



Year 9
GCSE Subject Choices
2019

Welcome to your GCSE Subject Choices:

Dear Student,

You are at an important stage in your secondary school career. It is time for you to plan which subjects you wish to study for the remainder of your time at Esher High School. This next stage of your education will provide you with the foundation needed for you to choose what further study and career you may wish to pursue after Year 11.

The curriculum on offer provides many opportunities for you to study subjects you both enjoy and excel in. When choosing your GCSE subjects, if you can look forward to your Sixth Form, College or Apprenticeship aspirations to see what subjects are preferred. If you are unsure of your future direction keep a broad base and focus on those you have enjoyed the most.

All of you will be required to study one of the following: a Modern Foreign Language, Geography, History or Computer Science. You will then have the choice of three other subjects with most taking a second from this list. Some students' pathway may require them to take booster English or Maths as a fourth option.

To help choose and give some guidance all students will have a pathway that will shape your options selections. There are 3 pathways: Bronte, Dickens and Rowling which are outlined in more detail on page 4 of the booklet.

The decision you are about to make determine the subjects you will study for the next 2 years. Always choose courses that interest you and never pick a course just because your friends are doing it or because you like the teacher. Friendships can change and we can never guarantee you the same teachers for the rest of your time at Esher High School.

We want you to be confident that you have made the right choice, as once this is made it is difficult to amend after the deadline has passed. So read the booklet carefully and talk to your teachers and parents to get as much advice as possible. Application will be online and once complete you will be given a printout to confirm with your parents.

I wish you all luck in this exciting and important process and am happy to discuss any GCSE subject choice concerns with you.

Yours faithfully,



Mr A King
Deputy Headteacher

GCSE Subject Policy

It is our aim to make as many subjects as possible available to our students. Students are guided into the most appropriate courses through our pathways process so that they have the best opportunity to succeed. We will always try to offer students their first choice of subjects; however, sometimes this may not be possible.

GCSE Subject Selection

This booklet will contain everything that you need to know about the courses that we offer at Esher C of E High School.

When you are in the process of choosing your subjects, you should carefully read the information and keep the following advice in mind:

Consider your current progress. Choose subjects you enjoy **and** where you have experienced some success

Check which subjects you need to progress on to for A Level or Level 3 subjects, or an apprenticeship.

Take responsibility for your decisions. **YOU** will be the one studying the course and it will need your commitment.

Seek advice and find out as much about the course as possible. Speak to your parents, teachers and students who already take the course.

Be prepared to push yourself harder than you have in Years 7-9 and to open your mind to new and exciting ways of learning.

Key Dates

Year 9 Parents' Evening	17 January 2019
Subject booklet and letter with selection sheet sent home	21 January 2019
GCSE Information Evening	5 February 2019
GCSE subject selections due in	11 February 2019
Option clashes and reserves meetings with Senior staff	March 2019
Provisional GCSE subject choices communicated in a letter home	June 2019

Key to choosing the subjects that are right for you

At Esher High School, each student is assigned a pathway. This is based on their academic performance and progress. **All students study a core curriculum, and their pathway guides them towards option choices.**

The CORE Curriculum is:

English Language GCSE	English Literature GCSE	Maths GCSE	Science Double or Triple Award GCSE	PE*	RE and PSHCE*
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*All students will study Physical Education and Religious Education as core entitlement.

In addition to your CORE curriculum, you will follow a personalised pathway. Your form tutor or head of year will have advised you as to which pathway you should follow.

Bronte Pathway: (English Baccalaureate / EBacc)

Choice 1	Choice 2	Choice 3	Choice 4
French or Spanish	Geography or History	Open Choice	Open Choice

Dickens Pathway:

Choice 1	Choice 2	Choice 3	Choice 4
French, Spanish, Geography or History or Computer Science	Open Choice	Open Choice	Open Choice

Rowling Pathway:

Choice 1	Choice 2	Choice 3	Booster Class
French, Spanish, Geography or History	Open Choice	Open Choice	English and Maths Booster classes

Languages included in the EBacc:

There are many languages which can be used as part of the EBacc. These are listed below. They need to be studied and passed at GCSE Grade 5 to be counted towards the EBacc. Please do let us know if you already have any of these as a first language.

Latin	Russian	Dutch
Arabic	Urdu	Persian
French	Polish	Portuguese
German	Chinese	Turkish
Italian	Bengali	Greek
Japanese	Modern Hebrew	
Modern Greek	Punjabi	
Spanish	Gujarati	

Open choice subjects:

Business Studies	Fine Art	Music
Business Enterprise	French	Music Technology
Citizenship	Food Preparation and Nutrition	Photography
Computer Science	Geography	Physical Education
Digital Information Technology	History	Health and Fitness
Dance	Hospitality and Catering	Religious Studies
Design and Technology	Media Studies	Spanish
Drama	Creative Media Production	

Subject / Course Descriptions

Head of Department: Mrs Quigley

Exam Board: AQA (Course Code 8202)

COURSE OUTLINE:

The Fine Art course offers an appropriate means for students to develop the knowledge, skills and understanding learnt at Key Stage 3. It also lays the foundation for post 16 studies. The course is designed for students who wish to develop their interests and enthusiasm for creative activities in art, craft and design.

Over two years, students are required to produce three projects covering a variety of disciplines that may include drawing, painting, printing and 3D work.

Each project is designed to cover the four assessment objectives set by AQA. Although the course offers a high practical content, written research and analysis of artists and designer's work is a requirement of the course.

ASSESSMENT:

Coursework = 60%

Exam = 40%

Preparatory work in a sketchbook must be completed to show research, reference to artists and cultures, experiments and development of ideas and evaluations.

There is no written exam at the end of the course. The 40% exam is a project set by the exam board and a final piece completed over 10 hours under controlled assessment.

Homework is essential to ensure that the standards and sufficient quantity of work is completed.

CAREER OPPORTUNITIES:

Fine Art skills are essential or desirable in a wide range of professions that include art-based disciplines, architecture, interior design, fashion, photography, graphic design, web design, prop making, illustration, advertising, publishing, media and games design, amongst many others.

