



Y8 OPTIONS BOOKLET 2024-25

“

**We should teach
the children what
they need for
life” *St Julie***

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What Subjects will I Study?

The Core Curriculum

With a small number of exceptions all students will follow our core curriculum throughout Years 9, 10 and 11. This consists of:

Maths, English, Science, RE and non-examined PE.

Students also study a Modern Foreign Language (MFL).

Statutory PSHE and Careers is delivered via one lesson of PSHE every 2 weeks up until the Christmas of Y11, taught by the student's RE teacher.

Information about each of these subjects is given in more detail on the following pages and can be accessed directly via the links on the contents page.

Options Subjects

Students will take a total of 3 option subjects. These will be taught in 3 different 'blocks':

Long Thin Block 1 Over three years - Y9, Y10 and Y11
2 hours per week
Exam at the end of Y11

Long Thin Block 2 Over three years - Y9, Y10 and Y11
2 hours per week
Exam at the end of Y11

Mid-Size Block 1 Over **two** years - Y9 and Y10 only
3 hours per week
Exam at the end of Y10

Some subjects are only available as 'long thin', others only as 'mid-size' and some are available as both. You should read the information about each of the options subjects carefully.

Where students chose options that can be taken in different blocks it may be necessary to change the order of subjects to enable as many students as possible to take the subjects they wish to study.

Option Blocks

Long Thin 1	Long Thin 2	Mid-size (Years 9 and 10 only)
Art	Business	Art
Drama	Health and Social Care	Business
Product Design	Computer Science	Dance
Food and Nutrition	Product Design	Geography
Photography	Food and Nutrition	Child Development
Triple Science	Geography	History
	History	Photography
	Music	Physical Education
	Physical Education	iMedia

Students need to pick 3 subjects, one from each of the blocks.

Students will also be asked to choose a fourth reserve choice subject.

Students will be asked to indicate their lowest preference of their top 3 choices.

Our aim is to maximise the number of students that get to study the 3 subjects they choose. If we were over-subscribed in a particular subject in the first instance, we would look to see who has that subject as their least preferred of the 3 top choices and could be accommodated into their second-choice option.

Timeline for the Options Process

Date	Event	Purpose
Late November	Y8 Assembly	Students will be introduced to the options process and given guidance about what they start to do to help them make well-informed decisions
During January	Subjects will run a 'GCSE taster' session in their subject as part of their normal curriculum time	Students can gain an understanding about what subjects will be like for GCSE.
WB 13th January	All students will take part in a 'GCSE taster' session for subjects not currently in the curriculum (Child Development, Business and Health and Social Care)	Students can gain information and guidance from subject specialists in subjects they may not know much about. This can help students make a better-informed decision for their option subjects.
Tue 28 th January 4:30pm to 6:30pm	Options Evening	An evening for parents and students to better their understanding of the process as well as talking to staff and students about subjects they are interested in. This can help students make a better-informed decision for their option subjects.
Thu 27 th February	Y8 Parents Evening	Feedback from Teachers about student progress in all subjects
Options Form goes live to students		
Fri 21 st March	Deadline for students to submit options form	This allows time to process student choices that will feed into the whole school timetable.
Wed 21st May	Final allocations confirmed and shared with students and parents	
Final 2 weeks in July	Drop-in sessions available for students to discuss making changes to their options. These will be done one a case-by-case basis. Any changes will be subject to Head of Year approval and space in classes.	

French/Spanish

The current GCSE course builds on the skills and knowledge gained in Key Stage 3. The qualification is linear - students sit all their exams at the end of the course. Students are entered for Foundation tier (Grades 1-5) or Higher tier (Grades 4-9).

How will I be assessed?

PAPER 1 – SPEAKING 25%

- Reading aloud passage and short conversation /12
- Role-play /10
- Picture task /12 and conversation /16.

PAPER 2 – LISTENING 25%

- Section A - Listening comprehension questions answered in English or non-verbally /40
- Section B – Dictation /10

PAPER 3 – READING 25%

- Section A - reading comprehension questions answered in English or non-verbally /40
- Section B - Translation into English /10

PAPER 4 – WRITING 25%

Foundation:

- Picture based task /8
- 40-word essay – choice of 2 titles, 40-50 words /14
- 90-word essay - choice of 2 titles, 80-90 words /18
- Translation of sentences into French /10

Higher:

- 90-word essay - choice of 2 titles, 80-90 words /18
- 150-word essay- choice of 2 titles, 130-150 words /22
- Translation of paragraph into French /10

What will I learn?

- My Personal World (Family, Friends, Relationships and Equality)
- Lifestyle and Wellbeing (Physical and Mental Well-being, Food and Drink, Sports)
- My Neighbourhood (Places in town, Shopping, the Natural World and Environmental Issues)
- Media and Technology (Music, TV, Film, Social Media and Gaming)
- Studying and my Future (School and Future Opportunities)
- Travel and tourism (Transport, Accommodation and Tourist Attractions)

Future opportunities

Languages are a lifelong skill to be used in business and leisure. With foreign travel and international trade opening up opportunities for people to enjoy different cultures and to trade with a wider number of non-English speaking countries, being able to communicate in a foreign language has obvious vocational and cultural advantages. Employers reward people with language skills, recognising that they are useful in a wide range of jobs. You do not need to live or work in another country to make use of your languages. Languages go well with a wide range of subjects whether you are choosing your GCSE options, AS/A level or a higher education course. Many post-18 courses require a language qualification.

When should I take this subject?

With a small number of exceptions, all students will study a foreign language. This is done as part of the core curriculum time.

Other information

Students continue with their 'first language' (the one they are studying in Y7 and Y8). This ensures students build on their existing language knowledge.

