



Year 9
GCSE Subject
Choices 2023

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 Option subjects, if you can look forward to your Sixth Form, College or Apprenticeship aspirations to see what subjects are preferred this will help you make informed choices. If you are unsure of your future direction keep a broad base and focus on those subjects you enjoyed the most.


All students will have an allocated pathway that will shape the options selections. There are 2 pathways EBACC and Open.

The decision you are about to make determines 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. Therefore, 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

A handwritten signature in black ink, appearing to read 'J Howe', followed by a vertical line.

Mr J Howe
Assistant Headteacher

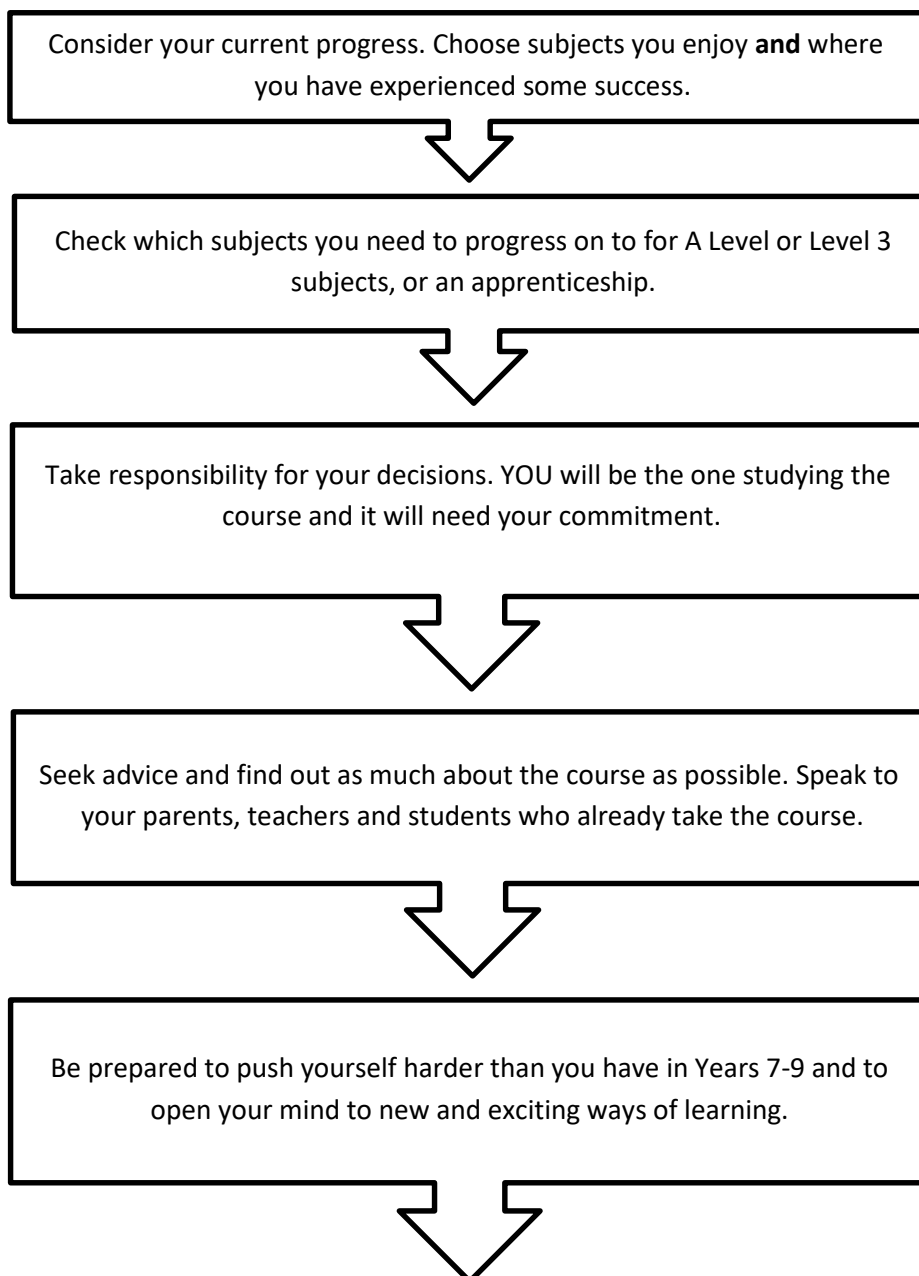
GCSE Subject Policy

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 contains 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:



Key Dates

GCSE Information (virtual event)	This is live and up to date on the website. Options Page Link
Option selection link emailed to parents and students	Monday 27 February
Deadline for Option choices to be submitted online	Tuesday 28 March
Provisional GCSE subject choices communicated in a letter home	Summer Term

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 Combined or Separate Award GCSE	PE*	RE and PSHCE*
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*All students will study Physical Education and Religious Education as core entitlement. Students will make the decision at the end of Year 9 whether to take full or short course RE.

