC Bitesize and subject revision books/guides.
- Contribute positively in class and work collaboratively when asked.
- Practise skills and techniques outside the lesson e.g. art, drama, PE.
- Develop good research skills.
- Read around your subject – for example subject specific magazines.
- Continuously revise in preparation for exams at the end of Year 11. Never claim that you have no homework at Key Stage 4 as you can always read through your work, make notes and revise.

Subjects

All will study:

- Mathematics
- English Language
- English Literature
- Science
- Core PE
- PSHE

Students will be given advice and guidance by their tutors, year leaders and teachers in relation to their current progress and interests as to which subjects are most appropriate for them.

All students will need to pick a reserve as some courses only have limited space.

You will need to choose one reserve

NB - You may not chose: the following combinations:

- Art and Textiles
- Creative Media and Film Studies

HOW WILL I BE ASSESSED?

<p>Component 1 Key Developments in US Film</p> <p>35% 105 marks</p>	<p>Component 2 Global Film: Narrative, Representation and Film Style</p> <p>35% 105 marks</p>	<p>Component 3 Production 30 percent, 60 marks (non exam assessment)</p> <p>20% 40 marks</p>
<p>What is assessed</p> <ul style="list-style-type: none"> • US mainstream film (one film from the 1930s–1960s) • US contemporary film (one film from 2000 onwards) • Comparison of how film form creates meaning • Contextual knowledge and analytical writing <p>How it is assessed</p> <p>Written exam: 1 hour 30 minutes</p> <ul style="list-style-type: none"> • 105 marks • Questions include: <p>Short analysis of film techniques</p> <p>Extended response on key scenes</p> <p>Context and comparison questions</p>	<p>What is assessed</p> <ul style="list-style-type: none"> • Two films from outside the US • Study of narrative, representation and stylistic features • Relationship between film and social context • Analysis of a film extract printed in the exam <p>How it is assessed</p> <p>Written exam: 1 hour 30 minutes</p> <ul style="list-style-type: none"> • 105 marks • Questions include: <p>Analysis of film form</p> <p>Extended response on representation</p> <p>Context and narrative questions</p>	<p>What is assessed</p> <ul style="list-style-type: none"> • Practical filmmaking or screenplay writing • Realisation of creative intentions • Evaluation of production process <p>How it is assessed</p> <p>Students complete one production task from the set brief:</p> <ul style="list-style-type: none"> • Either a filmed extract (2 minutes) • Or a screenplay with storyboard • Accompanied by an evaluative analysis

GCSE FILM STUDIES

AIM OF COURSE

Film Studies helps students develop a strong set of transferable skills (analysis, creativity, problem solving, visual communication, time management and independent research). Students learn to deconstruct moving images, understand how meaning is created, and produce their own filmed work.

The skills developed are valuable in any career linked to media, creative industries, journalism, digital content creation, marketing, advertising, and production roles. Students can progress to A Level Film Studies, A Level Media Studies, or vocational pathways such as BTEC Creative Digital Media Production.

Film Studies is also ideal for students interested in filmmaking, editing, cinematography, screenwriting or understanding how films shape society.

SUBJECT LEADER

Mr Assegai

WHAT WILL I STUDY?

We follow the **Eduqas GCSE Film Studies** specification.

Students will study how films communicate meaning through cinematography, mise en scene, editing and sound. They will explore genre, narrative, representation, production contexts and audience response across a wide range of films.

The course includes both analytical and practical work. Students write essays, complete research tasks and create their own short film or screenplay.

HOW WILL I BE TAUGHT?

Lessons combine practical filmmaking tasks, analytical writing, screenings, group work, and close study of film form. Students will learn to look at film like a filmmaker, understanding the decisions that shape how a story is told on screen.



Options Interviews

All students will be invited to an interview with their tutors to choose their options.

Parents/Carers will receive a letter confirming options choices. If you are not happy with those choices you can contact the Head of Year.

History	
Geography	
Spanish	
GCSE PE	
Drama	
Art	
Photography	
GCSE Textiles	
Triple Science	
BTEC Dance	
iMedia	
Computing	
Sociology	
BTEC Health and Social Care	
Hospitality and Catering	
ASDAN	
German	
RE	
Creative Media Production	
Film Studies	

Pick four subjects from below, plus a reserve (R).

ENGLISH LANGUAGE

AIM OF COURSE

The aim of the course is to enable students to:

- Read a wide range of texts fluently and with good understanding.
- Read critically and use the knowledge gained from wider reading to inform and improve their own writing.
- Write effectively and coherently using Standard English where appropriate.
- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be reported as a separate grade on the student's certificate.



SUBJECT LEADER

Mr Arminzade

WHAT WILL I STUDY?

We will be following the AQA English Language GCSE (9-1) specification course.

HOW WILL I BE ASSESSED?

Paper 1: 1 hour 45 Minutes (50%)

- Section A – Reading: four questions on an unseen fiction extract
- Section B – Writing: one descriptive or narrative extended writing question
- The total number of marks available is 80

Paper 2: 1 hour 45 Minutes (50%)

- Section A – Reading: four questions on two thematically linked, unseen non-fiction extracts
- Section B – Writing: one non-fiction creative writing question based on a similar topic to section A.
- The total number of marks available is 80

Spoken Language Endorsement

Teacher assessed

Presenting, listening and responding, and the use of Standard English

ASDAN

Exam board: ASDAN

Course code/specification number: CoPE level 1 or 2

Level of qualification: Level 1 or 2



What will students learn about?

