

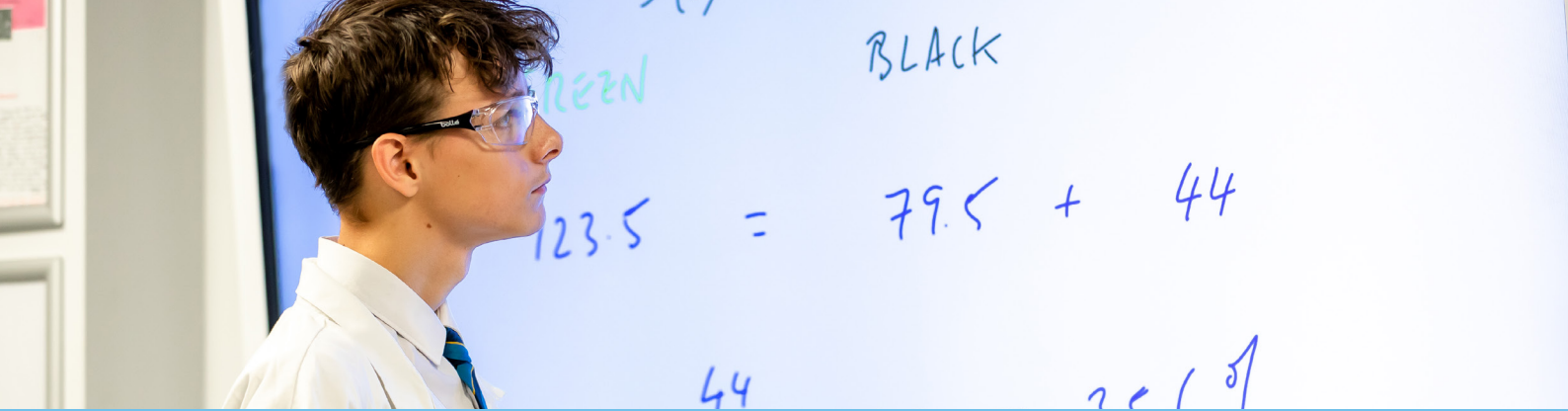
GCSE OPTIONS



THE
GREGG

Options Handbook 2026





Welcome to the Options Process

Year 9 will shortly be selecting the courses they wish to study in Key Stage 4. The aim of the information available through the Options pages on Firefly, and the parent consultation evenings, is to ensure that you and your child are in a position to make informed and effective choices.

Students are asked to submit their option subject choices on line. (You will receive information on how to do this separately). It is advisable that you keep a copy of your choices for your own reference purposes.

Please take the time to look through this guidance with your son or daughter in order to support them during this process. It is important for students to make the right decisions, as studying an appropriate curriculum contributes significantly to success at the end of Key Stage 4.

If you have any queries regarding the Options process, staff will be available during Options Evening to answer your questions. If there are any other queries which arise, please do not hesitate to contact Assistant Headteacher, Mr Bartlett or Head of Year 9, Mr Bayford through the School Office.

YEAR 10 AND 11 CURRICULUM

All students will follow a core programme of subjects consisting of English, Maths, Science, Personal and Social Development and PE.

In addition, most pupils will select 4 subjects from those described in this booklet.

This adds up to a basic offer of courses leading to the potential minimum award of 9 GCSE grades in Year 11.

WHY, HOW AND WHAT TO CHOOSE?

WHY CHOOSE?

During your first three years of secondary schooling you have followed courses in a wide range of subjects. At the end of Year 11 most students will have the opportunity to take public examinations, thereby gaining qualifications for a variety of further courses, careers or jobs.

Courses in public examination subjects require more time each week than you currently spend on many subjects. It is therefore necessary to reduce the number of subjects so you will have to make certain choices.

HOW TO CHOOSE?

When you choose you should ask yourself three questions.

- Am I good at the subject?
- Do I enjoy it?
- Will it be useful to me in further education or my career?

WHAT TO CHOOSE?

Following on from the questions above, you are most likely to be successful in subjects which you enjoy, are good at and which will be useful in your career.

It is very important that you take advice from your subject teachers, so that you know which subjects you are good at, and in which subjects you are weaker. You are more likely to do well in examinations if you choose according to your strengths.

Equally, if you enjoy a subject, your motivation is improved and you are more likely to do better. However, you should choose according to the subject and not the teacher; we cannot guarantee any particular teacher in Year 10.

As a general rule, choose a broad and balanced curriculum. However, if you are clearly set on a particular course beyond 16 or a particular career, it would be sensible to make sure that you choose subjects which will have a bearing on that course or career.

WHERE DO I SEEK ADVICE?

There are many sources of help and information available but you should talk to at least some of the following:

- Your parents
- Your subject teachers
- Your tutor
- Teachers of subjects which have not previously been available to you
- Careers Advisor
- Local further education colleges.

WHAT SUBJECTS CAN I TAKE?

In Years 10 and 11 there are two groups of subjects.

1. COMPULSORY SUBJECTS

All students will have to study:

<i>Page 7</i>	English
<i>Page 9</i>	Mathematics
<i>Page 11</i>	Science
<i>Page 13</i>	Personal and Social Development
<i>Page 14</i>	Physical Education - Core

In Science students follow either the AQA Combined Science (CS) course which is worth two GCSEs or the separate GCSEs (Biology, Chemistry and Physics) – referred to as Triple Science (TS). Students will be guided as to which most effectively meets their learning needs. The study of Triple Science is a very demanding route in terms of academic challenge and the amount of work required from students. Only those students who have consistently demonstrated the high levels of commitment and ability required will be considered for this option. Both routes allow access to A Level Science courses.

1. CHOICES

In addition to the Compulsory subjects you will be required to choose 4 other subjects from the following list.

<i>Page 15</i>	Art
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OPTIONS PROCESS

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Page 30	Food Preparation and Nutrition
Page 31	Geography
Page 33	History
Page 35	Media Studies
Page 37	MFL - French, German and Spanish
Page 38	Music
Page 40	Physical Education (GCSE)
Page 42	Religions and Ethics
Page 44	Sociology
Page 46	Statistics
Page 48	Study Support

You will find all subjects described in more detail over the following pages.

NB: Most universities, sixth form colleges and many employers regard the study of a language to GCSE standard as an important indicator within their selection process. Whilst we would not compel a student to follow a language, the school strongly advises students aspiring to higher level courses post-16 to study a language.

WHY DO I NEED TO SELECT ALTERNATIVE CHOICES?

We will always try to give you your preferred choices, but this may not be possible in every case. There are several reasons why this may happen:

- If there are too few students in a group, a course may have to be cancelled
- A student may make unrealistic choices in relation to his/her ability
- There may be timetabling reasons why a particular combination of subjects is impossible.

All students whose first choices cannot be given will be seen individually by Mr Bartlett. We will involve and consult with parents in the event that this situation occurs.

COMMITMENT

Success in external examinations only comes with personal commitment on the part of the student, teacher and parent. It requires regular attendance, concentration on the task in hand, and completion of tasks **ON YOUR OWN**. This means that students and parents must be prepared to set aside time outside school lesson times to prepare for and complete set tasks. Those who cannot accept this will find their success level reduced. Both GCSE and iGCSE qualifications test staying power and effort as well as ability.

WHAT QUALIFICATIONS WILL I GET?

In the compulsory and the majority of optional subjects, the courses will lead to GCSE or iGCSE examinations, except for a few non-examination subjects. Unless there are severe problems or serious weaknesses, every student will be entered for the GCSE or iGCSE examination in each subject where it is taken.