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.

EBACC Pathway: (English Baccalaureate / EBacc)

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

Open Pathway:

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

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 be aware that you need to be proficient in both speaking and writing to sit the language as an extra GCSE. This extra GCSE will not be part of your school timetable and you will need to study independently for it. 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	Drama	Media Studies
Citizenship	Fine Art	Creative Media Production**
Computer Science	French	Music
Construction**	Food Preparation and Nutrition	Music Technology**
Digital Information Technology**	Geography	Photography
Dance	Health and Social Care**	Physical Education
DT – 3D Design	History	Health and Fitness**
	Hospitality and Catering**	Spanish

** Btec/NCFE (Vcert)/Level 1/2 Vocational options = GCSE equivalent

Only one of these subjects can be chosen

Glossary:

GCSE(Level 2)	Qualifications that allow you to achieve a grade 9-1. Assessment of these Courses are usually based on an end of course examination. As a level 2 course, students can progress from this on to an A Level (Level 3) course.
Level 2 BTEC or NCFE V-CERT	A vocational course that will allow you to gain a qualification that is equivalent to a GCSE grade. Assessment is mainly coursework based with usually just one unit assessed as an exam which you can re-sit during the course if grades are not achieved as needed. As a level 2 course, students can progress from this on to Level 3 BTEC courses at college and some A Level (Level 3) courses.
EBacc (English Baccalaureate)	The English Baccalaureate defines a group of 5 subject types and is gained if students achieve a 9-4 grade in one of each of the following: English Maths 2 Sciences Humanity (Geography or History) An approved Modern Foreign Language
Examination %	This is how much your final grade comes from the written exam.
Controlled Coursework %	This is how much your final grade comes from the controlled coursework completed over the whole course. In the new GCSEs far fewer subjects have a coursework element. The vast majority are 100% examination.
Grading	All GCSEs are now graded 9 – 1, with grade 9 being the highest.

The following table is designed to enable you to collect all the information that you need in order to make your final choices.

Subject	Notes

Subject / Course Descriptions

Fine Art

Year 10 and 11

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.

Digital Information Technology

BTEC Tech Award

Year 10 and 11

Subject Lead: Miss Crow

Exam Board: Edexcel

COURSE OUTLINE:

Would you 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 course 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.

Business Studies

Year 10 and 11

Head of Department: Miss Crow

Exam Board: EDUQAS

COURSE OUTLINE:

Business is a full GCSE that enables students to apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. They will develop an understanding of how these contexts impact on business behaviour, become familiar with current issues in business and develop an understanding of the dynamics of business activity.

There are six topic areas that will be covered over the 2-year course.

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human Resources

Assessment:	
<u>Paper 1 – Business Dynamics</u> 2 hours 62.5% of qualification 100 Marks A mix of short answers and structured questions based on stimulus material covering all of the specification content.	<u>Paper 2 – Business Considerations</u> 1 hour 30 minutes 37.5% of qualification 60 Marks Data response questions covering all of the specification content.

CAREER OPPORTUNITIES:

GCSE Business provides a suitable foundation for the study of Business at either AS or A level or BTEC in Business Level 3.

Careers that may be of interest for those undertaking business qualifications are:

- Finance
- Marketing
- Human Resources
- Business Management

Citizenship

Year 10 and 11

Head of Department: Mr Elliott

Exam Board: Edexcel

COURSE OUTLINE:

GCSE Citizenship explores the UK as it is today and how it works. Students will learn and engage in discussions about issues linked to topics such as identity, human rights and the influence of the media; to everything in politics from democracy, Brexit and the monarchy, to the economy and whether 16-year-olds should be able to vote. We also explore the purpose and effectiveness of the law, the legal system and how it impacts young people.