The Certificate of Personal Effectiveness is a nationally recognised qualification outcome of the ASDAN programmes. The qualifications offer imaginative ways of accrediting young people's activities. They promote and allow centres to record a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.

The CoPE Student Book comprises 12 modules, each of which is divided into three sections. Each section should take 10 hours, which is worth one credit. Students will need 12 credits to gain the Certificate of Personal Effectiveness. For CoPE Level 1, challenges can come from Section A, B or C; for CoPE Level 2, at least six of the credits must be chosen from the longer challenges of Sections B and C.

The module titles are:

Communication, Citizenship and Community, Sport and Leisure, Independent Living, The Environment, Vocational and Diploma Preparation, Health and Fitness, Work Related Learning and Enterprise, Science and Technology, International Links, Expressive Arts and Beliefs and Values.

What skills will students develop and demonstrate?

By building a Portfolio of Evidence as they complete various challenges, students must demonstrate competence at Level 1 or 2 in the following skills: Introduction to Working with Others, Introduction to Improving own Learning and Performance, Introduction to Problem Solving, Planning and Carrying out a Piece of Research, Communication through Discussion and Planning and Giving an Oral Presentation.

What grades can students access?

Level 1 is comparable to a GCSE Grade 1-3.

Level 2 is comparable to a GCSE Grade 4-8.

How will students' learning be assessed?

After students' portfolios have been internally moderated, centres must register candidates' names for external moderation - at least four weeks before a regional moderation meeting. ASDAN will issue certificates following successful external moderation.

Community Languages

Arabic/ Bengali/ Chinese/ French/ German/

Italian/ Japanese/ Polish/ Portuguese/ Punjabi/

Russian/ Turkish/ Urdu



AIM OF THE COURSE

Even if you do not follow a career centred on languages, such as: Interpreter (spoken), Translator (written) and language teacher, speaking another language will be a great advantage in any career path you wish to take. Living in a multicultural society means employers often require you to speak a certain language for many job positions. It is a skill which will make you stand out from other candidates.

SUBJECT LEADER

Ms H Begum

WHAT WILL I STUDY AND HOW WILL I BE TAUGHT?

You will NOT study these subjects in school. If you are fluent in any one of the above languages in all 4 skills (Reading, writing, speaking and understanding) then you have the opportunity to sit the exam and gain an additional GCSE.

HOW WILL I BE ASSESSED?

There will be four assessments, each will be worth 25%:

1. Listening and understanding
2. Reading and understanding
3. Speaking
4. Writing

ENGLISH LITERATURE

AIM OF COURSE

The aim of the course is to enable students to:

- Read a wide range of literature fluently and with good understanding, whilst making connections between texts.
- Read in depth so that they are able to discuss, explain and evaluate their understanding and ideas about literary texts.
- Develop the habit of reading widely, often and for enjoyment.
- Appreciate the depth and power of the English literary heritage.
- Write accurately, effectively and analytically about their reading, using Standard English.
- Acquire and use a wide vocabulary and linguistic terms that will help them critique and analyse their reading.

SUBJECT LEADER

Mr Aminzade

WHAT WILL I STUDY?

We will be following the AQA English Literature GCSE (9-1) specification course.

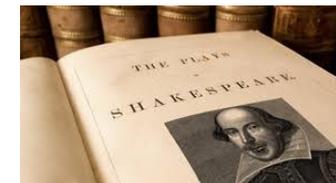
HOW WILL I BE ASSESSED?

Paper 1: 1 hour 45 Minutes (40%)

- Section A – Shakespeare: students will answer one question on the play *Macbeth*. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
- Section B – The 19th-century novel: students will answer one question on the novel *A Christmas Carol* by Charles Dickens. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.
- The total number of marks available is 64.

Paper 2: 2 hours 15 Minutes (60%)

- Section A—Modern texts: students will answer one essay question from a choice of two about the play *An Inspector Calls*.
- Section B—Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from the *Power and Conflict* anthology.
- Section C—Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
- The total number of marks available is 96.
- Closed book (texts are not allowed in the Paper 1 and 2 examinations).



MATHS



AIM OF COURSE

The aim of the course is not only to enable students to pursue diverse careers but to find structure and patterns to life, think logically and rationally, develop analytical, research and problem solving skills.

Mathematics is a powerful tool which helps us predict the future, explore and identify problems involved with speed, distance, time force, quantities and many more.

There are endless career possibilities with Mathematics. Some of the major roles include; Engineers and Statisticians employed both in the public and private sectors, Mathematics teachers at all levels; Business managers; Finance; Medicine; Accounting; IT and Research.

SUBJECT LEADER

Mr Woodhouse

WHAT WILL I STUDY?

We will be following the GCSE Edexcel Mathematics course and will study all 6 key aspects of maths: Number, Algebra, Ratio Proportions and rates of change, Geometry and Measure, Statistics and Probability in greater detail. We will then apply these maths skills into problem solving and real life situations.

HOW WILL I BE TAUGHT?

We will continue to teach using a variety of teaching tasks and engaging activities. We will promote independent work as well as group and collaborative work in lessons. There will also be opportunities for online independent learning.

HOW WILL I BE ASSESSED?

Students will be assessed at the end of year 11 by completing three equally weighted papers. Each of the papers is out of 80 marks. All papers will cover the 6 key skills: Number, Algebra, Ratio, Proportions and rates of change, Geometry and Measure, Statistics and Probability.