OPTIONS PROCESS

These examinations test not only memory and the ability to present facts in an orderly way. They also test understanding and the ability to apply knowledge and practical skills. In some subjects, coursework projects or regular assessments count towards the final grade.

Currently, one of these grades 5 to 9 is usually required in any subject chosen at A-level or equivalent. Some course will require higher grades – please check with individual colleges for their entry requirement.

Other pass grades that currently give progression to further study at GCSE or the equivalent vocational, practical courses at further education.

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

The previous bench marks used by colleges to select students for entry onto A-Level or equivalent courses of 5 passes at Grade C (or higher) has been replaced.

Each grade has been allocated a numerical value. Some local colleges will use an average GCSE point score in their entry requirements.

STUDY SUPPORT

Some students who have particular difficulties with aspects of the curriculum will be able to work with additional support in order to help them make effective progress. This may be individually or in small groups. The Student Support Department may also provide in-class support for some areas of study in Years 10 and 11.



English Language & English Literature

Head of Department: Mrs K Board

You will follow the AQA syllabus during a two-year course in English Language and English Literature – two separate GCSEs.

Both subjects are assessed by 100% terminal examination; there is no coursework.

ENGLISH LANGUAGE

You will be prepared for two examination papers. All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing (80 marks - 50%) 1 hour 45 minutes

Section A: Reading (40 marks – 25%)

One literature fiction text with questions as follows:

- 1 short form question (4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (20 marks)

Section B: Writing (40 marks – 25%)

Descriptive or narrative writing:

- 1 extended writing question (24 marks for content, 16 marks for accuracy).

Paper 2: Writers' Viewpoints and Perspectives (80 marks - 50%) 1 hour 45 minutes

Section A: Reading (40 marks – 25%)

Two linked texts, one non-fiction and one literary non-fiction, with questions as follows:

- 1 short form question (4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Section B: (40 marks – 25%)

Writing to present a viewpoint:

- 1 extended writing question (24 marks for content, 16 marks for accuracy).

Non-examination Assessment : Spoken Language

- The skills of presenting, responding to questions and feedback and using standard English will be assessed by your teacher throughout the course
- A separate grade for this component will appear on the GCSE certificate.

ENGLISH LITERATURE

All assessments are closed book: you will not be given a copy of the text in the examination. Any stimulus materials required will be provided as part of the assessment. All assessments are compulsory.

Paper 1: Shakespeare and the 19th century novel (64 marks – 40%) 1 hour 45 minutes

Section A – Shakespeare

Students will answer one question on the play they have studied. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B – The 19th century novel

Students will answer one question on the novel they have studied. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry (96 marks – 60%) 2 hours 15 minutes

Section A – Modern texts

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B – Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C – Unseen poetry

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem,

More detailed information about the new English Language and Literature courses may be obtained from the AQA website.

To do well you will need to....

- read novels, plays, poems and non-fiction texts with concentration
- make thoughtful points to answer a given question
- refer closely to and quote from texts to prove your points
- give an informed personal response to texts
- learn how to adapt your writing style to a variety of tasks, including narration, description, expressing a viewpoint and formal literature essays
- work on spelling, punctuation and sentence construction
- develop a wide vocabulary
- prepare talks and/or speeches and present them to the group



Mathematics

Head of Department: Mr N Dullaghan

In Mathematics, you will study the Edexcel IGCSE course. There are two tiers of entry and you will be awarded grades from 9 to 1. The IGCSE qualification is equivalent to GCSE and highly regarded by all colleges and universities.

TIER	TARGET GRADES
Foundation	5 - 1
Higher	9 - 5

It is important that you are entered at a suitable tier, so that you are confident with the Mathematics expected at that level.

The majority of students will follow a two-year course leading to examination at the Higher tier. For some, it will be more appropriate to be entered at the Foundation tier to ensure that they achieve success.

Students striving for a Grade 7 or above may be selected to sit their IGCSE examination in November of Year 11. This opportunity is provided to those who are committed to following an advanced programme, including additional material of AQA Level 2 Further Maths.

Form of final assessment

The course will be examined through two, 2 hour written papers. Calculators can be used in each paper.

To do well you will need to....

- Be organised and prepared to work hard
- Have an interest in the subject
- Have a solid understanding of Maths concepts taught in Key Stage 3.

SKILLS YOU WILL DEVELOP

- Numeracy so that a calculator is not always necessary
- Efficient use of algebra and proportionality
- The ability to relate appropriate mathematical procedures to problems
- A logical and systematic approach
- An ability to work effectively with others

CAREER CONNECTIONS

A sound understanding of Mathematics is essential for most careers.

You are likely to need IGCSE Maths at Grade 5 or above to go into:

- Teaching (required by law)
- Most banks and building society work
- Scientific jobs
- Engineering
- Medicine
- Dentistry
- Insurance
- Health service management
- Nursing
- Psychology
- Management jobs
- Veterinary science

SUPPORT OFFERED BY THE MATHEMATICS DEPARTMENT

- Lunchtime KS3 Homework Club.
- Afterschool KS4 Revision – we encourage our IGCSE students to attend this for extra support and challenge.

Many college or university courses, particularly courses in science, engineering, accountancy and business studies require GCSE Mathematics at Higher level, but it is likely that some subjects like English and History will also ask for a pass at 5 or above at GCSE.

An IGCSE Maths at grade 4/3 may be acceptable for training in beauty therapy, work with animals, horticulture, building trades e.g. brick laying, electrical work, plumbing, carpentry and tiling.

Colleges require you to resit the qualification if you do not achieve a Grade 4 or above.

ENRICHMENT

The Mathematics Department offers a number of trips throughout the year offering different insights into:

The applications of Mathematics in the real world

Study and career options involving Mathematic

How to address problem solving questions in exams

The history and development of Mathematics.

We also enter our higher potential learners into the UKMT Junior and Intermediate Mathematics Challenge, and Team Mathematics Challenge. Students who excel in this, then have the opportunity for further progression.



Science

Head of Department: Mr B Lloyd

All students study a balanced curriculum to GCSE consisting of topics based on Biology, Chemistry, Physics and other areas of Science. The expectation is that most students follow **Combined Science** (2 GCSEs) and that more able students will pursue **Triple Science** (separate GCSEs in Biology, Chemistry and Physics).

For both the Combined Science GCSE and Triple Science GCSEs we follow the AQA course which consists of 6 examination papers covering the topics listed below. The Triple Science GCSE course studies these in greater depth and breadth.

AQA GCSE Science: Course Content

Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry

- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space Physics (Triple Science only)

All students begin working towards the Combined Science GCSE in year 9. At the start of year 10 some students will begin studying some of the Triple Science content and by the start of year 11 it will be decided which students will take Combined Science or Triple Science – based on the end of year 10 examination and assessment scores throughout year 9 and 10. The Triple Science course has more content and is taught at a greater pace – and therefore the ability, aptitude and interest of the students is an important factor in deciding suitability for this route.

Both routes of study are acceptable pathways on to A level Science courses.

SCIENCE

It is not an option to study Triple Science and therefore students do not need to use one of their option choices.

Both GCSEs are examined terminally in May/June of year 11. There will be regular assessments and end of year examinations throughout the course to check progress.

For each GCSE there is an element of practical work which must be undertaken. This takes the form of 'required practicals' that students complete during the course. They will be expected to answer questions about these during the final examinations.

To do well you will need to....

