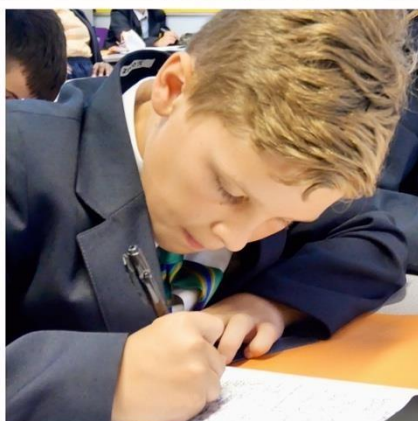
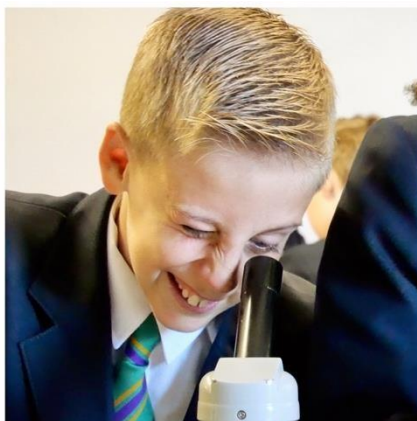




HALL MEAD
SCHOOL



Key Stage 4
Options 2024-2026

YEAR 10 CURRICULUM

Key Stage 4

This booklet is designed to help you to choose some of the subjects you will be studying in Years 10 and Year 11 at Hall Mead.

When you choose a subject, you are opting for it. This is why we call the final three subjects that you end up with, your options.

Next year your core timetable will be made up of:

Core Subjects

GCSE English Language English Literature Maths Combined Science Spanish	Non-GCSE Physical Education PSCHEE / Core RS
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It will also include **three** options from the following groups of subjects.

Humanities

Choose **one** subject from this section




GCSE History	Geography
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Open Options









Choose **two** of these subjects

GCSE Art and Design Business Studies Child Development Computer Science Design and Technology Drama Food Preparation and Nutrition Geography	Media Studies Music Physical Education Religious Studies Sports Studies Triple Science
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How are you going to make up your mind?

-  You will discuss possibilities and what might suit your talents with your teachers and parents.
-  You might know older pupils and could talk to them.
-  If you have a specific career in mind find out about any subjects you will need.

What can you do to help yourself?

-  Choose subjects you like – you'll be glad you did, especially if you find the core subjects a challenge.
-  Find out about subjects that you haven't studied before.
-  Ask teachers how they think you would do in their subject.
-  Ask people in Years 10/11 what subjects are like.
-  Be prepared to be split up from your friends - even if you choose the same subject.
-  Be prepared to be flexible if a course you want is unavailable.
-  Choose subjects you are good at – why make exams more difficult for yourself!
-  Be prepared to be taught by a different teacher - not your favourite.

Will I get the courses I want?





When you choose your options you should think in terms of six subjects, although you will take three. Last year well over 95% of pupils got all of their first choices, but with nearly 200 pupils choosing from 16 subjects, it is not always possible to meet all demands. This is why we ask you to identify reserve subjects which may be allocated to you.

Every effort will be made to give you the three choices you are most keen to do, but it is possible that you will have to take a reserve subject.

Choose carefully

Do not count on being able to change a course in year 10. Most subjects are too difficult to pick up a few weeks or months into the GCSE course and you will be too far behind.

What happens next?

-  Option presentations delivered by the Head of Department.
-  Parent Teacher Consultation evening.
-  Input your choices into options online (details on how to do this will follow).
-  You will receive a letter confirming your choices.

Mrs Brighty-Glover
Associate Assistant Headteacher, Options



YEAR 9 CHOICES

Curriculum

Hall Mead offers all pupils a broad and balanced a curriculum. If you are unsure of what your future plans are after you leave, then following the core curriculum and choosing any options will maintain a wide choice for you after Hall Mead. If you have decided on a specific direction, then research what you need to achieve and pick the options that will support it or get you the grades you need. If you're not sure, Hall Mead's Student Futures are here to help with Careers Education, Information, Advice & Guidance (CEIAG). Make sure you look out for opportunities to sign up for events about a broad range of careers, which at present are largely online. There are lots of webinars offered by careers organisations, training providers, colleges and 6th Forms.

What subject lessons do you enjoy attending each week?

If you enjoy the subject, you are more likely to do well, attend extra sessions for revision and try harder. This should be an important influence on your choices.

What subjects are you best at?

You want to achieve the best you can to give you the greatest amount of choice when it comes to deciding on your path after Hall Mead, so choose subjects you believe you can do your best in. Consider your skills; are you better practically or better with theory? Most subjects are now weighted towards theory but some still have more practical elements; find out about the balance between these in the subjects you are interested in.

Do you think coursework would boost your grade or would 100% exam be better?

Most courses now are purely exam based, but some do have coursework elements. Choose a subject which you will excel in; consider how you will be assessed – coursework might be your strength.




Have you looked at what subjects and grades

Colleges/Sixth Forms want for courses you want to do?

Have you thought about what you are doing after Hall Mead?

Look at the type of career/apprenticeship that interests you or which university; work backwards, what GCSES we required to access the course. A career may require a certain qualification, a College may specify a certain set of GCSE subjects and grades but don't limit your later choices by making the wrong decision here if you have a clear path. You might change your mind so keep options open and don't dismiss anything...

What can you do to find out more?

-  Talk to your subject teachers
-  Attend the Options Q&A with Heads of Department and current Year 10/Year 11 students
-  Arrange to meet with Mrs Brighty-Glover or a member of SLT to discuss your options. You can do this via your form tutor.



Core Curriculum

English Language
English Literature
Mathematics
Combined Science
Spanish

Physical Education
PSHEE



Assessments

All texts in the examination will be unseen.