- **Paper 1:** 1 hour and 30 minutes (Non-calculator)
- **Paper 2:** 1 hour and 30 minutes (Calculator)
- **Paper 3:** 1 hour and 30 minutes (Calculator)

HOW WILL I BE ASSESSED?

The assessment objectives are: AO1: Develop Ideas AO2: Refine Ideas AO3: Record Ideas AO4: Present a Response. Both projects must demonstrate a response to all assessment objectives

Units	What is submitted?	When is it completed?	Percentage of total marks
Unit 1	Portfolio of work including 2 projects	Year 10 and beginning of year 11.	60%
Unit 2	Externally Set Task. A final piece will be completed in 10 hours of supervised exam time.	This will be set at the beginning of the Spring Term in Year 11.	40%

CAREERS

- ◆ Art is a requirement for many exciting jobs, including advertising, web-design, graphic design, craftwork, furniture design, gallery director, illustration, art therapy, costume and set design, photography, fashion design, animation and architecture.
- ◆ Students who study Art and design subjects are taught a range of soft skills which can be applied to other subjects to generate unique viewpoints and solutions to problems. They are taught to think critically and identify area for self-development. They are taught analytical skills which can be applied to a range of different subjects and enhance technical skills which can support the study of a range of different subjects.

FINAL SHOWCASE

There will be a celebratory showcase / fashion show of all students' work at the end of the year.



AIM OF COURSE

- ◆ You will learn how to investigate, analyse, experiment and problem solve. You will develop an imaginative power and the skill set to express ideas, feelings and meanings.
- ◆ You can choose to work in a range of areas within textiles such as fashion, interiors, surface patterns, costume design and many more.
- ◆ You will develop your skills using a range of materials and processes, including weaving, embroidering, textiles and printing. You can choose techniques which best suit your skills.

SUBJECT LEADER

Ms Tooray

WHAT WILL I STUDY

- ◆ Year 10 consists of 2 projects. These projects will go towards your final grade.
- ◆ In Y11 you will complete one mock examination project. For this project you will choose the area and medium you want to work in. Your GCSE externally set assessment task will start at the beginning of the spring term. work.



COMBINED SCIENCE



AIM OF COURSE

By taking double science you will work to achieve 2 complete GCSEs that are an average grade of your performance across Biology, Chemistry and Physics.

This course is designed for students who enjoy science and will give them the basis of knowledge and scientific practice to apply these skills in the real world. Science enables students to put the literacy and numeracy skills they have been learning through school into practice in real life examples. They will study topics across Biology, Chemistry and Physics that enable them to understand phenomena in the world around them.

The course also provides enough base knowledge for students to study science based courses in the future such as A levels in Biology, Chemistry or Physics. Careers which will need Combined Science include: midwifery, nursing, forensic science, animal care, laboratory work and many others.

HEAD OF SCIENCE

Ms Ahmed

HEAD OF KEYSTAGE 4

Ms Quadri

WHAT WILL I STUDY?

We will be following the AQA Combined Science: Trilogy course.

HOW WILL I BE TAUGHT?

Your lessons will be split into 5 hours of chemistry and 9 hours of Biology or Physics a fortnight.

The course will contain a mix of theory and practical lessons. You will also be expected to work independently at home and complete a mix of extension work from the CGP books and online resources.

HOW WILL I BE ASSESSED?

2 x 1h 15m Biology Papers—70 marks each

2 x 1h 15m Physics Papers—70 marks each

2 x 1h 15m Chemistry Papers—70 marks each

6 papers in total.

BTEC Tech Award in Health and Social Care



AIM OF COURSE

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is an excellent opportunity for learners who want to acquire real, practical knowledge through vocational studying. You will learn about the development of the human lifespan, health and social care services and the values, around health and wellbeing.

During your time at Greatfields School you will also complete a one week of work experience placement which will provide you with valuable experience in the following sectors: Health, Social Care or Early Years. Furthermore, the course is widely recognised by employers and further education colleges.

After year 11: our students have the option of studying the Level 3 Health and Social Care qualification, in year 12 and 13. This can lead to a place at university to study a variety of courses, including Nursing, Midwifery, Occupational Therapy, Psychology, Sociology, Public Services, Criminology, Journalism, Primary Teaching or Early Childhood Studies.

SUBJECT LEADER Miss Mcnaughton

WHAT WILL I STUDY?

The main focus is on four areas of equal importance, which cover the:

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

This Award complements the learning in GCSE programmes such as GCSE English. Additionally, it will enhance the more theoretical facets addresses in GCSE Biology or GCSE Psychology by enabling you to apply your knowledge and skills in practical scenarios.

HOW WILL I BE ASSESSED?

The three components focus on the assessment of applied knowledge and practices, all are essential. Learners need to achieve all components in order to achieve the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	External Synoptic

PSHE



AIM OF COURSE

PSHE gives pupils the knowledge, skills and understanding to play an effective role in society. It helps them to become informed, thoughtful and responsible citizens aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident. It encourages pupils to play a helpful part in the life of their school, community and the world.

Democracy and justice - This focuses on the role that citizens can take within the political and justice systems in the UK. It includes: freedom as part of a democracy; fairness and the rule of law as part of justice; power and authority; and, accountability.

