3D DESIGN: GCSE LEVEL 2

COURSE OUTLINE

3D Design enables students to understand and apply iterative design processes through which they explore and create within the fields of product design or design for the built environment (architecture or interior/set design). The qualification enables students to use creativity and imagination to design and make prototypes that solve real and relevant problems. Students will need to consider others' needs, wants and values to ensure their ideas are fit for purpose. The aims of this course are to develop skills and produce realisations in the following areas,

- architectural design
- product design
- jewellery and body adornment
- interior design
- environmental/landscape/garden design
- exhibition design
- designs for theatre, film and television

The option focuses on design for 3D outcomes from a broad spectrum of areas, so students can find an area they are most interested in. Students who opt for this GCSE enjoy devising innovative products/solutions, and these might be in the realm of electronics, lighting, architectural solutions or architecture/interiors. They will immerse themselves in user-centred design. To become equipped for these challenges' students will learn CAD CAM, with an emphasis on using 2D and 3D CNC machines to aid their realisations. The students will also learn elements of design history and gain a strong understanding of the work of others. This course is most suitable to students who,

- enjoy practical work, being in the practical work environment, have a good grasp of ICT and have good drawing skills.
- enjoy problem solving and enjoy devising innovative ideas.
- are organised and committed to developing a substantial amount of project work over the two-year course.

ASSESSMENT METHOD

This qualification comprises of a coursework unit worth 60% and a Practical exam worth 40%. The practical examination will be taken at the end of the course over 2 days or 10 hours.

SKILLS ACQUIRED

Dependent on their personal intentions, students will develop skills in the following, and will use a selection of these materials,

- model making
- constructing
- surface treatment
- assembling

- drawing materials
- clay
- wood
- metal
- plastic
- found materials.

Full specification: https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/three-dimensional-design

ART

AWARDING BODY: AQA QUALIFICATION: GCSE

COURSE OUTLINE

Curriculum:

Course Intent:

GCSE Fine Art is designed for students who are passionate about visual expression and wish to explore a wide range of creative techniques and processes. The course supports progression into further education and careers in the creative industries, while nurturing personal expression and critical understanding.

Skills and Learning Focus

Students will:

- Build on and refine techniques learned at Key Stage 3
- Develop visual literacy and critical analysis through artist research and annotation
- Explore and experiment with a variety of media, materials, and processes
- Investigate personal themes and produce original, meaningful outcomes

Course requirements:

To fully engage with the course, students will need:

- An A3 sketchbook and basic drawing tools (pencils, pens, eraser, sharpener)
- A willingness to visit galleries and museums to support contextual understanding (school trips to London venues will be arranged)
- Access to basic art materials at home is beneficial (e.g., watercolours, oil pastels, glue, scissors, sketching pencils); these are also available in school

ASSESSMENT METHOD

Curriculum Structure:

The course follows the AQA GCSE Art and Design: Fine Art specification and includes:

- Component 1: Portfolio (60%)

A selection of work developed by the student over time, including:

- Sustained projects based on a theme or subject
- A range of experimental and developmental work
- Final outcomes showing refinement and personal response
- Component 2: Externally Set Assignment (40%)

A project based on a theme set by AQA, culminating in a 10-hour supervised practical session.

The four assessment objectives, set by AQA, and used for marking, are:

- Developing ideas through creative investigations, demonstrating a critical understanding of sources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

SKILLS ACQUIRED

- Experimental range of art materials and techniques including: drawing, painting, printmaking and 3D materials, such as clay
- Development stages of creative design, using self-propelled ideas.
- Effective research skills, to support the development of a piece of work or project.
- Evaluative and analytical literacy skills, to annotate work.
- Independence to plan, prepare and execute final projects
- Presentation skills, both verbally and in portfolios.

Specification: http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF
Assessment: http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206

Biology A: Separate Sciences

AWARDING BODY: OCR – Gateway **QUALIFICATION: GCSE**

COURSE OUTLINE

This route involves students studying for **three Science GCSE** qualifications, one in each of Biology, Chemistry and Physics. Students follow the same course as described in the combined Science course, with additional content studied in each of the units. Students find this route demanding and it is suitable for students who have a passion and proven ability for Science.

At the end of year 9, students who have achieved the highest marks in tests throughout the year and on the end of year exam are placed in one of two Separate Award groups on their side of the year. Y10 is used to monitor the progress of these pupils. In Y11 50% of these pupils are entered for the Separate Award exam while the rest continue with the Combined Double Science (higher tier) course which leads to a double grade, e.g. a grade 77. The number of pupils that we can enter, for Separate award is limited to one group for each side of the year group. This process ensures that pupils are entered for the most appropriate course according the individual student's potential. This course involves pupils developing their understanding of the following criteria.

- The use of conceptual models and theories to make sense of the observed diversity of natural phenomena;
- The assumption that every effect has one or more cause;
- That science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review;
- That quantitative analysis is a central element both of many theories and of Scientific methods of inquiry.

Biology
B1: Cell level systems
B2: Scaling up
B3: Organism level systems
B4: Community level systems
B5: Genes, inheritance and selection
B6: Global challenges

ASSESSMENT METHOD

Terminal Paper (100%): 2 papers sat at the end of year 11. Each paper will last 1 hour and 45 minutes and each will be worth 90 marks. Assessing student's knowledge and understanding of Biology.

SKILLS ACQUIRED

- To make informed personal decisions about issues and questions that involve Science
- To gain scientific knowledge, leading to a better understanding of the world
- To develop a range of practical skills
- To develop mathematical skills
- To develop investigatory and analytical skills
- To develop skills in the presentation of scientific data

Specification – Biology: http://www.ocr.org.uk/Images/234594-specification-accredited-gcse-gateway-science-suite-biology-a-j247.pdf
Assessment – Biology: http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-a-j247-from-2016/

BUSINESS

AWARDING BODY: AQA

QUALIFICATION: GCSE

COURSE OUTLINE

The subject is most suitable for students who:

- Are interested in running a successful business
- Want to learn how to be entrepreneurial
- Are interested in current events and the world around them
- Have a reasonable level of English and Maths

The course:

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

ASSESSMENT METHOD

Paper 1: Influences of operations and HRM on business activity	Paper 2: Influences of marketing and finance on business activity
What's assessed • Business in the real world • Influences on business • Business operations • Human resources	**What's assessed** • Business in the real world • Influences on business • Marketing • Finance
How it's assessed • Written exam: 1 hour 45 minutes • 90 marks • 50% of GCSE	**How it's assessed** • Written exam: 1 hour 45 minutes • 90 marks • 50% of GCSE
Questions • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks.	**Questions** • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks.

