



Cams Hill School

Key Stage 4

Options Booklet



LAUREN ROBINSON, OPTIONS LEAD

Introduction for parents/carers

Dear Parent/Carer

Key Stage 4 is an exciting and important time for pupils. We expect pupils to work hard at Cams Hill School, be committed to their studies and courageous in their choices to strive for success. There is the expectation that pupils will fully engage in their learning, including home learning to maximise individual progress.

Your child will study an engaging core curriculum in Key Stage 4 including GCSE courses in English Language, English Literature, Mathematics, and Science. In addition, the core curriculum for all pupils includes Physical Education (PE) and Social and Personal Development (SPD).

Pupils moving into Key Stage 4 will have a total of four choices. All pupils will be expected to choose an option from the Extended Core subjects and an option from the Human and Social Studies subjects. They will then have two further choices. This could be a second Extended Core, Human and Social Studies or chosen from the range of options identified in this booklet. These will provide pupils with key transferrable learning skills and equip pupils with strong foundations that keep many post-16 pathways and options open.

We encourage you and your child to use this booklet to look at all the courses being offered. Past experience has shown that for the vast majority of pupils their first preference options can be accommodated, in some cases a discussion will need to take place with pupils, and parents/carers will be kept informed of any details as appropriate.

It is important that you attend the Options Evening on 4 March 2025 (1500-1830). During this evening, we will be presenting the school's curriculum, vision and rationale surrounding this year's options. During the rest of the evening you are invited to visit all subject areas to find out about the range of options from both staff and pupils. Hearing from subject specialist staff will help inform and guide your child's choices appropriately.

Please ensure that the Key Stage 4 Options online form is fully completed and returned before the deadline, Monday 21 April 2025. Late or incomplete forms could cause a delay in placing your child in their preferred subjects. We strongly recommend that you keep a copy of the completed information for your reference.

We look forward to seeing you on the 4 March 2025.

Yours sincerely

Lauren Robinson, Options Lead

www.camshill.com

office@camshill.com

Information for pupils

Dear Year 9 Community,

Key Stage 4 is the chance for you to commit to a personalised learning journey. For some of you this will be a long awaited chance to study subjects which will help you on your way to a specific career, but for others it may well be a bit confusing. If you have no idea which career path you would like to follow, or even what would be the next step for you when you leave us at the end of Year 11, Key Stage 4 choices can be tough! However, no matter the outcome, you will experience a broad and balanced curriculum that will help prepare you for the future whatever you may choose to do.

Whilst no-one will be able to tell you exactly which courses you should take, there are ways to make your decision easier. Things you should consider when choosing your courses are:

- Which subjects do you most enjoy and would be committed to work at over the next two years?
- Which subjects do you want to continue studying post-16 and perhaps, beyond? Have you selected the best combination of subjects to support this choice?
- Do you already have a career ambition and will your subject selection best support that future pathway?

This booklet should put you in a relatively good position to make an informed decision about the most appropriate choices to make, for you.

Advice and Support



We offer you advice and support in the following ways:

- Year 9 Options Evening on 4 March 2025 (1500-1830)
- The personalised options form which you will receive after this event
- Tutor conversations, meetings, intervention and guidance
- This options booklet which gives detailed information about each course, how it is delivered and how it is assessed
- The Personal Development Curriculum lessons that support this process

For more specific advice with reference to a certain career you can book an appointment with our Careers Team through careers@camshill.com. There is also a wealth of information about Next Steps in our Careers Office and online by following this link or scanning the QR code above (<https://www.camshill.com/school-life/careers-2>).

The most important thing to remember is that the choices you make now will not automatically and irreversibly determine your future study and career. What is certain is that you will be studying these subjects for two school years, so you need to make your decision for the right reasons: choose subjects you enjoy, that you will be committed to working hard in, and not just the ones that your friends are doing – there will be a good chance you won't be in their class anyway!

We hope you have the courage to pursue the right path for **you**.



Mr M Townsend
Head of Year 9



Mr J Anderson-Poore
Assistant Head of Year 9

Key Stage 4 Course Calendar of Events

Date

Tuesday 04 March 2025	Year 9 Options Evening 15.00-18.30
Tuesday 11 March 2025	Year 9 Options Taster Day
w/c Monday 17 March 2025	Options forms sent to parents/carers for submission
Monday 21 April 2025	Deadline for pupil submission of Options forms online
May 2025	<p>During this period, consultation takes place until we are satisfied that we have done our very best to match your preferred options.</p> <p>There are a number of limitations which will always lead to a need for negotiation and compromise. We endeavour to provide pupils their preferred choices but cannot guarantee this. This is why we ask for four preferences.</p>
Summer Term 2025	You will be notified of your Key Stage 4 programme of study

Cams Hill School Options 2025-2027

(Example form)

Pupil Name **Tutor Group**.....

You will continue with four options in total to study at Key Stage 4 along with the core curriculum. We will endeavour to provide you with as many of your choices as possible.

1. You must select one Extended Core subject; either a Language, History or Geography (You can select any other of these other subjects in the Open Options section as well).
2. You will study one subject from the Human and Social Studies group; either Classical Civilisations, Psychology, Religious Studies or Sociology (You can select any other of these other subjects in the Open Options section as well).
3. You will study two subjects from the Open Options section. Please select three subjects and rank them in order of preference.

*Art, Craft & Design, Art Textiles, Three Dimensional Design and Graphics cannot be selected together as they are part of the same qualification group. Due to the nature and content of the courses we would strongly advise pupils against opting for Photography alongside these subjects as well.

**There are two Design and Technology courses: Electronics and Timbers. Only one Design and Technology option can be undertaken.

Extended Core	Choice
French Spanish History Geography	
Human and Social Studies	Choice
Classical Civilisation Economics Psychology Religious Studies Sociology	

Open Options		Preferences
Art, Craft & Design* Art Graphics* Art Textiles* Art 3D Design* Child Development Classical Civilisation Computer Science Creative Media Production Dance Design and Technology (Electronics)** Design and Technology (Timbers)** Digital Information Technology Drama Economics	French Film Studies Geography History Hospitality & Catering Music Photography Physical Education Psychology Religious Studies Sociology Spanish Uniform Services	1. 2. 3.



Core Subjects

All pupils will study:

English Language

English Literature

Maths

Science

GCSE English Language

Curriculum Leader for English: Alli Bateman



Exam Board: **AQA**

8

Assessment:

There are two 1 hour and 45 minute exams. There is also a Spoken Language Endorsement to be completed in school and assessed by the class teacher.

Subject Information:

GCSE English Language is a two year course that allows pupils to study a range of texts from the 19th to the 21st Century, both fiction and non-fiction. Analysis and critical evaluation are key to understanding this interesting breadth of texts.

Alongside analysis, pupils continue to enhance their writing skills for both creative and rhetorical demands. Spoken Language also features within GCSE English Language with a presentation on a topic of their choice.

Additional Information:

Extra-curricular activities vary from year to year but we strive to bring the texts we study alive with trips to the theatre and theatre companies visiting the school. In the past, we have visited The Globe Theatre in London as well as regular trip to the Mayflower in Southampton.

<https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification>

Key Content:

Language Paper 1:	Language Paper 2:	Non-examination assessment: Spoken language
<p>What's assessed? Pupils will need to analyse 1 extract from a work of fiction. Q1 - List 4 things (4 marks) Q2 - Language analysis (8 marks) Q3 - Structural analysis (8 marks) Q4 - Critical evaluations - How far do you agree? (20 marks) Q5 - Writing to describe or narrate (40 marks)</p>	<p>What's assessed? Pupils will need to analyse 2 non-fiction sources - one 20/21st Century and one 19th Century. Q1 - Choose 4 statements that are true (4 marks) Q2 - Comparison of topics from the two texts (8 marks) Q3 - Language analysis (12 marks) Q4 - Comparison of writers' perspectives (16 marks) Q5 - Writing to argue/persuade/inform (40 marks)</p>	<p>What's assessed? Presenting and responding to questions and feedback. Use of standard English.</p>
<p>Assessed Written exam: 1 hour 45 minutes 80 marks 50% of GCSE</p>	<p>Assessed Written exam: 1 hour 45 minutes 80 marks 50% of GCSE</p>	<p>Assessed Teacher set throughout course Marked by teacher Separate endorsement</p>

Next Steps:

A Level English Language and
A Level English Language and
Literature.

Career Links:

As well as English Language and Linguistics at university, pupils often go on to take undergraduate courses in Journalism, Publishing, Law, Business, Sociology, Psychology, or the Humanities and Arts in general. It is also a very valuable qualification for the caring professions, particularly primary teaching.

Homework:

Homework throughout KS4 is an opportunity for pupils to embed and revise their learning. In Year 10, pupils will undertake a fortnightly Writing Skills lesson and a mandatory homework will be set on this. On the alternative week, a poetry booklet based on the Power and Conflict poems will be set to allow pupils to independently introduce themselves to the 15 poems from the anthology. In Year 11, pupils have a mandatory Literature homework based on the Literature texts to help them revise and embed knowledge for the mocks and then the GCSE exams.

GCSE English Literature

Curriculum Leader for English: Alli Bateman



Exam Board: **AQA**

10

Assessment:

There are two exams - Literature Paper 1 is 1 hour and 45 minutes; Literature Paper 2 is 2 hours and 15 minutes.

Subject Information:

GCSE English Literature is an opportunity for pupils to continue their love of reading and analysing literature with a wide range of engaging texts. Our texts include Charles Dickens' didactic "A Christmas Carol", J. B. Priestley's social commentary "An Inspector Calls", William Shakespeare's tragedy "Macbeth" and the 15 poems from the Power and Conflict anthology.

Additional Information:

Extra-curricular activities vary from year to year, but we do take the opportunity when it arises to watch our Literature texts performed in local theatres like The Mayflower in Southampton.

We also arrange for a theatre company to come in to school to perform A Christmas Carol for our Year 10 pupils.

<https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification>

Key Content:

Literature Paper 1:	Literature Paper 2:
<p>What's assessed? Macbeth - You will be given an extract from somewhere in the play and asked how Shakespeare presents a character/theme in this extract and the play as a whole. (30 marks + 4 for SPaG) A Christmas Carol - You will be given an extract from somewhere in the text and asked how Dickens presents a character/theme in this extract and the novella as a whole. (30 marks)</p>	<p>What's assessed? An Inspector Calls - No extract but a choice of questions. You need to answer one of the two: How does Priestley present [character] in the play? OR How does Priestley present [theme] in the play? (30 marks + 4 for SPaG) Power and Conflict Poetry - You will be given a copy of one of the 15 poems we have studied and asked to compare how a type of power/conflict is presented in this poem and one of your choice from the remaining 14. (30 marks) Unseen Poetry - Part 1. You will be given a poem we have not previously studied in class and asked how the poet presents [focus] in this poem. (24 marks) Unseen Poetry - Part 2. Compare how methods are used in the first unseen poem with a second unseen poem. (8 marks)</p>
<p>Assessed Written exam: 1 hour 45 minutes 64 marks 40% of GCSE</p>	<p>Assessed Written exam: 2 hour 15 minutes 96 marks 60% of GCSE</p>

Next Steps:

A Level English Literature, A Level English Language and Literature.

Career Links:

An ability to appreciate the written word, the cogent thought processes and the emotional literacy fostered by English Literature are in high demand across higher education courses and all employment. As such, pupils follow their academic desires into numerous fields and professions: the arts, the humanities, law, marketing, publishing, journalism and the sciences.