Rights and responsibilities - There are different kinds of rights, obligations and responsibilities - political, legal, human, social, civic and moral. Pupils explore contested areas surrounding rights and responsibilities, for the checks and balances needed in relation to freedom of speech in the context of threats from extremism and terrorism.

Identities and diversity - Living together in the UK: This includes the multiple identities that may be held by groups and communities in a diverse society, and the ways in which these identities are affected by changes in society, for example, pupils could learn about: how migration has shaped communities; common or shared identity and what unifies groups and communities; and how living together in the UK has been shaped by, and continues to be shaped by, political, social, economic and cultural changes.

SUBJECT LEADER

Mr Wiles

HOW WILL I BE TAUGHT?

PSHE is delivered through timetabled lessons, and will cover the following topics over the two year period:

- Employability and enterprise.
- Revision techniques and preparation for examinations.
- Relationships and sex education.
- Alcohol and drugs education.
- Body image and self-esteem.
- Financial education.
- Crime and criminal justice system.
- The global community.
- Communication skills.
- Practical healthy eating.
- Health and wellbeing.

There is no formal assessment for PSHE but pupils will be expected to collate their work over the two year period.

GCSE SPANISH

AIM OF COURSE

- **More than words** – the qualification promotes culture, communication and connection. From the design of our speaking tasks, where communication is privileged, through to the use of images to provide cultural context, we want students to understand that words are a springboard to discovering much more.
- **Language learning for today's world** – we have carefully selected our vocabulary and assessment content to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest them most and develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken.
- **Compassionate assessments in a clear and familiar structure** – our assessments are accessible and transparent, rooted in testing what students know and ensuring they can attempt the whole assessment confidently, with no surprises. We are committed to maintaining a sense of continuity with the separate assessment of the four skills, and a consistent assessment structure.

SUBJECT LEADER

Mr Foakes

Exam Board

Pearson Edexcel

Themes:

- **My Personal World**—family and friends, relationships,
- **Lifestyle and wellbeing**—physical well-being, mental well-being, sports, equality, food and drink
- **My neighbourhood**—places in town, shopping, environmental issues, transport
- **Media and Technology**—social media and gaming, TV and film, music
- **Studying and my future**—school, future opportunities (work, travel)
- **Travel and tourism**—accommodation, tourist attractions, the natural world

Vocabulary:

Students will be assessed using a defined vocabulary list of:

1200 words at Foundation tier and an additional 500 words at Higher tier

All the vocabulary used in the assessments will be taken from the defined vocabulary list.

Grammar

Students will be expected to recognise and produce a range of grammatical structures at both higher and foundation tiers. Most of the grammar they will have seen in their year 7, 8 and 9 Spanish lessons.

Phonics

Students will be assessed on a range of sound-symbol correspondences in the listening and speaking papers. These are set in a defined list by the exam board.

OCR GCSE Computer Science

AIM OF THE COURSE

Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation

- ◆ Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- ◆ Think creatively, innovatively, analytically, logically and critically
- ◆ Understand the components that make up digital systems, and how they communicate with one another and with other systems
- ◆ Understand the impacts of digital technology to the individual and to wider society
- ◆ Apply mathematical skills relevant to Computer Science

SUBJECT LEADER

Mrs K Shingari

WHAT WILL I LEARN?

Component 1	Component 2
1.1 Systems architecture	2.1 Algorithms
1.2 Memory and storage	2.2 Programming fundamentals
1.3 Computer networks, connections and protocols	2.3 Producing robust programs
1.4 Network security	2.4 Boolean logic
1.5 Systems software	2.5 Programming languages and Integrated Development Environments
1.6 Ethical, legal, cultural and environmental impacts of digital technology	

HOW WILL I BE ASSESSED? Over the 2 years, you are required to complete:

Component	Marks	Duration	Weighting
Computer systems (01)	80	1 hour 30 minutes written paper.	50%
Computational thinking, algorithms and programming (02)	80	1 hour 30 minutes written paper.	50%



Cambridge Nationals Creative iMedia



AIM OF THE COURSE

- Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart.
- They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning.
- Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.
- Creative iMedia provides students with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education.

SUBJECT LEADER

Mrs K Shingari



WHAT WILL I STUDY AND HOW WILL I BE TAUGHT?

The Creative iMedia course introduces you to how the media and entertainment industry works. Topics include learning how to create professional projects from scratch to understanding the law and rules surrounding digital media.

HOW WILL I BE ASSESSED?

Over the 2 years, you are required to complete:

Unit	Marks	Assessment	Weighting
R093: Creative iMedia in the media industry	70	1 hour 30 minutes written exam paper.	40%
R094: Visual identity and digital graphics	50	Control Assessment	25%
R097: Interactive digital media	70	Control Assessment	35%

Assessments:

Students will sit 4 papers, each worth 25% of their GCSE grade. They must sit all the papers at the same tier.

Paper 1—Speaking in Spanish—50 marks

Task 1—read aloud (12 marks)

Students will read aloud a short passage (8 marks) and answer 2 straightforward questions (4 marks)

Task 2—Role play (10 marks)

In the role play, students will be required to give and receive information, answering and asking questions

Task 3—Picture Task (28 marks)

Students will describe a picture from a choice of two (8 marks), answer two unprepared questions related to the selected picture (4 marks) and participate in a conversation extending from the broader thematic context (16 marks)

Students will be given 15 minutes preparation time before their speaking exam in a room with an invigilator to prepare each element.

