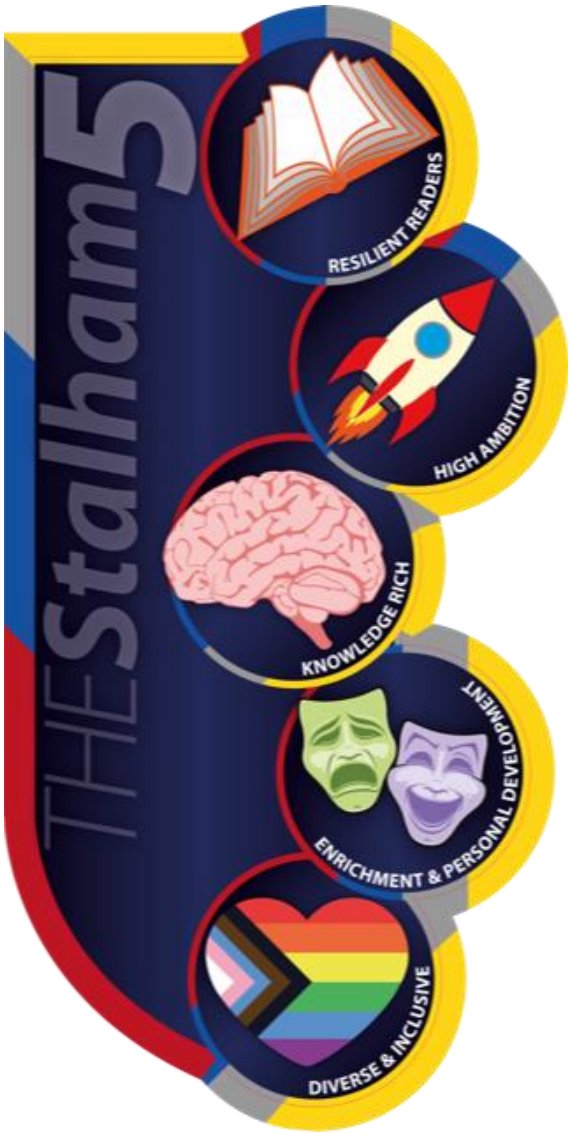
STALHAM HIGH SCHOOL

Key Stage 4 Guided Pathways for 2024-2026 (Year 9)



Year 9 into Year 10 for September 2024

Key Stage 4 Preferences

This is a crucial time for Year 9 students. Throughout their Key Stage 3 journey, we have tried to ensure that they have been kept informed of their progress. In doing so, we help students develop a greater sense of their own strengths and areas for development. That knowledge is crucial when students come to transition from Key Stage 3 to Key Stage 4.

As you will hopefully be aware, when students commence Key Stage 4, they are able to express preferences regarding a small number of GCSEs they wish to study in Years 10 and 11.

"Options" is something that secondary schools have organised for many years. However, with the reduction in the number and variety of subjects available now, due to Government restrictions, there is less "choice". Alongside this, schools cannot offer every possible combination of subjects. This would result in a huge number of classes with very small class sizes, and an additional staffing requirement, which is simply unaffordable.

In order to ensure as many students as possible are studying the subjects they prefer and will be most successful in, we have added some additional steps to the process, which is summarised below:

1. Students have already attended a session with Mr McMahon and Mrs Stogneeva where we explained to them in their House groups the process of "preferences". We have deliberately not called this 'options' as we have a role to play in ensuring students choose the correct subjects based upon the type of assessment they are best at, their future career, their interests and abilities. Within this session, we explained the content of subjects they may not have studied before. As you see below, there is a very wide range of potential subjects.
2. Students have completed an initial online survey ranking up to 8 subjects.
3. We are currently in the process of analysing those results and will remove those less favourable subjects that do not have enough interest to be offered within the preferences blocks. This will result in the most popular 16 subjects being included in the preferences blocks.
4. After consideration of the contents of this booklet, our Year 9 Preferences Information Evening, Year 9 Parents' Evening (Thursday 7th March) and after discussion with you, students will then be asked to complete a further online preferences form expressing their preference of FOUR subjects.
5. Students will then be informed if they have secured the preferences they expressed and what alternatives are available if they haven't. This will be in the summer term (June).

As suggested above, not all students will be able to study their top four preferences, but we will do all we can to support as many students as possible in this.

Subjects within the preferences process make up only 20% of ALL lessons and whichever subjects students are following we expect them to make maximum effort and excellent progress.

Subject	Number of GCSEs	No of lessons per two week timetable	% of time studying each subject
English Language and English Literature	2	8	16%
Maths	1	8	16%
Science	2	10	20%
Physical Education (practical)		2	4%
Religion, Self and Society		2	4%
Preference subject	1	5	10%
Preference subject	1	5	10%
Preference subject	1	5	10%
Preference subject	1	5	10%
	9	**50**	**100%**

For your information the full range of subjects included in Stage 1 Preferences Survey include:
Art
Astronomy
Business Studies
Computing
Design and Technology
Drama
Food and Nutrition
French
Further Maths
Geography
History
Land Based Studies
Media Studies
Music
Photography
GCSE Physical Education
Psychology
Triple Science

Having been through the above process, we are now able to confirm that the blocks will look like this;

Block 1	**Block 2**	**Block 3**	**Block 4**
History Geography Computer Science Land Based Studies	Design and Technology Performing Arts (Music) GCSE PE Psychology Drama	Business Studies Geography Photography Triple Science	Art French Food and Nutrition Media Studies

The Core Course at the heart of the KS4 curriculum comprises:

Core GCSEs

ALL students will study Maths (1 GCSE), English Language (2 GCSEs) and Science (2/3* GCSEs) in Years 10 and 11. *Students may choose to study Chemistry, Physics and Biology separately through the preferences process, gaining three GCSE's in Science subjects.

