



Bishop Luffa School

14 - 16 Courses

2025 – 2027



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Dear parents and carers,

It is finally time for your child to choose their options. Most students are excited at the prospect of this, as it is their first real opportunity to take control of their education. It also allows conversations in school and at home about the courses and careers that they may follow when they leave school.

Our approach at Bishop Luffa is to emphasise the opportunity that this gives students to really immerse themselves in subjects that they enjoy; however, it is also important that students do not narrow their focus so much that they limit their options when they leave school. The role of teachers, parents and carers is to help the children to find that balance.

There are a number of key dates during the process:

8 th to 10 th January	Faculties talk to students about subjects
Thursday 9 th January	14-16 Courses booklet issued online to students Year 9 Assembly to explain process
Monday 13 th January	Window for making preliminary online choices starts. Instructions will be emailed to parents and carers.
Wednesday 15 th January	Year 9 Grades issued
Thursday 16th January	Year 9 Options Information Evening and subject fair (Parents and Carers only) 5.30 pm
Monday 20 th January	Deadline for Y9 Preliminary online choices deadline
Thursday 30th January	Parents' and Carers' Consultation Evening (Parents, Carers and Students) 4.00 – 7.00 pm Virtual
Monday 3 rd February	Y9 Final online choices deadline

If you have any questions, please contact your child's Head of House or Mr Stuart White, Deputy Head, who will be running the options process.

Thank you for your support,



Austen Hindman – Head Teacher

Dear Year 9 Student,

Years 10 and 11 are a really exciting time in your time at school. These are the years when you will study for your first public examinations. At Bishop Luffa most students will prepare for nine GCSEs.

This booklet is designed to help you make well informed decisions for Years 10 and 11 (Key Stage 4). On the following pages you will find information about all the courses that are available to you - both the compulsory ones and the ones from which you will make your choices. Our aim is to provide you with a wide range of appropriate courses, so that you are able to select subjects and qualifications that interest you, challenge you and provide opportunities for success. You should read about all the different courses which are available to you. It will help you to understand the opportunities, demands and expectations you will face and will guide you to make the right decisions.

Choosing your subjects:

Every student at Bishop Luffa will study the following subjects:

- English and English Literature (GCSEs)
- Mathematics (GCSE)
- Combined Science (2 GCSEs)
- Religious Studies (GCSE)
- Physical Education (Core non-examined)
- PSHE (Personal, Social, Health and Economic education)

You will then be assigned to one of three pathways through Key Stage 4. The pathways are designed to allow you to experience 'life in all its fullness'. There is limited setting in option classes to support all students to achieve success. The pathways help direct you towards achieving your full potential and are named to reflect personal qualities that are important to everyone's success at KS4.

Aspiration

Having a goal to aim for and working towards that goal drives you forward.

Studies show that by learning a foreign language, you will develop a range of skills that cannot be developed as fully elsewhere in the curriculum. It is for this reason that there is an expectation that the majority of students choose a foreign language as part of their Key Stage 4 (KS4) programme. If you have shown that you have developed the foundations to succeed in a foreign language you will be on this pathway and should choose to continue to KS4 the foreign language chosen at the end of year 7 (only 30% of schools nationally offer a choice of language).

You are then free to make two choices from the full range of subjects.

Endeavour

Having to strive for success is what makes us who we are.

On this pathway you are able to choose from our full range of KS4 courses. You should make three choices, one of which may be a language. When making your choices consider which assessment route will suit you best; all GCSE's are assessed with exams at the end of the course and a few have some non-examined content which counts towards your final grade. Cambridge nationals have a higher weighting on non-examined assessment.

Independence

Having the ability to manage your studies and your wellbeing will be something you develop over KS4 as you balance the demands of your qualifications with engagement in extracurricular activities.

This pathway allows you to choose the same options as in the Aspiration and Endeavour pathway but in addition you are able to undertake functional skills qualifications through the Key Skills course. The

Key Skills course allows you to gain a functional skill qualification in English and Maths. These courses support your progress across the curriculum. You are able to choose three options and can select from the full range of subjects; you do not have to choose Key Skills.

Students need to have a current attainment of 4M in order to progress to triple science.

Some students will be invited to follow a Free-Standing Maths Qualification (FSMQ-level 3 qualification) alongside their Maths GCSE qualification. This happens outside the normal school curriculum, does not take up an option and allows you to extend your knowledge and understanding in Maths beyond GCSE. Further details will be provided by the Maths faculty.

Your options process is supported by obtaining good Information, advice and guidance. This will enable you to make good choices.

Recommended next steps:

- discuss the options with your parents/carers
- talk with your HOH and/or tutor
- Logon to Unifrog, complete your personality profile and explore subjects
- talk with subject teachers about different courses
- make decisions about what best suits you, please do not be influenced by what your friends are doing
- choose subjects that you find interesting and have a passion for
- look for subjects that would fit with your aspirations or goals
- choose subjects which you are good at

There are a wide range of courses to select from, which are all detailed in this booklet. There is further information on the curriculum overview section of the school website including what content is covered and when. Please think carefully about the different assessment routes we offer; most GCSEs are assessed through exams at the end of the course, other courses have more ongoing assessment through non-examined assessment project work. Please consider which route will work best for you.

These are important decisions to get right. There is limited opportunity to change choices later in the year so please take time to consider and reflect upon your choices.

Mr S White
Deputy Head

CURRICULUM PLAN

Core subjects

English – two GCSEs, one in Language and one in Literature
Mathematics – one GCSE
Combined Science – two GCSEs

Compulsory subjects

Religious Studies – one GCSE
Physical Education
PSHE (Personal, Social, Health and Economic education)

Option subjects – All GCSE unless stated

Art, Craft & Design Business Computer Science Creative iMedia (Cambridge National) Curriculum Support & Key Skills Dance Design & Technology – Product Design Design & Technology – Food Preparation & Nutrition Design & Technology-Textile Design Drama	French Geography German History Latin Media Studies Music PE GCSE Spanish Sport Studies (Cambridge National) Triple Science
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Please note:

- This will lead to a maximum of nine GCSEs.
- Any Option subject will be offered only if there is a sufficient number of students selecting it to justify running the course.
- For those wishing to gain the EBacc, you should ensure your options include:
History or Geography and a Foreign Language

Prohibited combinations

We believe that certain combinations of subjects reduce the breadth of the KS4 programme and therefore will not allow the following combinations:

1. You may pick either GCSE Computer Science **or** Creative iMedia (Cambridge National)
2. You may pick either GCSE PE **or** Sport Studies (Cambridge National)
3. You may pick either GCSE Media **or** Creative iMedia (Cambridge National)
4. You may select either GCSE D&T Product Design **or** GCSE D&T Textiles

Making your option choices online

The procedure for accessing options online will be emailed to parents, carers and students.