Paper 2—Listening and understanding in Spanish—50 marks

Section A—Listening Comprehension (40 marks)

All questions are set in English, using the following questions types: multiple choice, multiple response, and short open response. Students will write all their answers in English.

Section B—Dictation (10 marks)

Students will listen to a passage of spoken Spanish and transcribe what they hear in Spanish.

Paper 3—Reading and understanding in Spanish—50 marks

Section A—Reading comprehension (40 marks)

All questions are set in English, using the following questions types: multiple choice, multiple response, and short open response. Students will write all their answers in English.

Section B—Translation (10 marks)

At Foundation tier students will translate 5 sentences from Spanish into English, at higher tier students will translate a short paragraph from Spanish into English.

Paper 4—Writing in Spanish—50 marks

All Questions are set in English but students must write their answers in Spanish

Foundation:

- Question 1—write 4 short sentences in Spanish to describe a photo (8 marks)
- Question 2—Write 40-50 words in Spanish based on 4 bullet points (14 marks)
- Question 3—Write 80-90 words in Spanish based on 4 bullet points (18 marks)
- Question 4—Translate 5 sentences into Spanish (10 marks)

Higher:

- Question 1—Write 80-90 words in Spanish based on 4 bullet points (18 marks)
- Question 2—Write 13-150 words in Spanish based on 4 bullet points (22 marks)
- Question 3—Translate a short paragraph into Spanish (10 marks)

GCSE German



AIM OF COURSE

- **More than words** – the qualification promotes culture, communication and connection. From the design of our speaking tasks, where communication is privileged, through to the use of images to provide cultural context, we want students to understand that words are a springboard to discovering much more.
- **Language learning for today's world** – we have carefully selected our vocabulary and assessment content to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest them most and develop awareness and understanding of the culture and identity of the countries and communities where German is spoken.
- **Compassionate assessments in a clear and familiar structure** – our assessments are accessible and transparent, rooted in testing what students know and ensuring they can attempt the whole assessment confidently, with no surprises. We are committed to maintaining a sense of continuity with the separate assessment of the four skills, and a consistent assessment structure.

SUBJECT LEADER

Mr Foakes

Exam Board

Pearson Edexcel

Themes:

- **My Personal World**—family and friends, relationships,
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Vocabulary:

Students will be assessed using a defined vocabulary list of:

1200 words at Foundation tier and an additional 500 words at Higher tier

All the vocabulary used in the assessments will be taken from the defined vocabulary list.

Grammar

Students will be expected to recognise and produce a range of grammatical structures at both higher and foundation tiers.

Phonics

Students will be assessed on a range of sound-symbol correspondences in the listening and speaking papers.

These are set in a defined list by the exam board.

HOW WILL I BE ASSESSED?

Students will be assessed and graded in the following categories;

Pass

Merit

Distinction

Component 1: –Exploring the Performing Arts—30% of the entire course.

In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. You will broaden your knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material.

Component 2: Developing Skills and Techniques—30% of the entire course.

In this component, you will develop performing techniques. You will have the opportunity to specialise as a performer, you will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work. Throughout your development, you will review your own progress and consider how to make improvements.

Component 3—Responding to a brief—40% of the entire course.

In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.



DANCE

AIM OF COURSE

The Dance course is a practical course designed for students who are enthusiastic about dance. The course helps students develop technical and expressive skills, as well as knowledge and understanding of dance through performance, choreography and critical appreciation of dance. The course is designed to help students' increase their confidence and self-esteem, employ the skills of problem solving and creativity and enable all students to make knowledgeable decisions about professional works. Transferable skills such as these will be especially useful in any job or career that involves collaborative work. Dance is also a subject to take if your career ambition is to work in the entertainment industry, both in front of an audience or behind the scenes.

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 LEADER

Miss White

WHAT WILL I STUDY?

We will be following the BTEC Performing Arts Tech Award: Dance.

HOW WILL I BE TAUGHT?

This course combines practical, creative and analytical skillsets. The students will be able to develop and improve their technical, physical and expressive skills alongside their choreographic skillset.

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as creating performance for a real vocational scenario. Everyone taking this qualification will study three components, covering the following content areas:

- **Exploring the Performing Arts** - developing an understanding of the performing arts including practitioners' work and the processes used to create performance.
- **Developing Skills and Techniques in the Performing Arts** - development of performing arts skills and techniques through the reproduction of dance repertoire as performers
- **Responding to a Brief** - contributing to a workshop performance as a performer in response to a given brief and stimulus.

Assessments:

Students will sit 4 papers, each worth 25% of their GCSE grade. They must sit all the papers at the same tier.

Paper 1—Speaking in German —50 marks

Task 1—read aloud (12 marks)

Students will read aloud a short passage (8 marks) and answer 2 straightforward questions (4 marks)

Task 2—Role play (10 marks)

In the role play, students will be required to give and receive information, answering and asking questions

Task 3 –Picture Task (28 marks)

Students will describe a picture from a choice of two (8 marks), answer two unprepared questions related to the selected picture (4 marks) and participate in a conversation extending from the broader thematic context (16 marks)

Students will be given 15 minutes preparation time before their speaking exam in a room with an invigilator to prepare each element.

Paper 2—Listening and understanding in German —50 marks

Section A—Listening Comprehension (40 marks)

All questions are set in English, using the following questions types: multiple choice, multiple response, and short open response. Students will write all their answers in English.