Head of Department: Mr Bilton

Exam Board: Edexcel

BTEC Tech Award

COURSE OUTLINE:

Would like to be able to use computing devices to full effect in whatever job you choose? Perhaps you are specifically thinking of working in the IT industry. If so, this BTEC Tech Award course in Digital Information Technology is for you. In fact, all of us should learn as much about IT as possible because we all make use of digital devices every day of our lives. This course will equip you with the knowledge and skills for future success by:

- Developing your skills in digital information technology, from effective use of common applications to creating your own user interfaces, as well as creating digital dashboards to present and interpret data.
- Teaching you effective ways of working with digital devices, and about project planning, the design process, cyber security, virtual teams, as well as legal and ethical codes of conduct.
- Covering the knowledge that lies behind how different user interfaces meet user needs, how organisations collect and use data, virtual workplaces and how to maintain cyber security.

The Award complements learning in GCSE Computer Science by broadening experience and skills through engagement in a different range of activities.

You will:

- gain a detailed understanding of the IT sector of industry and the parts people play in
- follow a course that helps you to progress to Level 3 BTEC or similar IT courses

This course will appeal if you:

- have a keen interest in computers and how to operate them
- enjoy studying a subject that is relevant to your life and your experiences
- prefer assignment based work with a smaller amount of content assessed by an examination

COURSE STRUCTURE:

Component 1: Exploring User Interface Design Principles

What makes an effective user interface – the link between the human and the computer? In this component, you will learn the answer to this question and design your own interface.

Component 2: Collecting, Presenting and Interpreting Data

Data and information are crucial to organisations making good business and ethical decisions. In this component you will use and manipulate data, creating a digital dashboard to present and draw conclusions from the data.

Component 3: Effective Digital Working Practices

In this component you will explore how organisations use digital devices and the wider social, ethical and environmental implications of their use.

ASSESSMENT:

Component 1 – 30% of final grade - internally assessed portfolio project

Component 2 – 30% of final grade - internally assessed portfolio project

Component 3 – 40% of final grade – externally assessed examination

CAREER OPPORTUNITIES:

This Digital Information Technology courses can help you prepare for further and higher education courses in IT Level 3 BTEC and NVQ. You will become skilled in making effective use of IT on an individual level, but also develop knowledge about how organisations make effective use of IT.

Y E A R

10&11 Business

Head of Department: Mr Bilton

Exam Board: Edexcel

COURSE OUTLINE:

If you are planning on working in business or industry, GCSE Business will equip you with the knowledge and skills for success. If you are a prospective entrepreneur planning on starting your own company, you should seriously consider studying business. In fact, all of us should learn as much about business as possible because we all make use of businesses, even if this is simply as consumers of products and services. Becoming knowledgeable about how businesses operate helps increase your competitiveness in the job market and helps you to understand how businesses and governments drive the world economy. Business Studies is also highly desirable for many careers whether they are directly business related or provide the skills that complement another career path.

You will:

- gain a detailed understanding of businesses and the parts people play in them
- follow a course that helps you to progress to AS and A-Level Business courses

This course will appeal if you:

- have a keen interest in business and how it operates
- enjoy studying a subject that is relevant to your life and your experiences
- want to develop an understanding of how businesses work, develop and make a profit
- want to study a business course that is academic
- want to move on to a related career, further education or perhaps university

COURSE STRUCTURE:

Theme 1: Introduction to Small Business

- Showing enterprise
- Spotting business opportunities
- Putting business ideas into practice
- Making a business effective
- Understanding external influences on businesses

Theme 2: Building a Business

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions management

ASSESSMENT:

Paper 1 – Written Examination – 1 hour 30 minutes - 50% of the final grade

Paper 2 – Written Examination – 1 hour 30 minutes - 50% of the final grade

CAREER OPPORTUNITIES:

This Business course can help you prepare for further and higher education courses in Business and/or Economics at AS/A2 Level, as well as BTEC and NVQ. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of a team. A GCSE Business course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry.

Head of Department: Mr Bilton
Exam Board: Edexcel

BTEC Tech Award

COURSE OUTLINE:

If you are planning on working in business or industry, the BTEC Tech Award in Enterprise will equip you with the knowledge and skills for success. If you are a prospective entrepreneur planning on starting your own company, you should seriously consider studying business. In fact, all of us should learn as much about business as possible because we all make use of businesses, even if this is simply as consumers of products and services. Becoming knowledgeable about how businesses operate helps increase your competitiveness in the job market and helps you to understand how businesses and governments drive the world economy. BTEC Enterprise is also highly desirable for many careers whether they are directly business related or provide the skills that complement another career path.

You will:

- gain a detailed understanding of businesses and the parts people play in them
- follow a course that helps you to progress to Level 3 BTEC or similar Business courses

This course will appeal if you:

- have a keen interest in business and how it operates
- enjoy studying a subject that is relevant to your life and your experiences
- prefer assignment based work with a smaller amount of content assessed by an examination

COURSE STRUCTURE:

Component 1: Exploring Enterprise

Have you ever wondered who owns different businesses? What are the features of different kinds of enterprises and how do we work out the size of an enterprise? In this component, you will learn the answers to all these questions and more, including what make entrepreneurs successful.

Component 2: Planning for and Pitching an Enterprise Activity

The BBC TV show Dragon's Den has brought the challenges and triumphs faced by entrepreneurs into sharp focus. Can you be a dragon in the den in years to come? In this component, you will have the opportunity to pitch an idea for your own business enterprise. Do you have what it takes to become a successful entrepreneur?

Component 3: Promotion and Finance for Enterprise

Once you have an idea for an enterprise, the next thing you have to do is make sure all your potential customers know about it. You will learn about how successful businesses combine a range of advertising strategies to build a strong brand image.

ASSESSMENT:

Component 1 – 30% of final grade - internally assessed portfolio project

Component 2 – 30% of final grade - internally assessed portfolio project

Component 3 – 40% of final grade – externally assessed examination

CAREER OPPORTUNITIES:

This Enterprise course can help you prepare for further and higher education courses in Business Level 3 BTEC and NVQ. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of a team.

YEAR 10&11 Citizenship

Head of Department: Miss Lockhart
Exam Board: Edexcel

COURSE OUTLINE:

Citizenship is a full GCSE, which allows pupils to participate in society by campaigning and raising awareness of issues they feel passionately about. The breadth of the course enables pupils to develop the knowledge and skills to understand, challenge and engage with the main features of our democracy: politics, the economy and the law. Pupils studying the GCSE will complete five themes which are: Theme A – Living together in the UK, Theme B - Democracy at work in the UK, Theme C – How the Law works, Theme D – Power and Influence, Theme E – Taking Citizenship Action.

