

## 3D DESIGN: GCSE LEVEL 2

### COURSE OUTLINE

3D Design enables students to understand and apply iterative design processes through which they explore and create within the fields of product design or design for the built environment (architecture or interior/set design). The qualification enables students to use creativity and imagination to design and make prototypes that solve real and relevant problems. Students will need to consider others' needs, wants and values to ensure their ideas are fit for purpose. The aims of this course are to develop skills and produce realisations in the following areas,

- architectural design
- product design
- jewellery and body adornment
- interior design
- environmental/landscape/garden design
- exhibition design
- designs for theatre, film and television

The option focuses on design for 3D outcomes from a broad spectrum of areas, so students can find an area they are most interested in. Students who opt for this route enjoy devising innovative products, such as in the realm of electronics, lighting, architectural solutions or interiors. They will focus of problem-solving to meet user's needs. To become equipped for these challenges students will learn CAD CAM, with an emphasis on using 2D and 3D CNC machines to aid their realisations. The students will also learn elements of design history and gain a strong understanding of the work of others. This course is most suitable to students who,

- enjoy practical work, being in the practical work environment, have a good grasp of ICT and have good drawing skills.
- enjoy problem solving and enjoy devising innovative ideas.
- are organised and committed to developing a substantial amount of project work over the two-year course.

### ASSESSMENT METHOD

This qualification comprises of a coursework unit worth 60% and a Practical exam worth 40%. The practical examination will be taken at the end of the course over 2 days or 10 hours.

### SKILLS ACQUIRED

Dependent on their personal intentions, students will develop skills in the following, and will use these materials,

- |                     |                     |
|---------------------|---------------------|
| • model making      | • drawing materials |
| • constructing      | • clay              |
| • surface treatment | • wood              |
| • assembling        | • metal             |
|                     | • plastic           |
|                     | • found materials.  |



## ART

**AWARDING BODY: AQA QUALIFICATION: GCSE**

### COURSE OUTLINE

#### Curriculum:

The GCSE fine Art option aims to prepare pupils for careers that are creative, expressive and Art and Design based. The course;

- Extends student's experience and refines their skills from Key Stage 3.
- Develops student's critical analysis and literacy skills.
- Encourages students to research and develop their own personal interests and approaches.

Topics covered in Art include, still life Organic and Mechanic, portraiture, printing, and 3D sculpture

#### Course requirements:

- Students will need to visit and have an interest in Art Galleries/ Museums during this course; they will participate in several arranged trips to London venues.
- An A3 sketchpad, and basic sketching materials – pens and pencils, an eraser sharpener.
- It is an advantage to have a range of basic art materials at home such as oil pastels, watercolour paints, sketch pencils, glue and scissors; these are available at school.

### ASSESSMENT METHOD

The two-year course has two parts:

**Unit 1 - coursework = 60 %** completed in the classroom, and at home, half is teacher lead, through workshops and lessons, and half is self-propelled by students through their personal investigation projects. Teachers will work with students at the end of the coursework margin in year 11 to select their best work to submit.

**Unit 2 – Externally Set Assignment = 40%**, this is externally set and student led, with advice and guidance offered from teachers in lessons.

**The four assessment objectives, set by AQA, and used for marking, are:**

- Developing ideas through creative investigations, demonstrating a critical understanding of sources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### SKILLS ACQUIRED

- Experimental range of art materials and techniques including: drawing, painting, printmaking and 3D materials, such as clay
- Development stages of creative design, using self-propelled ideas.
- Effective research skills, to support the development of a piece of work or project.
- Evaluative and analytical literacy skills, to annotate work.
- Independence to plan, prepare and execute final projects
- Presentation skills, both verbally and in portfolios.

Specification: <http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

Assessment: <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>





## Biology A: Separate Sciences

**AWARDING BODY: OCR – Gateway**

**QUALIFICATION: GCSE**

### COURSE OUTLINE

This route involves students studying for **three Science GCSE** qualifications, one in each of Biology, Chemistry and Physics. Students follow the same course as described in the combined Science course, with additional content studied in each of the units. Students find this route demanding and it is suitable for students who have a passion and proven ability for Science.

At the end of year 9, students who have achieved the highest marks in tests throughout the year and on the end of year exam are placed in one of two Separate Award groups on their side of the year. Y10 is used to monitor the progress of these pupils. In Y11 50% of these pupils are entered for the Separate Award exam while the rest continue with the Combined Double Science (higher tier) course which leads to a double grade, e.g. a grade 77. The number of pupils that we can enter, for Separate award is limited to one group for each side of the year group. This process ensures that pupils are entered for the most appropriate course according to the individual student's potential. This course involves pupils developing their understanding of the following criteria.

- The use of conceptual models and theories to make sense of the observed diversity of natural phenomena;
- The assumption that every effect has one or more cause;
- That science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review;
- That quantitative analysis is a central element both of many theories and of Scientific methods of inquiry.

#### Biology

B1: Cell level systems

B2: Scaling up

B3: Organism level systems

B4: Community level systems

B5: Genes, inheritance and selection

B6: Global challenges

### ASSESSMENT METHOD

**Terminal Paper (100%):** 2 papers sat at the end of year 11. Each paper will last 1 hour and 45 minutes and each will be worth 90 marks. Assessing student's knowledge and understanding of Biology.

### SKILLS ACQUIRED

- To make informed personal decisions about issues and questions that involve Science
- To gain scientific knowledge, leading to a better understanding of the world
- To develop a range of practical skills
- To develop mathematical skills
- To develop investigatory and analytical skills
- To develop skills in the presentation of scientific data

**Specification – Biology:** <http://www.ocr.org.uk/Images/234594-specification-accredited-gcse-gateway-science-suite-biology-a-j247.pdf>

**Assessment – Biology:** <http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-a-j247-from-2016/>



## BUSINESS

**AWARDING BODY: AQA**

### COURSE OUTLINE

**The subject is most suitable for students who:**

- Are interested in running a successful business
- Want to learn how to be entrepreneurial
- Are interested in current events and the world around them
- Have a reasonable level of English and Maths

