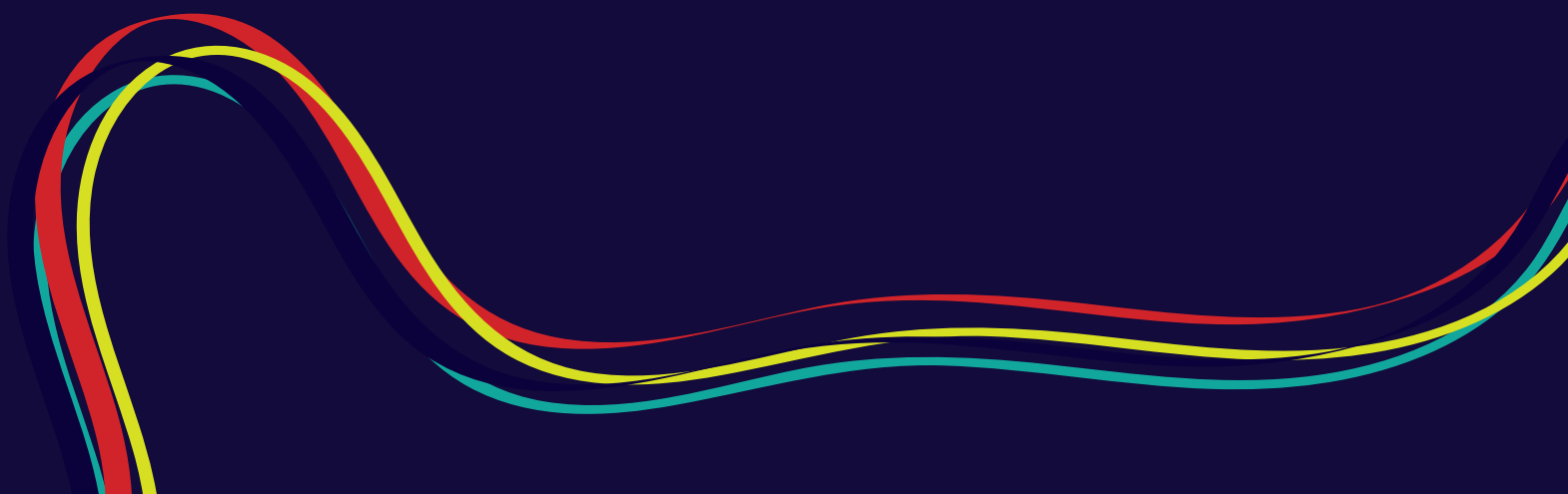




GCSE Options Booklet

A guide for parents and carers in supporting your child through the transition to KS4



Introduction

Dear parents and carers,

As you receive this booklet, your child is preparing to embark on what will be one of the most important periods in their educational life.

In their tenth year of schooling, students in the UK typically go from studying around a dozen subjects in Year 9 to around eight subjects the following September. This is the first step towards the increased specialisation of further academic study and, later, a clearer career pathway.

Since beginning secondary school, your child's curriculum has been delivered through the MYP framework, which places a strong emphasis on balance, depth of understanding, international-mindedness, and academic rigour. It is important that we honor our commitment to these principles through a KS4 curriculum that is equally balanced, outward facing and rigorous, as well as providing students with the best opportunities to be successful.

It is for this reason that, excepting those few cases where doing so would unfairly disadvantage students' chances to achieve elsewhere, the English Baccalaureate is compulsory for students in KS4 at LAB.

The English Baccalaureate (EBacc) requires that, in addition to the 'core' subjects (of English, Maths and Science), students select a humanities subject (Geography or History) and a modern foreign language (Spanish).

The EBacc ensures a balanced and rigorous curriculum; it builds on the subjects students have studied at KS3, therefore encouraging greater depth of understanding, and its content is outward facing. It also offers young people access to greater opportunities in further education, and the full range of employment options when they leave secondary school. It ensures students are not narrowing their options too early.

For some parents and carers, your child may know what they want to do in the future. Your child may even know which course they want to study at university, and subsequently, may find choosing their options subjects quite easy. For others, your child may have no idea what they want to do, or even if they want to go to university. Both of these situations are fine. In both cases, please be reassured that, by studying the EBacc, pathways are kept open such that when they are 16 or 18, or even later in life, your child can change direction should they so wish.

The academy is here to support you and your child, and receiving this options booklet and reading it thoroughly is just a small part of the extensive work we are doing to ensure that you are fully prepared for these decisions, and for Key Stage 4. Together, we will ensure the subjects your child studies over the next two years are the right ones.

Best wishes,

Dan Morrison
Vice Principal - Curriculum



The options process (key dates)

Year 9 parents and carers consultation evening	Wednesday, 9th February 2022
GCSE options evening (from 5.00pm-7.00pm)	Wednesday, 16th March 2022
GCSE options form goes live at 9.00am	Monday 28th March 2022
Deadline to submit GCSE options form	Friday, 29th April 2022

Making the right choices

DO choose a course because:

- You are passionate and enjoy the subject;
- You feel you are good at the subject and you try hard in it;
- You are aspirational and you want to keep future options open in this area;
- You are fully informed about the subject and you know what you will be studying and how you will be examined
- You have discussed it with your subject teachers
- You know you will work hard across the two years in this subject
- You want to achieve and excel in this subject

DO NOT choose a course because:

- Your friends are choosing it – it may not be right for you;
- You like a particular teacher – you may have a different teacher next year;
- You think it will be easy.



Understanding GCSEs

From 2018 traditional A*-G grades were replaced in all subjects by a numerical system that score pupils on a scale from 9-1. These GCSE courses are more challenging than ever, with all the exams set at the end of Year 11. Grade 9 is reserved for the very top tier of Y11 pupils nationally. Sometimes less than 5% of pupils will achieve a Grade 9 in a particular subject.

The courses and exams ensure that that pupils leave school better prepared for work or further study. They cover more challenging content and are designed to match standards in the strongest performing education systems elsewhere in the world.

Key points:

1. Since 2018, GCSEs in England have a 9 to 1 grading scale, to better differentiate between the highest performing pupils and distinguish clearly between the new and old exams.
2. Grade 9 is the highest grade and is awarded to fewer pupils than the previous A*.
3. The old and new GCSE grading scales do not directly compare but there are three points where they align, as the diagram shows:
The bottom of a grade 7 is aligned with the bottom of grade A;
The bottom of a grade 4 is aligned with the bottom of grade C;
The bottom of grade 1 is aligned with the bottom of a grade G 4.
4. The Department for Education recognises grade 4 and above as a 'standard pass'; this is the minimum level that pupils need to reach in English and Maths, otherwise they will need to continue to study these subjects as part of their post-16 education. There is no retake requirement for other subjects.
5. Employers, universities and colleges will continue to set the GCSE grades they require for employment or further study. Minimum requirements usually include grade 4 in English and maths.

More information:

<https://www.gov.uk/government/publications/gcse-new-grading-scale-factsheets>

<http://www.bbc.co.uk/news/education-40826391>

New grading structure	Old grading structure
9	A*
8	
7	A
6	B
5	
4	
3	C
2	D
	E
1	F
	G
U	U

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* Students only need to select one of the compulsory Humanities subjects.