CORE & COMPULSORY SUBJECT INFORMATION

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Core subject information can be found at:

<https://www.bishopluffa.org.uk/home/about-us/our-curriculum/year-9-options-2025-2027/core-subjects/>

Compulsory subject information can be found at:

<https://www.bishopluffa.org.uk/home/about-us/our-curriculum/year-9-options-2025-2027/compulsory-subjects/>

Subject: English Language and Literature

Syllabus Number: English Language: AQA 8700, English Literature: AQA 8702

**Teachers who lead the subject: Mr S Collins (Head of English) and
Mr K Allman (Second in English)**

Why study English Language and Literature

Everyone at Bishop Luffa studies both English Language and English Literature. You will achieve two GCSEs in Year 11. English is a vital subject for all to study, for, as the author Anne Fine says:

‘Without English, nothing. And without good English, nothing very well.’

Outline of syllabus content

In English Language you will

- Read comfortably, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries. These texts will include literary fiction and non-fiction, as well as other writing such as reviews and journalism
- Develop your ability to read and evaluate texts – being a critical reader - and make comparisons between them
- Develop skills to help you summarise a text and synthesise (select the appropriate) information or ideas from it
- Use knowledge and ideas from your reading to inform and improve your own writing
- Write effectively, clearly and precisely using Standard English wherever appropriate.
- Learn to use the grammar of Standard English correctly and punctuate and spell accurately
- Build and use a wide vocabulary, alongside a knowledge and understanding of subject terminology, and linguistic conventions for reading, writing and spoken language
- Recognise the difference between spoken non-Standard and Standard English and use them effectively in different contexts.

In English Literature you will:

- Build your reading range to include Shakespeare, a 19th century novel, contemporary prose, drama and poetry. You will read and evaluate these as a critical reader too.
- Write about literature in a clear and coherent way and you will use accurate Standard English.

Assessment

Both English Language and Literature are 100% exam.

- In English Language you will have two exams: Paper 1, “Explorations in Creative Reading and Writing,” is 1 hour 45 minutes long and is worth 50% of the GCSE. Paper 2, “Writers’ Viewpoints and Perspectives” covers non-fiction, is also 1 hour 45 minutes and worth 50% of the GCSE.
- In English Literature you will have two exams, “Shakespeare and the 19th century novel” and “Modern texts and poetry.”

Subject: Mathematics

Syllabus Number: Edexcel 1MA1

Teachers who lead the subject:

Mrs H Kettle (Head of Maths)

Mrs S Callaghan (Key Stage 4 Lead)

Why study Mathematics?

Mathematics is a compulsory subject at GCSE. All students start their GCSE Mathematics studies at the beginning of Year 9, and continue through into Year 10 and 11. Mathematics is a key qualification and a GCSE pass is expected for most occupations. On top of that, you will be developing your problem-solving skills, critical thinking, ability to process and apply new information, and finally strengthen your ability to work confidently with number.

Outline of syllabus content

The syllabus builds on the content of KS3 with further topics in Number, Algebra, Ratio and Proportion, Geometry and Measures, Probability and Statistics.

Mathematics GCSE will be graded 1-9, with grade 9 designed to stretch and identify the most able students. The GCSE is divided into Higher and Foundation tiers. The Higher tier covers grades 4-9 whilst Foundation covers 1-5.

In the GCSE specification there is a significant amount of content in both Higher and Foundation tiers and students will need to remember key formulae. There is an emphasis on problem solving, requiring you to apply your maths knowledge and communicate your reasoning clearly.

For those students who are our very highest achieving, there is also the possibility of studying for an additional qualification called the FSMQ (Free Standing Mathematics Qualification), which is taught in a one-hour session after school once per week. The course is designed to provide bridging between GCSE and A-level, and extends certain topics from GCSE even further, whilst also introducing new work. FSMQ runs from around the second full week of Year 10, with content completed in full by Christmas of Year 11.

Assessment

Assessment for GCSE Maths will be in the form of three one and a half hour papers in the Summer of Year 11. The papers are equally weighted. There will be one non-calculator paper. You will either take Foundation tier papers or Higher tier papers. The final decision on tier of entry will be made in the Spring of Year 11.

Subject: Combined Science

Syllabus Number: AQA GCSE Combined Science: Trilogy 8464

Teacher who leads the subject: Mr G King and Mr S Cooke

Why study Combined Science?

Studying science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. You are taught essential aspects of the knowledge, methods, processes and uses of science.

Studying science enables you to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help you to answer scientific questions about the world around you
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop your ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

All students study science at KS4 and although some with a particular aptitude for science opt to take Triple Science, most take Combined Science. AQA's new Combined Science: Trilogy is a double award; students will be awarded two grades at the end of the two-year course.

Outline of syllabus content

You will study topics in Biology, Chemistry, and Physics. These topics are studied by all students including those opting for Triple Science. However, students taking Combined Science study less content. You also develop your understanding of "Working scientifically" in each of the three subject areas. Despite the reduced content, Combined Science will still allow students to study Science at A level.

Assessment is by examination at the end of Year 11. There are two 1 hour 15 minute papers for each of the three science subject areas, each covers specified topics and is worth 16.7% of the GCSE.

"Working scientifically" is the sum of all the activities that scientists do. These important ideas are assessed on all the written papers in addition to the content set out in the specification. There is no Controlled Assessment.

Subject: Religious Studies GCSE (RE)
Syllabus Number: AQA GCSE (9-1), specification A
Teacher who leads the subject: Mrs L Budgen

Why study RE?

Religious Education provides opportunities to deepen your understanding of religions, culture and ethics, in an exciting and forward-thinking way. RE is a great foundation for many career paths, such as medicine, law, social work, teaching and much more.

You will

- deepen your knowledge and understanding of religions and non-religious beliefs, through a wide range of exciting lessons
- become informed about common and different views within traditions and the way beliefs and teachings are understood and expressed
- develop your ability to construct well-argued, balanced and structured arguments
- engage with questions of belief, value, morality, purpose, truth; and their influence on human life
- reflect on and develop your own values, beliefs and attitudes in the light of what you have learnt and prepare for life in a pluralistic society.

Outline of GCSE syllabus content

The GCSE course specification in Religious Studies has 2 components:

1. The Study of Religion, focusing on:
 - Christianity and Islam
2. Religious, Philosophical and Ethical Studies, focusing on:
 - Relationships and Families
 - Religion and Life
 - Religion, Peace and Conflict
 - Religion, Crime and Punishment

Assessment

There will be two written examination papers, each lasting one hour and forty-five minutes. The papers will be made up of compulsory questions focusing on knowledge, understanding and evaluation.

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Subject: Art, Craft & Design

Syllabus Number: AQA 8201

Teacher who leads the subject: Mrs L Thorpe

Why study Art, Craft & Design?

Picasso believed 'Every child is an artist' and we agree! We live in an increasingly visual world where artists such as you are vital to producing exciting and thought-provoking work. The creative industries make an overwhelming contribution to our country's economy. Art students might go on to be employed as illustrators and fashion designers, work in marketing or in advertising as creative thinkers. Maybe you'll be an architect, a web designer, a special effects designer on a film or even a gallery owner! Or maybe you'll follow a more traditional route and go on to be a Fine Artist: a Painter or a Sculptor exhibiting your work across the world. The opportunities for Art students are endless. Creative thinking is something that only you can do; a computer can't think imaginatively but you can, which will make you a highly desirable candidate ready for any creative career. The Art Department is like a studio, a buzzing hive of activity where like-minded students love to come and make Art together.