Core Subjects

ALL students will also have lessons in Physical Education (practical) and Religious Studies, Self and Society (RS,S&S). These two subjects are not GCSEs. They are subjects in which all students (nationally) must continue participating in.

Careers Education and Guidance

Students in Years 10 and Year 11 will experience curriculum development days known as 'Personal Development Days' when careers education will be covered as well as in Society and Ethics lessons. This will enable students to acquire the skills, knowledge and attitudes that enable them to make informed career decisions and to effectively implement career plans.

Every student will see our Careers and Personal Adviser regarding career choices at least once in Years 10 and 11 in a one-to-one interview before the end of Year 11 and receive an information pack, which includes an action plan as feedback.

All students will experience work-related learning in Years 10 and 11 which uses the context of work to develop skills, knowledge and understanding which will be useful in working life. This covers a broad range of activities, from better understanding the economy, through work-related application of the National Curriculum, to careers education.

Every student will learn:

- *through* work by direct experiences, such as a part-time job or work experience which can be discussed on a case by case basis;
- *about* work by the school providing opportunities for students to develop their knowledge and understanding, for example through vocational courses and careers education;
- *for* work by developing employability skills, such as mock interviews and work simulation.

Tutorial Contact

The Form Tutor registers students and monitors their basic organisation on a daily basis. The Stalham Planner is an important means of developing good study skills as well as providing for communication between home and school. We provide opportunities for form tutors to review progress regularly with each student in their form on an individual basis.

Enterprise Education

Enterprise Education is enterprise capability supported by better financial capability and economic and business understanding. Enterprise capability includes innovation, creativity, risk-management and risk-taking, a can-do attitude, and the drive to make ideas happen. Enterprise Education will be delivered through Personal Development Days and Mathematics, Business and Society and Ethics lessons.

Some new opportunities at KS4

Many subjects that students follow in Years 10 and 11 are subjects that they have previously experienced in Key Stage 3. However, some **new** subjects are also available. Full details of these subjects appear later in this booklet.

Our subjects and courses

As explained, students at Stalham High School will study a core curriculum which provides the skills and qualifications so they can access any college course in Year 12. The additional subject courses we offer are remarkably varied and are designed to not only further enhance college applications but ensure that as far as possible, there is something which appeals to everyone.

The following pages are provided to give your additional and more detailed and specific information about the different courses we offer. The information within is accurate at the time of printing. We are of course at the hands of the exam boards should any of the details change between now and September 2024. Where this is the case, we will update anyone affected.

The School's Careers & Personal Advisor, Mrs Budgen, is available to meet with parents to discuss any careers issues. She can also be contacted by telephone or mail at the school. Her email address is cbudgen@stalhamhigh.org.uk.

Core Courses

Subject: **English**	Qualification: GCSE
Awarding body, specification number and title: AQA GCSE English Language 8700, AQA GCSE English Literature 8702	

Course content and structure:

The GCSE English course covers two separate but related GCSE qualifications, in English Language and English Literature. While both qualifications focus on fundamental literacy skills, English Language may be thought of as a focus upon the skills of reading and writing, while English Literature has more of a focus on knowledge, appreciation and response to a variety of set texts.

Students follow a common course, taught in half termly stages which covers all of the units of the two GCSEs. There is only one tier of entry for the final examinations. Final assessment is by two examination papers in each subject and there is a speaking and listening assessment for English Language which is administered in school.

Students start in Year 10 with a language unit which addresses the demands of paper 1 (fiction) reading, before moving on to the Shakespeare play, the poetry anthology, then returning to Language paper 2 (non fiction) reading, and completing the year with critical textual study which prepares students for the unseen text aspects of both the Language and Literature papers.

In Year 11, students start the year with the study of the 19th century novel, and then move to the Language paper 2 writing component, before embarking upon study of the final set text, the modern play. After working on the writing component for Language paper 1, the remainder of the taught course is revision and exam preparation.

Set texts for Literature are typically *Macbeth* for the Shakespeare play, *A Christmas Carol* for the 19th century novel, *An Inspector Calls* for the modern text, and an anthology of poetry *Power and Conflict* provided by the exam board.

Students receive feedback on assessments which are administered at the end of each unit, and there is an end of year exam in Year 10 as well as the mock exams for Year 11 in December.

Ongoing support is offered by access to GCSE Pod, online resources, diagnostic homeworks and informal assessments which generate constructive feedback.

Assessment will be by:-

English Language GCSEs of 2x 1hr45
English Language Speaking and Listening Assessment
English Literature GCSEs of 1x 2hours and 1x 2hr15

Subject: **Mathematics**	Qualification: GCSE
Awarding body, specification number and title: AQA8300	

Course content and structure:

Over Years 10 and 11 students will:-

- Consolidate skills learnt in Years 7, 8 and 9.
- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Topics covered include:-

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Assessment will be by:-

100% Exam

There are three exam papers (Non-Calculator, Calculator x 2) with assessment at the end of the course. Each paper is 1 hour 30 minutes in length and individually is worth $33\frac{1}{3}\%$ of the final mark.

The course can be taken at Foundation or Higher Level. Higher covers grades 9 – 4 and Foundation Level covers grades 5-1.

Subject: **Science**	Qualifications: GCSE Science
Awarding body, specification number and title: AQA, Combined Science, Trilogy, 8464 or AQA, GCSE Biology, 8461; GCSE Chemistry, 8642; and GCSE Physics, 8643	

Course content and structure:

Science is a core subject and everyone has to study Biology, Chemistry and Physics. Students can take GCSE combined science or separate GCSEs in Biology, Chemistry and Physics – we call this Triple Science. Triple science takes a preference block.