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ENGLISH LANGUAGE

Exam board: Edexcel



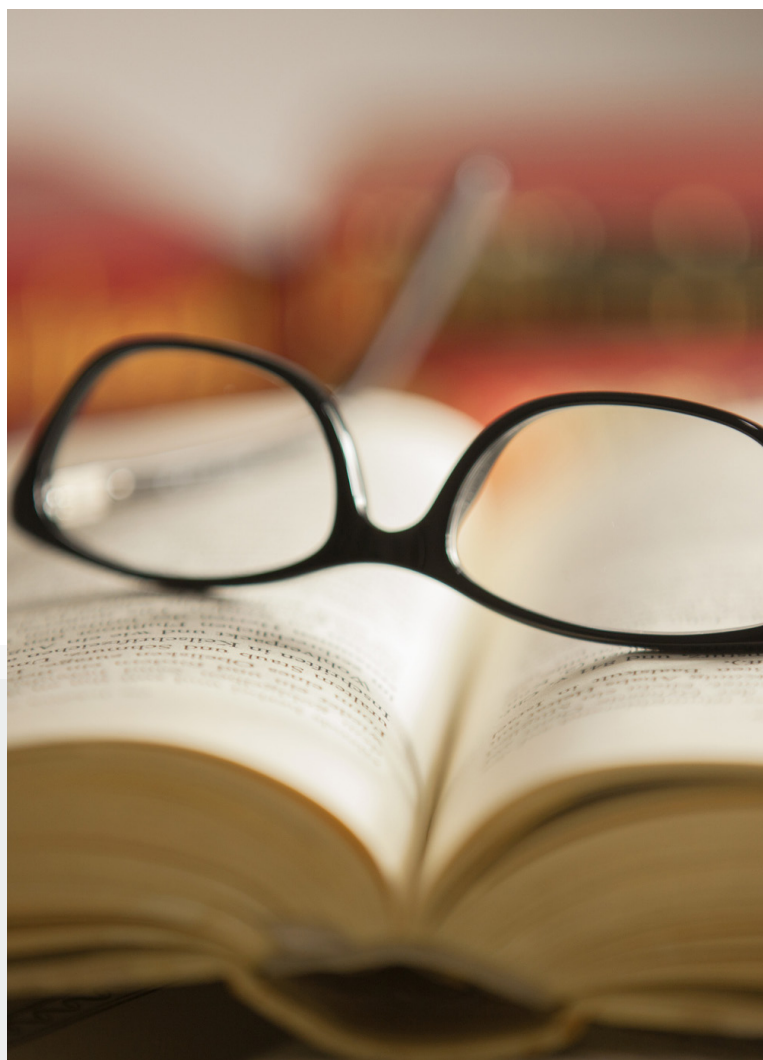
Course title	Exam board	Specification code	Website	Revision support
English Language	Edexcel	1EN0	Click here	A wide range of revision support is available.

How will I be assessed?

You will be assessed on the basis of two exams, taken at the end of Year 11.

The first exam (worth 40% of the GCSE) lasts 1 hour and 45 minutes, and requires that you answer a series of questions on a previously unseen 19th century fictional text; you will then be asked to produce your own piece of imaginative writing.

The second exam (worth 60% of the GCSE) lasts 2 hour and 5 minutes, and requires that you answer a series of questions on 2 previously unseen 20th century non-fiction texts; you will then be asked to produce your own piece of nonfiction writing.



What could I do next?

GCSE English Language equips students for further study at sixth form and university. It is also provides vital skills for life and work by developing students' ability to understand the written word with clarity and communicate their own views with precision. These skills are relevant in all career paths and essential in many. Indeed, English Language is the most commonly-quoted qualification for jobs, courses and promoted posts across the country.

Is there anything else I need to know?

GCSE English Language require a well-honed set of exam skills, developed through lots of in-class reading and extensive exam practise. If you work hard, ask lots of questions and listen attentively, you will achieve!

ENGLISH LANGUAGE

Exam board: Edexcel



What will I learn?

Topic	Knowledge	Skills
Fiction and Imaginative Writing	<ul style="list-style-type: none">• Knowledge of the stylistic conventions and historical context of 19th century fictional writing;• Knowledge of the rules governing a wide range of punctuation, including quotation marks;• Knowledge of the rules governing the full range of sentence structures and paragraph types;• Knowledge of a wide range of literary and structural features used by writers to create meaning.	<ul style="list-style-type: none">• How to select and synthesise evidence from different texts;• How to analyse writers' use of language and structural features to achieve effects and influence readers;• How to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation• How to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms of fiction, purposes and audiences;• How to organise information and ideas, using structural and grammatical features to support coherence and cohesion of fictional texts.
Non-fiction and Transactional Writing	<ul style="list-style-type: none">• Knowledge of the stylistic conventions of a range of non-fiction writing;• Knowledge of the rules governing a wide range of punctuation, including quotation marks;• Knowledge of the rules governing the full range of sentence structures and paragraph types;• Knowledge of a wide range of rhetorical and structural features used by writers to create meaning.	<ul style="list-style-type: none">• How to compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts;• How to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation;• How to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms of non-fiction, purposes and audiences;• How to organise information and ideas, using structural and grammatical features to support coherence and cohesion of non-fiction texts;• How to use information provided by others to write in different non-fiction forms; maintaining a consistent point of view across a text• How to write for impact; selecting, organising and emphasising facts, ideas and key points; and using language creatively and persuasively, including rhetorical devices.

ENGLISH LITERATURE

Exam board: Edexcel



Course title	Exam board	Specification code	Website	Revision support
English Language	Edexcel	1ET0	Click here	A wide range of revision support is available.

How will I be assessed?

You will be assessed on the basis of two exams, taken either at the end of Year 10 or Year 11.

The first exam (worth 50% of the GCSE) lasts 1 hour and 45 minutes, and requires that you study a Shakespeare play and a post-1914 British play or novel. It is a closed book exam which means texts are not allowed in the examination.

Section A of the exam will be based on a Shakespeare play and will comprise a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.

Section B of the exam will be based on a post-1914 British play or novel and require you to answer one essay question.

The second exam (worth 50% of the GCSE) lasts 2 hour and 15 minutes, and requires that you study a 19th-century novel and a poetry collection from the Pearson Poetry Anthology. It is a closed book exam which means texts are not allowed in the examination.

Section A of the exam will be based on your study of a 19th century novel comprising a two part question, with the first part focused on an extract of approximately 400 words. The second part is an essay question exploring the whole text.

Section B of the exam will be split into two parts. Part 1 requires that you answer one question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. The named poem will be shown in the question paper. Part 2 requires that you answer one question comparing two unseen contemporary poems.



What could I do next?

GCSE English Literature equips students for further study at sixth form and university. It also provides vital skills for life and work by developing students' ability to understand the written word with clarity and to challenge the world around them. With exposure to a wide range of classic literature students, with a good understanding, will be able to make connections across their reading. The course enables students to read in depth, critically and evaluatively, which are skills necessary for any job. It also encourages students to acquire and use a wide vocabulary.

Is there anything else I need to know?

GCSE English Literature is a joyous subject; English lessons so far have been leading you up to this very point. You will continue to develop the habit of reading widely and often and develop an appreciation of the depth and power of the English literary heritage. This qualification allows you to make sense of the world around you!

ENGLISH LITERATURE

Exam board: Edexcel



What will I learn?

Topic	Knowledge	Skills
Plays and Prose	<ul style="list-style-type: none">• The author's own life and individual situation in relation to the text• The historical setting, time and location of the text• The social and cultural contexts (e.g., attitudes in society).• The literary context of the text, for example, literary movements or genres.• The way in which texts are received and engaged with by different audiences, at different times.	<ul style="list-style-type: none">• How to maintain a critical style and develop an informed personal response;• How to use textual references, including quotations, to support and illustrate interpretations;• How to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate• Show understanding of the relationships between texts and the contexts in which they were written;• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
19th Century Prose and Unseen Poetry	<ul style="list-style-type: none">• Knowledge of the stylistic conventions of a range of 19th century fiction writing;• Knowledge of the stylistic conventions of a range of poetry;• Knowledge of the literary context of the text.	<ul style="list-style-type: none">• How to compare writers' ideas and perspectives, as well as how these are conveyed, across two poems;• How to compare and contrast texts studied critically, and refer where relevant to theme, characterisation, context (where known), style and literary quality.

MATHS

Exam board: Edexcel



Course title	Exam board	Specification code	Website	Revision support
Maths	Edexcel	1MA1	Click here	CGP Foundation Revision Guide CGP Higher Revision Guide Hegarty Maths

How will I be assessed?

You will be entered for either Foundation or Higher Tier and assessed on the basis of three exams, taken at the end of year 11.

Regardless of the tier, the three equally weighted papers carry the same format:

- Paper 1 - Non-calculator, 90 minutes, 80 marks
- Paper 2 & 3 - Calculator, 90 minutes each, 80 marks each

Any of the papers can contain any topic, although some topics to be assessed fully require a calculator and will only appear in a certain format on Paper 2 & 3.