Outline of syllabus content

You will be closely supported through the first term and build up key skills. In your lessons you will create work in a wide range of media including photography, large-scale drawings, collage and painting so that you can find where your strengths and interests lie. Then the fun really begins as you make your own choices about which artists inspire you and how you'd like to make work. You can paint, print, use digital media and photography, or make 3D work/textile art or sculpture. As a department we have a range of specialisms so whatever you want to create, there will be someone to show you how!

You will complete two coursework projects. Each has a theme such as 'Identity' or 'Structures'. Each theme is open-ended and is designed to allow you to respond in a personal and independent way. You will move through each project, just like an artist. You will begin by looking at the work of others to give you inspiration, then develop ideas of your own and finally create an impressive final piece which might be a painting, a sculpture, a photograph or whatever you want it to be!

Assessment

You will complete two Coursework projects which together contribute 60% of your GCSE. The remaining 40% of your GCSE will come from your exam. In this you will choose one theme from a choice of seven that the exam board will give you. You will work through the theme in exactly the same way as a coursework project; the only difference is that for the exam you will use the ten hour period which comes at the end, to produce your final piece. The ten hours are split into two full days in the Art department. Students thoroughly enjoy their Art exam which allows them to work without interruption on something very special.

Subject: Business

Syllabus Number: AQA 8132

Teacher who leads the subject: Mrs C Smerdon-Corp

Why study Business?

Be the next Richard Branson, Alan Sugar or James Dyson.....

Do you fancy yourself at the head of a successful business? Have you got some great ideas for new products or services? Or maybe you want to work for a large company by working in marketing or management. No matter what your vision, Business can give you an incredibly powerful start to launch you on to your career.

- Everyone ends up working in a business organisation of some kind, so it is important for you to understand how they operate to make future career choices.
- The course covers useful life skills such as application for jobs, an understanding of ethical business and laws that all consumers need to know.
- The course covers all aspects of Business and is good preparation for Business at A level and at University where there are many courses at different levels. For example, past Bishop Luffa students have gone on to study Event Management, Accountancy and Strategic Management.
- The subject is taught using a variety of learning styles and activities, especially using computers for work and business research.

Outline of syllabus content

All aspects of Business are covered in the course:

- Marketing and enterprise, as well as creating business plans.
- Business structure and different types of business including franchises and multinationals.
- Human resources including recruitment, training, organisation and motivation.
- Production using different methods and lean production.
- Finance including an understanding of profit and loss, breakeven and sources of finance.
- External factors that affect businesses such as the economy, laws, ethics and the environment.

Assessment

Paper 1 – Influences of Operational and Human Resource Management on business activity

Paper 2 – Influences of Marketing and Finance on business activity

Subject: Computer Science

Syllabus Number: OCR J277

Teacher who leads the subject: Mrs H Williams

Why study Computer Science?

In the same way the students benefit from a knowledge of physical and natural sciences in order to understand the world in which they live, students increasingly need to know something about the Computer Science that underlies the digital world. Research shows that although many young people are confident using a range of digital devices, few are able to program them and design their own applications.

OCR's GCSE Computer Science course will give you an in-depth understanding of how computer technology works and a look at what goes on behind the scenes. Through the study of computational thinking and programming, the course will help you to develop critical thinking, analysis and problem-solving skills. For many, it is a fun and interesting way to develop these skills, which can be transferred to other subjects and applied in day-to-day life.

Computer Science continues to have a growing importance. This means there will be an increasing demand for professionals who are qualified in this area.

Outline of syllabus content includes:

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with Computer Science.

Component 02: Computational thinking, algorithms and programming

Students develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation.

Practical Programming

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

Assessment

The course is assessed by a combination of two written papers:

- Component 1 – Computer systems (worth 50%) 1h 30 mins
- Component 2 – Computational thinking, algorithms & programming (worth 50%) 1h 30 mins

Subject: Creative iMedia

Syllabus Number: OCR J834

Teacher who leads the subject: Mrs A Copeland

Why Study Creative iMedia?

Creative and Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally. Creative iMedia provides you with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education.

Outline of Syllabus Content

Module 1 R093 Creative iMedia in the media industry - This is an exam unit in which you will learn about the sectors, products, legal and ethical issues, plan and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences.

Module 2 R094 Visual identity and digital graphics - In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience.

Modules 3 & 4: (One to be chosen by teacher)

- **R095 Characters and comics.** You will design and create original characters that convey emotion and personality.
- **R096 Animations with audio.** You will plan animations with soundtracks based on client briefs, using a range of tools and techniques to create, edit and combine audio and animated content.
- **R097 Interactive digital media.** You will design and create interactive digital media products for chosen platforms, learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.
- **R098 Create visual imaging.** You will plan and capture photographs and moving images using a digital camera and learn to edit and process photographs and video sequences to create meaningful products in response to client briefs
- **R099 Create digital games.** You will learn to create, edit, test and export playable digital games which you have designed.

Assessment

Students achieve three units: Exam and two Non Examined Assessment (NEA) units.

Module 1 - R093 Creative iMedia in the media industry – 1 hour 30 minutes written exam 40% of total marks

Module 2 - R094 Visual identity and digital graphics - Coursework assessed in school moderated by OCR - 30 Hours 30% of total marks

Modules 3 & 4 - Coursework assessed in school moderated by OCR - 42 hours per module 30% each of the total marks

Subject: Curriculum Support & Key Skills**Teacher who leads the subject: Year 10 Mrs H Kettle, Year 11 Mr S Collins****What will I study in Year 10?**

In Year 10 you will study Functional Skills Maths at either Level 1 or Level 2. The course is designed to underpin what you are learning in mainstream maths lessons. Within the course there is time built in to enable delivery at a slower pace and support you with your studies. There are 2 exams at the end of the course 1 Calculator and 1 Non-Calculator.

Students complete engaging challenges, collect evidence of their work and apply skills and knowledge to real-life problems and situations.

The challenges in the mathematics programme have a contextual approach, applying subject material to real day-to-day events.

Functional Skills Maths underpins the knowledge and skills required for GCSE maths. It allows students to reinforce their learning in this subject.

What will I study in Year 11?

In Year 11 you will study Functional Skills English at Level 1 or 2, depending on what best suits you. The course is graded 'Pass' or 'Fail'. To pass, all elements must be completed to the standard required by the exam board, which is AQA.

The course reflects the skills required for GCSE English Language, whilst enabling students to work at a slightly slower pace. The course is broken down into reading, writing, speaking, listening and communicating, which are all required elements of the assessment. There is an exam in reading and one in writing, at the end of the course. There is also a speaking, listening and communicating assessment during the course.

How will my work be assessed?

In addition to the exams, you will be assessed by the work completed in class: this will be in various forms - for example, written pieces, presentations, research and discussions. The completion of units will go towards your final grade qualification.

