

# Sir John Colfox Academy

## 2024-26



**Key Stage 4 Guide**  
**Curriculum Options**

# Headteacher's Introduction

## Welcome to your Curriculum Guide for Key Stage 4 (Years 10 & 11)



**All you need to know to decide what to study and what path to take**

This is an important and exciting moment in your education. You are about to begin your GCSE and BTEC courses, which will lead to some of the most important examinations you will ever take. Your choices will shape your lives, your further study and your future career.

Our Options Process begins in Year 9, and you will start your GCSE and BTEC courses in Year 10. We take student choices into account and endeavour to meet your preferences wherever possible. Our Key Stage 4 curriculum is broad, balanced, ambitious, flexible - we want you to achieve at school and in your life.

Consider your options carefully, discuss your decisions with your parents, carers and teachers. If you would like specialist careers' advice, we can arrange it. Avoid making choices based on what your friends are doing - these are your important life choices, not theirs. You will study for nationally recognised qualifications, some subjects are compulsory, others are chosen, this booklet will explain your options further and help you make informed decisions.

As well as following our broad and ambitious academic curriculum, make sure you take part in our wide range of extra-curricular activities. If you haven't got involved already, try something new, there are a lot of opportunities to enjoy at Colfox - don't miss out!

You will be expected to work hard over the next two, or indeed, four years. It is worth investing effort in your future. Colfox is a very successful school and I hope you choose to be successful by working hard, achieving your best and fulfilling your potential. Enjoy your studies and enjoy your time at Colfox!

**Adam Shelley, Headteacher**

# Your Curriculum - How it works

**In this booklet you will find information about the courses on offer from September 2023. Some are taken by everyone, others you can choose.**

## **You will take the following:**

### **Core GCSE Courses:**

English

7 periods a fortnight

Maths

7 periods a fortnight

Sciences

10 periods a fortnight

History, Ancient History or Geography \*

5 periods a fortnight

French, Spanish or Latin\*

5 periods a fortnight

(whichever you have studied)

Two extra options subjects chosen by you \*

5 periods a fortnight (x2)

### **Plus a programme of:**

Core PE / Games (not examined)

3 periods a fortnight

PSHE / Careers / Religious Studies

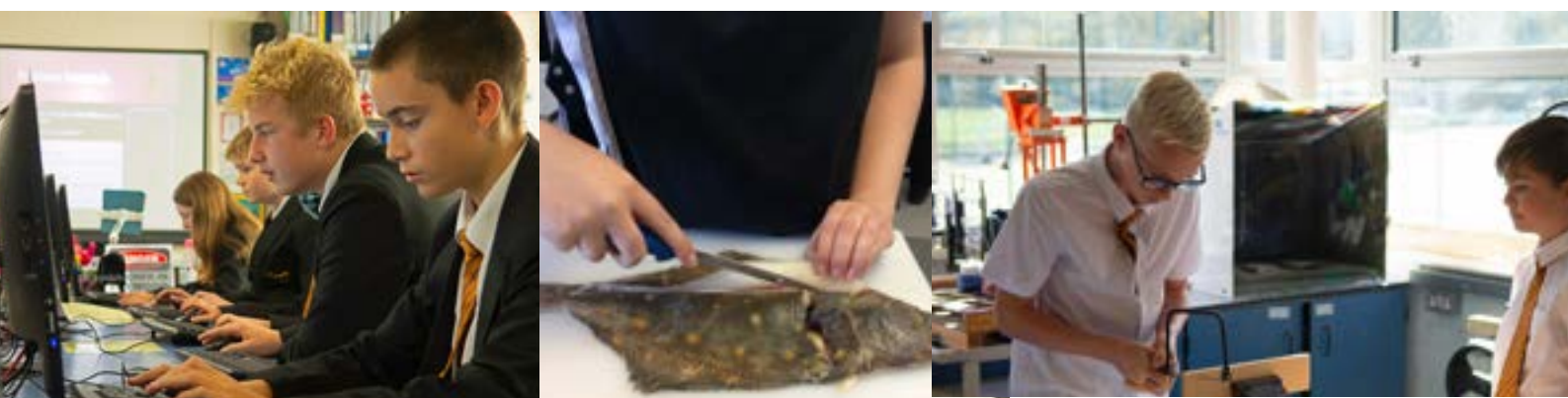
(studied in rotation and not examined)

3 periods a fortnight

**Total**

**50 periods a fortnight**

**\* Students can opt for an additional humanities subject or an additional language if that is the route they choose.**



# Timeline - What happens when:

- **19 Jan - Careers Assembly**
- **26 Jan - Introductions to Options Assembly**
- **31 Jan - Options Evening & Options Booklet**
- **5 - 26 Feb - Students choose their preferred options**
- **26 Feb - 4 March - Option blocks created (taking into account student preferences) any changes discussed**
- **29 March - Final student choices confirmed by letter**

## The Options Process

**We ask all students to make their choices and pick a reserve. We then create the option blocks to accommodate as many student preferences as possible.**

**If we need to offer a student their reserve or their choices do not fit we will go back to them and talk about choosing again. We are pleased to say that most students will get their choices, we moved to this student-led process a few years ago and it has been successful. The Options Process will be complete by Easter.**



# Important Decisions You Must Make:

What are my strengths?

What do I enjoy?

Which courses will suit me?

What do I need to study to keep my Post 16 and Career options open?