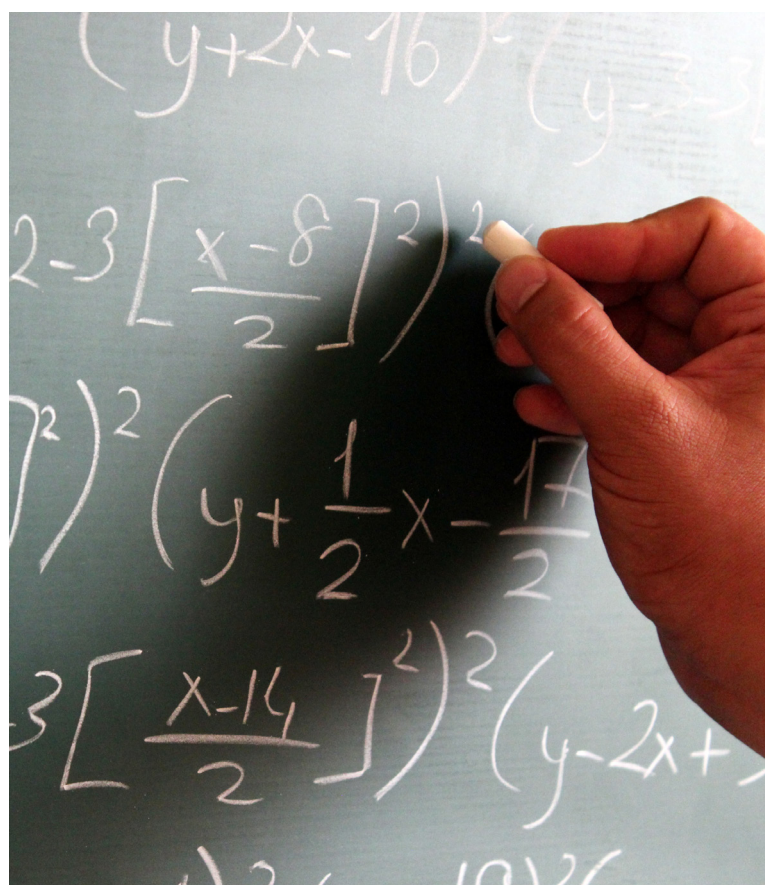
Foundation Tier is graded 1 - 5, Higher Tier is graded 4 - 9 (although a grade 3 is allowed).

What could I do next?

GCSE Maths is useful regardless of the job, career or further study you pursue. Indeed the vast majority of jobs and educational courses expect you to be numerate and competent with basic mathematical skills.

Careers that specifically require maths range from medicine and forecasting the weather (meteorologist), to working in fashion design and finance.

Subjects that require a lot of mathematical knowledge include business, economics, all the sciences, geography, psychology and sociology.



Is there anything else I need to know?

Students that excel in mathematics could be entered for an additional GCSE in mathematics called Further Maths that acts as additional preparation for Key Stage 5 Mathematics.

All students are required to have a scientific calculator for their lessons and final exams.

MATHS

Exam board: Edexcel



What will I learn?

Everything you will be taught can be found in the specification linked above and is organised into the following strands and weightings.

(The weightings vary from year to year which is why there is a percentage range for each topic.)

Tier	Topic area	Weighting
Foundation	Number	22-28%
	Algebra	17-23%
	Ratio, Proportion, and Rates of change	22-28%
	Geometry and Measures	12-18%
	Statistics and Probability	12-18%
Higher	Number	12-18%
	Algebra	27-33%
	Ratio, Proportion, and Rates of change	17-23%
	Geometry and Measures	17-23%
	Statistics and Probability	12-18%

COMBINED SCIENCE

Exam board: AQA



Course title	Exam board	Specification code	Website	Revision support
GCSE Combined Science	AQA	8464	Click here	CGP Revision Guide Seneca Learning Support

Combined Sciences is a Core Subject (meaning that it is compulsory), where students continue to study Science from all three disciplines to obtain two GCSEs.

The content in Combined Science is explained further below, but is designed to encompass a breadth of content in order to provide pupils with robust scientific knowledge and skill set for later life and further study post -16.

The majority of GCSE students nationally study Combined Sciences.

How will I be assessed?

There are six papers: two biology, two chemistry and two physics.

Biology element- 2 papers

- 2 written exams: each 1 hour 15 minutes (Foundation and Higher Tier)
- 70 marks each
- 16.7% of GCSE each paper

Chemistry element- 2 papers

- 2 written exams: each 1 hour 15 minutes (Foundation and Higher Tier)
- 70 marks each
- 16.7% of GCSE each paper

Physics element- 2 papers

- 2 written exams: each 1 hour 15 minutes (Foundation and Higher Tier)
- 70 marks each
- 16.7% of GCSE each paper

Each of the papers will assess knowledge and understanding from distinct topic areas, asking multiple choice, structured, closed short answer, and open response questions.

40% of marks will be based on demonstrating knowledge and understanding; 40% of marks will be based on applying that knowledge and understanding and 20% on analysing given information and ideas. There is also a significant maths/numeracy component to the examinations. (Overall 20% of marks will be derived from numeracy based questions (10% from Biology, 20% from Chemistry and 30% from Physics).



COMBINED SCIENCE

Exam board: AQA



What will I learn?

Topic	Knowledge
Biology	<ul style="list-style-type: none">• Cell Biology• Organisation• Infection & response• Bioenergetics• Homeostasis & Response• Inheritance variation and evolution• Ecology
Chemistry	<ul style="list-style-type: none">• Atomic structure & the periodic table• Bonding, structure and the properties of matter• Quantitative chemistry• Chemical changes• Energy changes• The rate and extent of chemical change• Organic chemicals• Chemical analysis• Chemistry of the atmosphere• Using resources
Physics	<ul style="list-style-type: none">• Energy• Electricity• Particle model of matter• Atomic structure• Forces• Waves• Magnetism and electromagnetism

What could I do next?

GCSE Combined Science equips students for further study at sixth form and university. It is not necessary to study Separate Sciences in order to take a Science at A-Level or University. It is much more important to have higher quality grades rather than a higher quantity of grades.

KS4 Science provides students with a wide array of scientific knowledge about the world and universe around us. It enables students to identify, describe, explain, link, analyse and evaluate evidence and experience working with the scientific method to promote scientific study and instill these skills, necessary in all evidence based disciplines. Science promotes the use of numeracy and literacy to enable students to articulate, comment on and to prove evidence/data. It also requires students to consider

the social, economic, environmental and ethical implications surrounding relevant aspects of science and to promote responsible and critical thinkers. Pupils also need to discuss and evaluate different viewpoints with their peers whilst considering their own views and those of others with regards to key philosophical questions. Finally, Science builds pupils' communication, teamwork and leadership skills through group work and discussion exercises throughout the curriculum.

Is there anything else I need to know?

GCSE Sciences requires an extensive set of practical skills. There is therefore a required practical element that is not explicitly assessed but compulsory, and will be met repeatedly throughout the course.

SPANISH

Exam board: AQA



Course title	Exam board	Specification code	Website	Revision support
Spanish	AQA	8698	Click here	AQA Revision Guide Seneca Learning Support

How will I be assessed?

You will be assessed on the basis of four exams, taken at the end of Year 11. GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

Listening exam:

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

Questions: Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally

Speaking exam:

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation and Higher Tier)
- 25% of GCSE

Questions: Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Reading exam:

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation and Higher Tier)
- 25% of GCSE

Questions: Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally
- Section C – translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)

Writing exam:

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation and 60 marks at Higher Tier
- 25% of GCSE

Questions:

Foundation Tier:

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier:

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks

SPANISH

Exam board: AQA



What will I learn?

Theme 1: Identity and culture		
Topic 1	<ul style="list-style-type: none"> Me, my family and friends 	<ul style="list-style-type: none"> Relationships with family and friends Marriage/Partnership
Topic 2	<ul style="list-style-type: none"> Technology in everyday life 	<ul style="list-style-type: none"> Social Media Mobile Technology
Topic 3	<ul style="list-style-type: none"> Free-time activities 	<ul style="list-style-type: none"> Music Cinema and TV Food and eating out Sport
Topic 4	<ul style="list-style-type: none"> Customs and festivals in Spanish speaking countries 	
Theme 2: Local, national, international and global areas of interest		
Topic 1	<ul style="list-style-type: none"> Home, town, neighbourhood and region 	
Topic 2	<ul style="list-style-type: none"> Social issues 	<ul style="list-style-type: none"> Charity/Voluntary work Healthy/Unhealthy living
Topic 3	<ul style="list-style-type: none"> Global issues 	<ul style="list-style-type: none"> The environment Poverty/Homelessness
Topic 4	<ul style="list-style-type: none"> Travel and tourism 	
Theme 3: Current and future study and employment		
Topic 1	<ul style="list-style-type: none"> My studies 	
Topic 2	<ul style="list-style-type: none"> Life at school/college 	
Topic 3	<ul style="list-style-type: none"> Education post-16 	
Topic 4	<ul style="list-style-type: none"> Jobs, career choices and ambitions 	

SPANISH

Exam board: AQA



What could I do next?

Spanish GCSE will enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

It will be a key course to help you stand out in applications for Sixth Form, University and future jobs. At university, you will be able to continue your language studies as it is offered in conjunction with many other degrees; for example, Business management, English Literature, Law, Politics, Film, Mathematics, etc.

If you would like more information about what degrees you can do, please visit the [WhatUni website](#).

You can also find careers information [here](#).