What qualifications will the course lead to?

Functional Skills Level 1 or Level 2.

How will it support my other subjects?

There will be time available in these lessons to focus on work from other subjects, as well as completing coursework.

Please only select Curriculum Support & Key Skills if your Head of House has suggested this to you.

Please contact Mrs Basurto for more information

Subject: Dance

Syllabus Number: AQA 8236

Teachers who lead the subject: Miss J Lawlor

Why study GCSE Dance?

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This specification recognises the role of dance in young people's lives and you will study a range of dance styles and style fusions. Apart from the solo performance, you can choose any style in which to perform and choreograph, providing it meets the assessment criteria. The study of the anthology of professional works will develop your ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks. You will study a range of dance styles which acknowledge aspects of the repertoire of dance that can be seen in the United Kingdom today.

The practical component of the course will enable you to study dance by 'doing' and the anthology of professional works will provide a springboard for the development of creative and engaging practical tasks.

This qualification recognises that GCSE Dance students choose dance for the practical rather than theoretical focus. As a result, the written assessment is clear, well-structured and easy for students to understand. You will enjoy the variety of question styles, which include multiple choice, short and extended answer.

Outline of syllabus content

GCSE dance students will learn to *choreograph, perform and appreciate* dance as an art form.

Choreography

You will learn how to respond creatively to an externally set stimulus, to choreograph your own complete dance. The dance created must be either a solo dance (2 – 2 ½ minutes) or a group dance (3 – 3 ½ minutes) for two to five dancers.

Performance

You will develop and apply knowledge, understanding and skills to perform dance as a soloist (approx. 1 minute) and in a duet/trio (3 -4 minutes).

Appreciation

You will learn how to critically analyse, interpret and evaluate your own work in performance and choreography and demonstrate your knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.

Assessment

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

Component 1 Choreography and Performance (60%)

Internally marked and externally moderated. Non-exam assessment (NEA) marked by the centre and moderated by AQA.

Choreography

30% of GCSE worth 40 marks

Performance

30% of GCSE worth 40 marks

Component 2 Dance Appreciation (40%)

Externally marked by AQA.

Appreciation

40% of GCSE worth 80 marks

Written exam: 1 hour 30 minutes

Subject: Design & Technology – Product Design

Syllabus Number: AQA 8552

Teacher who leads the subject: Mr J Bonney

Why study GCSE Design and Technology

- Design & Technology provides you with a natural link between knowledge and the application of science and mathematics in business and commerce.
- The coursework component provides, through the design and manufacture of fully functioning products, opportunities to develop key project management skills that you will be able to transfer to any future career.
- Design & Technology is a fun, practical, dynamic course and provides opportunities for you to work as individuals or as part of a team on projects such as, media and advertising prototypes, amplifiers, mechanical toys, structures and storage solutions.
- Design & Technology at GCSE provides a firm platform for you to build on the core personal, learning and thinking skills developed at KS3. In particular, it develops you into creative, independent thinkers who are confident in applying practical skills and able to innovate and problem solve.
- Having a Design & Technology qualification can lead to careers in fields such as furniture design, product design, construction, production design, engineering, automotive design, manufacturing, and industrial design. These fast-moving industries are expanding all the time and are some of the largest employers in the UK.

This subject will prepare you to participate confidently and successfully in an increasingly technological world. It will help you to become a future thinker and confident communicator who can make real, innovative and practical contributions to the challenges we face in the 21st Century. This course will develop you as rounded human beings who can think for themselves and put their ideas into action - in whatever walk of life you choose to follow.

Outline of syllabus content and assessment

The course is in two main parts and allows considerable opportunity for you to develop your own ideas. You will be encouraged to recognise and use ICT in the form of CAD/CAM, where appropriate, throughout the course. It will also foster an awareness of sustainability and how design decisions will impact on society and the environment. The course has core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. You will then have the opportunity to study specialist technical principles in greater depth through a chosen material area in the written exam and coursework.

Designing & Making (Non-Examination Assessment) – approximately 35 hours, 50% of GCSE

Consists of a single design and make activity selected from a broad range of tasks. This includes drawing up a specification, collecting relevant data, researching existing products, presenting results and generating design solutions including prototype modelling. Students will develop a range of skills and techniques appropriate to the task and chosen material area, working with both hand and machine tools. Students will also learn about a range of industrial and commercial processes and applications, including the use of CAD/CAM.

Written Paper – 2 hours, 50% of GCSE

Knowledge and understanding - students will develop their experience of materials, finishes, manufacturing processes, quality control and health and safety.

This course is dedicated to a series of modules that develop practical and theory core skills and knowledge.

Subject: D & T: Food Preparation and Nutrition

Syllabus Number: OCR J309

Teachers who lead the subject: Mr A Thompson

Why study Food Preparation and Nutrition?

This engaging course enables you to develop your food practical skills to a sophisticated level, as well as helping you to develop an understanding of nutrition and how ingredients work together to form exciting flavours and innovative food products. If you are considering a career in the Food Industry, which is one of Britain's largest areas of employment, this subject will launch you into a wide variety of possible career paths. These include food marketing, food science, product development, advertising, environmental health, dietetics and the leisure industry.

The course has been designed to build on the knowledge and skills you have acquired in Key Stage 3, with much of the course content taught through practical activities.

Outline of syllabus content

By studying food preparation and nutrition you will be able to:

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

Assessment

Written Examination Paper (01) 1 hour 30 minutes - 50% of total GCSE

Food Investigation Task (Non-Examined Assessment) - 15% of total GCSE

Food Preparation Task (Non-Examined Assessment) - 35% of total GCSE

Subject: Design & Technology Textiles

Syllabus Number: AQA 8552

Teacher who leads the subject: Miss M Witherow

Why study GCSE Design and Technology Textiles

- Design & Technology Textiles provides you with a natural link between practical subject knowledge and the application of science and mathematics in business and commerce.
- The coursework component provides, through the design and manufacture of fully functioning products, opportunities to develop key project management skills that you will be able to transfer to any future career.
- Design & Technology Textiles is a fun, practical, dynamic course and provides opportunities for you to work as individuals or as part of a team on projects such as, Fashion, Interior design, client-based design projects, costume and children's toys.
- Design & Technology Textiles at GCSE provides a firm platform for you to build on the core personal, learning and thinking skills developed at KS3. In particular, it develops you into creative, independent thinkers who are confident in applying practical skills and able to innovate and problem solve.
- Having a Design & Technology Textiles qualification can lead to careers in fields such as Fashion design, Fashion illustration, Costume design, Theatre/Film set design, Textiles artist, Trend forecasting, Interior design, Styling, Retail buyer, Visual merchandising and Textiles researcher. These fast-moving industries are expanding all the time and are some of the largest employers in the UK.

This subject will prepare you to participate confidently and successfully in an increasingly technological world. It will help you to become a future thinker and confident communicator who can make real, innovative and practical contributions to the challenges we face in the 21st Century. This course will develop you as rounded human beings who can think for themselves and put their ideas into action - in whatever walk of life you choose to follow.