Section B—Dictation (10 marks)

Students will listen to a passage of spoken German and transcribe what they hear in German.

Paper 3—Reading and understanding in German —50 marks

Section A—Reading comprehension (40 marks)

All questions are set in English, using the following questions types: multiple choice, multiple response, and short open response. Students will write all their answers in English.

Section B—Translation (10 marks)

At Foundation tier students will translate 5 sentences from German into English, at higher tier students will translate a short paragraph from German into English.

Paper 4—Writing in German—50 marks

All Questions are set in English but students must write their answers in German

Foundation:

Question 1— write 4 short sentences in German to describe a photo (8 marks)

Question 2—Write 40-50 words in German based on 4 bullet points (14 marks)

Question 3—Write 80-90 words in German based on 4 bullet points (18 marks)

Question 4—Translate 5 sentences into German (10 marks)

Higher:

Question 1—Write 80-90 words in German based on 4 bullet points (18 marks)

Question 2—Write 130-150 words in German based on 4 bullet points (22 marks)

Question 3—Translate a short paragraph into German (10 marks)

SEPARATE SCIENCES (TRIPLE SCIENCE)



AIM OF COURSE

By taking separate sciences you will work towards achieving with 3 separate GCSEs in Biology, Chemistry and Physics.

This course is designed for students who love science and want an extra challenge in the subject. We aim to provide you with the research skills and base content knowledge to study science to a higher level in the future at A Level and beyond. You may be thinking about studying science or a science related course at university.

Separate sciences is a brilliant choice if you want a career in the future in medicine, engineering, construction, environmental research, or cosmetics/chemical development and many other options which require you to have an understanding of scientific practice.

We want to make sure that every student is on the correct science pathway for them and we recognise that Separate sciences is an academically demanding course. Therefore we offer this course at both a higher and foundation level, thus enabling students who really enjoy the subject to opportunity to study Science at a deeper level.

HEAD OF SCIENCE

Ms Ahmed

HEAD OF KEYSTAGE 4

Mr Daludado

WHAT WILL I STUDY?

We will be following the AQA Biology, AQA Chemistry and AQA Physics.

HOW WILL I BE TAUGHT?

Your lessons will be split into 2 hours of chemistry, 2 hours of physics and 2 hours of biology a fortnight. The course will contain a mix of theory and practical lessons. You will also be expected to work independently at home and complete a mix of extension work from the CGP books and online resources.

HOW WILL I BE ASSESSED?

2 x 1h 45m Biology Papers—100 marks each

2 x 1h 45m Physics Papers—100 marks each

2 x 1h 45m Chemistry Papers—100 marks each

6 papers in total.

HOW WILL I BE ASSESSED?

Component 1 – Understanding Drama	Component 2 – De- vising	Component 3 – Texts in Practice
40% 80 marks	40% 80 marks	20% 40 marks
<p>What's assessed Knowledge and understanding of drama and theatre. Study of one set play – Blood Brothers Analysis and evaluation of the work of live theatre - Macbeth</p> <p>How it's assessed</p> <ul style="list-style-type: none"> ●Written exam: 1 hour and 45 minutes ●Open book ●80 marks ●40% of GCSE <p>Questions</p> <ul style="list-style-type: none"> ●Section A: multiple choice (4 marks) ●Section B: four questions on a given extract from the set play chosen (44 marks) ●Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks) 	<p>What's assessed Process of creating devised drama.</p> <p>Performance of devised drama Analysis and evaluation of own work</p> <p>How it's assessed</p> <ul style="list-style-type: none"> ● Devising log (60 marks) ● Devised performance (20 marks) 	<p>What's assessed Performance of two extracts from one play</p> <p>Free choice of play but it must contrast with the set play chosen for Component 1</p> <p>How it's assessed Performance of Extract 1 (20 marks) and Extract 2 (20 marks)</p>

GCSE DRAMA



AIM OF COURSE

The study of Drama can help students develop transferable skills, such as; creativity, communication, presentation/public speaking, leadership skills, problem solving, time management, initiative and the ability to work to a deadline.

The transferable skills and confidence developed through Drama will be especially useful in any job or career that involves collaborative work. Students could go on to take an A Level in Drama and Theatre Studies, a vocational course in Performing Arts or a BTEC National Certificate or Diploma in Performing Arts or Performance Design and Technology.

Drama is also a subject to take if your career ambition is to work in the entertainment industry, both in front of an audience or behind the scenes.

SUBJECT LEADER

Miss White

WHAT WILL I STUDY?

We will be following the AQA GCSE Drama specification.

HOW WILL I BE TAUGHT?

This course combines practical, creative and analytical skillsets. The students will be able to explore how drama comes to life on stage including; performing, directing and designing for theatre including; costumes, set design, lighting and sound.

The course is split into three assessment components, all of which involve both practical exploration and written work. You can see from the table below how the different components are assessed and what is required for each component. You will also see that the written work is worth a great deal of marks and so will have a significant impact on your overall grade.

GCSE PE



Why study GCSE PE?

GCSE PE allows learners to study Physical Education (PE) in an academic setting, allowing them to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject.

This course will prepare learners for the further study of PE and sports science courses, as well as other related subject areas such as biology, psychology and sociology. Learners will also develop the transferable skills that are in demand by Further education, Higher Education and employers in all sectors of this industry. This course is the perfect choice for anyone who is passionate about PE and Sport.