## Think carefully, we are here to help you

This booklet gives information about the courses available, read it and think carefully about your choices. Come to the Options Curriculum Evening on 31 Jan, your subject teachers will be there to advise you. More information and videos can also be seen on our website: [colfox.org/options](http://colfox.org/options) Mr Bartlett is in overall charge of the Key Stage 4 Options. Help and advice is available from:

**Your Tutors:** Ms Temple, Ms McVey, Mr Conway, Mr Huntley and Miss Halifax.

**Your Subject Teachers** - will help describe the courses offered in their area and can advise which course is best suited to you.

**Head of Careers:** Mr Michael Thompson

**Careers advice:** Mr Truyens - Careers' Advisor **email:** [m.truyens@colfox.sch.uk](mailto:m.truyens@colfox.sch.uk) **and online:** <https://marcr.net/colfox/>

**Head of Year:** Mrs Baker



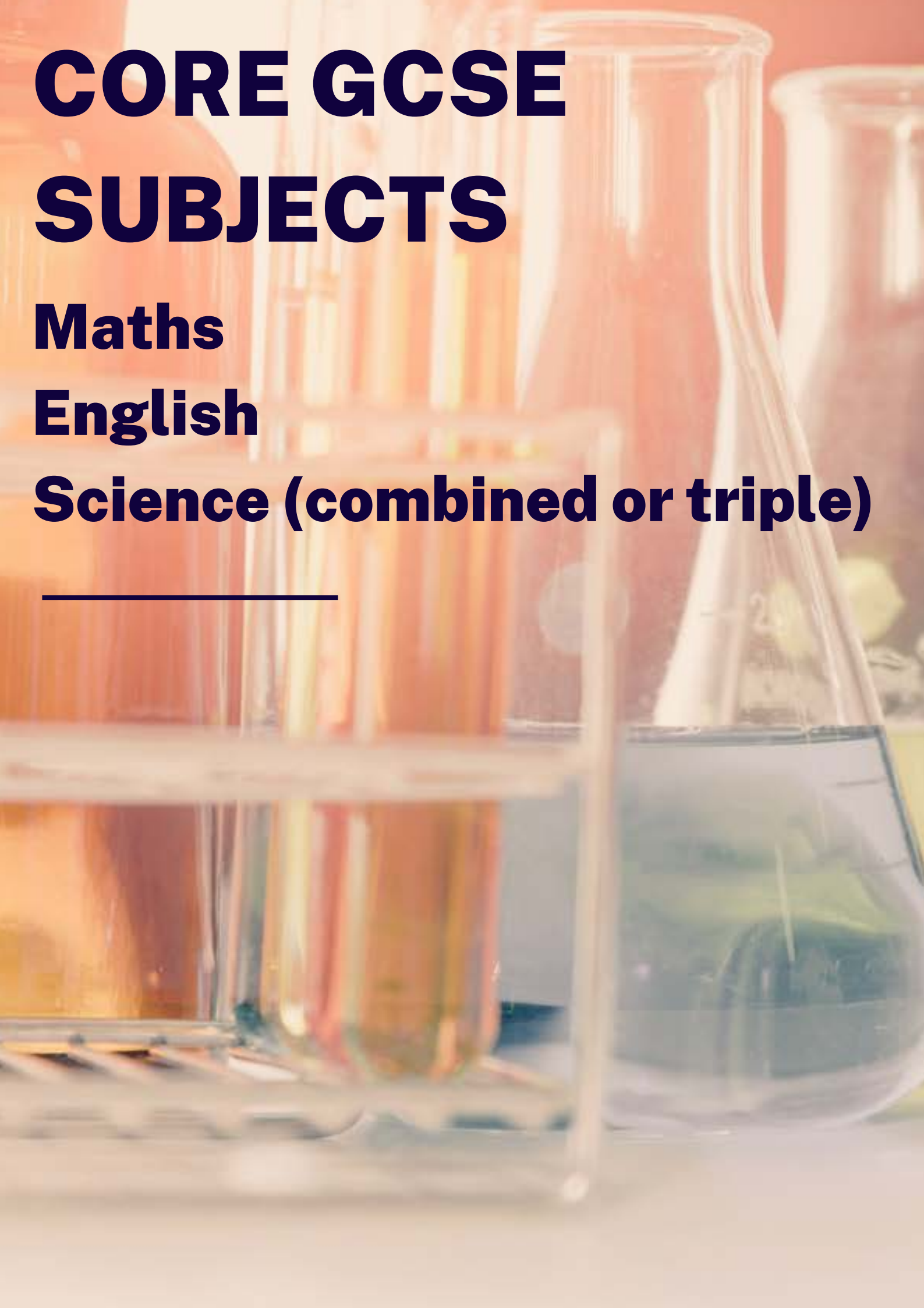
# **CORE GCSE SUBJECTS**

**Maths**

**English**

**Science (combined or triple)**

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# English Language GCSE

Subject Leader: Mrs L Wright

## Overview

English Language GCSE will test your reading and writing skills. You will engage with writers' ideas and methods, and adopt different strategies to produce your own effective writing. You will be tested on 'unseen' texts in the exam, meaning that you will have to develop sharp analytical skills to succeed. All students take English Language GCSE and English Literature GCSE.

## Curriculum, course content and assessment

**Paper 1: 'Non Fiction Texts'** is an exam of 1hr and 55mins and is worth 50% of your Language GCSE. In this paper, you will be required to read two texts from the 19th century, linked by a common theme. Your knowledge and skills will be tested by simple retrieval questions, some evaluation questions, and an analysis of how language is used to create effect. Finally, you will be asked to write an extended piece of non fiction, for example a speech or letter, explaining or arguing your point of view on a particular topic. Your ability to write an extended, developed and reasoned response is crucial.