- make maximum use of the lessons by being well organised and 'ready to learn', making sure you are well equipped and

up to date as there is a lot of content to cover

- meet deadlines for homework including revising fully for topic tests and examinations
- ask for assistance/help whenever needed
- be prepared to work scientifically: have an enquiring mind, ask questions however trivial and embrace all the parts of what makes science fun: investigating, observing, experimenting, testing out ideas and thinking about them
- make good use of the many revision 'clinics' available at lunchtimes and after school

Most important of all, you should be willing to enjoy gaining new knowledge and understanding and testing out your own ideas. Aim to do your best!



Personal and Social Development

(Non Examination)

Head of Department: Mrs M Upson- Dowie

Personal and Social Development is the subject at The Gregg School through which students acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. During these lessons, students will develop the qualities and attributes they need to thrive as individuals, family members and members of society.

In their lessons, students will explore a wide range of issues relevant to their current and future lives and will provide students with the opportunity to develop their own arguments and viewpoints in relation to these issues. A key part of student's PSD lessons will be to enable students to express their opinions whilst also recognising and respecting those who hold differing views, thus promoting the core values of rights and respect.

Course Content (subject to change)

Year 10

- Mental health: positive mental health, emotional wellbeing, mental ill health, stigma, dealing with change.
- Healthy relationships: relationships and sex expectations, intimacy, consent, relationship challenges, portrayal of sex in the media, influence of pornography, contraception.
- Exploring influence: dealing with online and peer influence including influence of gang culture and substance use.

- Addressing extremism and radicalisation: communities, belonging and challenging extremism.
- Employability and preparing for work experience: employability skills, professionalism, online presence, work experience.

Year 11

- Next steps: college applications, post-16 options, interview skills.
- Mental health and wellbeing: stress management, men's mental health, mental ill health, dealing with exams, revision strategies.
- Financial decision making: payslips, tax, budgeting, saving, mortgages, insurance, investment.
- Communication in relationships: personal values, assertive communication, relationships challenges and abuse, contraception, sexual health, STI's, accessing sexual health support.
- Families: different types of families, parental responsibilities, pregnancy, marriage and forced marriage, changing relationships.



Physical Education- Core

Head of Department: Mr T Bayford

Core PE at The Gregg is delivered once a week with the purpose to continue building important life skills and develop a lifelong interest in sport and physical activity.

Core PE aims to develop skills such as team building, co-operation, communication and leadership. These skills are developed by students throughout a range of sporting activities such as:

- Badminton
- Boxing
- Golf
- Gymnastics
- Football
- Netball
- Personal Fitness at The Gym

- Ski-ing
- Table Tennis
- Trampolining
- Athletics (Summer Term)
- Tennis (Summer term)
- Striking and Fielding (Summer Term)

Students are given the opportunity to choose the different activities they would like to take part in throughout the year. Students taking GCSE PE will be directed to certain activities as part of their practical element of the GCSE PE course.



Art

Head of Department: Mrs S Toward

Exam board: Eduqas

Students will develop the following skills:

- Drawing from observation and secondary sources
- Using photography to inform and enhance their work
- How to combine media to create a range of experiments
- How to explore the qualities of different media
- Using the work of artists to inspire their own work
- Writing about their ideas and intentions
- Analysing the work of photographers and artists
- Presenting their work in a careful and thoughtful manner in a sketchbook or on a series of mounts
- Creating a final outcome at the end of the period of research

The work is assessed using the following four categories:

AO1 – Artist Studies - responding to sources, writing and analysing your own work and the work of others

AO2 – Experimenting and Refining – experimenting with a wide range of media, trying out different processes or techniques,

exploring a range of ideas

AO3 – Recording – drawing, sketching, making sculpture, taking photographs, explaining your intentions, explaining processes

AO4 – Final Outcome – presenting an informed and personal response

Form of final assessment

60% coursework

One complete project – a sketchbook or series of mounts exploring one theme with a completed final piece.

Time period: from September of Y10 to December of Y11

40% examination

Complete a project by selecting one theme from Examination Paper

- Aprox. 12 weeks to prepare a sketchbook or a series of mounts in response to the chosen theme
- A two day exam in which to prepare a final piece

Time period: from January of Y11 to April of Y11

To do well you will need to...

- Follow all programmes of work carefully in order to keep all coursework up to date.
- Be prepared to experiment with as many different materials and skills as possible.

- Collect as much resource material from books, magazines and newspapers as possible and keep a sketchbook of your ideas and observations.
- Enjoy visiting galleries and museums and studying the style and techniques of well-known artists and craftsmen.

SKILLS YOU WILL DEVELOP

- Drawing from observation of a huge variety of subjects using still life, photographs and other sources of inspiration.
- Development of the use of all materials involving colour - chalk pastels, oil pastels, coloured inks, acrylic paint, watercolour, charcoal, mono printing, screen printing and other mixed media forms.
- The ability to develop imaginative and exciting designs from conception to completion.
- An appreciation of artists and the exciting visual world around you.
- The ability to present your work in an exciting and expressive way.
- The ability to reflect on your work and that of other artists through annotation and analysis.

CAREER CONNECTIONS

- Advertising
- Jeweller/silversmith
- Art teacher
- Makeup-artist
- Cartoonist
- Photographer
- Costume designer
- Potter
- Display assistant
- Sculptor
- Embroiderer
- Stage designer
- Exhibition designer
- Textile designer
- Illustrator
- Window dresser



Art - Textiles

Head of Department: Mrs S Toward

Exam Board: Eduqas

Students will develop the following skills:

- Drawing from observation and secondary sources
- How to use a sewing machine and how to sew by hand
- Using a variety of stitching and dying techniques in their work
- Using photography to inform and enhance their work
- How to combine media to creating a range of experiments
- How to explore the qualities of different media
- Using the work of artists to inspire their own work
- Writing about their ideas and intentions
- Analysing the work of photographers and artists
- Presenting their work in a careful and thoughtful manner in a sketchbook or on a series of mounts
- Creating a final outcome at the end of the period of research

The work is assessed using the following four categories:

AO1 – Artist Studies - responding to sources, writing and analysing your own work and the work of others

AO2 – Experimenting and Refining – experimenting with a wide range of media, trying out different processes or techniques, exploring a range of ideas

AO3 – Recording – drawing, sketching, making sculpture, taking photographs, explaining your intentions, explaining processes

AO4 – Final Outcome – presenting an informed and personal response

Form of final assessment

60% coursework

One complete project – a sketchbook or series of mounts exploring one theme with a completed final piece.

Time period: from September of Y10 to December of Y11

40% examination

Complete a project by selecting one theme from Examination Paper

Aprox. 12 weeks to prepare a sketchbook or a series of mounts in response to the chosen theme

A two day exam in which to prepare a final piece

Time period: from January of Y11 to April of Y11

To do well you will need to...

- Follow all programmes of work carefully in order to keep all coursework up to date.
- Be prepared to experiment with as many different materials and skills as possible.
- Collect as much resource material from books, magazines and newspapers as possible and keep a sketchbook of your ideas and observations.
- Enjoy visiting galleries and museums and studying the style and techniques of well known artists and craftsmen.

SKILLS YOU WILL DEVELOP

- The ability to take inspiration from own photographs and drawings. Using the work of textile artists, artists, fashion designers and craftspeople to inform and influence project work.
- Sewing - hand and machine stitching to produce a variety of exciting, creative samples reflecting you chosen theme. Decorative design work using traditional and innovative techniques including, free machine embroidery, dissolvable fabrics, fabric painting, quilting, printing, dyeing, batik, reverse appliqué and appliqué.
- The ability to reflect on your and of other artists through annotation and analysis.
- The ability to use imagination and originality to produce a creative piece of textile work.