GCSE English Language

All students in Years 10 and 11 follow schemes of work, as outlined in the National Curriculum Programme of Study and the AQA syllabus for Key Stage 4.

Exams

Paper 1: Explorations in Creative Reading and Writing – 1 Hour 45 Minutes (50% of GCSE)

- Section A: Reading - one literature fiction text
- Section B: Writing - descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives – 1 Hour 45 Minutes (50% of GCSE)

- Section A: Reading - one non-fiction text and one literary non-fiction text
- Section B: Writing - writing to present a viewpoint

Spoken Language Assessment - this will be reported on to the exam board and students will receive a separate endorsement (Pass, Merit or Distinction) on their GCSE certificate. The Spoken Language assessments do not count towards the overall grade for the English Language GCSE.

Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

GCSE English Literature

All students in Years 10 and 11 follow this course.

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

Paper One: Shakespeare and the 19th Century Novel - 1 hour and 45 minutes (40%)

- Section A Shakespeare: students will answer one question on the play they have studied: 'Macbeth'. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
- Section B: The 19th-century novel: students will answer one question on 'A Christmas Carol'. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper Two: Modern Texts and Poetry - 2 hours and 15 minutes (60%)

- Section A Modern texts: students will answer one essay question from a choice of two on their studied modern text (AQA anthology of short stories **OR** 'An Inspector Calls').
- Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their anthology cluster.
- Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Section B Poetry – further information:

Students will study one cluster of 15 poems taken from the AQA poetry anthology, *Poems Past and Present*. The poems are thematically linked and were written between 1789 and the present day.

Students should study all 15 poems in their cluster and be prepared to write about any of them in the examination.

Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

GCSE Religious Studies

At Notre Dame Catholic High School, teaching is rooted firmly within our Catholic Christian tradition while remaining open to and respectful of the beliefs & practices of other faiths. The study of religious education in our school is crucial to develop a religiously literate community who have the knowledge, understanding and skills – appropriate to their age and ability – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life. The course is an excellent foundation for students who wish to pursue Theology at ‘A’ or ‘AS’ levels and beyond to university as well as serving the needs of all students in developing key skills for life such as analysis and evaluation.

Key Stage 4 Eduqas Religious Studies Specification Route B

Introduction

The course will enable learners to gain knowledge and understanding of two religions:

Catholic Christianity and Judaism as it integrates a 75% study of Catholic Christianity, with a 25% study of Judaism.

The thematic material in all 3 components requires learners to contrast Catholic responses to philosophical and ethical question with answers given by other Christian denominations, other world faiths as well as non-religious world views.

The Eduqas GCSE Religious Studies course provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen students understanding of religions and their effect on society and enable young people to become religiously literate, informed, thoughtful and engaged citizens.

The Eduqas GCSE provides a solid basis for the Eduqas A Level in Religious Studies.

Eduqas Religious Studies Specification - Route B

The Content & Structure of the Course

All students will follow and be entered for the GCSE course. The full course requires a study in detail of three components

Component 1: Foundational Catholic Theology - Examination: 1 hour 30 minutes

Candidates will study the following two themes. All questions are compulsory.

Theme 1: Origins and Meaning

Theme 2: Good and Evil

Component 2: Applied Catholic Theology - Examination: 1 hour 30 min

Candidates will study the following two themes. All questions are compulsory.

Theme 1: Life and Death

Theme 2: Sin and Forgiveness

Component 3: Study of a World Faith - Examination: 1 hour

Candidates will study the beliefs, teachings and practices of Judaism.

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

The Aims and Objectives

- develops learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develops learners' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develops learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

GCSE Science

Science is a Core Subject in the National Curriculum. At Notre Dame High School, all students in year 9 will do either triple science (Biology, Chemistry and Physics) or combined science (Trilogy Science).

If a student wants to gain three separate Science GCSEs, they need to opt for triple science. Please see the triple science section of the booklet.

What is the 'Combined science: Trilogy' course?

This is a course which gives students experience in the main themes of Physics, Chemistry and Biology and provides them with two GCSE qualifications (sometimes known as 'double science'). This is examined at the end of Y11.

This is a course designed to give all students an appreciation of science in the modern world. It aims to give students the knowledge and understanding to enable them to make informed decisions on science-based issues later in life. A key feature is looking at how science works.

Taking combined science: trilogy does not exclude students from doing the 'A' level sciences.

To continue study into the Sixth Form in a science subject, students will need to have taken the higher tier examination and achieved at least a grade 6 in Maths, plus a grade 6 in that Science subject or a grade 6-6 in their Combined science: Trilogy.

Students' performance during Key Stage 3 will be used to allocate students to an appropriate group before starting their GCSE course in year 9.

The groups are re-assessed at intervals and students can be re-grouped.

Staff are deployed to make full use of their specialism. Students will have one lesson a week of biology, chemistry and physics then they will rotate the fourth lesson on a weekly basis to ensure all three of the sciences have the same amount of teaching time.

Practical work is at the heart of Science. We carry out many practical activities to build and master investigative skills. The skills, knowledge and understanding acquired will be assessed in the written exams.

We follow the AQA specifications. Combined science: Trilogy is assessed by six 75-minute exams at the end of Y11. This is different from triple science, which is assessed by six 105-minute exams (2 each for Biology, Chemistry and Physics). There is no assessed coursework in combined science: trilogy or triple science.

GCSE Mathematics

All students at Notre Dame High School study Mathematics from Years 7 to 11. The Key Stage 4 course build on the work done in Key Stage 3. Students follow the National Curriculum and topics include Number and Arithmetic, Ratio and Proportion, Algebra, Shape, Space and Measure, and Data Handling.

Students will be taking the new GCSE qualification, which contains more content than the old GCSE. All content is assessed by three exams taken at the end of Y11. Each exam has an equal weighting and last 1½ hours. One of the three exams is non-calculator.

There are two levels of entry Foundation and Higher. The Foundation tier covers work at the new Grades 1 to 5. Higher tier covers work at grades 4 to 9.

Examination entry is not usually determined until after Christmas in Year 11 however students are given a target grade based on previous performances in Mathematics and they are continually assessed through regular topic tests and are kept informed of their progress in relation to their target grade.

The year groups are grouped according to ability and any movement between sets usually takes place at the end of a half term where appropriate.

Mathematics is a highly sought-after qualification. Under the previous GCSE, achievement at a Grade C or above in a pre-requisite for many further education courses. Initially, Grade 4 will be equivalent to the old Grade C.

Students will be expected to complete homework regularly and where necessary make use of the opportunities for support and advice available at lunchtimes.

Whilst non-calculator arithmetic skills are essential students are expected to have a scientific calculator available every lesson.

Non-Examined Core Courses

In addition to the examined core courses above, all students will also follow non-examined courses in ICT, PE, PSHE (Personal, Social and Health Education) and Citizenship

ICT

Confidence in using ICT is now, in the modern world, a key life skill along with competence in numeracy and literacy. In order to help develop this confidence, all students will have an hour of ICT per week during Y9. This is supported by routine use of ICT and new technologies in all other courses and indeed in every aspect of school life. In this way, we aim as a school to reflect the world in which our young people are growing up and to help prepare them to function well within that world.

PSHE & Citizenship

In PSHE students look at Personal Wellbeing, which includes sex and relationships education, education about drugs and general consideration around living a healthy lifestyle. Students will also look at Economic Wellbeing, which includes careers education and work-related learning.

In Citizenship students consider issues around what it is to be a citizen in the modern world. Students will look at democracy and justice, rights and responsibilities, identities and diversity. The study of Citizenship also allows students to develop the skills of critical thinking, representing themselves and others and taking responsible action.

While these courses are both part of the National Curriculum, as a Catholic School and as part of the worldwide network of Notre Dame Schools, we have always had a commitment to tackle these and indeed other topics and develop these skills. It is central to our mission to help children to develop socially, morally and spiritually as well as providing an academic education. St Julie, who founded the Sisters of Notre Dame, was asked what the sisters should teach in the schools. Her answer was 'Give them what they need for life'.

As a result, the PSHE and Citizenship courses, along with our wider commitment to supporting moral and spiritual development, are an integral part of everything we do in school. Aspects of these courses will be found throughout the curriculum and will be supported by our programme of liturgy and retreats. In particular, PSHE and Citizenship will be covered through other core curriculum subjects, form time and the assembly rota, the Enrichment Day programme and through other specific timetabled activities and sessions that will run throughout the year. All of this work is further enriched by our many extra-curricular activities and opportunities.

PE

In these lessons we aim to give students the opportunity to extend the range of activities they have experienced in order to discover their own aptitudes and preferences for different activities; take the initiative, lead activity and focus on improving aspects of their own performance; set targets for themselves and compete against others, individually and as team members; understand what it takes to persevere, succeed and acknowledge others' success; make informed decisions about the importance of exercise in their lives and most importantly to develop positive attitudes to participation in physical activity.

GCSE Art & Design

AQA

Course Description

The course consists of two assessed components. Coursework accounts for 60% of the marks and is made up of foundation projects and one extended project. The projects are based around themes and involve learning to use a wide variety of media and processes as well as developing the skills to research and explore other artist's work.

This is followed by the External Assignment in which students respond to a brief set by the exam board. Students have eight weeks to research and develop their idea and then complete their final artwork during a two-day (ten hour) studio-based exam. The External Assignment accounts for the remaining 40% of the marks.

What Will I Learn?

You will learn skills in drawing and using a range of art materials and processes such as painting, photography, sculptural techniques and ICT. You will also increase your knowledge of a range of historical and contemporary artists and designers. Most importantly you will develop the ability and confidence to generate your own creative ideas, and to develop those ideas through experimentation and research into individual artworks and designs.

How Will I be Assessed?

All work is assessed against four equally weighted assessment objectives as follows:

- Researching Artists and developing ideas.
- Developing techniques through experimentation and skills practise.
- Recording ideas through drawing, photography and annotation.
- Producing a personal and imaginative final piece

Future Opportunities

Architecture, Graphic Design, Communications, Web and New Media Design, Fashion and Textiles, Film and Photography, Merchandising, Fine Art, Interior Design, Theatre and Film Design, Illustration, Product and Industrial Design.

When should I take this subject?

Art can be taken as a mid-size or long thin option. Those students who think they may go on to do Art A Level would be advised to consider taking Art as their long thin option.

GCSE in Business

Edexcel

Course Description

This course will introduce you to the dynamic world of business. It covers a broad range of topics that are designed to provide you with the knowledge and understanding that underpin modern business.

The course is divided into two themes.

Theme 1: Investigating small business

In Theme 1 you will study five topics covering :

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Theme 2: Building a business

In Theme 2 you will study five more topics covering :

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

What will I learn?

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for you to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, you will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.

You will develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. You will understand how these interdependencies and relationships underpin business decisions.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources.

Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

In this theme, you will be introduced to national and global business contexts and will

develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses. You will develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. You will understand how these functional areas influence business activity and how interdependencies and relationships between them underpin business decisions.

How will I be assessed?

Theme 1: Investigating small business

Written examination: 1 hour and 45 minutes

50% of the qualification 90 marks

The paper is divided into three sections: Section A: 35 marks, Section B: 30 marks, Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

Theme 2: Building a business

Written examination: 1 hour and 45 minutes

50% of the qualification 90 marks

The paper is divided into three sections: Section A: 35 marks, Section B: 30 marks, Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

Future Opportunities

You will be prepared for further and higher studies which can be continued in this subject area by specialising in either Business Studies or Economics.

This course would be good for you if you enjoy ...

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through research and investigation, as well as through practical tasks

When should I take this subject?

Business can be taken as a mid-size option

Other information

Please contact either Mr Horner, Mr Smith or Mrs Saddiq if you would like to ask any further questions about the course.

NCFE CACE Level 1-2 Technical Award in Child Development and Care

Exam Board:
NCFE CACHE

Course description

This qualification is aimed at a range of learners who wish to be introduced to childcare and development for children aged 0-5 years. It provides the opportunity to gain a vocational qualification that gives a basic introduction to the sector. It includes the knowledge and understanding of child development and well-being necessary when preparing for working with children in a variety of settings. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.

This qualification will enable learners to develop significant transferable knowledge and study skills that will support their understanding on the following themes:

1. Child development
2. Factors that influence the child's development
3. Care routines, play and activities to support the child
4. Early years provision
5. Legislation, policies and procedures in the early years
6. Expectations of the early year's practitioner
7. Roles and responsibilities within early years settings
8. The importance of observations in early years childcare
9. Planning in early years childcare

Assessment

The qualification consists of 2 assessment methods; an externally-set: non-exam assessment (NEA) and an examined assessment (EA):

NEA	You will be provided with an assignment set by the exam board to complete	Assessment task (coursework) 50% weighting
Exam	You will be tested on all of the content learnt for the NEA	External question paper (exam) 50% weighting

The qualification is graded from Level 1 pass/merit/distinction (L1P/L1M/L1D) to Level 2 pass/merit/distinction/distinction* (L2P/L2M/L2D/L2D*)

Future opportunities

Studying child development can help you on your way to a career in the caring professions; child care, social work, paediatric care, midwifery, early learning and primary school services.

When should I take this subject?

Students can take this as a GCSE optional qualification. This qualification is equivalent to one GCSE.

Child Development can be taken in the mid-size 1 block.

Other information

This course is academically demanding as assessment is continuous. You need strong literacy skills as all of the work is written-based including the exam. The exam covers a wide area of knowledge. You should be able to meet deadlines and work independently to research information.

Computer Science GCSE

OCR

Course Description

Computer science gives learners a real, in-depth understanding of how computer technology works.

The Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. The Computer Science GCSE will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for learners who want to go on to study Computer Science at AS or A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

What will I learn?

Component 01 – Computer Systems

Component 01 focuses on Computer Systems and looks at systems architecture, memory, storage, wired and wireless networks, network topologies, protocols and layers, system security, systems software, and moral, legal, cultural and environmental concerns

Component 02 – Computational Thinking, Algorithms and Programming

Component 02 is focused on computational thinking and algorithms. Students will be tested on the elements of computational thinking and logic. They are principally assessed as to their ability to write, correct and improve algorithms.

Practical programming is taught throughout the course and is assessed within the component two written exam

How will I be assessed?

Component 01 - Computer systems	
Written paper: Candidates answer all questions. 1.5 hours 80 marks 50% of the qualification	Candidates answer all questions. QP that includes a mixture of short and long answer questions, some of which will require candidates to understand, write and refine program code.
Component 02 – Computational Thinking, Algorithms and Programming	
Written paper Candidates answer all questions. 1.5 hours 80 marks 50% of the qualification	Candidates answer all questions, focused on computational thinking and algorithms. Students will be tested on the elements of computational thinking and logic. They are principally assessed as to their ability to write, correct and refine algorithms.

Future Opportunities

The course provides excellent preparation higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area.

This Course Would be good for you if....

You have a genuine interest in how and why technology works. You should have an enquiring mind and be capable of independent investigation. You will be keen to develop technical and creative skills to solve technology related problems.

When should I take this subject?

Computer science can be taken as a midsize option.

Other information

More information can be obtained from

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

GCSE Dance

AQA

Course Description

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation.

What Will I Learn?

This specification recognise the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph. The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

How Will I be Assessed?

Performance (30%) (Internally assessed)

- Set phrases through a solo performance
- Duet/trio performance

Choreography (30%) (Internally assessed)

- Solo or group choreography

Written exam (40%) (1hr 30 mins)

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

Future Opportunities

Arts administrator, Choreographer, Community arts worker, Dance movement psychotherapist, Dancer, Actor, Event manager, Personal trainer, Talent agent, Theatre director

When should I take this subject?

Dance can be taken in midsize year 9-10.

GCSE Drama

Course Description

GCSE Drama is a highly practical course for those who have a passion for drama, and theatre arts. It is a great addition to other more perceptibly 'academic' subjects and a springboard to careers in the Creative Arts Industries. It also develops highly sought after 'transferable skills' in communication, confidence, teamwork, problem solving and creativity.

The courses that are on offer are both popular and accessible courses that develop performing, devising and written analysis skills.

What will I learn?

You will learn to devise and produce scripted performances through practical workshops. You will learn how directors, actors, and designers interpret plays. You will develop analytical writing skills and apply them to theatre plays and live work.

How will I be assessed?

Unit 1 – Devising Theatre (40% Eduqas)

Learners are assessed on acting or design skills. They participate in the creation, development and performance of a piece of devised theatre based on a given stimulus and responding to the ideas of a studied practitioner/genre.

They should

- Perform their piece of devised theatre (11-16 mins in length) (15 marks)
- Produce a portfolio of supporting evidence of the process of making the piece (750 - 900 words coursework) (30 marks)
- Produce an evaluation of the final performance/design (90 minutes-controlled conditions) (15 marks)

The work is internally assessed and externally moderated.

Unit 2 – Scripted Performance (20% Eduqas/)

Learners are assessed on either acting or design, and produce a document of artistic intentions to explain their choices. (60 marks)

Learners study two extracts from the same performance text and are assessed on their acting or design skills in a performance using sections of the studied text. (10-14 mins in length – groups 2-4)

The work is externally assessed

Unit 3 – Written Examination (40% Eduqas)

Section A (70 mins) (45 marks) It is an open book (unannotated script) exam. Learners answer a set of questions on *The IT* by Vivienne Franzman.

Section B (20 mins) (15 marks) Learners answer 1 question analysing and evaluating a given aspect of live theatre production. We will see the Live Theatre production as a class, usually in Y10.

The work is externally assessed

Future Opportunities

‘Creativity is as important as literacy’ – Sir Ken Robinson – International Adviser on Education.

Drama helps to develop our powers of creativity applicable in many parts of our lives. More specifically the course is excellent preparation for higher study in Creative Arts industries. It is an opportunity to develop skills in confidence, communication, presentation, teamwork and creativity that are highly desirable skills in today’s job market.

This Course Would be good for you if...

Like performing, working practically, using your imagination and learning in groups.

When should I take this subject?

Drama can be taken as long thin option

Other information

More information is available from <http://www.eduqas.co.uk/qualifications/drama/>

GCSE Food Preparation and Nutrition

Available as a long thin option or mid-sized option

AQA

Course Description

The course consists of two units;

Unit 1 – Written Examination Paper, 50% of total marks. A two-hour exam sat in the summer term at the end of the course. It covers all theoretical knowledge of Food Preparation and Nutrition learnt during the course, see below.

Unit 2 – Non-Exam Assessment, 50% of total marks. This is made up of two tasks; Task 1 - A Food Investigation, where pupils have to show their understanding of the working characteristics, functional and scientific properties of ingredients. They will do this through practical investigations and produce a written report (1,500 – 2,000 words) including photographic evidence of practical work.

Task 2 – Food Preparation Assessment, where pupils have to show their knowledge, skills and understanding in relation to planning, preparing, cooking and presenting foods and application of nutrition to the chosen task (set by the exam board). Pupils will prepare, cook and present a final menu of three dishes within a single period of three hours, planning in advance how this will be achieved. They will produce a written portfolio, including photographic evidence of the final three dishes made.

What Will I Learn?

GCSE Food Preparation and Nutrition teaches you the following information through a wide variety of practical and investigative lessons; Food, Nutrition and Health, Food Science, Food Safety, Food choice and Food provenance. This course will enable pupils to demonstrate their creativity, with making of food products a vital feature of the candidate's experience of taking this specification.

Future Opportunities

Career paths after completing this course include; Product Development, Catering, Food Technology, Nutrition, Dietetics, and Food Science and Food Teaching.

When should I take this subject?

This subject can be taken as either a long thin course studied for 2 hours per week for 3 years (Y9, Y10 & Y11) or as a midsize course studied for 3 hours per week for two years.

GCSE Geography

Edexcel B specification

Course Description

There are three components:

- 1) Global Geographical Issues. This component includes modules on: Hazardous Earth, Development dynamics and Challenges of an urbanising world.
- 2) UK Geographical Issues. This component includes modules on: The UK's evolving physical landscape, the UK's evolving human landscape and Geographical investigations.
- 3) People and Environment Issues – Making geographical decisions. This component includes modules on: People and the biosphere, Forests under threat, Consuming energy resources and Making geographical decisions.

What will I learn?

You will learn about a wide variety of real world issues that exist now in a wide range of places around the globe. These will be studied through the topics described above.

How will I be assessed?

Units 1 and 2, are each assessed through a 1 hour 30 minute exam for each unit. Units 1 & 2 are each worth 37.5% of the total GCSE. Unit 3 is a 1 hour 30 minute exam and is worth 25% of the total GCSE

Future Opportunities

Geography GCSE can lead on to further advanced level or degree level study in the subject, and on to employment in a range of general, or subject related vocational occupations. Examples: environmental management, meteorology, planning, cartography, resource management e.g. water management, emergency services, surveying and land management, business management, ICT. Studying GCSE Geography provides a sound foundation for studying A Level Geography which is a facilitating subject for university entrance.

It is also a good subject to help develop a wide range of skills such as data handling, analysing and assessing and also identifying conflict between different groups of people (stakeholders). Geography GCSE helps develop a wide range of skills which are useful in other subject areas too. You'll appreciate different viewpoints and be able to arrive at your own decision based on the evidence available to you. You will develop writing skills based on blending your knowledge and using available resources to support your views.

This Course Would be good for you if....

You are interested in issues of current concern, are curious about your surroundings, are excited by places, and want to understand how people help to shape the world. The subject is a very useful subject for linking lots of parts of other subjects eg the science of climate change and the impact on the earth and the concept of globalisation and how it links with Business and Economics.

When should I take this subject?

Geography can be taken as a midsize option.

Other information

Students will take part in two days collecting fieldwork data locally. Fieldwork is a key part of paper 2. We collect data on the river Porter for use in the UK physical landscape section and in the local area of Ranmoor and Ecclesall Road for the UK human landscape section. There are also further enrichment opportunities such as fieldtrips to Iceland and Italy. The next planned Iceland trip is at Easter 2026 and will be primarily aimed at students who are studying or have studied Geography at GCSE level. The Iceland trip will purely be an enrichment trip and not a core part of the course. Students are in no way disadvantaged by not going on the trip. We are currently examining the possibility of re-launching our Italy trips. We will keep you updated.

NCFE CACE Level 1-2 Technical Award in Health and Social Care

Exam Board:
NCFE CACHE

Course description

The Technical Award in Health and Social Care is designed for learners who want an introduction to health and social care that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the health and social care sector.

This qualification aims to:

- focus on the study of health and social care
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- provide an understanding of health and social care provision and services in the UK
- identify job roles within health and social care and the values that underpin professional practice
- provide an understanding of legislation, policies and procedures in health and social care and their importance for a health and social care practitioner
- promote understanding of human development across the life span
- identify the individual's care needs and understand how these are met through working in partnership with other professionals
- provide an understanding of the purpose of care planning in health and social care to meet the preferences and needs of the individual

Assessment

The qualification consists of 2 assessment methods; an externally-set: non-exam assessment (NEA) and an examined assessment (EA):

NEA	You will be provided with an assignment set by the exam board to complete	Assessment task (coursework) 50% weighting
Exam	You will be tested on all of the content learnt for the NEA	External question paper (exam) 50% weighting

The qualification is graded from Level 1 pass/merit/distinction (L1P/L1M/L1D) to Level 2 pass/merit/distinction/distinction* (L2P/L2M/L2D/L2D*)

Future opportunities:

Studying Health and Social Care can open the door for a career in the caring and medical professions; social care, teaching, nursing and midwifery amongst others. It is a great way to understand how to work with people generally and the different skills needed when working in new and challenging environments.

When should I take this subject?

Students can take this as a GCSE optional qualification. This qualification is equivalent to one GCSE.

Health and Social Care can be taken in the mid-size 2 block.

Other information

This course is academically demanding as assessment is continuous. You need strong literacy skills as all of the work is written-based including the exam. The exam covers a wide area of knowledge. You should be able to meet deadlines and work independently to research information.

GCSE History

Edexcel

Course Description

The course covers several different eras of History and students will have the opportunity to learn a much more varied selection of past events.

Paper 1 - 30% 1 Hour 15	Paper 2 - 40% 1 Hour 45		Paper 3 - 30% 1 Hour 20
Thematic study – 20% - WITH Historic Environment - 10%	British Depth Study - 20%	Period Study – 20%	Modern Depth Study – 30%
Medicine in Britain, 1250-present, WITH the British sector of the Western Front, 1914-1918: injuries, treatment and the trenches	Early Elizabethan England, 1558-88	Superpower Relations and the Cold War; 1941-1991	Weimar and Nazi Germany, 1918-1939

What will I learn?

The course is divided into four areas of focus which gives students the opportunity to learn about events such as;

- Paper 1 – Medicine - The development of treatments and prevention for diseases and illnesses such as the Black Death, the Great Plague and Cholera
- Paper 1 – Historic Environment – The Western Front - The creation of trench warfare and development of surgery during WW1 – for example, the use of x-rays, blood transfusions and pioneering medical techniques
- Paper 2- British Depth Study – Elizabeth I's fight for her throne and the problem of Mary Queen of Scots and rebellions, Francis Drake and privateering, conflict with Spain and the Armada
- Paper 2 – Cold War - The increasing tension between the USA and USSR following WW2, the construction of the Berlin Wall, the fall of communism and the fall of the Berlin Wall
- Paper 3 - Germany following WW1, the development of the Nazi Party and the Rise of Hitler, life in Nazi Germany including the police state, terror and control

How will I be assessed?

GCSE History is assessed based on three examinations at the end of the course. Splitting the course over three exams means that revision and content is more manageable for students.

Future Opportunities

History is a fantastic subject for developing a whole range of skills – communication, debate, analysis, evaluation, explanation and inquiry skills. This will give you excellent foundations for going on to study at post 16 or into training or employment.

Our past students have gone onto pursue careers in Law, Teaching, the Civil Service, Management, Accounting and many other areas!

This course would be good for you if....

You are interested in a wide variety of historical event – there is something in this course for everyone! If you are keen to discuss controversial issues and are confident in your English skill, GCSE History is definitely a positive option for you. This course is excellent preparation for both A Levels and University because of the study skills developed.

When should I take this subject?

History can be taken as a midsize option so you can take it in Y9/10 or Y10/11. The examined content and format of exams will be the same whether you take this option in Y9 or Y10.

Other information

We run a trip to the WW1 Battlefields of France and Belgium for students in the first half term of Y11. Whilst not compulsory, we do visit a lot of the historical sites mentioned in the WW1 depth study of Paper 1 and students have found this a very enriching and moving experience History GCSE students will have first option of a place on this trip.

We also visit the Thackray Museum of Medicine in Leeds to support our students' learning for Paper 1. Here you can see how medicine has developed across time – we even had a lecture in a Victorian operating theatre last year!

Cambridge National Creative iMedia Level 2

Exam board: OCR

Course Description

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and one optional unit.

R093: Creative iMedia in the media industry	Exam	40%	Mandatory
R094: Visual identity and digital graphics	Coursework	25%	Mandatory
R096: Animation with Audio	Coursework	35%	Optional

What Will I Learn?

You will learn skills and knowledge that will enable you to plan, design, create and review effective digital media products. This will require you to learn the skills in planning a digital media product and the skills required to create and edit it using different types of software and file formats.

How Will I be Assessed?

The two coursework units (R094 and R096) are assessed by completion of an exam board set task which is marked by the teacher and then moderated by the exam board.

R093: Creative iMedia in the media industry is a 1h30min exam and will assess the following

- The Media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

The coursework units will encourage students to:

- Plan Media Product
- Create Media Product
- Review Media product

Future opportunities

This would be an advantage for anyone wanting to work within the creative digital media sector or go on to further digital media or computing qualifications.

When should I take this subject?

imedia can be taken as a mid-size subject

GCSE Music

AQA

Course Description

There are three main parts to this GCSE course – Performing (30%), Composing (30%) and Listening/understanding (40%).

What will I learn?

Performing – you will learn how to improve your performing skills;

Composing – you will learn techniques that will enable you to compose in a variety of styles;

Listening/understanding/appraising – you will listen to lots of different types of music, learning the techniques to respond to questions and have the opportunity to write about set works.

How will I be assessed?

Performing - From the beginning of the course in you will be encouraged to perform in a variety of situations and genres, from group and class performances to more formal assessments. Performing at GCSE level means that you will perform AT LEAST TWO DIFFERENT pieces of music: one will be marked as a SOLO performance (worth 15%) and the other in a group or ENSEMBLE performance (worth 15%).

You can play the same instrument or sing for both these performances. Advice on which pieces or styles suit you best should be sought from your instrumental or classroom teacher. Each performance is out of 36 with marks given for Accuracy, Communication and Interpretation. Extra marks are awarded for performing more demanding pieces, the highest being for performing above grade 5. (Called the Level of Demand) .Total length of both pieces should be NO LESS THAN 4 minutes.

Composing/Appraising – By the end of the course you will have composed 2 pieces.

- Composition 1. This brief is set by the exam board. It is worth 15% and includes a 150-word written appraisal.(y11)
- Composition 2. This a free choice piece. It is also worth 15%.Also includes the 150 written appraisal.(y10)

Both compositions need to be accompanied by a musical score and recorded onto a USB, and be between 3 to 4 and a half minutes in TOTAL.

Listening/Understanding – You will be tested at the end of the course (1.5 hour Listening Test) to see how well you have developed your listening skills. This unit is worth 40%. You will gain confidence throughout the course as you listen to more music. You will be given a revision CD and booklet to help you. The exam is taken right at the end of the course. It consists of around 8 UNSEEN extracts of music,

AND questions relating to the set works which are part of a Symphony by **Beethoven** and 3 well known songs by **Queen**.

Future Opportunities

In addition to being enjoyable in its own right, this course is a good starting point for anybody thinking of pursuing a career in the arts – for example teaching, broadcasting, composing, performing, sound design and acoustical engineering, instrument technology, recording and sound production, journalism, publishing, arts administration, the theatre or music therapy

Y8, PLEASE BE AWARE THAT YOU DO NOT HAVE TO READ ANY FORMAL MUSIC NOTATION IN ORDER TO ACHIEVE IN THIS SUBJECT (but it helps of course !)

This Course would be good for you if....

- You are doing consistently well in Year 8 Music lessons
- You are having vocal or instrumental lessons
- You enjoy performing music (AND ARE ALREADY ABOUT Grade 2/3 standard on your preferred instrument ***)
- You enjoy exploring ideas through sound
- You enjoy listening to all types of music
- You enjoy going to concerts and other music events

*** IF YOU ARE UNSURE about this standard, please see Mr. Ward ASAP

When should I take this subject?

Music can be taken as a midsize subject from y10

Other information

The ability to read some music is a great advantage in ALL the areas of the course. Please speak to Mrs Francis or Mr Ward if you need any advice as to whether this is a suitable course for you.

GCSE Photography

Exam board AQA

Course Description

The course consists of two components, coursework and an externally set assignment. Coursework will begin with several introductory projects covering the essential skills and knowledge of photography. These will include Documentary Photography, Photoshop Skills and Urban Landscape. Following this you will be supported in developing a personal project on a theme of your choice.

Coursework will be followed by the externally set assignment, in which students have twelve weeks to respond to a theme from the exam board. Students will produce preparatory work and research, and plan work to be produced during a final exam.

What will I learn?

You will learn the essential skills to be an effective and creative photographer. You will learn to be creative with a digital camera by considering viewpoints, tones, textures and composition (amongst other things.) You will also learn how to manipulate, adjust and combine your photo's using image editing software such as Photoshop. You will design and produce work to be presented in a range of digital and print media; work may be presented as posters, and other work as blogs or online galleries. You will learn how to evaluate your photographs and select and present your best work. You will learn about the history of photography but more importantly you will be trained to research and analyse other photographer's work and to learn from the images that inspire you.

How will I be assessed?

Your progress will be assessed against the GCSE Art & design Assessment criteria. Coursework and exam projects are marked internally by your teachers and then checked by external assessors. You will receive continuous informal feedback during your lessons as your work develops. Individual pieces of work will be assessed with estimated grades, and formal assessments of your progress against the full set of marking criteria will be made each half-term.

Future Opportunities

This course will be useful to you if you are considering a future in photography, graphic design, illustration, web development, marketing, art and design, journalism, publishing, fashion, fashion marketing, and or information technology.

This Course Would be good for you if you are a keen photographer or film maker, or if you are bursting with creative visual ideas and are looking for an outlet.

Please note though that you must be prepared to work hard. We hope that the course will be exciting, but we are sure it will be demanding. You must be prepared to learn new skills and to get out and take photographs. You will be set regular homework to complete independent photo-shoots.

When should I take this subject?

Photography can be taken as a long thin subject or as a midsize subject.

Other information

You must have access to a phone camera or digital camera.

GCSE Physical Education

AQA

Course Description

The course is split into two main areas. Out of the five short fat lessons per week four will usually be in a classroom. All the content covered here is assessed at the end of the course in two examinations. These are worth 60% of your overall mark. Topic areas are shown below.

Non-examination assessment is divided into two areas - practical and written coursework. We recommend that students are a member of a team/ activity in one of the areas listed below. NOT ALL activities can be assessed in school but it is possible for students to provide video evidence and so be marked in other areas.

What will I learn?

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport	Non-exam assessment: Practical performance in physical activity and sport
<u>What's assessed</u> <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data 	<u>What's assessed</u> <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data 	<u>What's assessed</u> <ul style="list-style-type: none"> • Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity.
<u>How it's assessed</u> <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE 	<u>How it's assessed</u> <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE 	<u>How it's assessed</u> <ul style="list-style-type: none"> • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE
<u>Questions</u> <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 	<u>Questions</u> <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 	<u>Questions</u> <ul style="list-style-type: none"> • For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). • Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Practical activities

	<u>Team activity list</u>
Association football	Cannot be five-a-side or futsal.
Badminton	Cannot be assessed with singles badminton.
Basketball	
Camogie	Cannot be assessed with hurling.
Cricket	
Dance	Can only be used for one activity
Gaelic football	
Handball	
Hockey	Must be field hockey. Cannot be assessed as ice hockey or roller hockey.
Hurling	Cannot be assessed with camogie.
Lacrosse	
Netball	
Rowing	Cannot be assessed with sculling, canoeing or kayaking. This can only be used for one activity.
Rugby League	Cannot be assessed with Rugby Union or rugby sevens. Cannot be tag rugby
Rugby Union	Can be assessed as sevens or fifteen-a-side. Cannot be assessed with Rugby League and cannot be tap rugby.
Squash	Cannot be assessed with singles squash.
Table tennis	Cannot be assessed with singles table tennis.
Tennis	Cannot be assessed with singles tennis.
Volleyball	

	<u>Individual activity list</u>
Amateur boxing	
Athletics	
Badminton	Cannot be assessed with doubles badminton.
Canoeing/kayaking (slalom)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking sprint, rowing or sculling.
Canoeing/kayaking (sprint)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking slalom, rowing or sculling.
Cycling	Track or road cycling only. Cannot be assessed in track cycling and in road cycling.
Dance	Can only be used for one activity.
Diving	Platform diving only.
Golf	
Gymnastics (artistic)	Floor routines and apparatus only. Cannot be rhythmic gymnastics.
Equestrian	
Rock climbing	Can be indoor or outdoor climbing.
Sculling	Cannot be assessed with rowing, canoeing or kayaking.
Skiing	Outdoor/indoor on snow. Cannot be assessed with snowboarding. Must not be on dry slopes.
Snowboarding	Outdoor/indoor on snow. Cannot be assessed with skiing. Must not be on dry slopes.

Squash	Cannot be assessed with doubles squash.
Swimming	Cannot be synchronised swimming. Cannot be personal survival. Cannot be lifesaving.
Table tennis	Cannot be assessed with doubles table tennis.
Tennis	Cannot be assessed with doubles tennis.
Trampolining	

Future Opportunities

GCSE PE is a solid foundation to lead into AS and A-level PE. Future careers may include Coaching and teaching, physiotherapy, forces, police, sport science/engineering, dietician, development work etc.

When should I take this subject?

PE can be taken as a subject in the midsize block.

Other Information

In order to get a good mark in the practical element you ideally will be playing one of the sports listed above outside of school for a team. You must be well organized and prepared to take part in all physical activity as well as do written work in the classroom.

GCSE Design and Technology – Product Design

Edexcel

Course Description

This is a new course which started in September 2017 and has replaced the individual GCSE's of Electronic Products, Textiles Technology and Resistant Materials. The core content of the course covers all of the aforementioned technologies as well as Design knowledge. However for their coursework students will be able to specialise in the individual material areas.

The course consists of two components which make up the overall GCSE grade;

Component 1 – Written Examination Paper, 50% of total marks. A 105-minute exam sat in the summer term at the end of the course. The exam has two sections; section A covers the core content and Section B is specific to the material area that the student has chosen to specialize in.

Component 2 – Non-Exam Assessment, 50% of total marks. Pupils will have to complete a design and make project, themes set by the exam board, in which pupils have to investigate the theme, create design ideas, make a product and evaluate it. They will have to produce a written portfolio as well as a final practical outcome.

What Will I Learn?

In GCSE Design & Technology you will study the core content; the impact of new and emerging technologies, energy sources, smart & composite materials, mechanical devices, electronic systems, metals, papers & boards, polymers, fibres & textiles, timbers, designing skills, professional designers, design strategies, communication techniques and CAD/CAM. You will also learn the practical skills of how to work with your chosen material to produce a variety of products using different equipment and making techniques.

Future Opportunities

After completing the GCSE course you will be able to opt onto the A-Level Product Design course as well as follow career paths including; Architecture, Graphic Design, Product Design, Product development, Engineering, Physics and Design & Technology Teaching.

When should I take this subject?

Design technology is available as a long thin and midsize option

GCSE Triple Science

AQA

Course Description

This is a course which gives students experience in the more advanced themes of Physics, Chemistry and Biology and provides them with three GCSE qualifications. Students would have 2 hours per week for each of biology, chemistry and physics, from Y9 to Y11.

We follow the AQA specifications. Triple Science is assessed by six 105-minute exams (2 each for Biology, Chemistry and Physics). This is compared to six 75-minute exams in combined science: trilogy. There is no assessed coursework in combined science: trilogy or triple science.

What Will I Learn?

Triple science largely overlaps the combined science course, which is compulsory for all students, but goes into more detail in some areas, including polymer chemistry, space and genetics. Students also get more time for practical practice and developing their understanding of scientific theories.

Future Opportunities

The triple science award is very good preparation for taking a science at A-level, making the jump from GCSE to A level smaller. However, there is no requirement to have studied triple science in order to go on to A-level study.

When should I take this subject?

Triple science is available to be taken as a long thin option subject only.