



THE **CORBET** SCHOOL

# OPTIONS BOOKLET

# 2025

Courses of study for Years 10 and 11

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# LETTER & OPTIONS FORM LINK

Dear Parent / Carer

During Years 10 and 11, pupils will pursue a broad and balanced timetable, according to the requirements of the school and the National Curriculum. Most subjects are compulsory but there is some element of choice.

The purpose of this booklet is to provide details regarding the courses on offer and the options process in general.

Please take the time to read this booklet carefully, speak to relevant teachers, and read your child's Year 9 school report. Once your son / daughter feels comfortable with selecting the courses they wish to study in Years 10 and 11, please click the link below and complete the online form to indicate their choices. **The online form will allow responses from this point and must be completed by Friday 21 March 2025.**

**[CLICK HERE TO ACCESS THE OPTIONS FORM](#)**

We try to cater for all pupils and their preferences; however, as I hope you will appreciate, it is sometimes difficult to place everyone exactly according to choice. We hope that disappointment will be kept to a minimum, **but ultimately the final decision regarding pupil curriculum rests with the school. If a particular subject is oversubscribed, pupils will be selected to study the course based on their attitude and effort shown up to the present time.**

**You will soon receive a letter inviting you to our Key Stage 4 Curriculum & Options Evening on Thursday 13 March 2025 at 5.50pm. We look forward to seeing you there.**

Finally, I would like to offer you the opportunity to book an appointment with our Careers Advisor for your son / daughter should they feel they need independent guidance regarding qualifications linked to their next steps after their time at The Corbet School. Please email [admin@corbetschool.net](mailto:admin@corbetschool.net) if you would like to book a careers appointment for your child.

Should you require further information, do not hesitate to contact me at school.

Yours sincerely



Mr G Simms  
Deputy Headteacher

# SUBJECT LIST

Subjects to be studied can be split into three groups, as follows:

## COMPULSORY CORE SUBJECTS:

English Language (GCSE)  
English Literature (GCSE)  
Mathematics (GCSE)  
Science (GCSE)

## COMPULSORY FOUNDATION SUBJECTS:

Careers (Non-Examination)  
French (GCSE)  
Physical Education (Non-Examination)  
PSHEE and Citizenship (Non-Examination)  
Spanish (GCSE)

## OPTIONS SUBJECTS:

Art & Design (GCSE)  
Construction (BTEC Tech Award)  
Computer Science (GCSE)  
Creative iMedia (Cambridge National Certificate)  
Design and Technology (GCSE)  
Drama (GCSE)  
Food Preparation and Nutrition (GCSE)  
Geography (GCSE)  
Health and Social Care (Cambridge National Certificate)  
History (GCSE)  
Music (GCSE)  
Physical Education (GCSE)  
Religious Studies (GCSE)  
Separate sciences (GCSE)  
Sport (BTEC Tech Award)

# BLOCKS FOR OPTIONS SUBJECTS

Pupils are required to choose one subject from each of the options blocks below.

| <b>OPTION BLOCK A SUBJECTS</b>   |
|--|
| Art & Design<br>Creative iMedia<br>Food Preparation and Nutrition<br>History<br>Religious Studies<br>Separate Sciences |

| <b>OPTION BLOCK B SUBJECTS</b>   |
|--|
| Art & Design<br>Computer Science<br>Drama<br>Geography<br>Physical Education (GCSE)<br>Religious Studies<br>Sport (BTEC) |

| <b>OPTION BLOCK C SUBJECTS</b>   |
|--|
| Construction<br>Design and Technology<br>Geography<br>Health and Social Care<br>History<br>Music |

# **COMPULSORY CORE SUBJECTS**

**English Language**

**English Literature**

**Mathematics**

**Science**

# ENGLISH LANGUAGE

**LEVEL: GCSE**

**BOARD: AQA**

The English Language GCSE course assesses descriptive/narrative writing as well as non-fiction writing where pupils will have to write to present a specific viewpoint. Pupils will have to demonstrate an understanding having read a range of different texts including one literature fiction text, one modern non-fiction text and one C.19th literary non-fiction text. The Spoken Language aspect of the course will be assessed within class and will involve pupils presenting ideas and responding to questions in front of a peer group audience.

| <b>English Language</b>  |   |  |
|--|---|--|
| <b>Paper 1: Explorations in Creative Reading and Writing</b>   | <b>Paper 2: Writers' Viewpoints and Perspectives</b>  | <b>Non-examination Assessment: Spoken Language</b>   |
| <b>What's assessed?</b><br><br>Section A: Reading one literature fiction text<br><br>Section B: Writing descriptive or narrative writing                 | <b>What's assessed?</b><br><br>Section A: Reading one non-fiction text and one literary non-fiction text<br><br>Section B: Writing writing to present a viewpoint | <b>What's assessed?</b><br><br><ul style="list-style-type: none"> <li>• presenting</li> <li>• responding to questions and feedback</li> <li>• use of Standard English</li> </ul> |
| <b>Assessed</b> <ul style="list-style-type: none"> <li>• written exam</li> <li>• 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul> | <b>Assessed</b> <ul style="list-style-type: none"> <li>• written exam</li> <li>• 1 hour 45 minutes</li> <li>• 80 marks</li> <li>• 50% of GCSE</li> </ul>          | <b>Assessed</b> <ul style="list-style-type: none"> <li>• teacher set throughout course</li> <li>• marked by teacher</li> <li>• 0% weighting of GCSE</li> </ul>                   |
| <b>**All texts in the examination will be unseen**</b>   |   |  |