SKILLS ACQUIRED

- Use business terminology to identify and explain business activity
- Apply business concepts to familiar and unfamiliar contexts
- Develop problem solving and decision making skills relevant to business
- Investigate, analyse and evaluate business opportunities and issues
- Make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

Specification: http://filestore.aqa.org.uk/resources/business/specifications/AQA-8132-SP-2017.PDF
Assessment: http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132/assessment-resources

Cambridge National in IT
QUALIFICATION: Level 1/Level 2

AWARDING BODY: OCR (J836)

COURSE OUTLINE

This vocational computing option, will inspire and equip students with the confidence to use skills that are relevant to the IT sector and more widely within day-to-day life. It covers the use of IT in the digital world, the ***Internet of Everything***, data manipulation, human-computer interface (HCI) and ***augmented reality***. Its practical approach is good for encouraging a hands-on development of technical IT skills to solve real-world problems, using common and specialised software. Students will go on to develop a deep understanding in the use of IT in the digital world and how to apply design tools, principles of human computer interactions, the use of data and testing, cyber-security and legislation when creating an IT solution or product to meet the requirements appropriate for a defined target audience.

A Cambridge National in IT will encourage learners to:

- understand and apply the fundamental principles and concepts of IT, including the use of IT in the digital world, Internet of Everything, data manipulation and Augmented Reality
- understand, apply and use IT appropriately and effectively for the purpose and audience
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the IT sector and more widely
- plan, design, create, test and evaluate/review IT solutions and products which are fit for purpose and meeting user/client requirements and apply design and Human Computer Interface (HCI) considerations appropriate for a defined audience
- understand the impacts of digital technologies on the individual, organisation and wider society.

Choose this subject if:

- You want to improve your IT skills and understanding, and are keen to develop good technical skills in the use of IT
- You want to learn how to plan, design, create, test and evaluate/review IT solutions and Augmented Reality (AR) products
- You prefer doing practical assignments based on problem solving tasks
- You want to be career and business ready by being skilled in the use of spreadsheets, or the development and use of Augmented Reality
- You want to learn about the role IT will play in future careers and enjoy problem-solving activities

ASSESSMENT METHOD

Exam: (40%) R050: IT in the digital world {Written paper: 70 marks - 1.5 hours}

NEA 1: (30%) R060: Data manipulation using spreadsheets {60 marks}

NEA 2: (30%) R070: Using Augmented Reality to present information {60 marks}

SKILLS ACQUIRED

- Use of computer software; including, spreadsheets and augmented reality.
- Development of key skills in numeracy, communication and ICT.
- Problem solving by applying ICT to real life situations.

Specification: https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/
Assessment: https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/assessment/

Chemistry A: Separate Sciences

AWARDING BODY: OCR – Gateway **QUALIFICATION: GCSE**

COURSE OUTLINE

This route involves students studying for **three Science GCSE** qualifications, one in each of Biology, Chemistry and Physics. Students follow the same course as described in the combined Science course, with additional content studied in each of the units. Students find this route demanding and it is suitable for students who have a passion and proven ability for Science.

At the end of year 9, students who have achieved the highest marks in tests throughout the year and on the end of year exam are placed in one of two Separate Award groups on their side of the year. Y10 is used to monitor the progress of these pupils. In Y11 50% of these pupils are entered for the Separate Award exam while the rest continue with the Combined Double Science (higher tier) course which leads to a double grade, e.g. a grade 77. The number of pupils that we can enter, for Separate award is limited to one group for each side of the year group. This process ensures that pupils are entered for the most appropriate course according the individual student's potential. This course involves pupils developing their understanding of the following criteria.

- The use of conceptual models and theories to make sense of the observed diversity of natural phenomena;
- The assumption that every effect has one or more cause;
- That science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review;
- That quantitative analysis is a central element both of many theories and of Scientific methods of inquiry.

Chemistry
C1: Particles
C2: Elements, compounds and mixtures
C3: Chemical reactions
C4: Predicting and identifying reactions and products
C5: Monitoring and controlling chemical reactions
C6: Global challenges

ASSESSMENT METHOD

Terminal Paper (100%): 2 papers sat at the end of year 11. Each paper will last 1 hour and 45 minutes and each will be worth 90 marks. Assessing student's knowledge and understanding of Chemistry.

SKILLS ACQUIRED

- To make informed personal decisions about issues and questions that involve Science
- To gain scientific knowledge, leading to a better understanding of the world
- To develop a range of practical skills
- To develop mathematical skills
- To develop investigatory and analytical skills
- To develop skills in the presentation of scientific data

Specification – Chemistry: http://www.ocr.org.uk/Images/234598-specification-accredited-gcse-gateway-science-suite-chemistry-a-j248.pdf
Assessment – Chemistry: http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-a-j248-from-2016/

COMPUTER SCIENCE
QUALIFICATION: GCSE (9-1)

AWARDING BODY: OCR (J277)

COURSE OUTLINE

This option, introduces the scientific and technical side of working with IT and computers. The nature of this course means it is included in the **English Baccalaureate** as a "Science" subject and will be using binary and hexadecimal systems, so the ability to apply maths and science is important. Skills are developed using practical activities and a detailed technical examination of how computers work. It is aimed at the future "App" developers, problem solvers, programmers and computer scientists. Programming tasks use a high-level text-based programming language, and covers the areas of Design, Write, Test and Refine.