GCSE combined Science	GCSE Triple Science
Exam board: AQA	Exam board: AQA
Biology, Chemistry and Physics topics taught separately (for most students).	Biology, Chemistry and Physics topics taught separately.
10 hours science lessons per fortnight as a core subject. Does not take up a preference block.	15 hours per fortnight. 10 hours as a core subject, and 5 hours from a preference block.
Awarded a double award GCSE (worth two grades) as a 9 – 1 grade eg 4/4 or 5/4.	Awarded separate GCSEs in Biology, Chemistry and Physics.

Year 9 contains some bridging topics the GCSEs in the sciences. All students will have two science teachers and will be taught Biology, Chemistry and Physics topics.

Based on performance in this bridging year, in not only science, but English and Mathematics too, a decision will be made at the end of Year 9 as to which route students will follow in Years 10 and 11.

Regardless of which pathway over the two years is followed, students will learn about key scientific concepts, will continue to develop their investigative skills and will build and master practical skills. A good pass at GCSE will be valued, not only by those wishing to continue their studies in science beyond GCSE, but also by sixth forms and colleges as entrance into a wide variety of courses and apprenticeships.

Assessment will be by:-

GCSE combined Science	GCSE Triple Science
Exam board: AQA	Exam board: AQA
Assessment: 100% exam at the end of Year 11: 2 x 1hr 15mins Biology exams 2 x 1hr 15mins Chemistry exams 2 x 1hr 15mins Physics exams	Assessment: 100% exam at the end of Year 11: 2 x 1hr 45mins Biology exams 2 x 1hr 45mins Chemistry exams 2 x 1hr 45mins Physics exams
Awarded a double award GCSE (worth two grades) as a 9 – 1 grade eg 4/4 or 5/4.	Awarded separate GCSEs in Biology, Chemistry and Physics.

Preferences Subjects

Subject: **Art**	Qualification: GCSE
Awarding body, specification number and title: Edexcel Art and Design (2AD01)	

Course content and structure:

GCSE Art and design allows students to develop their creativity and skills through the exploration of materials, techniques and processes whilst also investigating contextual meanings and critical understandings of not just Art but the world around them. Students will experiment with a range of materials and techniques to refine their skills in both 2D and 3D work ranging from printmaking, painting and ceramics as well as developing basic drawing skills. Students will analyse both traditional and contemporary artists through elements of written work in order to inspire and help communicate ideas and concepts in a visual way.

Careers areas related to Art:
Graphics designer, illustrator, gallery curator, fashion designer, games designer, advertising, media, stage design, theatrics, make-up artist, teacher, special effects, art therapist.

Course content:

Year 10: During the first term students will focus on refining skills, techniques and Art theory through a series of guided workshops and mini projects based on a theme. This allows students to experiment freely with processes and materials whilst refining observational skills and developing their analytical skills in preparation for Year 11 where larger scale projects will be produced.
Later students will develop a sketchbook through independent research based on a previous exam paper. This part of the course gives the students more opportunity to use their imagination and work more independently, allowing projects to become more personal and meaningful. At the end of each project a 'final piece' will be created that will conclude all of the explorations in the project.

Year 11 is a continuation of the second Year 10 themed project until Christmas, when a mock exam is held, allowing students to produce a sustained final piece. In the Spring term students will work on the Externally Set Assignment where the exam board sets the theme. This project will take on the same structure of the projects beforehand, concluding the project with a ten-hour exam where students will create a final piece that concludes all developments and explorations from the supporting sketchbook.

Assessment will be by:

Students will be assessed on a portfolio unit worth 60% completed over Years 10 and 11 with 2 themed projects.

An Externally Set Assignment - set by the exam board and finished with a 10 hour exam in the spring term of Year 11 - is worth 40% of the GCSE.

Students are assessed on the following in both units:

- Development of ideas through research that is relevant to your ideas
- Developing your ideas through first-hand research e.g. taking photographs, drawing and recording from first-hand experience
- Refinement of ideas through experimentation of medias and techniques
- Technical skill in ability to record ideas
- Producing final response and pieces which show relevant connections to the experimentation and research in the preparatory work

Subject: **Business**	Qualification: GCSE (9-1)
Awarding body, specification number and title: AQA, 8132, Business	

Assessment:

- **Paper 1** (50%) **Influences of operations and HRM on business activity**. 1 hour 45 minutes, written examination (90 marks)
- **Paper 2** (50%). **Influences of marketing and finance on business activity.** 1 hour 45 minutes, written examination (90 marks).

Course content and structure:

Topics studied over the course:	**Finance Content Requirements**
1. Business in the real world 2. Influences on business 3. Business operations 4. Human resources 5. Marketing 6. Finance	Please be aware that 25% of the course content is finance based. This requires you to learn a range of financial equations that can be applied to different case studies. If you are interested in this course, you need to have a good understanding of maths with a minimum target level of a 5 for the end of your GCSEs. Please speak to Mrs Dorkins or Mr Ali about your target GCSE maths level.

Should I study Business?

This GCSE covers a large amount of content that relates directly to the world of business. Modules studied include manufacturing, production, how finance, ethics and the environment influence business. You need to have an active interest in the world of business, you need to watch/listen to the news and be prepared to discuss these in class.

What knowledge and skills will I develop?

- The course aims to enable students to develop knowledge and understanding of business through a range of tasks and then apply these to a varied set of case studies and real-life projects. It is a great course to help students prepare for future employment, further education, training and the wider business world.
- Students are expected to carry out personal research, use their initiative, solve problems, make decisions and apply knowledge to live tasks. The course is intended to provide the type of independent and flexible learning skills that students need in future education and careers.

How will I be able to use this subject in my future?

The course is an excellent grounding for a variety of professions, as well as progression to A Level Business. As well as having the skills to start their own businesses, many Business students go into management and administration jobs in commercial businesses and a business studies qualification can also be helpful to get into finance, banking or insurance. Skills in management and marketing are also required in other areas such as charity, social work and local government, while a knowledge of business is also important for consultancy, certain teaching jobs and for financial journalists.