Assessment Criteria

Aims of the course

Exam	Practical sports performance	Coursework assignment
Paper 1 1.1 Applied anatomy and physiology 1.2 Physical training	● 1 team sport	In this assignment students will need to analyse and evaluate their own or a peer's performance in a sport. You will then plan how to improve their performance.
Paper 2 2.1 Socio-cultural influences 2.2 Sports psychology 2.3 Health, fitness and well-being.	● 1 individual sport	
	● Another individual or team sport	

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform in different physical activities by developing skills, techniques, and using tactics effectively
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution which physical activity and sport make to health, fitness and well-being.
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

GCSE GEOGRAPHY



AIM OF COURSE

GCSE Geography looks at real, current issues that the world is facing now and in the future. By studying Geography you could be a part of the managing of these issues in the future, such as climate change and geopolitical issues. The skills that you develop with this course will make you very attractive to employers, skills such as: decision making, data analysis, GIS (ICT), fieldwork, team work and communication, just to name a few.

Geography can lead to a wide range of future careers and is still one of the most employable degrees to have. Some jobs include: Cartographer, Lawyer, Geologist, Commercial/residential surveyor, Environmental consultant, Geographical Information Systems Officer, Meteorologist, Planning and development surveyor, Town planner.

SUBJECT LEADER

Mr Fernandes

WHAT WILL I STUDY?

We will be following the AQA Geography course.

HOW WILL I BE TAUGHT?

You will also be given the opportunity to visit two geographical areas in the UK to conduct your own geographical research.

Physical Topics: Natural Hazards, Tectonic Hazard, Weather Hazards, Climate Change, Ecosystems: Tropical Rainforests & Hot deserts, UK Physical Landscapes: Coastal Landscapes & River Landscapes.

Human Topics: Urban issues and Challenges, The Changing Economic World, Resource Management, Energy.

HOW WILL I BE ASSESSED?

3 papers in total.

HOW WILL I BE ASSESSED?

<p>Component 1 Exploring Media Products</p> <p>Internal assessment 30 percent</p>	<p>Component 2 Developing Media Production Skills</p> <p>Internal assessment 30 percent</p>	<p>Component 3 Create a Media Product in Response to a Brief 30 percent, 60 marks (non exam assessment)</p> <p>External assessment 40 percent</p>
<p>What is assessed</p> <ul style="list-style-type: none"> • How media products communicate meaning • How creators use technical, visual and narrative features • How audiences are targeted, attracted and engaged • Case studies across moving image, print and interactive media <p>Two set tasks:</p> <p>Task 1: Research and analysis of three media products</p> <p>Task 2: Extended comparison • Internally marked and externally moderated</p>	<p>What is assessed</p> <ul style="list-style-type: none"> • Technical production skills (camera, sound, direction, design, layout) • Pre-production planning (mind-maps, mood boards, scripts, storyboards, layouts) • Digital editing and post-production techniques • Reflection on skills development over time <p>How it is assessed</p> <p>Students create practical work through workshops</p> <p>Evidence includes:</p> <p>Skills log</p> <p>Planning documents</p> <p>Practical media product (drafts and final)</p> <p>Reflection evaluating progress • Internally marked and externally moderated.</p>	<p>What is assessed</p> <ul style="list-style-type: none"> • Ability to respond to a set industry brief • Research, planning and idea development • Production and editing of a media product • Evaluation of how intentions were met <p>How it is assessed</p> <p>Timed controlled assessment released by Pearson</p> <p>Students complete:</p> <p>Research</p> <p>Proposal</p> <p>Planning</p> <p>Production</p> <p>Evaluation</p> <p>Externally marked</p>

BTEC TECH AWARD LEVEL 2 CREATIVE MEDIA PRODUCTION

AIM OF COURSE

Creative Media helps students develop skills that are useful in any modern career. You learn how media products are designed, planned and produced. You build confidence in digital tools, problem solving, teamwork, communication and meeting deadlines.

The course prepares students for creative pathways, including Level 3 Media, A Level Media, apprenticeships or any career involving digital content, advertising, film, TV, gaming or design.

SUBJECT LEADER

Mr Assegai

WHAT WILL I STUDY?

We follow the Pearson BTEC Tech Award in Creative Media Production.

Students explore how media works, why it is made and how it influences audiences. You will look at films, adverts, magazines, posters, games and social media. You will also create your own media products.

HOW WILL I BE TAUGHT?

Students learn through practical workshops, software demonstrations, analysis tasks, research activities, planning exercises and production projects. Work includes Photoshop, InDesign, Premiere Pro or similar tools.

The course is made up of three components, with Component 3 being the external exam.

Paper 1: Living with the physical environment	+ Paper 2: Challenges in the human environment	+ Paper 3: Geographical applications
<p>What's assessed</p> <p>3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills</p>	<p>What's assessed</p> <p>3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills</p>	<p>What's assessed</p> <p>3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> Written exam: 1 hour 30 minutes 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)) 35 % of GCSE 	<p>How it's assessed</p> <ul style="list-style-type: none"> Written exam: 1 hour 30 minutes 88 marks (including 3 marks for SPaG) 35 % of GCSE 	<p>How it's assessed</p> <ul style="list-style-type: none"> Written exam: 1 hour 15 minutes 76 marks (including 6 marks for SPaG) 30 % of GCSE Pre-release resources booklet made available 12 weeks before Paper 3 exam
<p>Questions</p> <ul style="list-style-type: none"> Section A: answer all questions (33 marks) Section B: answer all questions (25 marks) Section C: answer any two questions from questions 3, 4 and 5 (30 marks) Question types: multiple-choice, short answer, levels of response, extended prose 	<p>Questions</p> <ul style="list-style-type: none"> Section A: answer all questions (33 marks) Section B: answer all questions (30 marks) Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks) Question types: multiple-choice, short answer, levels of response, extended prose 	<p>Questions</p> <ul style="list-style-type: none"> Section A: answer all questions (37 marks) Section B: answer all questions (39 marks) Question types: multiple-choice, short answer, levels of response, extended prose