A GCSE in Computer Science will encourage learners to:

- Understand and apply the principles and concepts of Computer Science, abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of problem solving, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another as well as with other systems
- Understand the impacts of digital technology to the individual and society.
- Computer systems and the functions of system software.
- Understanding the functions of internal components of a computer.
- Computer memory and storage.
- Investigate how data can represent numbers, characters, images and sound.
- The study and understanding of "emerging technologies".
- Investigate network communications, system security and the Internet.
- Computer programming, computational logic and the creation of "apps".
- The ethical, legal, cultural and environmental concerns of using computers.

Choose this subject if:

- You want to improve your IT skills and understanding
- You have a keen interest in wanting to know **how** computers work and like the idea of **writing your own** programmes.
- You prefer doing practical programming assignments based on problem solving tasks
- You want to develop your computational thinking skills
- You want to be a creator and writer of 'apps' and not just a user of them
- You want to learn about the role IT will play in future careers and enjoy problem-solving activities

ASSESSMENT METHOD

Exam Paper 1 (50%)	**Computer systems**	**Written paper – 80 marks 1.5 hours**
Exam Paper 2 (50%)	**Computational thinking, algorithms and programming**	**Written paper – 80 marks 1.5 hours**

SKILLS ACQUIRED

- Use of computer software; including, databases and programming and the ability to Identify and understand internal and external computer hardware.
- Development of key skills in numeracy, communication and ICT.
- Computational thinking, along with conceptual learning and understanding
- Problem solving by applying ICT to real life situations.

Specification: https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/
Assessment: https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/assessment/

DRAMA
QUALIFICATION: GCSE

AWARDING BODY: AQA
COURSE OUTLINE

Drama GCSE trains students to become excellent communicators and superb team players. It enhances confidence and allows students to find their own voice. It teaches numerous skills that are transferable to almost any working environment. It provides a solid foundation for future study of Drama but is also chosen by students wanting to broaden their appeal to employers. Drama on your CV means you are a creative, outgoing communicator- very desirable qualities in an employee.

The course is centres around the study of making plays. This involves practical and written work that explores scripts and professional performances but also focuses on the students creating their own work. It's a demanding course that challenges students to stand up and put into practice ideas that they have studied.

It's impossible to do this course without practical performance but the written components are where most of the marks are gained.

ASSESSMENT METHODS-

Component 1: 40% (80 marks)- Understanding Drama (written paper) **marked by AQA**

This written exam is a test of knowledge about theatre in general but Mainly focuses on a set text that is studied in the course. The final section of the exam is a detailed review of a live professional performance.

Component 2: 40% (80 marks) Devising Drama (practical) marked by teacher

In this component students make a play. They are marked partly on the performance but mainly on the creative log they keep of the process.

Component 3: 20% (40 marks)Texts in Practice (practical) marked by AQA

This is a practical performance of part of a scripted play in front of an audience.

SKILLS ACQUIRED

- Presentation and public speaking.
- Teamwork and negotiation.
- Acting and performance skills
- Written techniques and skills used in other subjects such as English, History and Media Studies.

Specification: http://www.aqa.org.uk/subjects/drama/gcse/drama-8261/introduction
Assessment: http://www.aqa.org.uk/subjects/drama/gcse/drama-8261/assessment-resources

ECONOMICS

AWARDING BODY: AQA QUALIFICATION: GCSE

COURSE OUTLINE

The subject is most suitable for students who

- Are reasonably competent in English, and you will be expected to read around the subject.
- Are Interested in current affairs
- Want to tackle problems related to the Economy, business, society and the environment and are ready to debate issues.

The course

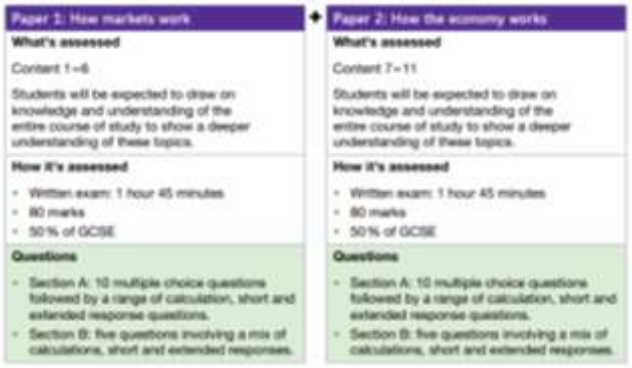
How markets work

- Economic foundations
- Resource allocation
- How prices are determined
- Production, costs, revenue and profit
- Competitive and concentrated markets
- Market failure

How the economy works:

- Introduction to the national economy
- Government objectives
- How the government manages the economy
- International trade and the global economy
- The role of money and financial markets

ASSESSMENT METHOD



Paper 1: How markets work	Paper 2: How the economy works
What's assessed Content 1–6 Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.	**What's assessed** Content 7–11 Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.
How it's assessed • Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE	**How it's assessed** • Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE
Questions • Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions. • Section B: five questions involving a mix of calculations, short and extended responses.	**Questions** • Section A: 10 multiple choice questions followed by a range of calculation, short and extended response questions. • Section B: five questions involving a mix of calculations, short and extended responses.

SKILLS ACQUIRED

- When students understand how markets and economies work, they will develop an economic awareness to benefit them personally and professionally for years to come.
- AQA have created the new GCSE with help from teachers, keeping contemporary case studies we know teachers and students will enjoy
- There are lots of opportunities to talk about today's economic issues in your lessons. Students can develop communication, critical thinking and analytical skills through tasks based on anything from ways to cut the budget deficit, to weighing up the pros and cons of inflation or being part of free-trade agreements.