GCSE Citizenship allows students to develop both knowledge and understanding of the world they live in and also the vital skills to become an active Citizen. They will develop a range of transferable skills that are invaluable in further education or work-based learning. These include: research and referencing skills, building arguments and making informed decisions, interpretation and evaluation skills, problem solving and leadership, team working skills and ICT skills. Trips and visits are based on the examined units to help the theory come to life, such as a trip to the Houses of Parliament and the Supreme Court.

ASSESSMENT: Edexcel exam board.

The GCSE assessment comprises of two exams:

Paper 1: 1 hour and 45 minute exam which tests the students on Theme A, B, C and D. A mixture of multiple choice questions, source based questions, 4, 6, 12 and 15 mark questions.

Paper 2: 1 hour and 45 minute exam which tests the students on Theme A, B, C, D and E. Students will have completed a Citizenship project to raise awareness of a topic, bring about change or educate people about an issue. The first section of this paper will ask questions about this project. The questions are worth 15% of the final grade. The paper consists of multiple choice questions, source based questions, 2, 4, 6, 12 and 15 mark essay questions.

CAREER OPPORTUNITIES:

Media, Law, Journalism, Civil Service, Teaching, Public Services, Charity sector working, Economics, Politics, Armed Forces.

A-level progression: Government and Politics, Economics, Sociology, Law, Public services and apprenticeships.

Head of Department: Mr Bilton

Exam Board: Edexcel

COURSE OUTLINE:

This exciting GCSE gives you the opportunity to investigate in detail how we use computers and how computer technology works. You will develop an understanding of what goes on “behind the screens”. Through the knowledge and skills you will develop during the course, you will learn how to create applications and solve programming problems. In short, you will learn how to code.

In the **GCSE Computer Science** course you will learn how to program computers in order to create your own gaming, web and mobile phone applications. This will give you the skills to solve programming problems, write efficient computer code and build working systems. At the same time the course will provide opportunities to explore ethical issues related to Computer Science, as well as the impact that Computer Science has had on society. For those who want to progress to Computer Science careers and university courses, this course will provide you with an excellent foundation.

The course will help you to develop your transferable Computing skills, and will thereby help you to improve your productivity in all your GCSE subjects. It will give a solid grounding in all your schoolwork, enabling you to go on to further study or to go into the workplace. You will be at the forefront of an industry that plays an increasingly important role in shaping our lives in the 21st Century.

COURSE STRUCTURE:

The course is made up of 3 components:

Component 1 – Principles of Computer Science

- **Data** – measuring data, binary, hexadecimal, storage, compression and encryption
- **Computers** – hardware, software, logic
- **Databases** – developing SQL code
- **Communications and the Internet** – networks, WWW, developing HTML code
- **Wider Picture** – emerging trends, issues and the impact of computer science

Component 2 – Application of Computational Thinking

- **Problems Solving** – applying computational thinking to develop algorithms to solve given problems
- **Programming** – including flow charts, and developing python code and pseudocode

Component 3 – Practical Programming Task

Working independently, students have 20 hours to demonstrate an ability to code a solution to a given problem. This is essential skills and knowledge for a good performance in Component 2.

ASSESSMENT:

Component 1: Examination – 1 hour 40 minutes - 50% of the qualification

Component 2: Examination – 2 hours - 50% of the qualification

Component 3: Practical Programming Task – 20 hours in lessons

CAREER OPPORTUNITIES:

The increasing importance of computer technologies means that if you take GCSE Computer Science you will be at the forefront of an area that is seeing a rapidly growing demand for professionals who are qualified in this field. The course is also excellent preparation if you want to study or work in areas that rely on the skills you'll develop, including science, medicine and engineering.

Head of Department: Mr Allin
Exam Board: AQA

COURSE OUTLINE:

Dance is an exciting and practical based course, however 40% of the final grade is a theoretical written exam. GCSE Dance is ideal for students seeking a practical based GCSE course and those who want to develop their knowledge of professional work, choreographers and how dances are created. It requires an exceptional amount of commitment and dedication as students must be prepared to attend regular rehearsals after school. There are 3 main elements studied:

Performance:

Students will be trained to improve their technical and expressive skills and develop a confidence in performing to an audience over the duration of the course. Students will be expected to perform in small groups, duets and individually on a regular basis. 30% of the final grade comes from Performance this includes 2 solo pieces, which are technical set phrases 1 duo or tri performance.

Choreography

Students will learn the art of choreography and will understand how to choreograph a dance professionally. They will acquire a broad range of Dance vocabulary and will have a breadth of knowledge about motif development and structure. Students will complete choreography exams make up 30% of Dance GCSE. Both Performance and Choreography are internally marked and externally moderated by AQA.

Appreciation:

Students will study 6 short professional dance works from the GCSE Dance anthology. The appreciation unit looks at assessing student's knowledge and understanding of the choreographic process and performance skills, critical appreciation of their own work and professional work. Their written paper is 1 hour and 30 mins and worth 40% of their final grade.

Additional Information

The course is highly demanding and requires both excellent commitment to group work as well as a strong sense of self-discipline and independence when it comes to individual choreography and rehearsal. The Dance GCSE course is in its prime thanks to the state of the art facilities we have. Regular video analysis is used in lessons to help students improve. They will also be given various opportunities to perform their work publicly, building on confidence and dance experience.

Excellent attendance is a key to success in this subject as lessons predominantly involve learning taught choreography which becomes difficult to catch up with if missed.

ASSESSMENT:

Practical Assessment: 60%
Written Exam: 40%

CAREER OPPORTUNITIES:

Professional dancer, aerobics instructor, choreographer, dance teacher, performance critic.

YEAR 10&11 Design and Technology

Head of Department: Mr May

Exam Board: Edexcel

COURSE OUTLINE:

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems. It also gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

Students will acquire subject knowledge in Design and Technology that builds on Key Stage 3. This will incorporate knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens.

Students will develop an understanding of the impact of Design and Technology on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

ASSESSMENT:

The scheme of assessment will be as follows:

50% Non-Examined Assessment:

This unit will test students' skills on investigating, designing, making and evaluating a prototype of a product.