**QUALIFICATION: GCSE**

**The course:**

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

### ASSESSMENT METHOD

Paper 1: Influences of operations and HRM on business activity	+	Paper 2: Influences of marketing and finance on business activity
<b>What's assessed</b> <ul style="list-style-type: none"><li>• Business in the real world</li><li>• Influences on business</li><li>• Business operations</li><li>• Human resources</li></ul>		<b>What's assessed</b> <ul style="list-style-type: none"><li>• Business in the real world</li><li>• Influences on business</li><li>• Marketing</li><li>• Finance</li></ul>
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 90 marks</li><li>• 50 % of GCSE</li></ul>		<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 90 marks</li><li>• 50 % of GCSE</li></ul>
<b>Questions</b> <ul style="list-style-type: none"><li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li><li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li><li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li></ul>		<b>Questions</b> <ul style="list-style-type: none"><li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li><li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li><li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li></ul>

### SKILLS ACQUIRED

- Use business terminology to identify and explain business activity
- Apply business concepts to familiar and unfamiliar contexts
- Develop problem solving and decision making skills relevant to business
- Investigate, analyse and evaluate business opportunities and issues
- Make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

Specification: <http://filestore.aqa.org.uk/resources/business/specifications/AQA-8132-SP-2017.PDF>

Assessment: <http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132/assessment-resources>



## Chemistry A: Separate Sciences

**AWARDING BODY: OCR – Gateway**

**QUALIFICATION: GCSE**

### COURSE OUTLINE

This route involves students studying for **three Science GCSE** qualifications, one in each of Biology, Chemistry and Physics. Students follow the same course as described in the combined Science course, with additional content studied in each of the units. Students find this route demanding and it is suitable for students who have a passion and proven ability for Science.

At the end of year 9, students who have achieved the highest marks in tests throughout the year and on the end of year exam are placed in one of two Separate Award groups on their side of the year. Y10 is used to monitor the progress of these pupils. In Y11 50% of these pupils are entered for the Separate Award exam while the rest continue with the Combined Double Science (higher tier) course which leads to a double grade, e.g. a grade 77. The number of pupils that we can enter, for Separate award is limited to one group for each side of the year group. This process ensures that pupils are entered for the most appropriate course according to the individual student's potential. This course involves pupils developing their understanding of the following criteria.

- The use of conceptual models and theories to make sense of the observed diversity of natural phenomena;
- The assumption that every effect has one or more cause;
- That science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review;
- That quantitative analysis is a central element both of many theories and of Scientific methods of inquiry.

#### Chemistry

C1: Particles

C2: Elements, compounds and mixtures

C3: Chemical reactions

C4: Predicting and identifying reactions and products

C5: Monitoring and controlling chemical reactions

C6: Global challenges

### ASSESSMENT METHOD

**Terminal Paper (100%):** 2 papers sat at the end of year 11. Each paper will last 1 hour and 45 minutes and each will be worth 90 marks. Assessing student's knowledge and understanding of Chemistry.

### SKILLS ACQUIRED

- To make informed personal decisions about issues and questions that involve Science
- To gain scientific knowledge, leading to a better understanding of the world
- To develop a range of practical skills
- To develop mathematical skills
- To develop investigatory and analytical skills
- To develop skills in the presentation of scientific data

**Specification – Chemistry:** <http://www.ocr.org.uk/Images/234598-specification-accredited-gcse-gateway-science-suite-chemistry-a-j248.pdf>

**Assessment – Chemistry:** <http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-a-j248-from-2016/>



## COMPUTER SCIENCE QUALIFICATION: GCSE (9-1)

**AWARDING BODY: OCR (J277)**

### COURSE OUTLINE

This option, introduces the scientific and technical side of working with IT and computers. The nature of this course means it is included in the **English Baccalaureate** as a "Science" subject and will be using binary and hexadecimal systems, so the ability to apply maths and science is important. Skills are developed using practical activities and a detailed technical examination of how computers work. It is aimed at the future "App" developers, problem solvers, programmers and computer scientists. Programming tasks use a high-level text-based programming language, and covers the areas of Design, Write, Test and Refine.

**A GCSE in Computer Science will encourage learners to:**

- Understand and apply the principles and concepts of Computer Science, abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of problem solving, 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 as well as with other systems
- Understand the impacts of digital technology to the individual and society.
- Computer systems and the functions of system software.
- Understanding the functions of internal components of a computer.
- Computer memory and storage.
- Investigate how data can represent numbers, characters, images and sound.
- The study and understanding of "emerging technologies".
- Investigate network communications, system security and the Internet.
- Computer programming, computational logic and the creation of "apps".
- The ethical, legal, cultural and environmental concerns of using computers.

**Choose this subject if:**

- You want to improve your IT skills and understanding
- You have a keen interest in wanting to know **how** computers work and like the idea of **writing your own** programmes.
- You prefer doing practical programming assignments based on problem solving tasks
- You want to develop your computational thinking skills
- You want to be a creator and writer of 'apps' and not just a user of them
- You want to learn about the role IT will play in future careers and enjoy problem-solving activities

### ASSESSMENT METHOD

**Exam Paper 1 (50%)**

**Computer systems**

**Written paper – 80 marks 1.5 hours**

**Exam Paper 2 (50%)**

**Computational thinking, algorithms and programming**

**Written paper – 80 marks 1.5 hours**

### SKILLS ACQUIRED

- Use of computer software; including, databases and programming and the ability to Identify and understand internal and external computer hardware.
- Development of key skills in numeracy, communication and ICT.
- Computational thinking, along with conceptual learning and understanding
- Problem solving by applying ICT to real life situations.

**Specification:** <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

**Assessment:** <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/assessment/>



## CREATIVE iMEDIA

### AWARDING BODY: OCR QUALIFICATION: LEVEL 1/2

#### COURSE OUTLINE

Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, reviewing, working with others and communicating creative concepts effectively. With these skills, learners will ultimately be creating fit-for-purpose creative media products.

The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

#### Units

Students must complete three units:

- one externally assessed unit (EXAM to be sat at the end of year 11)
- two NEA units (coursework to be completed over year 10 and year 11)

#### Course requirements:

- A **genuine interest** in the media.
- Students **must have** a USB memory stick of at least **4GB**
- It is expected that students will, on occasions, work after normal school hours or during lunch times to complete their practical coursework

#### This subject is most suitable for:

- Students who enjoy research, planning and creative working
- Students who are interested in the production and work behind media products
- Those who are prepared to work with technology and learn new software
- Students who meet strict deadlines and are organised.