**Paper 2: 'Contemporary Texts'**. Your reading and writing skills will be tested in a 1 hour 55 minute exam, which is worth 50% of your Language GCSE. You will be presented with two challenging pieces of modern writing, you will need to demonstrate understanding through comprehension questions and will be asked to analyse the writer's use of language and structure. You will be asked to write to compare the two texts, looking for similarities and differences as well as considering how the writers use language to present their different views. The second section of this exam will ask you to write creatively on a subject linked in some way to the original pieces of fiction. Your ability to write extended pieces which are powerful, imaginative, accurate and original will be an essential skill.

Technical accuracy (SPaG) accounts for 20% of your final mark. You will also be assessed on your ability to speak and listen in formal contexts. This grade is published on your certificate, but does not contribute to your final grade. In order to prepare you for these challenging exams, you will be exposed to a range of quality, challenging texts over the two years of KS4. Expect to read plenty of fiction and non-fiction from the 19th century and later, and also contemporary quality journalism. Your ability to write persuasive arguments, structure clear essays and write gripping, imaginative pieces of fiction will also be enhanced through the course.

## Exam Board: Edexcel, English Language 2.0



# English Literature GCSE

Subject Leader: Mrs L Wright

## Overview

English Literature GCSE tests knowledge and understanding of a range of texts from different times, different authors and different genres. You will study novels, poetry and plays. These exams are 'closed book', meaning that you will be examined on texts that you cannot take with you into the examination hall. You will need to know your literature texts inside out

## Curriculum, course content and assessment

**Paper 1: 'Shakespeare and Post 1914 Literature'** is worth 50% of your Literature GCSE and is an exam of 1 hour and 45 minutes. In section A, you will answer one question on a Shakespeare play. You will be required to write in detail about an extract from the play and also the play as a whole. Section B, 'Post 1914 Literature' requires you to answer one question on a British novel or play. You will have a choice of two questions, but only respond to the one you choose. Each question will be preceded by a short quotation from the text, to provide a stimulus for the response.

**Paper 2: '19th Century Texts and Poetry since 1789'** is worth 50% of your Literature GCSE and is a 2 hour, 15 minute exam. In this paper you will be assessed on older texts, and range of seen and unseen poetry. The exam is broken down into three sections: Section A (19th Century Texts) will require you to respond initially to an extract, then explore a similar idea from the rest of the text. In Section B (Poetry) you will answer one comparative question on one named poem printed on the paper and one other poem from an anthology that you have studied in class. In Section C (Unseen Poetry) you will answer a question on an unseen poem comparing this poem with a second unseen poem.

The set texts we will study include: Shakespeare's *Macbeth*; 19th century novel: Dickens' *A Christmas Carol*; Drama: Tanika Gupta's *The Empress*; Poetry: Edexcel's *Belonging* cluster of poems taken from the exam board's poetry anthology. The poems in the cluster are thematically linked and were written between 1789 and the present day. Students will study all 15 poems.

## Exam Board: Edexcel, English Literature





# Maths GCSE

Subject Leader: Miss E Taylor

## Overview

Mathematics is a stimulating subject that will equip you with the tools to describe, interpret and change the world around you. The study of mathematics will help you to develop the skills required to be financially literate and to understand science, engineering and technology, it will also allow you to become a participating member of society who can think logically, reason, and problem solve in a range of contexts. All students study Mathematics to GCSE level and many employers see a good GCSE in Mathematics as essential. The study of Mathematics at GCSE level is designed to enable you to:

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

## Curriculum and course content

You will begin your two year GCSE Mathematics course in Year 10, building on skills acquired in Years 7 to 9. You will develop confidence in solving increasingly sophisticated problems. You will be tested on your ability to reason and communicate mathematically, so an understanding of why you are following a certain path to a solution, as well as the ability to find a correct answer, will be critical. You will need to memorise formulae and know when and how to apply them to new and sophisticated contexts. Mathematics is an interconnected subject and, while the programme of study will be divided into distinct units, you will need to be able to move fluently between representations of mathematical ideas. The five broad topics you will cover are:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry
- Statistics and Probability

## Assessment - Exam Board: Edexcel

You will sit three exam papers at the end of your GCSE course. Each paper will last 1 hour and 30 minutes and is worth 80 marks. Paper 1 will be non-calculator, while Papers 2 and 3 will be calculator papers. Around 40% of each paper will assess your ability to use and apply standard techniques (AO1), around 30% will assess your ability to reason, interpret and communicate mathematically (AO2) and the final 30% will assess your ability to solve problems within Mathematics and in other contexts (AO3).

## Resources to support you

You will continue to use Dr Frost Maths for your homework and independent study. This resource is a powerful tool that keeps track of your progress to mastery of all the key skills you'll need to be successful in your exams. For every assessment you do, you will be guided to specific skills questions and video tutorials for more practise, tailored to your individual needs.



# Combined Science Two GCSEs

Subject Leader: Dr Sharma

## Overview - Two Combined Science GCSEs

All Year 10 students study either Separate Science GCSEs or Combined Science GCSEs. These two year courses ensure that students gain good knowledge of a range of scientific concepts from across Biology, Chemistry and Physics. Most students study Combined Science GCSE which leads to two GCSE Science qualifications.