50% Written Exam (100 marks 1 hour 45minutes)

Section A: Core / Section B: Material categories

CAREER OPPORTUNITIES:

Product Design

Industrial Design

Digital / Web Design

Fashion

Automotive design

Graphic Design

Architecture

Costume design for films and television

Animation and Model making

Engineering

10&11 Drama

Head of Department: Mr Allin

Exam Board: OCR

COURSE OUTLINE:

- During the first term students practically explore a set playtext determined by the exam board which will form the basis of the final written exam. Possible set texts include Blood Brothers by Willy Russell, Find Me by Olwen Wymark and A Streetcar Named Desire by Arthur Miller.
- In subsequent terms, students spend time devising their own pieces of drama from their choice of stimulus provided by the exam board. Students also practically explore a contrasting play and perform two extracts to an audience and visiting examiner. Good team working skills are essential for this course.
- Throughout the course, there are organised trips to the theatre to watch live theatre performances. These trips usually take place in the evening. Outside companies also visit school providing existing, energetic workshops to build upon skills learned in lessons.

N.B. Commitment is vital – a high level of attendance is required as students work as part of a team at all times. Concentration and self-discipline are also vital requirements. Students will perform in the evening on two occasions as part of the course and are expected to attend sessions after school as part of the rehearsal process.

ASSESSMENT:

Component 01/02- Devised Drama = 30% - (40 marks for portfolio, 20 marks for performance)

- Students devise a performance from a stimulus and perform this to a live audience. They can choose to be a performer or designer. Design work includes costume/make-up/masks, lighting, sound, set and personal properties. They track their own progress through a written portfolio.
- Previous stimulus items include song lyrics by Rihanna and Eminem, Banksy street art, Van Gough paintings, Grimms fairy tales and quotes from Walt Disney.

Component 03- Presenting and Performing Texts = 30% (40 marks for performance, 20 marks for concept proforma showing understanding of the studied play)

- Students will study a full play and perform two extracts from the script in a small group and/or individually. An outside examiner comes into school to mark performance pieces.
- Examples of previously studied plays include The 39 Steps, One Man Two Guvnors, The Crucible, Our Day Out and The Curious Incident of the Dog in the Night-Time.

Component 04- Performance and Response = 40% (50 marks for set text response, 30 marks for live theatre review)

- Students will practically explore a set playtext and write short-answer exam based questions. Students will also write a theatre review after seeing a live performance as part of this component. This is externally assessed by the exam board.

CAREER OPPORTUNITIES:

- Drama is now widely recognised by industry and business as making an enormous contribution to personal development. Employers are looking for mature, creative people who can communicate effectively – precisely the skills that drama develops.
- Drama develops personal social skills and confidence. Many of the skills students gain are transferable to any job.
- The Arts is the fastest growing industry in the UK, employing many people.

10&11 Food Preparation & Nutrition

Head of Department: Mr May

Exam Board: Eduqas

COURSE OUTLINE:

If you love to cook and want to develop your practical skills, this is the course for you.

- The need for food is one of the most fundamental of human needs. The food industry is one of the largest in the UK. The catering industry is constantly changing to meet the expectations of the public. The appeal of food programmes on the television continues to increase.
- Students will need to provide ingredients for practical work.
- Students who have been unwilling to provide ingredients at Key Stage 3 will not be considered for the course.
- Areas of study:
 - Food Commodities
 - Principles of Nutrition
 - Diet and Good health
 - The Science of Food
 - Where Food Comes From
 - Cooking and Food Preparation

ASSESSMENT: The scheme of assessment will be as follows:

- Investigate the working characteristics and the functional and chemical properties of food ingredients
- Knowledge and understanding of the principles of nutrition applied to meal choice and meal planning
- Demonstration of practical and cooking skills

ASSESSMENT:

50% Written Exam (1 hour 45minutes)

15% Food Investigation task (1,500-2,000 word report)

35% Food preparation task (15 page A4 report)

CAREER OPPORTUNITIES:

- | | |
|------------------------|------------------------------------|
| Catering | Owning your own restaurant |
| Celebrity Chef | Teaching |
| Food Technologist | Home Economist |
| Work in Food Magazines | Work on television food programmes |
| Life skills | Nutritionist/dietician |
| Food photography | Food product development |
| Food scientist | |

Y E A R

10&11 Geography

Head of Department: Mrs Boulby

Exam Board: AQA

COURSE OUTLINE:

“Geography is the subject which holds the key to our future”

Michael Palin

The Geography course is both topical and varied in its content and should appeal to those with an enquiring mind and the ability to communicate their ideas. It deals with both physical and human Geography, but has a focus on events and processes that are in the news and therefore relevant to the students and to future careers. A large component of the course also examines the skills that go into conducting fieldwork, analysing patterns in data and developing students' opinions based on their findings. The course is designed to challenge ideas and beliefs about the world around them, reflecting on previous events and situations to better understand why things are happening now.

ASSESSMENT:

The AQA Geography syllabus is divided into three exams:

1. Living with the physical environment 35%

The Challenge of Natural Hazards, Physical Landscapes in the UK, The Living World, Geographical Skills.

2. Challenges in the human environment 35%

Urban Issues and Challenges, The Changing Economic World, The Challenge of Resource Management, Geographical Skills.

3. Geographical applications 30%

Issue evaluation (this is a pre-release exam where resources are given to pupils three weeks before the exam), Fieldwork, Geographical skills. Prior to the exam students attend a compulsory fieldwork trip, this is currently to West Wittering and Stratford, but is subject to change each year.

CAREER OPPORTUNITIES:

Geography students are highly sought after in the modern workplace, where there is great desire for students who are able to communicate their understanding of the world around them through written, graphical, numerical and ICT forms. A Geography student is multi-skilled and able to explain, analyse and justify their ideas and reasoning. The syllabus lends itself well towards future study post-16, and can ultimately lead to a diverse range of careers.

YEAR **10&11** **History**

Head of Department: Mrs Sweeney

Exam Board: Edexcel

COURSE OUTLINE:

Paper 1:

Warfare and British Society, c1250 – Present

London and the Second World War 1939 - 1945

We split the 'Warfare and British Society' section of this paper into four key time periods and focus on the nature of warfare, experience of war and case studies for each. Students are encouraged to develop an understanding of the nature and process of change. 'London and the Second World War' is a study of the importance and experience of London during this time.

Paper 2:

Henry VIII and his Ministers, 1509 – 1540

Superpower Relations and the Cold War, 1941 - 1991

In the Medieval section of this paper we study the influence of Wolsey and Cromwell and also the Reformation. In the Superpowers section we explore the origins of the Cold War, crises between 1948 and 1970 and the ending of the Cold War.