Homework:

Homework throughout KS4 is an opportunity for pupils to embed and revise their learning. In Year 10, pupils will undertake a fortnightly Writing Skills lesson and a mandatory homework will be set on this. On the alternative week, a poetry booklet based on the Power and Conflict poems will be set to allow pupils to independently introduce themselves to the 15 poems from the anthology. In Year 11, pupils have a mandatory Literature homework based on the Literature texts to help them revise and embed knowledge for the mocks and then the GCSE exams.

GCSE Mathematics

Curriculum Leader for Mathematics: Charlie Fairhead

Exam Board: **Pearsons (Edexcel)**



12

Assessment:

There are three exam papers, each 1 hour and 30 minutes. One non-calculator, two calculator papers.

Subject Information:

GCSE Mathematics enables pupils to:

- Have fluent knowledge, skills and understanding of mathematical methods and concepts;
- Acquire, select and apply mathematical techniques to solve problems;
- Reason mathematically, make deductions and inferences, and draw conclusions;
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Additional Information:

Pupils at Cams Hill, start the GCSE course from the beginning of Year 9. This provides a good grounding for the GCSE course, securing key skills and continue to develop an ability to solve problems. From Year 10 pupils have two half termly Maths assessments (non-calculator and calculator papers) to support their progress and identify any areas of weakness. Revision guides and workbooks are available to buy to support this course.

Pupils are expected to bring a pen, pencil, ruler, rubber, protractor, compasses and scientific calculator and to attend a weekly revision session in Year 11.

Our most able mathematicians are likely to be offered additional qualifications to broaden their skills and support transition to Key Stage 5 courses. GCSE Statistics (Pearsons/Edexcel) may be taken in Year 10 and Level 2 Further Maths (AQA) in Year 11.

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

Key Content:

The aspects of the course fall under these headings:

What's assessed?

- a) Number
- b) Algebra
- c) Ratio and Proportion
- d) Statistics
- e) Geometry

Next Steps:

All college courses will require at least a grade 4 in GCSE Maths and if this grade is not reached, a resit will be required at college. Achieving a GCSE grade from 6-9 may lead pupils to progress to A Level Mathematics and/or A Level Further Mathematics. Some colleges offer A Level Statistics and there are a wealth of other subjects that often require a good grounding of GCSE Maths (Grade 5+) in order to take them in KS5.

Career Links:

Most employers require a GCSE grade 4+ in Mathematics and so many career pathways include some numeracy skills. Progressing from KS5 Maths related courses, could take you to a degree at University or into the world of work with an apprenticeship perhaps. Common pathways for mathematicians include: accountancy, banking, engineering, data analysis, teaching, actuary, statistician, operational research and economist. See <https://www.mathscareers.org.uk/> for more information.

Homework:

45-60 minutes of homework is set each week. This may be tasks on MathsWatch or written sheets to complete. As in KS3, preparation for the half-termly in-class assessments is essential, to maximise performance under test conditions. Tasks and revision lists will continue to be provided in Year 10 but these levels of support will start to be removed in Year 11, training the pupils to revise independently in preparation for the GCSE exams.

GCSE Combined Science: Trilogy



Curriculum Leader for Science: Jane Greenham

14

Exam Board: **AQA**

Assessment:

There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topics listed overleaf. The written examinations are 1 hour and 15 minutes each.

Subject Information:

Pupils have started studying GCSE Combined Science (double award). Most pupils will continue to study this course throughout Years 10 and 11. Pupils in our top sets for Science will study GCSE Biology, GCSE Chemistry and GCSE Physics; decisions about entries for separate Sciences from these top sets will be reviewed throughout the three year course. Science has something to offer every pupil.

Additional Information:

<https://www.aqa.org.uk/subjects/science/gcse/science-8464/specification>

Key Content:

Biology	Chemistry	Physics
Cell biology	Atomic structure and the periodic table	Energy
Organisation	Bonding, structure, and the properties of matter	Electricity
Infection and response	Quantitative chemistry	Particle model of matter
Bioenergetics	Chemical changes	Atomic structure
Homeostasis and response	Energy changes	Forces
Inheritance, variation and evolution	The rate and extent of chemical change	Waves
Ecology	Organic chemistry	Magnetism and electromagnetism
	Chemical analysis	
	Chemistry of the atmosphere	
	Using resources	

Next Steps:

A Levels in: Biology Chemistry
Physics Psychology
Environmental Science
Anatomy and Physiology
Computer Science Vocational
Level 3 in: Criminology
Engineering Medical Science
Applied General Science.

Career Links:

Biologist Chemist Geologist
Dentistry Medicine Laboratory
Technician Psychologist
Medical laboratory scientist
Environmental Scientist
Epidemiologist Forensic
Science Technician
Microbiologist Veterinary
Science Archaeologist
Biochemist Chemical Engineer
Forensic scientist Research
Scientist Biotechnologist
Ecologist Science writer
Astronomer Biomedical
scientist Clinical research
associate

Homework:

Homework is set weekly on Educake.

GCSE Separate Sciences

Curriculum Leader for Science: Jane Greenham



Exam Board: **AQA**

16

Assessment:

There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topics listed overleaf. The written examinations are 1 hour and 45 minutes each.

Subject Information:

Pupils have started studying GCSE Combined Science (double award). Most pupils will continue to study this course throughout Years 10 and 11. Pupils in our top sets for Science will study GCSE Biology, GCSE Chemistry and GCSE Physics; decisions about entries for separate Sciences from these top sets will be reviewed throughout the three year course. Science has something to offer every pupil.

Additional Information:

There are many opportunities on offer at Cams Hill School such as Science Live! - the chance to see and hear Britain's top scientists, all working at the cutting edge of their specialisms.

Williams Racing STEM Enrichment Day- designed to enhance, encourage and inform a pupil's existing desire to work in STEM or spark one in those who may have never considered a career in this field before.

UK Biology Challenge - a high quality competition which over 60,000 pupils compete in.

<https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification/specification-at-a-glance>

<https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification/specification-at-a-glance>

<https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification/specification-at-a-glance>

Key Content:

Biology	Chemistry	Physics
Cell biology	Atomic structure and the periodic table	Energy
Organisation	Bonding, structure, and the properties of matter	Electricity
Infection and response	Quantitative chemistry	Particle model of matter
Bioenergetics	Chemical changes	Atomic structure
Homeostasis and response	Energy changes	Forces
Inheritance, variation and evolution	The rate and extent of chemical change	Waves
Ecology	Organic chemistry	Magnetism and electromagnetism
	Chemical analysis	Spachysics
	Chemistry of the atmosphere	
	Using resources	

Next Steps:

A Levels in: Biology Chemistry
Physics Psychology
Environmental Science
Anatomy and Physiology
Computer Science Vocational
Level 3 in: Criminology
Engineering Medical Science
Applied General Science.

Career Links:

Biologist Chemist Geologist
Dentistry Medicine Laboratory
Technician Psychologist
Medical laboratory scientist
Environmental Scientist
Epidemiologist Forensic
Science Technician
Microbiologist Veterinary
Science Archaeologist
Biochemist Chemical Engineer
Forensic scientist Research
Scientist Biotechnologist
Ecologist Science writer
Astronomer Biomedical
scientist Clinical research
associate

Homework:

Homework is set weekly on Educake.



Extended Core Subjects

Pupils must choose to study one of
the following:

Geography

History

Modern Foreign Language
(French or Spanish)

GCSE Geography

Curriculum Leader for Geography: Gavin Blackman

Exam Board: **AQA**



20

Assessment:

GCSE Geography has three exam papers, each 1 hour and 30 minutes.

1. Physical Geography (worth 35% of the grade)
2. Human Geography (worth 35% of the grade)
3. Decision making and fieldwork (worth 30% of the grade)

Subject Information:

There are four units in the AQA GCSE Geography course:

1. Living with the physical environment, which covers earthquakes and volcanoes, hurricanes and floods, rivers and coasts, rainforests and deserts and the causes, effects, mitigation and adapting to climate change is also examined.
2. Challenges of the human environment, which covers cities in HIC and LIC countries, the economies of Newly Emerging Economies and the UK, and the management of resources with a particular reference to food.
3. Geographical applications, which covers fieldwork and a decision-making exercise; and
4. Geographical skills, which covers map skills, graph skills and simple statistical skills (but these are taught as part of the above three units).

Additional Information:

Fieldwork - two pieces that are compulsory - physical fieldwork to Hillhead and human fieldwork to Gunwharf Quays.

Residential - there will be an overseas trip in Year 11. Previous cohorts have travelled to Iceland and Sicily.

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification>

Key Content:

Paper 1:	Paper 2:	Paper 3:
<p>What's assessed? Living with the Physical Environment Section A - The Challenges of Natural Hazards (tectonics; weather hazards; climate change) Section B - The Living World (Ecosystems; Tropical Rainforests; Hot Deserts) Section C - Physical Landscapes in the UK (Coasts and Rivers)</p>	<p>What's assessed? Challenges in the Human Environment Section A - Urban Issues and Challenges (Lagos and Portsmouth) Section B - The Changing Economic World (Development; Nigeria and The UK Economy) Section C - The Challenge of Resource Management (Resource and Food Management)</p>	<p>What's assessed? Geographical Applications and Skills Section A - Issue Evaluation (released by AQA in March Year 11 - a decision making exercise based on a real life issue) Section B - Fieldwork (unseen fieldwork and data questions produced by the exam board) and seen fieldwork is fieldwork undertaken by the school in two locations assessing data methods, presentation, data analysis and evaluation)</p>
<p>Assessed Written exam: 1 hour 30 minutes 35% of GCSE</p>	<p>Assessed Written exam: 1 hour 30 minutes 35% of GCSE</p>	<p>Assessed Written exam: 1 hour 30 minutes 30% of GCSE</p>

Next Steps:

GCSE Geography can complement A Level studies that involve the study of human and/or physical Geography or vocational courses such as Travel and Tourism.

Career Links:

You will find geographers working in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities and retail. Geologist, Cartographer, Data analyst, Environmental consultant, Geographical information systems officer, Nature conservation officer. Researcher, Teacher.

Homework:

Year 10 - Educake - fortnightly with a revision and recall focus. Year 11 - Fortnightly, Educake with an exam question to apply recall and knowledge and to practice exam skills. From September, weekly after school with department are scheduled for Year 11 revision.

GCSE History

Curriculum Leader for History: Chris Dale

Exam Board: **AQA**



22

Assessment:

GCSE History has two exam papers, each 2 hours.

Subject Information:

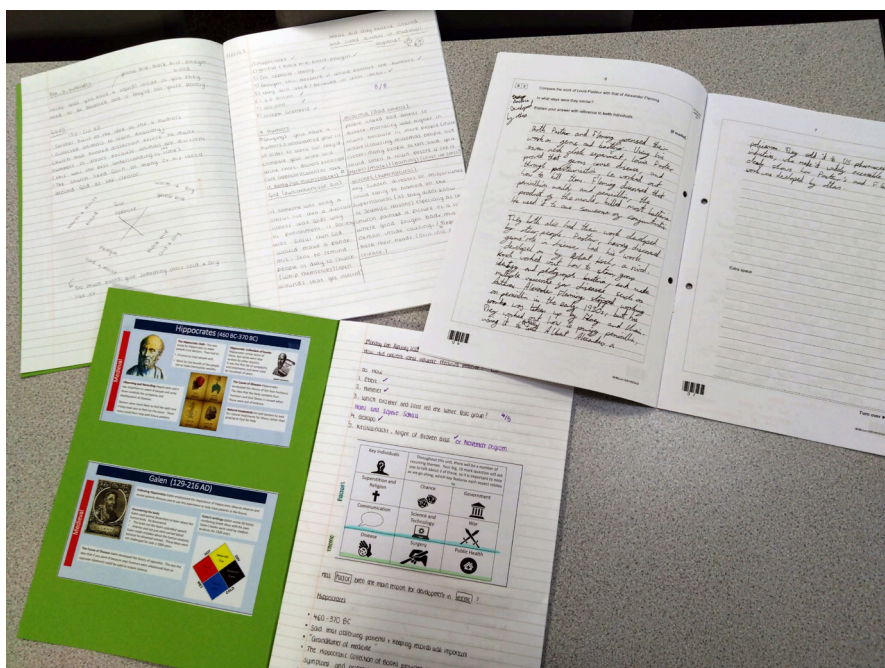
GCSE History is an exciting and engaging course, which allows pupils to study a range of events across different time periods. All lessons are taught by subject specialists and we have over 200 pupils currently taking the course at KS4. The content will consist of: a thematic study; a British depth study; a study of a historic environment; a period study; a modern depth study.