At LAB we are passionate about the benefits that learning a language can bring and we strongly believe in languages as a skill for life and something students should enjoy and find rewarding when communicating with native speakers in interaction in their own country or their travels abroad.

Is there anything else I need to know?

To be successful in Spanish GCSE you need to revise vocabulary little and often, have awareness on how to improve your spoken and written language and be willing to make mistakes in order to progress further.



HISTORY

Exam board: Edexcel



Course title	Exam board	Specification code	Website	Revision support
History	Edexcel	1HI0	Click here	CGP Revision Guide Seneca Learning Support

How will I be assessed?

You will be assessed on the basis of three exams, taken at the end of Year 11.

The first exam (worth 30% of the GCSE) lasts 1 hour and 15 minutes, and requires that you answer a series of questions on a thematic study; you will also be asked to answer source questions on a related historic environment.

The second exam (worth 40% of the GCSE) lasts 1 hour and 45 minutes, and requires that you answer a series of questions on a British Depth Study; you will then be asked to answer a series of questions on a modern Period Study.

The third exam (worth 30% of the GCSE) lasts 1 hour and 20 minutes, and requires that you answer a series of questions on a non-British modern depth study.



What could I do next?

GCSE History can be useful in many job families including those linked with law, journalism and publishing, marketing, sales and advertising, arts, crafts and design, broadcast media and performing arts, leisure, sport and tourism, as well as education and training.

Related subjects include geography, archaeology, history of art, law, sociology, philosophy, psychology, government and politics, global studies, social biology, economics and religious studies.

Is there anything else I need to know?

GCSE History requires considerable reading and extended writing, especially in exams.

HISTORY

Exam board: Edexcel



What will I learn?

Topic	Knowledge	Skills
<p>Medicine in Britain c.1250 - present and The British sector of the Western Front</p>	<ul style="list-style-type: none"> • Knowledge of Medicine in medieval England including the Black Death; • Knowledge of the Medical Renaissance in England including the Great Plague; • Knowledge of Medicine in eighteenth- and nineteenth-century Britain including Cholera in London; • Knowledge of Medicine in modern Britain including Penicillin and Lung Cancer; • Knowledge of the British sector of the Western Front, 1914–18: injuries, treatment and the trenches; • Knowledge, selection and use of sources for historical enquiries. 	<ul style="list-style-type: none"> • How to demonstrate knowledge and understanding, with questions focusing on similarity and difference, and change and continuity. This may include turning points (significance), extent of, and causes or consequences of change; • How to analyse, evaluate and use contemporary sources to make substantiated judgements. • How to identify and use sources relevant to this historic environment for enquiries. • How to construct logical chains of reasoning and make connections between the elements in extended writing questions; • How to justify your arguments by examining evidence and creating a supported judgement.
<p>Early Elizabethan England 1558-88 and Superpower relations and the Cold War, 1941-91</p>	<ul style="list-style-type: none"> • Knowledge of Elizabeth's early reign: Queen, government and religion, 1558–69; • Knowledge of challenges to Elizabeth at home and abroad, 1569–88; • Knowledge of Elizabethan society in the Age of Exploration, 1558–88; • Knowledge of the increasing East-West tension and the origins of the Cold War, 1941–58; • Knowledge of Cold War crises, 1958–70 including the Berlin Crisis; • Knowledge of the end of the Cold War, 1970-91 including Détente and the collapse of the USSR. 	<ul style="list-style-type: none"> • How to demonstrate knowledge and understanding of early Elizabethan England. Questions will target key features and causation, and may also target other second order concepts (change, continuity, consequence, similarity, difference, significance); • How to demonstrate knowledge and understanding of the Cold War. Questions will target: consequence, significance and analytical narrative; • How to construct logical chains of reasoning and make connections between the elements in extended writing questions; • How to justify your arguments by examining evidence and creating a supported judgement.

HISTORY

Exam board: Edexcel



What will I learn?

Topic	Knowledge	Skills
<p>Weimar and Nazi Germany, 1919-39</p>	<ul style="list-style-type: none"> • Knowledge of the Weimar Republic including the Impact of World War One, 1919-1929; • Knowledge of Hitler's rise to power, 1919-33, including the Wall Street Crash; • Knowledge of Nazi control and dictatorship, 1933-39, including the role of the police state. • Knowledge of Life in Nazi Germany, 1933-39, including the persecution of minorities. 	<ul style="list-style-type: none"> • How to demonstrate knowledge that illustrates an understanding of causation. • How to analyse and evaluate contemporary sources and later interpretations based on evidence from the period of Weimar and Nazi Germany. • How to decide which evidence to use to reach judgements. How to support answers with precise evidence and consider ways in which evidence could give rise to and support different interpretations. • How to evaluate given interpretations using their own knowledge of the period. • How to construct logical chains of reasoning and make connections between the elements in extended writing questions; • How to justify your arguments by examining evidence and creating a supported judgement.

GEOGRAPHY

Exam board: AQA



Course title	Exam board	Specification code	Website	Revision support
Geography	AQA	8035	Click here	CGP Revision Guide Seneca Learning Support

How will I be assessed?

You will be assessed on the basis of three exams, taken at the end of Year 11.

The first exam (worth 35% of the GCSE) lasts 1 hour and 30 minutes, and requires that you answer a series of questions about how people live with the physical environment.

The second exam (worth 35% of the GCSE) lasts 1 hour and 30 minutes, and requires that you answer a series of questions about the challenges people face in the human environment.

The third exam (worth 30% of the GCSE) lasts 1 hour and 15 minutes, and requires that you answer questions that show your understanding of the interrelationships between different aspects of geographical study. Two pieces of fieldwork are completed in advance for this examination.

What could I do next?

GCSE Geography enables students to develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts. Students will be able to apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts and to contemporary situations and issues. They will also be able to develop well-evidenced arguments drawing on their geographical knowledge and understanding.

Geography can be useful in many different job families such as environmental science, engineering and manufacturing, animals, agriculture, plants and land, construction, leisure, sport and tourism, transport and logistics.



GEOGRAPHY

Exam board: AQA



What will I learn?

Topic	Knowledge	Skills
Living with the physical environment	<ul style="list-style-type: none"> • Knowledge of the the challenge of natural hazards including earthquakes; • Knowledge of the the living world including ecosystems and tropical rainforests; • Knowledge of the physical landscapes in the UK; • Knowledge of a wide range of geographical skills. 	<ul style="list-style-type: none"> • How to demonstrate knowledge of locations, places, processes, environments and different scales; • How to demonstrate geographical understanding of concepts, environments and processes and the interrelationships between places, environments and processes ; • How to apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements; • How to select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings;
Challenges in the human environment	<ul style="list-style-type: none"> • Knowledge of urban issues and challenges including sustainability; • Knowledge of the the changing economic world including the causes of unequal development; • Knowledge of the challenge of resource management including the significance of food, water and energy; • Knowledge of a wide range of geographical skills. 	<ul style="list-style-type: none"> • How to construct logical chains of reasoning and make connections between the elements in extended writing questions; • How to justify your arguments by examining evidence and creating a supported judgement; • How to use a range of vocabulary and sentence structures for clarity, with accurate spelling and punctuation.
Geographical applications	<ul style="list-style-type: none"> • Knowledge of issue evaluation including secondary source evaluation; • Knowledge of fieldwork, geographical skills and data handling. 	

BUSINESS

Exam board: AQA



Course title	Exam board	Specification code	Website	Revision support
Business	AQA	8132	Click here	GCSE Pod Paper 1 GCSE Pod Paper 2

How will I be assessed?

You will be assessed on the basis of two exams, taken at the end of year 11.

The first exam (worth 50% of the GCSE) lasts 1 hour and 45 minutes, and requires that you answer a series of multiple choice questions before responding to two case studies. This will assess you on the following topics: Business in the real world; Influences on business; Business operations and Human resources.

The second exam (also worth 50% of the GCSE) lasts 1 hour and 45 minutes, and is structured similarly to the first (requiring that you answer a series of multiple choice questions before responding to two case studies). This will assess you on the following topics: Business in the real world; Influences on business; Marketing and Finance.



What could I do next?

A GCSE in Business Studies allows students to understand more about the business world and motivates and challenges students, preparing them to make informed decisions about further study and career pathways. Students can progress from this qualification to a number of different academic and vocational qualifications, including A-Levels and a Diploma Programme course in Business and/ or Economics.

GCSE Business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training such as banking, sales, product management and general management.

Is there anything else I need to know?

GCSE Business requires a strong knowledge base, developed through lots of independent study and extensive exam practise. If you work hard, revise regularly and listen attentively, you will achieve!