Outline of syllabus content and assessment

The course is in two main parts and allows considerable opportunity for you to develop your own ideas. You will be encouraged to recognise and use ICT in the form of CAD/CAM, where appropriate, throughout the course. It will also foster an awareness of sustainability and how design decisions will impact on society and the environment. The course has core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. You will then have the opportunity to study specialist technical principles in greater depth through the chosen Textiles material area in the written exam and coursework.

Designing & Making (Non-Examination Assessment) – approximately 35 hours, 50% of GCSE

Consists of a single design and make activity selected from a broad range of tasks. This includes drawing up a specification, collecting relevant data, researching existing products, presenting results and generating design solutions including prototype modelling. Students will develop a range of skills and techniques appropriate to the task and chosen material area of textiles, working with both hand and machine tools. Students will also learn about a range of industrial and commercial processes and applications, including the use of CAD/CAM.

Written Paper – 2 hours, 50% of GCSE

Knowledge and understanding - students will develop their experience of materials, finishes, manufacturing processes, quality control and health and safety.

This course is dedicated to a series of modules that develop practical and theory core skills and knowledge.

Subject: Drama

Syllabus Number: OCR J316

Teacher who leads the subject: Mrs N Furnell

Why study Drama?

This exciting specification for GCSE Drama gives you the opportunity to grow your skills as an actor, a critic and a theatre designer. You will

- Be assessed on a **Devised performance**. You will explore theatre from a range of perspectives by devising your own, original performance with an accompanying written portfolio
- Be assessed on a **Scripted performance**. You will bring to life the work of a playwright by performing or designing a published play
- Be assessed in a **written exam**. You will write as a theatre reviewer and develop your own thoughts on what makes drama and theatre successful

The practical nature of the lessons and assessments equip you with a range of personal skills such as team work, confidence, time management, independence and assertiveness alongside developing your creativity. The skills you develop through studying drama prepare you for jobs involving the need to work effectively with people and/or are required to think creatively.

Outline of syllabus content

Component 1: Devising Drama - 30% (Performance & Portfolio - NEA)

Students will create a devised performance in groups as either an actor or designer. They will be able to select a starting point from a range of stimuli provided by the exam board. Performances will vary depending on the size of the group. All performances will be supported by a portfolio which is evidence of the students' devising process.

Component 2: Text Performance - 30% (Performance & Summary Concept Document - NEA)

Students will study a play text chosen by the centre as either an actor or designer. Students will take a part in two performances of two extracts from the text. Performance lengths will vary according to the size of the group. In this unit students can work individually, or in a group of up to 6. Students must present at least one performance as part of a group. Students will be required to produce an accompanying short written concept document.

Component 3: Performance Response - 40% (Written Exam)

The exam component will be assessed at the end of the qualification and will be 1 hour and 30 minutes in length. Students will have to complete two compulsory sections.

Section A 50 marks Students will be asked about preparing and performing a text. They will draw on the experience of studying a whole text during the course from a list set by the exam board. The questions will focus on the process of creating and developing a performance, working as a director, performer and designer, as well as the performance of a character from the text.

Section B 30 marks This section asks the students to review a performance they have seen on their course. They will be primarily assessed on their ability to analyse and evaluate, but will also be marked on their accurate use of subject specific terminology.

Assessment

All assessment is linear, with written exams taking place at the end of the course.

- The written Exam is worth 40% of the GCSE and is 1½ hours
- The non-exam assessment takes place over the two years and is assessed internally and by an external examiner depending on the component. The non-exam components are worth 60%, 30% for each component.

Subject: French

Syllabus Number: AQA French (8658)

Teacher who leads the subject: Mrs K Christie

Why study French?

Around 75% of the world's population doesn't speak a word of English. Learning a language at GCSE will help you to develop your language learning skills, even though you might not know which language you will need in the future.

According to research carried out by the BBC, on average, people who use languages in their jobs earn around 8% more per year.

French is the most sought-after language for graduates, with 54 per cent of employers saying that the language is useful to their business. Most of the job vacancies with a language requirement request a French speaker, according to the British Council's Languages for the Future Report.

Learning French at GCSE will help you to:

- develop your confidence
- improve your communication skills
- have an awareness and understanding of other cultures and communities where French is spoken.
- demonstrate that you have learnt important skills
- develop transferable language learning skills
- be able to communicate effectively and present yourself in front of others
- stand out from the crowd (particularly for university or job applications)
- improve your understanding of your first language

You will be able to use the skills you have learnt in a variety of future careers.

You never know where learning a language might take you; currently with over 6000 different languages in the world and more than 300 spoken in the UK, there has never been a more important time to learn a foreign language.

Outline of syllabus content

Topics covered are within three themes, as follows:

Theme 1: People and lifestyle • Identity and relationships with others • Healthy living and lifestyle • Education and work

Theme 2: Popular culture • Free time activities • Customs, festivals and celebrations • Celebrity culture

Theme 3: Communication and the world around us • Travel and tourism, including places of interest • Media and technology • The environment and where people live

Assessment

Students are assessed on four skills at the end of Year 11 which carry equal weighting; listening, reading, speaking and writing (assessment objectives have different weightings). French has a Foundation Tier and a Higher Tier but students must take all four question papers at the same tier.

- Listening paper: 25% of the final grade.
- Reading paper: 25% of the final grade.
- Writing paper plus translation: 25% of the final grade.

Assessment objectives: • AO1: understand and respond to spoken language in speaking and in writing – 35% • AO2: understand and respond to written language in speaking and in writing – 45% • AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification – 20%

- Speaking assessment (recorded in the school and marked by AQA examiners): 25% of the final grade.

Subject: Geography

Syllabus Number: AQA 8035

Teacher who leads the subject: Mrs M Wilburn

Why study Geography?

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic, physical forces and processes which shape and change our world.

You will have the opportunity to learn a wide range of skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, decision making, problem solving, role play and debating techniques. You will also improve your literacy skills through your report writing and written work and make practical use of your numeracy skills through interpreting data and constructing graphs. You will take part in two fieldwork activities which enable you to gain first-hand experience of some of the things you've learnt about in class.

The range of skills that you develop in Geography is highly valued by a wide range of different employers. It opens up a wide range of career opportunities such as sustainability and green issues, hazard management, urban regeneration, law and human rights, global business or medicine.

Outline of syllabus content

Three themes that cover physical, human and environmental geography:

Unit 1: Living with the physical environment

- The Challenge of Natural Hazards (Tectonic Hazards, Tropical Storms, Extreme Weather & Climate Change – what causes them to happen, what impacts do they bring and how we can manage them now and in the future)
- Physical landscapes in the UK (2 of: Coastal Landscapes, River Landscapes and Glacial Landscapes)
- Living World (2 of: Tropical Rainforests, Hot Deserts, Cold Environments)

Unit 2: Challenges in the Human Environment

- Urban issues and challenges (How and why do cities grow? What problems and opportunities do they bring? How can they become more sustainable?)
- Changing economic world (How does the wealth of countries vary? How can we reduce the gap between the rich and poor?)
- Challenge of resource management (What challenges do we have over resources (food, water and energy? How can we increase the supply of these resources?)