Pupils will develop a broad knowledge and understanding of the past which will help them to explain the world in which we live today. The course involves a lot of reading and writing and those pupils who have opted for it in the past have found that they have experienced a very interesting, informative, thought-provoking and enjoyable two-year course.

Additional Information:

We run weekly revision sessions to aid pupils in their preparation for exams, as well as taking a trip for Year 10/11 to either Munich or Berlin, to further enrich pupils experience of the Period Study.

<https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification/specification-at-a-glance>



Key Content:

Year 10	Year 11
<p>What's assessed? The Period Study: Germany, 1890-1945: Democracy and Dictatorship</p> <p>Thematic Study: Britain, Health and the People, c1000 to Present Day</p>	<p>What's assessed? British Depth Study: Elizabethan England, c1568-1603 Historic Environment: location to be confirmed by AQA but will be linked to the British depth study Modern Depth Study: Conflict and Tension in Asia, 1950-1975</p>

Next Steps:

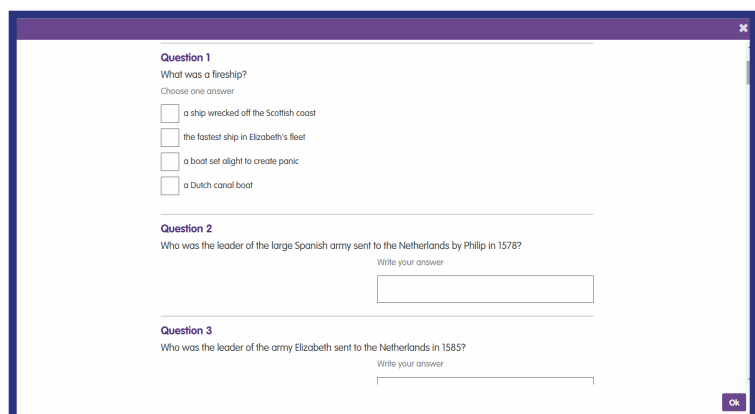
GCSE History can complement A Level studies that involve critical analysis, understanding of human society, and the impact of past events on the present. Some examples would include A level History, Law, Economics, Classics, Politics, Sociology, Philosophy and Ethics.

Career Links:

Researcher, Teacher, Politician, Solicitor, PR, Tour guide, Writer, Journalist, Educational outreach, Diplomat.

Homework:

Educake - fortnightly with a revision and recall focus.



The screenshot shows a quiz interface with three questions. Question 1 is a multiple-choice question about a fireship. Question 2 is a short-answer question about the leader of a Spanish army in 1578. Question 3 is a short-answer question about the leader of an army sent to the Netherlands in 1585.

Question 1
 What was a fireship?
 Choose one answer

a ship wrecked off the Scottish coast

the fastest ship in Elizabeth's fleet

a boat set alight to create panic

a Dutch canal boat

Question 2
 Who was the leader of the large Spanish army sent to the Netherlands by Philip in 1578?
 Write your answer

Question 3
 Who was the leader of the army Elizabeth sent to the Netherlands in 1585?
 Write your answer

OK

GCSE MFL

Curriculum Leader for MFL: Suzannah Clarke



Exam Board: **AQA**

24

Assessment:

GCSE Spanish and French consist of the following exams:

- Reading 1 hour higher 45 minutes foundation.
- Listening 45 minutes higher, 35 minutes foundation.
- Writing 1 hour 15 minutes higher, 1 hour 10 minutes foundation.
- Speaking 15 minutes supervised preparation time, 10-12 minutes higher, 7-9 minutes foundation
Non-exam assessment (NEA).

Subject Information:

“Where will your languages take you?”

Learning a foreign language gives you a key to open the door to opportunities which someone without that experience will never have. Whether aiming for a career at home or abroad, speaking another language provides a competitive edge in our global community. Second language acquisition gives one the unique opportunity to communicate with a wider range of people in a personal and professional capacity.

Additional Information:

We offer opportunities for language pupils to visit the country of the language they are studying and to virtually meet and communicate with pupils from a linked school. We work with the local universities who offer support in further education opportunities and enrichment days.

Spanish <https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification>

French <https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification>

Key Content:

In MFL you will learn to communicate using four skills, **reading, writing, speaking** and **listening**.

These skills will be used to cover the 3 GCSE themes in languages.

Theme 1:	Theme 2:	Theme 3:
People and Lifestyle	Popular culture	Communication and the world around us.

Next Steps:

A GCSE in languages can complement A Level studies in the relevant MFL.

Career Links:

You could become a: Translator, working in an international business, pilot, flight attendant, journalist, diplomatic corps, government, international relationships.

Homework:

Homework is set once a week using the revision workbook with regular vocabulary tests.



Human and Social Studies Subjects

Pupils must choose to study one of
the following:

Classical Civilisation

Economics

Psychology

Religious Studies

Sociology

GCSE Classical Civilisation

Curriculum Leader for Social Studies: Emma Deathers



28

Exam Board: OCR

Assessment:

Pupils will be asked to complete two exams at the end of Year 11.

Paper 1: Myth and Religion, 1 hour 30 minutes (50% of the final grade)

Paper 2: The Homeric World, 1 hour 30 minutes (50% of the final grade)

Subject Information:

Myth and religion have always been interesting areas of study, and this GCSE provides the opportunity to study both the Greek and Roman worlds from 3000 BCE to 500 CE. Pupils will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman worlds. Myth as a symbol of power will be explored, as will myths about the underworld.

This GCSE will provide opportunity to study one of the epic journeys of the ancient world: the fantastical and enjoyable tales of Odysseus' exploits as he travels home from the battle of Troy.

Pupils will also look at the role of religion in the everyday lives of Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs of the ancient world will provide opportunities to explore and develop understanding of how these cultural elements have influenced our modern society.

Ancient Greek and Roman culture will also be studied, including valuable archaeological sites, sculpture, jewellery and frescos. Everyday life is explored, allowing pupils to consider what life was like for real people in this period, rather than simply focusing on the exploits of epic heroes.

Additional Information:

In order to develop their skills, knowledge and understanding of the classical world, pupils need to demonstrate a good ability to read large amounts of text and write at length in an essay style.

<https://www.ocr.org.uk/qualifications/gcse/classical-civilisation-j199-from-2017/>

Key Content:

Paper 1:	Paper 2:
<p>What's assessed? Thematic study: Ancient Greek and Roman myths and religion. Everyday life in the Ancient Greek and Roman world. The role of decorative arts in reflecting ancient Greek and Roman culture.</p>	<p>What's assessed? The Homeric World: The Odyssey and life in the Mycenaean Age.</p>
<p>Assessed Written exam: 1 hour 30 minutes 50% of final grade.</p>	<p>Assessed Written exam: 1 hour 30 minutes 50% of final grade.</p>

Classical Civilisation homework: Demeter and Persephone

Tasks:

1. Make a revision resource to help you remember the story of Demeter and Persephone.
2. Answer the questions below.

Help and support: Here is a video recapping the myth of Persephone:

<https://www.youtube.com/watch?v=zLAYGZeVTPQ>

Next Steps:

A Levels: Study of the classical world means pupils will be well-prepared for A Levels in any subject that requires a knowledge of society, such as History, Sociology, Politics or English.

Career Links:

Any careers that require a knowledge of the development of society, communities, and history, such as journalism, marketing, publishing, teaching, politics, museum curation and academic research.

Homework:

Year 10 homework includes activities to support pupils in revisiting key knowledge from lessons, deepening their understanding through creative tasks. In Year 11 homework consists of revising the key knowledge and completion of exam-style practice questions in order to build confidence in explaining and exploring key concepts.

GCSE Economics

Curriculum Leader for Social Studies: Emma Deathers

Exam Board: OCR



30

Assessment:

Pupils will be asked to complete two exams at the end of Year 11.

Paper 1: Introduction to Economics and the Role of Markets and Money, 1 hour and 30 minutes (50% of the final grade)

Paper 2: Economic Objectives and the Role of Government, and International Trade and the Global Economy, 1 hour and 30 minutes (50% of the final grade)

Subject Information:

Studying GCSE Economics helps pupils understand how individuals, businesses, and governments make decisions about scarce resources and how these decisions impact society. It develops critical thinking, problem-solving, and analytical skills, enabling pupils to assess real-world issues like inflation, unemployment, and global trade. This knowledge is essential for making informed financial decisions in their personal lives and equips them for careers in business, finance, or policymaking. Understanding economics also fosters awareness of global challenges, preparing pupils to navigate and contribute to the modern world effectively.

Additional Information:

In order to develop their skills, knowledge and understanding of economic concepts, pupils need to demonstrate a good ability to construct, understand and manipulate a variety of graphs and data sets presented in a number of different ways.

<https://www.ocr.org.uk/Images/306377-specification-accredited-gcse-economics-j205.pdf>

Key Content:

Paper 1:	Paper 2:
<p>What's assessed?</p> <p>Section 1: Introduction to Economics</p> <ul style="list-style-type: none"> • Economic groups • Factors of production • The economic problem and scarcity <p>Section 2: The Role of Markets and Money</p> <ul style="list-style-type: none"> • Demand • Supply • Price • Competition • Production • The labour market • The role of money and financial institutions 	<p>What's assessed?</p> <p>Section 3: Economic Objectives and the Role of Government</p> <ul style="list-style-type: none"> • Economic growth • Low unemployment • Fair distribution of income and wealth • Price stability and inflation • Fiscal Policy • Monetary Policy • Supply side Policies • Limitations of markets <p>Section 4: International Trade and the Global Economy</p> <ul style="list-style-type: none"> • The importance of international trade • Balance of payments • Exchange rates • Globalisation
<p>Assessed</p> <p>Written exam: 1 hour 30 minutes 80 marks 50% of GCSE</p>	<p>Assessed</p> <p>Written exam: 1 hour 30 minutes 80 marks 50% of GCSE</p>

Next Steps:

A Level, BTEC in Economics, Business, Politics, Law.

Career Links:

Economics could open opportunities in the following careers: bank managers, business analysts, business development, data analyst-statistician, economic development officer, economists, investment analyst, money adviser, MP or government roles, newspaper or magazine editor, sales, stockbrokers, tax advisers, transport planning.

Homework

Set fortnightly on Seneca / MS Forms which practices multiple choice questions and two mark definition questions.

GCSE Psychology

Curriculum Leader for Social Studies: Emma Deathers



32

Exam Board: **AQA**

Assessment:

Pupils will be expected to complete two exams at the end of Year 11.