GRADING: 1-9
ONE TIER ENTRY
BOARD: AQA

GCSE

Paper 1: Explorations in Creative Reading and Writing

What's assessed	How it's assessed	Reading	Writing
Section A: Reading one literature fiction text	written exam: 1hr 45mins 80 marks 50% of GCSE	40 marks (25%) One single text Questions: 1 short form (1 x 4 marks) 2 longer form (2 x 8 marks) 1 extended (1 x 20 marks)	Questions: 1 extended writing (24 marks for content, 16 for technical accuracy)
Section B: Writing description or narrative writing			

Paper 2: Writers' Viewpoints and Perspectives

What's assessed?	How it's assessed	Reading	Writing
Section A: Reading one non-fiction text and literary non- fiction text	Written exam: 1hr 45mins 80 marks 50% of GCSE	Two linked texts Questions: 1 short form (1 x 4 marks) 2 longer form (1 x 8, 1 x 12 marks) 1 extended (1 x 16 marks)	Questions: 1 extended writing (24 marks for content, 16 for technical Accuracy)
Section B: Writing writing to present a viewpoint			

Non-examination Assessment: Spoken Language

What's assessed?	How it's assessed	Reading Project
Presenting Responding to questions and feedback Use of Standard English	Teacher set throughout course Marked by teacher Separate endorsement (0% weighting of GCSE)	In Year 10, the students will be following a scheme of work once a fortnight focusing on their reading skills. Every Year 10 pupil is expected to be reading their own book choice from a recommended list throughout the course. This is in order to develop the skills of close reading and encourage independent learning, so that the pupils are well prepared for the demands of the new GCSE.



Assessments

All assessments are closed book: any stimulus materials required will be provided as part of the assessment. All assessments are compulsory.

GRADING: 1-9
ONE TIER ENTRY
BOARD: AQA

GCSE

Paper 1: Shakespeare and the 19th-century novel

What's assessed	How it's assessed	Questions
Shakespeare The 19 th -century novel	Written exam: 1hr 45mins 64 marks 40% of GCSE	<p>Section A: Shakespeare Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then write about the play as a whole.</p> <p>Section B: The 19th-century novel Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>

Paper 2: Modern texts and poetry

What's assessed	How it's assessed	Questions
Modern texts Poetry Unseen poetry	Written exam: 2 hrs 15 mins 96 marks 60% of GCSE	<p>Section A: Modern texts Students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>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.</p> <p>Section C: Unseen poetry Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>



MATHEMATICS

Assessments

Mathematics is a compulsory subject in Years 10 and 11 and is a core subject of the National Curriculum. All students will be entered for the GCSE examinations at the end of Year 11. Following the reformed curriculum, pupils will be expected to use and apply Mathematics more fluently and comprehend questions that include increased literacy content.

GRADING: 1-9
FOUNDATION / HIGHER TIERS
BOARD: EDEXCEL/AQA

GCSE

The students will follow a Programme of Study which is divided into two tiers:

Foundation: Grade 1 to 5 | **Higher: Grade 4 to 9**

There is one assessment component for the GCSE examination.

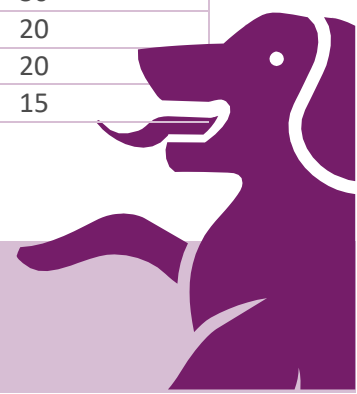
Three examination papers taken in Summer of Year 11, each paper is worth one third of the assessment; one non calculator paper and two calculator papers, so a scientific calculator for every lesson is essential.

All content can be assessed on any of the three question papers. As such, some questions will draw together elements of maths from different topic areas.

	Paper 1: non-calculator	Paper 2: calculator	Paper 3: calculator
What's assessed	Content from any part of the specification may be assessed		
How it's assessed	written exam: 1 hour 30 minutes 80 marks non-calculator 33⅓% of the GCSE Mathematics assessment	written exam: 1 hour 30 minutes 80 marks calculator 33⅓% of the GCSE Mathematics assessment	written exam: 1 hour 30 minutes 80 marks calculator 33⅓% of the GCSE Mathematics assessment
Questions	A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		

The table below shows the approximate weightings of the topic areas for the overall tier of assessment, **not** for each individual question paper.

Topic Area (strands)	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics	15	15



COMBINED SCIENCE

Introduction

All pupils at Hall Mead will study for at least 2 GCSEs in Science - this is compulsory. These two GCSEs will include topics from all three scientific disciplines, Biology, Chemistry, and Physics and lead to the award of GCSE combined science (double award).

ASSESSMENT GRADING: 1 – 9
FOUNDATION TIER 1 – 5
HIGHER TIER 4 – 9
BOARD: EDEXCEL





GCSE

Pupils also have the option of studying more science at GCSE by choosing Triple Science as one of their options. Pupils that choose Triple Science as an option will study for three instead of two science GCSEs. These are separate science GCSEs and therefore lead to the following three qualifications: GCSE Biology, GCSE Chemistry, GCSE Physics.

More information about Triple science can be found in the GCSE Options section.

Combined Science

The GCSE in Combined Science will enable students to:

-  Develop scientific knowledge and conceptual 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 that help them to answer scientific questions about the world around them.
-  Develop and learn to apply observational, practical, modelling, enquiry and problem solving skills in the laboratory, in the field and in other learning environments
-  Develop their ability to evaluate claims based on Science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

All students study Science to GCSE level; Science is part of the core curriculum.

