



**Year 9**

**Options Choices**

**2024**

# 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



Ms J Turner  
Assistant Headteacher

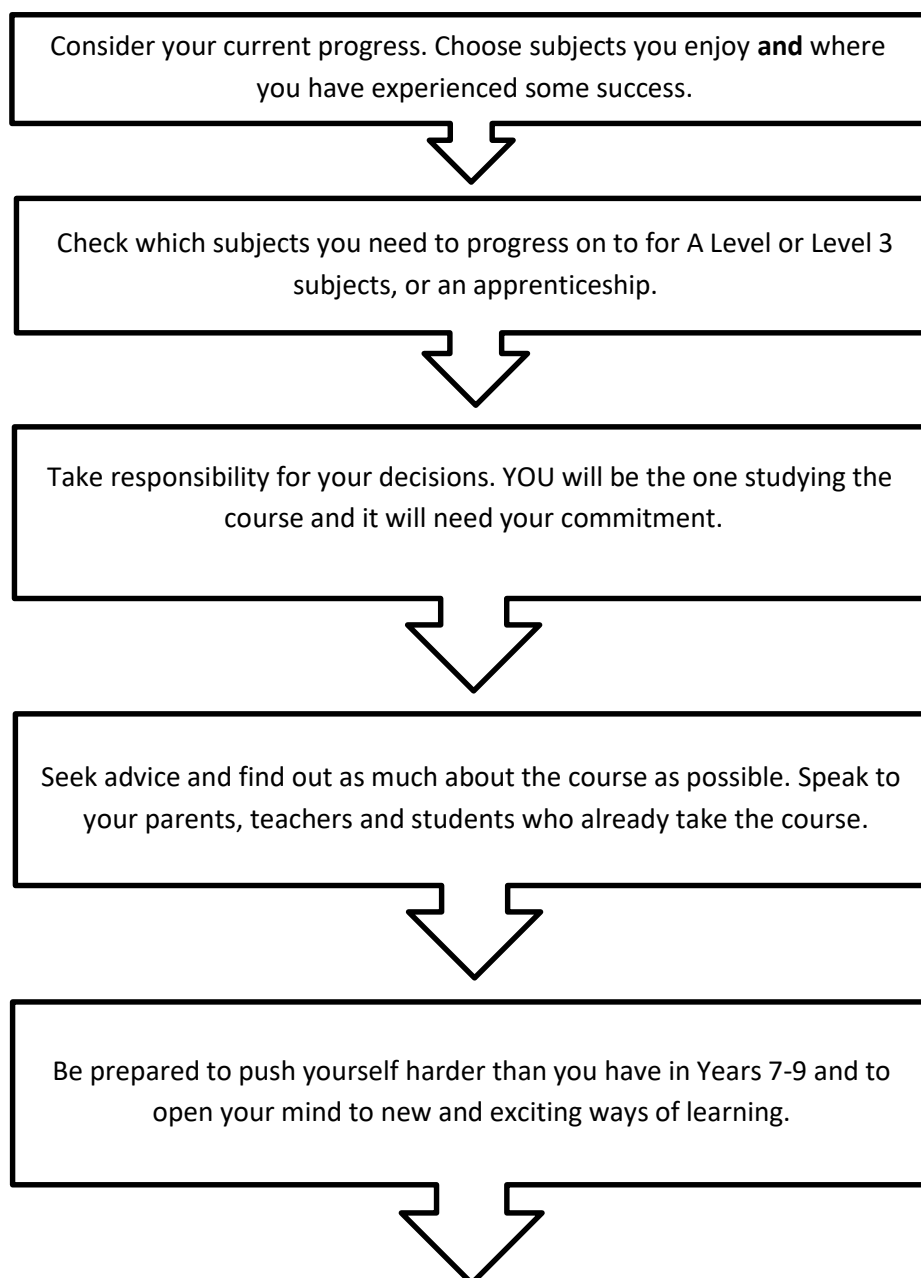
### **GCSE Subject Policy**

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	Thursday 8 February. <a href="#">Options Page Link</a>
Option selection link emailed to parents and students	Monday 19 February
Deadline for Option choices to be submitted online	Tuesday 26 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*
-----------------------	-------------------------	------------	---	-----	---------------

\*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.