## ASSESSMENT METHOD

40% Written Exam

60% Coursework

## SKILLS ACQUIRED

- Research, planning and practical skills

Specification: <https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-j834.pdf>

Assessment Materials: <https://ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/>



## DRAMA QUALIFICATION: GCSE

### AWARDING BODY: AQA COURSE OUTLINE

Drama GCSE offers students the opportunity to explore drama as a practical art form, in which ideas and meaning are communicated to an audience, through choices of form, style and convention. Students will create, perform and respond to drama informed by their theatrical knowledge of drama and theatre.

This course involves interpreting texts from different social and historical eras and students will develop their ability to analyse scripts and performances and to review live theatre productions. The course will also enhance their literacy and oral skills, helping to develop their understanding of key skills: Describe Explain, Analyse and Evaluate.

### ASSESSMENT METHODS-

***Component 1: 40% (80 marks)- Understanding Drama (written paper) marked by AQA***

- **Section A**-Knowledge of understanding of drama and theatre
- **Section B**-Study of one play from six choices
- **Section C**-Analyse and evaluate a live theatre production

***Component 2: 40% (80 marks) Devising Drama (practical) marked by teacher***

- Process of creating Drama
- Performance of devised drama
- **Devising log**: Analyse and evaluate your own work.

***Component 3: 20% (40 marks) Texts in Practice (practical) marked by AQA***

- Performance of two extracts from one play. (*Monologue and group performance*)
- The teachers chose the play but it has to contrast to the play you study first.

**Full marks: 200 marks**





## SKILLS ACQUIRED

- Develop techniques and skills used in other subjects such as English, History and Media Studies.
- Explore literature and language in engaging and authentic ways thus enabling a deeper understanding of text.
- Experience the culture of theatre, playwrights and history of different time periods
- Appreciate the different opinions and ideas of others.

Specification: <http://www.aqa.org.uk/subjects/drama/gcse/drama-8261/introduction>

Assessment: <http://www.aqa.org.uk/subjects/drama/gcse/drama-8261/assessment-resources>



## AWARDING BODY: AQA COURSE OUTLINE

## ECONOMICS QUALIFICATION: GCSE

### The subject is most suitable for students who

- Are reasonably competent in English, and you will be expected to read around the subject.
- Are Interested in current affairs
- Want to tackle problems related to the Economy, business, society and the environment and are ready to debate issues.

### The course

#### How markets work

- Economic foundations
- Resource allocation
- How prices are determined
- Production, costs, revenue and profit
- Competitive and concentrated markets
- Market failure

#### How the economy works:

- Introduction to the national economy
- Government objectives
- How the government manages the economy
- International trade and the global economy
- The role of money and financial markets

### ASSESSMENT METHOD

Paper 1: How markets work	+	Paper 2: How the economy works
<b>What's assessed</b> Content 1–6 Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.		<b>What's assessed</b> Content 7–11 Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 80 marks</li><li>• 50 % of GCSE</li></ul>		<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 80 marks</li><li>• 50 % of GCSE</li></ul>
<b>Questions</b> <ul style="list-style-type: none"><li>• Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions.</li><li>• Section B: five questions involving a mix of calculations, short and extended responses.</li></ul>		<b>Questions</b> <ul style="list-style-type: none"><li>• Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions.</li><li>• Section B: five questions involving a mix of calculations, short and extended responses.</li></ul>

### SKILLS ACQUIRED

- When students understand how markets and economies work, they will develop an economic awareness to benefit them personally and professionally for years to come.
- AQA have created the new GCSE with help from teachers, keeping contemporary case studies we know teachers and students will enjoy
- There are lots of opportunities to talk about today's economic issues in your lessons. Students can develop communication, critical thinking and analytical skills through tasks based on anything from ways to cut the budget deficit, to weighing up the pros and cons of inflation or being part of free-trade agreements.

Specification: <http://filestore.aqa.org.uk/resources/economics/specifications/AQA-8136-SP-2017.PDF>

Assessment: <http://www.aqa.org.uk/subjects/economics/gcse/economics-8136/assessment-resources>



## ENGLISH LANGUAGE

### COURSE OUTLINE

- To experience a range of writing, reading and oral activities.
- To develop a range of writing styles.
- To use standard English and variations correctly.
- To be able to analyse, compare and produce writing in all forms.
- To understand how spoken language is used in a variety of contexts.
- To develop use of voice and listening skills in a variety of different contexts
- Creative writing.
- To read and write a range of fiction and non-fiction.
- Extract analysis of 19th/20th and 21st century literary fiction and non-fiction texts.

### SKILLS ACQUIRED

- To communicate clearly: structure, organise and adapt talk.
- To read with insight, follow an argument, select material, evaluate.
- To write for a range of purposes and audiences.
- To organise ideas.
- To express meaning clearly and with accuracy.
- To investigate spoken forms of English.

**AWARDING BODY: AQA**

### QUALIFICATION: GCSE

**Paper 1: Explorations in Creative Reading and Writing  
(1hr 45mins – 50%)**

Reading and analysing an unseen literary fiction extract  
Writing a piece of descriptive narrative writing

**Paper 2: Writers' Viewpoints and Perspectives  
(1hr 45mins – 50%)**

Comparing two non-fiction extracts (19<sup>TH</sup>/20<sup>TH</sup>/21<sup>ST</sup> Century texts)  
Writing an argument/persuasive piece

**Specification - English Language:** <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/subject-content>

**Assessment – English Language:** <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources>



## ENGLISH LITERATURE

### COURSE OUTLINE

- To read, understand and respond to a range of literature texts.
- To develop an awareness of social and historical influences on literature.
- To write clearly about literature.
- To talk/explain clearly about literature.
- A contemporary play, such as *An Inspector Calls*.
- A selection of contemporary and literary heritage poems on Conflict or Worlds and Lives
- A Shakespeare play: *Romeo and Juliet*.
- A 19<sup>th</sup> Century novel (*Dr Jekyll and Mr Hyde* or *A Christmas Carol*)

### SKILLS ACQUIRED

- To respond to texts critically and in detail.
- To explain language and structure of texts.
- To explore relationships and comparisons of texts.
- To show understanding of the literary tradition.
- To understand the influence of social and historical contexts.