BUSINESS

Exam board: AQA



What will I learn?

Topic	Knowledge	Skills
3.1 Business in the Real World	<ul style="list-style-type: none"> • The purpose of business; • Sole traders; • Partnerships; • Private limited companies; • Public limited companies; • Not-for-profit organisations; • What are business aims and objectives; • Main stakeholders of businesses; • Objectives of stakeholders; • Impact of business activity on stakeholders; • Impact and influence stakeholders have on businesses; • The main sections within a business plan • Economies of scale; • Diseconomies of scale. 	<ul style="list-style-type: none"> • Understand what a business is and the reasons for starting a business; • understand the difference between goods and services, needs and wants; • understand the meaning of factors of production; • evaluate which legal structure would be most appropriate for a variety of business examples; • understand the main aims and objectives for businesses: • understand what is meant by a stakeholder and who the main stakeholders of a business are, including owners, employees, customers, local community and suppliers; • understand the impact and influence stakeholders have on businesses and their objectives and how businesses may face conflict between stakeholders; • analyse the benefits and drawbacks of business planning; • discuss the advantages and disadvantages of methods of growth.
3.2 Influences on Business	<ul style="list-style-type: none"> • E-commerce; • Digital communication; • Ethical considerations; • Interest rates; • Level of employment; • Consumer spending; • Employment law; • Health and Safety law; • Consumer law; • Impact on businesses of operating in competitive markets; • Uncertainty and risks businesses face. 	<ul style="list-style-type: none"> • understand the impact of the changing use of ICT and how it influences business activity; • be able to identify and analyse where there may be a possible trade off between ethics and profit; • demonstrate and understand how businesses might be affected by changes in the rate of interest; • demonstrate knowledge and understanding of globalisation and the benefits and drawbacks that it offers UK businesses; • be able to analyse potential impacts of competition on businesses and identify situations when businesses face minimal or no competition.

BUSINESS

Exam board: AQA



What will I learn?

Topic	Knowledge	Skills
3.3 Business Operations	<ul style="list-style-type: none"> • Methods of production; • Efficiency in production; • Managing stock; • Factors affecting choice of suppliers; • The effects of procurement and logistics on a business; • The value of effective supply chain management; • Costs and benefits of maintaining quality. 	<ul style="list-style-type: none"> • consider how production might be made more efficient by the use of lean production techniques; • be able to evaluate the use of managing stock to a given business; • be able to analyse the factors that affect the choice of supplier for a given business; • be able to evaluate how businesses identify quality problems and the consequences of these issues; • understand the sales process; • be able to understand the importance of providing good service to customers and analyse the techniques businesses use to provide good customer service.
3.4 Human Resources	<ul style="list-style-type: none"> • Organisational structures; • Appropriateness of organisational structures; • Centralisation and decentralisation; • The need for recruitment; • Methods of recruitment and selection of employees; • Contracts of employment; • Importance of motivation in the workforce; • Methods to motivate staff; • Importance of training the workforce; • Types of training undertaken by businesses. 	<ul style="list-style-type: none"> • understand why businesses have internal organisational structures; • evaluate the impact that having a tall or flat organisational structure has on how a business is managed; • understand the difference between internal and external recruitment and the benefits and drawbacks of each approach; • outline the main stages in the recruitment and selection process, including an understanding of job analysis, job description, person specification, and selection methods; • analyse the benefits of having an effective recruitment and selection process for a business, including high productivity, high quality output or customer service and staff retention; • understand the difference between part time and full time contracts, job share and zero hour contracts; • understand the benefits of full and part time employment.

BUSINESS

Exam board: AQA



What will I learn?

Topic	Knowledge	Skills
3.5 Marketing	<ul style="list-style-type: none"> Types of segmentation; Purpose of market research; Pricing methods; Product differentiation; The product life cycle; Promotional methods. 	<ul style="list-style-type: none"> understand how and why different businesses use segmentation; understand why businesses conduct market research; have an understanding of the main features of pricing methods; appreciate the significance of having a USP in a competitive market and the importance of a good brand image; appreciate the benefits and drawbacks of promotional methods used by businesses; be able to analyse factors influencing the selection of the promotion mix to assess their suitability for a given business.
3.6 Finance	<ul style="list-style-type: none"> Methods businesses use to raise finance; Appropriateness of sources of finance; Importance of cash to businesses; Interpreting cash flow forecasts; Difference between cash and profit; Basic financial terms; Basic financial calculations; Average rate of return; Break-even; Purpose of financial statements. 	<ul style="list-style-type: none"> understand the main internal and external sources of finance available; evaluate the suitability of sources of finance for new and established businesses; evaluate possible solutions to cash flow problems; understand the difference between variable costs, fixed costs and total costs; understand the concept of revenue, costs, profit and loss; identify the break-even level of output and margin of safety from a break-even chart; evaluate the value of using break-even analysis to a business; identify the main components of the income statement and the statement of financial position; make judgements on the performance of a business through the interpretation of the information contained in income statements; calculate gross profit margin and net profit margin to help assess financial performance.

COMPUTER SCIENCE

Exam board: OCR



Course title	Exam board	Specification code	Website	Revision support
Computer Science	OCR	J276	Click here	A wide range of revision support will be available.

How will I be assessed?

Assessment 1: 1.30min written paper - 50% of the total GCSE

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 System software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

Assessment 2: 1.30min written paper - 50% of the total GCSE

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

Is there anything else I need to know?

The GCSE Computer Science course includes significant mathematical content.



What could I do next?

- Studying Computer Science empowers you to solve complex, challenging problems, enabling you to make a positive difference in the world.
- Computing jobs often come with high salaries.
- Computing skills are essential in a wide range of professions, from astronomy to financial analysis – not just in IT related jobs!
- There are many opportunities for travel and/ or remote working for people with high-level computing skills.
- Studying Computer Science can significantly improve performance in other academic subjects.
- The future possibilities for people with Computer Science skills are unlimited, and these skills are only going to become more important.
- Computers are everywhere so understanding them puts you in charge of your world.

COMPUTER SCIENCE

Exam board: OCR



What will I learn?

Topic	Knowledge	Skills
Computer systems	<ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns 	<p>Introduces students to the:</p> <ul style="list-style-type: none"> • central processing unit (CPU) • computer memory and storage • wired and wireless networks • network topologies • system security and system software <p>It also looks at ethical, legal, cultural and environmental concerns associated with computer science.</p>
Computational thinking, algorithms and programming	<ul style="list-style-type: none"> • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation 	<p>Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking, this includes:</p> <ul style="list-style-type: none"> • algorithms • programming techniques • producing robust programs • computational logic • translators and data representation <p>The skills and knowledge developed within this component will support the learner when completing the Programming Project.</p>
Programming Project	<ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions 	<ul style="list-style-type: none"> • Students use OCR Programming Project tasks to develop their practical ability in the skills developed in components 01 and 02. • They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria. • Students then code their solutions in a suitable programming language, and check its functionality using a suitable and documented test plan. • Finally they will evaluate the success of their solution and reflect on potential developments for the future.

DESIGN AND TECHNOLOGY

Exam board: OCR



Course title	Exam board	Specification code	Website	Revision support
Design and Technology	OCR	J310	Click here	OCR Revision Guide Seneca Learning Support

How will I be assessed?

You will be assessed on two units: one exam, taken at the end of Year 11, and a practical project that follows the design process (investigation, research, designing, prototyping, manufacture and evaluating).

Exam Unit: This component brings together the learners 'core' and 'in-depth' knowledge and understanding.

- 'Core' knowledge of Design and Technology principles demonstrates students' broad understanding of principles that all learners should have across the subject.
- 'In-depth' knowledge allows students to focus on at least one main material category, or design engineering.
- The question paper is split into two sections. A minimum of 15% of the paper will assess students' mathematical skills as applied within a design and technology context.

NEA (Controlled Assessment - Project): This component offers the opportunity for students to demonstrate understanding of and skills in iterative designing, in particular:

- the interrelated nature of the processes used to identify needs and requirements (explore)
- creating solutions to meet those needs (create)
- evaluating whether the needs have been met (evaluate).
- students will produce a portfolio and one final prototype(s).

Each unit is worth 50% of the final GCSE grade.

The project will start in Year 10 and will be related to solving a real life problem.

What could I do next?

- GCSE Design and technology allows students to access a range of pathways. For example further study at sixth form and university. It also opens up a range of possibilities with Technical Apprenticeships.
- GCSE Design and Technology offers an opportunity for students to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests.
- This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Students will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Is there anything else I need to know?

- The GCSE Design and Technology course will require you to apply your scientific and mathematical knowledge to solving problems.
- Students will be required to have good organisation, communication and time management skills in order to complete the practical element of the project.