## Curriculum, what will I learn?

### **BIOLOGY:**

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

### **PHYSICS:**

18. Energy
19. Electricity
20. Particle Model of matter
21. Atomic Structure
22. Forces
23. Waves
24. Magnetism and Electromagnetism

### **CHEMISTRY:**

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Hydrocarbons
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

## Assessment: Exam Board AQA

You will sit 6 exams at the end of the course, each is 1 hour and 15 minutes. Students sit either Higher or Foundation papers. Each paper is Worth 16.7%. Each paper assesses knowledge and understanding from distinct topic areas. Exam questions include multiple choice, structured, closed short answer and open response. Each exam paper covers certain topics, please refer to the topic numbers above:

**Biology Paper 1: Topics 1 to 4 and Biology Paper 2: Topics 5 to 7**

**Chemistry Paper 1: Topics 8 to 12 and Chemistry Paper 2: Topics 13 to 17**

**Physics Paper 1: Topics 18 to 21 and Physics Paper 2: Topics 22 to 24**



# Separate Science Three GCSEs

Subject Leader: Dr Sharma

## Overview - Biology, Chemistry and Physics GCSEs

All Year 10 students study either Separate Science GCSEs or Combined Science GCSEs. These two year courses ensure that students gain good knowledge of a range of scientific concepts from across Biology, Chemistry and Physics. Students who are in the top set following the final Year 9 Assessment will be invited to do Separate Sciences, which leads to GCSEs in the three separate science disciplines (Biology, Chemistry and Physics GCSEs) rather than two Combined Science GCSEs.

## Curriculum - what will I learn?

### **BIOLOGY:**

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

### **CHEMISTRY:**

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative Chemistry
4. Chemical changes
5. Energy changes
6. Rate and extent of chemical change
7. Hydrocarbons
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources, Earth's resources

### **PHYSICS:**

1. Energy
2. Electricity
3. Particle Model of matter
4. Atomic Structure
5. Forces
6. Waves
7. Magnetism and Electromagnetism

## Assessment: Exam Board AQA

You will sit six exams at the end of the course, each is 1 hour and 45 minutes. Students sit either Higher or Foundation papers. Total of 100 marks per paper. Each paper is Worth 50% of your GCSE grade. Each paper assesses knowledge and understanding from distinct topic areas. Exam questions include multiple choice, structured, closed short answer and open response. Each exam paper covers certain topics, please refer to the topic numbers above:

Biology Paper 1: Topics 1 to 4 and Biology Paper 2: Topics 5 to 7

Chemistry Paper 1: Topics 1 to 5 and Chemistry Paper 2: Topics 6 to 12

Physics Paper 1: Topics 1 to 4 and Physics Paper 2: Topics 5 to 24

# THE HUMANITIES

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**History**

**Ancient History**

**Geography**

**Religious Studies**





# **History GCSE**

Subject Leader: Mrs L Cleak

## Overview

You will study a range of different time periods to understand your place in the wider world. Looking at British history and world history you will develop your knowledge of how we got here! Studying History GCSE will give you a range of new topics and will help you understand the political and social make up of our current world. You will also develop a set of skills that will benefit any future study or career that you choose. Learning how to analyse evidence and argue your opinion are hugely beneficial in a number of areas.

## What skills will I gain?

You will develop and be able to demonstrate a range of historical skills, including forming arguments and opinions, evaluative and analytical skills, essay writing, source analysis and the ability to interpret history and understand various viewpoints.

## Curriculum - what will I study?

- Thematic Study and Historic Environment: Medicine in Britain 1250-Present and The British Sector of the Western Front 1914-18: injuries, treatment and the trenches
- Period Study: Superpower Relations and the Cold War 1941-91
- British Depth Study: Anglo Saxon and Norman England 1060-88
- Modern Depth Study: Weimar and Nazi Germany 1918-1939

## Assessment: Exam Board Edexcel

All assessments will take place at the end of the two year course. You will be assessed by three individual examinations, each will include a number of essay questions.

**Paper 1: Thematic Study and Historic Environment: Medicine in Britain 1250-Present and The British Sector of the Western Front 1914-18: injuries, treatment and the trenches.** This exam will be 1 hour 15 minutes and is worth 30% of your GCSE grade.

**Paper 2: Period Study: Superpower Relations and the Cold War 1941-91 and British Depth Study: Anglo Saxon and Norman England 1060-88.** This exam will be 1 hour 45 minutes and is worth 40% of your GCSE grade.

**Paper 3: Modern Depth Study: Weimar and Nazi Germany 1918-1939.** this exam is 1 hour 20 minutes and is worth 30% of your GCSE grade.



# Ancient History GCSE

Subject Leader: Mrs B Zbijowski

## Overview

Take a journey back to ancient civilisations where you will study significant events, individuals, societies, developments and issues in their broader historical contexts. With lots of the 'Greats' (Alexander, Cyrus, Darius plus Julius Caesar to name a few) and the ultimate female leader, Cleopatra to spark your interest into the debate of who really deserves the title 'great'.

## Curriculum - what will I study?

**1. Period Study: Persian Empire** – the unfolding narrative of the rise of the Persian Empire under Cyrus the Great. Discover how strong the Persian Empire foundations were and how they advanced under the leader of Darius the Great. This unit will focus on three key themes: expansion of the Persian territory, interactions between the Persians, Greeks, Egyptians and Babylonians, and finally, the personalities of Cyrus, Cambyses, Darius and Xerxes.

**1. Depth Study: Alexander the Great** – delve deep into the complex factors that enabled one of history's most famous men to be described as 'great'. From Alexander's character through to his siege and warfare tactics, discover what made Alexander of Macedon so significant.

**2. Period Study: The Foundations of Rome** – starting with the kings of Rome watch the story unfold as you uncover how Rome became a Republic with emperors galore. This topic allows a longer period focus to show the ever changing Roman society and how emperors impacted the Roman people. Focusing on four key themes: political change, religious change, impact of warfare and separating myth from reality, you will identify who the true heroes were of the ancient world.