# ENGLISH LITERATURE

**LEVEL: GCSE**

**BOARD: AQA**

In English Literature, pupils will study a range of texts including a play by Shakespeare, a 19<sup>th</sup> century novel, a modern play or novel and a range of different poetry.

| <b>English Literature</b>   |  |
|---|--|
| <b>Paper 1: Shakespeare and the 19<sup>th</sup> Century novel</b>   | <b>Paper 2: Modern texts and poetry</b>  |
| <p><b>What's assessed?</b></p> <p><b>Shakespeare</b><br/>Pupils will answer one question on one Shakespeare play. They will be required to write in detail about an extract and then the play as a whole.<br/><u>'Macbeth'</u></p> <p><b>19th-century novel</b><br/>Pupils will answer one question on one novel. They will be required to write in detail about an extract and then the story as a whole.<br/><u>'A Christmas Carol'</u></p> | <p><b>What's assessed?</b></p> <p><b>Modern texts</b><br/>Pupils will answer one essay question from a choice of two on their studied modern prose or drama text.<br/><u>'An Inspector Calls'</u></p> <p><b>Poetry</b><br/>Pupils will answer one comparative question on poems they have studied from the anthology.</p> <p><b>Unseen poetry</b><br/>Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p> |
| <p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam</li> <li>• 1 hour 45 minutes</li> <li>• 64marks</li> <li>• 40% of GCSE</li> </ul>  | <p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam</li> <li>• 2 hour 15 minutes</li> <li>• 96 marks</li> <li>• 60% of GCSE</li> </ul>  |
| <p><b>**Assessments are closed book – stimulus materials, in the form of extracts, will be provided in the examinations**</b></p>   |  |



# MATHEMATICS

**LEVEL: GCSE**

**BOARD: PEARSON EDEXEL**

All pupils in Year 10 will begin a course leading to examination at GCSE using the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics (1MA1) specification.

Each pupil will study at one of two levels:

| Level in Syllabus | Target Grades    |
|-------------------|------------------|
| Foundation        | 1, 2, 3, 4, 5    |
| Higher            | 4, 5, 6, 7, 8, 9 |

Pupils will be working towards an appropriate level of entry in one of six sets during Years 10 and 11. Movement of pupils between sets can be made so that maximum progress is made by each individual.

Pupils will take three question papers at the same tier at the end of Year 11.

## **Paper 1**

Non calculator      worth 33.3%      Duration: 1 hour 30 mins

## **Paper 2**

Calculator      worth 33.3%      Duration: 1 hour 30 mins

## **Paper 3**

Calculator      worth 33.3%      Duration: 1 hour 30 mins

The approximate weighting for the topic areas assessed are:

| Topic                                 | Foundation % | Higher % |
|---------------------------------------|--------------|----------|
| Number                                | 22-28        | 12-18    |
| Algebra                               | 17-23        | 27-33    |
| Ratio, Proportion and Rates of Change | 22-28        | 17-23    |
| Geometry and Measures                 | 12-18        | 17-23    |
| Probability & Statistics              | 12-18        | 12-18    |

The approximate overall weighting of the assessment objectives are:

| Assessment objective                                 | Foundation % | Higher % |
|--|--------------|----------|
| Use and apply standard techniques                    | 50           | 40       |
| Reason, interpret and communicate mathematically     | 25           | 30       |
| Solve problems within mathematics and other contexts | 25           | 30       |

# SCIENCE

**LEVEL: GCSE**

**BOARD: AQA**

## **Combined Science Trilogy**

Pupils who do not take the separate science option, will work towards a double GCSE qualification in science as follows:

There will be 6 exams (two for each science); each exam will be 1 hour and 15 minutes and out of 70 marks. Each paper will contribute 16.6% to overall award of two GCSE grades

The exams will measure how pupils have achieved the following assessment objectives:

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

There are two tiers of assessment.

The qualification will be graded on a 17-point scale: 1–1 to 9–9 – where 9–9 is the best grade. A pupil taking Foundation Tier assessments will be awarded a grade within the range of 1–1 to 5–5. Pupils who fail to reach the minimum standard for grade 1–1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A pupil taking Higher Tier assessments will be awarded a grade within the range of 4–4 to 9–9. A pupil sitting the Higher Tier who just fails to achieve grade 4–4 will be awarded an allowed grade 4–3.

Pupils who fail to reach the minimum standard for the allowed grade 4–3 will be recorded as U (unclassified) and will not receive a qualification certificate.

## **SEPARATE SCIENCES (Options subject)**

Pupils who study this course will gain GCSEs in the 3 separate sciences, biology, chemistry and physics, which are independent of each other and could be taken at different tiers

### **Who is it for?**

Pupils who have enthusiasm for science and a curiosity for the world around them. Pupils who would like the opportunity to study science in greater depth and breadth than the compulsory science course. It is strongly recommended for students who wish to pursue a career in science, medicine or engineering.

Pupils following this course will ideally be making expected or more than expected progress to achieving their target grades in science and mathematics. Pupils can speak to class teachers and parents will have had the opportunity at parents evening, to discuss best choices.

### **How is it assessed?**

Assessment for each separate science is as follows:

Two written exam papers both 1 hour 45 minutes and out of 100 marks. Each paper will be worth 50% towards the single GCSE.

Pupils must study all 3 sciences and therefore will have a total of 6 exams leading to the award of 3 separate GCSE.

Foundation and Higher Tiers will be available just like the double award, but each science will have a separate score from 1-9, (1-5 Foundation and 4-9 for Higher). Pupils can take separate tiers for each subject.