Paper 3:

Weimar and Nazi Germany, 1918 - 1939

In this paper we study the rise and fall of the Weimar Republic in line with the struggles in Germany and Hitler's rise to power. We explore the creation of a Nazi dictatorship, how control was exerted on German citizens and opposition to the Nazi party from within Germany.

ASSESSMENT:

Exam 100% (There are 3 exams that are 1 hour 15 minutes, 1 hour 45 minutes and 1 hour 20 minutes)

CAREER OPPORTUNITIES:

Media, law, journalism, civil service, teaching.

YEAR 10&11 Hospitality and Catering

Head of Department: Mr May

Exam Board: Eduqas

COURSE OUTLINE:

The hospitality and catering sector includes all businesses that provide food and beverages including restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. Catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group.

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

Unit 1: The Hospitality and Catering industry

Students will learn how the hospitality and catering providers operate; nutrition; food safety and the job roles in the industry. In this Unit, students will learn about the different types of providers within the hospitality and catering industry.

Unit 2: Hospitality and Catering in Action

Students will apply their skills to preparing, cooking and presenting nutritional dishes safely. They will understand the dietary needs of different groups of people to remember when menu planning.

ASSESSMENT:

The scheme of assessment will be as follows:

- Knowledge and understanding of the Hospitality industry.
- Demonstration of practical and catering skills.
- Students will have the option to complete the Food Hygiene Certificate.

ASSESSMENT:

40% Written exam (the Hospitality industry)

60% Internal Assessment (Hospitality and Catering in Action)

CAREER OPPORTUNITIES:

Catering	Chef
Restaurants	Kitchen Porter
Fast food	Specialist Chef
Bars	Waiter
Hotels	Room Attendant/Concierge
Owning your own restaurant	Management
Life skills	Nutritionist/dietician
Food photography	Food product development
Food scientist	

YEAR 10 & 11 Creative Digital Media Production

Head of Department: Mr Ejueyitchie

Exam Board: Pearsons

COURSE OUTLINE:

The rationale for all qualifications in the BTEC First suite in Creative Digital Media Production is to: • inspire and enthuse learners to consider a career in the creative digital media sectors, rather than just to participate in media recreationally, for example surfing the web or playing video games • give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the creative digital media industry, e.g. moving image, film, photoshop, audio production, games design, website design and publishing • give learners the potential opportunity, in due course, to enter employment within a wide range of job roles across the creative digital media sectors.

The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. The UK's creative industries as a whole are now worth over £84 billion per year to the UK economy. Working in the creative media industry involves a wide range of practical processes, skills and techniques, from broadcast media to increasingly interactive products and platforms. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what hasn't changed is that media products still have the power to enthrall, intrigue and affect audiences.

ASSESSMENT:

The qualification is the same size and level as a GCSE. It is aimed at those who may be interested in pursuing a career in creative media production. The qualification helps you to explore the sector by undertaking practical media projects. On this course, you will: • investigate different media products, such as audio/moving image, publishing and interactive design, considering their style, design, audience, and context • explore creative media production processes and practices by generating ideas, and planning production and post-production processes • develop digital media production skills and techniques.

This course complements the learning in GCSE programmes such as Design and Technology, Art and Design, Computer Science and Photography by broadening the application of 'design and make' tasks, working with a media brief, and understanding and engaging different audiences through making compelling media products.

CAREER OPPORTUNITIES:

After you have finished the course, you may want to go on to further study, such as A Levels, BTECs or a mixture of both. You will find that many of the ideas covered here are further developed in qualifications such as BTEC Nationals in Creative Digital Media Production, Art and Design, and Information Technology. Alternatively, you might want to find work in the creative media sector as an apprentice or as a trainee. The best option for you will depend on the grades you achieve in this qualification and in any other qualifications you have taken, what you enjoy doing and the advice you can access about further learning and training opportunities available in your area.

- Media students who develop their skills further may be interested in a career in radio, television, film, journalism, directing, graphic design, app developing, games design.
- Media Studies is a modern and relevant course for the 21st century, giving a useful insight into media manipulation.

Head of Department: Mr Ejueyitchie

Exam Board: WJEC

COURSE OUTLINE:

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. In addition, they importantly provide us with ways to communicate, with forms of cultural expression and enable us to participate in key aspects of society.

The WJEC GCSE in Media Studies offers a broad, coherent and engaging course of study which enables learners to:

- develop critical thinking and decision-making skills through consideration of issues that are important, real and relevant to learners and to the world in which they live
- develop their appreciation and understanding of the importance and role of the media in their daily lives
- develop their practical skills through opportunities for personal engagement and creative media production
- understand how to use key concepts and specialist subject-specific terminology to analyse media products
- develop an understanding of media products in relation to their industry contexts
- evaluate and reflect on their own practical work.

ASSESSMENT:

Creating Media Non-exam assessment: internally assessed and externally moderated by WJEC **40%** of qualification.

Potential options for students could be to;

Create a sequence from a genre film aimed at a mainstream 18-30-year-old audience.

Create an extract from a music video for a new or local/unsigned band or artist aimed at teenagers.

The examination is worth **60%** of the final mark consisting of **two** separate exams (**Unit 1** and **Unit 2**).

Unit 1

Exploring the Media Written examination: 1 hour 30 minutes (30% of qualification)

Media students will focus on the contemporary media with examples being magazines, music video, radio, advertising, video games and newspapers.

Unit 2 Understanding Television and Film Written examination: 1 hour 30 minutes (30% of qualification).

Students will explore British television and Hollywood film. In this unit, learners will gain a deeper knowledge and understanding of all four key media concepts - media language, representation, media industries and media audiences.

CAREER OPPORTUNITIES:

- Media students who develop their skills further may be interested in a career in radio, television, film, journalism, directing, graphic design, app developing, games design.
- Media Studies is a modern and relevant course for the 21st century, giving a useful insight into media manipulation.

10&11 Modern Foreign Languages

Head of Department: Mrs Donoghue

Exam Board: Eduqas

COURSE OUTLINE:

The GCSE French and Spanish courses are made up of four components: **speaking, listening, reading** and **writing**. Each component is assessed and has equal weighting.

The context for learning the language is organised under three broad themes:

- **Identity & culture** (*Youth culture, lifestyle, customs & traditions*)
- **Local, national, international & global areas of interest** (*Home & locality, France/Spain & French/Spanish-speaking countries, global sustainability*)
- **Current and future study & employment** (*Current study, world of work and jobs & future plans*)

During the course students will be expected to:

- identify the overall message, key points, details and opinions
- recognise the relationship between past, present and future events
- deduce meaning, recognise and respond to key information, important themes and ideas
- answer questions, extract information, evaluate and draw conclusions
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate.