**2. Depth Study: Cleopatra** – a rare opportunity to study a fierce and formidable woman who caused huge upheaval in the ancient world of the Mediterranean. This is a journey not to be missed by beginning with Cleopatra's charm, humour and courage, analysing her relationship with Caesar and ending with the Battle of Actium plus the end of the infamous Mark Antony.

## Assessment: Exam Board OCR

Each paper is two hours long and worth 100 marks. Each paper is 50 per cent of the overall Ancient GCSE.

**Paper 1** – The Persian Empire, 559-465 BC AND Alexander the Great, 356-323 BC.

**Paper 2** – The Foundations of Rome: from kingship to republic, 753-440 BC AND Cleopatra; Rome and Egypt, 69-30 BC.



# Geography GCSE

Subject Leader: Ms A Nicoll

## Overview

You will study a broad curriculum and develop a range of geographical skills, including decision making, evaluative and analytical skills, mapwork, fieldwork and ICT, problem solving, understanding of global citizenship and the ways in which places and environments are interdependent.

## Curriculum - what will I study?

- The Challenge of Natural Hazards - earthquakes; volcanoes; tropical storms; extreme weather in the UK; climate change
- The Living World – ecosystems, tropical rainforests, cold environments
- Physical landscapes of the U.K - river landscapes, coastal landscapes
- Urban Issues and Challenges – Challenges and opportunities in Mumbai and London. Sustainable settlements
- The Changing Economic World – measuring the development of countries; a study of a LIC or NEE; the north-south divide in the UK and how industry is changing
- The Challenge of Natural Resources – Water, food and energy resources
- How to plan and carry out fieldwork and then analyse and evaluate our results

## Assessment: Exam Board AQA

The assessments take place at end of the course. You will be assessed in three exams, which will test your understanding of human and physical geography as well as your field work.

**Paper 1: 'Living with the Physical Environment'** this is a written exam and is 1 hour 30 minutes long. Total marks 88 (including 3 SPaG), it is worth 35% of your GCSE.

**Paper 2: 'Challenges in the Human Environment'** this is a written exam and is also 1 hour 30 minutes long. Total marks 88 (including 3 SPaG), it is worth 35% of your GCSE.

**Paper 3: Geographical Applications** (this has pre-released resources). It is a written exam and lasts 1 hour. Total marks 76 (including 6 SPaG), it is worth 30% of GCSE.

## Field work and trips

You will have to undertake two geographical enquiries. The trips will be carried out in contrasting environments and you will cover both physical and human geographical issues. Possible locations include:

**Human: Bristol**

**Physical: West Bay or Lyme Regis**

Please note: There will be small cost of around £25 - £30 to cover the costs of transport and tuition (help is available).



# Religious Studies GCSE

Subject Leader: Mrs E Wheeler

## Overview

This is a wide-ranging stimulating course which asks important questions of who we are, why we are here and how we should behave. The skills you will develop include clear and logical thinking, critical evaluation (understanding both sides of an argument), empathy (putting yourself in someone else's shoes) literacy, expressing yourself, negotiating and problem-solving.

## Curriculum - what will I learn?

Some of the topics we will study include:

- Is the Big Bang compatible with religion?
- Animal rights
- Planet Earth
- Religion and prejudice
- Religion and early life/abortion
- Religion, war and peace
- Religion and young people
- Religious attitudes to the elderly and death
- Religious attitudes to crime and punishment
- Religious attitudes to rich and poor
- Religious attitudes to world poverty
- Human Rights and social justice
- Relationships and family

## Assessment: Exam Board AQA

There are two exam papers at the end of the course, covering two separate units:

Paper 1. Learning about religion (we will study Christianity and Islam).

Paper 2. Looking at ethical situations and different themes and applying beliefs to them.



# THE ARTS

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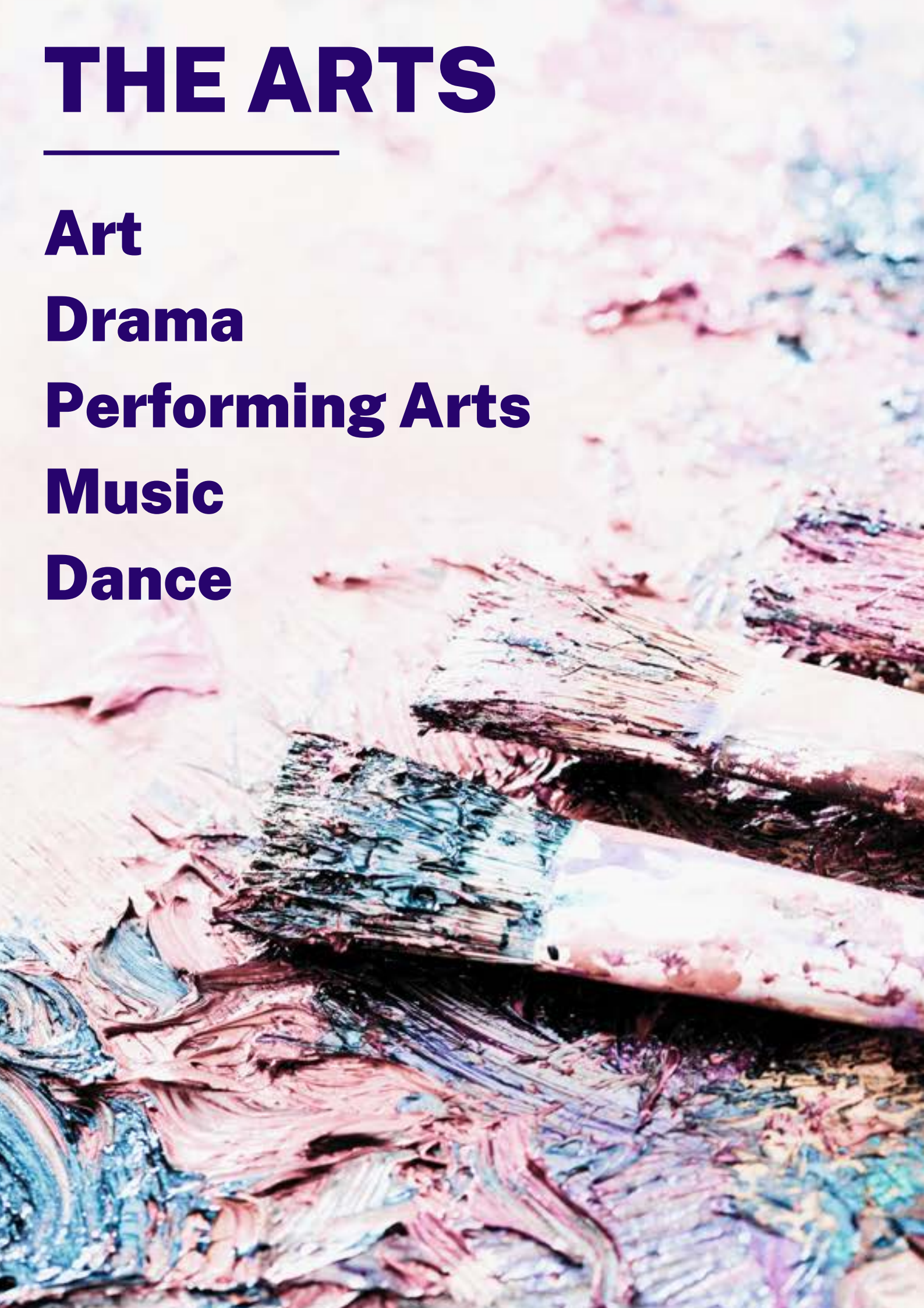
**Art**