**AWARDING BODY: AQA**

**QUALIFICATION: GCSE**

**AVAILABLE: ALL STUDENTS**

### ASSESSMENT METHOD

**Paper 1: Shakespeare and the 19<sup>th</sup> Century fiction (1hr 45 mins – 40%)**

Analysis of a Shakespeare play ('Romeo and Juliet')

Analysis of a 19<sup>th</sup> Century novel or collection of short stories

(*Dr Jekyll and Mr Hyde* or *A Christmas Carol*)

**Paper 2: Modern Texts and Poetry (2hr 15 mins – 60%)**

Analysis of a drama or novel ('An Inspector Calls')

Analysis of a collection of poems from an Anthology on Conflict or Worlds/Lives

Exploration of an unseen poem

**Assessment – English Literature:** <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources>

**Specification - English Literature:** <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

## FOOD PREPARATION AND NUTRITION

**AWARDING BODY: EDUQAS**

**QUALIFICATION: GCSE**

### COURSE OUTLINE

This subject is most suitable for students who:

- Consider a career in nutrition, sport science, microbiology or the food industry
- Enjoy preparing meals for themselves and others
- Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities
- To develop an understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- To understand and explore a range of ingredients and processes from different culinary traditions to inspire new ideas or modify existing recipes.

#### Areas covered:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

### ASSESSMENT METHOD

Component 1	<u>Principles of Food preparation and nutrition</u> Written examination 1 hour 45 minutes	50%
Component 2	<u>Food preparation and nutrition in action</u> Internally assessed 2 assessments over 2 years	50%

### SKILLS ACQUIRED

- To develop practical skills used in food preparation
- To develop sensitivity, creativity and aesthetic appreciation.
- To understand the relationship between diet, nutrition and health
- To develop ability in team work and problem solving

Specification: [http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/eduqas-gcse-food-preparation-nutrition-spec-from2016.pdf?language\\_id=1&dotcache=no&dotcache=refresh](http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/eduqas-gcse-food-preparation-nutrition-spec-from2016.pdf?language_id=1&dotcache=no&dotcache=refresh)

Assessment: [http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/eduqas-gcse-food-preparation-nutrition-sams-from2016.pdf?language\\_id=1&dotcache=no&dotcache=refresh](http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/eduqas-gcse-food-preparation-nutrition-sams-from2016.pdf?language_id=1&dotcache=no&dotcache=refresh)





## FRENCH

**AWARDING BODY: EDEXCEL**

**QUALIFICATION: GCSE**

### COURSE OUTLINE

- To develop the four skills of listening, speaking, reading and writing, expanding on the topics studied at Key Stage 3.
- To develop knowledge and understanding of French grammar.
- To encourage positive attitudes to the way of life of French speaking countries

### THEMES FOR LISTENING SPEAKING READING AND WRITING

My personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and my future and travel and tourism

### This subject is most suitable for students who:

- Enjoy communicating with people and learning about people from different cultures and enjoy travelling
- Wish to find out more about the French language and French speaking countries.
- Would like to work abroad and/or would like to be able to offer the skill of speaking a foreign language to a future employer.
- Are considering working in business, banking, finance medicine, engineering, law, journalism or travel.

**ASSESSMENT METHOD** - All 4 skills of listening, speaking, reading and writing are assessed in **4 separate examinations at the end of Year 11**.

Students are entered at **either** Foundation level (grades1-5) **or** Higher level (grades4-9) Students can **NOT** be entered for different levels for each skill.

Paper	Skill	Weighting	Foundation	Higher
Unit 1	Listening	25%	45mins	1 hour
Unit 2	Speaking	25%	7-9mins	10-12mins
Unit 3	Reading	25%	45mins	1 hour
Unit 4	Writing	25%	1 hour 15 mins	1 hour 20mins

### SKILLS ACQUIRED

- To acquire knowledge and understanding of French and to develop skills to learn languages.
- To develop awareness of French speaking countries.
- To build communication skills.

**Specification:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

**Assessment:** None available yet for the new specification





## GEOGRAPHY

**AWARDING BODY: EDEXCEL A**

**QUALIFICATION: GCSE**

### COURSE OUTLINE

Geography Department Intent: *To know and care about the world we live in.*

A thematic approach to Geography is taken, with content organised by physical and human environments. It also enables students to explore the people-environment challenges we face in the UK and to undertake fieldwork (a compulsory requirement across exam boards). The fieldwork is a two night residential trip, in the spring term of Year 10, at an approximate cost of £250.

#### The Physical Environment:

- The changing landscapes of the UK - Coastal and River Landscapes
- Weather hazards and climate change - including two studies of tropical storms and drought
- Ecosystems, biodiversity and management - including two studies of tropical rainforests and temperate deciduous woodlands

#### The Human Environment

- Changing cities - two studies including a UK city and a city in a developing or emerging country
- Global development - a study of a developing or emerging country
- Resource management - a study of water

#### Geographical Investigations: Fieldwork and UK Challenges

- Fieldwork - one physical and one human investigation
- UK Challenges - a study drawing across the Physical Environment and the Human Environment. Students use geographical skills to investigate a contemporary challenge drawn from one or more of key themes: Resource consumption and environmental sustainability, settlement, population and economics, landscape and climate change

#### The subject is suitable for students who like to:

- Find out and ask questions about the world and places around them
- Keep up to date with current affairs and would like to make a difference to their world; changes in our cities our environment, climate change and extreme weather
- Enjoy visiting places and find maps interesting (including google maps and Google Earth)

### ASSESSMENT METHOD

Students are assessed at the end of Year 11:

- **The Physical Environment** - 1 Exam: 1 hour 30 minutes, 94 marks, 37.5%
- **The Human Environment** - 1 Exam: 1 hour 30 minutes, 94 marks, 37.5%
- **Geographical Investigations** - 1 Exam: 1 hour 30 minutes, 64 marks, 25%

### SKILLS ACQUIRED

- To use, interpret and analyse geographical data
- To learn about places, patterns and processes
- To develop a sense of place and an appreciation of the environment
- To develop skills in map work, Geographical Information Systems, numeracy, literacy and the application of geographical enquiry
- To use geographical terminology confidently in writing and to ask geographical questions.