Unit 3: Geographical Applications

- Issues Evaluation (problem solving paper on a contemporary geographical issue)
- Fieldwork (carry out two pieces of fieldwork – one human and one physical)
- Geographical Skills

Assessment

There are three written exams taken in the summer term of Year 11:

Unit 1: Written exam is 1hr 30mins in length. Question types (for all units): multiple-choice, short answer, levels of response, extended prose (35% of GCSE)

Unit 2: Written exam is 1hr 30mins in length. Question types (for all units): multiple-choice, short answer, levels of response, extended prose (35% of GCSE)

Unit 3: Written exam is 1hr 30 mins in length. It includes a problem-solving exercise based on pre-released material and questions on fieldwork and geographical skills (30% of GCSE)

Subject: German

Syllabus Number: AQA 8668

Teacher who leads the subject: Mrs D Williams

Why study German?

Around 75% of the world's population doesn't speak a word of English. Learning a language at GCSE will help you to develop your language learning skills, even though you might not know which language you will need in the future.

According to research carried out by the BBC, on average, people who use languages in their jobs earn around 8% more per year.

Germany is a successful nation with a very strong economy and is one of our main trading partners. German is ranked third in the world for economic opportunities. In particular employers look for linguists, engineers, accountants, lawyers, scientists and managers with knowledge of German.

Learning German at GCSE will help you to:

- develop your confidence
- improve your communication skills
- have an awareness and understanding of other cultures and communities where German is spoken.
- demonstrate that you have learnt important skills
- develop transferable language learning skills
- be able to communicate effectively and present yourself in front of others
- stand out from the crowd (particularly for university or job applications)
- improve your understanding of your first language

You will be able to use the skills you have learnt in a variety of future careers.

You never know where learning a language might take you; currently with over 6000 different languages in the world and more than 300 spoken in the UK, there has never been a more important time to learn a foreign language.

Outline of syllabus content

Topics covered are within three themes, as follows:

Theme 1: People and lifestyle • Identity and relationships with others • Healthy living and lifestyle • Education and work

Theme 2: Popular culture • Free time activities • Customs, festivals and celebrations • Celebrity culture

Theme 3: Communication and the world around us • Travel and tourism, including places of interest • Media and technology • The environment and where people live

Assessment

Students are assessed on four skills at the end of Year 11 which carry equal weighting; listening, reading, speaking and writing (assessment objectives have different weightings). French has a Foundation Tier and a Higher Tier but students must take all four question papers at the same tier.

- Listening paper: 25% of the final grade.
- Reading paper: 25% of the final grade.
- Writing paper plus translation: 25% of the final grade.

Assessment objectives: • AO1: understand and respond to spoken language in speaking and in writing – 35% • AO2: understand and respond to written language in speaking and in writing – 45% • AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification – 20%

Speaking assessment (recorded in the school and marked by AQA examiners): 25% of the final grade.

Subject: History

Syllabus Number: AQA 8145

Teacher who leads the subject: Mr J Barnett

Why study History?

History repeats itself. This means that History really matters. Conflict in Europe, a pandemic, how to deal with aggressors, the list goes on. If you're interested in how the World came to be as it is today, then History is the subject for you! Anyone who says it's irrelevant because it's all in the past doesn't see that only by looking back can we understand where we are and how to move forwards.

Many of today's issues have their roots in the huge upheavals of the twentieth century. As well as this, it's important that we can see broad sweeps of history, and understand some pivotal moments in our own nation's development. It helps us see our place in the World today.

History is a useful qualification for lots of careers. The course develops skills such as analysis and use of source material, the ability to select relevant information and use it effectively, and the ability to frame a convincing argument. With the rise of AI and the danger of news stories being manipulated it's ever more important that we can analyse information effectively. Ask a lawyer, or a journalist, for example!!

Some students worry about the amount of writing in History. Yes, of course there is writing to do, but many answers are worth 8 marks and take about 12 minutes in the exam, and consist of 2 paragraphs. We help you scaffold your answers. If you take History we will support you to build the best arguments that you can, helping you develop this vital skill - The ability to explain a point, with evidence.

We always aim to run an overseas trip as part of the course. In recent years this has been to Berlin.

Finally – History is just really interesting!! If you enjoy finding out about the past – take History.

Outline of syllabus content:

1. **Conflict & Tension: 1918-1939**: We look at peace deals at the end of World War One and whether they made things better or worse. We look at attempts (and failures) to keep the peace, and we look at the causes of World War Two. Who do we blame for the biggest conflict in history!
2. **Germany from 1890 to 1945**: This was a period of massive change, turbulence and chaos. It was a period when democracy appeared, and collapsed, ushering in the dark days of Nazism. We study Nazi Germany up to its downfall in 1945, but also, crucially, the period before the Nazis came to lead Germany. What on earth happened that meant that Hitler could come to power?
3. **Health & the People c1000 to the present day**: We look at an aspect of British history over the last 1000 years – to develop an understanding of an issue over time. The issue we will investigate is changes in the nation's health, from the Black Death up to the modern era of transplants and antibiotics. This is a fascinating (and sometimes slightly gruesome!) delve into our nation's social history. You'll be thankful that you didn't get poorly in the so-called 'good old days'!!
4. **Norman England c1066-1100**: We study the pivotal phase of our nation's history that was the Norman Conquest – looking at the landmark event that was the Battle of Hastings, but also 'what happened next'. (You'll also realise that Bosham was a pretty important place in those days!)

Assessment

Two exams, both at the end of Year 11 and worth 100% of the final grade. Both exams are 2 hours long.

Paper 1 focuses on World history.

Paper 2 focuses on British history.

Both exams test a variety of historical skills, including the ability to analyse sources, and to develop, and sustain, an argument.

Subject: Latin

Syllabus Number: EDUQAS

Teacher who leads the subject: Ms C Barnett

Why study Latin?

The culture of the Roman and Greek world is everywhere in our world. Our greatest writers, living and dead, draw on our shared understanding of the world the Romans and Greeks lived in; from J K Rowling and Carol Ann Duffy to Shakespeare. Its echoes can be felt through film, art, architecture, design, advertising and nearly every aspect of the society we live in. The Latin language itself is found in the expressions we use, the language we employ and the names we give things. Studying Latin helps you see those connections and can enrich your enjoyment, understanding and appreciation of literature, history and our society today.

In English, you will find that you can decode obscure and technical language faster and your vocabulary will increase. Studying Latin helps you think analytically and systematically. This helps develop your logical and systematic thinking skills. This is helpful for everything from maths to computer programming to philosophy. At this level we study the structure of the language in a way that means you will begin to examine and even challenge how you use your own language and others.

The subject aligns with other areas, allowing new insight into other subjects, such as English Literature, History and Religious Studies.

Latin GCSE allows you to read about the hopes, thoughts and dreams of people who died over two thousand years ago, in their original words.