Subject: **Computer Science**	Qualification: GCSE (9-1)
Awarding body, specification number and title: OCR, J277, GCSE Computer Science	

Assessment:

- **Paper 1 Computer Systems** (50%). 1 hour 30 minutes, written examination (80 marks).
- **Paper 2 Computational Thinking, Algorithms and Programming** (50%). 1 hour 30 minutes, written examination (80 marks).

Course content and structure:

Computer systems	**Computational thinking, algorithms and programming**
1. The central processing unit (CPU) 2. Computer memory and storage 3. Data representation 4. Computer networks and protocols 5. Network security 6. System software 7. Ethical, legal, cultural and environmental impacts of technology	1. Writing algorithms 2. Programming fundamentals 3. Producing robust programs. 4. Boolean logic 5. Programming languages and Integrated Development Environments

Should I study Computer Science?

This is a *rigorous* and *challenging* qualification that will give you the opportunity to get a thorough understanding of computational thinking and algorithms.
You should have a *keen interest* in the subject, have a *logical mind* and *good mathematical ability*. You will have the opportunity to *build your own programs*, to help *solve problems* of given tasks and develop a *greater awareness* of the rapidly changing *computing* field.

What knowledge and skills will I develop?

Computer Science is the study of computational thinking; this involves:

- Problem solving - how to break down problems into inputs, processes and outputs. This can then be turned into algorithms (modelled using flowcharts and pseudocode), which you will then learn to convert into program code using programming languages (e.g. Python).
- Computational theory - how a computer actually works. You will learn how data and program instructions are stored and executed, how networks communicate, the everyday threats facing a network and how we can combat those threats along with a look at the legal and ethical framework that Computer Scientists must operate within.

How will I be able to use this subject in my future?

It is excellent preparation for students looking to take Computer Science studies at A Level, or for anyone considering any kind of career in Computer Science; whether it is computer programming, gaming, ethical hacking or digital forensics, the opportunities are endless. This course could even give you the knowledge to become the C.E.O of your own company! For example, Mark Zuckerberg (Facebook Creator) and Sergey Brin (Google Co-Founder) both studied Computer Science at university.

Subject: **Design and Technology GCSE**	Qualification: GCSE

Awarding body, specification number and title:
AQA, 8552, GCSE (9-1) Design and Technology: Timber, metal-based materials and polymers.

Course content and structure:

The aim of this course is to encourage students to use a range of materials when designing and making three-dimensional products. The course calls for students to become independent and creative problem solvers. They must look for needs, wants and opportunities, responding to them by developing a range of design ideas and making products. This course combines practical skills with an understanding of aesthetics, social and environmental issues, function, and industrial practices. Students reflect on and evaluate relevant present and past design and technology, its uses and effects. The course seeks to help students to become discriminating and informed users of technology and innovative designers of products. It also encourages them to think and intervene creatively to improve the quality of life for society.
Lessons within the course are a combination of focused practical tasks that are aimed at developing specific skills and knowledge, and a range of projects that have been carefully designed to be enjoyable and realistic to industrial situations. All students complete a Design and Make project of their choice, in response to a range of contexts set by the examination board, which counts for 50% of their GCSE marks.

YEAR 10 course content;

The course in Year 10 will be focused on learning the Core Technical Principles for the GCSE in Design and Technology. These core principles include the following:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

All students develop an in-depth knowledge and understanding of the following specialist technical principles:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

In the Spring Term students will start preparing for the Non-Examined Assessment project that will start on the 1st June. This project accounts for 50% of their final mark.

YEAR 11 course content;

This year will focus mainly on the completion of the Non-Examined Assessment project.
This is a Substantial design and make task based on a Context that is set by the examination board. The project is individual and students are encouraged to create their own design brief in response to one of the contexts. Students are assessed on:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

All students will produce a prototype and an A3 portfolio of evidence.

Assessment will be by:

One examination of 2 hours.	50 % of total marks
Controlled Assessment Individual Project.	50 % of total marks

Subject: **Drama**	Qualification: GCSE: 9-1
Awarding body, specification number and title: EDEXCEL 1DR0 GCSE Drama	

Course content and structure:

GCSE Drama provides a demanding yet exciting option for students interested in drama, theatre, collaboration, performance and design. It explores dramatic presentation, communication and theatrical experiences in detail. Using a wide range of stimuli and approaches to practical work, students will have opportunities to develop their appreciation and understanding of drama and theatre by participating in practical workshops, devising their own original drama, performing from scripts and evaluating live theatre. The ability to co-operate and the determination to work independently *and* as part of a group are absolutely essential, as is a keen interest in drama and theatre. Particular emphasis is placed upon the exploration of ideas and themes through a range of techniques and by evaluation of the work presented. Students will explore different plays through practical workshops - the learning from some of which is assessed in written format - and students are offered a number of opportunities, including those for public performance and experiencing exciting live theatre. Students can choose to be assessed in design rather than acting for Components 1 and 2, but ALL students will need to participate in workshops as actors and directors frequently throughout the course, especially in preparation for Component 3.

YEAR 10 course content:

Students will:

- Explore different theatre styles and genres, including naturalism and epic theatre
- Devise original drama from a variety of source materials, for instance visual image, poetry and music. This is for Component 1 – Devising, which will be completed in Year 10
- Explore through practical workshops as actor, director and designer a gripping play text
- Learn about global and socio-political issues and current affairs that are relevant to the course and/or the issues explored
- Benefit from several acting, directing and designing opportunities
- See and study exciting live theatre and learn how to evaluate it
- Acquire skills vital for successful collaboration and project-work
- Develop many transferable skills that will help in ANY future career, eg problem-solving, working to deadlines, communication, taking responsibility, collaboration, research, respect for others, planning and evaluating . . .