CAREER CONNECTIONS

- Textile teacher
- Costume designer
- Embroiderer
- Fashion designer
- Textile designer
- Theatrical designer
- Fabric designer
- Pattern designer
- Dress maker
- Interior designer



Art - 3D Design

Head of Department: Mr G Bartlett

The AQA GCSE in 3D Design falls under the Art and Design umbrella.

It offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making creative products.

- Students will be introduced to a variety of experiences that explore a range of three-dimensional media, processes and techniques. They are made aware of both traditional and new media.
- Students will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students will use sketchbooks/workbooks/journals to underpin their work, where appropriate.
- Students will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This is integral to the investigating and making process. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.
- Students will be made aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They will be taught the

importance of process as well as product.

SUMMARY OF ASSESSMENT

The work is assessed using the following four categories:

AO1 – Artist Studies - responding to sources, writing and analysing your own work and the work of others

AO2 – Experimenting and Refining – experimenting with a wide range of media, trying out different processes or techniques, exploring a range of ideas

AO3 – Recording – drawing, sketching, making sculpture, taking photographs, explaining your intentions, explaining processes

AO4 – Final Outcome – presenting an informed and personal response

Form of final assessment

60% coursework

1. One complete project – a sketchbook or series of mounts exploring one theme with a completed final piece.
2. A portfolio of work – mini projects, responses to trips etc.

(Time period: from September of Y10 to December of Y11)

40% Practical examination

Complete a project by selecting one theme from Examination Paper (AQA)

- Approx. 12 weeks to prepare a sketchbook

3D DESIGN

or a series of mounts in response to the chosen theme

- A two day exam in which to prepare a final piece

- interior design
- product design
- environmental and architectural design
- jewellery/body ornament
- 3D digital design

To do well you will need to...

- Show creative design flare to produce original design solutions
- Think creatively and apply your design skills to a variety of situations
- Be able to develop and realise your design ideas
- Have good time management and planning skills
- Work with accuracy and precision when using tools and machinery.

Areas of study

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

- sculpture

CAREER CONNECTIONS

- Engineering
- Product Design
- Architecture
- Graphic Design
- Web Site Design
- Packaging Design
- Interior Design
- Jewellery Design
- Landscape Design



Art - Photography

Head of Department: Mrs S Toward

Exam Board: AQA Basic Course Content

Students will develop the following skills:

- Taking digital photographs
- Editing photographs using Photoshop
- Writing about their ideas and intentions
- Analysing the work of photographers and artists
- Presenting their work in a careful and thoughtful manner in a sketchbook or on a series of mounts or on a website

The work is assessed using the following four categories:

AO1 – Artist Studies - responding to sources, writing and analysing your own work and the work of others

AO2 – Experimenting and Refining – developing images and ideas through experimentation, selecting work for editing, trying out different processes or techniques, exploring a range of ideas

AO3 – Recording – taking photographs, explaining your intentions, explaining processes

AO4 – Final Outcome – presenting an informed and personal response

There is a new emphasis from the exam board on ‘purposeful annotation’ throughout

sketchbooks – so be prepared for a written content within the course. There is also a requirement for ‘drawing’ to be present within the course – this is drawing in its broadest sense – and could be interpreted as diagrams, plans, tracing photos and screen printing.

Form of final assessment

60% coursework

One complete project – a sketchbook or series of mounts exploring one theme with a completed final piece.

Time period: from September of Y10 to December of Y11

40% examination

Complete a project by selecting one theme from Examination Paper

- Aprox. 12 weeks to prepare a sketchbook or a series of mounts in response to the chosen theme
- A two day exam in which to prepare a final piece

Time period: from January of Y11 to April of Y11

To do well you will need to...

- Have an interest in photography.
- Be ready and willing to learn Photoshop and learn how to manipulate images digitally.

PHOTOGRAPHY

- Be able to select and edit your own work – recognising the best shot from a photoshoot.
- Have high standards when it comes to presenting your work.
- Enjoy developing and creating digital images.

SKILLS YOU WILL DEVELOP

- Learn how to take good quality photographs considering elements such as lighting, composition, impact and atmosphere.
- Development of the use of Photoshop to enhance, edit and manipulate photographs.
- The ability to develop imaginative and exciting designs from conception to completion.
- An appreciation of artists and the exciting visual world around you.
- The ability to present your work in an exciting and expressive way.
- The ability to reflect on your work and that of other artists through annotation and analysis.

CAREER CONNECTIONS

Pursuing a range of careers in photography. Any work place where Photoshop or similar software is used to manipulate and edit images



Child Development

Head of Department: Miss S Gibbs

The Child Development course offered in Years 10 and 11 is an exciting and interesting one. It involves much practical work and the opportunity to carry out visits on a child, as part of the assessment.

The exam board is OCR. The qualification is a Cambridge National. The topics covered during the course include:-

- Parenthood
- Pregnancy
- Diet, health and care of the child
- Development of the child
- Support for the parent and child

Scheme of assessment: Pass, Merit or Distinction

Syllabus components:

Written Paper (80 marks)

1 hour and 15 minute written paper. The question paper consists of short answer and extended response questions. The paper will assess the quality of written communication.

Non Examined Assessment (NEA)

This unit will help pupils 'Understand the development of a child from birth to five years'. You will have the opportunity to study a child under the age of Five. The study should occupy approximately 7-10 hours of supervised time (60 marks)

An investigation or 'Research Task' must also be completed under supervision within the classroom and should occupy approximately 7-10 hours of supervised time (60 marks)

To do well you will need to...

- Enjoy working with children
- Be able to meet deadlines/targets set for NEAs
- Enjoy practical work
- Be positive and hardworking
- Be able to work in a group

SKILLS YOU WILL DEVELOP

- Helps you to be equipped for family life after school
- Part-time work in between courses, jobs or at weekends (e.g. baby-sitting)
- Encourages investigative techniques

Further education opportunities:

- Childcare
- Play Therapy
- Nursing
- Health Visitor
- Paediatric nurse
- Nursery teaching
- Higher education



Computing

Head of Department: Mrs K Gibbs

Exam Board: Cambridge IGCSE

This is a course that has real relevance in our modern world. While learners will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”.

The aim of the course is to:

- Develop an understanding of the fundamentals of Computing including hardware, software and logic.
- Develop confidence in computational thinking and programming
- Develop an understanding of automated and emerging technologies
- Be able to create computer based solutions using algorithms and Python
- Develop technical skills including the ability to test and evaluate systems.

The course consists of:

Paper 1 – Computer Systems
1 hour 45 minutes

This written paper consists of short answer and structured questions.

Marks: 75

Weighting: 50%

Paper 1 covers the following topics:

- Data Representation (Binary, Hex, Units of storage, Text and Sound files, Compression)
- Data Transmission (Methods of

transmission, Methods of error detection, Encryption)

- Hardware (Computer Architecture, Input and Output devices, Data Storage, Network Hardware)
- Software (Types of software and Interrupts, Types of programming language, translators and IDEs)
- The Internet and its uses (The Internet and the World Wide Web, Digital Currency, Cyber Security)
- Automated and Emerging Technologies (Automated systems, Robotics, Artificial Intelligence)

Paper 2 – Algorithms, Programming and Logic
1 hour 45 minutes

This written paper consists of short answer and structured questions and a scenario-based question.

Marks: 75

Weighting: 50%

Paper 2 covers the following topics:

- Algorithm design and problem solving
- Programming (Programming Concepts, Arrays, File Handling)
- Databases
- Boolean Logic
- The final question in paper 2 is a 15 mark unseen scenario question. Students will be required to write an algorithm using either pseudocode or program code.