Vocabulary learning is a vital part of the course and forms the basis of homework tasks set in Year 10 and 11.

ASSESSMENT:

Students are assessed with a formal exam **at the end of Year 11**. The exam consists of:-

Speaking: 3 tasks – role play, photo card discussion & a conversation (7-12minutes) = **25%**

Listening: 1 Listening paper (35-45 minutes) = **25%**

Reading: 1 Reading paper (60-75 minutes), including one translation task from target language into English = **25%**

Writing: 1 Writing paper (75-90 minutes), including a translation task from English into target language = **25%**

CAREER OPPORTUNITIES:

Fashion buyer, foreign correspondent/journalist, video games translator, press conference interpreter, tour manager, geoscientist, subtitler, diplomatic service member, translation, teaching, law, IT, marketing, customer relations, finance, publishing and media.

Head of Department: Mr Allin

Exam Board: Edexcel

COURSE OUTLINE:

You will study Edexcel's GCSE in Music. This course is designed to extend your musical experience and knowledge, helping you to develop an appreciation of music of all kinds. Solo and ensemble performance, composition, listening and appraising are the main features of this course:

1. Performing (30%):

You must be able (and willing) to sing or play an instrument on your own (solo) and with others in a group (ensemble). You will be assessed on your performances during lessons, concerts and extra-curricular activities, so involvement in after school activities is essential and instrumental tuition is highly recommended.

2. Composition (30%):

You will be shown how to create and develop musical ideas and build them up into composition. You will compose music in a variety of styles and must complete two pieces to enter as part of your portfolio. Your music must be written down by hand or printed using specialist software available in school and it will be recorded.

3. Listening and Appraising (40%):

You will learn to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years up to the present day. You will sit a 1 hour 45 minutes listening written exam paper at the end of Year 11. This will be based upon 8 musical set works selected by the exam board and core musical elements that will be explored in lessons.

You will use music technology throughout the course to record performances, create composition coursework and to explore topic areas.

ASSESSMENT:

Performance Coursework – 1 solo and 1 ensemble performance recorded (30%)

Composition Coursework – 2 compositions completed, recorded and notated (30%)

Listening Exam – 1 hour 45 minutes exam at the end of Year 11 (40%)

CAREER OPPORTUNITIES:

The creative industries are the fastest growing industries in the UK. Students will have the opportunity to work alongside professionals in the music industry. Edexcel qualifications prepare young people for careers in the performing arts or music industry and are recognised by employers and colleges. Examples are: studio work, composition, arts administration, musical research, teaching, performance, stage management and advertising. In fact – any career involving communication and expressive skills.

YEAR 10&11 Music Technology

Head of Department: Mr Allin

Exam Board: Edexcel- BTEC

COURSE OUTLINE:

Students will study the BTEC Level 1/2 First Award in Music (equivalent to 1 GCSE grade). They will focus on Music Technology through the following tasks/topic areas:

1. Computer Music – Creating music using iMac Computers and Logic software

Students will learn how to create (sequence) music using software alone. They will explore the vast instrument library of Logic and learn a range of industry techniques enabling them to create music in the way many music producers do.

2. Music Recording – How to use a recording studio

Students will gain hands on experience with a range of industry standard microphones alongside a 24 channel mixing desk located in our control room. They will explore the different techniques of recording a variety of instruments before commencing the mixing stage of polishing their recording to a professional standard.

3. Music Promotion – How to publish your own music & recordings

Students will learn how the digital age has helped put individuals in control of their own success. They will manage the promotional aspect of an album from selecting tracks to producing album artwork in Adobe Photoshop. They will look how the Internet serves as a distribution platform for enabling artists to host their work on popular platforms such as iTunes and Spotify.

The Music Department is equipped with a state-of-the-art Music Technology Suite. Students will have access to their own iMac alongside a range of professional hardware and software to help show links with the industry. Extra support is provided by the Performing Arts Technician to ensure all students have a high quality-learning environment.

ASSESSMENT:

Students will create a portfolio of work produced throughout the course. This will consist of six coursework pieces related to the three modules above, all of which is completed during regular lesson time. There will be a written examination in Year 11 on 'The Music Industry', which is taught throughout the course and helps students relate to scenarios they might experience when working.

CAREER OPPORTUNITIES:

The creative industries are the fastest growing industries in the UK. Students will study related careers during the course and will have the opportunity to work alongside professionals in the Music Technology industry. BTEC qualifications prepare young people for careers in the performing arts or music industry and are recognised by employers and colleges.

YEAR 10&11 Photography

Head of Department: Mrs Quigley

Exam Board: AQA (Course Code: 8206)

COURSE OUTLINE:

The GCSE Photography course is an endorsement of Art & Design, offering students the opportunity to develop their digital photography skills as well as their understanding of digital cameras – both compact and DSLR. Students will develop their digital manipulation skills through the use of Adobe Photoshop and present a portfolio of work. The course is designed for students who wish to develop their interests and enthusiasm for creative activities in art and photography. It also lays the foundation for post 16 studies.

Over the two years, students are required to produce three projects covering a variety of different skills, including: the use of light and viewpoints, composition and framing, depth-of-field and aperture value, and use of black and white and colour. Project themes may include: portraiture, landscape, surrealism, and documentary photography.

Each project is designed to cover the four assessment objectives set by AQA. Although the course offers a high practical content, written research and analysis of photographer's and artist's work is also a strong requirement of the course.

ASSESSMENT:

Coursework = 60%

Exam = 40%

There is no written exam at the end of the course. The 40% exam is a project set by the exam board and a final photographic piece completed over 10 hours under controlled assessment.

A portfolio must be kept to show research, reference to photographers and cultures, experiments and development of ideas and evaluations.

CAREER OPPORTUNITIES:

A strong photographic portfolio supports a wide range of professions including portraiture, documentary/photojournalism, travel photography, design based careers, environmental photography, fashion photography, wedding photography and many more.

Technical Award in Health and Fitness

Head of Department: Miss Miles

Exam Board: NCFE

COURSE OUTLINE:

This option is for those students who enjoy the subject of Physical Education. This qualification is designed for learners with an interest in any of the health and fitness contexts such as exercise, lifestyles and diet. A Level 2 is equivalent to a GCSE, it is appropriate for learners who are looking to develop a significant core of knowledge and understanding, and want to apply that knowledge in preparing, planning and developing a health and fitness programme.