YEAR 11 course content:

Students will:

- Explore different theatre styles, including an introduction to the theories of 20th century practitioners such as Konstantin Stanislavski, Bertolt Brecht and Steven Berkoff
- Study, in depth, one play text from the point of view of an actor, designer and director. This study, plus an analytical evaluation of a live theatre performance, will form the basis for the Component 3 written exam: Interpreting Theatre, where students are required to write about what they've seen others do on stage or what they've explored practically in class; they *won't* be asked to write about anything they haven't explored as a class
- Collaborate in small groups to rehearse, learn and perform to an examiner a short extract from a play for Component 2 – Scripted Performance

Assessment:

The GCSE is assessed in the following way through both practical *and* written work:

- Component 1: Devising Theatre – practical workshops with ideas and working methods recorded in a written (or spoken) portfolio. The performance is also assessed by the teacher. Internally assessed, externally moderated: 40%
- Component 2: Performing from a Text – performances of two short extracts (group or individual) from one play. The performance only is assessed; no written submission here. Externally assessed by visiting examiner: 20%

- Component 3: Interpreting Theatre - written examination (90mins). A series of questions based on the set text studied in class and one question on a live theatre production seen. Externally assessed by the exam board: 40%

Other information:

Russell Group and many other universities and institutions really value Drama, not least because of the transferable skills that drama students adopt over the course of study; problem solving, collaboration, leadership, empathy, time management, responsibility, working to deadlines, independence, resilience, the ability to research and many more skills are used in most lessons, helping young people to develop life skills that will be useful in *any* career. Success rates for students graduating in Law, for example, are higher for those who studied Drama at school. Talking to and empathising with others - for instance in education or the health and social care industries - are important skills in Drama that will be developed and enhanced each lesson. This GCSE is for students who enjoy creating their own drama, working with others and exploring theatrical skills. It is particularly useful for those wishing to go into law, education, nursing, theatre acting and/or design, social care, sales and marketing, leadership and management and journalism, among many other fields.

Subject: **Food Preparation and Nutrition**	Qualification: GCSE (9-1)
Awarding body, specification number and title: EDUQAS, 601/8093/6, GCSE Food Preparation and Nutrition	

Assessment:

- **One written examination of 1 hour 45 minutes (**50%)
- **Food Science Investigation** (15%)
- **Food Investigation Task** (Includes a 3 hour formal practical exam) (35%)

Course content and structure:

Theory Content	Practical Content
8. Nutrition and Food science 9. Health and Safety 10. Food commodities 11. Technical Skills 12. Technology and manufacturing 13. Food miles and the environment	6. Knife skills and use of handheld kitchen equipment 7. Sauce making (reduced, roux) 8. Cake and pastry making 9. Pasta making 10. Cooking meat, fish, poultry and eggs 11. Desserts 12. Meals using alternative protein

Should I study Food Preparation and Nutrition?

This is a course that is both practical *and* theoretical. You will have the opportunity to make some superb food dishes and products as you will be cooking a minimum of every other week during Year 10. You will need to be prepared for lessons that are not practical as you will be learning about nutritional requirements, food science, health and safety, technology and about a wide variety of different food products, all of which supports the written exam.
For this course, you need to be willing to broaden your pallet and try new flavours, bring ingredients in weekly, research your own recipes and work independently.

What knowledge and skills will I develop?

- Food theory skills will be developed based on the commodity themes of Fruits and Vegetables, Dairy, Fats and Oils, Cereals, Alternative Proteins, Meats, Fish, Poultry and Eggs. These will range from general practical skills and knife skills, to sauce making and different cake making methods. These skills will be taught through practical tasks, the interactive textbook and a range of workbook activities.
- Food practical skills start with a foundation of knife and hand held equipment skills, extending these over the two years to a high level in practical lessons which include; fresh pasta, choux pastry, shortcrust pastry, jointing and then cooking chicken, meat and fish as well as enriched bread doughs and whole meals.

How will I be able to use this subject in my future?

This course is not for just those who want to go into the world of Catering and become a chef, but for those looking at career paths in sports science, fitness, nutrition, food science, food buying, product development and quality control (to name but a few!).

Subject: **French**	Qualification: GCSE
Awarding body, specification number and title: AQA GCSE French 8658	

Course content and structure:

The French GCSE course is designed to enable students of all abilities to develop their French language skills, equipping them with the knowledge to communicate in a variety of contexts with confidence. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. It is hoped that students will become confident about communicating in the foreign language and with native speakers and will develop an understanding of other cultures.

The acquisition of a Foreign Language is a skill which helps develop confidence and trains the memory. Learning a foreign language is an important part of the curriculum and helps develop many transferable and life-long learning skills. It also helps to foster essential values such as open-mindedness, acceptance and tolerance. Learning a language is not just about being able to travel and communicate with others.

The ability to use languages at work is increasingly required by employers and language skills are becoming an essential part of life in the global marketplace. Many employers value a language GCSE for the transferable skills that it provides. Speakers of multiple languages will be found in all areas of employment such as hospitality, tourism, aviation, law, journalism, artificial intelligence, oil and gas, sales and many more.

Key Stage 4 course content;

Theme 1 - Identity and culture: Me, my family and friends, technology in everyday life, free-time activities, customs and festivals in French speaking countries/communities
Theme 2 - Local, national, international and global areas of interest: Home, town, neighbourhood and region, social issues, global issues, travel and tourism
Theme 3 – Current and future study and employment: My studies, life at school/college, education post-16, career choices and ambitions.

Assessment will be by:

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier and they have equal weighting towards the final mark:

- Unit 1: Listening 25%
- Unit 2: Speaking 25%
- Unit 3: Reading 25%
- Unit 4: Writing 25%

Subject: **Geography**	Qualification: GCSE
Awarding body, specification number and title: AQA, 8035, Geography Syllabus A	

Course content and structure:

Geography is one of the most exciting, relevant and valuable subjects to study today. So many of the world's current conundrums boil down to geography, and need the geographers of the future to help understand them. As a subject linking the arts and sciences, it is highly flexible in terms of how it combines with other subjects.