SKILLS YOU WILL DEVELOP

Through the study of computer programming, the course will help learners develop critical thinking, analysis and problem solving skills. For many, it'll be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

To do well you will need to...

- Have a good level of written English
- Have a Grade 5 or above in Maths at Key Stage 3
- Be prepared to work hard and to have a real interest in what computers and new technology can do
- Be interested in the electronics of computers and programming



Drama

Head of Department: Mrs N Azor

Exam Board: AQA

All the world's a stage...

If you are reading this page of the Options Booklet, you are likely to be interested in Drama already!

Perhaps you enjoy creating characters, or exploring scripts? Maybe you are enthusiastic about exploring your creativity, developing unique and original stories? Maybe you enjoy reading and watching Drama, and analysing how and why a performance worked? Perhaps you relish independent research? If any of this sounds like you, perhaps you should consider opting for GCSE Drama! Read on...

One of the biggest misconceptions about GCSE Drama, is that it is purely for those who want to pursue a career in acting, or study Drama at College or University. This is simply not the case! GCSE Drama has been developed so that young people can gain a wide breadth of skills, whilst developing their enjoyment of the subject. Some extremely useful personal skills that Drama can help develop include: communication skills, teamwork, leadership, time management, independence and resilience. Standing up and being able to present yourself confidently and effectively is extremely important in the modern world, something which Drama can undoubtedly help you with.

Course content Students will receive six lessons' instruction per fortnight, which are a combination of theory and practical work. The GCSE content is broken down as follows:

Component 1: Understanding Drama (40%)
Written Exam: 1 hour 45mins

Section A:
Multiple Choice on theatre terminology (4marks)

Section B:
Four questions on a given extract from a set play (44marks)

Section C:
One question on a live or digital production seen (32marks)

Exam taken at the end of Year 11.
Externally examined

Component 2: Devising Drama (40%)
Creating a devised performance based on a stimulus, keeping a written portfolio throughout. Performing this, analysing and evaluating in the portfolio. Working in groups.

Written Portfolio: (60marks / 30% of the GCSE)
Final Performance: (20marks / 10% of the GCSE)

Normally completed towards the end of Yr 10, or early in Yr 11.

Internally examined, externally moderated.

Component 3: Texts in Practice (20%)

Students perform two key extracts from one play. One extract can be performed as a monologue or group piece, the other must be in a group.

Performance of Extract 1: (20marks)

Performance of Extract 2: (20marks)

Normally completed early in the Spring Term of Yr 11. Externally examined

To do well, you will need to...

- have the confidence to perform in front of others, including peers, staff, friends, family and the visiting examiner. If the thought of this fills you with dread, then GCSE Drama is probably not for you
- use characterisation skills effectively to convey mood
- be able to co-operate with others in practical work
- bring original ideas to devised work
- write fluently and accurately when evaluating your own work and that of others
- have an interest in other roles within the theatre, such as costume, stage management and so on
- be prepared to work independently, creating an interesting written portfolio of work, which may also contain photos, diagrams, set designs etc.
- explore the social, historical and cultural influences on Drama
- attend at least 2 theatre visits per year

CAREER CONNECTIONS

- Performance
- Stage/Theatre management
- Directing
- Technical theatre (lighting/costume/set etc.)
- Tv and Film industries
- Presenting
- Talent management
- Events production and management
- Teaching / Lecturing
- Journalism
- Literature
- Public speaking
- Community arts
- Drama therapist.....
- And any career that requires you to stand and present to others, from Law, to business management, to marketing!
The list goes on!

If you have any questions about GCSE Drama, please speak to Mrs N Azor, or email naz@thegreggschools.org



Film Studies

Head of Department: Mrs K Board

Exam Board: Eduqas

In Film you will learn about:

- US Film 1930-1960
- US Film 1961-1990
- US Independent film
- Global Film
- Contemporary UK Film

You will study the following concepts:

- Film Technology
- Narrative & Genre
- Representation
- Film Style
- Film Criticism

You will study the key elements of film form including cinematography, mise-en-scene, editing and sound.

You will also study the contexts of your chosen films and what was happening when the film was made. What can the film tell us about history and society at that time?

Film studies is good for anyone who enjoys a mix of critical thinking and hands-on experience.

What skills will I develop?

Studying Film enables you to see the world in a completely different light and develop a wide range of transferable skills for further education, work and life:

- Creative Thinking
- Critical Thinking
- Emotional Intelligence

- Film Analysis
- Textual Analysis
- Communication
- Research skills
- Literacy
- Technical competencies (i.e. film editing)

It's not just about film! The critical skills you develop through studying film will also be of use in GCSE English and modern foreign languages. The deepening historical and cultural perspectives you will develop will inform your work in history, geography, sociology and other humanities subjects.

In the classroom:

- Learners will study six films using the following core study areas:
- 1. Key elements of film form (cinematography, mise-en-scène, editing and sound)
- 2. The contexts of film (social, cultural, historical, political, and institutional), including key aspects of the history of film and film technology.
- The two exams at the end of the year will test the above skills but also your understanding of six different films. These films have been chosen to expand and enhance your prior knowledge of the subject, including independent films, non English language films and films made pre-1960.



Film Studies

Assessment:

There are two exams at GCSE, each worth 35% of the qualification with the remaining 30% assessed by Production work. Each exam lasts 90 minutes and consists of three different sections.

Component 1: Key Developments in US Film

- Section A: US Film Comparative Study
- Section B: Key Developments in Film & Film Technology
- Section C: US Independent Film

Component 2: Global Film – Narrative, Representation & Film Style

- Section A: Global English language film
- Section B: Global non-English language film
- Section C: Contemporary UK film

Component 3: Creative Production

There is a creative production element which allows you to showcase the film-making or screenwriting skills you have developed during the course by producing a:

- Film Extract (video) or Film Extract Screenplay (with storyboard) & Evaluative Analysis.

Examination entry and course specification:

- https://www.eduqas.co.uk/qualifications/film-studies-gcse/#tab_overview

SKILLS YOU WILL DEVELOP, PROGRESSION AND CAREERS

This GCSE will lead to a variety of other qualifications including; Film Studies or Media Studies A-Level, as well as BTEC and other qualifications. This qualification will enhance students' progression in English language & Literature GCSE /A-Level. GCSE film studies will allow students to follow a career path in many areas in the media both practical and theoretical. From technicians, make-up artists and directors to writers, journalists and presenters - we live in one of the largest media & film industries in the world. The possibilities are endless!



Food Preparation and Nutrition

Head of Department: Miss S Gibbs

Exam Board: Eduqas

The new GCSE Food Preparation and Nutrition offered in Years 10 and 11 is an exciting and creative course. You will cook at least once, every week. You will also develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials as well as getting the opportunity to develop your cooking skills. It will enable you to go on to further study or to develop many links within the catering and food industry.

Food preparation skills are integrated into five core topics:

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

How it's assessed:

Written exam: 1 hour 45 minutes. 100 marks available. 50% of the GCSE

Scheme of assessment - One Tier. Grades 9-1

Syllabus Components:

1 Written paper

Paper 1 - 1 $\frac{3}{4}$ hours - Weighting: 50%

2 Controlled Assessment

Task 1 is a written investigation, on the understanding of the scientific principles that underpin the preparation and cooking of food.

1500-2000 words. 10 hours - weighting 15%
Task 2 is a food preparation assessment. Pupils will plan, prepare, cook and present a 3 course menu, within 3 hours. Pupils will produce a concise portfolio (up to 15 pages of A4) to support their practical work. 20 hours Weighting 35%

To do well you will need to...