Latin is a challenging subject that leads to a highly respected GCSE. People who study Classics go on to a broad range of careers including computer programming, law, accountancy, banking, politics, science and the arts. Famous Classicists include Baroness Susan Greenfield (who studied Classics before becoming a neurosurgeon), J K Rowling (who studied French and Classics), Chris Martin (lead singer of Coldplay), Anthony James Leggett (Nobel Prize winner for Physics) and Tom Hiddleston (actor).

Outline of syllabus content

We study for the following papers:

- Latin Language (translation)
- Literature (original Latin based on a theme)
- Literature (original Latin based on a narrative)

Assessment

The GCSE is assessed by three exams at the end of the course. This gives adequate time to allow you to become confident and perfect your exam technique and understanding of the set texts.

Subject: Media Studies

Syllabus: Eduqas

Teacher who leads the subject: Mr G Evans

Why study Media Studies?

YOU are already a Media Studies expert! You are surrounded by and interact with the media every day whether it's through watching and making films, Tik-Tokking, reading a magazine or newspaper, or putting your opinions out there via X, Instagram or a YouTube channel. The media shapes all aspects of our world from entertainment, communication and culture through to politics and society. It is therefore vital that you understand how industries and producers get their messages to audiences and how media can impact your life. A PowerPoint presentation, with further information about GCSE Media Studies, has been sent to all Year 9 students school email accounts.

Outline of syllabus content

You will explore every stage of a media product's journey through the four Media Studies Key Concepts: **Media Language** looks at how products are constructed through images, editing and use of text. **Representation** looks at how people, places and ideas are portrayed through these products. **Industry** focuses on the companies and producers behind the media and **Audience** takes account of who consumes media.

Alongside this will be invigorating theory and activity lessons which will enable you to engage with a range of historical, contemporary, relevant media texts. The Units of Study and their set texts* include:

Print Advertising (*Quality Street; NHS 111*)

Film Marketing and Industry (*James Bond*)

Magazines (*GQ and Pride*)

Newspapers (*The Sun and The Guardian*)

Radio and Podcasts (*BBC Sounds and Desert Island Discs*)

Video Games (*Fortnite*)

TV Sitcom (*Friends and Modern Family*)

Music Video and Online Media (*Taylor Swift, Justin Bieber, TLC*)

In your lessons and your free time, you will have exclusive access to the Film and Media Department's Edit Suite, our camera equipment and our fully equipped media classroom. You will also get the chance to do a piece of practice magazine and moving image coursework in your first year so you can hone your skills before undertaking the real thing at the end of Year 10. Classroom-based lessons will push all of your learning buttons through a variety of delivery methods – textual analysis of clips, IT desktop publishing and Photoshop sessions, location shooting, storyboarding, team work, case studies to name just a few! This is an essential subject for anyone interested in starting a business, working in the creative industries, or the media department of any modern organisation.

Following on from GCSE Media Studies, you will be well equipped to then join us for A-Level Film Studies and/or Media Studies, although you can take either of these even if you haven't taken GCSE Media Studies.

*all subject to change.

Assessment

The coursework element (30% of GCSE) will test your independent practical skills in response to a thematic brief which changes each year. Your coursework can be in one of the following forms:

Magazine

Film Marketing

Music Video

TV Sequence

There will also be two exam papers (worth a total of 70% of the qualification) which between them test your knowledge and understanding of the four Key Concepts of Media Studies - Media Language, Audiences, Industries and Representations. The papers contain a range of multiple choice, short and long form answers which will enable you to display both broad and in-depth responses. Many of the set texts listed above will be part of the exam, as well as an unseen product.

Subject: Music

Syllabus Number: Eduqas (WJEC) 9-1

Teacher who leads the subject: Mrs J Bowen-Melfi

Why study Music?

Research has shown that studying and playing music can give you: improved language abilities, improved working memory, increased emotional resilience, increased attention span and focus and increased self-confidence and communication skills.

If you like playing and listening to music, GCSE Music is for you! The content of the course encourages students to develop a deeper awareness and understanding of music that is both familiar and unfamiliar. Students have the opportunity in lessons to develop their musical performing, composing and analytical skills throughout the course.

It is expected that students will be approximately Grade 3 or higher in their instrument or voice and are either taking instrumental or singing lessons in or out of school.

It is helpful if students are able to read basic traditional musical notation in treble and bass clef.

As music students, students are also expected to participate in the musical extra-curricular life at school. It is not an 'easy' option, but it is very interesting and good fun!

Outline of syllabus content: the GCSE Music syllabus is divided into three areas:

1. Performing

You will be assessed on your performance of at least two pieces. This can be a mixture of solo and group performances. However one piece must be a group piece and the minimum total time allowed for performance has to be a minimum of 4 minutes.

2. Composing

You will be assessed on two compositions. One piece must respond to a set brief eg: *'write a piece of music suitable for a haunted house scene in a film'* and one piece will be a free composition. Minimum total composition time (both pieces combined) is 3 minutes. Students will need to present a notated score, composing log and a recording of each piece. Students may compose for any combination of instruments. Please note that group compositions are not allowed.

3. Listening and Appraising

You will have a 1hour 20mins written paper with questions on two set works: 'Africa' by Toto (AOS4) and Badinerie (Bach) AOSA. There will also be questions on different music from the following areas of study: Musical Forms and Devices, Music For Ensemble, Film Music and Popular Music.

Assessment

Performing Music

A portfolio of performances totalling at least 4 minutes of performance - internally assessed and externally moderated. This is worth 30% of the total GCSE.

Composing Music

A portfolio of 2/3 compositions totalling at least 3 minutes - internally assessed and externally moderated. This is worth 30% of the total GCSE.

Listening and Appraising

A written paper with questions relating to the 2 set works and general listening – externally assessed and worth 40% of the total GCSE.

Subject: PE GCSE

Syllabus Number: AQA 8582

Teachers who lead the subject: Mr Godfray.

Why study PE GCSE?

GCSE PE is an established course that offers routes to further education, such as A-levels, higher education in PE as well as other related career opportunities. There are also strong transferable links between PE and other similar subjects such as social science qualifications and Biology.

During this course you will be able to make use of your practical ability as 40% of the course is assessed based around your performance in three different sports. The course also involves studying for two separate exams known as “The human body and movement in physical activity and sport” and “Socio-cultural influences and well-being in physical activity and sport”. This aspect of the course encourages you to make links between different muscles, bones and complete performance analysis of various movements and consider and discuss socio-cultural influences and basic sports psychology theories as well as interpreting and analysing data.

Outline of syllabus content

Each week you will be taught two theory lessons which will help develop your knowledge of the human body and socio-cultural influences. During these lessons you will learn about how the body moves and how to analyse and describe this movement. You will be encouraged to contrast and compare yourself with elite performers in sport in term of training methods and fitness components. During this section of the course you will cover some basic sports psychology (how we learn) and socio-cultural influences. These lessons will be taught in a practical manner whenever possible.