Specification: [https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-A/2016/specification-and-sample-assessments/Geography\\_A\\_Issue3%20GCSE%20\(9-1\)%20Specification.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-A/2016/specification-and-sample-assessments/Geography_A_Issue3%20GCSE%20(9-1)%20Specification.pdf)

Assessment Materials: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>





## German QUALIFICATION: GCSE -EDEXCEL

### COURSE OUTLINE

- To develop the four skills of listening, speaking, reading and writing and to expand on the topics studied at Key Stage 3.
- To develop knowledge and understanding of German grammar.
- To develop skills for language learning.
- To encourage positive attitudes to the way of life of German speaking countries

### THEMES FOR LISTENING SPEAKING READING AND WRITING

My personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and my future and travel and tourism

#### This subject is most suitable for students who:

- Enjoy communicating with people and learning about people from different cultures.
- Wish to find out more about the German language and German speaking countries.
- Would like to work abroad and/or enjoy travelling.
- Would like to be able to offer the skill of speaking a foreign language to a future employer.
- Are considering working in business, banking, finance, medicine, engineering, law, journalism or travel.

### ASSESSMENT METHOD

All 4 skills of listening, speaking, reading and writing are assessed in **4 separate examinations at the end of Year 11**. Students are entered at **either** Foundation level (grades1-5) **or** Higher level (grades4-9) Students can **NOT** be entered for different levels for each skill.

Paper	Skill	Weighting	Foundation	Higher
Unit 1	Listening	25%	45mins	1 hour
Unit 2	Speaking	25%	7-9mins	10-12mins
Unit 3	Reading	25%	45mins	1 hour
Unit 4	Writing	25%	1 hour 15mins	1 hour 20mins

### SKILLS ACQUIRED

- To acquire knowledge and understanding of German
- To develop skills to learn languages.
- To develop awareness of German speaking countries.
- To develop all four language skills: listening, speaking, reading and writing.
- To build communication skills.

Specifications: Please see the French specification and the German has not yet been released <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

Assessment: None yet available for the new specification





**AWARDING BODY: Edexcel**

## **COURSE OUTLINE**

### **HISTORY**

### **QUALIFICATION: GCSE**

#### **Skills acquired:**

- To understand the world in which we live.
- To understand the role of the past in shaping the present.
- To develop a greater understanding of the diversity of cultures and how they developed.
- To develop the ability to challenge the accuracy of written information.

#### **Topics studied:**

- Early Elizabethan England 1558-88- A study of the challenges and threats to Queen Elizabeth I.
- Superpower relations and the Cold War (1941-91). A study of the competition of arms, space travel and propaganda between USA and Soviet Union.
- Germany from 1919-1945- In depth study of Hitler's rise to power, and life in Nazi Germany.
- Changes in Crime and Punishment from 1000- present day. From witchcraft to drug smuggling in the 20<sup>th</sup> Century. In depth focus on Whitechapel: crime, policing and the inner city

## **ASSESSMENT METHOD**

Examinations – 100%

Paper 1 (30%)	Crime and Punishment with Whitechapel: crime, policing and the inner city
Paper 2 (40%)	Superpower Relations/ Elizabethan England
Paper 3 (30%)	Germany 1919-39

## **SKILLS ACQUIRED**

- Learning about people - how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team-building at work!)
- Learning about countries, societies and cultures - so many of today's conflicts and alliances have their roots in the past; how can you negotiate with, trade successfully with, or report on a country if you know nothing of its history?
- Learning to locate and sift facts - to identify truth and recognise myth, propaganda and downright lies (useful in every aspect of life- particularly in the 'age of information')

**Specification:** [http://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/9781446925867\\_GCSE2016\\_L12\\_History\\_Web.pdf](http://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/9781446925867_GCSE2016_L12_History_Web.pdf)

**Assessment:** <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>



**AWARDING BODY: EDEXCEL**  
**COURSE OUTLINE**

**MATHEMATICS**  
**QUALIFICATION: GCSE**

- To develop numeracy skills.
- To encourage enjoyment of Mathematics.
- Number and Algebra.
- Shape Space and Measures.
- Proportional reasoning
- Statistics and probability
- Application of mathematics and problem solving.

Additional Maths FSMQ (OCR) may be offered alongside the GCSE to support progression to A level Maths or consolidate numeracy skills.  
This course provides candidates with an introduction to the mathematics studied post-16, including AS and A Level Mathematics and Further Mathematics.  
It's offered to Set 1 students only.

**ASSESSMENT METHOD**

Examinations - 100%

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

**Students are entered for one of two tiers:**

There are 5 sets in years 10 and 11. Set 1 and 2 will be entered for Higher Tier, set 4 and 5 will be entered for Foundation Tier. Set 3 is a mixture of Higher and Foundation, the tier of entry for set 3 will be determined by mock examination and other assessment results at the end of year 10 and beginning of year 11.

**SKILLS ACQUIRED**

- To problem-solve.
- To develop logical thinking.
- To apply Mathematical methods to everyday situations.
- To progress through a hierarchy of concepts.

**Specification:** <http://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

**Assessment:** <http://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/GCSE-Mathematics-2015-SAM.pdf>



## AWARDING BODY: WJEC Eduqas

### COURSE OUTLINE

## MEDIA STUDIES

### QUALIFICATION: GCSE

- Extensive and meaningful coverage of media theory and practice
- A range of written assessments and regular exam practice
- The chance to study across different media platforms
- Opportunities to learn about real media products and industries.
- Practical work which integrates theories and concepts

#### Course requirements:

- Students **must have** a USB memory stick of at least **4GB**
- It is expected that students will, on occasions, work after normal school hours or during lunch times to complete their practical coursework

#### This subject is most suitable for:

- Students who are analytical and creative
- Students who have a good level of written English and enjoy writing
- Those who are prepared to work with technology and learn new software
- Students who meet strict deadlines and are organised.

Links well with subjects like English, Sociology and History

## ASSESSMENT METHOD

### 70% External Exam

Students will have to sit **two** exam papers at the end of year 11. Questions will focus on areas of the theoretical framework studied in class: Media Language, Representation, Audience and Industry and will require essay style r

Component 1- Exploring the Media (40%)

Component 2- Understanding Media Forms and Products (30%)

### 30% Coursework

Students will individually produce a print-based media product that is in response to an annually changing topic set by the exam board. This could include; print adverts, magazines, film posters, DVD covers or any other media forms the exam board would like us to explore. Students will produce their coursework using Adobe Photoshop.