Internal Assessment

Assessment will take place at regular intervals throughout both the Combined and Triple Science course to inform both students and teachers of progress and areas for development. None of these assessments will contribute towards the final grade.

External Assessment

The Controlled Assessment / Coursework component has been removed from all Science GCSE specifications and replaced with examination questions designed to test investigative skills. The questions will be based on Core Practical activities identified by the examination board. Students complete these activities as experimental investigations throughout the course. There will only be one opportunity to complete each of the practicals.

The Edexcel GCSE (1 – 9) in Combined Science consists of six externally examined papers, each of which carries equal marks. All papers must be completed by the end of Year 11.



Assessments






GRADING: 1-9
FOUNDATION / HIGHER TIERS
BOARD: AQA

GCSE

With the importance of the EBacc, Hall Mead is committed to providing a language learning experience for students from Year 7 through to Year

11. In Year 10 the majority of students will start the GCSE course in the language they have studied since Year 7, Spanish.

The GCSE offered at Hall Mead has the following aims:

-  To develop the ability to use languages effectively for practical communication
-  To form a sound base of the skills, language and attitude required for further study, work and leisure.
-  To develop knowledge of the culture and society of the foreign country.
-  To develop an awareness of the nature of language and language learning.
-  To encourage positive attitudes to language learning and to speakers of foreign languages whilst increasing understanding of the English language and its links to other languages.

There are no Controlled Assessments, but there are terminal exams which take place at the end of Year 11.

Content

Theme 1: Identity and Culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

This qualification comprises four external assessments:

Paper 1: Listening, Paper 2: Speaking, Paper 3: Reading and Paper 4: Writing.

The papers are graded 1 - 9). The exam has two tiers (Foundation and Higher). Pupils will be entered for the same tier in all four exams.

Foundation Tier (1 – 5) | Higher Tier (4 – 9)

Paper 1: Listening Terminal exam (end of Year 11)	25%
Paper 2: Speaking Terminal exam (Year 11 – Spring Term)	25%
Paper 3: Reading Terminal exam (end of Year 11)	25%
Paper 4: Writing Terminal exam (end of Year 11)	25%

All papers will be sent to the Exam Board to be marked. The Speaking exam will be taken with the students' Language Teacher and then sent to the Board for marking.



Introduction

At Key Stage 4, Physical Education builds on much of the work undertaken in Key Stage 3.

Non-GCSE Subject

Many of the lessons extend into more competitive game situations where the skill and techniques learnt and practised in Key Stage 3 can be further developed. The course is designed to enable pupils to study activities in more detail, particularly in terms of applying tactics, umpiring and organising competitions.

Pupils are encouraged to regularly take part in physical activity and sport, both inside and outside of School. They are also encouraged to demonstrate how to prepare for, and recover from, physical activities.

With much pressure and stress in their lives due to exam and coursework deadlines, pupils are also encouraged to use physical activity and sport as a way of relieving this. Activities are also based on fun and enjoyment in the hope participation will continue after Hall Mead.

Pupils receive 3 hours of P.E. every two weeks. Two lessons will follow a curriculum set at the start of the year. Five activities will be covered in five week blocks. The third hour will be a free choice each term.

Activities

Badminton
Trampolining
Basketball
Fitness
Football

Netball
Table Tennis
Rugby

Those who take GCSE Physical Education will use these lessons to further develop the practical elements of the GCSE course.



CORE PSHEE EDUCATION, CITIZENSHIP AND RELIGIOUS STUDIES

At Hall Mead School, Religious Education is a five-year programme, additional to the GCSE in Religious Studies that is offered to those who choose it at KS4. Teaching hours are 'front loaded' into Years 7-9 with an hour per week for the taught curriculum. In Years 10 and 11, Religious Education is contextualised around the spiritual, moral, social and cultural issues that are examined within the PSHEE programme as part of the teaching of topics such as sex and relationships, abortion and extremism. Additionally, 'drop down days' provide an opportunity to engage with different faiths and world views around significant moral issues. There is also additional Religious Education retrieval work incorporated within the PSHEE and Citizenship programmes in these years.

Personal, Social, Health & Economic education (PSHEE) is not an examined subject and therefore there are no terminal exams nor coursework. There are, however, elements of the PSHE education curriculum which are compulsory study from September 2020 and are covered by statutory frameworks. At Hall Mead, pupils have a timetabled lesson for this study as well as additional coverage through off-timetable 'drop-down' days, extended tutor periods, SMSC materials delivered by form tutors and other sessions with external providers as may be organised during the course of the year.








We follow the curriculum model advocated by the PSHEE Association – the professional, national body for PSHEE – of which we are a member. This sets out the curriculum as three strands, each distinct yet interweaving: Health & Wellbeing, Relationships, Living in the Wider World. All units aim to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Over their years at Hall Mead, pupils will have worked on units in all these strands and continue to build on these at Key Stage 4.

Health & Wellbeing: Pupils will complete a unit on First Aid. This is one of the new statutory, compulsory programmes and aims to equip pupils with basic skills in first aid, including what to do in an emergency, symptoms of common health emergencies and will afford them the opportunity to learn CPR on mannequins sourced from the British Heart Foundation.

Relationships and Sex Education (RSE): This is another element compulsory from 2020. In Year 11 it builds on units studied in previous years and also brings in a new focus on HIV prevention and treatment. Safe and proper use of contraception is revisited as part of this unit.

Living in the Wider World & Citizenship/RS: Research into Post-16 options and the opportunity to complete application forms in rough in advance. Pupils are notified about Open Evenings or Days at local providers and some of these will visit schools to pitch their provision to pupils. Pupils will complete a unit of study on extremism, discrimination and hate crimes. Again, this is part of the new compulsory programme and part of various Government initiatives to build resilience and prevent radicalisation, tackle the rise in hate crime, including Islamophobia, and address some of the inequities in society that lead to resentment.