This course aims to inspire students to become global citizens by exploring their own place in the world and their values and responsibilities to other people, to the environment and to the sustainability of the planet. We endeavour to foster a lifelong love of geography through varied activities both inside and outside the classroom and prepare well-rounded students for the world after 16, both as members of society and in whatever career path they choose to follow. Our curriculum design allows us to regularly flip between human and physical topics, so that students get a chance to find something that they like within the curriculum delivery. The spiral design of our curriculum is aimed at revisiting topics on several occasions to promote learner's confidence. Each time students revisit a topic, they are exposed to more complex content, building on what they have already learnt. We want students to appreciate that Geography is dynamic, not only in terms of geographical features, patterns and issues change but also because new ideas and methods lead to new interpretations. Students will acquire and apply geographical skills and techniques and use Information Technology to conduct geographical enquiry. Fieldwork is an important component at this level and students will be required to complete two separate enquiries, one based on the ideas and concepts related to Physical Geography with the second linked to Human Geography. The two fieldwork exercises will take place in separate locations outside the school environment.

YEAR 10 course content;

<u>Living with the physical environment</u>
Section A: The challenge of natural hazards
Section B: The living world.
Section C: Physical landscapes in the UK.
<u>Geographical applications</u>
Section B: Fieldwork and Geographical skills.
Section C:Local Fieldwork Investigation, which will be based on the physical environment units.

YEAR 11 course content;

<u>Challenges in the human environment</u>
Section A: Urban issues and challenges.
Section B: The changing economic world.
Section C: The challenge of resource management.
<u>Geographical applications</u>
Section A: Issue evaluation.
Section B: Fieldwork and Geographical skills.
Section C: Local Fieldwork Investigation, which will be based on the physical environment units.

Assessment will be by:

Three examination papers:-
Paper 1: Living with the physical environment - written exam: 1 hour 30 minutes. 35% of GCSE. Question types: multiple-choice, short answer, levels of response, extended prose.
Paper 2: Challenges in the human environment. Written exam: 1 hour 30 minutes. 35% of GCSE. Question types: multiple-choice, short answer, levels of response, extended prose.
Paper 3: Geographical applications. Issue evaluation, Fieldwork, Geographical skills.
Written exam: 1 hour 15 minutes. 30% of GCSE with Pre-release resources booklet made available 12 weeks before Paper 3 exam.

Subject: **History**	Qualification: GCSE
Awarding body, specification number and title: Edexcel: History GCSE (9-1) 1HI0	

Course content and structure:

The GCSE History course allows students to study aspects of Britain, Europe and the world from the 10th to the 20th Century. These include Medicine and treatment in Britain including the injuries, treatment and trenches of the British sector of the Western front during 1914-1918, Weimar and Nazi Germany, Anglo-Saxon and Norman England and the American West (c1835-c1895).

Students will learn and use a wide variety of skills during the course. These include understanding causes of change, analysing different historical sources, empathy, the ability to understand differing points of view and detect bias. Any student studying History has an understanding of the world around them and will enjoy an interesting and varied course.

YEAR 10 course content;

In Year 10, students will examine Medicine and Treatment from c1250 to the present day. This fascinating course will look at the changes in medicine and treatment over the last 1000 years, including the impact of the Western Front on medicine during the First World War. There are opportunities for engaging debate and discussion to help improve student knowledge and understanding.

There will also be an organised residential school trip to visit Ypres and the surrounding area of the Western front available for students to participate in.

Students will then look at America c 1835 -1895. This involves making a judgement on the settlement of the western part of America and its impact on the Native Americans way of life.

YEAR 11 course content;

In Year 11 students will be able to look at, as part of their Medieval depth study, Anglo-Saxon England and the impact of the Norman Conquest of 1066-1087. This will focus on the methods of control used by King William to reinforce his power and control over England. As part of this course students will visit Norwich castle when it opens again in 2025.

Students will then look at Germany from 1918-1939. This includes making a judgement on the effectiveness of the Weimar Republic and the reasons for the rise of Adolf Hitler and the Nazi party. There is an emphasis on how Adolf Hitler became an all powerful dictator of Germany and what life was like in the Nazi state. Students will learn about different political ideologies and make judgements on the reasons why Adolf Hitler and the Nazi party came to power.

In year 11 students will be given the opportunity to practise examination questions and learn valuable study skills. Lunchtime revision sessions will also be available in order to fully prepare students for their examinations.

Assessment will be by:

Students are required to complete three written examination papers.

Paper 1: Thematic study and historic environment: Medicine and treatment in Britain from c1250 to the present day (30% of the qualification)

Paper 2: Period study and British depth study: America from c1835 – c1895. **And** Anglo-Saxon England and the Norman Conquest, 1060–66. (40% of the qualification)

Paper 3: Modern depth study: Weimar and Nazi Germany, 1918–39 (30% of qualification)

All examinations take place in the Summer term at the end of the GCSE course in Year 11

Subject: **Land Based Studies**	Qualification: Level 2 Technical Award

Awarding body, specification number and title:
City & Guilds Level 2 Technical Award in Land Based Studies (0170-24)

Course content and structure:

This qualification allows you to investigate how land is utilised in the UK, for example food and energy production, forestry, leisure use, housing and the rural and urban infrastructure. As part of this programme of study you will investigate the changing use of land over time, look at the advancement of technology within the wider land based industries. There is also the opportunity to develop your plant and animal husbandry skills for a potential future career.

You will explore how historical land use and management has changed from a greater emphasis on food production to an emphasis on sustainability, environmental management and public access. You will find out how science plays a major role in the modern land-based sector by investigating different parts of the industry, roles of plants/crops and animals, whilst considering the importance of biodiversity and the biosecurity of the UK.