### 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	Fine Art	Creative Media Production**
Citizenship	French	Music
Computer Science	Food Preparation and Nutrition	Photography
Construction**	Geography	Physical Education
Dance	Health and Social Care**	Health and Fitness**
DT – 3D Design	History	Spanish
Drama	Hospitality and Catering**	

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

Only one of these subjects can be chosen.

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.



# Business Studies

## Year 10 and 11

Head of Department: Ms Rooke

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

<b>Assessment:</b>	
<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

### **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 OPPORTUNITIES 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 and more
- Politics: local councillor, 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: Ms Kemal

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: Eduqas

### 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'.

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

### CAREER OPPORTUNITIES:

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

# Dance

## Year 10 and 11

Head of Department: Mr Lyle

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: Mrs Bennett

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: Eduqas

#### 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 the science behind food and learning to cook, this is the course for you. Food Preparation and Nutrition focusses on different diets, nutrition and understanding why food reacts as it does. There is a big emphasis on scientific experiments, such as investigating different types of milk alternatives, the effects of different raising agents in bread and the success factors needed for yeast to grow.

- 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

#### 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

Celebrity Chef

Food Technologist

Work in food magazines

Life Skills

Food photography

Food scientist

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 can 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.

# Health and Social Care

Pearsons BTEC

## Level 1 and Level 2

### Course content.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

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

### Assessment

- Over two years you will study 3 modules.
- Modules 1 and 2 are both coursework topics with module 3 being an exam.

Module Number	Module title	Overall percentage of grade
1	Human Lifespan Development	30%
2	Health and Social Care services and values	30%
3	Health and Wellbeing	40%

**Careers.** Employment opportunities include a long list of possible areas.

Doctors

Social workers

Nurses

Care Assistants

Midwives

Childcare

Physiotherapists

Working with adults and children with SEND

# History

## Year 10 and 11

Head of Department: Mrs Fitzmaurice

Exam Board: Edexcel

History is an exciting and dynamic subject in which students explore a range of time periods, societies, and countries. It is a prestigious subject; highly regarded by colleges, universities, and employers. This is not only because of the key content covered but the skills students develop – analysis, critical thinking, written and verbal communication.

### COURSE OUTLINE:

**Paper 1: Medicine in Britain 1250 – present *and* The British Sector of the Western Front, 1914 – 1918: injuries, treatment, and the trenches (30%)**

Students build an understanding of how key features in the development of medicine were linked with the key features of society in Britain during: The Middle Ages, Renaissance, Industrial Revolution and Modern era. They develop an understanding of the process of change with a focus on key events such as the Black Death and the development of penicillin. We study the impact of the First World War on medicine through exploration of historical sources.

**Paper 2: Henry VIII and his Ministers, 1509 – 1540 AND Superpower Relations and the Cold War, 1941 – 1991 (40%)**

In this period study students explore the government and society of Henry VIII's England. We focus on his chief ministers Thomas Wolsey and Thomas Cromwell, as well as on the Reformation, which brought radical changes to the Church and society.

In the Superpower Relations component, we examine the causes of the Cold War, Cold War Crises and the End of the Cold War

**Paper 3: Weimar and Nazi Germany, 1918 – 1939 (30%)**

In this paper we study the rise and fall of the Weimar Republic in the context of post-war Germany, along with the rise to power of Hitler; and what life was like in Nazi Germany for workers, young people, women and minority groups.

### 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, education, charity sector.

# Hospitality and Catering

## Year 10 and 11

Subject Lead: Mr May

Exam Board: WJEC

### COURSE OUTLINE:

The hospitality and catering sector include 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. Even post Covid, the Hospitality sector has bounced back and there is a huge demand for jobs in varying roles.