Pointers for success:

-  Involvement in the lesson and class discussions – reflecting on how/whether the issues might affect you or your friends
-  Participate actively in lessons, the school and the community to develop citizenship skills
-  Meet all deadlines – including on in-class tasks
-  Keep informed about local, national and world news and development. This will help you to see what we do in PSHEe education and Citizenship in a wider context and will improve your performance in this subject
-  In PSHEE, keep in mind the range of ideas and opinions; choose from and reflect these in your written work and presentations
-  Respond to teacher marking and feedback with red pen corrections, additions and rewrites
-  If you have any more questions about the course, please speak to Mr Cashman.



Humanities

History
Geography



Overview

The History department is very pleased to be offering the Edexcel History GCSE (9–1). This specification provides an exciting single, unified approach to history, assessing four interesting topics over three exams. A fantastic opportunity to study, medieval to modern History.


GRADING: 1-9
ONE TIER
BOARD: EDEXCEL

GCSE


Paper 1 : Thematic Study and the Historic Environment

Written exam: 1 hr 15 mins / 30% of qualification / 52 marks.

'Medicine Through Time' c.1250 – present

 The ideas about the cause of illness and disease; as well as approaches to treatment and prevention through the following periods are explored in this unit: Middle Ages, Renaissance, 18th and 19th Century, Modern Britain. This will include looking at the use of blood Letting and barber surgeons, the Black Death, Florence Nightingale, the Great Plague, the NHS and much more.





Injuries, Treatment and the Trenches during WWI

 This will focus on how the Great War shaped the development of medicine. Students will look at the condition of the trenches and how soldiers were treated for gas attacks and battle wounds. Students will explore the development of X-Rays, blood transfusions and plastic surgery during the war.

Paper 2 – Period Study and British Depth Study


Written exam: 1 hr 45 mins / 40% of qualification / 64 marks.



Period Study – Superpower Relations and the Cold War c 1941-1991.

-  This very modern unit looks at the super power relations between Russia and America, and how the world come frighteningly close to the use of Nuclear weapons in the twentieth century. J F Kennedy, Stalin and Brezhnev will all have starring appearances in this unit!
-  Origins of the Cold War - including the end of WWII and the development of Churchill's Iron Curtain.
-  Cold War Crises – vents Including Invasion of Afghanistan, Building of the Berlin Wall, Cuban Missile crisis.
-  End of the Cold War- Tearing down the Berlin Wall.

British Depth Study – Early Elizabethan England c.1558 – 1588

One of the Tudor lovers! Students will look at one of the most successful monarchs in British History; Elizabeth I and how as a single woman she defeated Phillip II's Spanish Armada, revolts across England and did her very best to settle the religious dispute tearing England apart. Beheadings, War and Marriage!





-  Queen, Government and Religion 1558 – 1569- students will explore the real Elizabeth I and the problems she faced when she ascended to the throne as the illegitimate child of Anne Boleyn.

-  Challenges to Elizabeth at home and abroad 1569 – 1588- Exploration of the murderous plots against Elizabeth. Students will also analyse the fascinating relationship between Mary Queen of Scots and Elizabeth.
-  Elizabethan society and the Age of Exploration 1558 – 1588- Exploration of the Americans under Sir Francis Drake. At the rising problem of the poor criminals, and Elizabethan theatre and sport.

Paper 3 – Modern Depth Study





Written exam: 1 hr 20 mins / 30% of qualification / 52 marks.

Periods of depression, persecution, and for some, joy are explored during this interesting study of Germany and the Nazis.

-  The Weimar Republic - study of the Treaty of Versailles, rise of extreme political party's and depression that swept across Germany.
-  Hitler's Rise to Power - students will look at the importance of the Reichstag Fire, Munich Putsch and Hitler's storm troopers in his ability to take power 1933.
-  Nazi Control and Dictatorship - Students will look at the use of terror, propaganda and the cult of Hitler to understand how the Nazi regime destroyed and dictated people's lives.
-  Life in Nazi Germany- What was life really like in Nazi Germany?

Although there are three written exams in History, we feel that each question paper is clear and straightforward, thus making them accessible for all students.

The aims and objectives of GCSE History are to enable students to:

-  Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.
-  Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
-  Develop the ability to ask relevant questions about the past, to investigate issues critically.
-  Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.

Outside the classroom

The History team are always looking for new ways to bring History to life and have in previous years taken GCSE students to the First World War Battlefields in Ypres, Belgium, to develop their understanding of what we study in the classroom. Pictures of past trips can be seen on our department Twitter page @HallMeadHistory



GEOGRAPHY

'Geography shapes the choices of world leaders'




Gideon Rachman (2016)

GRADING: 1-9
ONE TIER
BOARD: EDUQAS A / WJEC

GCSE

Geography will help you to be more aware of everyday situations and issues faced by people who live around you. Geography is a highly topical subject and is ever changing, as world events unfold.

The GCSE aims to:

-  Develop your understanding of the relationship between the environment and humans.
-  Encourage you to develop and practise important geographical skills such as recording, analysing and interpreting information.
-  To explore the complex world we live in through a study of both human and physical landscapes.

Course Outline			
Module	Elements	Assessment	Date
Component 1: Changing Physical and Human Landscapes	Unit 1: Landscapes and Physical Processes Unit 2: Rural-Urban Links Unit 3: Coastal Hazards and Vulnerability	Exam: 1hr 30m 35% of the qualification 88 marks	Summer Term
Component 2: Environmental and Development Issues	Unit 4: Weather, Climate and Ecosystems Unit 5: Development and Resource Issues Unit 6: Social Development Issues	Exam: 1hr 30m 35% of the qualification 88 marks	Summer Term
Component 3: Applied Fieldwork Enquiry	Part A & B: Our Fieldwork Part C: Decision Making - Wider UK Context	Exam: 1hr 15m 30% of the qualification 76 marks	Summer Term

Outside the Classroom

Students are required to carry out fieldwork at two locations, where students will focus on how to design and carry out fieldwork. There is no coursework to be completed; skills will be tested in Paper 3.