Specification: http://filestore.aqa.org.uk/resources/economics/specifications/AQA-8136-SP-2017.PDF
Assessment: http://www.aqa.org.uk/subjects/economics/gcse/economics-8136/assessment-resources

Engineering: **GCSE LEVEL 2**

COURSE OUTLINE

The AQA GCSE Engineering (8852) gives students a practical and theoretical understanding of how engineered products are developed, manufactured, and evaluated. It covers six core areas: materials, manufacturing processes, systems, testing and investigation, modern technologies, and practical engineering skills. Assessment is split between a **two-hour written exam (60%)** testing knowledge and application across these areas, and a **non-exam assessment (40%)** involving a supervised design-and-make project set by AQA. Through this balance of theory and practice, students gain transferable skills in maths, science, technical communication, and evaluation, alongside awareness of sustainability and ethics, preparing them for progression into A-levels, vocational qualifications, apprenticeships, or engineering careers.

- Mechanical Engineering Roles – auto, aeronautical and within tool and/or maintenance roles
- Electrical & Electronic Engineering Roles – such as within electronic engineering and control systems (robotics/automaton)
- Civil & Structural Engineering Roles – aiding architects and within construction
- Civil Engineer – planning and overseeing infrastructure projects such as roads and railways
- Manufacturing & Production Engineering Roles – such as maintaining and designing tooling for manufacturing systems

Students who thrive in AQA GCSE Engineering are those motivated by innovation in production rather than original design, with a strong interest in determining how predetermined designs can be realised efficiently and accurately. They enjoy applying maths and science to practical contexts, working hands-on with materials, processes, and systems, and solving problems around manufacturing methods, sustainability, and safety. Detail-oriented and logical, they can interpret technical drawings, test materials, and refine production techniques, showing resilience and precision in their work. The course particularly suits learners who want to explore engineering as the optimisation of making, turning ideas into reliable products and offers clear progression into apprenticeships, vocational pathways, or further study in mechanical, electrical, civil, or manufacturing engineering.

ASSESSMENT METHOD

The AQA GCSE Engineering (8852) qualification is assessed through two components: a **two-hour written exam worth 60% (120 marks)** that tests knowledge and application across materials, manufacturing processes, systems, testing, and modern technologies through multiple-choice, short-answer, calculation, application, and extended-response questions; and a **non-exam assessment worth 40% (80 marks)**, completed in around 30 supervised hours, where students respond to an AQA-set project released annually. Together, these components balance theoretical understanding with practical engineering skills, ensuring learners demonstrate recall, application, problem-solving, and reflective evaluation

SKILLS ACQUIRED

- Technical Knowledge
- Analytical & Problem-Solving Skills
- Practical & Production Skills
- Project & Process Management

Full specification: [GCSE Engineering 8852 | Specification | AQA]

ENGLISH LANGUAGE

COURSE OUTLINE

- To experience a range of writing, reading and oral activities.
- To develop a range of writing styles.
- To use standard English and variations correctly.
- To be able to analyse, compare and produce writing in all forms.
- To understand how spoken language is used in a variety of contexts.
- To develop use of voice and listening skills in a variety of different contexts
- Creative writing.
- To read and write a range of fiction and non-fiction.
- Extract analysis of 19th/20th and 21st century literary fiction and non-fiction texts.

AWARDING BODY: AQA

QUALIFICATION: GCSE

Paper 1: Explorations in Creative Reading and Writing (1hr 45mins – 50%)
Reading and analysing an unseen literary fiction extract
Writing a piece of descriptive narrative writing

Paper 2: Writers' Viewpoints and Perspectives (1hr 45mins – 50%)
Comparing two non- fiction extracts(19TH/20TH/21ST Century texts)
Writing an argument/persuasive piece

SKILLS ACQUIRED

- To communicate clearly: structure, organise and adapt talk.
- To read with insight, follow an argument, select material, evaluate.
- To write for a range of purposes and audiences.
- To organise ideas.
- To express meaning clearly and with accuracy.
- To investigate spoken forms of English.

Specification - English Language: http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/subject-content
Assessment – English Language: http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources

ENGLISH LITERATURE

COURSE OUTLINE

- To read, understand and respond to a range of literature texts.
- To develop an awareness of social and historical influences on literature.
- To write clearly about literature.
- To talk/explain clearly about literature.
- A contemporary play, such as *An Inspector Calls*.
- A selection of contemporary and literary heritage poems on Power and Conflict
- A Shakespeare play: *Macbeth*
- A 19th Century novel *A Christmas Carol*

AWARDING BODY: AQA

QUALIFICATION: GCSE

AVAILABLE: ALL STUDENTS

ASSESSMENT METHOD

Paper 1: Shakespeare and the 19th Century fiction (1hr 45 mins – 40%)
Analysis of a Shakespeare play 'Macbeth'
Analysis of a 19th Century novel '*A Christmas Carol*'

Paper 2: Modern Texts and Poetry (2hr 15 mins – 60%)
Analysis of a drama 'An Inspector Calls'
Analysis of a collection of poems from an Anthology on Power and Conflict
Exploration of an unseen poem

SKILLS ACQUIRED

- To respond to texts critically and in detail.
- To explain language and structure of texts.
- To explore relationships and comparisons of texts.
- To show understanding of the literary tradition.
- To understand the influence of social and historical contexts.

Assessment – English Literature: http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources
Specification - English Literature: https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification

FOOD PREPARATION AND NUTRITION

AWARDING BODY: EDUQAS QUALIFICATION: GCSE

COURSE OUTLINE

This subject is most suitable for students who:

- Consider a career in nutrition, sport science, microbiology or the food industry
- Enjoy preparing meals for themselves and others
- Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities
- To develop an understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- To understand and explore a range of ingredients and processes from different culinary traditions to inspire new ideas or modify existing recipes.