Paper 1 (1 hour 45 minutes): Cognition and behaviour.

Paper 2 (1 hour 45 minutes): Social context and behaviour.

Subject Information:

This engaging and effective qualification introduces pupils to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. The course will show pupils how psychological theories, knowledge and ideas have changed over time and how these inform our understanding of behaviour and society.

Pupils will learn how to apply theories and ideas to every day life to explain how our own behaviour and social norms. This GCSE will also develop understanding about research methods, and pupils will have the opportunity to apply methods in a practical setting.

Additional Information:

In order to develop their skills, knowledge and understanding in Psychology, pupils need to demonstrate competence in the following areas of Mathematics. They need to be able to: use ratios, fractions and percentages; find arithmetic means; construct frequency tables, diagrams and bar charts; use scatter diagrams to identify correlations; translate information between graphical and numerical forms.

<https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/specification>

Key Content:

Paper 1:	Paper 2:
<p>What's assessed? Cognition and behaviour:</p> <ol style="list-style-type: none"> 1. Memory 2. Perception 3. Development 4. Research Methods 	<p>What's assessed? Social context and behaviour:</p> <ol style="list-style-type: none"> 1. Social Influence 2. Language, Thought and Communication 3. Brain and Neuropsychology 4. Psychological Problems (Depression and Addiction)
<p>Assessed Written exam: 1 hour 45 minutes 50% of final grade.</p>	<p>Assessed Written exam: 1 hour 45 minutes 50% of final grade.</p>

Next Steps:

A Levels: Subjects that require an understanding of human thought and behaviour, such as Psychology, Sociology, History, Politics, English, Sport, etc.

Career Links:

Any career that requires and understanding of human thought and behaviour, such as medicine, sport, teaching, the police and working within the criminal justice system, social work, etc.

Homework:

Year 10 homework focuses on consolidating and deepening the core knowledge delivered in lesson, using creative tasks. Year 11 homework encourages revision of the key knowledge using exam style practice questions to build pupils' confidence in writing about psychological concepts.

GCSE Religious Studies

Curriculum Leader for Religious Studies: Laura Hughes



Exam Board: **AQA**

34

Assessment:

The assessment of this course is 100% through examination. Pupils will sit **two** 1 hour 45 minutes papers at the end of Year 11.

Subject Information:

Our GCSE covers a range of religions, philosophical and ethical themes, ensuring our pupils have a variety of intriguing subjects to explore such as crime, punishment, euthanasia and human rights. Pupils will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own values and attitudes towards religious issues and big questions such as how did life begin? What is the purpose of humanity? What happens after we die?

Pupils will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All of these skills will prepare them for further study and living their lives in a multicultural society.

Additional Information:

Revision guides and workbooks will be made available during Year 10 and 11.

<https://www.aqa.org.uk/subjects/religious-studies>

Key Content:

Paper 1:	Paper 2:
<p>What's assessed? The study of religions: Beliefs, teachings and practices. Beliefs, teachings and practices from two world religions; Christianity and Buddhism.</p>	<p>What's assessed? Thematic studies: Four religious, philosophical and ethical studies themes with a focus on Christianity, Buddhism, Humanism and Atheism. Themes that are studied are; Theme B: Religion and life e.g. abortion, euthanasia, stewardship, animal rights. Theme C: The existence of God and revelation e.g. theories of creation, miracles, revelation. Theme E: Religion, crime and punishment e.g. aims of punishment, death penalty, forgiveness. Theme F: Religion, human rights and social justice e.g. discrimination, racial prejudice, gender equality.</p>
<p>Assessed Written exam: 1 hour 45 minutes</p>	<p>Assessed Written exam: 1 hour 45 minutes</p>

Next Steps:

RS GCSE helps progression onto the following courses. A levels in the following subjects; Religion, Philosophy, Ethics, Law, Sciences, Teaching, Business, Journalism, Politics, Banking, Uniform services and Government roles.

Career Links:

Law, Public Services, Teaching, Tourism, Healthcare, Medical Sciences, Journalism, Government roles, Charity workers, Diplomacy, Youth Work, Curator, Counselling.

Homework:

Quizzes set on a weekly basis to test knowledge. Individual intervention workbooks set after the first year 11 mock for all pupils to complete weekly.

GCSE Sociology

Curriculum Leader for Social Studies: Emma Deathers



36

Exam Board: **AQA**

Assessment:

Pupils will be expected to complete two exams at the end of Year 11.

Paper 1 (1 hour 45 minutes): The Sociology of Families and Education.

Paper 2 (1 hour 45 minutes): The Sociology of Crime and Deviance and Social Stratification.

Subject Information:

GCSE Sociology helps pupils to gain knowledge and understanding of the key social structures, processes and issues that shape the society in which they live, examining not only small scale, personal interactions, but also systematic processes with far reaching implications. Pupils will develop their analytical skills by comparing and contrasting perspectives and constructing reasoned arguments on a variety of social issues. Alongside key sociological studies, pupils can also draw on the sociological issues we see reflected in every day life and world events.

Additional Information:

In order to develop their skills, knowledge and understanding of society, pupils need to demonstrate a good ability to read large amounts of text and write at length in an essay style. They also need to demonstrate a keen interest in current affairs and issues, such as how different groups are advantaged or disadvantaged, and a willingness to have their pre-existing assumptions challenged.

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/specification/specification-at-a-glance>

Key Content:

Paper 1:	Paper 2:
<p>What's assessed?</p> <p>The Sociology of Families and Education:</p> <p>Families – the functions and forms of families, conjugal role relationships, changing relationships within families, criticisms of families, and divorce.</p> <p>Education – roles and functions of education, the relationship between education and capitalism, educational achievement, and processes within schools.</p>	<p>What's assessed?</p> <p>The Sociology of Crime and Deviance and Social Stratification:</p> <p>Crime and Deviance – the social construction of crime and deviance, social control, criminal and deviant behaviour, and data on crime.</p> <p>Social Stratification – Functionalist theory of stratification, socio-economic class, life chances, poverty as a social issue, power and authority, and power relationships.</p>
<p>Assessed</p> <p>Written exam: 1 hour 45 minutes 100 marks 50% of final grade.</p>	<p>Assessed</p> <p>Written exam: 1 hour 45 minutes 100 marks 50% of final grade.</p>

Next Steps:

A Levels: Sociology helps us to understand the world around us. Therefore, it is a valuable foundation for any A Level course that explores and examines the nature of human existence, such as History, Politics, Psychology, Sport, English, etc.; The study of Sociology also helps pupils to learn how to see ideas and issues from a variety of perspectives, and how to present them in balanced arguments, so it is a valuable GCSE for any further study where there are different views and perspectives on different topics.

Career Links:

Public services, such as medicine and nursing, teaching, the police. It is also valuable for careers in the law, sport, politics and business because people who have studied Sociology are able to understand group dynamics and communities.

Homework:

Year 10 homework is fortnightly, and tasks set encourage pupils to extend and deepen their understanding of the concepts and knowledge they meet in lesson. In Year 11 homework is focused on revising the key theories and studies met in Year 10, with exam practices to embed core knowledge and develop confidence when writing about concepts and ideas.



Open Option Subjects

Pupils may choose two of the
following to study:

- | | |
|--|------------------------|
| Art, Craft & Design | Economics |
| Art Graphic Communication | French |
| Art Textiles | Film Studies |
| Art Three-Dimensional Design | Geography |
| Child Development | History |
| Classical Civilisation | Hospitality & Catering |
| Computer Science | Music |
| Creative Media Production | Photography |
| Dance | Physical Education |
| Design and Technology (Timbers) | Psychology |
| Design and Technology
(Electronics) | Religious Studies |
| Digital Information Technology | Sociology |
| Drama | Spanish |
| | Uniformed Services |

GCSE Art: Art, Craft and Design

Curriculum Leader for Art and Photography: Laura Oswald-Cutler



40

Exam Board: **AQA**

Assessment:

This course is 100% Non-exam assessment (NEA). Component 1: Portfolio of Work (60%), Component 2: Externally set assignment (40%). Work produced for Component 1 and 2 will be assessed internally prior to an external moderator visiting the centre. Work produced for Component 2 takes place under strict exam conditions and concludes with a 10 hour controlled exam.

Subject Information:

GCSE Art, Craft and Design promotes learning across a variety of experiences, processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. It encourages pupils to explore an increased breadth of approach with a wide range of creative, exciting and stimulating opportunities.

Additional Information:

Commitment and organisation is essential when studying this course. We also seek to enrich the curriculum through inviting artists or educators from industry, post-16 establishments, in addition to taking pupils on visits to post-16 providers and art galleries and spaces.

A £15 contribution is requested at the start of each year towards the cost of materials.

<https://www.aqa.org.uk/subjects/art-and-design>



Key Content:

Component 1:	Component 2:
<p>What's assessed? Component 1: Portfolio of Work Pupils will study two projects during Years 10 and 11 which constitute Component 1. Pupils studying Art, Craft and Design will learn and develop techniques primarily in painting, drawing, print making and mixed media. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives.</p>	<p>What's assessed? Component 2: Externally set assignment AQA will provide a separate externally set assignment for Component 2 where pupils will select and respond to one starting point. This is released in the January of Year 11 and pupils will have a preparatory period of time, followed by a 10 hour exam of unaided, independent, focused study. This takes place under strict exam conditions. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives.</p>
<p>Assessed Class work: Unlimited 60% of final grade.</p>	<p>Assessed Practical exam: 10 hours 40% of final grade.</p>



Next Steps:

This course is a strong foundation for further progression to Art, Craft and Design related courses such as A Level Art and Design and enhanced vocational and career pathways.

Career Links:

There are many careers that require creative and artistic skills including architecture, fashion design, advertising, media make-up and floristry. Art and maths are a good combination for design careers such as architecture, car design or engineering.

Homework:

Pupils are required to spend time outside of lesson time completing unfinished work and presentation, They may also be given termly projects to complete independently to enhance their projects. KS4 pupils are offered extra-curricular catch-up sessions and these will become compulsory if a pupil fails to complete homework or complete class work.

GCSE Art: Graphic Communication

Curriculum Leader for Art and Photography: Laura Oswald-Cutler



42

Exam Board: **AQA**

Assessment:

This course is 100% Non-exam assessment (NEA). Component 1: Portfolio of Work (60%), Component 2: Externally set assignment (40%). Work produced for Component 1 and 2 will be assessed internally prior to an external moderator visiting the centre. Work produced for Component 2 takes place under strict exam conditions and concludes with a 10 hour controlled exam.

Subject Information:

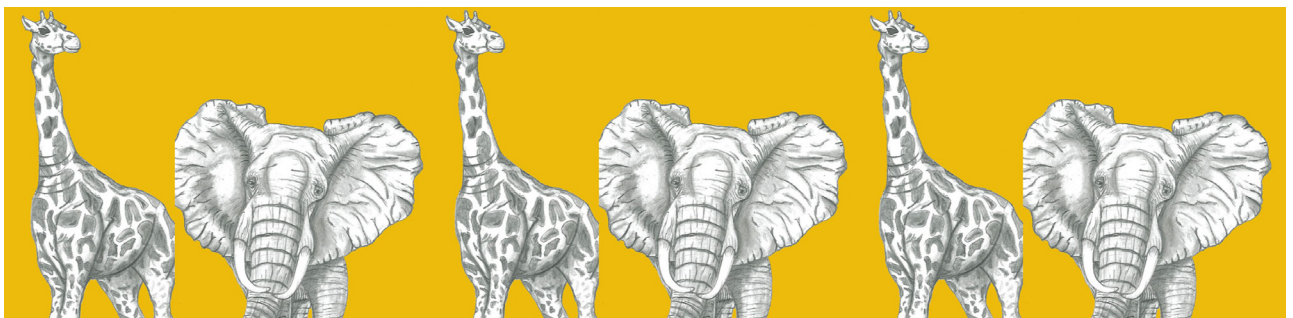
GCSE Graphic communication is a great course aimed at those who love expressing themselves whilst working towards meeting a client brief. This course combines pupils' creative art skills with a variety of different graphic styles using typography. It inspires pupils to explore their creative potential further than just creating a single image. This can be designing book and magazine front covers, film poster artwork, album cover design, fashion artwork etc. Pupils will continue to develop their drawing skills whilst also learning new skills such as lettering, spray painting, stencil cutting, lino print cutting as well as an introduction to mixed media techniques. There will be a element of taught Photoshop work.