We also offer optional international trips to Iceland in order to create unforgettable experiences for our Geographers, who get to experience distinctive landscapes like no other! Pictures of past trips can be seen at @hallmeadgeog Twitter page.



GCSE Options

**Art and Design
Business Studies
Child Development
Computer Science
Design and Technology
Drama
Food Preparation and Nutrition
Media Studies
Music
Physical Education
Religious Studies
Triple Science**



Overview

GRADING: 1-9
ONE TIER
BOARD: AQA

GCSE

There are three options for pupils who wish to study Art at GCSE level. In each case, coursework begins on day one of Year 10 and comprises 60% of the GCSE. This is followed by an externally set task, including a timed test later in Year 11, which makes up the remaining 40%. Pupils must understand that basic drawing will form a major part of work in all areas and they should spend approximately 2 hours on their homework each week. Many pupils make use of the Art rooms during lunch and after school for this purpose.

We encourage pupils to work in sketchbooks, since this aids both presentation and organisation. These may be purchased from the department at a very reasonable price. Pupils will also be expected to have basic art equipment for homework, such as coloured pencils and water based paints.

Art links into the world around us, from advertising, fashion, architecture to everyday design. The three Art options available to pupils are designed to help students develop an appreciation and understanding of Art, and its uses in the world.

GCSE Art & Design

This is a broad course, allowing pupils to explore practical/contextual work through a range of 2D and/or 3D processes, media and technology. It is an unendorsed course, where candidates produce work in at least two specialist areas, including Fine Art, Graphics, Textiles and Three Dimensional Design.

GCSE Art Graphics

This course adopts a more commercial, yet fully creative approach to art. Pupils produce practical work in forms such as illustration, advertising and packaging design, inspired by their investigations into contemporary and historical art and design.

GCSE Art Textiles

Pupils who select this option will develop an appreciation of textiles as a means of expression and decoration. They will produce both two and three-dimensional work, exploring processes such as printing, batik, embroidery, appliqué and soft sculpture. Again, a contextual aspect is maintained through the study of relevant artists and designers.

You should discuss your options within Art with your teacher, who will be able to guide you as to the most suitable choice. If you are still unsure as to which Art option to choose, don't worry, since we can make changes within the subject as late as July.

Whilst every effort is made to accommodate pupils' wishes, it should be understood that any teacher may only be expected to teach two options within one group and pupils must, therefore, be flexible. For example, Textiles may be taught alongside Art and Design. All Art options have equal value. On your form put down Art and add in brackets Art and Design, Art Graphics or Art Textiles if you know which one you prefer. You will only be able to take **one** Art subject.



Overview

GCSE Business helps you know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. You will apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts. This course provides a good overview in to the business world and the workplace.




GRADING: 1-9
ONE TIER
BOARD: OCR

GCSE

Paper 1: Business activity, marketing and people

For this unit students will look at how businesses are formed and run, the role of marketing in companies and the role human resources play within a business.




Assessment

-  Written exam set in practically based scenarios: 1 hour 30 minutes
-  80 marks
-  50% of GCSE

Paper 2: Operations, finance and influences on business

During this unit students will study production methods, quality, customer service, the role of finance in businesses and the influences on companies, such as globalisation.

Assessment

-  Written exam: 1 hour 30 minutes
-  80 marks
-  50% of GCSE









Overview

ASSESSMENT GRADING: 1 – 9
ONE TIER
BOARD: OCR




GCSE

Paper 1 - Computer systems

This component will assess:






-  Systems architecture
-  Memory and storage
-  Computer networks, connections and protocols
-  Network security
-  Systems software
-  Ethical, legal, cultural and environmental impacts of digital technology

Assessment




-  Written paper: 1 hour and 30 minutes
-  50% of total GCSE
-  80 marks

Paper 2 - Computational thinking, algorithms and programming

This component will assess:

-  Algorithms
-  Programming fundamentals
-  Producing robust programs
-  Boolean logic
-  Programming languages and Integrated Development Environments

Assessment

-  Written paper: 1 hour and 30 minutes
-  50% of total GCSE
-  80 marks



Overview

Learning about Design and Technology will encourage students to develop thinking skills that open up a world of possibility, giving them the tools to create the future!

GRADING: 1-9
ONE TIER
BOARD: AQA

GCSE

The course would help students develop critical thinking and practical skills in preparation for A Levels, BTecs, Further Education, Higher Education, Apprenticeships or in the work place.

Qualification

AQA GCSE (1 – 9) in Design and Technology

This course would appeal to students who are looking for a qualification that will encourage innovative thinking and creativity. Students develop their broad knowledge from KS3, whilst also being able to focus in more depth on areas of Design and Technology that have most interest to them. This qualification encourages students to develop both their Design and Making skills.

Assessment

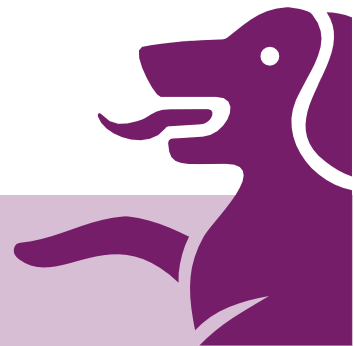
Two components make up the final GCSE grade:

Component 1

This is a written exam about the principles of Design and Technology and is worth 50% of the final grade.