- Have good practical skills
- Enjoy the challenge of new recipes
- Be organised for all practical work
- Be able to meet deadlines/targets set for Controlled Assessment
- Be positive and hardworking
- Be able to work in a group
- Have a good knowledge of ICT

How can the course benefit you and what can it lead to?

- Helps equip you for life after school
- Opportunities for part-time work in between courses, jobs or at weekends
- Gives you a good, enjoyable GCSE qualification

Further education opportunities:

- Dietician
- Environmental Health
- Home Economist
- Food Stylist
- Food Scientist
- Private Catering Company/Cookery school
- Hotel and catering
- Hotel management
- Restaurant work
- Higher education



Geography

Head of Department: Mrs N Le Cornu

Exam Board: Cambridge IGCSE

Through the Cambridge IGCSE Geography syllabus, learners will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Learners will examine a range of natural and man-made environments, and study some of the processes which affected their development.

Students will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

Course Content

Paper 1 - Physical Geography

- Changing river environments
- Changing coastal environments
- Changing ecosystems
- Tectonic hazards
- Climate change

Paper 2 - Human Geography

- Changing populations
- Changing towns and cities
- Development
- Changing economies
- Resource provision

Unit 3 – Coursework

- Coursework will be on the local area to test students written and analytical ability.

The aims of the CIE course are to enable students to:

- Build a core understanding of geographical concepts and processes and apply this to understand and interpret our changing world.
- Develop a sense of place, space and location, and understand the importance of scale.
- Develop the ability to interpret and evaluate different types of geographical information
- Develop an understanding of the need for accuracy and objectivity in collecting, recording, processing, presenting, analysing and interpreting geographical information.
- Develop into an informed and responsible global citizen, who recognises the challenges of our changing world and feels empowered to influence change.

Assessment

Paper 1: Physical Geography

1 hour 45 minute exam

36% of the course

75 marks

Structured questions containing short answer and extended response items. Some items are based on source material.

Externally assessed

Paper 2: Human Geography

1 hour 45 minute exam

36% of the course

75 marks

Structured questions containing short answer and extended response items. Some items are based on source material.

Externally assessed

Coursework

Fieldwork investigation

28% of the course

60 marks

Teachers set one centre-based fieldwork assignment of 1800-2200 words. Internally assessed and externally moderated.

Grading 9-1

What do you need for this course?

Students of all abilities with an interest in the world and current geographical events will gain a lot from this course. Students who are motivated and who enjoy learning through geographical enquiry and field work, will be most likely to succeed.

To do well you will need to...

Use the skills that you have gained in Years 7-9.

You will need to be able to use

Ordnance Survey maps, collect data using fieldwork techniques and analyse and interpret your work throughout the course.

You should have an interest in current affairs, the environment, different countries cultures, global issues and of course – enjoy the subject.

Students investigate each part of the course by:

- Making notes
- Asking questions
- Discussions
- Using maps, graphs and images
- Watching visual material
- Power Point presentations/computer work
- Problem solving
- Playing revision games

Further Study

In addition to those students wishing to continue the subject to Advanced Level, where the subject combines well with both sciences and arts courses, Geography is also a valuable subject for those students contemplating vocational courses, or following careers in

- Business studies,
- City Planning
- Research in rivers/coasts
- Food management
- Retailing,
- Marketing,
- Leisure and tourism.

It is recognised as a valuable qualification by employers who value the wide skills base utilised by the subject. It equips students with transferable qualities that can be extremely valuable in the workplace. It is worth noting that the Higher Education Careers Unit has found that graduate employment is second highest for those students who undertook a degree in Geography; Law was highest.



History

Head of Department: Mrs K Walker

Exam Board: Edexcel IGCSE

The IGCSE qualification is equivalent to GCSE and not only recognised but highly regarded by all colleges and universities. All students sit the same paper as there is no tiered entry.

Final Examination = 100% Two papers (1hr 30 minutes each)

This is an exciting course covering Modern World History in the 20th century across 4 topics. There is no controlled assessment with this course. Each topic covers 5 themes.

For the final examination:-

Paper 1

- *Development of Dictatorship: Germany 1918 –1945*
This study looks at the condition of Germany at the end of WW1 and the establishment of the Weimar Republic and the factors that lead to the rise of the Nazi Party. We study how German people's lives were affected by Nazi rule and the war years finishing with the death of Hitler and Germany's surrender.
- *Civil Rights in the USA 1945-1974*
This study begins by looking at the impact of the Cold War with the 'Red Scare' in the USA about suspected Communists and the McCarthy 'witch hunts'. We study

the Civil Rights movement looking at the impact of Martin Luther King and the Black Power movement. We also study protest movements such as students, women and anti-Vietnam. We conclude with a study of Nixon and the impact of Watergate on the US law.

Paper 2

- *Russia in Revolution 1905-1924*
This is an exciting historical investigation which looks at the Romanov royal family rule and its downfall and how the Russian Revolution led to Civil War and the development of the Communist state by Lenin, through to his death in 1924.
- *China: Conflict, crisis and change 1900-1989*
This new outline study looks at the development of China both socially and politically through a massive upheaval in the country's history from the end of the Royal dynasties through the era of the warlords and the establishment of a Communist state under Chairman Mao. We end the study by looking at modern China under the reforms of Deng Xiaoping and the event in Tianamen Square in 1989

Students investigate each part of the course by:

- Making notes
- Asking questions
- Discussions

HISTORY

- Using historical sources
- Watching visual material
- Power Point presentations/computer work
- Problem solving
- Playing revision games

Board: Edexcel

This subject is one of the subjects in most demand by universities because of the skills and processes that you develop.

SKILLS YOU WILL DEVELOP

- Acquire knowledge
- Investigate historical events, people, changes and issues
- Develop an understanding of how the past has been represented and interpreted
- Use historical sources critically in their historical context
- Draw conclusions

Remember History can give you the skills most employers want – whatever the job you have in mind!

We work hard to ensure that you reach your maximum potential. Please speak to Mrs Walker for any further information and to answer any of your questions.



Media Studies

Head of Department: Mrs K Board

The AQA Media Studies curriculum is an immersive deep dive into what makes the media work today. Media Studies combines practical and written skills while allowing students to be creative. Students will be required to demonstrate knowledge and understanding of how media products reflect the social, cultural, historical and political contexts in which they are produced. As such, students will have the opportunity to study media texts such as Doctor Who, Black Widow, The Mirror, BBC Radio Breakfast, Arctic Monkeys, Laura Croft Go, etc...

Course Content

Media Studies covers four major concepts studied across the units. The exam board chooses the products for examination and coursework briefs each year. The key concepts covered are: media language, industry, audience and representation. These are explored via a range of forms and through the analysis of different print media products.

Media 1

Section A will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:

- magazines
- advertising and marketing
- newspapers
- online, social and participatory media and video games.

Section B will focus on Media Industries and

Media Audiences. Questions in this section can test any two of the following forms:

- radio
- music video
- newspapers
- online, social and participatory media and video games
- film (industries only)

How it's assessed

- Written exam: 1 hour 30 minutes
- 84 marks
- 35% of GCSE
- A range of questions relating to an unseen source and Close Study Products.
- An extended response question (20 marks)

Media 2

Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.

Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.

How it's assessed

- Written exam: 1 hour 30 minutes
- 84 marks
- 35% of GCSE
- Short, medium and extended response questions assessing depth of knowledge and understanding of the course.

SKILLS YOU WILL DEVELOP

- Investigative, critical thinking and decision-making skills through issues that are important and relevant to young people.
- Appreciation and critical understanding of the media and its role in daily life.
- Practical and creative skills through opportunities for personal engagement and creativity.
- Understanding how to use media concepts and ideas to analyse media productions in their various contexts.
- Learning and using specialist language.