Additional Information:

Commitment and organisation is essential when studying this course. We also seek to enrich the curriculum through inviting artists or educators from industry, post-16 establishments, in addition to taking pupils on visits to post-16 providers and art galleries and spaces.

A £15 contribution is requested at the start of each year towards the cost of materials.

<https://www.aqa.org.uk/subjects/art-and-design>



Key Content:

Component 1:	Component 2:
<p>What's assessed? Component 1: Portfolio of Work Pupils will study two projects during Years 10 and 11 which constitute Component 1. Pupils studying Graphics will learn and develop techniques primarily in drawing, print making, Photoshop, stenciling and mixed media. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives.</p>	<p>What's assessed? Component 2: Externally set assignment AQA will provide a separate externally set assignment for Component 2 where pupils will select and respond to one starting point. This is released in the January of Year 11 and pupils will have a preparatory period of time, followed by a 10 hour exam of unaided, independent, focused study. This takes place under strict exam conditions. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives.</p>
<p>Assessed Class work: Unlimited 60% of final grade.</p>	<p>Assessed Practical exam: 10 hours 40% of final grade.</p>



Next Steps:

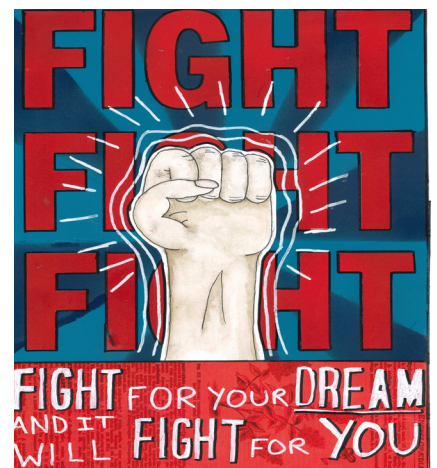
This course is a strong foundation for further progression to Art, Craft and Design related courses such as A Level Art and Design and enhanced vocational and career pathways.

Career Links:

There are many careers that require creative and artistic skills including architecture, fashion design, advertising, media make-up and floristry. Art and maths are a good combination for design careers such as architecture, car design or engineering.

Homework:

Pupils are required to spend time outside of lesson time completing unfinished work and presentation, They may also be given termly projects to complete independently to enhance their projects. KS4 pupils are offered extra-curricular catch-up sessions and these will become compulsory if a pupil fails to complete homework or complete class work.



GCSE Art: Textiles

Lead KS4 teacher for Textiles: Sarah Wiseman

Exam Board: **AQA**



44

Assessment:

This course is 100% Non-exam assessment (NEA). Component 1: Portfolio of Work (60%), Component 2: Externally set assignment (40%). Work produced for Component 1 and 2 will be assessed internally prior to an external moderator visiting the centre. Work produced for Component 2 takes place under strict exam conditions and concludes with a 10 hour controlled exam.

Subject Information:

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Pupils are required to work in one or more area(s) of textile design, such as those listed:

- Art textiles;
- Fashion design and illustration;
- Costume design;
- Constructed textiles;
- Printed and dyed textiles;
- Surface pattern;
- Stitched and/or embellished textiles;
- Soft furnishings and/or textiles for interiors;
- Digital textiles;
- Installed textiles;

Additional Information:

Please be aware that this has the same examination code as other art subjects so cannot not be chosen alongside Art, Craft & Design, Three Dimensional Design and/or Graphics without consultation with staff. Pupils will find it useful to have drawing equipment and fine liners for the lessons. A £15 contribution is also requested at the start of Year 10 towards the cost of materials.

<https://www.aqa.org.uk/subjects/art-and-design>

Key Content:

Component 1:	Component 2:
<p>What's assessed? Component 1: Portfolio of Work Pupils will study two projects during Years 10 and 11 which constitute Component 1. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives.</p>	<p>What's assessed? Component 2: Externally set assignment AQA will provide a separate externally set assignment for Component 2 where pupils will select and respond to one starting point. This is released in the January of Year 11 and pupils will have a preparatory period of time, followed by a 10 hour exam of unaided, independent, focused study. This takes place under strict exam conditions. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives.</p>
<p>Assessed Class work: Unlimited 60% of final grade.</p>	<p>Assessed Practical exam: 10 hours 40% of final grade.</p>



Next Steps:

The textile design GCSE course can lead to either an A Level or a level 3 vocational diploma (equivalent to 3 A Level) at college, this can be specialising in textile design and fashion or another art and design based subject.

Career Links:

Most pupils will progress to higher education to complete a degree or equivalent which could lead to a career as a: Clothing/textile technologist, Colour technologist, Illustrator, Interior and spatial designer, Fashion designer, Printmaker, Textile designer, Community arts worker, Conservator, Furniture designer, Further education teacher, Graphic designer, Higher education lecturer, Jewellery designer, Product designer, Retail buyer, Secondary school teacher, Stylist, Visual merchandiser.

Homework:

Homework will be sketchbook based to support the development of portfolio work.

GCSE Art: Three Dimensional Design

Curriculum Leader for Art and Photography: Laura Oswald-Cutler



46

Exam Board: **AQA**

Assessment:

This course is 100% Non-exam assessment (NEA). Component 1: Portfolio of Work (60%), Component 2: Externally set assignment (40%). Work produced for Component 1 and 2 will be assessed internally prior to an external moderator visiting the centre. Work produced for Component 2 takes place under strict exam conditions and concludes with a 10 hour controlled exam.

Subject Information:

GCSE Three-Dimensional design is the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills. This is an exciting new course for Cams Hill School pupils, delivered by the Art department for pupils who are interested in an art based course with three-dimensional based skills.

Additional Information:

Commitment and organisation is essential when studying this course. We also seek to enrich the curriculum through inviting artists or educators from industry, post-16 establishments, in addition to taking pupils on visits to post-16 providers and art galleries and spaces.

A £15 contribution is requested at the start of each year towards the cost of materials.

<https://www.aqa.org.uk/subjects/art-and-design>

Key Content:

Component 1:	Component 2:
<p>What's assessed? Component 1: Portfolio of Work Pupils will study two projects during Years 10 and 11 which constitute Component 1. Pupils studying Three Dimensional Design will learn and develop techniques primarily in sculpture, construction and modeling techniques, planning and drawing. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives.</p>	<p>What's assessed? Component 2: Externally set assignment AQA will provide a separate externally set assignment for Component 2 where pupils will select and respond to one starting point. This is released in the January of Year 11 and pupils will have a preparatory period of time, followed by a 10 hour exam of unaided, independent, focused study. This takes place under strict exam conditions. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives.</p>
<p>Assessed Class work: Unlimited 60% of final grade.</p>	<p>Assessed Practical exam: 10 hours 40% of final grade.</p>

Next Steps:

This course is a strong foundation for further progression to Art, Craft and Design related courses such as A Level Art and Design and enhanced vocational and career pathways.

Career Links:

There are many careers that require creative and artistic skills including architecture, fashion design, advertising, media make-up and floristry. Art and maths are a good combination for design careers such as architecture, car design or engineering.

Homework:

Pupils are required to spend time outside of lesson time completing unfinished work and presentation. They may also be given termly projects to complete independently to enhance their projects. KS4 pupils are offered extra-curricular catch-up sessions and these will become compulsory if a pupil fails to complete homework or complete class work.

Child Development

Cambridge National Level 1/2 Certificate

Lead KS4 teacher for Child Development: Georgina Allen



48

Exam Board: **OCR**
Assessment:

- **Assessment 1** – R059 Understand the development of a child from one to five years.
- **Assessment 2** – R058 Create a safe environment and understand the nutritional needs of children from birth to five years. **R059 and R058 are the controlled assessment modules.**
- **Assessment 3** – R057 Health and well-being for child development is the topic for the **external examination.**

Subject Information:

This course offers the right combination of knowledge, understanding and practical skills. There are two units, that are assessed by the school and have practical task-based opportunities where pupils can combine their skills and common sense along with the theory content. The course will be taught around a series of practical tasks that build on and apply the theory.

The exam cover topics such as: responsibilities of parenthood, contraception and reproduction, antenatal, health, delivery, postnatal checks, illnesses and child safety.

Additional Information:

There may be extra costs for any trips to visit placements to see good practice.

<https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf>

Key Content:

Unit 1:	Unit 2:	Unit 3:
<p>What's assessed? R057: This is the starting point for all the other units of work first unit underpins all of the other learning in this qualification. All pupils will learn the essential knowledge and understanding for child development; covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, care, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other Child Development qualifications.</p>	<p>What's assessed? R058: Pupils will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. They will also gain knowledge of nutrition and hygiene practices and will be given the opportunity to evaluate dietary choices and carry out practical task. These evaluation skills are very transferable and will be of use in further studies in most areas.</p>	<p>What's assessed? R059: Pupils will gain knowledge of how children develop and use this to create activities to carry out with children up to the age of five and compare them with development norms. This unit covers researching, planning, skills to carry out the activities with children, observing and reviewing as well as an understanding of the development of children.</p>
<p>Assessed Written exam: 1 hour 15 minutes 40% of final grade.</p>	<p>Assessed 30% of final grade.</p>	<p>Assessed 30% of final grade.</p>

Next Steps:

This course leads onto vocational courses at college in Child Development or similar courses such as Health and Social Care or A Levels in Sociology or Psychology.

Career Links:

Education, Nursery Nursing, Medical Field, Nursing, Doctor, Midwifery, Health Visitor, Teaching, Child Care, Social Work and the Caring Professions.

Homework:

Exam style questions. Research tasks.

GCSE Computer Science

Curriculum Leader for Computing: Ian Stannard



50

Exam Board: **Pearson (Edexcel)**

Assessment:

One written paper worth 50% of the qualification. One onscreen test worth 50% of the qualification.

Subject Information:

The Edexcel GCSE Computer Science assesses pupils' on their understanding of a number of theoretical topics and their ability to apply their knowledge using problem solving and programming skills.

Additional Information:

https://qualifications.pearson.com/content/dam/pdf/GCSE/Computer%20Science/2020/specification-and-sample-assessments/GCSE_L1_L2_Computer_Science_2020_Specification.pdf

Multiplication table

- Ask the user for a number
- Print the multiplication table for that number (up to 12 x)
- Output should be formatted as nicely as you can but also look like:

1 x 2 = 2
2 x 2 = 4
12 x 2 = 24

**What loop will you use?
challenge – 5 lines of code !!**

Key Content:

Computer Components, Networking, Data representation, Programming

Paper 1:	Paper 2:
<p>What's assessed? Principles of Computer Science: Consists of multiple-choice, short open-response, open-response and extended open-response answer questions.</p>	<p>What's assessed? Application of Computational Thinking: Assesses understanding of problem solving and programming by giving learners a number of scenarios and tasks to complete.</p>
<p>Assessed Written exam: 1 hour 30 minutes 50% of final grade.</p>	<p>Assessed Onscreen exam: 2 hours 50% of final grade.</p>

Next Steps:

This course leads onto Level 3 Computing qualifications.