Component 2

This is an iterative design challenge and is worth 50% of the final grade. It is based around a context decided by the exam board. Students start this in June of Year 10.



DRAMA

Overview

GRADING: 1-9
ONE TIER
BOARD: EDUQAS

GCSE




This course is largely practical based with students studying a wide range of issues, topics and play texts during Years 10 and 11. Drama at GCSE level is an intellectual, practical and artistic subject that asks students to consider and think about the world around them. They become skilled in staging and performing and learn how to evaluate and improve their work. At all times, students are encouraged to respond in a creative and original manner. They will develop skills needed in any work place, such as communication, presentation, creative thinking, problem solving and evaluating. They will also learn to work and co-operate with others in the class.

Whilst a GCSE in Drama may be useful to those intending to follow careers in the performing arts, it is also highly valuable to anyone wishing to pursue a career that involves communication with the public or making presentations to others. This course is broken down into three units.

Component 1

Teacher assessment, externally moderated: 40% of qualification
Students will be assessed on their acting and devising skills



Students participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by the exam board. They must provide:

-  The performance of their piece of devised theatre
-  A short, portfolio of evidence
-  An evaluation of the final performance, completed in school

Component 2: Performing from a Text



Practical assessment, marked by a visiting examiner: 20% of qualification

Students will be assessed on their acting skills

-  They will study two short extracts from a play chosen by the class teacher.
-  They will participate in a short, scripted performance.

Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes: 40% of qualification

-  **Section A: Set Text.** There will be a series of questions on a set text. The class teacher will choose between five texts set by the exam board.
-  **Section B: Live Theatre Review.** Students will write an evaluation of aspects of a live theatre production, seen during the course.



FOOD PREPARATION AND NUTRITION





Overview

This course was first introduced in September 2016, with the aim to change how we are teaching food in schools. The course is designed to motivate pupils to gain knowledge, skills and understanding of how to prepare and cook a wide range of different foods, applying the principles of food science, nutrition and healthy eating. It is no longer Food Technology, but a combination of the best aspects of the Catering, Food Nutrition and Food Technology courses, to create a broad learning experience of food, cooking and the food industry. This course is ideal for anyone who really enjoys cooking, is interested by nutrition and health, wants to investigate food science and extend their knowledge and skills from Year 9.

GRADING: 1-9
ONE TIER
BOARD: OCR

GCSE

The course is linked together by four parts:

-  Nutrition – understanding the relationship between diet, nutrition and health as well as the nutritional content of food and drinks.
-  Food choice and Provenance – where does our food come from, and how does the world around us influence what we choose to eat.
-  Cooking and food preparation – knowledge and understanding of the properties of food, food safety, sensory qualities and food processing.
-  Preparation and cooking techniques – pupils will learn how to plan, prepare and cook a wide variety of dishes, both British and International dishes, using a variety of ingredients, cooking techniques and equipment.

Assessment

Written examination paper = 50%

The Food Investigation Assessment = 15%. Completed in Year 11

A practical investigation carried out in class to understand the working characteristics, functions and chemical properties of a particular ingredient, for example, what is the best combination of ingredients and heat to make a set custard. Pupils will be expected to write a report of their experiments, approximately 1500 – 2000 words, with photographs.

The food preparation Assessment = 35%

Completed in Year 11

Each pupil will prepare, cook and present a menu of three dishes in a single period of three hours – this does not have to be a meal, but could be three dishes influenced by a theme, country or dietary need. They will plan in advance how to achieve this, producing photographs of what they have made, which technical skills they have used, as well as evaluating how they prepared, cooked and presented the three dishes.

Pupils will be cooking most weeks and must be prepared to bring ingredients on a regular basis.

Food testing and analysis will play a large part in the course and pupils must be prepared to work with some foods they may not like or have not eaten before to extend their knowledge.



MEDIA STUDIES

Overview

ASSESSMENT GRADING: 1 – 9
ONE TIER
BOARD: AQA





GCSE

You will be given the opportunity to explore and analyse the world of media in relation to your existing knowledge and interests. Media Studies cover the importance of various forms of communication, such as film, television and print and how new media forms, such as the internet and mobile apps are having an increasingly significant impact on our lives.

GCSE Media Studies is an interesting and varied course. It allows pupils to develop their analytical skills as well as encouraging independence and creativity. Pupils enjoy the opportunity to make creative use of ICT, not to mention the variety of topics covered within the course. Media Studies GCSE is an excellent complement to English Language GCSE. Skills in Art, Design & Technology and ICT are also useful to have!



The course consists of two exams and a coursework project.

Each exam is 1 hour and 30 minutes long and each one makes up 35% of the overall grade. In the exam, you will have to demonstrate your knowledge of the media in four key areas:

-  Media language
-  Media representation
-  Media industries
-  Media audiences

The coursework project makes up 30% of the final grade. For the coursework project, students will have to demonstrate use of practical skills relating to the media format of their choice. The project will consist of a media product designed for an intended audience. They will be able to choose from a range of topics related to the over-arching (annually changing) theme.

Students are required to study media products from all of the following media forms:

-  Audio-visual forms (TV, film, radio, advertising and marketing, video games and music video).
-  Online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing)

Students must undertake at least one cross-media study and must study at least one example of a media product from each form.



Overview

Music GCSE includes both practical work and an examination.

ASSESSMENT GRADING: 1 – 9
ONE TIER
BOARD: OCR

GCSE

Practical Work 60%

15%	Performance 1	A recorded performance of a piece you sing or play.
15%	Performance 2	A recorded performance of a piece you sing or play. MUST BE AS PART OF A GROUP
15%	Composition 1	You make up a piece of music
15%	Composition 2	You make up a piece of music using a musical idea given to you by your teacher




Examination 40%: Listening Exam (One 1 hour and 30 min)

In the exam, short pieces of music are played to which you answer questions. Styles of music played in the listening exam include:

Rock 'n' Roll from the 1950s and 1960s Rock Anthems of the 1970s and 1980s Pop Ballads from 1970 Solo pop artists from 1990 to the present Calypso	Samba Film Music The Concerto African Drumming
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Who should take music?