# **COMPULSORY FOUNDATION SUBJECTS**

**Careers**

**French**

**Physical Education**

**PSHEE & Citizenship**

**Spanish**

# CAREERS

Careers education and guidance is seen as a continuing process, beginning with aspects of self-awareness and self-assessment in KS3. This is further enhanced by using the Unifrog system to determine possible career routes, linking support agencies and making it accessible at home.

In Years 10 and 11, pupils are encouraged to use resources in the Careers Area within the library and will be provided with careers interviews. Pupils are also able to request a careers appointment at any stage during the year if they feel it would be beneficial.

Careers Education and Guidance is delivered within the PSHEE programme. Activities include Work Experience preparation, Post 16 Opportunities, regular visits from guest speakers and past pupils to support aspirations, and Application Form preparation that includes personal statements of achievement by pupils. The use of Unifrog as a web-based careers decision-making activity is also used. Furthermore, there is an opportunity for pupils to visit a Further Education College to experience Workshops and Taster Days.

# FRENCH

**LEVEL: GCSE**

**BOARD: PEARSON EDEXCEL**

Pupils follow a two-year French course leading to entry for the full GCSE. The course covers and assesses the four skills of Listening, Reading, Speaking and Writing. The GCSE course builds on the topics, skills and grammar rules which have been learned in years 7, 8 and 9. Pupils have the opportunity of developing their language skills in different contexts and they are able to build up a more extensive knowledge of linguistic structures and vocabulary.

The emphasis of the GCSE course is to enable candidates to use French for successful communication. A pass at GCSE grade 6 or above also provides a sound basis for continued language learning to Advanced Level French. The GCSE offers a choice of interesting topic areas for the writing and speaking examinations and topics are taught using a range of methods to engage pupils in their language learning. All four skills of Writing, Speaking, Listening and Reading are assessed via summative examinations at the end of the two-year GCSE course, in the Summer Term of Year 11.

## **Subject content**

Pupils study all of the following thematic contexts on which the assessments are based.

My personal world

Lifestyle and wellbeing

My neighbourhood

Media and technology

Studying and the future

Travel and tourism

## **Assessments**

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils must take all four question papers at the same tier. All question papers must be taken in the same series.

### **Paper 1: Speaking**

Non-exam assessment

7–9 minutes (Foundation Tier) + 15 minutes preparation time

10–12 minutes (Higher Tier) + 15 minutes preparation time

50 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

### **Paper 2: Listening and Understanding**

Written exam: 45 minutes (Foundation Tier), 60 minutes (Higher Tier)

50 marks (for each of Foundation and Higher Tier)

25% of GCSE

### **Paper 3: Reading and Understanding**

Written exam: 45 minutes (Foundation Tier), 60 minutes (Higher Tier)

50 marks (for each of Foundation and Higher Tier)

25% of GCSE

### **Paper 4: Writing**

Written exam: 1 hour 15 minutes (Foundation Tier), 1 hour 20 minutes (Higher Tier)

50 marks (for each of Foundation and Higher Tier)

25% of GCSE

# PHYSICAL EDUCATION

Keeping active and taking part in sport is important for personal development as well as being important for their mental and physical health. Sport and physical activity can boost our ability to cope with challenges and our resilience. PE is a vital part of a broad and balanced education, which is why it is part of the national curriculum up to and including key stage 4 when pupils are in Years 10 and 11.

- The current national curriculum for PE aims to ensure that all pupils:
  - develop competence to excel in a broad range of physical activities
  - are physically active for sustained periods of time
  - engage in competitive sports and activities
  - lead healthy, active lives

## What does Physical Education in Years 10 & 11 involve?

In a similar format to Years 7 to 9, you will follow a balanced programme of sporting and physical activities.

You will have the opportunity to:

- Further develop your physical and social skills, and personal confidence through a variety of physical activities.
- develop leadership skills and responsibility through leadership activities
- Opportunities for competitive sports and co-operative activities which will improve your fitness
- You will often be given more responsibility for your own learning and development.
- What sports or physical activities will I experience in Years 10 and 11?

These are some of the areas which we aim to offer:

- Athletics
- Badminton
- Boxercise
- Cricket
- Dance
- Fitness
- Football
- Netball
- Rounders
- Rugby
- Table Tennis
- Tennis

## What is expected of me in Physical Education lessons during Years 10 & 11?

As in Key Stage 3, you will be expected to bring and change into correct Physical Education kit for each of your lessons – **whether you are actively participating or not.**

You should put maximum effort and concentration into each of your Physical Education lessons and good behaviour is expected throughout.

It is essential that you take part in every possible Physical Education lesson as this will benefit your physical, social and mental health, and help support you with your academic learning.

If for any genuine reason you are unable to do so, you will be expected to participate in the lesson by taking on another role such as referee or coach. (See above information about bringing and changing into your PE kit).

# PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION AND CITIZENSHIP

PSHEE and Citizenship is a means of delivering a number of cross-curricular themes, under the National Curriculum, i.e.

Developing as a citizen

Personal, social, health & economic education

Economic wellbeing

Financial capability

Careers education & guidance

The PSHEE & Citizenship course in Years 10 & 11 has been devised with six broad aims in mind:

- To support the growth of self-awareness, self-confidence and a positive self-image.
- To provide pupils with access to information and guidance relevant to their personal and working lives.
- To help pupils to communicate with others about their concerns, needs and views.
- To help pupils appreciate the concerns, needs and views of others.
- To develop understanding of effective decision-making and planning.
- To assist pupils in making the transition from school to adult life.

In seeking to meet these aims the course provides opportunities for pupils to consider decisions of significance in their lives concerned with health, relationships, careers and leisure, and to enable them to understand more about the social, economic, legal, financial, political, technological and environmental contexts in which decisions are made.