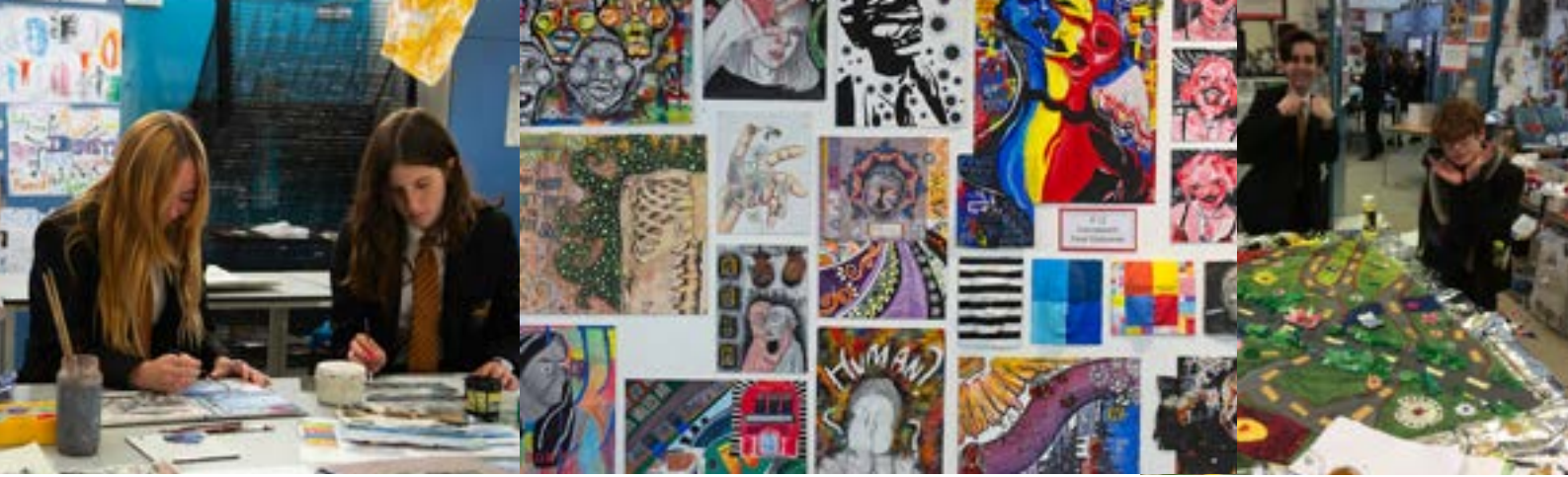
**Drama**

**Performing Arts**

**Music**

**Dance**





# Art and Design GCSE

Subject Leader: Mrs L Burgess

## Overview

This course is ideal for people who like to be creative and who are inspired by the world around them. The course is composed of two extended projects one entitled 'Layers' and the other 'Human Condition' and one 'externally set' assignment which is launched in January and completed in April.

## Curriculum - what will I learn?

You will explore the above themes and starting points through a series of practical workshops. You will respond to a wide range of artists' work and develop your own practical pieces using a range of materials, techniques and approaches.

Each project is structured so that students generate work which is linked to the four assessment objectives:

1. Investigating artists
2. Exploring and investigating ideas, materials and techniques
3. Recording through drawing, annotation and photography
4. Outcomes, the generation of art work which is personal and insightful

Students will learn to explore a range of processes and develop practical skills when following their own lines of enquiry in relation to personal starting points. Some of the techniques and processes you will learn include:

- Mark-making
- Monoprint
- Block printing
- Charcoal, pastels, pen and ink, crayons and pencil
- Watercolour, acrylic and poster paints
- Different papers and surfaces on which to work
- Assemblage or 3-dimensional work using clay

## Assessment: Exam Board AQA

Art GCSE is assessed through an externally set assignment which is worth 40% and course work which is worth 60% of your final grade.