GCSE HISTORY

AIM OF COURSE

History is continuously changing the world around us and historic events have helped to shape the multi-cultural societies we live in. That is why studying the GCSE History course is vital as it will allow students to investigate past politics, societies, cultures, languages, art, education, conflicts and more. Looking at how things have developed over time and connect the dots to understand how we have got where we are today.

Apart from studying a wide range of exciting historic topics, you'll learn a range of skills that will help you with A-levels and future work. These include:

- Excellent communication and writing skills
- How to construct an argument
- Research skills
- Investigation and problem-solving skills
- Analytical and interpretation skills.

Studying history can lead to some exciting career options, including: teaching, journalism, law, business, politics, archaeology and marketing.

SUBJECT LEADER

Ms Johnson

WHAT WILL I STUDY?

We will be following the AQA GCSE History syllabus.

Paper 1: Understanding the modern world

Section A: Period Studies – Germany, 1890–1945: Democracy and dictatorship

Section B: Wider World Depth Study – Conflict and Tension in Asia, 1950-1975

Paper 2: Shaping the nation

Section A: Thematic studies - Migration, empires and the people, c790 to the present day.

Section B: British depth studies including the historic environment: Elizabethan England c1588-1603

HOW WILL I BE ASSESSED?

Paper 1: 2 hour exam

Section A – six compulsory questions (40 marks).

Section B – four compulsory questions (40 marks) Plus 4 marks for spelling, punctuation and grammar.

Paper 2: 2 hour exam

Section A – four compulsory questions (40 marks) Plus 4 marks for spelling, punctuation and grammar.

Section B – four compulsory questions (40 marks)



HOW WILL I BE ASSESSED?

Assessment objectives: 1) Develop ideas, 2) Refine work, 3) Record ideas, 4) Present a response.

- Unit 1: Portfolio of work

60% of the total marks will be awarded based on portfolio of work which pupils will develop throughout Year 10 and the beginning of Year 11. This will include 3 projects which must demonstrate a response to all assessment objectives.

- Unit 2: Externally Set Task

40% of the total marks will be awarded based on pupils' response to an externally set project. This will be set at the beginning of the Spring Term in Year 11. Pupils may choose from different themes on which to base their project. A final piece will be completed in 10 hours of supervised exam time. The project must demonstrate a response to all assessment objectives.

- Exhibition: At the end of the course, there will be a celebratory exhibition of all students' work.

GCSE Art & Design



AIM OF COURSE

- Develops your artistic skills using a range of media and processes, including painting, drawing, working with clay, photography, textiles, sculpture and printing. While completing projects, you will be able to choose the techniques that best suit your skills and your design.
- You will continue to develop your practical skills learnt at KS3.
- You will learn how to explore the visual world around you, and also how to investigate, analyse, and experiment, problem solve and express your ideas visually.
- Your learning will also involve many trips to galleries, exhibitions and workshops, to help develop your ideas and creativity.
- Most employers will want you to be able to demonstrate creativity and imagination and Art is a great way to show this and gain a well-rounded education. Universities prefer well-rounded students who have a range of different skills.
- Art is a requirement for many exciting jobs, including advertising, web-design, graphic design, craftwork, furniture design, gallery director, illustration, art therapy, costume and set design, photography, fashion design, animation and architecture. Studying Art keeps your options open, if you don't know yet what type of career you would like.

SUBJECT LEADER

Ms Begum/Miss Windsor

WHAT WILL I STUDY?

We will be following the AQA Art & Design course.

HOW WILL I BE TAUGHT?

- Year 10 consists of 2 projects: 'Alternative Portrait', and 'Changes'. These projects will include: painting and drawing (using a variety of medium and technique), printmaking (mono printing, lino cutting and etching), sculpture, mixed media, textiles (embroidery and machine sewing and photography (composition).
- In Y11 you complete one mock examination project. For this project you will choose what medium you want to work in. Your GCSE externally set assessment task will then start at the beginning of the spring term.
- Students will be advised to attend Art club or interventions once a week.
- You will be expected to work independently at home and at school to develop your project work.

HOW WILL I BE ASSESSED?

Assessment objectives: 1) Develop ideas, 2) Refine work, 3) Record ideas, 4) Present a response.

Unit 1: Portfolio of work

60% of the total marks will be awarded based on portfolio of work which pupils will develop throughout Year 10 and the beginning of Year 11. This will include 3 projects which must demonstrate a response to all assessment objectives.

Unit 2: Externally Set Task

40% of the total marks will be awarded based on pupils' response to an externally set project. This will be set at the beginning of the Spring Term in Year 11. Pupils will choose from 7 different themes on which to base their project. A final piece will be completed in 10 hours of supervised exam time. The project must demonstrate a response to all assessment objectives.

- **Exhibition:** At the end of the course, there will be a celebratory exhibition of all students' work.