Areas covered:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

ASSESSMENT METHOD

Component 1	Principles of Food preparation and nutrition	
	Written examination	50%
	1 hour 45 minutes	
Component 2	Food preparation and nutrition in action	
	Internally assessed	50%
	2 assessments over 2 years	

SKILLS ACQUIRED

- To develop practical skills used in food preparation
- To develop sensitivity, creativity and aesthetic appreciation.
- To understand the relationship between diet, nutrition and health
- To develop ability in team work and problem solving

Specification: http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/eduqas-gcse-food-preparation-nutrition-spec-from2016.pdf?language_id=1&dotcache=no&dotcache=refresh
Assessment: http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/eduqas-gcse-food-preparation-nutrition-sams-from2016.pdf?language_id=1&dotcache=no&dotcache=refresh

FRENCH

AWARDING BODY: EDEXCEL QUALIFICATION: GCSE

COURSE OUTLINE

- To develop the four skills of listening, speaking, reading and writing, expanding on the topics studied at Key Stage 3.
- To develop knowledge and understanding of French grammar.
- To encourage positive attitudes to the way of life of French speaking countries

THEMES FOR LISTENING SPEAKING READING AND WRITING

My personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and my future and travel and tourism

This subject is most suitable for students who:

- Enjoy communicating with people and learning about people from different cultures and enjoy travelling
- Wish to find out more about the French language and French speaking countries.
- Would like to work abroad and/or would like to be able to offer the skill of speaking a foreign language to a future employer.
- Are considering working in business, banking, finance medicine, engineering, law, journalism or travel.

ASSESSMENT METHOD - All 4 skills of listening, speaking, reading and writing are assessed in **4 separate examinations at the end of Year 11**.

Students are entered at **either** Foundation level (grades1-5) **or** Higher level (grades4-9) Students can **NOT** be entered for different levels for each skill.

Paper	Skill	Weighting	Foundation	Higher
Unit 1	Listening	25%	45mins	1 hour
Unit 2	Speaking	25%	7-9mins	10-12mins
Unit 3	Reading	25%	45mins	1 hour
Unit 4	Writing	25%	1 hour 15 mins	1 hour 20mins

SKILLS ACQUIRED

- To acquire knowledge and understanding of French and to develop skills to learn languages.
- To develop awareness of French speaking countries.
- To build communication skills.

Specification: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html
Assessment: None available yet for the new specification

GEOGRAPHY

AWARDING BODY: EDEXCEL A QUALIFICATION: GCSE

COURSE OUTLINE

Geography Department Intent: *To know about the world we live in, learn from the past to hold the key to the future*
A thematic approach to Geography is taken, with content organised by physical and human environments. It also enables students to explore the people-environment challenges we face in the UK and to undertake fieldwork (a compulsory requirement across exam boards).

The Physical Environment:

- The changing landscapes of the UK - Coastal and River Landscapes
- Weather hazards and climate change - including two studies of tropical storms and drought
- Ecosystems, biodiversity and management - including two studies of tropical rainforests and temperate deciduous woodlands

The Human Environment

- Changing cities - two studies including a UK city and a city in a developing or emerging country
- Global development - a study of a developing or emerging country
- Resource management - a study of water

Geographical Investigations: Fieldwork and UK Challenges

- Fieldwork - one physical and one human investigation
- UK Challenges - a study drawing across the Physical Environment and the Human Environment. Students use geographical skills to investigate a contemporary challenge drawn from one or more of key themes: Resource consumption and environmental sustainability, settlement, population and economics, landscape and climate change

The subject is suitable for students who like to:

- Find out and ask questions about the global issues, the world and places around them
- Keep up to date with current affairs and would like to make a difference to their world; curious about how people and their cultures are shaped by places and the environment.
- Ideal for those who want to develop critical thinking and problem-solving skills for careers in fields like consulting, urban planning, data analysis etc.

ASSESSMENT METHOD

Students are assessed at the end of Year 11:

- **The Physical Environment** - 1 Exam: 1 hour 45 minutes, 94 marks, 37.5%
- **The Human Environment** - 1 Exam: 1 hour 30 minutes, 94 marks, 37.5%
- **Geographical Investigations** - 1 Exam: 1 hour 30 minutes, 64 marks, 25%

SKILLS ACQUIRED

- To use, interpret and analyse geographical data (graphs, tables etc)
- To learn about places, patterns and processes
- To develop a sense of place and an appreciation of the environment
- To develop skills in map work, Geographical Information Systems, numeracy, literacy and the application of geographical enquiry
- To use geographical terminology confidently in writing and to ask geographical questions.

Specification: https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-A/2016/specification-and-sample-assessments/Geography_A_Issue3%20GCSE%20(9-1)%20Specification.pdf
Assessment Materials: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments

German

QUALIFICATION: GCSE -EDEXCEL

COURSE OUTLINE

- To develop the four skills of listening, speaking, reading and writing and to expand on the topics studied at Key Stage 3.
- To develop knowledge and understanding of German grammar.
- To develop skills for language learning.
- To encourage positive attitudes to the way of life of German speaking countries

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THEMES FOR LISTENING SPEAKING READING AND WRITING

My personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and my future and travel and tourism

This subject is most suitable for students who:

- Enjoy communicating with people and learning about people from different cultures.
- Wish to find out more about the German language and German speaking countries.
- Would like to work abroad and/or enjoy travelling.
- Would like to be able to offer the skill of speaking a foreign language to a future employer.
- Are considering working in business, banking, finance, medicine, engineering, law, journalism or travel.

ASSESSMENT METHOD

All 4 skills of listening, speaking, reading and writing are assessed in **4 separate examinations at the end of Year 11**. Students are entered at **either** Foundation level (grades1-5) **or** Higher level (grades4-9) Students can **NOT** be entered for different levels for each skill.

Paper	Skill	Weighting	Foundation	Higher
Unit 1	Listening	25%	45mins	1 hour
Unit 2	Speaking	25%	7-9mins	10-12mins
Unit 3	Reading	25%	45mins	1 hour
Unit 4	Writing	25%	1 hour 15mins	1 hour 20mins

SKILLS ACQUIRED

- To acquire knowledge and understanding of German
- To develop skills to learn languages.
- To develop awareness of German speaking countries.
- To develop all four language skills: listening, speaking, reading and writing.
- To build communication skills.

Specifications: Please see the French specification and the German has not yet been released https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html

Assessment: None yet available for the new specification

HISTORY
QUALIFICATION: GCSE

AWARDING BODY: Edexcel
COURSE OUTLINE

Skills acquired:

- To understand the world in which we live.
- To understand the role of the past in shaping the present.
- To develop a greater understanding of the diversity of cultures and how they developed.
- To develop the ability to challenge the accuracy of written information.