## **Personal, Social, Health & Economic Education**

This is divided into three main areas:

**Personal Wellbeing - understanding yourself and handling relationships** units cover:

developing identity and image, managing emotions, relationships, coping with crisis, challenging offensive behaviour, managing study time, developing own values, marriage and commitment, parenthood and parenting.

**Personal Wellbeing – keeping healthy** units cover: healthy eating, safer sex and contraception, drinking, smoking, health matters, managing stress and dealing with depression, drugs, emergency first aid.

**Economic Wellbeing & Financial Capability** units cover: thinking ahead, planning your future, managing your money, financing businesses, enterprise challenge, the UK economy, the global economy.

## **Citizenship**

**Aim:** To help understand how to play a full part as a citizen in British Society and as a citizen of the world. This is divided into topics: Britain – a diverse society, human rights, rights and responsibilities, the law, crime and punishment, government, media matters, working for change, global challenges (environmental, war, terrorism, poverty, health and education) and community project

# SPANISH

**LEVEL: GCSE**

**BOARD: PEARSON EDEXCEL**

Pupils follow a two-year Spanish course leading to entry for the full GCSE. The course covers and assesses the four skills of Listening, Reading, Speaking and Writing. The GCSE course builds on the topics, skills and grammar rules which have been learned in years 7, 8 and 9. Pupils have the opportunity of developing their language skills in different contexts and they are able to build up a more extensive knowledge of linguistic structures and vocabulary.

The emphasis of the GCSE course is to enable candidates to use Spanish for successful communication. A pass at GCSE grade 6 or above also provides a sound basis for continued language learning to Advanced Level Spanish. The GCSE offers a choice of interesting topic areas for the writing and speaking examinations and topics are taught using a range of methods to engage pupils in their language learning. All four skills of Writing, Speaking, Listening and Reading are assessed via summative examinations at the end of the two-year GCSE course, in the Summer Term of Year 11.

## **Subject content**

Pupils study all of the following thematic contexts on which the assessments are based.

My personal world

Lifestyle and wellbeing

My neighbourhood

Media and technology

Studying and the future

Travel and tourism

## **Assessments**

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils must take all four question papers at the same tier. All question papers must be taken in the same series.

### **Paper 1: Speaking**

Non-exam assessment

7–9 minutes (Foundation Tier) + 15 minutes preparation time

10–12 minutes (Higher Tier) + 15 minutes preparation time

50 marks (for each of Foundation Tier and Higher Tier)

25% of GCSE

### **Paper 2: Listening and Understanding**

Written exam: 45 minutes (Foundation Tier), 60 minutes (Higher Tier)

50 marks (for each of Foundation and Higher Tier)

25% of GCSE

### **Paper 3: Reading and Understanding**

Written exam: 45 minutes (Foundation Tier), 60 minutes (Higher Tier)

50 marks (for each of Foundation and Higher Tier)

25% of GCSE

### **Paper 4: Writing**

Written exam: 1 hour 15 minutes (Foundation Tier), 1 hour 20 minutes (Higher Tier)

50 marks (for each of Foundation and Higher Tier)

25% of GCSE



# **OPTIONS SUBJECTS**

**Art & Design**

**Construction**

**Computer Science**

**Creative iMedia**

**Design and Technology**

**Drama**

**Food Preparation and Nutrition**

**Geography**

**Health & Social Care**

**History**

**Music**

**Physical Education (GCSE)**

**Religious Studies**

**Separate Sciences (detail included on page 9)**

**Sport (BTEC)**

# ART & DESIGN

**LEVEL: GCSE**

**BOARD: OCR**

## **What is GCSE Art and Design**

The GCSE Art and Design course allows students to develop knowledge, skills and understanding that enables them to express their creativity and imagination through responses to visual and written stimuli. Building upon the skills we explore in key stage 3, you will work with a range of art media, such as drawing, painting, clay building and printing.

## **Will I enjoy the GCSE Art and Design course?**

You will enjoy this course if you:

- You are a creative individual who enjoys drawing
- You are self-motivated and enjoy independent study
- You wish to enhance your skills in presenting work creatively and with flair, editing and combining portfolio work
- You have a passion for Art and Design

## **How will I be assessed?**

The course is split into two components:

- **Component 1: Portfolio/ coursework (60%)**  
Your coursework, completed in lessons and teacher guided, is worth 60% of your final assessment.
- **Component 2: Externally set task (40%)**  
In the Spring Term of Year 11, we begin our externally set task. The OCR exam board offers 5 themes to students. Students will select a theme of their choice and will spend approximately 10 weeks developing a portfolio of work that explores the theme, covering the three GCSE art assessment objectives of observation, development, and research. Students will then sit a 10-hour exam in the art rooms, which takes place over the course of two days. During the exam, students will complete a final response based upon their externally set task theme portfolio.

We endeavor to visit a gallery in Year 10 to explore our theme further, and to experience and see at first hand the work of other artists. Previous trips have included visits to the National Portrait Gallery and the Tate Gallery, Liverpool.

# CONSTRUCTION

**LEVEL: BTEC LEVEL 2 (TECH AWARD)**

**BOARD: PEARSON EDEXCEL**

## Will I enjoy this course?

You will enjoy this course if you want to study a subject that gives you the opportunity to learn about the building and construction industry and will allow you to develop practical skills in carpentry and joinery. This course is not just for people interested in trades. This course has many links into the professional construction roles that can be studied post 16.

## What about exams?

There is a 1.5-hour exam that assesses pupil's knowledge of construction technology at the end of Year 11. This is 40% of the total grade and is exam board set and marked.