# Drama GCSE

Subject Leader: Mrs E Holder

## Overview

GCSE Drama is an exciting, inspiring and practical course that promotes involvement in and enjoyment of drama, as performers and designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

## Curriculum - what will I learn?

- **Devising Theatre:**

In groups, of between two and five you will participate in the creation, development and performance of a piece of devised theatre using the techniques of an influential theatre practitioner or a genre, in response to stimulus.

- **Performing from a Text:**

In groups, of between two and five you will study two extracts from the same play and will participate in a performance using sections from both extracts.

- **Interpreting Theatre**

**Section A:** Students will answer a series of questions on a set text. In preparation, we will study the chosen text practically as a performer, designer and director.

**Section B:** Students will answer one question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

## What skills will I develop? What is expected?

As well as acting and design skills, you must demonstrate that you can research, work well in a group, manage your time effectively, reflect upon and evaluate your own work (and that of others) and analyse live productions. The course is so varied, no two lessons are the same and homework is similarly diverse. As a student, actor and performer you need to be energised, organised, friendly, hardworking, resilient, literate, committed, reliable, creative and motivated. You are an important part of a team, or cast. Drama gives you a brilliant opportunity to develop your independent study skills in real world situations where it matters. You are expected to set up rehearsals with other group members at lunchtime/after school and see live theatre performances (two of these will be whole class trips) and do regular homework from learning key vocabulary and learning your lines to extended written pieces.

## Assessment: Exam Board Eduqas

**Component 1: Devising Theatre**, this is internally assessed and worth 40%, includes a performance of your piece of devised theatre, a portfolio of supporting evidence, an evaluation of the final performance.

**Component 2: Performing from a Text**, this is externally assessed and worth 20%, you will be assessed on your acting in the final performance.

**Component 3: Interpreting Theatre**, this is a written 90 minute exam worth 40%, you will be assessed on your understanding of a pre-studied drama text and on your response and understanding of a live theatre piece.

## Additional Activities

As a Drama GCSE student you will be expected to take part in the annual whole school production and other expressive arts events.



# Performing Arts BTEC

Subject Leader: Mrs E Holder

## Overview

Performing Arts BTEC is equivalent to one GCSE. The course will give you an opportunity to improve your performance skills, work in a studio space and get hands on experience in movement, acting, devising and singing. It will also allow you to develop a deep understanding of the performing arts industry and develop key skills such as communication and will build your levels of confidence. You will learn team building, problem solving and how to apply your skills in the real world and the Performing Arts industry.

## Curriculum - what will I study?

This is a three unit qualification. The units are:

- Exploring the Performing Arts
- Developing Skills and Techniques
- Performing to a Brief

**Acting AND Dance.** The externally assessed unit sees students creating a performance in groups for a set brief. Marks will be individual and an examiner will be in to watch these performances. All other units are assessed through practical assessment and portfolio work. You will learn practical skills including, how to choreograph, and perform dance work, singing and how to devise, rehearse and develop practical performances, as well as focusing on analysing the repertoire of various practitioners.

## Assessment: Exam Board Edexcel

The course is assessed through coursework performances and written research which is worth 60% and through performing to a brief which is worth 40%.

## Additional activities

As a Performing Arts student you will be expected to take part in the annual whole school production and other expressive arts events.



# Music GCSE

Subject Leader: Mr B Hocking

## Overview

GCSE Music suits all musicians, including instrumentalists and singers. The minimum performance standard to begin the course is grade 3 or equivalent, if you hold no formal music qualifications you will be asked to audition beforehand. This is just to ensure your musical ability is appropriate for the course. You do not have to play an instrument if you are singer. The music department can advise on this further.

## Curriculum - what will I learn?

This is an exciting opportunity for you to be involved in music as performers, composers and listeners. You will take a journey through music from the early Baroque period through to rock and pop music of today. Along this journey you will explore the world of rock and pop, musical theatre, classical, jazz, fusions and world music. Your study will include works and songs by some of the greatest composers including Beethoven and Bach, the music of Queen, the musical Wicked and music from Star Wars, plus some fantastic music you have probably never come across before. You will study the building blocks of music, and you will gain an understanding of how music works; learn about the historical and cultural influences that have led to the music we have today.

## Assessment: Exam Board EDUQAS

**Performance 30%:** You will be asked to record one solo and one ensemble performance.

**Composition 30%:** You will compose two pieces of music in any styles you choose.

**Listening 40%:** This is a 1hr 15 min listening exam, based on the elements of music and two set pieces studied throughout the course.

## What skills will I learn?

The appreciation and exploration of music, you will learn to compose in various styles. You will learn how to use professional level music software including Sibelius, Cubase and Logic Pro X. You will develop your skills performing as a soloist and in an ensemble. You will also learn to critically listen to and appraise music.

## Additional activities

As a GCSE music student you will be expected to make an active contribution to the wider music within the school, including participation in music clubs, shows and performances.



# Dance GCSE

Subject Leader: Mrs E Holder

## Overview

GCSE Dance is a great mix of artistic, cultural and aesthetically diverse work, designed to broaden students' knowledge and understanding of the wide range of dance choreographed and performed in the UK today. The skills you will gain include an appreciation and exploration of dance, the ability to choreograph in various styles and recreate professional repertoire. You will learn to perform as a soloist, in an ensemble and you will also learn to critically assess and analyse performance work by yourself and a repertoire of professionals.