DESIGN AND TECHNOLOGY

Exam board: OCR



What will I learn?

Topic	Knowledge	Skills
Core knowledge and understanding	<p>Students will build in-depth knowledge, understanding and design development skills that relate to one or more of the following main categories of materials:</p> <ul style="list-style-type: none"> • Woods • Metals • Plastics • Papers and boards • Textiles • Electronic components • Smart materials 	<p>Application of this understanding will be applied to both units of the course:</p> <ul style="list-style-type: none"> • Exam • NEA - Controlled Assessment - Project
Principles of design and technology (01) (Exam)	<p>This includes both the 'core' principles that all students must know, and 'in-depth' principles that are more specific to the materials or systems they have deeper practical and design experience of.</p> <p>For a number of these principles, mathematical and/or scientific knowledge is also required.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Analyse existing products • Demonstrate applied mathematical skills • Demonstrate their 'core' design and technical knowledge and understanding • Demonstrate and apply their in-depth technical knowledge of working with materials, ensuring functionality of products or systems and manufacturing processes and techniques.
Iterative design challenge (NEA - Non Examined Assessment - Project)	<p>A key component that the students will be required to know and understand is the iterative design process.</p> <p>This includes both the 'core' principles that all students must know, and 'in-depth' principles that are more specific to the materials or systems they have deeper practical and design experience of.</p> <p>For a number of these principles, mathematical and/or scientific knowledge is also required.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Analyse existing products • Demonstrate applied mathematical skills • Demonstrate their 'core' design and technical knowledge and understanding • Demonstrate and apply their in-depth technical knowledge of working with materials, ensuring functionality of products or systems and manufacturing processes and techniques.

DRAMA

Exam board: AQA



Course title	Exam board	Specification code	Website	Revision support
Drama	AQA	8261	Click here	BBC Bitesize Revision Drama Revision Guide

How will I be assessed?

You will be assessed on the basis of three components.

The first component is an exam (worth 40% of the GCSE) lasts 1 hour and 45 minutes, and requires that you answer a series of questions on a given extract from a play you have studied and one question (from a choice) on the work of theatre makers in a single live theatre production you have studied.

The second is a coursework component (worth 40% of the GCSE) comprising of a performance, coupled with an analysis and evaluation, all detailed in a written log which represents your development as a dramatist.

The third component (worth 20% of the GCSE) is a performance of two extracts from one play.



Is there anything else I need to know?

If you are considering a career in Drama there are lots of opportunities you may wish to explore (for more information go to www.unifrog.org). Creative types might enjoy roles such as directing, playwriting or theatre design, while practical people are needed for jobs such as lighting technician or stage crew member. Finally, showbusiness is just that – a business, which requires producers and marketing staff to make sure that tickets sell! However, even if you do not intend to pursue a career in Drama, don't underestimate the value of a GCSE in Drama. The subject is an engaging gateway to expression and will affect the way you interact with, and the way you are received, in the world.

What could I do next?

GCSE Drama is a valuable foundation for students looking to progress to studying Theatre Studies at Key Stage 5. Beyond that, achieving a GCSE in Drama teaches students to collaborate with others, and to think analytically and evaluate effectively, as well as to gain the confidence to pursue their own ideas, reflect and refine their efforts. Students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

DRAMA

Exam board: AQA



What will I learn?

Topic	Knowledge	Skills
Understanding Drama	<ul style="list-style-type: none">• Characteristics of performance texts and dramatic works;• Social, cultural and historical contexts of the plays studied;• Performance conventions.	<ul style="list-style-type: none">• How to analyse and evaluate the work of live theatre makers, included how a play can be interpreted; the skills demonstrated by the performers and how successfully meaning was communicated to the audience;• the design skills demonstrated in a production.
Devising Drama	<ul style="list-style-type: none">• The roles and responsibilities of theatre makers in contemporary professional practice.	<ul style="list-style-type: none">• How to design and construct the design skills demonstrated in a production.
Creating Drama	<ul style="list-style-type: none">• Drama and theatre terminology and how to use this appropriately.	<ul style="list-style-type: none">• How to commit dialogue to memory for devised performances;• Develop the ability to interpret and/ or create and perform a character as appropriate to the demands of the performance;• Develop a range of vocal skills and techniques;• Develop a range of physical skills and techniques;• Develop an appropriate performer/ audience relationship and ensure sustained engagement throughout the performance.

FOOD PREPARATION & NUTRITION

Exam board: OCR



Course title	Exam board	Specification code	Website	Revision support
Food Preparation and Nutrition	OCR	J309	Click here	OCR Revision Guide GCSE Pod

How will I be assessed?

The course is made up of three units. The externally set exam and two controlled assessments (set by the exam board) that are made up of written and practical outcomes in the form of an investigative report and a 3 course meal respectively.

Food Preparation Task (up to 3 hours)

- NEA in-school practical (release date on 1st November, 2023)
- 105 marks
- 35% weighting

Food Investigation Task

- NEA in-school investigation (release date on 1st September, 2023)
- 45 marks
- 15% weighting

Written Examination (90 minutes)

- External Assessment
- 150 marks
- 50% weighting

Is there anything else I need to know?

The GCSE Food Preparation and Nutrition course will require you to apply your scientific and mathematical knowledge to dish purchasing and preparation.

The course is predominantly theory-based and there is a significant amount of writing and revision involved.

Students will be required to have good organisation, communication and time management skills in order to complete the practical element of the project.



What could I do next?

GCSE Food Preparation and Nutrition allows students to access a range of pathways. For example further study at sixth form and university. It also opens up a range of possibilities with Technical Apprenticeships. GCSE Food Preparation and Nutrition develops essential life skills such as the ability to prepare and cook dishes from a range of countries and cultures, developing curiosity about the world around them. Students learn about how to prepare and cook food safely, the importance of nutrient-dense foods and the effect an unbalanced diet can have upon health.

This qualification aims to relate authentic real-world awareness of safe cooking practises used by the food industry. Students will be required to use critical thinking, leading towards invention and creativity, to design and make dishes in response to multiple briefs (many with economic considerations), considering their own and others' needs, wants and values.

FOOD PREPARATION & NUTRITION

Exam board: OCR



What will I learn?

Topic	Knowledge	Skills
Core knowledge and understanding	<ul style="list-style-type: none">• Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks;• Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health;• Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices.	<ul style="list-style-type: none">• Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and Equipment (including Knife skills, Preparation and techniques, Cooking methods and Sauces; Set a mixture; Raising agents; Dough).• Apply knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food;• Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

FINE ART

Exam board: AQA



Course title	Exam board	Specification code	Website	Revision support
Fine Art	AQA	3.4	Click here	Art Revision

How will I be assessed?

You will be assessed on the basis of a portfolio and external set assignment exam.

Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.

Component 2 Externally set assignment: there's a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

What could I do next?

You can continue your art and design studies at AS and A-level, where the same titles are available. You'll also be able to choose areas of study to specialise in within a particular title. If you don't want to take your art and design studies any further, the transferable skills you gain will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Studying art and design helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do afterwards. The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers.



Is there anything else I need to know?

Fine Art explores ideas, conveys experiences or responds to a theme or issue of personal significance. The areas of study are very broad and cover drawing, painting, sculpture, installation and mixed media. GCSE Arts requires considerable research and time; in school and at home.

FINE ART

Exam board: AQA



What will I learn?

Students are required to work in one or more area(s) of Fine Art, such as those listed below. They may explore overlapping areas and combinations of areas:

- drawing and painting;
- mixed-media, including collage and assemblage;
- sculpture;
- ceramics;
- installation;
- printmaking (relief, intaglio, screen processes and lithography);
- moving image and photography.

Topic	Knowledge	Skills
Fine Art	<p>Students must show knowledge and understanding of:</p> <ul style="list-style-type: none"> • how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within Fine Art; • historical and contemporary developments and different styles and genres; • how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created; • continuity and change in different styles, genres and traditions relevant to Fine Art; • a working vocabulary and specialist terminology that is relevant to their chosen area(s) of Fine Art. 	<p>Students will be expected to demonstrate skills, as defined in <u>Overarching knowledge, understanding and skills</u>, in the context of their chosen area(s) of Fine Art. In addition, students will be required to demonstrate skills in all of the following:</p> <ul style="list-style-type: none"> • appreciation of different approaches to recording images, such as observation, analysis, expression and imagination; • awareness of intended audience or purpose for their chosen area(s) of Fine Art; • understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres; • appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; modelling, carving, casting, constructing, assembling and welding; etching, engraving, drypoint, mono printing, lino printing, screen printing, photo silkscreen and lithography; • understanding of pictorial space, composition, rhythm, scale and structure; • appreciation of colour, line, tone, texture, shape and form.