Students will also become advocates and active citizens, who create a campaign or project to raise awareness about an issue they're passionate about. They will also develop their professional, leadership and teamwork skills; with the aim of creating positive change in their community.

Students are empowered with the knowledge and transferable skills to debate, research, reference, problem-solve and make informed decisions about what they need, to be the change they wish to see in the world, given the wisdom of knowing how to live well, in a world worth living in.

COURSE STRUCTURE: Edexcel exam board

- 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 – Active Citizenship
 - 80 marks

ASSESSMENT:

Paper 1:

- Theme A – Living together in the UK
- Theme B – Democracy at work in the UK
- Theme C – How the law works
 - Written examination: **1 hour and 45 minutes**
 - 50% of the qualification
 - 80 marks

Paper 2

- Theme D – Power and influence
- Theme E – Active Citizenship
 - Written examination: **1 hour and 45 minutes**
 - 50% of the qualification
 - 80 marks

CAREERS OPPORTUNITES AND EDUCATION:

HIGHER AND FURTHER EDUCATION

- Criminology
- Economics
- Government and Politics
- International Relations
- Law
- Media Studies
- Psychology
- Sociology

INDUSTRIES AND CAREERS

- Education: Teaching
- Media: Project management, journalism
- Legal: Lawyer, police
- Politics: local, MPs,
- Public services: Healthcare (NHS), Social work, armed forces, civil service
- Third sector (Charity work): Campaigning

Computer Science

Year 10 and 11

Head of Department: Miss Crow

Exam Board: AQA

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. You will learn how to code in Python.

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:

This qualification is linear. Linear means that students will sit all their exams at the end of the course. The course is structured into two papers as shown below:

Paper 1 – Computational thinking and programming skills

- Fundamentals of algorithms
- Programming

Paper 2 – Computing concepts

- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and structured query language (SQL)
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

ASSESSMENT:

Paper 1: Written examination – 2 hours (50% of GCSE)

Paper 2: Written examination – 1 hour 45 minutes (50% of GCSE)

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.

Construction

Year 10 and 11

Subject Lead: Mr May
Exam Board: Eduquas

COURSE OUTLINE:

The built environment sector is a very diverse sector covering an extremely wide range of jobs from handyman services to major infrastructure projects. Although construction comprises 10% of the UK economy, only a third of employers in the construction sector believe that there is a talent pool sufficient to meet the industry's needs.

There are many employment opportunities in the construction industry and the demand for workers is not currently being met; in 2018, more than two fifths of employers said that they had tried to recruit skilled workers and of those, nearly half had difficulties filling the positions.

This course is a good grounding for those considering a career in the construction industry, and as a vocational qualification allows students to gain working knowledge of the industry and relevant codes of practice, eg building control and health and safety.

Unit 1: The built environment

Students will learn how the building trades operate; building methods, health and safety and the job roles in the industry. This is assessed through an on-screen exam paper.

Unit 2: Constructing the built environment

Students will apply their skills to 3 different trades, each assessed through a piece of controlled assessment. This is in response to a brief set by the exam board. Examples could be 'plumbing a toilet into a garden building' or 'constructing a suitable doorway'.

ASSESSMENT: The scheme of assessment will be as follows: <ul style="list-style-type: none">• Knowledge and understanding of the construction industry.• Demonstration of practical and problem solving skills, through 3 controlled assessment tasks	40% online exam (the construction industry) in January Year 11 60% Internal Assessment (3 x controlled assessments in different trades)
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CAREER OPPORTUNITIES:

General builder	Tiler
Plumber	Electrician
Civil Engineer	Plasterer
Carpenter	Mason
Decorator	Caretaker

Dance

Year 10 and 11

Head of Department: Miss Thomas

Exam Board: AQA

COURSE OUTLINE:

GCSE Dance provides a challenging and exciting programme of study that raises aspirations for developing practical and theoretical skills. The course is dynamic and introduces learners to a vast range of dance styles and disciplines and allows learners to develop their creative, technical and expressive skills. Through the study of six world-renowned dance works, learners gain knowledge and understanding of different choreographic approaches and are introduced to dance criticism. There is an array of unique opportunities to work alongside professional artists and companies, watch new and live works at the theatre live and the chance perform in various competitions and showcases.