If music is important to you, consider taking GCSE. It really is that simple!
Consider taking GCSE, if you enjoy:

-  Playing or singing music
-  Making your own music
-  Listening to, and learning about different styles of music

I do not have one to one instrumental or singing lessons.

Can I still take music?

Yes, music is for all students and you do not have to take extra lessons outside school to take GCSE music.

What do you do in lessons?

Most lessons are practical, where you develop your musical skills by playing either on your own or in groups.

Some lessons are not practical. In these lessons, you will learn about different styles of music, listen to different styles and answer questions on music that is played to you.









Overview

Pupils will be required to:




ASSESSMENT GRADING: 1 – 9
ONE TIER
BOARD: EDEXCEL

GCSE

-  Develop theoretical knowledge and understanding of the factors which underpin physical activity and sport to improve performance
-  Understand how physiological and psychological states affect performance
-  Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and / or compositional ideas
-  Develop their ability to analyse and evaluate to improve performance
-  Understand the contribution which physical activity and sport makes to health, fitness and well-being
-  Understand the key socio-cultural influences which can affect people's involvement

40% of the course is non-examined assessment of which 30% is practical performance in three activities as player / performer; one must be taken from a specified list of team activities, one must be taken from a specified list of individual activities, and the final one is a free choice from the list of activities. Pupils will demonstrate their skills in isolation / unopposed situations and also in formal / competitive situations whilst under pressure.

The remaining 10% is credited for a pupil's ability to analyse and evaluate a performance to bring about personal improvement in physical activity and sport. This is carried out through a personal exercise programme (PEP). The areas of content covered are:

-  Aim and planning analysis
-  Carrying out and monitoring the PEP
-  Evaluation of data and the programme

The remaining 60% of the course is assessed by 2 written papers.

Component 1 (Fitness and The Body Systems)

is a 1 hour and 30 minute paper worth 36% and focuses on:

Applied anatomy and physiology Movement analysis	Physical training Use of data
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Component 2 (Health and Performance)

is a 1 hour and 15 minute paper worth 24% and focuses on:

Health, fitness and well-being Sport psychology	Socio-cultural influences Use of data
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In response to the increased focus on the theoretical aspects of sport, pupils will have 4 hours of theory lessons and 3 hours of practical PE lessons over 2 weeks (in addition to 1 Core PE lesson a fortnight). Those who take GCSE Physical Education will use these lessons to further develop the practical elements of the GCSE course.



RELIGIOUS STUDIES

Overview

This new AQA GCSE Specification A encourages students to learn about the beliefs and practices of two religions, and to investigate and debate the big questions we're asking in the 21st Century:

ASSESSMENT GRADING: 1 – 9
ONE TIER
BOARD: AQA

GCSE

- Should Euthanasia be legalised?
- Should marriage only be between a man and woman?
- Should the time limit on abortions be revised?
- Is war ever the best solution to conflict?
- What happens when we die?
- Do murderers deserve the death penalty?
- Are animals here just to serve humanity?

This course provides students with the opportunity to explore the ethical issues which often dominate the news and consider the influence of religious teachings on the lives of followers. We focus on Christian and Sikh teachings and also consider non-religious viewpoints. By evaluating ethical issues and using reasoned arguments, students can enhance their ability to debate and participate in today's society. It provides a firm foundation for higher study of religion, ethics, philosophy, sociology and more.

Component 1

50% One paper of 1 hour and 45 minutes

Religion

The beliefs and practices of two religions:
Christianity & Sikhism

- What do they believe about the nature of God?
- How do they worship?
- What do they believe about death and the afterlife?
- Which festivals do they celebrate and how?
- Who are their leaders?
- How do they put their beliefs into action?

Component 2

50% One paper of 1 hour and 45 minutes

Ethics

- Relationships & Families
- Sex, marriage, divorce, gender equality, sexuality
- Life & Death
- Origins of life, environment, abortion, euthanasia, death, afterlife
- Peace & Conflict
- War, Just War, pacifism, justice, weapons of mass destruction
- Crime & Punishment

GCSE Religious studies is for you if:

You like arguing and debating. You are interested in current affairs. You want to find out what makes people tick. You will do a job working with people from all different cultures and religions. Especially: Medicine, Teaching, The Police, Tourism, Food Industry, Social Work, working with children and so on...



TRIPLE SCIENCE

Introduction

Pupils may wish to choose Triple Science as an option if they have a love for all science and enjoy their current science lessons. Pupils that do choose Triple Science as an option will have the equivalent of 7.5 hours of science each week.

ASSESSMENT GRADING: 1 – 9
FOUNDATION TIER 1 – 5
HIGHER TIER 4 – 9
BOARD: EDEXCEL

GCSE

To study science beyond GCSE or work in a scientific career, Triple science is not required. The Triple Science course offers pupils the chance to study more topics than the combined course and in some cases, some topics in more depth. Some of the extra topics covered only by Triple Science are:

Triple Biology	Triple Chemistry	Triple Physics
Testing foods The brain and spinal cord The eye Protein synthesis Fertilisers Virus lifecycles Plant diseases Plant hormones The kidneys	Transition metals, alloys and corrosion Hydrocarbons Alcohols and carboxylic acids Polymers Chemical cells and fuel cells Dynamic equilibria Testing for ions	Astronomy Static electricity Ears and hearing Ultrasound / Infrasound Pressure

Combined Science versus Triple Science

Course	Combined Science	Triple Science
Number of GCSEs	2 GCSEs in combined science (Bio, Chem, Phys combined)	1 GCSE in Biology 1 GCSE in Chemistry 1 GCSE in Physics
Exams	2 x Biology exams 2 x Chemistry exams 2 x Physics exams	2 x Biology exams 2 x Chemistry exams 2 x Physics exams
Length of exams	1 hour 10 minutes each	1 hour 45 minutes each
Science lessons per week in year 10	5 hours	7.5 hours



Other Qualifications

**Child Development
Sport Studies**



Who is this qualification for?