## SKILLS ACQUIRED

- Opportunities for progression to A Level Media Studies and Level 3 BTEC

Specification: <http://www.eduqas.co.uk/qualifications/media-studies/gcse/>

Assessment Materials: <https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12951>



## MUSIC

**AWARDING BODY: EDEXCEL**

**QUALIFICATION: GCSE**

### COURSE OUTLINE

The Music GCSE course is designed to combine musical imagination with practical skills and gives the students the opportunity to encounter a very wide variety of musical experiences, both from a historical and a social/cultural perspective. The course consists of three units, PERFORMING, COMPOSING & LISTENING.

Area of Study 1:	<b>Western Classical Music [1600 – 1899]</b>	<i>Bach: "Brandenburg Concerto No5" (3<sup>rd</sup> movement)</i> <i>Beethoven: "Pathétique Sonata" (1<sup>st</sup> movement)</i>
Area of Study 2:	<b>Music in the 20<sup>th</sup> Century</b>	<i>Purcell: "Music for a While"</i> <i>Queen: "Killer Queen"</i>
Area of Study 3:	<b>Popular Music in Context</b>	<i>Schwartz: "Defying Gravity" (from "Wicked")</i> <i>Williams: "Main title/rebel blockade runner" (from Star Wars IV)</i>
Area of Study 4:	<b>World Music</b>	<i>Afro Celt Sound System: "Release"</i> <i>Esperanza Spalding: "Samba Em Preludio"</i>

### ASSESSMENT METHOD

The course consists of three units, PERFORMING, COMPOSING & LISTENING

1	<b>Coursework – UNITS ONE &amp; TWO</b>	Candidates engage in: <ul style="list-style-type: none"><li>• <b>Performing</b> (SOLO AND ENSEMBLE)</li><li>• <b>Composing</b> (TWO compositions based on the candidates' studies of <b>Areas 2, 3 &amp; 4</b>)</li></ul>	60%	<b>INTERNALLY ASSESSED, EXTERNALLY MODERATED.</b>
2	<b>Listening Exam – UNIT THREE</b>	A 1½ hour written examination paper taken at the end of the course, containing questions, which draw from the candidates' knowledge and skills, gained from close study and analysis of prescribed set works in each of the four "Areas of Study".	40%	<b>EXTERNALLY ASSESSED</b>

### SKILLS ACQUIRED

The course can lead to obvious career opportunities in education, performing, composing, audio/visual engineering/production in the media, recording etc. or just act as a means to develop skills as a basis for further study or leisure, or both. It is a challenging but rewarding course, geared towards instilling a deeper understanding and appreciation of music as a vital form of communication, artistic value and enjoyment in our everyday lives.

Specification: [http://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification\\_GCSE\\_L1-L2\\_in\\_Music.pdf](http://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification_GCSE_L1-L2_in_Music.pdf)

Assessment: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>



## MUSIC TECHNOLOGY

**AWARDING BODY: EDEXCEL**

**QUALIFICATION: BTEC Tech Award**

### COURSE OUTLINE:

This course allows you to engage with the music sector and develop a range of relevant practical and technical skills. You will explore music product development and event management, and apply your knowledge in new and practical industry-related contexts.

### ASSESSMENT METHOD

The course consists of three components:

Component No.	Unit title	Moderation Type
1	Exploring Music Products and Styles	Internal – Externally moderated
2	Music Skills Development	Internal – Externally moderated
3	Responding to a Music Brief	External synoptic

### SKILLS ACQUIRED

The sector-specific knowledge and skills will support progression to a level 3 academic, applied general or technical level music or music technology qualification, or to an apprenticeship.

This qualification is designed to be taken as part of a broad and balanced curriculum at Key Stage 4. It will go particularly well alongside GCSEs in EBacc subjects (including computer science), non-core GCSEs (e.g. drama, media) and/or other Technical Awards (e.g. BTEC IT) to provide both curriculum breadth and the skills you need to make informed choices about study post-16.

The course is different from GCSE Music as it requires you to cover such areas as stage presence, working with others and musicality, as well as setting and reviewing your own development process.

**Specification** <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/music-practice/2022/specification-and-sample-assessments/60370555-BTEC-Tech-Award-Music-Practice-2022-spec-PPD1-190721.pdf>

**Assessment / Course Materials:** <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022/coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>



## Photography

**AWARDING BODY: AQA    QUALIFICATION: GCSE**

### COURSE OUTLINE

#### Curriculum:

The GCSE photography option aims to prepare pupils for careers that are creative, independent and Art and photography based. The course is design to;

- Extend students' experience of photography from Key Stage 3.
- Develop students' practical and critical skills.
- Encourage students to research and develop their own personal interests and approaches.

Topics covered in Photography include, Portraiture and Spaces, Mixed Media, as well as digital SLR camera use and dark room experience.

#### Course requirements:

- Student will need an A3 sketchbook, this can have black or white pages
- Students will need to visit and have an interest in Art Galleries/ Museums during this course; they will participate in several arranged trips to London venues
- It is an advantage to have a DSLR camera, but a digital camera or phone can be used for some homework.

### ASSESSMENT METHOD

The two-year course has two parts:

**Unit 1 - coursework = 60 %** completed in the classroom, and at home, half is teacher lead, through workshops and lessons, and half is self-propelled by students through their personal investigation projects. Teachers will work with students at the end of the coursework margin in year 11 to select their best work to submit.

**Unit 2 – Externally Set Assignment = 40%**, this is externally set and student led, with advice and guidance offered from teachers in lessons.

**The four assessment objectives, set by AQA, and used for marking, are:**

1. Developing ideas through creative investigations, demonstrating a critical understanding of sources
2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
3. Record ideas, observations and insights relevant to intentions as work progresses.
4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### SKILLS ACQUIRED

- Experimental range of DSLR camera techniques and digital editing skills
- Practical dark room development techniques
- Effective research skills, to support the development of a piece of work or project.
- Evaluative and analytical literacy skills, to annotate work.
- Independence to plan, prepare and execute final projects
- Presentation skills, both verbally and in portfolios.