PERFORMANCE | 2 Technical Phrases + 1 Performance Piece in a Group

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 | A Solo or Group Choreography based upon a chosen stimulus/theme

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 | Analysis of 6 Professional Works

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 minutes and worth 40% of their final grade.

ASSESSMENT:

Practical Assessment | 60%

Written Exam | 40%

CAREER OPPORTUNITIES:

- The Performing Arts Sector is vibrant, exciting and ever-expanding industry with a diverse range of career opportunities on offer for those wishing to pursue Dance as a career.
- Potential Careers include: Professional dancer, choreographer, dance teacher, performance critic, choreologist (Dance Notation), Dance science (includes helping professional dancers reach maximise fitness, recover from injuries and biomechanics, psychology, physiology and nutrition, movement therapist, Community Dance Educator, Post-Graduate Academic Research, Rehearsal Director, Movement Coordinator, and Movement coach.

Drama

Year 10 and 11

Head of Department: Miss Thomas

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.

Design and Technology

Three-Dimensional Design

Year 10 and 11

Head of Department: Mr May

Exam Board: Eduquas

COURSE OUTLINE:

3D Design is a new course this year. It covers the design, prototyping and modelling or making of primarily functional and aesthetic consumer products, objects and environments.

The course is entirely design and make, with no written exam. You will be given a number of project briefs across Year 10 and 11 that you will need to research into (for example, different designers, design movements etc) then produce designs for. This will build on the designing skills you have learnt over the past 3 years but also use CAD, both 2D and 3D to produce models.

Making skills will be the key focus of Year 10, as the department are aware that this has been impossible over the last year during the pandemic.

Projects can fall into different categories:

- Architectural design
- Interior design
- Product design
- Exhibition design
- Environmental & landscape design
- Sculpture
- Design for film, theatre & television
- Jewellery and body adornments

Students will have access to the specialist equipment across the department which includes:

CAD/CAM – Laser cutters, 3D Printers, plotter, vinyl cutter

Timber equipment – powertools, traditional handtools and workshop machinery, including the woodturning lathe

Metal work – brazing hearth and chip forge alongside workshop tools

Plastics – vacuum forming, blow moulding and strip heater

Textiles – sewing machines, embellisher, overlocker and heat press

ASSESSMENT:

The scheme of assessment will be as follows:

60% Portfolio

This is ongoing in Year 10 and 11 and will comprise of research, design and practical outcomes.

40% External Assignment

2-day practical exam at the end of Year 11, where students are given a design brief and make to research, design and make in response to the problem.

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

Food Preparation and Nutrition

Year 10 and 11

Head of Department: Mr May

Exam Board: Eduqas

COURSE OUTLINE:

If you love to cook and want to develop your knowledge of the science behind food, 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.
- 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

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

Celebrity Chef

Food Technologist

Work in food magazines

Life Skills

Food photography

Owning your own restaurant

Teaching

Home Economist

Work on television food programmes

Nutritionist/Dietician

Food product development

Geography

Year 10 and 11

Head of Department: Mrs Heugh-Lait

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 and 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.

History

Year 10 and 11

Head of Department: Mrs Fitzmaurice

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.

Hospitality and Catering

Year 10 and 11

Subject Lead: Mr May

Exam Board: WJEC

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.

This course is ideal for those who enjoy cooking and would like to learn about the catering industry and the roles available. You will develop cooking skills and focus on the preparation and presentation of meals. Students are expected to supply ingredients for practical sessions.

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.

<p>ASSESSMENT: The scheme of assessment will be as follows:</p> <ul style="list-style-type: none">• Knowledge and understanding of the Hospitality industry.• Demonstration of practical and catering skills.• Students will have the option to complete the Food Hygiene Certificate.	<p>40% Written exam (the Hospitality industry)</p> <p>60% Internal Assessment (Hospitality and Catering in Action)</p>
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CAREER OPPORTUNITIES:

Catering

Restaurants

Fast food

Bars

Hotels

Owning your own restaurant

Chef

Kitchen Porter

Specialist Chef

Waiter

Room Attendant/Concierge

Management

Life Skills

Food Photography

Food Scientist

Nutritionist/Dietician

Food Product Development

Creative Digital Media Production

Year 10 and 11

Subject Lead: Mr Ejeuyitchie

Exam Board: Pearson Edexcel

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, 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 and games design.
- Media Studies is a modern and relevant course for the 21st century, giving a useful insight into media manipulation.