It is a course that has 2 assessed areas, course work style units, with one external exam. The exam is able to be taken twice, with the best result counting.

If you are unsure if this course is right for you, we would advise seeking your current teacher's opinion before selecting it.

The course consists of two areas:

Units	Content	Assessment
Unit 1: Introduction to body systems and principles of training in health and fitness	<ul style="list-style-type: none"> • Skeletal System • Muscular system • Respiratory system • Cardiovascular system • Energy systems • Short and long term effects of exercise • Components of health and fitness • Principles of training 	40% Externally assessed Written exam (1hr 30mins)
Unit 2: Preparing and Planning for Health and Fitness	<ul style="list-style-type: none"> • Lifestyle factors • Diet • Rest and recovery • Recreational and performance enhancing drugs • Fitness testing • Health and Fitness components • Training methods • Heart rate and training zones • Health and fitness goal setting • Structure of a health and fitness training programme 	60% Internally assessed synoptic project

Over Years 10 and 11 you will be taught over 5 hours a fortnight, which is in addition to core lessons. **One lesson** will be allocated to practical application of content learnt for internal assessments. You will have **4 theory lessons** where you will cover the content for the internally assessed units.

This course will be graded in a Pass, Merit, Distinction, Distinction star format. See the table below.

Old GCSE Grading Structure	New GCSE Grading Structure	V Cert Grading Structure	
A*	9	Level 2	D* 8.5
A	8		D 7
B	7		M 5.5
C	6		P 4
D	5	Level 1	D* 3
E	4		D 2
F	3		M 1.5
G	2		P 1
U	1	NYA (not yet achieved)	
U	U	NYA (not yet achieved)	

CAREER OPPORTUNITIES:

Students can go on to courses in further education that cover a variety of sporting topics or focus on specific sport aspects. Good for those seeking future careers in and around sport.

Progression to a wide range of courses at college and universities:

- A level in Physical Education
- Level 2 Technical certificate in Sport and Physical Activity
- Level 3 Applied General in Sports Studies
- Level 3 Technical award in Sport and Physical Activity
- Apprenticeships in occupations within the Health and Fitness sectors such as Health Assistants, Fitness Instructors, Personal Trainers, Diet and Nutrition.

GCSE: Physical Education

Head of Department: Miss Miles
Exam Board: Edexcel

COURSE OUTLINE:

This GCSE option is for those students who enjoy the subject of Physical Education, have a high level of performance within their practical lessons and are highly motivated towards the theoretical elements of Physical Education. Students who are thinking of selecting this option should also regularly represent the school and/or play sport outside of school. The course is perfect for any pupil wishing to extend their knowledge in the subject and gain an insight into the theoretical side of Physical Education with a course aimed at progression to A level Physical Education.

It is a demanding course that requires theory, practical and home based work. If you are unsure if this course is right for you, we would advise seeking your current teacher's opinion before selecting it.

The course consists of four areas:

Components	Content	Assessment
Component 1: Fitness and Body Systems	<ul style="list-style-type: none"> Applied anatomy and physiology Movement analysis Physical training 	1 hour and 45 minutes 90 marks 36%
Component 2: Health and Performance	<ul style="list-style-type: none"> Health, fitness and well-being Sport psychology Socio-cultural influences 	1 hour and 15 minutes 70 marks 24%
Component 3: Practical Performance	<ul style="list-style-type: none"> Skills during individual activities Skills during team activities 	90 marks 30%
Component 4: Personal Exercise Programme	<ul style="list-style-type: none"> Analysis of proposed PEP Carry out & monitor the PEP Evaluation of the PEP 	20 marks 10%

Over Years 10 and 11 you will be taught GCSE Physical Education over 5 hours a fortnight, which is in addition to core lessons.

One lesson will be allocated to practical performance, where three practical choices, one individual, one team and another from either category from a set list of activities will be chosen through teacher guidance as assessed internally.

Within these lessons the Personal Exercise Programme will be carried out and assessed either as a written or presentation piece of coursework.

You will have **4 theory lessons** where you will cover the following topics:

Component One:	
1. Applied Anatomy and Physiology <ul style="list-style-type: none"> • Structure and functions of the musculo-skeletal system • Structure and functions of the cardio-respiratory system • Anaerobic and aerobic exercise • Short and long term effects of exercise 	3. Physical Training <ul style="list-style-type: none"> • Relationship between health and fitness, and the role that exercise plays in both • Components of fitness, suitability for sport and how fitness is measured and improved • Principles of training and applying them to a personal exercise/training programme • How to optimise training and prevent injury • Effective use of warm up and cool down
2. Movement Analysis <ul style="list-style-type: none"> • Lever systems examples of their use in activity and the mechanical advantage they provide in movement • Planes and axes of movement 	Use of Data <ul style="list-style-type: none"> • How data are collected – both qualitative and quantitative • Present data (including tables and graphs) • Analyse and evaluate data

Component Two:	
1. Health, fitness and wellbeing <ul style="list-style-type: none"> • Physical, emotional and social health, fitness and well-being • The consequences of a sedentary lifestyle • Energy use, diet, nutrition and hydration socio-cultural issues in physical activity and sport 	3. Socio-cultural influences <ul style="list-style-type: none"> • Engagement patterns of different social groups in physical activity and sport • Commercialisation of physical activity and sport • Ethical and socio-cultural issues in physical activity and sport
2. Sports Psychology <p>Classification of skills (basic/complex; open/closed)</p> <ul style="list-style-type: none"> • The use of goal setting and SMART targets to improve and/or optimise performance • Guidance and feedback on performance • Mental preparation for performance 	Use of Data <ul style="list-style-type: none"> • Demonstrate an understanding of how data are collected – both qualitative and quantitative • Present data (including tables and graphs) • Analyse and evaluate data

CAREER OPPORTUNITIES:

Students can go on to courses in further education that cover a variety of sporting topics or focus on specific sport aspects. Good for those seeking future careers in and around sport.

Progression to a wide range of courses at college and universities:

- A level in Physical Education
- BTEC (Entry level to higher national)
- Level 2 Technical certificate in Sport and Physical Activity
- Level 3 Applied General in Sports Studies
- Level 3 Technical award in Sport and Physical Activity
- Apprenticeships

YEAR 10&11 Religious Education

Head of Department: Miss Lockhart

Exam Board: Edexcel

COURSE OUTLINE:

All students complete a GCSE in Religious Studies.