This Level 1/Level 2 Cambridge National in Child Development is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the Childcare sector. It is suitable for boys and girls and for those interested in wider careers in nursing, social care, teaching as well as childcare.





OCR CAMBRIDGE NATIONALS
LEVEL 1 AND 2 CERTIFICATE
J809

What will the student study as part of this qualification?

Health and well-being for child development

assessed by one written exam of 1 hour and 15 minutes = 40% of overall grade




In this unit, you will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment. Topics include:

-  Pre-conception health and reproduction
-  Antenatal care and preparation for birth
-  Postnatal checks, postnatal care and the conditions for development
-  Childhood illnesses and a child safe environment.

Creating a safe environment and understand the nutritional needs of children from birth to five years

NEA coursework. Teacher assessed and externally moderated = 30% of overall grade





In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs. Topics include:

-  Creating a safe environment in a childcare setting
-  Choosing suitable equipment for a childcare setting
-  Nutritional needs of children from birth to five years.

Understand the development of a child from one to five years





NEA coursework. teacher assessed and externally moderated = 30% of overall grade

In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development. Topics include:



-  Physical, intellectual and social developmental norms from one to five years
-  Stages and types of play and how play benefits development
-  Observe the development of a child aged one to five years
-  Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

-  preparing a feed or meal for a child
-  choosing suitable equipment to use in a childcare setting
-  planning suitable play activities
-  helping to prevent accidents in a childcare setting.

This will help you to develop independence and confidence in using skills that would be relevant to the Childcare sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

-  research skills – for example, within the NEA set assignment students will need to complete research for equipment to help make decisions on which to choose and explain why
-  communication skills – for example, within the NEA set assignment students will need to make recommendations to the nursery on how accidents can be prevented.

If you have any queries, please contact Mrs Fanning: kfanning@elatschools.co.uk



Overview

This OCR Cambridge National in Sport Studies is not available for those who chose to take GCSE PE.

OCR CAMBRIDGE NATIONAL
IN SPORT STUDIES

What will I study?

The Cambridge National in Sport Studies takes a more sector-based focus, whilst also encompassing some core Sport/Physical Education themes. Students have the opportunity to apply theoretical knowledge to a variety of sport and physical activities, whilst developing their own practical skills and leadership skills. Pupils will learn about contemporary issues in sport such as funding, barriers to participation, ethics, role models and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and how this shapes the sports industry.

Course content

The course is comprised of 2 core modules:




1. Contemporary Issues in Sport – This unit is externally assessed through an OCR set and marked 1 hour 15 minute exam.
2. Developing Sport Skills -This unit is assessed through an OCR-set task and includes a demonstration of students' own practical performance skills, officiating, leadership, along with a demonstration of the way's students can improve their own performance.





And a choice of 1 optional module from the following:

1. Sport and the Media - This unit is assessed through an OCR-set task where students communicate their knowledge to an external audience.
2. Developing Knowledge and Skills in Outdoor Activities - This unit is assessed through an OCR-set task where students demonstrate their planning skills and participate in an outdoor activity.

What does the assessment and award system look like?

The assessment part of the course will consist of one exam and coursework aimed at each modules learning objective. The full format of the grade will appear on the certificates issued to learners. All results are awarded on the following scale:

-  Distinction* at Level 2 (*2)
-  Distinction at Level 2 (D2)
-  Merit at Level 2 (M2)

-  Pass at Level 2 (P2)
-  Distinction at Level 1 (D1)
-  Merit at Level 1 (M1)
-  Pass at Level 1 (P1)

Practical element

Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity. Students will also improve their understanding of the rules to allow them to act in a number of officiating roles within an activity.




As well developing sporting skills, students will also develop their transferable skills such as communication, performing under pressure, using initiative to solve problems and making decisions by considering rapidly changing conditions around them.

A list of these sports available can be found using think link:

<https://www.ocr.org.uk/Images/347665-cambridge-nationals-sports-activity-list.pdf>

What would this course enable me to study after GCSEs?

The Cambridge Nationals in Sport lead to a wide range of general and vocational qualifications for you.

-  Cambridge Technical in Sport, Level 2 & 3
-  Apprenticeships framework, Level 1 & 2
-  Vocational qualifications (QCF) Certificate/NVQ Diploma, Personal Training & Leisure Management, Level 3.

If you have any queries, please contact Mr R Sammons: rsammons@elatschools.co.uk



Make Your Choices



FAQS

Q I want to be in classes with my best friends, is this possible?

A This is not a good way to think about options. Choose subjects that suit you, not your friends. If you choose exactly the same as your friends, you might well end up in different groups.

Q What if I change my mind about one of my options?

A Tell Mrs Brighty-Glover as soon as possible. Every effort will be taken to ensure you are studying the subjects you want. Though be mindful, that this may NOT be possible if you change your mind. You need to have good reasons to change and should discuss this with your parents / guardian at home.

Q Why do some pupils not get all their first choices?

A There could be a number of reasons, such as too few or too many pupils have chosen a subject. Sometimes it is due to the combinations chosen.

Mrs Brighty-Glover will know if there are problems when she receives all the option choices.

This is why you must have reserve subjects and you must be prepared to take one of