Career Links:

Programming, Network Management, Software design.

Homework:

Fortnightly Educake homework

BTEC Creative Media Production

52

Curriculum Leader for Computing: Ian Stannard

Exam Board: **Pearson (Edexcel)**



Assessment:

Two Non-examined assessments (NEA) totaling 20 hours and both worth 60 marks. One examined assessment totaling 10 hours worth 60 marks.

Subject Information:

The qualification enables learners to develop skills across a range of media practices using a combination of practical exploration, experimentation and realistic vocational contexts.

The course offers knowledge in a number of key areas in the digital-media field such as pre-production skills through to a creative final product. Creative Media Production has a motivating, hands-on approach to teaching and learning, whilst using and learning industry standard software and techniques. The course is made up from a range of units which allow for flexibility and suiting the individual needs.

Additional Information:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/creative-media-production/2022/specification-and-sample-assessments/btec-tech-award-creative-media-production-2022-spec.pdf>

Moving Image (Film / TV / Advert / Animation)

Image of the Product here:

- | | |
|-------------------------------|---|
| 1. Name of Product: | 12: Why might of the product been made?
(Entertainment / Raise Awareness / Profit / Educate / Show off Talent) |
| 2. Company that made it: | |
| 3. Date Released: | 13:What is good about the product and why |
| 4. Price (If Any) | 14: What is not so good about the product and why? |
| 5. Description: | |
| 6. Setting (Where it is Set): | 15: Why wouldn't like this product and why? |
| 7. Time Period: | |
| 8. Age Range: | |
| 9. Gender: | |
| 10. Interests: | |
| 11. Wealth: | |

Key Content:

Understanding the creative media industry, reviewing media products, pre-production techniques, post-production techniques

Unit 1:	Unit 2:	Unit 3:
<p>What's assessed? Exploring Media Products: Learners will develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques.</p>	<p>What's assessed? Developing Digital Media Production Skills: Learners will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.</p>	<p>What's assessed? Create a Media Product in Response to a Brief: In this unit the pupils will use industry standard web design software to design and create a website. The pupils will learn how to create animated banners, rollover navigation buttons and video content and arrange into a website aimed at a particular audience and purpose.</p>
<p>Assessed NEA 60 marks.</p>	<p>Assessed NEA 60 marks.</p>	<p>Assessed Exam assessment: 10 hours 60 marks.</p>

Next Steps:

This course leads onto Level 3 qualification focused on film/television, computer games, web development and publishing.

Career Links:

A variety of positions within the creative sector including film, television, games, web and app development, and publishing.

Homework:

Homework is limited due to allocated times for the vocational qualification but pupils are required to create primary resources for use in assessments.

GCSE Dance

Lead KS4 teacher for Dance: Faye Weston

Exam Board: **AQA**



54

Assessment:

GCSE dance is 40% theory and 60% practical. This course is constructed of three Non-examined assessments (NEA), two performances and one choreography component. There is also a theory paper (1 hour and 30 minutes). The theory is based around hypothetical choreography, how you as a dancer have used performance and choreographic skills in your own work and around analytical knowledge of six professional works.

The NEA is marked in 2 areas; performance and choreography. Performance involves 2 set 30 second solos and a duet/trio done in class. The choreography component is completed after school using younger pupils and is based around a question paper that is released in the September of Year 11 and guided through work in school to support. All NEA is marked in school and submitted for external moderation.

Subject Information:

The GCSE Dance Anthology underpins learning across each of the three core areas. The anthology's mix of artistic, cultural and aesthetically diverse works, has been selected to broaden pupils' knowledge and understanding of the wide range of dance choreographed and performed in the United Kingdom today. The anthology consists of six short professional dance works each between 12 and 30 minutes duration. There is a filmed interview with the choreographer or company associate, which explores the choreographic approach of the choreographer and the defining characteristics of each work.

Together the six works include: different dance styles and fusions of style; a selection of established and emerging choreographers; different numbers and combinations of dancers; a variety of choreographic approaches; different choreographic structures; a variety of types of performance environment; a variety of aural settings; inclusive dance; dance influenced by other cultures. Study of the works can inspire pupils to develop their own performance, creative and choreographic practice, at the same time as the knowledge, understanding and analytical skills required for critical appreciation.

Additional Information:

Pupils will be required to run their own rehearsals once a week in Year 11 and will need to be in someone in the year above's choreography when they are in Year 10. Pupils will get the chance to either participate in a workshop around one of the professional works or to go and view it (dependant on performance availability). Pupils will need a strong base knowledge in performance and choreography and ideally attend dance classes outside of school. They will also need strong analytical skills.

<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification>

Key Content:

Component 1:	Component 2:
<p>What's assessed? Component 1: Performance and Choreography Performance – assessed internally by teacher then submitted to AQA for moderation. Set phrases through a solo performance (approximately one minute in duration). Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration). Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)</p>	<p>What's assessed? Component 2: Dance Appreciation Knowledge and understanding of choreographic processes and performing skills. Critical appreciation of own work. Critical appreciation of professional works.</p>
<p>Assessed 60% practical</p>	<p>Assessed Written exam: 1 hour 30 minutes 40% theory</p>

Next Steps:

A Level dance, BTEC dance, musical theatre, anything performance based - working in the performance industry.

Career Links:

Performance industry, jobs that require team work, confidence, presenting.

Homework:

Mixture of revision based tasks and exam questions.

GCSE Design and Technology

(Electronics and Mechanical Devices)

56

Curriculum Leader for Design and Technology: Chris Smith

Exam Board: **AQA**



Assessment:

Written exam: 2 hours, 100 marks, 50% of GCSE. Non-exam assessment (NEA): 30–35 hours approx. 100 marks. 50% of GCSE

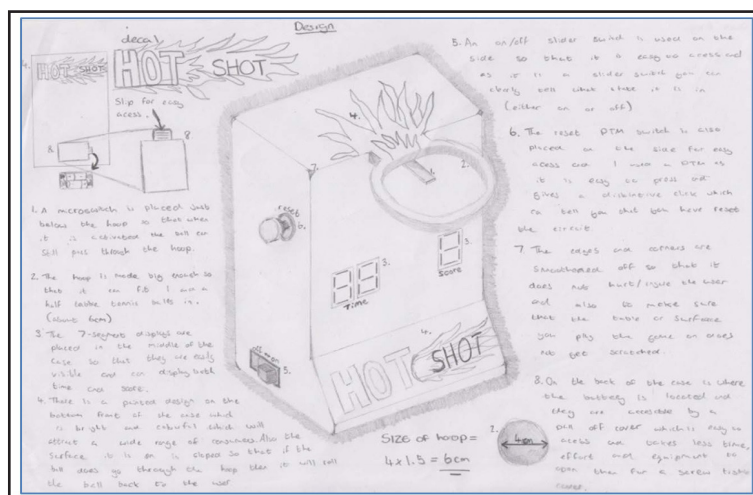
Subject Information:

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise within the specialism of Electronics and Mechanical devices.

Additional Information:

The subject content is heavily influenced by Maths and Science, candidates should be able to work confidently with equations to work out component values, frequency, voltage, binary and potential difference for example. After school catch up sessions are once a week and must be attended. Confidence and ability in Maths and Science is beneficial.

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification>



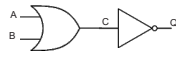
Key Content:

Paper 1:	Non-exam Assessment (NEA):
<p>What's assessed? Practical application of:</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles 	<p>What's assessed? Substantial design and make task</p> <ul style="list-style-type: none"> • Identifying and investigating design possibilities • Producing a design brief and specification • Generating design ideas • Developing design ideas • Realising design ideas • Analysing & evaluating • Pupils will produce a prototype and a portfolio of evidence
<p>Assessed Written exam: 2 hours 100 marks 50% of GCSE</p>	<p>Assessed NEA: 30–35 hours approx. 100 marks 50% of GCSE</p>

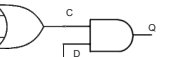
HW: Logic Gate Worksheet

- A logic circuit has two inputs being X and Y fill in all the possible combinations.

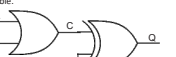
X	Y
- The figure below shows a logic circuit and its incomplete truth table. Complete the below truth table.



A	B	C	Q
0	0		
0	1		
1	0		
1	1		
- The figure below shows a logic circuit and its incomplete truth table. Complete its truth table.



A	B	C	D	Q
0	0			
0	1			
1	0			
1	1			
- The figure below shows a logic circuit and its incomplete truth table. Complete the below truth table.



A	B	C	D	Q
0				
0				
1				
1				

Next Steps:

A Level Computing, A Level Design and Technology, Electronics, Systems and Control

Career Links:

Electronics engineering technician. Electrical engineer. Aerospace engineer. Broadcast engineer. Robotics engineer.

Homework:

Exam questions, designer investigations, content revision, Seneca.

GCSE Design and Technology (Timbers)

58

Curriculum Leader for Design and Technology: Chris Smith

Exam Board: **AQA**



Assessment:

Written exam: 2 hours, 100 marks, 50% of GCSE. Non-exam assessment (NEA): 30–35 hours approx. 100 marks. 50% of GCSE

Subject Information:

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Pupils will work creatively, technically and practically when designing and making, showing expertise within the specialism of timbers and boards.

Additional Information:

This course is not 100% practical. The practical only account for 10% of the overall GCSE, analytical, research, design and modelling are key components in this GCSE. After-school catch up sessions are once a week and must be attended to keep up with the challenge of the course.

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification>

Development of design ideas

I chose SketchUp to showcase and experiment some potential design ideas with the intention of getting feedback from my client and students. Then I translated my chosen design idea into SketchUp using the 2-point arc tool and offset tool to determine a thickness for the walls of the spiral (4mm).

Next, I added a base to store collected coins. I researched potential types of joint to hold the base together and decided to go for a finger joint to ensure a strong and durable fit for my product. Then I added some basic colours/wood grains to the SketchUp model to show to my client potential aesthetics and get his feedback.

When designing and testing on CAD, I was able to experiment different ideas and processes. My original design consisted of a track from the centre of the spiral to the storage box. I chose to adapt this as the track would have been delicate which is not good as my client needs it to be durable. Instead, I modelled an acrylic insert to which the coin sits horizontally in until the spiral rotates anticlockwise, and the coin will drop into the runners/spiral.

Width of the hole in 4x50mm This can be cut on the laser cutter to ensure accuracy.

I designed and experimented other potential methods of transporting the coin to the storage base. Idea 2 was good as it would have provided extra support and stability to the spiral however it lacked secure movement of the coin from the end of its journey to the donation box. Idea 3 is the most successful as it combines support for the spiral and function. I will talk with my client to pick the most effective for him. Idea 1 the first version (bottom left of this slide) was good as it used

Idea 2

Idea 3 in different styles (left shows interior of box)

Additionally, during CAD development I decided the most cost-effective solution to retrieving the coins is a rubber bung. I did test having a removable arm at the back to retrieve the coins but on evaluation, this would cause too much instability in the spiral wheel and too much stress on a single joint. The bung on the other hand simple and effective. Furthermore, the circular hole could be drilled using a hole saw attachment or with the laser cutter for increased precision.