Topics studied:

- Early Elizabethan England 1558-88- A study of the challenges and threats to Queen Elizabeth I.
- Superpower relations and the Cold War (1941-91). A study of the competition of arms, space travel and propaganda between USA and Soviet Union.
- Germany from 1919-1945- In depth study of Hitler's rise to power, and life in Nazi Germany.
- Changes in Crime and Punishment from 1000- present day. From witchcraft to drug smuggling in the 20th Century. In depth focus on Whitechapel: crime, policing and the inner city

ASSESSMENT METHOD

Examinations – 100**%**

Paper 1 (30%)	Crime and Punishment with Whitechapel: crime, policing and the inner city
Paper 2 (40%)	Superpower Relations/ Elizabethan England
Paper 3 (30%)	Germany 1919-39

SKILLS ACQUIRED

- Learning about people - how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team-building at work!)
- Learning about countries, societies and cultures - so many of today's conflicts and alliances have their roots in the past; how can you negotiate with, trade successfully with, or report on a country if you know nothing of its history?
- Learning to locate and sift facts - to identify truth and recognise myth, propaganda and downright lies (useful in every aspect of life- particularly in the 'age of information')

Specification: http://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/9781446925867_GCSE2016_L12_History_Web.pdf

Assessment: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments

MATHEMATICS

AWARDING BODY: EDEXCEL QUALIFICATION: GCSE

COURSE OUTLINE

- To develop numeracy skills.
- To encourage enjoyment of Mathematics.
- Number and Algebra.
- Shape, Space and Measures.
- Proportional reasoning
- Statistics and probability
- Application of mathematics and problem solving.

GCSE Further Mathematics (AQA) may be offered alongside the GCSE to support progression to A level.
This course provides candidates with an introduction to the mathematics studied post–16, including AS and A Level Mathematics and Further Mathematics.
It is offered to Set 1 students only.

ASSESSMENT METHOD

Examinations - 100**%**

Paper 1	Non-calculator (1 hour 30 minutes)
Paper 2	Calculator (1 hour 30 minutes)
Paper 3	Calculator (1 hour 30 minutes)

Students are entered for one of two tiers:

There are 5 sets in years 10 and 11. Set 1 and 2 will be entered for Higher Tier, set 4 and 5 will be entered for Foundation Tier. Set 3 is a mixture of Higher and Foundation, the tier of entry for set 3 will be determined by mock examination and other assessment results at the end of year 10 and beginning of year 11.

SKILLS ACQUIRED

- To problem-solve.
- To develop logical thinking.
- To apply Mathematical methods to everyday situations.
- To progress through a hierarchy of concepts.

Specification: http://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf
Assessment: http://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/GCSE-Mathematics-2015-SAM.pdf

AWARDING BODY: WJEC Eduqas

MEDIA STUDIES

QUALIFICATION: GCSE

COURSE OUTLINE

The WJEC Eduqas specification offers learners the opportunity to develop knowledge and understanding of these key issues and the ability to debate important questions about the media. It introduces them to a theoretical framework for analysing the media, which also underpins study of the media at A level. Although the specification focuses predominantly on the contemporary media, this is contextualised and enhanced through the exploration of significant products from different historical periods. Through studying both established and evolving media forms, learners will gain a real awareness of the role of the media in society and culture. The study of a range of rich and stimulating media products is central to this specification, working from the product outwards to develop appreciation and understanding of the media. This specification also recognises the fundamental relationship between theoretical understanding and practical work, providing learners with exciting opportunities to develop media production skills.

This Media Studies course offers a broad, coherent and engaging course of study which enables learners to:

- demonstrate skills of enquiry, critical thinking, decision-making and analysis
- acquire knowledge and understanding of a range of important media issues
- develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics
- understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- develop practical skills by providing opportunities for creative media production

Course requirements:

- Students **must have** a USB memory stick of at least **4GB**
- It is expected that students will, on occasions, work after normal school hours or during lunch times to complete their practical coursework

This subject is most suitable for:

- Students who are analytical and creative
- Students who have a good level of written English and enjoy writing
- Those who are prepared to work with technology and learn new software
- Students who are organised to meet strict deadlines

Links well with subjects like English, Sociology, Psychology and History

ASSESSMENT METHOD

70% Written Exam

Students will have to sit **two** exam papers at the end of Year 11. Questions will focus on areas of the theoretical framework studied in class: Context, Media Language, Representation, Audience and Industry and will require essay style responses.

Component 1 - Exploring the Media (40%) – 1 hour 30 minutes

Section A – Exploring Media Language and Representation
Section B – Exploring Media Industries and Audience

Component 2 - Understanding Media Forms and Products (30%) – 1 hour 30 minutes
This component assesses all areas of the theoretical framework and contexts of the media in relation to:
Section A – Television
Section B – Music (music videos and online media)

Component 3 - Non- Examination Assessment (30%)
Students will individually produce a print-based media product that is in response to an annually changing brief set by the exam board. This could include; print adverts, magazines, film posters, DVD covers or any other media forms the exam board would like us to explore. Students will produce their coursework using industry software - Adobe Photoshop.

SKILLS ACQUIRED

- Opportunities for progression to A Level Media Studies
- Skills of enquiry, critical thinking, decision-making and analysis
- Develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics
- Practical skills by providing opportunities for creative media production

Specification: http://www.eduqas.co.uk/qualifications/media-studies/gcse/
Assessment Materials: https://www.eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=12951

MUSIC TECHNOLOGY

AWARDING BODY: EDEXCEL QUALIFICATION: BTEC Tech Award

COURSE OUTLINE:

This course allows you to engage with the music sector and develop a range of relevant practical and technical skills. You will explore music product development and event management, and apply your knowledge in new and practical industry-related contexts.