## Structure of assessment?

There are three units of assessment:

| <b>Component 1: Construction Technology</b>   | <b>Component 2: Construction in Practice (Practical)</b>   | <b>Component 3: Construction and Design (Designing)</b>   |
|---|--|---|
| <p>Learn about different construction methods and materials.</p> <p>Understand the principles of construction design and how buildings are constructed.</p> <p>Study the environmental impact of construction and sustainable building practices.</p> | <p>This component will introduce you to commonly used hand tools, equipment and craft skills needed in the creation of the built environment.</p> <p>How to select and use materials in order to safely produce quality outcomes.</p> <p>You will complete an assessed practical activity in carpentry and joinery from an assignment set by the exam board.</p> <p>You will showcase your applied knowledge and understanding in addition to your practical skills in this craft.</p> | <p>You will create a developed design brief and generate some concept ideas for a building that could meet with the client's approval.</p> <p>These ideas may have to fit in with the style of traditional buildings within a local space or could be a more modern contemporary design.</p> <p>These concepts are developed into a final design solution that use several graphical communication methods, including sketching skills.</p> |
| <b>40% of the overall grade</b>   | <b>30% of the overall grade</b>  | <b>30% of the overall grade</b>   |

## What could I do with Level 2 BTEC Construction Tech award?

Following this course, you could progress to:

- A Levels
- A vocational qualification at Level 3, in construction which will prepare you to enter employment or apprenticeships, or to move on to higher education by studying a degree in the construction or engineering sectors.
- Possible careers in this sector include architect, architectural assistant, surveyor, safety manager, civil engineer, tradesperson (plumber, electrician, bricklayer, carpenter).

# COMPUTER SCIENCE

**LEVEL: GCSE**

**BOARD: PEARSON EDEXCEL**

GCSE Computer Science is a course designed for pupils who wish to investigate how computers and the internet work, as well as pupils who enjoy problem solving and wish to learn to code and write computer programs. *This course will count towards the English Baccalaureate qualification.*

Topics and Assessment

## **Exam Paper 1: Principles of Computer Science**

1.5 hours – 75 marks – 50% of the final grade

- **Computational Thinking** – understanding what algorithms are, what they are used for and how they work. Learn how to follow, amend and write algorithms.
- **Data** – Understand how and why computers use binary
- **Computer Systems** – understanding of the key hardware and software components which make up computer systems.
- **Networks** – understanding of networks and network security.
- **Issues and Impact** – awareness of the emerging trends and technology in computing, and the impact of computing on individuals, organisations and society.

## **Exam Paper 2: Application of Computational Thinking**

2 hours – 75 marks – 50% of the final grade

- **Problem Solving with Programming** – Use computational thinking and problem solving skills to read, write, improve and evaluate programs

**This exam takes place onscreen, and the students will be given six programming tasks to complete.**

Computer Science is a highly academic subject aimed at pupils who enjoy problem solving and coding, have an interest in how digital devices work and communicate with one another, and may be interested in pursuing a career in Computing, such as Software Development, Games Development and Robotic Engineering.

# CREATIVE iMEDIA

**LEVEL: LEVEL 2 CAMBRIDGE NATIONAL CERTIFICATE**

**BOARD: OCR**

OCR Level 2 Cambridge National Certificate in Creative iMedia is a hands-on qualification for those looking to develop and hone creative ICT, Graphics and Media skills. Pupils will build upon skills they have learnt at Key Stage Three and be able to use software packages to produce products for a set audience and purpose. Pupils will also investigate how the media industry works focussing on film, music, theatre, journalism, games and literature.

The course is split into three units which include:

## **Unit 1 Creative iMedia in the Media Industry**

Focus on film, tv, radio, print, gaming, the web, digital advertising

Factors influencing product design

Pre-Production Planning

## **Unit 2 Visual Identity and Digital Graphics**

Understand brand identity

Planning digital graphics

Creating a visual identity and a digital graphic

## **Unit 3 Digital Games**

Study Digital Games Concepts

Learn Game Making Skills

Plan and Produce a Digital Game

## **How will I be assessed?**

Assessment will consist of three Units.

One written examination and two coursework units which are internally assessed and externally moderated.

Unit 1 has a 1 hour written exam.

Units 2 and 3 are coursework units. Work is assessed in school and moderated by the exam board.

Approximately 17 hours of work in each unit, not including preparation work.

Units 3 is chosen by the teacher and may change depending on availability of software and the skillset and interests of the cohort.

## **Who is it for?**

Pupils who are interested in aspects of the media industry.

Pupils who enjoy the creative side of using computer software to create products such as graphics and sound editing.

Pupils who are interested in taking ICT and Media based courses at A-Level or BTEC Level 3.

# DESIGN AND TECHNOLOGY

**LEVEL: GCSE**

**BOARD: AQA**

## **What is GCSE Design and Technology all about?**

The GCSE Design and Technology course is all about designing and making products that solve real and relevant problems. Pupils will learn about modern and new technologies, materials, and processes.

You may choose to study just one material area, or you may make products that combine a range of different materials.

## **Will I enjoy this course?**

You will enjoy this course if you want to study a subject that: Involves using your imagination and creativity to design products.

- involves learning about the properties of different materials.
- involves learning how to select, shape and combine materials to make useful products.
- gives you the opportunity to investigate how existing products and technologies work.
- gives you the opportunity to be innovative and try out different ideas to meet the needs of a client.

## **What about exams?**

2 hour written exam 100 marks

50% of GCSE

A mixture of short and extended answer questions. (15% of the marks will be for questions that assess pupils' ability to apply their mathematical knowledge to solve design problems)

## **Is there any coursework?**

Yes, 50% of the course is coursework or non-examined assessment and this must be undertaken in Year 11.