To do well you will need to....

- Be creative and imaginative
- Produce written portfolios for your production tasks
- Keep to deadlines
- Be comfortable using computers and ideally have access to print media software such as photoshop
- Have an interest in the media that surrounds our daily lives
- Have an opinion on the media that surrounds you and be willing to contribute to discussions
- Be both a good team player and work well independently

CAREER CONNECTIONS

- Journalism, Television, Film, Radio, Marketing, Advertising, Photography, Entertainment, Gaming industry.

Non-exam assessment: creating a media product

What's assessed

- Application of knowledge and understanding of the theoretical framework.
- Ability to create media products.

How it's assessed

- A choice of one of five annually changing briefs, set by AQA.
- 60 marks
- 30% of GCSE
- Assessed by teachers
- Moderated by AQA.

Students produce a statement of intent and a media product for an intended audience.



Modern Foreign Languages

Head of Department: Mrs J Lay

The Modern Languages GCSE courses will follow the Edexcel specification. Students may choose between French, German and Spanish.

Basic Course Content

There will be two tiers of entry – Higher and Foundation. The top grade available in a Foundation paper will be a 4/5 (equivalent to a C). In the Higher papers, the achievable grades range from 4/5 to 9 (C-A**)

The skills tested will be Listening, Speaking, Reading and Writing. Students will be entered for one tier only across all four skills.

Common topics include:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

Form of assessment

100% external assessment – examinations

will be set and marked by the awarding organisation. All papers will be equally weighted and will make up 25% of the final grade.

Listening Examination:

Understand and respond to different types of spoken language

Speaking Examination:

Communicate and interact effectively in speech

Reading Examination:

Understand and respond to different types of written language

Writing Examination:

Communicate in writing

The GCSE will also introduce some different methods of assessment such as:

- Short translations from and into the target language
- Some target language questions in the listening and reading papers
- Authentic stimuli in the reading paper including literary texts





Music

Head of Department: Miss T Parrott

Eduqas GCSE Music

The aim of this course is to encourage students to be inspired by music; to be able to appreciate music from different time periods and cultures and to engage actively in music making through performance and composition. The course is tailored to suit all styles of musician and you do not necessarily need to be able to read music to succeed.

Do I need to be able to play an instrument?

The simple answer is yes! However, there is a misconception that you can only take Music GCSE if you play to a high level/grade. The course is designed to be accessible to musicians of all abilities. To achieve the highest grades, you should be playing at around Grade 4 standard. However, if you are below this level, you can still take the subject. You also don't need to have completed any official graded exams on your instrument.

Playing more than one instrument does not give you an advantage at GCSE, but having basic keyboard skills is helpful. If you don't already have instrumental or vocal lessons, it is strongly recommended that you start as a significant amount of your performance practice will happen outside of class time. Singing also counts as an instrument.

Course Content

The course focuses on four Areas of Study. You will explore each area through group performances, composition, listening, and theory tasks.

AoS 1 Musical Forms and Devices (music from the Baroque, Classical and Romantic eras, including a set work)

AoS 2 Music for Ensemble (Chamber music, Jazz/Blues, Musical Theatre)

AoS 3 Film Music

AoS 4 Popular Music (Pop, Rock, Bhangra, Fusions, including a set work)

Assessment

Performing 30%

You will perform two pieces for your final performance exam in Year 11. This could be one solo and one group performance or two group performances.

Whilst most of the class performances will be in a group, please be aware you will be doing an assessed **solo** performance in class once per term.

MUSIC

Composing 30%

You will produce two pieces of composition coursework by the end of Year 11, one free choice and one to a brief, which will be marked by your teacher and moderated by the exam board. You will be taught how to compose in a variety of styles throughout the course, using Logic Pro software. Your final composition style is completely your choice and can be tailored to your own musical interests.

Listening - 40% (1 hour and 15 minutes).

This exam paper is sat at the end of year 11 and you will be asked questions on a number of unfamiliar listening extracts from the four areas of study. The music theory topics covered are melody, harmony and tonality, structure, tempo, metre & rhythm, dynamics & articulation, texture, and notation. You will also be studying two set works (Badinerie by Bach, and Africa by Toto) in depth throughout the course, which will be included in the exam.

To do well you will need to...

- Be creative and imaginative
- Be dedicated to the study of your instrument (attending lessons and practising regularly)
- Have the confidence to perform in front of others.
- Enjoy learning about different styles of music
- Enjoy working with music technology to create compositions
- Be able to work independently on coursework and manage your time

Next steps...

If you enjoy the GCSE Music course, then you can consider:

- AS and A or BTEC level 3 in Music
- AS and A or BTEC level 3 in Music

Technology

- AS and A or BTEC level 3 in Performing Arts

Even if you are not considering music as a future career, music GCSE gives you many transferable skills and is highly regarded in the world of work. The possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities are looking for. It can also give you opportunities to travel, meet people and get the most out of life.

CAREER CONNECTIONS

- Teaching (both classroom and instrumental)
- Lecturing and research
- Performing
- Conducting
- Theatre work
- Music journalism/arts criticism
- HM armed forces
- Television and radio
- Film production and editing
- Studio work and recording
- Music therapy
- Composing
- Music publishing
- Music librarianship/archives
- Management



Physical Education(GCSE)

Head of Department: Mr T Bayford

Exam board: AQA

Basic course content

Practical performance 40% of the final mark

This will be assessed in 3 chosen activities,
1 team, 1 individual and another from the
following sports:-

Team activities			Individual activities		
Association Football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Figure Skating	Futsal	Gaelic football	Diving	Figure Skating	Golf
Handball	Hockey	Hurling	Gymnastics	Equestrian	Kayaking
Ice Hockey	Inline Roller Hockey	Lacrosse	Rock climbing	Rowing	Sailing
Netball	Rowing	Rugby League	Sculling	Skiing	Snowboarding
Rugby Union	Sailing	Sculling	Squash	Swimming	Table Tennis
Squash	Table Tennis	Tennis	Tennis	Trampolining	Windsurfing
Volleyball	Water Polo				
Specialist activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

In addition students will be assessed on their ability to evaluate and improve performance of themselves and others.

Theoretical aspects 60% of the final mark

Assessed as 2 written papers consisting of multiple choice, short answer and extended answer questions.

Theory content includes:-

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

To do well you will need to...

- Have practical ability in three chosen sports (and play these competitively eg for the school team / external club).
- To work individually and as a team member to try to improve technique and performance.
- Be prepared to work in the classroom as well as on the playing field/sports hall etc.
- Be able to meet internal deadlines for all NEA elements of the course.
- To recognise and respect the strengths and weaknesses of others when analysis peer work set.
- To develop an understanding of the body systems and how they are affected by exercise.
- To develop an understanding of the role of sport and physical education in society.
- To be able to prioritise GCSE PE revision amongst your busy schedule.

SKILLS YOU WILL DEVELOP

- Individual responsibility
- Working in a team
- Improved sporting techniques
- Improved fitness levels
- Improved understanding of tactics, rules and organisation of different sports
- Improved understanding of the short term and long term affects of exercise on the body
- Improved understanding of the role of sport and physical education in society.

CAREER CONNECTIONS

All 6th form colleges offer level 3 qualifications such as an AS/A2 level in PE or a BTEC National Diploma in sport, both leading on to a career in leisure and tourism, sports management, teaching or coaching.