Also, for the designs above, to secure the arm that holds the spiral I have decided to use either screws or a lap joint coupled with PVA glue for a secure fit. Screws would allow the customer to remove the arm in case of transportation however the screw threads may not be able to withstand the weight and may cross if removed too often. The lap joint on the other hand may be a more suitable choice as it is durable and secure. I will discuss with my client which method of securing the arm is preferable.

As mentioned by Mark Louton (a fellow student) I will need to test the voltage of battery required to turn the spiral. Additionally, a step-down gearbox may be needed to slow the rotation.

Materials Selection	Quantity Needed	Cost per Component x Quantity	Dimensions (mm)	Properties most useful in my product
Clear Acrylic sheet	2x	£8.48	400x500x4	Transparent, can be laser cut, rigid
MDF Board	3x	£2.38	290x210x4	Cost effective, Can be made in large sheets
Plastic Bung	1x	£0.88	R23.5	Malleable/flexible, durable
Pine Timber	1x	£10.47	2100x106x28	Cost effective, PSE, aesthetic
Electrical Cables	1x	£3.32 (10m)	0.75x10(m)	Insulated for safety, low resistance
3V Motor	1x	£0.82	35x20	Energy efficient, long axis
9V Battery	1x	£1.37	Standard	Provides a source of electricity
Miscellaneous	-	-£1.50	Various	Screws, glue, cam wheel, varnishes

Name: Daniel Churchill | Candidate number: 5049 | Centre Number 5805

Key Content:

Paper 1:	Non-exam Assessment (NEA):
<p>What's assessed? Practical application of:</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles 	<p>What's assessed? Substantial design and make task</p> <ul style="list-style-type: none"> • Identifying and investigating design possibilities • Producing a design brief and specification • Generating design ideas • Developing design ideas • Realising design ideas • Analysing & evaluating • Pupils will produce a prototype and a portfolio of evidence
<p>Assessed Written exam: 2 hours 100 marks 50% of GCSE</p>	<p>Assessed NEA: 30–35 hours approx. 100 marks 50% of GCSE</p>

Next Steps:

Product Design A Level, BTEC Construction, a myriad of other vocational courses in construction, engineering, architecture, plumbing.

Career Links:

Engineering (a range of specialisms), Product Designer, Systems designer, Architect, Plumber, Electrician, Construction, Armed Forces.

Homework:

Exam questions, designer investigations, content revision, Seneca.

BTEC Digital Information Technology

Curriculum Leader for Computing: Ian Stannard



60

Exam Board: **Pearson (Edexcel)**

Assessment:

Two Non-examination assessments (NEA) components totalling 72 hours in class. One written exam worth 60 marks lasting 1 hour and 30 minutes.

Subject Information:

This qualification gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. This is a new qualification available from September 2025. While developing digital literacy skills, learners will study project planning, data management, data interpretation, data presentation and data protection.

Additional Information:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2022/specification-and-sample-assessments/btec-tech-award-digital-information-technology-spec.pdf>

Key Content:

Understanding the digital literacy skills required for further education and employment.

Component 1:	Component 2:	Component 3:
What's assessed? Exploring User Interface Design Principles and Project Planning Techniques	What's assessed? Collecting, Presenting and Interpreting Data	What's assessed? Effective Digital Working Practices
Assessed NEA	Assessed NEA	Assessed Written exam worth 60 marks 1 hour and 30 minutes

Next Steps:

This course is a strong foundation for any Level 3 qualification in IT, Computer Science or the Technology industry including Apprenticeships.

Career Links:

Careers in the technology industry would be the primary focus but the qualification supports any career requiring the use of digital systems. This qualification will replace business studies as it focusses on the practical use of technology in a work environment.

Homework:

Fortnightly homework set on Educake.

GCSE Drama

Curriculum Leader for Drama: Carla Collins

Exam Board: **AQA**



62

Assessment:

- Component 1 - 1 hour 45 minute written exam.
- Component 2 - Devised performance exam, 2,500 word coursework.
- Component 3 - Scripted performance exam (visiting examiner).

Subject Information:

Drama is a well-respected academic and vocational GCSE course which can lead directly to A Level Performing Arts and Theatre Studies but also a desirable course for many other fields. Drama will create independent thinkers with skills in research, working with others, analysis, evaluation, communication, time management, problem solving, planning and organisation.

Additional Information:

As part of the GCSE Drama course, we attend one live theatre performance each year. Group work is integral to Component 2 and Component 3 and therefore we require 1 hour of after school rehearsal per week for these components.

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261/specification>

Performance Skills	Callum	Sephy
Act 1, Scene 1: The Beach		
Vocal Skills	<ul style="list-style-type: none"> - Low pitch, almost 16. - Working class accent to separate him from the Cross-es. - Soft tone, intimate scene. - Annoyed tone 'baby class', sad tone 'Maybe we are in different worlds'. 	<ul style="list-style-type: none"> - RP with moments of casual teenage slang. - Sharp tone 'Don't that say'. - Soft tone 'They'll love you.' - Increased volume 'Cripes!'.
Physical Skills	<ul style="list-style-type: none"> - Close in proximity throughout. - Cross-legged then kneel face-to-face for the kiss. - Pace is slow, until Jasmine calls them. - Sephy straight posture. - Head tilt is mirroring. - Sephy's pace speeds up when gathering her belongings. 	

Key Content:

Component 1:	Component 2:	Component 3:
<p>What's assessed? Understanding Drama Pupils study the performance challenges of a set text. They will also go to see a live performance and will be required to write a live theatre evaluation.</p>	<p>What's assessed? Devising Drama Pupils explore a stimulus resulting in a final practical performance. Alongside the practical work they must create a log book that documents the creative process.</p>	<p>What's assessed? Texts in Practice Pupils explore a play text and prepare two performances of extracts from the script. These can be monologues, duologues or group pieces.</p>
<p>Assessed Written exam: 1 hour 45 minutes 40% of GCSE</p>	<p>Assessed Final devised performance and log book (2,500 word coursework) 40% of GCSE</p>	<p>Assessed Final performance of 2 extracts 20% of GCSE (marked by an external examiner)</p>

Next Steps:

A Level Drama, BTEC Acting, Musical Theatre, Performing Arts, Dance, Law, Media, Film Studies, English (Literature and Language).

Career Links:

Careers in theatre, careers in public speaking, Drama therapist, journalist, film/TV/ radio.

Homework:

Revision, text annotation, reading set text, watching live theatre, exam practice.



GCSE Film Studies

Lead KS4 teacher for Film Studies: Jenni Ellis

Exam Board: Eduqas



Assessment:

- Component 1 - 1 hour 30mins 35% of qualification.
- Component 2 - 1 hour 30mins 35% of qualification.
- Component 3 - Non-exam assessment (NEA) production 30% of qualification. We will be focusing on the films: *Dracula* and *The Lost Boys* for Comparative Study and the film *Ladybird* for the Independent film.

Subject Information:

Film Studies is a dynamic and intellectually stimulating subject that offer a unique blend of creative and academic learning. Studying film can broaden pupils' analytical and critical thinking skills, whilst also nurturing their creativity and appreciation for the art form. Film Studies equips pupils with transferable skills that are valuable across various academic disciplines.

Additional Information:

We would like to propose half termly cinema trips (outside of school time) to a local cinema, where we can watch modern films and link them to our studies.

<https://www.eduqas.co.uk/media/sjyhrqeu/eduqas-gcse-film-studies-spec-from-2017-e-16-08-23-1.pdf>

Shot No. 4		Type of Shot: ELIS	Dialogue-Sound-Camera Movement: Establishing shot of San Francisco skyline with all the lights from the buildings creating a halo of light as well as all white moon to create an atmosphere of mystery.	Timing: 2 sec	Shot No. 4b		Type of Shot: MLS	Dialogue-Sound-Camera Movement: A shot of the girl opening the door to the hotel room. It's a short shot that camera tracks her hand down in opening door. Her the music background.	Timing: 1 sec
Shot No. 2a		Type of Shot: MS	Dialogue-Sound-Camera Movement: Immediately the scene cuts into the image of the girl sitting at the back of the car, however the pace is not visible.	Timing: 2 sec	Shot No. 5		Type of Shot: LS	Dialogue-Sound-Camera Movement: The girl change of the view of the room from the girl's point of view.	Timing: 2 sec
Shot No. 2b		Type of Shot: MCU	Dialogue-Sound-Camera Movement: The girl is sitting at the back of the car, however the pace is not visible.	Timing: 3 sec	Shot No. 6a		Type of Shot: MS	Dialogue-Sound-Camera Movement: The girl is sitting at the back of the car, however the pace is not visible.	Timing: 2 sec
Shot No. 3		Type of Shot: CU	Dialogue-Sound-Camera Movement: The girl is sitting at the back of the car, however the pace is not visible.	Timing: 3 sec	Shot No. 6b		Type of Shot: MS	Dialogue-Sound-Camera Movement: The girl is sitting at the back of the car, however the pace is not visible.	Timing: 3 sec
Shot No.		Type of Shot:	Dialogue-Sound-Camera Movement:	Timing:	Shot No.		Type of Shot:	Dialogue-Sound-Camera Movement:	Timing:

This is an example of an grade 9 storyboard

Key Content:

Component 1:	Component 2:	Component 3:
<p>What's assessed? Key Developments in US Film Section A: US film Comparative Study: Three questions based on the films studied and comparing them. Section B: Key Developments in film and film technology: One multi-part question. Section C: US Independent Film: One question on the US independent film studied.</p>	<p>What's assessed? Global film: Narrative, Representation and Film Style Section A: Global English Language film (Babadook) Section B: Global Non-English Language Film (Tsotsi) Section C: Contemporary UK Film (Attack The Block)</p>	<p>What's assessed? Production Produce the opening 2-2.5minutes of a horror film.</p>
<p>Assessed Written exam: 1 hour 30 minutes 35% of GCSE</p>	<p>Assessed Written exam: 1 hour 30 minutes 35% of GCSE</p>	<p>Assessed NEA production 30% of GCSE</p>



Homework:

Weekly Educake quizzes, exam questions, revision questions and practical work linked to the NEA.

Next Steps:

Film Studies A Level can accompany many other subjects and can form part of an application to a huge range of university courses and career paths. You can take Film Studies as an A Level and other complimentary A Levels include: Photography; English Literature; Politics; Sociology and History.

Career Links:

There is a vast list of careers that can stem from taking Film Studies. Magazine Journalist, Marketing Executive, Event Manager, Concept Artist, Advertising Art Director, Public Relations Officer, Special Effects Technician, Broadcast Presenter, Film Director, Television/Film/Video Producer, Film/Video Editor, Location Manager, Television Camera Operator, Runner - Broadcasting/Film/Video, Talent Agent, Production Designer - Theatre/Television/Film, Programme Researcher - Broadcasting/Television/Film, VFX Artist, Television Production Coordinator and many more.

Hospitality and Catering

Lead KS4 teacher for Hospitality and Catering: Georgina Allen



Exam Board: **WJEC**

66

Assessment:

The WJEC Level 1/2 Award in Hospitality and Catering is assessed using a combination of internal and external assessment. Unit 1: The Hospitality and Catering Industry will be externally assessed. The online external assessment (1 hour 20 minutes exam) is a mixture of short and extended answer questions. This is 40% of the final GCSE grade. Unit 2: Hospitality and Catering in Action, learners use the knowledge gained in Unit 1 to propose new hospitality and catering provision for specific restaurants and locations. They explore different types of establishment and service before deciding on a menu that suits the needs of their potential market and clients. They will then prepare, cook and present a selection of dishes in a practical exam situation over approximately 12 hours. The brief is provided by the exam board and then marked and moderated in school before being submitted for final external marking. This accounts for 60% of final GCSE grade.