ASSESSMENT METHOD

The course consists of three components:

Component No.	Unit title	Moderation Type
1	Exploring Music Products and Styles	Internal – Externally moderated
2	Music Skills Development	Internal – Externally moderated
3	Responding to a Music Brief	External synoptic

SKILLS ACQUIRED

The sector-specific knowledge and skills will support progression to a level 3 academic, applied general or technical level music or music technology qualification, or to an apprenticeship.

This qualification is designed to be taken as part of a broad and balanced curriculum at Key Stage 4. It will go particularly well alongside GCSEs in EBacc subjects (including computer science), non-core GCSEs (e.g. drama, media) and/or other Technical Awards (e.g. BTEC IT) to provide both curriculum breadth and the skills you need to make informed choices about study post-16.

The course is different from GCSE Music as it requires you to cover such areas as stage presence, working with others and musicality, as well as setting and reviewing your own development process.

Specification: Specification - Pearson BTEC Level 1/Level 2 Tech Award in Music Practice 2022
Assessment / Course Materials: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments

Physical Education

AWARDING BODY: NCFE

QUALIFICATION: Level 1/2 Technical Award in Health and Fitness

COURSE OUTLINE

This course is NEA and exam based, allowing students to focus on the study of the health and fitness sector. Students will be able:

- To develop a broad understanding of the structure and function of the body systems.
- To identify the effects of health and fitness activities on the body.
- To understand health and fitness and the components of fitness.
- To apply the principles of training.
- To test and develop components of fitness.
- To apply health and fitness analysis and set goals.
- To plan, develop and take part in a health and fitness programme and understand how to prepare safely.

Course Requirements: An interest in sport, health and fitness is desirable. Good standard of writing skills is necessary to cope with demands of the NEA.

ASSESSMENT METHOD

Candidates will be assessed via one external 90-minute exam at the end of Year 11 worth **40%** of the final marks. The specification content covers the areas mentioned above.

Candidates must also undertake a 22 hour (plus 2-hour preparation time) Non-Examined Assessment (NEA). This will be worth **60%** of the final marks. The 22 hours will take place in lesson time in the second half of Year 11. The NEA takes the form of a brief that is updated each year and involves a series of tasks based on the theory content learned throughout the course.

SKILLS ACQUIRED

This Level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in health and fitness and apply that knowledge through a project. The knowledge and skills gained will provide a foundation for learners to progress into career opportunities in the health and fitness sector and provide a platform for further study.

Specification: Health and Fitness

Assessment: health-and-fitness-sample-nea.pdf
NCFE Level 1/2 Technical Award in Health and Fitness | NCFE

Physics A: Separate Sciences

AWARDING BODY: OCR – Gateway **QUALIFICATION: GCSE**

COURSE OUTLINE

This route involves students studying for **three Science GCSE** qualifications, one in each of Biology, Chemistry and Physics. Students follow the same course as described in the combined Science course, with additional content studied in each of the units. Students find this route demanding and it is suitable for students who have a passion and proven ability for Science.

At the end of year 9, students who have achieved the highest marks in tests throughout the year and on the end of year exam are placed in one of two Separate Award groups on their side of the year. Y10 is used to monitor the progress of these pupils. In Y11 50% of these pupils are entered for the Separate Award exam while the rest continue with the Combined Double Science (higher tier) course which leads to a double grade, e.g. a grade 77. The number of pupils that we can enter, for Separate award is limited to one group for each side of the year group. This process ensures that pupils are entered for the most appropriate course according the individual student's potential. This course involves pupils developing their understanding of the following criteria.

- The use of conceptual models and theories to make sense of the observed diversity of natural phenomena;
- The assumption that every effect has one or more cause;
- That science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review;
- That quantitative analysis is a central element both of many theories and of Scientific methods of inquiry.

Physics
P1: Matter
P2: Forces
P3: Electricity
P4: Magnetism and magnetic fields
P5: Waves in matter
P6: Radioactivity
P7 Energy
P8: Global challenges

ASSESSMENT METHOD

Terminal Paper (100%): 2 papers sat at the end of year 11. Each paper will last 1 hour and 45 minutes and each will be worth 90 marks. Assessing student's knowledge and understanding of Physics.

SKILLS ACQUIRED

- To make informed personal decisions about issues and questions that involve Science
- To gain scientific knowledge, leading to a better understanding of the world
- To develop a range of practical skills
- To develop mathematical skills
- To develop investigatory and analytical skills
- To develop skills in the presentation of scientific data

Specification – Physics: http://www.ocr.org.uk/Images/234600-specification-accredited-gcse-gateway-science-suite-physics-a-j249.pdf
Assessment – Physics: http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-physics-a-j249-from-2016/

RELIGIOUS STUDIES

AWARDING BODY: AQA **QUALIFICATION: GCSE Religious Studies A (8062MA)**

COURSE OUTLINE

- Develop knowledge and understanding of religions and non-religious beliefs.
- Develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions studying.
- Develop ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of understanding of the subject.
- Reflect on and develop own values, beliefs, meaning, purpose, truth and influence on human life.
- Reflect on and develop own values, beliefs and attitudes in the light of what is learnt and contribute to preparing for adult life in a pluralistic society and global community.

This subject is most suitable for students who:

- Are interested in and fascinated by religion.
- Are interested in the world and the way people think.
- Are strong at extended writing.
- Exploring important philosophical and ethical issues.
- Are from any religious or non-religious background.

ASSESSMENT METHOD

The Department of Philosophy and Theology is offering this course, which offers excellent progression opportunities through to A-Level and degree. This consists of 2 components each worth 50%. Both are assessed by two 105 minute written examinations. There is no controlled assessment or coursework. This course is linear in line with all GCSEs therefore all exams are at the end of Year 11.