This qualification has three compulsory units:

Unit 201: Exploring the use of land

Unit 202: Application of science in the land based sector

Unit 203: Application of technology in the land based sector

GCSEs in Biology, Physics, Chemistry and Geography will complement this qualification.

Knowledge and skills:

All students will develop the following knowledge, understanding and skills:

- different uses of land and associated industries
- challenges and conflicts that arise when land is used for food production, leisure and conservation
- how the structure and function of plants affects successful propagation and yields
- requirements of optimum nutrition required for animal growth and health
- what role technology plays in the land based sector
- the range of technology used within the land based sector from DNA testing to use of drones
- how science and innovation has influenced technology developments
- development of animal and plant husbandry skills.

Assessment will be by:

To achieve the City & Guilds Level 2 Technical Award in Land Based Studies candidates must successfully complete both mandatory assessment components:

Theory exam	40 % of overall grade
Synoptic assignment	60% of overall grade

Subject: **Media Studies**	Qualification: GCSE
Awarding body, specification number and title: Eduqas 603/1115/0	

Course content and structure:

The Eduqas media studies GCSE course offers learners the opportunity to develop knowledge and understanding key issues and the ability to debate important questions about the media. It introduces them to a theoretical framework for analysing the media, which also underpins study of the media at AS and A level.

The Eduqas GCSE in Media Studies enables learners to:

- Demonstrate skills of enquiry, critical thinking, decision-making and analysis
- Acquire knowledge and understanding of a range of important media issues
- Develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics

- Understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues

- Appreciate how theoretical understanding supports practice and practice supports theoretical understanding

- Develop practical skills by providing opportunities for creative media production.

Assessment will be by:

Two exams in Year 11
One piece of coursework in year 10 (most likely magazine production)

Subject: **Music**	Qualification: Technical Award

Awarding body, specification number and title:

Level 1/2 Vocational Award in Performing Arts (Technical Award) - Music

Course content and structure:

Unit 1 Performing: Enables learners to gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece(s) of professional/published work. Students will practice their chosen instrument, keep a log if their progress and then perform in front of an audience which will be recorded.

Unit 2 Creating: Enables learners to gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the music. Students will learn how to write their own music in a variety of different genres and formats. Compositions will be performed to an audience which will be recorded.

Unit 3 Performing Arts in Practice: Introduces learners to areas of the performing arts that need to be considered when responding to an industry commission (page 21). Students will work to a brief set by the exam board to plan a performance including: initial ideas, marketing, auditions, set lists, health and safety and the final performance.

Progression

AS-Level and A-Level Music and Music Technology
Access To Music Level 3 courses
Careers include – music production, music composition, music management, song writing, stage management, sound technology, sound engineering, music journalism, media and communications, live events production, music therapy.

Course content

Year 10: Students will begin by working on their instrumental skills as a soloist, working alongside their instrumental teacher. As skills progress, more demanding pieces of music will be introduced, and students will begin rehearsing and performing with other students. Practice logs will be kept and will show progression of their individual instrumental skills. Several composition projects will be introduced, and we will look at key concepts and features to write music accurately and effectively. We will begin to look at music industry specific topics in Year 10 including venues, marketing, and health & safety.

Year 11: Students continue to build on the progress made in year 10 by further research and rehearsal of their instrument which will culminate in a short, recorded performance in front of a live audience. Composition projects will go into more depth and students will pick their chosen genre then work on creating their own original piece of music to be performed in front of an audience. Unit 3 will see students work as a team to put on a production at school. They will organise themselves and assign specific jobs which will need to be carried out. Eg. Design and marketing, front of house, backstage etc. A final performance event will take place and students will document their event progress keeping a portfolio of evidence and a final review which will include some audience feedback.

Examination component breakdown:

Unit 1 (Performance 30%): you will be required to perform on your instrument for a minimum of 3 minutes and a maximum of 6 minutes.
Unit 2 (Creating 30%): you will be required to write your own music for performance. This can be in any genre and format.
Unit 3 (Project 40%): you will be required to work as a team to design and put on a school production.

Assessment will be by:

Unit	Unit title	Method of Assessment	Weighting	Structure of Assessment
1	Performing music	Internally assessed	30%	One performance as a soloist or within an ensemble. 3-6 minutes in duration.
2	Composing music	Internally assessed	30%	One composition in any style or format. 3-10 minutes in duration.
3	Performing Arts in Practice	Externally assessed	40%	Portfolio of work including: 3.1 Planning performance work 3.2 Promoting and pitching 3.3 Evaluating and reflecting

Subject: **GCSE PE**	Qualification: GCSE
Awarding body, OCR specification number and title: Physical Education (9-1) – J587	

Course content and structure:
GCSE PE allows students to develop their physical and mental health and wellbeing, through specially designed and theory lessons. Students will learn not only about how the body aids sporting performance but how sport benefits the body and mind in relation to health and wellbeing. Student will be given the opportunity to investigate how culture and economic affect participation levels and opportunities for performers. Alongside how the mind works when we are participating and how these emotions can be controlled and manipulated. The course aims to develop student knowledge and understanding of body systems, movement analysis, training principles, injury prevention, engagement patterns, commercialisation of sport, sports psychology, health, fitness and well-being and the analysis of practical performance. The course will be taught through a series of theory and practical lessons. Practical lessons will often be used to extend the knowledge and understanding of information gained in theory lessons. Career areas related to Sport. Armed forces, coaching, data analyst, gym instructor, nutritionist, occupational therapist, PE teacher, social media manager, sport and exercise psychologist, sports agent, massage therapist, sport scientist, wearable tech designer
YEAR 10 course content;
Practical Activities – Handball, Volleyball, Athletics (100m, 800m, Long jump and shot) and fitness. Theoretical content 1.1 Applied anatomy and physiology. 1.2 Physical training 2.3 Health, fitness and wellbeing.
YEAR 11 course content;
Practical Activities – Handball, Volleyball, Athletics (100m, 800m, Long jump and shot) and fitness. Theoretical content 2.1 Socio-cultural influences 2.2 Sport psychology Retrieval of Year 10 content

Assessment will be by:
Theory Examination:
- Exam 1 Physical factors affecting performance – 1 hour. 30% of total GCSE grade
- Exam 2 Socio-cultural issues and sports psychology - 1 hour. 30% of total GCSE grade

Centre assesses and OCR moderated:
- Practical performance (one individual sport, one team sport and one personal choice) 30% of total GCSE grade
- Analysis and Evaluation of Performance. Written coursework – 10% of total GCSE grade.