MUSIC

Exam board: Eduqas



Course title	Exam board	Specification code	Website	Revision support
Music	Eduqas	-	Click here	Music Revision

How will I be assessed?

Component 1: Performing

- Total duration of performances: 4-6 minutes
- Non-exam assessment: internally assessed, externally moderated
- 30% of qualification

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Component 2: Composing

- Total duration of compositions: 3-6 minutes
- Non-exam assessment: internally assessed, externally moderated
- 30% of qualification

Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Component 3: Appraising

- Written examination: 1 hour 15 minutes
- (approximately) 40% of qualification

This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices; Area of study 2: Music for Ensemble; Area of study 3: Film Music; Area of study 4: Popular Music. Two of the eight questions are based on extracts set by WJEC.



What could I do next?

In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum.) When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

Is there anything else I need to know?

GCSE Music aims to give a solid foundation to both hobby and career musicians and accommodates a range of abilities. It focuses on the core activities of Understanding Music, Performing, and Composing. Learners are encouraged to be creative and to broaden their musical horizons and understanding with areas of study that inspire and challenge.

MUSIC

Exam board: Eduqas



What will I learn?

Topic	Knowledge	Skills
<ul style="list-style-type: none">• Area of study 1: Musical Forms and Devices• Area of study 2: Music for Ensemble• Area of study 3: Film Music• Area of study 4: Popular Music	<ul style="list-style-type: none">• GCSE Music provides students with the opportunity to study both classical, popular and world music genres, looking not only at the integral elements of each type of music, but also providing an awareness and understanding of the social, cultural and traditions of each genre and style.	<ul style="list-style-type: none">• The course allows students to develop their skills in composition, performing and the use and application of specific musical technology. GCSE Music enables students to extend existing skills in music as well as widen their appreciation of different musical traditions and to see where it is relevant in today's wide and varied music industry.

PHOTOGRAPHY

Exam board: AQA



Course title	Exam board	Specification code	Website	Revision support
Photography	AQA	3.9	Click here	Photography Revision

How will I be assessed?

You will be assessed on the basis of a portfolio and external set assignment exam.

Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. This is worth 60% of your overall marks.

Component 2 Externally set assignment: there's a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40% of your total marks.

What could I do next?

Studying Photography helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do afterwards. The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers.

Is there anything else I need to know?

Produce images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Areas of study could include portraiture, installation, photo-journalism, moving image: film, video and animation and fashion photography. GCSE Photography requires considerable research and time; in school and at home.



PHOTOGRAPHY

Exam board: AQA



What will I learn?

Students are required to work in one or more area(s) of Photography, such as those listed below. They may explore overlapping areas and combinations of areas:

- portraiture;
- landscape photography (working from the urban, rural and/or coastal environment);
- still life photography (working from objects or from the natural world);
- documentary photography, photojournalism;
- fashion photography;
- experimental imagery;
- multimedia;
- photographic installation;
- moving image (video, film, animation).

Topic	Knowledge	Skills
Photography	<p>Students must show knowledge and understanding of:</p> <ul style="list-style-type: none">• relevant materials, processes, technologies and resources• how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in their chosen area(s) of Photography• historical and contemporary developments and different styles and genres• how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created• continuity and change in different styles, genres and traditions relevant to Photography• a working vocabulary and specialist terminology that is relevant to their chosen area(s) of Photography.	<p>Students will be expected to demonstrate skills, as defined in <u>Overarching knowledge, understanding and skills</u>, in the context of their chosen area(s) of Photography. Students will be required to demonstrate skills in all of the following:</p> <ul style="list-style-type: none">• the ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography• awareness of intended audience or purpose for their chosen area(s) of Photography• the ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need in Photography• appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement• appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of Photography• understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.

PHYSICAL EDUCATION

Exam board: AQA



Course title	Exam board	Specification code	Website	Revision support
Physical Education	AQA	8582	Click here	Hodder Education Textbook CGP Textbooks Seneca Learning Resources

How will I be assessed?

You will be assessed on the basis of two exams and a non-exam assessment that focuses on your practical performance and analysis.

The first exam (worth 30% of the GCSE) lasts 1 hour and 15 minutes, and requires that you answer a series of questions on the human body and movement in physical activity and sport.

The second exam (worth 30% of the GCSE) lasts 1 hour and 15 minutes, and requires that you answer a series of questions on socio-cultural influences and well-being in physical activity and sport.

The non-exam assessment (worth 40% of the GCSE) is an assessment of your practical performance in three different physical activities, and your analysis of one.

What could I do next?

Physical Education lends itself to a range of careers in sports and fitness, as well as other industries that you may not have considered before. GCSE PE equips students with the tools necessary for further study at A-Level and sport-specific university degree courses.



Is there anything else I need to know?

GCSE Physical Education requires the learner to think critically, evaluate performance, and suggest steps for improvement.

As a GCSE PE pupil, you must show a strong commitment to extracurricular activities and be prepared to devote your time and energy to ensure you fulfil your potential. Practically, you will be assessed in 3 sports. These sports can be assessed within the Academy, or filmed externally should you compete outside of school.

You must recognise that, although an aspect of GCSE PE is practically assessed, the majority of lesson time will be used to study theoretical concepts that are necessary in order to critically analyse and evaluate physical performance.

Please see the Physical Education Google Site to explore the range of career possibilities that GCSE PE can prepare you for.

PHYSICAL EDUCATION

Exam board: AQA



What will I learn?

Topic	Knowledge
<p>The Human Body and Movement in Physical Activity and Sport</p>	<p>Applied Anatomy and Physiology</p> <ul style="list-style-type: none"> The Structure and Functions of the Musculoskeletal System; The Structure and Functions of the Cardio-respiratory System; Anaerobic and Aerobic Exercise; The Short and Long Term Effects of Exercise. <p>Movement Analysis</p> <ul style="list-style-type: none"> Lever systems, examples of their use in activity and the mechanical advantage they provide in movement; Planes and Axis of Movement. <p>Physical Training</p> <ul style="list-style-type: none"> The relationship between health and fitness and the role that exercise plays in both; The components of fitness , benefits for sport and how fitness is measured and improved; The principles of training and their application to personal exercise/training programmes; How to optimise training and prevent injury; Effective use of warm up and cool down. <p>Use of Data</p> <ul style="list-style-type: none"> Demonstrate an understanding of how data are collected - both qualitative and quantitative; Present data (including tables and graphs); Analyse and evaluate data.
<p>Socio-cultural Influences and Wellbeing in Physical Activity and Sport</p>	<p>Sports Psychology</p> <ul style="list-style-type: none"> Classification of Skills; The use of goal setting and SMART targets; Basic information processing; Guidance and Feedback; Mental Preparation for Performance. <p>Socio-cultural Influences</p> <ul style="list-style-type: none"> Engagement patterns of different social groups within physical activity and sport; Commercialisation of physical activity and sport; Ethical and socio-cultural issues within physical activity and sport. <p>Health, Fitness and Well-being</p> <ul style="list-style-type: none"> Physical, Emotional and Social Health; The consequences of a sedentary lifestyle; Energy use, diet, nutrition and hydration.

RELIGIOUS STUDIES

Exam board: Edexcel



Course title	Exam board	Specification code	Website	Revision support
Religious Studies	Edexcel	1RB0	Click here	CGP Revision Guide Seneca Learning Support

How will I be assessed?

You will be assessed on the basis of two exams, taken at the end of Year 11.

The first exam (worth 50% of the GCSE) lasts 1 hour and 45 minutes, and requires that you answer a series of questions on your study of Islam as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically within families, and with regard to matters of life and death.

The second exam (worth 50% of the GCSE) lasts 1 hour and 45 minutes, and requires that you answer a series of questions on your study of Judaism as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically about the issues of peace and conflict, and crime and punishment.

What could I do next?

GCSE Religious Studies develops an appreciation of religious thought and its contribution to individuals, communities and societies. Students will develop knowledge and understanding of two religions, enabling them to understand and articulate their own and others' beliefs, values and commitments. Students will develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, aiding in progression to A level study.

Knowledge of other cultures and world religious beliefs can be useful in many jobs working with the public or communities. These include counselling and social services, marketing, sales and advertising, catering and hospitality, leisure, sport and tourism, retail sales and customer services, education and training, medicine and nursing, and service sector roles.



Is there anything else I need to know?

GCSE Religious Studies does not require you to have a particular set of religious views - or any - and we will not try to change your beliefs!