A choice of project titles, which are set by the exam board, will be available for pupils to choose from.

## **What could I do with GCSE Design and Technology?**

GCSE Design and Technology is a great course for developing pupils' communication and problem-solving skills which are valued by employers within all professions and industries. It is particularly useful for pupils who may be considering a career in design and engineering, specific examples include: product design, design engineering, architecture, automotive design and furniture design.

# DRAMA

**LEVEL: GCSE**

**BOARD: OCR**

Our GCSE drama qualification will equip you with a range of skills much sought after in the wider world of work and education. It will:

- Develop ways of communicating confidently and creatively
- Encourage co-operation and the understanding of others
- Provide the skills of working with others – learners work in pairs or in a group of up to six for both units
- Introduce the tools and the language of drama
- Look at actions and their consequences in a dramatic setting
- Explore the creative work of the designer, deviser and director... as well as the performer

## **What does the course involve?**

There are three parts to the course:

**Devising drama** - Learners will research and explore a stimulus, work collaboratively and create their own devised drama. (01/02) 60 marks Non-exam assessment 30% of total GCSE

**Presenting and performing texts** - Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. (03/04) 60 marks Non-exam assessment (Visiting examination) 30% of total GCSE

**Drama: performance and response (Written exam)** - Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance. (05) 80 marks Exam assessment 1 hour 30 minutes (Written paper) 40% of total GCSE

**How Will I Be Assessed?** The most important element in your assessment for your coursework will be the quality of your performances in front of your chosen audiences. These will be supported by a written log or record that you will complete during the rehearsal process together with a final evaluation. These are marked in an overall balance of 50% performance 50% portfolio. The performances will be recorded on DVD to help with moderation. You will also perform to a visiting examiner. You will usually work on your performances in a small group but may work with one other person (the minimum group size is two). As you can see above, there will also be a written examination at the end of the course which will be worth 40% of your final grade.

**Will I Like It?** This is a performance based qualification and so if you don't like getting up in front of an audience to perform, this is certainly NOT the course for you. If, however, you enjoy acting as a skill and want to learn more about it, to find out about possible careers in acting (or in the theatre generally) or simply to improve your levels of confidence when dealing with people, this could be just the thing you are looking for!

**Do I Have To Be Able To Sing?** Absolutely not! This is an acting based course and taking part in musical performances is not necessary. That does not mean of course that you CAN'T introduce a musical element to your work if you so choose. One of the great things about the course is its *flexibility*. Whatever kind of acting you are interested in; there should be something to suit you.

# FOOD PREPARATION AND NUTRITION

**LEVEL: GCSE**

**BOARD: AQA**

## **What is Food Preparation and Nutrition?**

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing pupils' practical cookery skills to give them a strong understanding of nutrition.

## **Will I enjoy this course?**

You will enjoy this course if you want to study a subject that:  
allows you to develop your ability to plan, prepare and cook dishes  
allows you to develop your passion for food and work in a practical way  
allow you to understand the science of cooking and why ingredients are needed in dishes

**Pupils will be expected to cook once a fortnight to develop skills – this will obviously have financial and organisational implications.**

## **What about exams?**

There is a 1 hour 45-minute exam that assesses pupil's knowledge and understanding in the following topic areas:

- Food science
- Food, nutrition, and health
- Food safety
- Food choice
- Food provenance

## **Structure of assessment?**

50% exam. Split into 2 sections, section A is multiple choice questions 50% non-exam assessment (NEA):

NEA 1 Food Investigation (15%) – pupils write a report on their understanding of the scientific principles that underpin the preparation and cooking of food. They will complete practical experiments to demonstrate these principles

NEA 2 Food preparation assessment (35%) – Pupils will plan, prepare, cook and present a three course menu within 3 hours.

## **What could I do with GCSE Food Preparation and Nutrition?**

Upon completion of this course, pupils will be qualified to go on to further study or embark on an apprenticeship or full-time career in the catering or food industries.

Employment in the Food & Nutrition Sector can range from:

- Food Scientist
- Dietician / Nutritionist / Sports Nutrition
- New Product Development Technologist
- Chef / Business Owner
- Quality Control / Environmental Health
- Food Journalism



# GEOGRAPHY

**LEVEL: GCSE**

**BOARD: AQA**

There are 3 formal exam papers at the end of the course. There is no coursework or controlled assessment.

## **Living with the physical environment**

Section A: The challenge of natural hazards Section B: Physical landscapes in the UK Section C:

The living world

Written exam: **1 hour 30 minutes**

88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology) **35% of GCSE**

## **Challenges in the human environment**

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

Written exam: **1 hour 30 minutes**

88 marks (including 3 marks for SPGST) **35% of GCSE**

## **Geographical applications**

**There will be two field trips - one to study an urban environment and one to study a rural environment.**

Section A: Issue evaluation

Section B: Fieldwork

## **How it's assessed**

Written exam: **1 hour and 30 minutes**

76 marks (including 6 marks for SPGST) **30% of GCSE**

Pre-release resources made available from March in the year of the exam

# HEALTH AND SOCIAL CARE

**LEVEL: LEVEL 2 CAMBRIDGE NATIONAL CERTIFICATE**

**BOARD: OCR**

## **What knowledge and skills will I develop as part of this qualification?**

To work in a health and social care setting, it is essential to understand the rights of individuals, person-centred values and how they can be applied. This qualification will help you develop this knowledge and to understand the importance of effective communication skills when working in these settings. You will also develop the skills needed to ensure a safe and hygienic environment for those in care.

## **What will I study?**

You will study the key aspects of health and social care, and have the opportunity to apply what you learn through a number of practical experiences. This will involve the studying of three units.