Subject **Photography**	Qualification: GCSE
Awarding body, specification number and title: Edexcel Photography (1PY0)	

Course content and structure:

Photography may be defined as the creative journey through the process of lens and light-based media, which includes work created using film, digital imaging or light-sensitive materials. Studying photography will allow students to embark on a creative journey using a lens to visually communicate a range of ideas, perspectives and viewpoints. Students will use, analyse and explore both traditional and contemporary photographers to draw inspiration for their own personal projects whilst also investigating contextual meanings and critical understandings of photography and the world around them. Students will use digital cameras to capture their work and will experiment using Adobe Photoshop and light-sensitive materials such a cyanotypes alongside manipulation techniques such as weaving, ripping, layering and stitching into photographs. Students should possess a lively and creative imagination and, above all, an interest in the subject and be able to commit themselves to hard work. Each student is required to mount an exhibition of their work at the end of the course. This work will include their coursework and an exam project in the form of a portfolio and several final pieces.

Careers related to Photography:
Photographer, magazine features editor, creative director, media and advertising, film/video editor, graphic designer.

Course content:

Year 10 The first term focuses on the introduction to Photography. Students will take part in small workshops focusing on compositional techniques of a photograph and how to use a DSLR camera and all its functions including shutter speed, depth of field and ISO. Students will be introduced to Adobe Photoshop starting with basic editing techniques. As the year progresses students will start a guided project, working through artist research, photography plans and photoshoots, leading to more intricate edits of photographs.

Students will develop ideas from interests, research and photographer analysis. This part of the course gives the students more opportunity to use their imaginations and work more independently, allowing projects to become more personal. Students will produce ambitious 'final pieces' that conclude the work in the sketchbooks from the theme in the form of a 10-hour exam.

Year 11 Students will work on the second themed project until Christmas, when a final piece is created during a mock exam. Students in Year 11 have an opportunity to further their work in an increasingly personal direction. They are expected to complete substantial and ambitious finished work that explores their themes in depth. After Christmas, students will start the Externally Set Assignment with the theme set by the exam board; this takes the same structure as the projects before and ends with a ten-hour exam creating a 'final piece' concluding their research and explorations during the project. This can range from a 2D edited image to a 3D installation.

Assessment will be by:

- A portfolio unit worth 60% completed over Years 10 and 11 with 2 themed projects
- An Externally Set Assignment set by the exam board and finished with a 10 hour exam in the spring term of Year 11; this is worth 40% of the GCSE

Both units are assessed on the following:

- Development of ideas through research that is relevant to your ideas
- Developing ideas through first-hand research e.g. taking photographs, drawing and recording from first-hand experience
- Refinement of ideas through experimentation of editing techniques and media manipulations
- Technical skill in ability to record ideas
- Producing final response pieces that show relevant connections to the experimentation and research in the preparatory work

Subject: **GCSE Psychology**	Qualification: GCSE

Awarding body, specification number and title:
AQA, 8182, GCSE (9-1) Psychology

Course content:

Psychology is the scientific study of the mind and human behaviour. Studying psychology can help you understand yourself and other people by learning about aspects of human behaviour. This understanding can factor into lots of different areas of daily life: social interaction, learning and memory performance, human motivation and the importance mental health, to name a few. Students who choose to study psychology will learn much about themselves, as well as the complicated world we all live in.

Psychology is a science. The defining feature of any science is the objective approach that is used to advance our knowledge. In psychology we use this scientific approach to learn about behaviour and mental life.

Students will rely on knowledge and skills gained in Science, Maths and English to help build their understanding in psychology. In particular, students would need to formulate operationalised hypotheses, plan for controlling extraneous variables and follow ethical procedures as part of carrying out a piece of research. Data would need to be analysed using their mathematical knowledge of descriptive statistics and graphs. Finally, students would need to form cohesive written arguments using the correct psychological terminology to critically evaluate key theories and studies linked with influential psychologists.

GCSE Psychology is a linear qualification which is usually taken over two years. It is assessed entirely by exams – no coursework. It offers a thorough introduction to the subject.

Structure:

In Years 10 and 11 the students follow the AQA 8182 specification. The course has two units, with 4 topics in each. Seven of these topics have two key studies each, which students must learn in detail: the method, results, aim, conclusion, and evaluation.

Unit 1: Cognition and Behaviour

1. Memory – how do we remember and why do we forget?
2. Perception – can we always believe what we see?
3. Development – how do children develop thinking and learning skills?
4. Research Methods – how do psychologists investigate human behaviour and mental processes?

Unit 2: Social Context and Behaviour

5. Social Influence – how are we influenced by group behaviour?
6. Language, Thought and Communication – what comes first: language or thought? And how well can we communicate non-verbally?
7. Brain and Neuropsychology – how does the brain work?
8. Psychological Problems – what is mental health and how can mental health issues be treated?

Assessment:

At the end of Year 11 **s**tudents sit Paper 1 and Paper 2 exams which are each 1 hour 45 minutes.