Specification: <http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

Assessment: <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>







## Physical Education

**AWARDING BODY: EDUQAS**

**QUALIFICATION: GCSE**

### COURSE OUTLINE

This course is both practical and exam based, allowing students to develop and maintain their performance in physical activities, as well as understand the benefits to health, fitness, and well-being. Students will be able:

- To develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- To understand how the physiological and psychological state affects performance in physical activity in sport.
- To perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- To understand the contribution which physical activity and sport make to health, fitness, and well-being.
- To prepare students for careers within the sports sector.
- To promote healthy lifestyles and a sporting attitude.



#### Course Requirements:

To purchase a Beal GCSE polo/t-shirt is essential. Attendance at extra-curricular clubs will be compulsory.

### ASSESSMENT METHOD

Candidates will be assessed via one external 2-hour exam at the end of Year 11 worth **60%** of the final marks. The specification content covers 5 key areas:

1. Health, training and exercise
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity.
5. Socio-cultural issues in physical activity and sport

Candidates will also be assessed at **3** different sports from a prescribed list which is worth **30%** of the final marks: Either 2 team sports and 1 individual sport, or 1 team sport and 2 individual sports

Candidates must also design a written personal training programme to improve performance in one of their chosen sports. This will be worth **10%** of the final marks.

### SKILLS ACQUIRED

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

Specification: <https://www.eduqas.co.uk/media/ukinjoyx/eduqas-gcse-physical-education-spec-from-2016-e-02-10-20.pdf>

Assessment: [https://www.eduqas.co.uk/qualifications/physical-education-gcse/#tab\\_pastpapers](https://www.eduqas.co.uk/qualifications/physical-education-gcse/#tab_pastpapers)



## Physics A: Separate Sciences

**AWARDING BODY: OCR – Gateway**

**QUALIFICATION: GCSE**

### COURSE OUTLINE

This route involves students studying for **three Science GCSE** qualifications, one in each of Biology, Chemistry and Physics. Students follow the same course as described in the combined Science course, with additional content studied in each of the units. Students find this route demanding and it is suitable for students who have a passion and proven ability for Science.

At the end of year 9, students who have achieved the highest marks in tests throughout the year and on the end of year exam are placed in one of two Separate Award groups on their side of the year. Y10 is used to monitor the progress of these pupils. In Y11 50% of these pupils are entered for the Separate Award exam while the rest continue with the Combined Double Science (higher tier) course which leads to a double grade, e.g. a grade 77. The number of pupils that we can enter, for Separate award is limited to one group for each side of the year group. This process ensures that pupils are entered for the most appropriate course according to the individual student's potential. This course involves pupils developing their understanding of the following criteria.

- The use of conceptual models and theories to make sense of the observed diversity of natural phenomena;
- The assumption that every effect has one or more cause;
- That science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review;
- That quantitative analysis is a central element both of many theories and of Scientific methods of inquiry.

#### Physics

P1: Matter

P2: Forces

P3: Electricity

P4: Magnetism and magnetic fields

P5: Waves in matter

P6: Radioactivity

P7 Energy

P8: Global challenges

### ASSESSMENT METHOD

**Terminal Paper (100%):** 2 papers sat at the end of year 11. Each paper will last 1 hour and 45 minutes and each will be worth 90 marks. Assessing student's knowledge and understanding of Physics.

### SKILLS ACQUIRED

- To make informed personal decisions about issues and questions that involve Science
- To gain scientific knowledge, leading to a better understanding of the world
- To develop a range of practical skills
- To develop mathematical skills
- To develop investigatory and analytical skills
- To develop skills in the presentation of scientific data

**Specification – Physics:** <http://www.ocr.org.uk/Images/234600-specification-accredited-gcse-gateway-science-suite-physics-a-j249.pdf>

**Assessment – Physics:** <http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-physics-a-j249-from-2016/>



## COURSE OUTLINE

## PSHE/RSE EDUCATION

At Beal High School, personal, social and health education (PSHE), Relationships and Sex Education (RSE) and Careers education is a school curriculum subject that enables our pupils to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. We provide our pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society as well as helping them to stay healthy, safe and prepared for life and work in modern Britain. Our pupils are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community.

### Aims:

The national curriculum for PSHE/RSE aims to ensure that schools teach a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils
- prepares pupils of the opportunities, responsibilities, and experiences of later life
- promotes British values

### Topics:

- Rights and Responsibilities
- Celebrating Diversity and Equality
- Relationships and Sex Education
- Staying safe online and offline
- Health and Wellbeing
- Life beyond school



## ASSESSMENT METHOD

This is a statutory non-examined course without an official qualification. Pupils will attend this lesson once a fortnight and gain valuable life skills.

## SKILLS ACQUIRED

- Critical, constructive self-reflection
- Setting challenging personal goals
- Making decisions
- Resilience
- Self-regulation
- Self-organisation (including time management)



## RELIGIOUS STUDIES

**AWARDING BODY: AQA**

**QUALIFICATION: GCSE Religious Studies A**

### COURSE OUTLINE

- Develop knowledge and understanding of religions and non-religious beliefs.
- Develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions studying.
- Develop ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of understanding of the subject.
- Reflect on and develop own values, beliefs, meaning, purpose, truth and influence on human life.
- Reflect on and develop own values, beliefs and attitudes in the light of what is learnt and contribute to preparing for adult life in a pluralistic society and global community.

#### **This subject is most suitable for students who:**

- Are interested in and fascinated by religion.
- Are interested in the world and the way people think.
- Are strong at extended writing.
- Exploring important philosophical and ethical issues.
- Are from any religious or non-religious background.

### ASSESSMENT METHOD

The Department of Philosophy and Theology is offering this course, which offers excellent progression opportunities through to A-Level and degree. This consists of 2 components each worth 50%. Both are assessed by two 105 minute written examinations. There is no controlled assessment or coursework. This course is linear in line with all GCSEs therefore all exams are at the end of Year 11.