### **EXAM 40% (Principles of care in health and social care settings)**

This unit is assessed by an exam. In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care.

### **COURSEWORK 30% (Supporting individuals through life events)**

This unit is assessed by a Set Assignment. In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

### **COURSEWORK 30% (Creative and therapeutic activities)**

This unit is assessed by a Set Assignment. In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual.

## **Will I enjoy this course?**

You will enjoy this course if you want to study a subject that will allow you to learn about an incredibly broad and varied career sector. It also allows you to gain a qualification through continuous assessment. This means that from start to finish the work you produce counts towards your final grade and not just the exam you sit at the end of the course.

## **How Will I be graded?**

All results are awarded on the following scale:

Level 2 – Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

## **What could I do with Health and Social Care?**

The skills learned as part of this course will help you progress onto further study in the health and social care sector. This may be level 3 vocational qualifications, such as the Cambridge Technical in health and social care: A levels in psychology, biology or sociology and the following apprenticeships: Adult care worker; Allied health professions Support; Health and Social Care; Healthcare science assistant; Maternity or Paediatric support.

# HISTORY

**LEVEL: GCSE**

**BOARD: EDUQAS**

## **Component 1 structure:**

Studies in Depth 50% of qualification.

2 hours split into two papers:

British Study in Depth 1 hour (five questions)

Non-British Study in Depth 1 hour (five questions)

## **Component 2 structure:**

Studies in Breadth 50% of qualification.

2 hours split into two papers:

Period Study 45 minutes (five questions)

Thematic Study 1 hour 15 minutes (seven questions)

## **Component 1 content:**

British Study in depth: The Elizabethan Age, 1558-1603 - Within this unit we will look at the challenges Elizabeth faced when she became Queen, life in Elizabethan England and internal and external threats to Elizabeth's reign as Queen.

Non British Study in depth: Germany in Transition, 1919-1939 - This unit will consider: the impact of world war one on Germany; the challenges the new German government faced; the rise of national socialism within Germany; how Hitler became a dictator; how life changed within Germany following the Nazi party gaining power and Hitler's foreign policy prior to the outbreak of world war two.

## **Component 2 content:**

The Development of the USA, 1929-2000 - Within this unit we will look at: the depression in the USA in the 1930s; the impact of world war two; the issues around civil rights between 1941-70; Political changes 1960-2000; Social changes 1950-2000 and Cold war rivalry.

Changes in Crime and Punishment in Britain, c.500 to the present day - Within this unit we will consider the changing concepts of crime, punishment and law enforcement over this time period.

Within this unit we will also study a specific historical environment linked to either crime, punishment or law enforcement. This will change every 2 years.

## **Why study history?**

We all live in a volatile, dynamic and interconnected world. Knowledge of the past is essential in understanding and trying to make sense of what's happening now. GCSE History helps us to do both, through studying key events and individuals from the past and the ways in which they have shaped our present.

Employers are always looking for young people who are able to think critically and analytically, both key attributes of the historian, and studying GCSE History can help you take the first steps on a variety of career paths, including law, journalism, marketing, human resources, and management. GCSE History also serves as a platform for further study at A level and undergraduate level, either in history itself or in a wide range of alternative disciplines. It can act as the foundation stone for education of all kinds and helps develop academic skills crucial in a range of fields. These include the ability to absorb large quantities of information, sift content, analyse sources and interpretations, shape arguments and reach balanced conclusions.

Above all, though, GCSE History provides a highly interesting and stimulating course of study, allowing the investigation of a wide range of periods and societies in the past at international, national and local level.

# MUSIC

**LEVEL: GCSE**

**BOARD: AQA**

## **What is GCSE Music all about?**

GCSE Music is all about making and listening to music. It covers performing, composing and listening to a wide variety of musical styles including popular music, world music and classical music. There are opportunities to use music technology (Sibelius) to notate your own music.

## **Will I enjoy this course?**

You will enjoy this course if you want to study a subject that:  
involves performing as a soloist and as a member of a group.  
involves listening to all kinds of music.  
involves composing music.

## **How does it follow on from what I have learned before?**

You will improve and expand on listening work you have completed in Y7-9 with a strong focus on the musical elements. You will study music history and learn more about how and why music was written and/or performed. You will continue to develop your instrumental skills throughout Y10 and Y11.

## **How will I be assessed?**

There is a 1.5 hour written/listening exam in the summer of Year 11. You will listen to a CD and answer questions on different genres of music ranging dating from 1600AD - Present day from all around the world and write two essays on pieces of music you have studied (40%).

You will be required to perform (sing or play) and record two pieces - one as a soloist and one as a member of a group (30%)

You will also compose 2 pieces of your own music. One of these is free choice, the other is set by the examiners. You must produce a score and a recording for each of these.

## **Do I need to be able to play a musical instrument or read music?**

You need to be willing to play a musical instrument or sing in order to record the performance requirement of the course. Although it helps, you do not need to take additional instrumental tuition. You will however need to practice your chosen instrument daily to be able to perform a piece at a minimum of Grade 1 standard by the end of Y11. To receive a higher GCSE grade, you must be able to perform a piece of Grade 4-5 standard.

You do not need to know how to read music to take GCSE music, but you do need to be willing to learn. This is taught as part of the course in order to be able to answer questions on the Listening Paper and to use the composition writing software Sibelius.

# PHYSICAL EDUCATION (GCSE)

**LEVEL: GCSE**

**BOARD: AQA**

## **What is GCSE Physical Education all about?**

You will learn about:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

PE will offer you the opportunity to develop your skills, understanding and knowledge in sport and physical activities.

It will help you to improve your own performance.

## **What about exams?**

You will sit two exams at the end of Year 11.

Both written papers will be 1 hour 15 minutes long.

The exams are 60% of the GCSE.

## **What about Non-Examined Assessment (Coursework)?**

You will be assessed in three different physical activities in a role of player/performer (one in a team activity, one in an individual activity and a third in either team or individual activity) (30% of GCSE).

You will also complete an analysis and evaluation of a performance to bring about improvement in one activity (10% of GCSE).

## **Will I enjoy this course?**

If you are interested in fitness, health, sciences and want to learn more about the world of sport, and develop your own performance then this could be the course for you!

It would also be an advantage if you were involved in sport outside of lessons, for example a school sports club.

## **What could I do next with GCSE Physical Education?**

This is a full GCSE and a good grade would indicate that you were able to cope with the academic and practical demands of this stimulating course.

It would prove an excellent foundation for any advanced physical education course or more vocationally related course such as leisure and recreation.

Employment opportunities where your skills will be particularly valued include the sport and leisure industry, travel and tourism, physiotherapy and teaching.

# RELIGIOUS STUDIES

**LEVEL: GCSE**

**BOARD: EDUQAS**

The GCSE Religious Studies qualification is designed to develop your knowledge of religious and non-religious beliefs, such as Christianity, Judaism, Atheism and Humanism. You will also develop the ability to construct well argued, well informed, balanced verbal and written responses. This course will challenge you to reflect upon your own beliefs and values and give you the opportunity to explore your own views which will help contribute to your preparation for adult life.

**What does the course involve? There are three areas of study as outlined below:**

|  |
|--|
| <p><b>Area of study 1:</b> Religious, Philosophical and Ethical Studies in the Modern World</p> <p>Written Examination: 2 hours      50% of qualification</p> <p>Topics include:</p> <p>Issues of Relationships (including sex, contraception, cohabitation, marriage, divorce, homosexuality)</p> <p>Issues of Life and Death (including, abortion, euthanasia, creation, the environment, animal rights, the afterlife)</p> <p>Issues of Good and Evil (including crime and punishment, forgiveness, the death penalty, suffering)</p> <p>Issues of Human Rights (including human rights, social justice, prejudice and discrimination, poverty)</p> |
| <p><b>Area of study 2:</b> The study of Christianity</p> <p>Written Examination: 1 hour      25% of qualification</p> <p>Topics include:</p> <p>Beliefs and teachings (including God, the life of Jesus, the afterlife, creation)</p> <p>Practices (including forms of worship, sacraments, pilgrimage and celebration, the worldwide church)</p>  |
| <p><b>Area of study 3:</b> The study of Judaism</p> <p>Written Examination: 1 hour      25% of qualification</p> <p>Topics include:</p> <p>Beliefs and teachings (including God, Messiah, the afterlife, creation, life on earth)</p> <p>Practices (including forms of worship in Britain and elsewhere, the synagogue, festivals, rituals, daily life)</p>  |

**Who is it for?**

Religious Studies is about being able to look at an issue such as abortion from many different points of view. You need to be able to use non-religious as well as Christian and Jewish arguments to put forward a well-balanced argument. This course needs you to be able to use quotes from holy texts and scripture to reach the higher grades.

**Why choose Religious Studies?**

A qualification in Religious Studies is good preparation for further study in many AS/A level courses. It gives pupils the ability to critically think and respectfully debate. Religious studies is a widely recognised subject in the world of work as a valued subject in its own right due to the skills it develops. This subject lends itself to many vocations and careers such as Law, Social Care, Journalism, Politics, Primary and Secondary Education, Human Resources and Public Service to name a few.

# SPORT (BTEC)

**LEVEL: BTEC LEVEL 2 (TECH AWARD)**

**BOARD: PEARSON EDEXCEL**

## **What is BTEC Sport all about?**

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology

BTEC Sport will offer you the opportunity to develop your skills, understanding and knowledge in sport, exercise and physical activities.

It will help you to improve your own performance in different practical roles.

## **What about exams?**

Component 3 content overview: (40%)

You will sit one exam at the end of Year 11

The written paper will be 1 hour 30 minutes long

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will apply their applied knowledge and understanding of the body's reaction to participants taking part in physical activity and the components of fitness to develop fitness levels.

## **What about Non-Examined Assessment (Coursework)?**

You will be assessed in two Coursework units (Component 1 and 2)

Some of the coursework content is practically assessed via video recordings.

Component 1 content overview: (30%)

Task 1: The different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers.

Task 2: Equipment and technology required to take part.

Task 3: Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm-up to prepare participants to take part in sport and physical activity (Video recording)

Component 2 content overview: (30%)

Task 1: The components of fitness and how they are used in different types of sport.

Task 2: Practical participation in sport (Video Recording)

Task 3: Rules and regulations in sport.

Task 4: Improve other participants' sporting performance through planning and delivery of sports drills and conditioned practices (Video Recording)

## **Will I enjoy this course?**

If you are interested in fitness, health, and sports leadership (Coaching and teaching) and want to learn more about the world of sport and develop your own performance in differing roles, then this could be the course for you!

## **What could I do next with BTEC Sport?**

BTEC Sport is equivalent to a GCSE, but assessed in a different way, allowing for a more vocational and flexible way of learning. Learners achieve a Pass, Merit or Distinction Grade.

It would prove an excellent foundation for any advanced Physical Education course such as A level PE or more vocationally related course such as Level 3 BTEC Sport.

Employment opportunities where your skills will be particularly valued include the sport and leisure industry, travel and tourism, physiotherapy and teaching & coaching.