Examinations – 100**%**

Component 1	**Study of religions: beliefs, teachings and practices**	Pupils to study the beliefs, teachings and practices of 2 religions: • Christianity • Islam
Component 2	**Thematic Studies**	Pupils to study 4 religious, philosophical and ethical themes: • Theme A: Relationships and Families • Theme B: Religion and Life • Theme C: The Existence of God and Revelation • Theme D: Religion, Peace and Conflict

SKILLS ACQUIRED

- Excellent preparation for many careers – medicine, law, politics, journalism, social work, media, teaching etc.
- Excellent preparation for understanding of how people think and believe – essential in life as well as in every workplace.
- Gain critical thinking skills so highly valued by employers and universities.

Specification: https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance

Science: Combined Gateway Science A (worth 2 GCSEs)

AWARDING BODY: OCR QUALIFICATION: GCSE

COURSE OUTLINE

This course involves students studying for two Science GCSEs. The specification is designed with a content-led approach.

- Develop scientific knowledge and understanding through the specific disciplines of biology, chemistry and physics;
- Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries;
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments;
- Develop the ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions.

Biology
B1: Cell level systems
B2: Scaling up
B3: Organism level systems
B4: Community level systems
B5: Genes, inheritance and selection
B6: Global challenges

Chemistry
C1: Particles
C2: Elements, compounds and mixtures
C3: Chemical reactions
C4: Predicting and identifying reactions and products
C5: Monitoring and controlling chemical reactions
C6: Global challenges

Physics
P1: Matter
P2: Forces
P3: Electricity and magnetism
P4: Waves and radioactivity
P5: Energy
P6: Global challenges

ASSESSMENT METHOD

Terminal Paper at the end of year 11 (100%)
6 papers sat in year 11, each paper will last 1 hour and 10 minutes and each will be worth 60 marks. Assessing student's knowledge and understanding of Biology, Chemistry and Physics.
Students are entered for one of two tiers: Higher Grades 4-9 and Foundation Grades 1-5

SKILLS ACQUIRED

- To make informed personal decisions about issues and questions that involve Science;
- To gain scientific knowledge, leading to a better understanding of the world;
- To develop a range of practical skills;
- To develop mathematical skills;
- To develop investigatory and analytical skills;
- To develop skills in the presentation of scientific data;

Specification: http://www.ocr.org.uk/Images/234596-specification-accredited-gcse-gateway-science-suite-combined-science-a-j250.pdf
Assessment: http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-combined-science-a-j250-from-2016/

SOCIOLOGY

AWARDING BODY: AQA **QUALIFICATION: GCSE**

COURSE OUTLINE

- To develop an understanding of the nature and significance of individual and social differences in our own and other societies.
- To acquire, select and handle information, to analyse critically its nature and source and to base judgements and arguments on evidence.
- To reflect on personal experience of the social world in which we live, acquire knowledge, and develop skills that will enable students to play informed roles within the community.

Sociology has of two mandatory, externally assessed units:

Unit 1: Sociology of Families and Education 50%
This unit has **two** sections. Section A requires candidates to examine different forms of family in contemporary society. It investigates changing relationships in the family such as parenting, teenagers and adults, as well as opposing sociological views of the family. Section B encourages candidates to develop a critical understanding of the roles of education, as well as focus on the educational achievement of different social groups. In both sections, students look at the main theories, methods and strategies of sociological research.

Unit 2: Sociology of Crime and Deviance + Social Stratification 50%
This unit also has **two** sections. Section A considers how crime and deviance are strongly influenced by the societies in which they occur. It examines how Crime is controlled by various organizations in society and how it is explained and measured by sociologists. Section B explores the stratified nature of society into levels. How does this hierarchy affect the life chances and experiences of individuals and social groups living in Modern Britain? In both sections of Unit 2, students will draw on knowledge and understanding of the entire course of study and show a deeper understanding of these topics.

This subject is most suitable for students who:

- Are able to organise and present information, ideas and arguments clearly and logically.
- Can think independently.
- Enjoy writing essays.
- Have an interest in the news and current issues.
- Enjoy debating and balancing opposing views.

ASSESSMENT METHOD

Two exams that are 50% each of the assessment and last for 1 hour and 45 minutes

SKILLS ACQUIRED

- To demonstrate knowledge and understanding of the above social issues, including the causes and consequences of inequality.
- To interpret information presented in different forms and evaluate its relevance and accuracy.
- To use information to examine issues and construct and evaluate arguments and conclusions.
- To organise, communicate students' knowledge and understanding in different and creative ways, and reach judgements based on evidence.

Specification: http://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF
Assessment: http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources

Spanish

QUALIFICATION: GCSE - EDEXCEL

COURSE OUTLINE

- To develop the four skills of listening, speaking, reading and writing and to expand on the topics studied at Key Stage 3.
- To develop knowledge and understanding of Spanish grammar.
- To develop skills for language learning.
- To encourage positive attitudes to the way of life of Spanish speaking countries

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THEMES FOR LISTENING SPEAKING READING AND WRITING

My personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and my future and travel and tourism

This subject is most suitable for students who:

- Enjoy communicating with people and learning about people from different cultures.
- Wish to find out more about the Spanish language and Spanish speaking countries.
- Would like to work abroad and/or enjoy travelling.
- Would like to be able to offer the skill of speaking a foreign language to a future employer.
- Are considering working in business, banking, finance, medicine, engineering, law, journalism or travel.

ASSESSMENT METHOD

All 4 skills of listening, speaking, reading and writing are assessed in **4 separate examinations at the end of Year 11**. Students are entered at **either** Foundation level (grades1-5) **or** Higher level (grades4-9) Students can **NOT** be entered for different levels for each skill.

Paper	Skill	Weighting	Foundation	Higher
Unit 1	Listening	25%	45mins	1 hour
Unit 2	Speaking	25%	7-9mins	10-12mins
Unit 3	Reading	25%	45mins	1 hour
Unit 4	Writing	25%	1 hour 15mins	1 hour 20mins

SKILLS ACQUIRED

- To acquire knowledge and understanding of Spanish and to develop awareness of Spanish speaking countries.
- To develop skills to learn languages.
- To develop all four language skills: listening, speaking, reading and writing.
- To build communication skills.

Specifications: Please see the French specification and the German has not yet been released https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html

Assessment: None yet available for the new specification