Religions and Ethics

Head of Department: Mrs H Crowther

Exam Board: AQA - Specification A

The course itself covers a wide range of interesting and thought provoking topics that matter in the 'real world'. It makes no difference if you come from a religious background or have no experience of religion at all. This is a GCSE where opinions matter.

Students will study two religions, Hinduism and Christianity, focusing on their beliefs, teachings and practices including:

Hinduism	Christianity
Key Beliefs	Key Beliefs
Worship & Festivals	Jesus Christ and Salvation
Hindu Ethics and Lifestyle	Worship and Festivals
Beliefs about the Nature of Human Life	The Role of the Church in Community

Students will also study a selection of contemporary ethical issues including the death penalty, euthanasia and war. Students will not only learn about the religious attitudes towards these but also the legal and social aspects associated with the themes.

Thematic Study Topics

- Relationship & Families – marriage, sex, gender equality, homosexuality
- Religions & Life – origins of the universe, abortion, euthanasia, animal rights
- Religion Peace & Conflict – forgiveness,

pacifism, war, nuclear weapons

- Religion Crime & Punishment – evil, crime, death penalty, punishments

Final assessment

Assessment will be in the form of two examinations at the end of two years, there will be no coursework. Examination will test knowledge of the course with short answer questions and an extended writing section.

1 hour 45 minute exam on Christianity and Hinduism (50%)

1 hour 45 minute on the Four Ethical Issues (50%)

To do well you will need to...

- Have a good understanding of a range of religious beliefs and teachings and be able to explain how these are shown by believers in their actions.
- Discuss and explore issues such as; relationships, abortion, euthanasia, war, pacifism and capital punishment.
- Be prepared to listen with sensitivity to others' opinions as well as develop their own.
- Learn how to answer short questions and tackle longer answers.
- Evaluate a range of opinions discussing why some are stronger than others.

The Course:

- allows students to gain an appreciation of how religion and ethics form the basis of our culture.
- develops students' ability to construct well-argued, well-informed, balanced and structured arguments, demonstrating their depth and breadth of understanding of the subject.
- develops analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.
- provides opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- challenges students to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt which contributes to their preparation for adult life in a pluralistic society and global community.
- deepens their understanding of relationships between people.
- allows students to become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed.

CAREER CONNECTIONS

- Teaching
- Social Research
- Youth work
- Charity work
- Journalism
- Publishing
- Local council / government
- Armed Forces
- Administration
- Broadcasting
- Law and Justice Systems
- Emergency Services

Next Steps...

Religious Studies is a highly valued GCSE which allows students to develop a variety of skills and prepares them for A/AS level courses in subjects such as Religious Studies, Psychology, Law, Sociology, and Philosophy.



Sociology

Head of Department: Mr M Lerego

Exam Board: AQA

Sociology is the study of social life, social change, and the social causes and consequences of human behaviour. The GCSE course investigates the structure of groups, organizations and societies, and most of all, how people interact with each other in these different contexts. The scheme of learning is diverse and challenging, presenting opportunities to study within a number of subject areas including History, Psychology, Law, Politics and Criminology. It is a challenging but rewarding subject, requiring the development of independent research skills, critical thinking and the ability to openly express opinion backed by fact.

Themes of study

Those with a curious mind and a desire to explain human behaviour will be fascinated by topics that include:

- Family Dynamics
- Crime and Deviance
- The Purpose and Function of Education
- Class Systems

Each unit fosters a new base of knowledge and enhances skills, such as the ability to collect relevant examples from past and modern civilizations in order to map the path of social changes. Students will investigate wars, serious crimes, controversial laws and events that have radically changed the world in

which they are growing to adulthood. They will have the opportunity to question the decision-making processes of previous generations and to assess whether the modern world is fit for purpose or even shaped in the way they would like it to be.

Assessment

This comprises two exam papers, both to be taken at the end of the two-year course. Each paper is 1 hour and 45 minutes in duration and worth 100 marks and 50% of the final grade. There is no coursework in this subject. Examinations will test subject knowledge and skills through a mix of multiple choice, short answer and extended answer questions.

Success factors

As well as the topic-based units, the course is book-ended by units that require the development of key skills. The first unit focuses on different approaches to social studies, whilst the final topic concentrates on sociological research methods and data analysis. These units are crucial parts of the assessment process, allowing students to apply their knowledge through a combination of opinion, fact and methodology. An ability to write in an extended format is crucial.

Aside from the practical aspects of the course, students will need to keep an open mind and be ready to engage in debates with their peers about their diverging opinions. They must be prepared to listen to the opinions of others and to discuss them objectively and without

judgement. The enjoyment of this subject hinges on those 'eureka!' moments, when something that has always seemed complex suddenly becomes clear. These realizations typically happen when ideas are being discussed from differing perspectives and when knowledge is being shared to try and reach a common understanding.

Future study

Students find this qualification to be an excellent introduction to any of the social sciences or legal studies subjects at Advanced or degree level, including Legal Studies, Psychology, Criminology, History, Anthropology and Politics.
Career paths

CAREER CONNECTIONS

- Social Research
- Youth Work
- Journalism and Broadcasting
- Legal and Justice Systems
- Counselling and Psychology
- Charity Work
- Teaching
- Data Handling and Data Management
- Media and Marketing
- Law Enforcement and Probation Services
- Local or National Politics



Statistics

Head of Department: Mr N Dullaghan

Course Lead: Miss N Carter

In Mathematics, you also have the opportunity to take an additional GCSE in Statistics.

The course follows the Edexcel Higher Scheme of work and is an independent course, in addition to the IGCSE course that you all must study.

The aim of the course is to allow you to develop your confidence and competence with statistical techniques to enable you to apply those techniques flexibly to solve statistical problems. The course supports some of the data components you need for your IGCSE, as well as develop and extend these.

The course is introduced at the end of Year 9, with the two exams being completed in the Summer of Year 10.

To be successful in this course, you are expected to show an exceptional level of independence and resourcefulness. Students will need to purchase the Edexcel GCSE Statistics textbook and each term and over holiday periods you are expected to review chapters and answer questions from the book. Each half term, you must attend a seminar with a Maths teacher, where misconceptions and understanding can be checked.

Form of final assessment

There is no coursework component in Statistics. The course will be examined through two 1.5 hour written papers. Calculators can be used in each paper.

To do well you will need to....

- Be organised and self-motivated
- prepared to work hard independently
- Have an interest in the subject and potentially wish to take Further Maths in Yr 11 and A Level Maths at college or pursue a career in a related field.
- Have a solid understanding of Maths concepts taught in Key Stage 3.

CAREER CONNECTIONS

Jobs that use statistics:

- Data Scientist.
- Statistician
- Actuary
- Data Analyst
- Operations Research Analyst
- Computational Scientist
- The majority of jobs require some level of statistical analysis

SKILLS YOU WILL DEVELOP

- the use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as populations
- identifying trends through carrying out appropriate calculations and data visualisation techniques
- the application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general
- critically evaluating data, calculations and evaluations
- understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data
- understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing
- applying appropriate mathematical and statistical formulae, and building on prior knowledge.



Study Support

Head of Department: Mr L Hendon-John

Study Support Group

Study Support is only offered to those students who have previously had support from the Student Support Department, that may need extra time within the school day to manage their academic workload effectively. It is not a GCSE subject.

Students will be able to revisit weak areas, in any of their subjects, in order to improve

their understanding. Independent learning is encouraged at all times to help prepare students for college. Students are still expected to complete work at home.

Students have six study support lessons a fortnight and they develop a plan on how to effectively use this time. Logs are kept on Firefly to show what subjects and tasks they have been working on.

Study support students may require help with the following:

