



HYDESVILLE
TOWER SCHOOL

GCSE Options 2022-2024

Studying GCSEs

At Hydesville Tower School, pupils in Years 7 to 9 follow a common curriculum. In Year 10, they are offered an element of choice through an option scheme, which will enable the pupils to choose subjects they would like to study in greater depth over the next two years.

The purpose of this booklet is to guide you through the options procedure and to help parents and pupils make informed choices for GCSE courses. For wise choices to be made, it is essential that the information contained in this booklet is studied carefully. Consideration should be given to individual aptitude and interests as well as any career aspirations. Pupils and their parents should consult with teaching staff about these options and curriculum choices.

Pupils starting Year 10 in September 2023 will be working towards the GCSE examinations being held in May and June 2025.

All pupils follow a core curriculum including GCSE courses in English, English Literature, Mathematics, Biology, Chemistry, Physics, or Combined Science. The academic work in Years 10 and 11 is balanced by a program of games, PSHE and enrichment activities.

Every effort is made to ensure that pupils can study their subjects of choice. However, it should be noted, that an option may not be taught if it is significantly under-subscribed.

Mrs R. Samra
Headteacher



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Making the right choices

Choosing your GCSE options is a very important step towards becoming a more independent learner. The decision you make over the next few weeks will resonate throughout the rest of your life. It will influence your choice of A Levels or other post-16 study, and subsequently your choice of university or career. Think carefully about making the right choices for you and your future.

Spend time talking to all the right people. This is an important decision that should not be made lightly.

It is a good idea to choose a varied range of subjects that will allow you to learn and think in different ways.

Make sure that your application is handed in by the deadline – then we can make sure your choices are accommodated as well as possible.

There are no ‘easy’ GCSEs. Each course will have its own difficulties and challenges, and they all require plenty of effort if you are to be successful. Friendships and relationships change over time. Choosing a subject because your friend is, or because you like the teacher is ill-advised: focus on the content of the course.

During the process of finalising option blocks, we may need to talk to you about your choices. Sometimes, pupils are asked to consider choosing their ‘reserve’ option to help us make the best fit for all pupils. We will always consult you about this before making any final decisions.

If, at any point, you change your mind about the choices you have made, the earlier you tell us, the more likely it is that we will be able to accommodate your wishes. It is not always possible to change your option choices after the deadline.

Key people in your decision-making process:

- You – what are your interests, passions, plans for the future? What will challenge and inspire you?
- Your parents – seek out their advice, discuss your plans. Listen to them – they know you well!
- Your teachers – find out about the courses you are interested in. Ask difficult questions; get teachers’ opinions about the strengths you could offer and the areas you would need to develop.
- Your peers – get inside information on courses from current Year 10 and 11 pupils.

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What will the study be like at GCSE?

There is a strong emphasis on independent learning at GCSE. This means that pupils will have to work outside the classroom with less input from the teacher. Homework will be set for each subject every week in line with the homework policy.

The workload will intensify and it is important therefore that pupils have developed good work habits, can meet deadlines and do not leave work to the last minute. Pupils will continue to build upon the study skills that you have acquired over the last three years at Hydesville Tower School to enable them to achieve their full potential.

We expect pupils to:

- Enjoy positive working relationships with teachers and other pupils
- Attend school and all lessons regularly as there is a strong correlation between attendance and achievement
- Be active in catching up on work missed when absent
- Meet homework deadlines, enabling subject teachers to assess progress and provide feedback in a timely manner
- Begin to use personal time for researching topics more widely
- Complete independent study
- Organise time and resources effectively

How important are GCSE grades?

GCSE grades are very important because they form the foundation of your studies. University admissions tutors and employers examine the grades and qualifications very closely before making any offers of courses or employment.



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GCSE Grading

In 2017 the grading of GCSEs changed from A-G to numerical grades 9 - 1.

Broadly the same proportion of pupils achieve a grade 4 and above as previously achieved a grade C and above. Likewise, the same proportion of pupils achieve a grade 7 and above as achieve an A and above.

The bottom of Grade 1 is aligned with the bottom of grade G. The top 20% of those who get Grade 7 or above will get a Grade 9 - the very highest performers. Grade 5 is positioned on the top third of the marks for the current Grade C and bottom third of the marks for the current grade B. This means it is of greater demand than the former grade C. The new grading system does not apply simply, but a rough equivalence is shown below:

New 9 - 1 grade system	Old A* - G grade system
9	A*
8	A*/A
7	A/B
6	B
5	C
4	C/D
3	D/E
2	F/G
1	G

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Subjects offered & Examination Boards

Core Subjects are studied by all pupils. These are:

English Language and English Literature (Pearson)

Mathematics (Edexcel)

Biology (AQA)

Chemistry (AQA)

Physics (AQA)

or Combined Science (AQA)

Pupils then choose 4 options from the following list:

Art and Design (OCR)

Business Studies (OCR)

Computer Science (OCR)

Food Preparation and Nutrition (OCR)

French (AQA)

Geography (AQA)

History (AQA)

Music (Edexcel)

Physical Education (OCR)

Religious Studies (AQA)



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Core Subjects

English Language

All pupils take English Language and English Literature as separate subjects at Hydesville. Both subjects are taught as compulsory core subjects.

We wish our pupils to:

express their views in correct and precise sentences

communicate verbally with respect and sympathy for the views of others

challenge themselves, and others in their interpretations of language

develop an understanding of the cultural and historical influences on texts

The GCSE Courses:

All texts in the English Language examination will be unseen. For English Literature, all assessments are closed book: any stimulus materials required will be provided as part of the assessment.

Year 10 Outline

Content	Assessment	% Of overall Marks
Introduction to Paper 1 Reading and Writing Fiction	1 hour 45 minutes (64 marks)	40%
Speaking and Listening component	Recorded video of speech	N/A
Introduction to Paper 2 Reading Non-fiction and Transactional writing	2hrs 15 minutes (96 marks)	60%

Year 11 Outline

Content	Assessment	% Of overall Marks
Food – Paper 2 Reading Non-fiction and Transactional Writing	2hrs 15 minutes (96 marks)	60%
Fear – Paper 1 Reading and Writing Fiction	1hr 45 minutes (64 marks)	40%
Disaster - Paper 2 Reading Non-fiction and Transactional Writing; Paper 1 Reading and Writing Fiction	2hrs 15 minutes (96 marks) 1hr 45 minutes (64 marks)	100%
Survival - Paper 2 Reading Non-fiction and Transactional Writing; Paper 1 Reading and Writing Fiction	2hrs 15 minutes (96 marks) 1hr 45 minutes (64 marks)	100%

English Literature

Year 10 Outline

Content	Assessment	% Of overall Marks
Modern Drama: An Inspector Calls Paper 1 Section B	Thematic/ Character analysis (40 marks)	25%
Poetry from 1789-current (Conflict) Paper 2 Section B	Poetry comparison essay (20 marks) 35 minutes	12.5%
Unseen Poetry Paper 2 Section C	Unseen poetry comparison essay (20 marks) 45 minutes	12.5%
Macbeth Paper 1 Section A	Extract analysis (20 marks) Thematic/ character analysis (20 marks) 50 minutes	25%
Jekyll and Hyde Paper 2 Section A	Extract analysis (20 marks) Thematic/ character analysis (20 marks) 50 minutes	25%

Year 11 Outline

Content	Assessment	% Of overall Marks
Powerful People Unseen Poetry An Inspector Calls Macbeth	Extract analysis (20 marks) Thematic/ character analysis (20 marks) 50 minutes Unseen poetry comparison essay (20 marks) 45 minutes	37.5%
Powerful Nature Poetry comparison Macbeth	Extract analysis (20 marks) Thematic/ character analysis (20 marks) 50 minutes Poetry comparison essay (20 marks) 35 minutes	37.5%
Violence Poetry Comparison Unseen Poetry Jekyll and Hyde	Extract analysis (20 marks) Thematic/ character analysis (20 marks) 50 minutes Poetry comparison essay (20 marks) 35 minutes Unseen poetry comparison essay (20 marks) 45 minutes	50%
Society An Inspector Calls Macbeth Jekyll and Hyde	Extract analysis (20 marks) Thematic/ character analysis (20 marks) 50 minutes Thematic/ Character analysis (40 marks)	50%

Mathematics

The Mathematics GCSE syllabus has a focus upon three core objectives:

- To ensure pupils with a pass at GCSE have the numerical skills required in employment.
- To stretch the most able pupils and prepare them more thoroughly for the study of A level mathematics.
- To embed problem solving more rigorously in teaching, learning and assessment.

Year 10 Outline

Content	Assessment	% of overall Marks
Number	There are three, 90-minute terminal papers	15
Statistics and probability	one of which involves working without the use of a calculator.	14
Geometric and measure	Assessment comprises 4 ½ hours of examinations.	20
Algebra	Assessed in Year 11	30
Ratio, proportion, and rate of change		20

Year 11 Outline

Content	Assessment	% of overall Marks
Number	There are three, 90-minute terminal papers	15
Statistics and probability	one of which involves working without the use of a calculator.	14
Geometric and measure	Assessment comprises 4 ½ hours of examinations.	20
Algebra	Assessed in Year 11	30
Ratio, proportion, and rate of change		20

Why consider Mathematics for GCSE?

Studying Maths helps us find patterns and structure in our lives. Practically, Maths helps us put a price on things, create graphics, build websites, build skyscrapers, and generally understand how things work or predict how they might change over time and under different conditions. Maths is one of the best subjects to develop your analytical, research and problem-solving skills. Not only will studying Maths help give you the knowledge to tackle scientific, mechanical, coding, and abstract problems, but it will also help you develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.

Biology

AQA Biology

Brief Introduction

GCSE Biology is the study of life and living things. Biological science is literally everywhere and everything. As a living being, you are part of biology. So if you want to know how a human body functions, as well as every other living organism, biology is how you find out. It's the best and truest way to understand the world around you. There are 8 main areas of study which cover cells to body systems and units that attempt to explain what we have come from and what we may become in the future as organisms!

Throughout the two years, pupils will complete at least ten required practicals to achieve their practical endorsement. There are two externally set exams at the end of year 11. Each exam is a written exam of 1 hour 45 minute. The content of the course will be assessed as well as how this content is applied. There will also be questions about the required practicals and there will be other skills assessed such as mathematical and graphical skills.

Year 9 Outline

Content	Assessment	Paper
Topic 1a and 1b Cell Biology	End of topic tests	Paper 1
Topic 2a Organ Systems	End of topic test	Paper 1
Topic 2b Health and Disease	End of topic test	Paper 1

Year 10 Outline

Content	Assessment	Paper
Topic 2c Enzymes and Digestion	End of topic test	Paper 1
Topic 3 Infection and Response	End of topic test	Paper 1
Topic 4 Bioenergetics	End of topic test	Paper 1
Topic 5 homeostasis and Response	End of topic tests	Paper 2

Year 11 Outline

Content	Assessment	Paper
Topic 6 Inheritance, Variation and Evolutions	End of topic tests	Paper 2
Topic 7 Ecology	End of topic tests	Paper 2

Chemistry

GCSE Chemistry is where pupils will learn about the material world around them and what's made up of and why and how chemical reactions take place. There is a lot of practical work that we do throughout the GCSE course and this allows pupils to develop a much deeper understanding of how chemistry works and where we get our ideas from. There are ten main areas of study which cover physical, inorganic and organic chemistry.

Throughout the two years, pupils will complete twelve required practicals and sit two externally set examinations at the end of the course. Each examination is 1 hour and 45 minutes.

Year 9 Outline

Content	Assessment	Paper
Topic 1 Atomic, Structure and the periodic table	End of topic test	Paper 1
Topic 2 Structure and Bonding	End of topic test	Paper 1

Year 10 Outline

Content	Assessment	Paper
Topic 4 Chemical Changes	End of topic test	Paper 1
Topic 5 Energy Changes	End of topic test	Paper 1
Topic 6 The Rate and extent of chemical change	End of topic test	Paper 2
Topic 7 Organic Chemistry	End of topic test	Paper 2

Year 11 Outline

Content	Assessment	Paper
Topic 3 Quantitative Chemistry	End of topic test	Paper 1
Topic 8 Chemical Analysis	End of topic test	Paper 2
Topic 9 Chemistry of the Atmosphere	End of topic test	Paper 2
Topic 10 Using Resources	End of topic test	Paper 2

Physics

GCSE Physics is where pupils will learn about the physical world around them and what's made up of and why and how machines work and how the world keeps turning. There is a lot of practical work that we do throughout the GCSE course and this allows pupils to develop a much deeper understanding of how physics works and where we get our ideas from. There are eight main areas of study which cover physical, mechanical, energy and forces.

Throughout the two years, pupils will complete a ten required practicals and sit two externally set examinations at the end of the course. Each examination is 1 hour and 45 minutes

Year 9 Outline

Content	Assessment	Paper
Topic 1 Energy	End of topic test	Paper 1
Topic 2 Electricity	End of topic test	Paper 1

Year 10 Outline

Content	Assessment	Paper
Topic 3 Particle Model of Matter	End of topic test	Paper 1
Topic 4 Atomic Structure	End of topic test	Paper 1
Topic 6 Waves	End of topic test	Paper 2

Year 11 Outline

Content	Assessment	Paper
Topic 5 Forces	End of topic test	Paper 1
Topic 7 Magnetism and Electromagnetism	End of topic test	Paper 2
Topic 8 Space Physics (separate only)	End of topic test	Paper 2

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Combined Science

GCSE Combined Science is made up of all three sciences and pupils will study a range of topics and sit a total of six examinations at the end of the course.

In Chemistry is where pupils will learn about the material world around them and what's made up of and why and how chemical reactions take place. There is a lot of practical work that we do throughout the GCSE course and this allows pupils to develop a much deeper understanding of how chemistry works and where we get our ideas from. There are ten main areas of study which cover physical, inorganic and organic chemistry.

Throughout the two years, pupils will complete a number of required practicals and sit two externally set examinations at the end of the course. Each examination is 1 hour and 15 minutes.

In Physics is where pupils will learn about the physical world around them and what's made up of and why and how machines work and how the world keeps turning. There is a lot of practical work that we do throughout the GCSE course and this allows pupils to develop a much deeper understanding of how physics works and where we get our ideas from. There are eight main areas of study which cover physical, mechanical, energy and forces.

Throughout the two years, pupils will complete a number of required practicals and sit two externally set examinations at the end of the course. Each examination is 1 hour and 15 minutes.

In Biology is the study of life and living things. Biological science is literally everywhere and everything. As a living being, you are part of biology. So if you want to know how a human body functions, as well as every other living organism, biology is how you find out. It's the best and truest way to understand the world around you. There are 8 main areas of study which cover cells to body systems and units that attempt to explain what we have come from and what we may become in the future as organisms!

Throughout the two years, pupils will complete required practicals to achieve their practical endorsement. There are two externally set exams at the end of year 11. Each exam is a written exam of 1 hour 15 minutes. The content of the course will be assessed as well as how this content is applied. There will also be questions about the required practicals and there will be other skills assessed such as mathematical and graphical skills.

Content	Assessment	Paper
Topic 1a and 1b Cell Biology	End of topic tests	Paper 1
Topic 2a Organ Systems	End of topic test	Paper 1
Topic 2b Health and Disease	End of topic test	Paper 1
Topic 1 Energy	End of topic test	Paper 1
Topic 2 Electricity	End of topic test	Paper 1
Topic 1 Atomic, Structure and the periodic table	End of topic test	Paper 1
Topic 2 Structure and Bonding	End of topic test	Paper 1

Year 10 Outline

Content	Assessment	Paper
Topic 2c Enzymes and Digestion	End of topic test	Paper 1
Topic 3 Infection and Response	End of topic test	Paper 1
Topic 4 Bioenergetics	End of topic test	Paper 1
Topic 5 homeostasis and Response	End of topic tests	Paper 2
Topic 3 Particle Model of Matter	End of topic test	Paper 1
Topic 4 Atomic Structure	End of topic test	Paper 1
Topic 6 Waves	End of topic test	Paper 2
Topic 4 Chemical Changes	End of topic test	Paper 1
Topic 5 Energy Changes	End of topic test	Paper 1
Topic 6 The Rate and extent of chemical change	End of topic test	Paper 2
Topic 7 Organic Chemistry	End of topic test	Paper 2

Year 11 Outline

Content	Assessment	Paper
Topic 6 Inheritance, Variation and Evolutions	End of topic tests	Paper 2
Topic 7 Ecology	End of topic tests	Paper 2
Topic 5 Forces	End of topic test	Paper 1
Topic 7 Magnetism and Electromagnetism	End of topic test	Paper 2
Topic 3 Quantitative Chemistry	End of topic test	Paper 1
Topic 8 Chemical Analysis	End of topic test	Paper 2
Topic 9 Chemistry of the Atmosphere	End of topic test	Paper 2
Topic 10 Using Resources	End of topic test	Paper 2

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Option Subjects

Art & Design

During the first term pupils complete a mini-GCSE project. Whilst this work does not count toward their final GCSE grade, it gives pupils the opportunity to develop their skills and gain a deeper understanding of how to structure work so it full fulfils the requirements of the assessment objectives. Pupils then begin their main GCSE portfolio project. There is also and externally set task which comes directly from OCR.

Year 10 Outline

Content	Assessment	% Of overall Marks
Mini GCSE project: 'Contrast' autumn term.	Teacher assessment using OCR assessment objectives	-
Main portfolio project: 'Identity' spring and summer term	Teacher assessment and external moderation using OCR assessment objectives	60

Year 11 Outline

Content	Assessment	% Of overall Marks
Continue main portfolio project: 'Identity' autumn term	Teacher assessment and external moderation using OCR assessment objectives	60
Externally set task. Set by OCR released early January spring term. 10-hour examination (over 3 days) early in summer term.	Teacher assessment and external moderation using OCR assessment objectives	40

Why consider Art for GCSE?

You have enjoyed Art lower down the school and would like to further broaden your experience and develop your skills.

You would like a practical/ creative based GCSE to complement your other subject choices.

You are self-motivated and enjoy working independently.

You would like to develop your personal style of Art and experience a wide variety of materials and techniques.

You are interested in pursuing a practical/ creative subject at A Level and possibly onto Further Education.

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Business Studies

GCSE Business equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware. The course is divided into topics, each covering key concepts of business. Through studying GCSE Business, pupils' gain business knowledge, understanding and skills. They begin to understand current events in local, national and global contexts. They learn how to use relevant terms, concepts and methods effectively to describe business and economic behaviour. Pupils also consider business ethics and the impact of business on the environment.

Year 10 Outline

Content	Assessment	% Of overall Marks
Unit 1- Business Activity	Business 1: Business activity, marketing, and people (J204/01) 80 marks 1 hour 30 minutes examination paper.	50%
Unit 2- Marketing		
Unit 3- People		

Year 11 Outline

Content	Assessment	% Of overall Marks
Unit 4- Operations	Business 2: Operations, finance, and influences on business (J204/02) 80 marks 1 hour 30 minutes examination paper	50%
Unit 5- Finance		
Unit 6- Influences on business		
Unit 7- The interdependent nature of business		

Why consider Business for GCSE?

A GCSE in Business demonstrates that you understand the world of work and of different types of businesses. You will gain skills that are essential to your future employment and lifelong learning in our increasingly technological world, whichever career you choose. OCR Business uses a variety of real business contexts to consider issues and challenges facing entrepreneurs and commercial organisations. Pupils have the opportunity to develop as enterprising individuals with a practical set of key skills, including problem solving and decision-making, interpreting and analysing data, and more.

Studying business instils the character of teamwork in a pupil since all business concepts require coordination of people to achieve the desired purpose. This enhances communication skills of the pupil through creating business documents and presenting business ideas to the class. Lastly, studying business enables the learner to understand how countries and economies function which is critical to being an informed citizen.

Computer Science

Computer Science opens doors to your future. The course is designed to give you an in-depth understanding of how computer technology works and a look at what goes on behind the screens in a theoretical manner. The course will help pupils learn about critical thinking, analysis and problem solving. It is a fun and interesting way to develop these skills, which can also be transferred to other subjects and even applied in day-to-day life. Pupils will be given the opportunity to develop their programming skills within lessons.

Year 10 Outline

Content	Assessment	% Of overall Marks
Unit 2- Data representation	Computational thinking, algorithms and programming (J277/02) 80 marks 1 hour and 30 minutes examination	50%
Unit 6- Algorithms		
Unit 7- Programming		
Unit 8- Logic and languages		

Year 11 Outline

Content	Assessment	% Of overall Marks
Unit 3- Networks	Computer systems (J277/01) 80 marks 1 hour 30 minutes examination paper	50%
Unit 4- Network and security systems software		
Unit 1- Systems architecture		
Unit 5- Impacts of digital technology		

Why consider Computer Science for GCSE?

You have grown up in a world where technology is evolving rapidly and changing the way people work in every area from medicine and fashion to engineering and economics. It's no exaggeration to say the world runs on computers.

GCSE Computer Science explores the principles of digital technology and the way of working that's called 'computational thinking', with coding as a core of the course. You've got to be able to think logically, solve puzzles and be tenacious when the going gets tough. But it is also creative, and you'll get a real buzz out of getting something to work yourself, especially when programming.

Pupils have the opportunity to bring innovation and creativity to their learning and build their knowledge of existing and future technological developments, where skills can be transferred into further education.

French

The aim of the course is to enable you to listen, read, write, and speak the type of French you are likely to encounter in real-life situations using authentic resources. The new Modern Foreign Language GCSE course builds on what you have studied in Year 7, 8 and 9 and will prepare you for further study at A Level. In the MFL GCSE there are no controlled assessments. Therefore, the overall grade is based on end of course examinations only. Pupils are entered into the Foundation or Higher Tier based on ability. Pupils can achieve up to a Grade 5 at Foundation Tier and up to a Grade 9 at Higher Tier. The Foundation course would suit pupils who achieve Grade 4-5 at the end of Year 9. Discussions will take place between parents and pupils before a final decision regarding the tier is made. Classwork, homework, performance in assessments and work ethic are all considered when making the tier decision.

Year 10 Outline

Content	Assessment	% Of overall Marks
Unit 1 – Me, my family and friends	You will be assessed on the four skills of Listening, Speaking, Reading and Writing. Translation is also included in the reading and writing papers.	25% each
Unit 2 – Technology in everyday life		
Unit 3 – Free-time activities		
Unit 4 – Customs and festivals		
Unit 5 – Home, town, neighbourhood, and region		
Unit 6 – Social issues		

Year 11 Outline

Content	Assessment	% Of overall Marks
Unit 7 – Global issues	You will be assessed on the four skills of Listening, Speaking, Reading and Writing. Translation is also included in the reading and writing papers.	25% each
Unit 8 – Travel and tourism		
Unit 9 and 10 – My studies, Life at school and college		
Unit 11 and 12 – Education post-16, Jobs, career choices and ambitions		

Why consider French for GCSE ?

You will add an international dimension to your GCSE subjects which only 30% of pupils in the UK have. You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language.

You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public, using problem-solving strategies, etc.

You will have the opportunity to learn about the culture and not only the language you study.

Food and Nutrition

OCR's GCSE (9–1) in Food Preparation and Nutrition qualification aims to equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The qualification will encourage learners to cook and make informed decisions about a wide range of further learning, opportunities and career pathways as well as develop life skills that enable learners to feed themselves and others affordably, now and in later life.

Food Preparation and Nutrition is a new, exciting, up-to-date qualification that is relevant to the world of food today. This qualification aims to bring about real sustainable change, providing learners with the expertise and skills to feed themselves and others better.

The heart of this qualification is the development of strong practical cookery skills and techniques as well as a good understanding of nutrition.

Learners will discover the essentials of food science, nutrition and how to cook. In addition to this, learners will understand the huge challenges that we face globally to supply the world with nutritious and safe food.

Year 10 Outline

Content	Assessment	% Of overall Marks
Section A: Nutrition Section B: Food: Food Provenance and Food Choice	100 marks: 1 hour 30 minutes written examination paper	50 %

Year 11 Outline

Content	Assessment	% Of overall Marks
Section C: Cooking and food preparation Section D: Skills requirements: preparation and cooking techniques	Food Investigation Task 45 marks non-examined assessment (NEA)	15%
Section C: Cooking and food preparation Section D: Skills requirements: preparation and cooking techniques	Food Preparation 105 marks non-examined assessment (NEA)	35%

Why consider Food and Nutrition for GCSE?

Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing pupils' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

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

Upon completion of this course, pupils will be qualified to go on to further study or embark on an apprenticeship or full-time career in the catering or food industries.

Geography

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Pupils will travel the world from the classroom, exploring case studies in High Income Countries (HICs), Newly Emerging Economies (NEEs) and Low-Income Countries (LICs). Pupils are encouraged to understand their role in society by considering different viewpoints, values, and attitudes.

Year 10 Outline

Content	Assessment	% Of overall marks
CHALLENGES IN THE PHYSICAL ENVIRONMENT	Written examination: 90 minutes. 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology – SPaG) Question types: multiple choice, short answer, levels of response, extended prose	35%
<ul style="list-style-type: none"> The challenge of natural hazards 	Answer all questions (33 marks)	
<ul style="list-style-type: none"> The living world 	Answer all questions (25 marks)	
<ul style="list-style-type: none"> Physical landscapes in the UK 	Answer any two questions from questions 3, 4 and 5 (30 marks)	
<ul style="list-style-type: none"> Geographical skills 		

Year 11 Outline

Content	Assessment	% Of overall marks
CHALLENGES IN THE HUMAN ENVIRONMENT	Written examination: 90 minutes. 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology – SPaG) Question types: multiple choice, short answer, levels of response, extended prose	35%
<ul style="list-style-type: none"> Urban issues and challenges 	Answer all questions (33 marks)	
<ul style="list-style-type: none"> The changing economic world 	Answer all questions (30 marks)	
<ul style="list-style-type: none"> The challenge of resource management 	Answer question 3 and one from questions 4, 5 or 6 (25 marks)	
<ul style="list-style-type: none"> Geographical applications 	Issue evaluation, fieldwork and geographical skills Written examination: 75 minutes	30%

	<p>76 marks (including 6 marks for spelling, punctuation, grammar and specialist terminology – SPaG)</p> <p>Pre-release resource booklet made available 12 weeks before Paper 3 examination</p> <p>Question types: multiple choice, short answer, levels of response, extended prose</p> <p>Answer all questions</p>	
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Why consider geography for GCSE?

Universities and employers consider geography to be an academic subject. It is highly valued by The Russell Group of universities which include Oxford, Cambridge and the University of Birmingham.

You will be taught using a variety of styles including ICT, kinaesthetic learning, role play and debates.

Geography is an entry point to many careers, for example: town and transport planning, chartered surveying, land and water management, sustainability, environmental consultancy, development, tourism, conservation, demography, housing and social welfare, administration and management, tourism, finance, marketing, research, and industry and manufacturing.

The majority of geographers choose careers which make use of their transferable skills. These include information technology, numeracy, statistics, data analysis, written and verbal communication skills.

Geography combines well with a wide variety of other subjects.

Geography is a current living subject, taught through up-to-date case studies and examining world issues.



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History

The aims of the course are to develop pupils' interest in and appreciation of the past going beyond the simple learning of dates. GCSE History aims to inspire pupils and help them gain an insight into events and ideologies which have shaped the world we live in today. History is an enquiry into why people in the past have acted in the way they have done and the consequences and significance of these actions.

Year 10 Outline

Content	Assessment	% Of overall Marks
<p>Britain, Health and the People</p> <p>Pupils will have the opportunity to gain an understanding of how medicine and public health developed in Britain. This unit considers:</p> <ul style="list-style-type: none"> - Medieval medicine - The impact of the Renaissance on medicine - Changes in medicine - Modern medicine 	<p>As part of this unit, there is a requirement to analyse source questions on utility, as well as comparing the similarities between people and events. There is a significant question requiring pupils to assess short and long-term importance of medical developments, as well as a 16-mark question reviewing factors.</p>	25%
<p>Germany, 1890-1945: Democracy and Dictatorship</p> <p>This period study focuses on the development of Germany during a turbulent half century of change. Pupils will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will examine the role of key individuals and groups in shaping change and the impact the development had on them.</p> <ul style="list-style-type: none"> - Germany and the growth of democracy - Germany and the Depression - The experiences of Germans under the Nazis 	<p>As part of this unit, there is a requirement to analyse source questions on how and why interpretations differ, how convincing an interpretation is, as well as exploring the effects of change on society within Germany. There is a 12-mark question requiring pupils to compare two events and their importance.</p>	25%

Year 11 Outline

Content	Assessment	% Of overall Marks
<p>Conflict and tension 1918-1939</p> <p>Pupils will also examine the role of key individuals and groups and how they were affected and influenced by international relations. Three units make up this study:</p> <ul style="list-style-type: none"> - Peace-making - The League of Nations and international peace - The origins and outbreak of the Second World War 	<p>As part of this unit, there is a requirement to analyse source questions on utility, as well as 'write an account' narratives, and to make judgements about how far pupils agree or disagree with a statement.</p>	25%

<p>Elizabethan England 1568-1603</p> <p>This option focuses on the major economics, religious, political, and cultural events during the reign of Elizabeth I. The study covers the following units: Elizabeth's court and Parliament, relations with Parliament, the problems of marriage and the succession, the strengths of Elizabeth's authority at the end of her reign. Life in Elizabethan times - a 'Golden Age', growing prosperity and the rise of the gentry, the poor, reasons for government action and the seriousness of the problem. Troubles at home and abroad - religious matters plots against Elizabeth and the Spanish Armada.</p>	<p>As part of this unit there is a requirement to study the historic environment (a 16-mark question), as well as analysis of how convincing sources are, 'write an account' narratives and significance evaluation.</p>	<p>25%</p>
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Why consider History for GCSE?

History is highly regarded as an academic subject.

It teaches the skill on how to read critically and think independently.

Pupils will learn how to analyse and assess a wide variety of viewpoints and complex situations while construct logical, well-supported arguments which are vital skills.



FACTA NON VERBA

Music

The course is focused around three vital components of music: performing, composing and appraising. During the Key Stage 3 curriculum, pupils will have been exposed to all components and will have already started to master certain skills within them. The course will draw upon multiple genres of music which pupils will be familiar with.

Year 10 Outline

Content	Assessment	% Of overall Marks
Practical – Solo performance on chosen instrument or voice (Autumn Term) Practical – Duet or Ensemble (Spring Term)	Solo performance	
A range of compositions will be developed in Year 10 including Minimalism, Dance Music and Orchestral Film/Game Music, resulting in a Free Composition lasting no less than 2 minutes	compositions	15%
Exploration of Set Works: Beethoven, Star Wars, Defying Gravity, Queen, Purcell and Afro Celt Sound System		

Year 11 Outline

Content	Assessment	% Of overall Marks
Practical – Final Solo Performance lasting at least 2 minutes	Solo Performance	15%
Practical – Duet or Ensemble, lasting at least 2 minutes	Duet or Ensemble	15%
Creative task – Composition to a set brief (published by examination board)	Composition	15%
Listening and Appraising – Learning and revising 8 set works and improving listening skills, including study of Bach and Esperanza Spalding to complete set works		40%

Why consider Music for GCSE?