Paper 1:

- Christian Beliefs - The nature of God, creation, the Incarnation, the last days of Jesus' life, atonement and salvation, eschatology: Life after death
- Living the Christian Life - Christian worship, sacraments, the nature and purpose of prayer, pilgrimage, religious celebrations, the local parish, the worldwide church
- Marriage and Family Life – The study of the beliefs, practices and changing attitudes towards marriage and roles within the family
- Matters of Life and Death - A study of the beliefs and ethics of subjects such as abortion and euthanasia

Paper 2:

- Muslim Beliefs - The nature of God, Names of Allah, beliefs and roots of Islam, holy books, Angels, prophet hood and Akhirah.
- Crime and Punishment - Muslim teachings about forgiveness, Muslim teachings about good, evil and suffering
- Living the Muslim life - Ten Obligatory Acts of Shi'a Islam, the Five Pillars
- Peace and conflict - Muslim attitudes towards peace, Just War theory, Issues surrounding conflict

Students from one of the other major faith groups may sit a paper on their faith.

ASSESSMENT:

Paper 1: Religion and Ethics. 1 hour 45 min exam

Paper 2: Religion, Peace and Conflict. 1 hour 45 min exam

There is no course work

CAREER OPPORTUNITIES:

Employers, Universities and Colleges value GCSE RE, not only as an academic qualification but as a qualification that develops key skills like communication and working with others. It also promotes particular attitudes like open mindedness, commitment, respect and self-esteem. It is a course particularly valuable to those professions that work very closely with people and the general public such as service industries and public sector careers. This subject has very clear links with current affairs which are included in lessons. There is plenty of opportunity for debate and discussion as well as expression of personal beliefs.

YEAR 10&11 Science

Head of Department: Mrs Martinez & Miss Turner

Exam Board: AQA

COURSE OUTLINE:

Students have already started their Science AQA GCSE course during Year 9. The majority of students will go on to complete the Combined Science Trilogy GCSE route, whereby they gain two GCSE grades in Science. Students who have shown an aptitude for Science over the course of Year 9, will be offered the chance to complete the Separate Sciences GCSE science route from the start of Year 10, whereby they gain three GCSEs in Science without using additional timetable time. Both routes provide students with a well-rounded curriculum involving the study of Biology, Chemistry *and* Physics and students can progress to A-level Sciences from either course.

Studying Science allows students to apply and extend the knowledge and skills acquired in this subject to many other curriculum areas and possible careers beyond school. The analytical, problem-solving skills you get studying Science are substantial, and are highly valued by both further education facilities and employers.

For both routes, the assessment is 100% examination based with no controlled assessment.

Practical skills will be assessed using required practicals which students will experience during the course and can then be examined on. These questions will make up 15% of each examination.

There is an increase in the mathematical demand for all papers but there are differences in the quantity and type of mathematical skills that will be assessed in the two routes.

There will be tiers of entry for both the GCSE routes and students will sit the same tier of entry for all papers in that subject.

The topics taught are similar across the two courses but the Separate Science route covers more demanding material in greater depth in each topic area. This material will be delivered in the same timetable time as the Combined Science: Trilogy route. This makes it a challenging and high paced course suitable for students showing an aptitude and interest in the Sciences. Starting the course in Year 9 allows us to offer the Separate Sciences route within timetabled teaching and also allows students studying the Combined Science: Trilogy route more time for revision and consolidation prior to the examinations in Year 11.

The following page outlines in more detail the content and structure of the assessments for Combined Science: Trilogy GCSE and the Separate Sciences GCSE.

Separate Science GCSE (Triple Award)

With this route, students will achieve three GCSEs graded separately from 9 – 1

Biology:

- 2 exams of 1hr 45mins each, each worth 50% of the final grade
 - Paper 1: Cell Biology, Organisation, Infection and Response, Bioenergetics
 - Paper 2: Homeostasis and Response, Inheritance, Variation and Evolution, Ecology
- 8 required practicals
- 15% of each assessment will focus on practical skills
- 10% of assessment to be on mathematical skills
- Questions will be a mix of multiple choice, structured, closed short answer and open response

Chemistry:

- 2 exams of 1hr 45mins each, each worth 50% of the final grade
 - Paper 1: Atomic Structure and the Periodic Table; Bonding, structure and the properties of matter; Quantitative Chemistry; Chemical Changes; Energy Changes
 - Paper 2: The Rates and Extent of Chemical Change; Organic Chemistry; Chemical Analysis; Chemistry of the Atmosphere; Using Resources
- 8 required practicals
- 15% of each assessment will focus on practical skills
- 20% of assessment to be on mathematical skills
- Questions will be a mix of multiple choice, structured, closed short answer and open response

Physics:

- 2 exams of 1hr 45mins each, each worth 50% of the final grade
 - Paper 1: Energy; Electricity; Particle Model of Matter; Atomic Structure
 - Paper 2: Forces; Waves; Magnetism and Electromagnetism; Space Physics
- 8 required practicals
- 15% of each assessment will focus on practical skills
- 30% of assessment to be on mathematical skills
- Questions will be a mix of multiple choice, structured, closed short answer and open response

Combined Science: Trilogy (Double Award)

With this route, students will achieve two GCSEs with two combined grades from 9 - 1

- 6 exams of 1hr 15mins each, each worth 16.7% of the final grade
- A total of 16 required practicals across the three Sciences
- 15% of each assessment will focus on practical skills
- Maths skills to account for 20% across the three Sciences with weightings being approximately 3.3% Biology, 6.6% Chemistry and 9.9% Physics
- Questions will be a mix of multiple choice, structured, closed short answer and open response
- Examinations will cover the following topics:

Biology:

- Paper 1: Cell Biology, Organisation, Infection and Response, Bioenergetics
- Paper 2: Homeostasis and Response, Inheritance, Variation and Evolution, Ecology

Chemistry:

- Paper 1: Atomic Structure and the Periodic Table; Bonding, structure and the properties of matter; Quantitative Chemistry; Chemical Changes; Energy Changes
- Paper 2: The Rates and Extent of Chemical Change; Organic Chemistry; Chemical Analysis; Chemistry of the Atmosphere; Using Resources

Physics:

- Paper 1: Energy; Electricity; Particle Model of Matter; Atomic Structure
- Paper 2: Forces; Waves; Magnetism and Electromagnetism