Examinations – 100%

Component 1	<b><u>Study of religions: beliefs, teachings and practices</u></b>	Pupils to study the beliefs, teachings and practices of <u>2 religions</u> : <ul style="list-style-type: none"><li>• Christianity</li><li>• Islam</li></ul>
Component 2	<b><u>Thematic Studies</u></b>	Pupils to study <u>4 religious, philosophical and ethical themes</u> : <ul style="list-style-type: none"><li>• The existence of God and Revelation</li><li>• Religion, Peace &amp; Conflict</li><li>• Religion, Crime &amp; Punishment</li><li>• Religion, human rights and social justice</li></ul>

### SKILLS ACQUIRED

- Excellent preparation for many careers – medicine, law, politics, journalism, social work, media, teaching etc.
- Excellent preparation for understanding of how people think and believe – essential in life as well as in every workplace.
- Gain critical thinking skills so highly valued by employers and universities.

Specification: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance>



## Science: Combined Gateway Science A (worth 2 GCSEs)

**AWARDING BODY: OCR**

**QUALIFICATION: GCSE**

### COURSE OUTLINE

This course involves students studying for two Science GCSEs. The specification is designed with a content-led approach.

- Develop scientific knowledge and 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;
- 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 the ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions.

#### **Biology**

B1: Cell level systems  
B2: Scaling up  
B3: Organism level systems  
B4: Community level systems  
B5: Genes, inheritance and selection  
B6: Global challenges

#### **Chemistry**

C1: Particles  
C2: Elements, compounds and mixtures  
C3: Chemical reactions  
C4: Predicting and identifying reactions and products  
C5: Monitoring and controlling chemical reactions  
C6: Global challenges

#### **Physics**

P1: Matter  
P2: Forces  
P3: Electricity and magnetism  
P4: Waves and radioactivity  
P5: Energy  
P6: Global challenges

### ASSESSMENT METHOD

#### **Terminal Paper at the end of year 11 (100%)**

6 papers sat in year 11, each paper will last 1 hour and 10 minutes and each will be worth 60 marks. Assessing student's knowledge and understanding of Biology, Chemistry and Physics. Students are entered for one of two tiers: Higher Grades 4-9 and Foundation Grades 1-5

### SKILLS ACQUIRED

- To make informed personal decisions about issues and questions that involve Science;
- To gain scientific knowledge, leading to a better understanding of the world;
- To develop a range of practical skills;
- To develop mathematical skills;
- To develop investigatory and analytical skills;
- To develop skills in the presentation of scientific data;

Specification: <http://www.ocr.org.uk/Images/234596-specification-accredited-gcse-gateway-science-suite-combined-science-a-j250.pdf>

Assessment: <http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-combined-science-a-j250-from-2016/>



## SOCIOLOGY

**AWARDING BODY: AQA**

**QUALIFICATION: GCSE**

### **COURSE OUTLINE**

- To develop an understanding of the nature and significance of individual and social differences in our own and other societies.
- To acquire, select and handle information, to analyse critically its nature and source and to base judgements and arguments on evidence.
- To reflect on personal experience of the social world in which we live, acquire knowledge, and develop skills that will enable students to play informed roles within the community.

Sociology has of two mandatory, externally assessed units:

#### **Unit 1: Sociology of Families and Education 50%**

This unit has **two** sections. Section A requires candidates to examine different forms of family in contemporary society. It investigates changing relationships in the family such as parenting, teenagers and adults, as well as opposing sociological views of the family. Section B encourages candidates to develop a critical understanding of the roles of education, as well as focus on the educational achievement of different social groups. In both sections, students look at the main theories, methods and strategies of sociological research.

#### **Unit 2: Sociology of Crime and Deviance + Social Stratification 50%**

This unit also has **two** sections. Section A considers how crime and deviance are strongly influenced by the societies in which they occur. It examines how Crime is controlled by various organizations in society and how it is explained and measured by sociologists. Section B explores the stratified nature of society into levels. How does this hierarchy affect the life chances and experiences of individuals and social groups living in Modern Britain? In both sections of Unit 2, students will draw on knowledge and understanding of the entire course of study and show a deeper understanding of these topics.

This subject is most suitable for students who:

- Are able to organise and present information, ideas and arguments clearly and logically.
- Can think independently.
- Enjoy writing essays.
- Have an interest in the news and current issues.
- Enjoy debating and balancing opposing views.

### **ASSESSMENT METHOD**

**Two exams that are 50% each of the assessment and last for 1 hour and 45 minutes**

### **SKILLS ACQUIRED**

- To demonstrate knowledge and understanding of the above social issues, including the causes and consequences of inequality.
- To interpret information presented in different forms and evaluate its relevance and accuracy.
- To use information to examine issues and construct and evaluate arguments and conclusions.
- To organise, communicate students' knowledge and understanding in different and creative ways, and reach judgements based on evidence.

Specification: <http://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF>

Assessment: <http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources>



## Spanish QUALIFICATION: GCSE - EDEXCEL

### COURSE OUTLINE

- To develop the four skills of listening, speaking, reading and writing and to expand on the topics studied at Key Stage 3.
- To develop knowledge and understanding of Spanish grammar.
- To develop skills for language learning.
- To encourage positive attitudes to the way of life of Spanish speaking countries

### THEMES FOR LISTENING SPEAKING READING AND WRITING

My personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and my future and travel and tourism

#### This subject is most suitable for students who:

- Enjoy communicating with people and learning about people from different cultures.
- Wish to find out more about the Spanish language and Spanish speaking countries.
- Would like to work abroad and/or enjoy travelling.
- Would like to be able to offer the skill of speaking a foreign language to a future employer.
- Are considering working in business, banking, finance, medicine, engineering, law, journalism or travel.

### ASSESSMENT METHOD

All 4 skills of listening, speaking, reading and writing are assessed in **4 separate examinations at the end of Year 11**. Students are entered at **either** Foundation level (grades1-5) **or** Higher level (grades4-9) Students can **NOT** be entered for different levels for each skill.

Paper	Skill	Weighting	Foundation	Higher
Unit 1	Listening	25%	45mins	1 hour
Unit 2	Speaking	25%	7-9mins	10-12mins
Unit 3	Reading	25%	45mins	1 hour
Unit 4	Writing	25%	1 hour 15mins	1 hour 20mins

### SKILLS ACQUIRED

- To acquire knowledge and understanding of Spanish and to develop awareness of Spanish speaking countries.
- To develop skills to learn languages.
- To develop all four language skills: listening, speaking, reading and writing.
- To build communication skills.

Specifications: Please see the French specification and the German has not yet been released <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

Assessment: None yet available for the new specification