Subject Information:

Learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. They will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Additional Information:

This course equips pupils not only to be employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. It introduces them to the whole vocational area beyond the kitchen environment.

In Year 10 we will build up practical skills for the assessment in Year 11. This will involve a practical cooking session on average once a week which will have a financial implication as well as organisation.

https://www.wjec.co.uk/media/ukvev1a/wjec_l1-2-vocaward-hospitality_and_catering_spec-e_11-09-2023-1.pdf

Key Content:

The learning will take be a mixture of practical tasks that support the theory and maybe in the form of team work, individual tasks or whole class activities. They will also take part in planning, preparing and catering for some whole school events to model good practice. We are hoping to establish links with local colleges so pupils can see the career and further studies opportunities linked to this subject. We will link with external experts who will come into school and share their practical cooking skills.

Unit 1:	Unit 2:
What's assessed? The Hospitality and Catering Industry	What's assessed? Hospitality and Catering in Action
Assessed Online written exam: 1 hour 20 minutes 40% of final grade.	Assessed Practical exam: Approx. 12 hours 60% of final grade.

Next Steps: Career Links:

Level 1, 2 and 3 Professional Catering, Level 3 Food and Beverage Service, Level 3 T Level Catering.

Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment and visitor attractions.

Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains. Some of these roles require further education and training either through apprenticeships or further and higher education.



Homework:

Exam Questions, recipe research and meal planning.
 Purchasing and preparing ingredients for practical sessions.

GCSE Music

Curriculum Leader for Music: Tim Cole

Exam Board: **Eduqas**



68

Assessment:

- Listening - 1 hour 45 minutes listening exam based on pieces studied in class and wider listening. (40% of the final grade)
- Composing - you must compose two pieces of music that contrast each other (Non-exam assessment (NEA) 30% of the final grade).
- Performing - you will record at least one solo and one ensemble performance (Non-exam assessment (NEA) 30% of the final grade).

Subject Information:

GCSE Music is designed to inspire the next generation of musicians. Whether you are a performer or composer, the course covers an exciting, wide range of musical topics and activities that are designed to allow the young musician to develop into confidence performers and composers.

You will study music through performing, composing and appraising.

As a performer you will have the freedom to develop your own chosen repertoire. Music can be played from the Classical tradition or the Rock/Pop tradition (or a combination of both).

You will work by yourself and in small groups to develop and hone your composing skills. You will be able to take advantage of the Department's music technology to create multi-tracked pieces of music using either GarageBand, Logic Pro X or Musescore to compose your own pieces.

You will develop your listening and appraising skills by studying eight pieces of music from a wide range of genres (Instrumental Music, Vocal Music, Music for Stage and Screen and Fusions).

If you enjoy being creative, love music and can either play a musical instrument or sing then you will really enjoy this course. The current specification provides pupils who have a particular interest in performing or composing with a strong foundation for further study at Further Education.

Additional Information:

Pupils are encouraged to take an active role in all aspects of the musical life of the school and will be invited to take part in concerts and evening trips to concert halls and theatres. The course is designed to give all pupils the opportunity to develop their knowledge, understanding and skills of music whatever their previous experience.


<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

Key Content:


Component 1:	Component 2:	Component 3:
<p>What's assessed? Listening Examined on pieces of music studied in class and wider listening.</p>	<p>What's assessed? Composing Compose two pieces of music that contrast each other.</p>	<p>What's assessed? Performing One solo and one ensemble performance.</p>
<p>Assessed Listening exam: 1 hour 45 minutes 40% of GCSE</p>	<p>Assessed NEA composition 30% of GCSE</p>	<p>Assessed NEA performing 30% of GCSE</p>

Grade 1 Theory Homework

1. Write the names of the notes on the lines below.




2. Write the names of these notes in bass clef on the lines below.

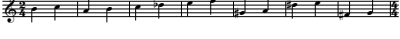


3. Write the notes in bass clef on the lines below.


A C D G F B F B C A D E




4. Draw a bracket where the notes are a semitone apart. The first one is done for you.



5. Fill in the missing notes using the correct rhythm.



6. Fill in the missing notes using the correct rest.



Next Steps:

At college you could continue to your studies with subjects such as the following: Music A Level, Popular Music Performance, Music Technology A Level, BTEC Diploma in Music Performance and Technology, Performing & Production Arts - Musical Theatre

Career Links:

Professional Performing Musician, Music Therapy, Music Teacher, Instrumental Teacher, Composer, Sound Engineer, Music Producer

Homework:

Theory worksheets, revision worksheets and tasks, prepare for performance recordings.

GCSE Physical Education

Curriculum Leader for Physical Education: Dave Worthy

Exam Board: **AQA**



70

Assessment:

Two written paper each 1 hour 15 minutes, and three practical assessments which make up their Non-exam assessment (NEA).

Subject Information:

GCSE PE is a practical and theory based subject, which provides a strong foundation for pupils who may wish to follow a future pathway in sport. Due to the course being 60% theory, practical sessions are limited. Pupils are expected to participate in sporting activities outside of school.

Pupils will also have to complete a controlled assessment aspect of the course where they will analyse their own strengths and weaknesses in one of their three chosen sports.

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and wellbeing

Additional Information:

Pupils ideally will have participated in at least one sport outside of school to a reasonable level. Pupils will need to make themselves available for any clubs before, during and after school which could help increase their practical grade.

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification>

Key Content:

Paper 1:	Paper 2:	Non-exam Assessment (NEA):
<p>What's assessed? The human body and movement in physical activity and sport</p> <ol style="list-style-type: none"> 1. Applied anatomy and physiology 2. Movement analysis 3. Physical training 4. Use of data studied in class and wider listening. 	<p>What's assessed? Socio-cultural influences and well-being in physical activity and sport</p> <ol style="list-style-type: none"> 1. Sports psychology 2. Socio-cultural influences 3. Health, fitness and wellbeing 	<p>What's assessed? Practical performance in physical activity and sport</p> <p>Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity.</p>
<p>Assessed Written exam: 1 hour 15 minutes 78 marks 30% of GCSE</p>	<p>Assessed Written exam: 1 hour 15 minutes 78 marks 30% of GCSE</p>	<p>Assessed NEA assessed by teachers and moderated by AQA 100 marks 40% of GCSE</p>

Next Steps:

At college you could continue to your studies with A Level PE, Level 3 BTEC.

Career Links:

Sports coach, Teacher, Sports Physio, Dietician, Sports psychology.

Homework:

Educake, revision cards.

GCSE Art: Photography

Curriculum Leader for Art and Photography: Laura Oswald-Cutler

Exam Board: **AQA**



72

Assessment:

This course is 100% Non-exam assessment (NEA). Component 1: Portfolio of Work (60%), Component 2: Externally set assignment (40%). Work produced for Component 1 and 2 will be assessed internally prior to an external moderator visiting the centre. Work produced for Component 2 takes place under strict exam conditions and concludes with a 10 hour controlled exam.

Subject Information:

Pupils studying GCSE photography will be required to work in one or more area(s) of photography such as: portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, fashion photography. This specification will provide pupils, who have a particular interest in professional photography, with a strong foundation for further study at AS and A Level as well as vocational pathways. The course will be specifically aimed at teaching digital photography but will touch on traditional skills too.

Additional Information:

Commitment and organisation is essential when studying this course. We also seek to enrich the curriculum through inviting artists or educators from industry, post-16 establishments, in addition to taking pupils on visits to post-16 providers and art galleries and spaces.

A £15 contribution is requested at the start of each year towards the cost of materials and printing.

<https://www.aqa.org.uk/subjects/art-and-design>



Key Content:

Component 1:	Component 2:
<p>What's assessed? Component 1: Portfolio of Work Pupils will study two projects during Years 10 and 11 which constitute Component 1. Pupils studying Photography will learn and develop techniques in location, studio and documentary photography. They will learn manual manipulation and digital editing techniques using a range of materials and through the use of Photoshop. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives.</p>	<p>What's assessed? Component 2: Externally set assignment AQA will provide a separate externally set assignment for Component 2 where pupils will select and respond to one starting point. This is released in the January of Year 11 and pupils will have a preparatory period of time, followed by a 10 hour exam of unaided, independent, focused study. This takes place under strict exam conditions. Pupils are awarded marks out of 96 for each component which fall into four assessment objectives.</p>
<p>Assessed Class work: Unlimited 60% of final grade.</p>	<p>Assessed Practical exam: 10 hours 40% of final grade.</p>



Next Steps:

This course is a strong foundation for further progression to Art, Craft and Design related courses such as A Level Photography, Art and Design and enhanced vocational and career pathways.

Career Links:

There are many careers that require creative and artistic skills including architecture, fashion design, advertising, media make-up and floristry. Photography can lead you onto careers such as photo journalism, production and marketing photography, sports photography, studio technician and photographer, film and television production.

Homework:

Pupils are required to spend time outside of lesson time completing unfinished work, photoshoots and presentation, They may also be given termly projects to complete independently to enhance their projects. KS4 pupils are offered extra-curricular catch-up sessions and these will become compulsory if a pupil fails to complete homework or complete class work.

Uniformed Services Diploma

Lead KS4 teacher for Uniformed Services: Steve Blackman



Exam Board: **NCFE**

74

Assessment:

There are a total of nine units each coming with its own assessment. You are assessed through both practical assessments and course work. Some examples of assessments include leading a group, an interview, and planning events. There are no exams for this option.

Subject Information:

Many of us know someone that has served in one of the many uniformed services and are aware of the important role they play within society. This course is for anyone that wishes to follow in their footsteps. So, if you have an interest in joining one of the armed services, police, fire service or the prison service, this course might be for you. This qualification prepares you for a future in one of the above services in an engaging and fun way. This qualification will:

- Focus on the study of the uniformed services.
- Offer breadth and depth of study, incorporating a key core of knowledge.
- Provide opportunities to acquire a number of practical and technical skills.
- Provide learners with an understanding of the uniformed public services sector.
- Provide learners with the opportunity to investigate career opportunities in the uniformed services and to prepare for a recruitment interview.
- Provide learners with an understanding of the personal commitment and fitness requirements needed to be employed in a uniformed service role.
- Provide learners with an understanding of the importance of health and hygiene for those in uniformed service roles.
- Provide learners with the opportunity to understand and develop the skills and qualities needed to work in a range of uniformed services, e.g. team work, communication, problem solving, navigation and drill.

Additional Information:

Trips over the two years include a visit to Portsmouth Historical Dockyard, a military training establishment and an adventure training provider. All trips are dependant on availability.

<https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-2-diploma-for-entry-to-the-uniformed-services-1016>

Key Content:

Units 1 - 9:

What's assessed?

Unit 1 Investigate employment in the uniformed services

Unit 2 Physical fitness for the uniformed services

Unit 3 Develop team working and problem solving skills

Unit 4 Health and safety in the uniformed services

Unit 5 Health and hygiene in the uniformed services

Unit 6 Follow uniformed service routine

Unit 7 Exploring equality and diversity for the uniformed services

Unit 8 Undertake adventurous activities

Unit 9 Participate in competitive sports

Assessed

100% Coursework

Next Steps:

Uniformed Services Level 3 or Policing Level 3 you can gain enough UCAS points to get in to university.

Career Links:

A future career in one of the uniformed services for example, any military service, Police, fire service or prison service.

Homework:

All homework is based around coursework, which is all available on Microsoft Teams.