You will also be taught one lesson each week of practical and theory linked work. The practical side of the course involves you performing and being assessed in three different activities in sport (one individual sport, one team sport and one more of either type). You will be responsible for participating in sport outside of school and will use practical lessons to compile practical evidence of your level of performance. Due to the limited practical lesson time available in the curriculum time you should be participating in sport outside of school and should have a genuine all-round ability in sporting activities. The practical weighting of the course is 40% including ‘an analysis of performance’ piece of coursework.

In each of your chosen activities you will be assessed upon your basic skills in isolation and also your ability to influence performance in the full recognised version of your activity.

Assessment

Practical assessment: three different activities (One team game, one individual sport and one more of either type). Externally moderated 30% Final mark.

Controlled Assessment Coursework: Performance Analysis (project work) 10% Final mark.

Two Examinations: two 1 hour 15 minutes “The human body and movement in physical activity and sport” and “Socio-cultural influences and well-being in physical activity and sport” 60% Final mark.

Subject: Spanish

Syllabus Number: AQA 8698

Teacher who leads the subject: Mrs E Lopez Gamero

Why study Spanish

With over 500 million Spanish speaking people in Spain, the emerging Central and South America, Spanish is the official language in more than twenty countries and spoken in 40 countries around the world. It is predicted that by 2050 the USA will be a bi-lingual country. Overall, in the business world, Spanish is second in importance after English.

Linguists are valued in all areas of employment. Some work in creative industries such as journalism, advertising or cinema. Many others become doctors, lawyers and bankers; they work in the City, multinational companies or even international organisations such as NATO or the EU. There are no limits for the linguist!

Learning Spanish at GCSE will help you to:

- develop your confidence
- improve your communication skills
- have an awareness and understanding of other cultures and communities where Spanish is spoken.
- develop transferable language learning skills. You will also acquire a far better understanding of your native language and how it works.
- be able to communicate effectively and present yourself in front of others
- stand out from the crowd (particularly for university or job applications!)
- Spanish teach you about culture, art, cinema, sport, cuisine, music, history, and philosophy.
- our teaching and learning invites you to be responsive, thoughtful, creative and collaborative.
- learning Spanish will teach you how to think. You learn how to prepare arguments succinctly, how to express your points persuasively and, above all, how to relate to people who may think differently from you.

Outline of syllabus content

Our aim is to ensure that every student benefit from a broad spectrum of Spanish culture, supporting their development and greater understanding of the role Spanish plays in the global market.

Topics covered from Year 9 to Year 11:

Unit 1: Identity and relationships with others

Unit 2: Education and Work

Unit 3: Healthy living and lifestyle

Unit 4: Free time activities

Unit 5: Customs, festivals and celebrations

Unit 6: Celebrity culture

Unit 7: Media and technology

Unit 8: The environment and where people live

Unit 9: Travel and tourism.

We also offer students the opportunity to do an exchange or cultural trip abroad to support their learning of the language and their understanding of Hispanic culture.

Assessment

Students are assessed on four skills at the end of Year 11 which carry equal weighting: listening, reading, speaking and writing. GCSE Spanish has a Foundation Tier and a Higher Tier. The breakdown of the question papers is as follows:

- Listening paper: 25% of the GCSE.
- Reading paper: 25% of the GCSE.
- Writing paper: 25% of the GCSE.
- Speaking assessment: 25% of the GCSE.

Subject: OCR Cambridge National L1/2 Sports Studies

Syllabus Number: J829

Teachers who lead the subject: Mr Godfray

Why study Sports Studies?

This qualification is the vocational option when wanting to pursue Sport at Key Stage 4. The Cambridge National qualification is equivalent to a GCSE and will culminate in a recognised qualification at the end of Year 11. It provides an introduction to some of the key themes within the sport sector, enabling you to develop and apply your knowledge of sport, whilst also developing a range of relevant practical, communication and technical skills. The Cambridge National Level 2 shows clear progression to Level 3 vocational qualifications in the sixth form, including A-Level PE and college for those who want to take study of this subject further.

Outline of syllabus content

This qualification provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry such as present-day issues in sport, sports leadership and sport and the media. For this award you will study three separate units over Years 10 and 11.

- Unit R184, Contemporary Issues in Sport, is a compulsory unit and is assessed externally via a written exam.
- Unit R185, Performance and Leadership in Sports Activities, is also a compulsory unit, and is assessed internally via a number of practical and written assignments over the two years. Including practical assessment of performance in an individual and team sport and practical leadership of sports sessions.
- Unit R186, Sport and the Media, is internally assessed via a number of written assignments, the unit focuses on the positive and negative impact the media has had on sport.

Assessment

In total there are three modules; one exam module and two coursework modules of which include practical assessment. R184, which is the exam unit, contributes towards 40% of the overall marks and 30% each for units R185 and R186. The exam is a one hour and fifteen-minute test totalling 70 marks and assesses all the work done in unit R184. The test will consist of objective and short answer questions.

A practical and theory coursework portfolio is also kept and regularly updated for your two other units. This may include assignments produced by you which could take the form of a written essay, annotated video clips, PowerPoint presentations, posters, interviews, witness statements, practical performance and practical leadership/coaching of skills. All of these assignments are set by the exam board in charge of the course and marked internally. Some of these assignments will then be sent off for external moderation.

Subject: Triple Science

Syllabus Number: AQA GCSE Biology 8461, Chemistry 8462 and Physics 8463

Teacher who leads the subject: Mr G King and Mr S Cooke

Why study Triple Science?

Studying science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. You are taught essential aspects of the knowledge, methods, processes and uses of science.

Studying science enables you to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help you to answer scientific questions about the world around you
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop your ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

All students study science at KS4, however, if you have shown an aptitude for science, and you are currently working at 4M, you may opt to pursue Triple Science. Triple Science allows the keenest and most able students in Science to spend increased curriculum time on science by choosing to take science as an option subject. You will receive three separate GCSE grades, in Biology, Chemistry and Physics, at the end of the two years.

The benefits of triple science are:

- it provides you with greater breadth of knowledge and skills, and hence is very good preparation for students choosing science subjects at A level
- it provides the opportunity to study concepts covered in double award science in greater depth
- students who have a strong interest in science will be able to broaden their range of scientific knowledge and processes across the three science disciplines

Outline of syllabus content

You study topics in Biology, Chemistry, and Physics. These topics are studied by all students whether or not they opt for Triple Science. However, students who opt for Triple Science also learn further content and skills alongside these topics which is only applicable to those receiving separate GCSE's in Biology, Chemistry and Physics. You also develop your understanding of "Working scientifically" in each of the three subjects. The increased scientific breadth of this pathway will be a big advantage to students intending to take Science subjects at A level (although it is not essential). As Triple Science is intended for the most able scientists, the Science Faculty will make the final decision as to the suitability of this course for each individual student.

Assessment is by examination at the end of Year 11. There are two 1 hour 45 minute papers for each of the three science subjects, each covers specified topics and is worth 50% of the GCSE in that subject.

"Working scientifically" is the sum of all the activities that scientists do. These important ideas are assessed on all the written papers in addition to the content set out in the specification. There is no Controlled Assessment.