Media Studies

Year 10 and 11

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.

Modern Foreign Languages

Year 10 and 11

Head of Department: Miss Courtois

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.

Music

Year 10 and 11

Head of Department: Miss Thomas

Exam Board: EDUQAS

COURSE OUTLINE:

You will study the EDUQAS GCSE in Music. This course combines both practical and theoretical work and the engaging assignments allows you to develop a multitude of skills and techniques in Music Performance and Composition. This course also equips learners with knowledge and insight into the ever-expanding Music Industry. Performing, composing and listening are key features of this course.

Component 1 | Performing

This unit enables you to develop and hone your technical and expressive skills as a performer. You will have the chance to engage in the rehearsal process to refine your work and fully prepare for performance. Learners are encouraged to develop their knowledge and understanding of music through performing. Total duration of performances: 4-6 minutes.

Non-exam assessment: internally assessed, externally moderated - 30% of qualification

Component 2 | Composing

This unit is about you finding your creative voice and provides opportunity for you to design, develop and compose your own compositions in response to a brief. The brief mirrors real-life creative challenges in the professional world of music composition. Total duration of compositions: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated - 30% of qualification

Component 3 | Appraising

This examination will assess knowledge and understanding of music through the following four areas of study: Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music. Written examination: 1 hour 15 minutes (approximately)

40% of Qualification

ASSESSMENT:

Throughout their course of study, students will work towards building a portfolio of evidence accumulated through assignments, research tasks and practical activities. There is one theory examination during students' final year of study based upon listening and appraisal tasks. This unit is taught throughout the course.

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.

Music Technology

Year 10 and 11

Subject Lead: Miss Thomas

Exam Board: WJEC/EDUQAS

COURSE OUTLINE:

You will study the EDUQAS Level 1/2 Vocational Award in Performing Arts. This course offers an experience that focuses on applied learning, i.e., acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

Unit 1 | Performing

Unit 1 'Performing' gives students a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional or published work. There will be a number of practical workshops to enable students to build upon their technical skills.

Guided Learning Hours: 36 Hours

Controlled Assessment and External Moderation, 30% of qualification

Unit 2 | Creating

This unit will equip learners with the knowledge and understanding of key skills and techniques to create and refine original work in the performing arts. Learners will gain experience of responding to a creative brief and will gain knowledge and use of processes of composition, the elements of music, style and knowledge and use of technology as a tool to manipulate sound.

Guided Learning Hours: 36 Hours

Controlled Assessment and External Moderation, 30% of qualification

Unit 3 | Performing Arts in Practice

This unit introduces learners to the skills needed to respond to an industry commission and combines the knowledge, skills and techniques gained from units 1 and 2. Learners will (a) Plan performance work (b) Promote and pitch their work (c) Evaluate and reflect on the success of their commissioned work.

Guided Learning Hours 48 Hours

ASSESSMENT:

Throughout their course of study, students will work towards building a portfolio of evidence accumulated through workshops, assignments, research tasks and practical activities. The assignment briefs are provided by the examination board and will include a scenario and several tasks. There is an external controlled assessment in Year 11.

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.

Physical Education: NCFE Level 1/2 Technical Award in Health and Fitness

Year 10 and 11

Subject Lead: 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.

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
	7		M 5.5
B	6		P 4
C	5		
	4	Level 1	D* 3
D	3		D 2
E	2		M 1.5
F	1		P 1
G			
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.

Photography

Year 10 and 11

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 SLR cameras. Students will explore a variety of 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.

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.

Physical Education

Year 10 and 11

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 student 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 physiologyMovement analysisPhysical training	1 hour and 45 minutes 90 marks 36%
Component 2: Health and Performance	<ul style="list-style-type: none">Health, fitness and well-beingSport psychologySocio-cultural influences	1 hour and 15 minutes 70 marks 24%
Component 3: Practical Performance	<ul style="list-style-type: none">Skills during individual activitiesSkills during team activities	90 marks 30%
Component 4: Personal Exercise Programme	<ul style="list-style-type: none">Analysis of proposed PEPCarry out & monitor the PEPEvaluation 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 Classification of skills (basic/complex; open/closed) <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