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.

<b>ASSESSMENT:</b> The scheme of assessment will be as follows: <ul style="list-style-type: none"><li>• Knowledge and understanding of the Hospitality industry.</li><li>• Demonstration of practical and catering skills.</li><li>• Students will have the option to complete the Food Hygiene Certificate.</li></ul>	<b>ASSESSMENT:</b>  <b>40% Written exam (the Hospitality industry) in Year 11</b>  60% Internal Assessment (Hospitality and Catering in Action) in Year 11
---	--



**CAREER OPPORTUNITIES:**

Catering	Chef	Life Skills
Restaurants	Kitchen Porter	Food Photography
Fast food	Specialist Chef	Food Scientist
Bars	Waiter	Nutritionist/Dietician
Hotels	Room Attendant/Concierge	Food Product Development
Owning your own restaurant	Management	

# **Creative Digital Media Production**

## **Year 10 and 11**

Subject Lead: Mrs Joyes

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 21<sup>st</sup> 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 five broad themes:

- **Identity** (e.g. *personal attributes, cultural background, languages spoken/learning, national, racial, gender stereotypes, family, friends, relationships*)
- **Everyday life** (e.g. *education, school life, routines, activities, sport, being healthy/unhealthy, entertainment, social media*)
- **My future** (e.g. *future plans – work, education, aspirations, role models*)
- **Exploring** (e.g. *places and people, travel, customs and traditions, festivals, famous lives, historical stories*)
- **Global matters** (e.g. *the natural world, environment/climate change, attitudes, inequalities, poverty, prejudice, war/peace, citizenship*)

During the course students will be expected to:

- infer meaning and understand written texts & spoken extracts in the target language,
- undertake dictation of short spoken extracts and spell accurately,
- write in response to simple & familiar stimuli and translate short sentences & texts,
- read aloud, ask & answer questions in a conversation, talk about a series of connected photographs and take part in unprepared conversations.

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

### ASSESSMENT:

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

**Speaking:** 3 tasks – read aloud & unprepared conversation, role play & discussion based on connected photographs (7-12mins) = **25%**

**Listening:** 1 Listening paper (35-45 mins), including one dictation task = **25%**

**Reading:** 1 Reading paper (40-50 mins), including one translation task from target language into English = **25%**

**Writing:** 1 Writing paper (70-75 mins), 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: Mr Lewis

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.

# GCSE Physical Education Subject Information 2024

**Specification:** Pearson Edexcel

4 theory lessons and 1 extra practical lesson in two-week timetable

## **Component 1: Fitness and Body Systems**

- 36% of the qualification
- Written exam

## **Component 2: Health and Performance**

- 24% of the qualification
- Written exam

## **Component 3: Practical Performance**

- 30% of the qualification
- Assessed in three sports
- One team activity, one individual activity and one other activity

## **Component 4: Personal exercise programme**

- 10% of the qualification
- Written coursework



# Health and Fitness Subject Information 2024

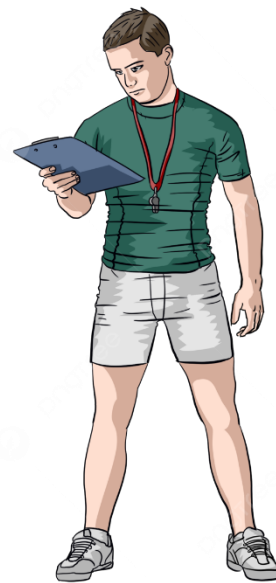
**Specification:** NCFE Vcerts  
5 theory lessons in two-week timetable

## Unit 1: Non-exam assessment.

- 60% of the technical award
- Written coursework
- Completed in 22 hours of lesson time

## Unit 2: Examined assessment.

- 40% of the technical award
- Written exam
- Completed in Year 11 Summer Exams



**No practical performance assessment**



# 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 showing 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.