RELIGIOUS STUDIES

Exam board: Edexcel



What will I learn?

Topic	Knowledge	Skills
Religion and Ethics through Islam	<ul style="list-style-type: none"> • Knowledge of Islamic Beliefs; • Knowledge of the role of Marriage and the Family in Islam; • Knowledge of how Muslims live the Muslim Life; • Knowledge of Islamic view on matters of Life and Death; • Knowledge should include reference to how the Qur'an informs a Muslim's understanding and how the issues are underpinned by philosophical arguments and ethical theory; • Students will be expected to study Islam within the context of the wider British society, the religious traditions of which are, in the main, Christian. 	<ul style="list-style-type: none"> • How to provide knowledge of religion and belief by recalling factual information; • How to provide an understanding of religion and belief and contrast with that of another,; • How to provide understanding of an aspect of religion and belief and develop this beyond a simple response. In addition, students will be required to reference one source of wisdom or authority in support of their explanation; • How to interpret a given statement in order to consider different viewpoints and perspectives relating to the importance or significance of a particular aspect of a religion or belief; • How to construct logical chains of reasoning and make connections between the elements in extended writing questions;
Religion, Peace and Justice through Judaism	<ul style="list-style-type: none"> • Knowledge of Jewish Beliefs; • Knowledge of Jewish attitudes to Crime and Punishment; • Knowledge of how Jewish people live the Jewish life; • Knowledge of Jewish attitudes to Peace and Conflict; • Knowledge should include reference to how scripture informs Jewish understanding and how the issues are underpinned by philosophical arguments and ethical theory; • Students will be expected to study Judaism within the context of the wider British society, the religious traditions of which are, in the main, Christian. 	<ul style="list-style-type: none"> • How to justify your arguments by examining evidence and creating a supported judgement.

SEPARATE SCIENCES

Exam board: AQA



Course title	Exam board	Specification code	Website	Revision support
GCSE Biology	AQA	8461	Click here	CGP Revision Guide Seneca Learning Support
GCSE Chemistry	AQA	8462	Click here	CGP Revision Guide Seneca Learning Support
GCSE Physics	AQA	8463	Click here	CGP Revision Guide Seneca Learning Support

Separate Sciences is an Options Subject where students who have a strong affinity for Scientific investigation can choose to study a greater breadth of topics in place of another GCSE subject.

This is a very similar course as the compulsory Combined Science, but separates the Science disciplines in a more overt fashion by delivering more content and practical learning experiences, and providing a GCSE per Science (Biology, Chemistry and Physics).

We shall be inviting certain students to strongly consider the Separate Science pathway and if invited, we recommend it being selected as one of their options. If students without a direct invitation still want to study Separate Sciences, then we will of course assess each request on a case by case basis.

How will I be assessed?

There are six papers: two biology, two chemistry and two physics.

Biology GCSE 2 papers (Foundation and Higher Tier)

- 2 Written exams: 1 hour 45 minutes each
- 100 marks each
- Each worth 50% of GCSE

Chemistry GCSE 2 papers

- 2 Written exams: 1 hour 45 minutes each
- 100 marks each
- Each worth 50% of GCSE

Physics GCSE 2 papers

- 2 Written exams: 1 hour 45 minutes each
- 100 marks each
- Each worth 50% of GCSE

Each of the papers will assess knowledge and understanding from distinct topic areas, asking multiple choice, structured, closed short answer, and open response questions.

40% of marks will be based on demonstrating knowledge and understanding; 40% of marks will be based on applying that knowledge and understanding and 20% on analysing given information and ideas. There is also a significant maths/numeracy component to the examinations. (Overall 20% of marks will be derived from numeracy based questions (10% from Biology, 20% from Chemistry and 30% from Physics).



SEPARATE SCIENCES

Exam board: AQA



What will I learn?

Topic	Knowledge
Biology	<ul style="list-style-type: none">• Cell Biology• Organisation• Infection & response• Bioenergetics• Homeostasis & Response• Inheritance variation and evolution• Ecology
Chemistry	<ul style="list-style-type: none">• Atomic structure & the periodic table• Bonding, structure and the properties of matter• Quantitative chemistry• Chemical changes• Energy changes• The rate and extent of chemical change• Organic chemicals• Chemical analysis• Chemistry of the atmosphere• Using resources
Physics	<ul style="list-style-type: none">• Energy• Electricity• Particle model of matter• Atomic structure• Forces• Waves• Magnetism and electromagnetism• Space

What could I do next?

GCSE Separate Science both equip students for further study at sixth form and university. It is not necessary to study Separate Sciences in order to take a Science at A-Level or University. It is much more important to have higher quality grades rather than a higher quantity of grades.

KS4 Science provides students with a wide array of scientific knowledge about the world and universe around us. It enables students to identify, describe, explain, link, analyse and evaluate evidence and experience working with the scientific method to promote scientific study and instill these skills, necessary in all evidence based disciplines. Science promotes the use of numeracy and literacy to enable students to articulate, comment on and to prove evidence/data. It also requires students to consider

the social, economic, environmental and ethical implications surrounding relevant aspects of science and to promote responsible and critical thinkers. Pupils also need to discuss and evaluate different viewpoints with their peers whilst considering their own views and those of others with regards to key philosophical questions. Finally, Science builds pupils' communication, teamwork and leadership skills through group work and discussion exercises throughout the curriculum.

Is there anything else I need to know?

GCSE Sciences requires an extensive set of practical skills. There is therefore a 'Required Practical' element that is not explicitly assessed but compulsory and will be addressed heavily in the terminal exams. There are 28 RPs across the Separate Sciences.

SOCIOLOGY

Exam board: AQA



Course title	Exam board	Specification code	Website	Revision support
Sociology	AQA	8192	Click here	Collins Revision Guide Seneca Learning support

How will I be assessed?

- You will be assessed on the basis of two examinations, taken at the end of year 11.
- The first exam (worth 50% of the GCSE) lasts 1 hour and 45 minutes, and requires that you answer a series of questions about the sociology of families and education.
- The second exam (worth 50% of the GCSE) lasts 1 hour and 45 minutes, and requires that you answer a series of questions about the sociology of crime and deviance and social stratification.

Is there anything else I need to know?

GCSE Sociology requires considerable writing, especially in exams.

What could I do next?

- GCSE Sociology helps to develop skills that are applicable to many areas of work. Improved critical thinking allows you to make rational and measured decisions in the interest of fairness.
- The study of sociology gives you a better understanding of Humankind and prepares you to adapt and cope to changes in society.
- Related subjects include geography, history, archaeology, history of art, law, anthropology, philosophy, psychology, government and politics, global studies, social biology, economics and religious studies.



SOCIOLOGY

Exam board: AQA



What will I learn?

Topic	Knowledge	Skills
The Sociological Approach	<ul style="list-style-type: none"> Debates within sociology including conflict versus consensus The work of key classical sociologists Durkheim, Marx and Weber Different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism. 	<p>How to use sociological research methods as outlined in the topics and how they apply in the specified contexts i.e. families, education, crime and deviance, social stratification. Teachers may encourage their students to undertake small-scale research projects in order to develop their understanding of the practical difficulties faced by the sociologists working in the field</p> <p>How to use key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena including: society, socialisation, norms, values, roles, labelling, discrimination, power and authority.</p>
Families and Education	<ul style="list-style-type: none"> Knowledge of the function of families, differing family forms, the role of conjugal relationships, changing relationships within families, criticism of families and divorce. Knowledge of the roles and function of education, the relationship between education and capitalism, educational achievement and processes within schools. 	<p>How to identify, describe and explain the key concepts.</p> <p>How to describe, compare and contrast a variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist) and describe the ideas of key Sociologists.</p> <p>How to describe, compare and contrast a variety of sociological perspectives on the purpose of education and the processes that take place in schools. (functionalist, feminist and Marxist)</p> <p>How to describe the ideas of key Sociologists.</p>
Crime and deviance and social stratification	<ul style="list-style-type: none"> Knowledge of the social construction of crime and deviance, social control, criminal and deviant behaviour and how data on crime is collected and recorded. Knowledge of the functionalist theory of social stratification, socio-economic class, life chances, poverty as a social issue, power and authority and power relationships. 	<p>How to identify, describe and explain the key concepts.</p> <p>How to describe, compare and contrast a variety of sociological perspectives on factors affecting criminal and deviant behaviour (interactionist, functionalist, feminist and Marxist). How to describe the ideas of key Sociologists.</p> <p>How to describe, compare and contrast a variety of sociological perspectives on social stratification; it's causes and impact on society (functionalist, feminist and Marxist).</p>