GCSE Music will give pupils the opportunity to study multiple aspects of music and will help pupils develop skills and attributes which can help influence other subjects:

- Organisation.
- Discipline to practice.
- Creating a rehearsal schedule.
- Working as a team with others.
- Understanding how to learn and apply technical terminology.
- Development of literacy and numeracy skills.
- Appraisal skills: comparing, contrasting, and evaluating.

Physical Education

Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-exam assessment component, but you will also develop wide ranging knowledge into the how and why of Physical activity and sport. The combination of the physical performance and academic challenge provides an exciting opportunity for pupils. You can perform, and then through the academic study learn how to improve your performance through application of the theory. Physical Education is learned about through a range of different contexts and the impact it has on both ours and other's everyday lives. You will learn the reasons why we do things, why some people outperform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and gain an understanding of the consequences of inactivity and poor diet.

Year 10 Outline

Content	Assessment	% Of overall Marks
Physical factors affecting performance. This component will assess: <ul style="list-style-type: none"> 1.1 Applied anatomy and physiology 1.2 Physical training 	This paper consists of a mixture of objective response and multiple-choice questions, short answers, and extended response items. 1 hour	30% of total GCSE (9–1) 60 marks.
Practical Performances This component will assess: Core and advanced skills in three activities taken from the approved lists: <ul style="list-style-type: none"> one from the 'individual' list one from the 'team' list one other from either list. 	Non-Exam Assessment This NEA will consist of three activities, including at least one 'team' and at least one 'individual' sport from the approved activity lists, all performed in competitive situations.	30% of total GCSE (9–1) 60 marks

Year 11 Outline

Content	Assessment	% Of overall Marks
J587/02 Socio-cultural issues and sports psychology This component will assess: <ul style="list-style-type: none"> 2.1 Socio-cultural influences 2.2 Sports psychology 2.3 Health, fitness and well-being. 	This paper consists of a mixture of objective response and multiple-choice questions, short answers and extended response items. 1 hour	30% of total GCSE (9–1) 60 marks.
Analysis and Evaluation of Performance This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.	Non-Exam Assessment: This NEA will consist of a written task that must be produced under controlled conditions.	10% of total GCSE (9–1) 20 marks

Why consider Physical Education for GCSE?

This is an interesting and challenging learning experience. In it we introduce key sporting ideas and show how these interact with practical performance, you will gain insights into the relationships they have with each other throughout the course.

The development of transferable skills including decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking, acting, and reacting under pressure.

The study of GCSE (9–1) Physical Education opens a range of possibilities for further study and into careers associated with the subject.



FACTA NON VERBA

Religious Studies

Religious Studies aims to promote an enquiring and critical approach to the study of religion and its place in today's multi-faith world. Pupils will explore the beliefs, teachings and practices of two world religions, as well as moral issues such as abortion, euthanasia, war and peace. Pupils will be expected to analyse and reflect upon their own responses to these issues, as well as the responses of religious and non-religious thinkers. A strong emphasis is given to independent and critical thinking, and pupils will be expected to share their own views and opinions during lessons and within examination responses

All assessment for the GCSE takes place in 2 x 1 hour and 45-minute examinations at the end of Year 11. (One focused on Themes in ethics and philosophy and the other on 2 world religions). In school assessments are conducted regularly to support pupils' learning of both content and examination technique.

Year 10 Outline

Content	Assessment	% Of overall Marks
Beliefs and Practices in Islam	End of year 11	25%
Beliefs in Christianity	End of Year 11	12.5%
Christian Beliefs	End of Year 11	12.5%
Theme D - Religion, War and Peace	End of Year 11	12.5%

Year 11 Outline

Content	Assessment	% Of overall Marks
Practices in Christianity	End of Year 11	12.5%
Them A (relationships_	End of Year 11	12.5%
Theme C (War and peace)	End of Year 11	12.5%
Theme D (crime and punishment)	End of Year 11	12.5%

Why consider Religious Studies for GCSE?

Pupils are encouraged to develop the ability to understand and appreciate other people's points of view and to make clear, informed decisions on life issues. Debating skills will be developed.

Religious Studies is seen as an excellent qualification for future employment in the police, law and the media and many other jobs which involve working with people.

Skills of analysis, evaluation underpin all extended written responses.

Religious studies is seen as an academic subject which lays a good foundation.