## Curriculum - what will I learn?

You will study six short professional dance works, each between 12 and 30 minutes long. You will explore the choreographic approach of the choreographer and the defining characteristics of each work. The six works include:

- Different dance styles and fusions of style
- A selection of established and emerging choreographers
- Different numbers and combinations of dancers
- A variety of choreographic approaches
- Different choreographic structures
- A variety of types of performance environment
- A variety of aural settings
- Inclusive dance
- Dance influenced by other cultures

Study of the works can inspire students to develop their own performance, creative and choreographic practice, at the same time as the knowledge, understanding and analytical skills required for critical appreciation.

## Assessment: Exam Board AQA

**Performance 60%:** Broken down into a performance of a set phrases (40 marks / 30%) and own choreography as a soloist or as part of an ensemble (40 marks / 30%).

**Written 40%:** A 1 hour and 30 minute written exam focused on knowledge and understanding of choreographic processes and critical appreciation of repertoire.

## Additional activities

As a Dance GCSE student there is an expectation that you will make an active contribution to wider dance events within school, including participation in clubs, shows and performances.

# **TECHNOLOGY**

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**Resistant Materials**

**Food & Nutrition**

**Textiles**

**Computer Science**





# Resistant Materials GCSE

Subject Leader: Mrs C Price

## Overview

This course is ideal for people who like to be creative, enjoy practical tasks and want to learn how products are designed and made.

## Curriculum - what will I learn?

Students will further their existing knowledge across the range of skills and techniques and develop these in their chosen specialism. The course covers these main areas:

### Core Principles:

- Design and manufacture including computer aided design as appropriate
- Materials and their working properties including awareness of modern and smart materials
- Mathematics relating to design

### Technical Principles:

- Students will have the opportunity to focus on a single material and demonstrate their understanding of that material

### Designing and Making Principles:

- Important investigation and research looking at the work of other designers
- Communication of design ideas and design strategies
- Selection of materials and components, use of tools and equipment - gaining experience of new techniques and processes before completing their GCSE assessment project to their chosen design brief
- Awareness of mass manufacture and the impact of environmental, social and economic challenges when designing for impact, trends and specific needs

### If you study Resistant Materials GCSE you will be:

- Exploring a range of different materials (woods, metals, plastics and textiles) and SMART materials
- Trying out new processes like casting, marquetry and vacuum forming
- Increasing your knowledge of CAD and CAM
- Looking into the work of other designers
- Completing a design folder solving a design need / problem

## Assessment: Exam Board Edexcel

This course is assessed through an exam and coursework, both are worth 50%. The exam covers core principles, technical principles and design principles (explained above). For coursework, you will be given a range of design briefs to choose from, they are set by the exam board with a focus on investigating, designing, making, analysing and evaluating.





# Food & Nutrition GCSE

Subject Leader: Mrs C Price

## Overview

This course is scientific and rigorous in nature. A genuine interest in food science, nutrition and healthy eating is necessary to succeed in Food Preparation and Nutrition. You must be well organised in practical lessons and capable of working quickly and to a high standard. You will be expected to provide the ingredients you use for practical work every week, help is available for those who need it.

## Curriculum and course content, you will learn about:

- The chemistry of Macro and Micronutrients
- Diet and healthy eating
- The detailed science of nutrients
- Food hygiene and the safe storage of food
- The science behind different cooking methods
- Functional properties of food and ingredients
- Sensory evaluation and testing of food
- Food safety and food security
- Food Provenance: where and how foods are grown, reared and caught
- Food processing and how it affects ingredients
- Different ingredients from a range of countries
- The nutritional needs of a range of consumers

## What skills will I gain?

You will gain lots of useful new skills, including:

- Food preparation and practical skills
- How to write detailed time plans for your cooking
- Research techniques for coursework
- How to evaluate and analyse what you have made
- How to design food products for target customers
- How to carry out small scale scientific experiments and developments

## Assessment: Exam Board AQA

The course is assessed by written exam and coursework, both worth 50%. There are two coursework pieces: Piece 1 is 'The Food Science Investigation' and is worth 15%. This is a 2,000 word report of your experimental practical work and must include photographic evidence. Recommended time 10 hours.

Piece 2 is 'The Food Preparation Assessment' and is worth 35%. Recommended time 20 hours, including a three hour practical exam at the end. This is the major piece of written coursework which includes a showcase of your practical skills.



# Textiles GCSE

Subject Leader: Mrs C Price

## Overview

This course is ideal for people who like to be creative with fabrics and textiles, enjoy practical tasks and learning about how products are made.

## Curriculum - what will I learn?

Students will further their existing knowledge across the range of skills and techniques and develop these in their chosen specialism. The course covers these main areas:

### Core Principles:

- Design and manufacture including computer aided design as appropriate
- Materials and their working properties including awareness of modern and smart materials
- Mathematics relating to design

### Technical Principles:

- Students will have the opportunity to complete outcomes in textile fabrics in response to a series of tasks set by the exam board

### Designing and Making Principles:

- Important investigation and research looking at the work of other designers
- Communication of design ideas and design strategies
- Selection of materials and components, use of tools and equipment - gaining experience of new techniques and processes before completing their GCSE assessment project to their chosen design task
- Awareness of mass manufacture and the impact of environmental, social and economic challenges when designing for impact, trends and specific needs

## What skills will I learn?

A wide range of sewing and constructed textile techniques will be learnt during this course, including decorative and embellishment techniques, such as dying, hand and machine embroidery, fabric printing, beading and felting, which will all be used creatively in response to the design briefs. You will learn the ability to construct home furnishings and garments in a wide range of materials using style details such as gathering, pleating, piping. You will also learn how to communicate your ideas using both hand worked design boards and digital media.

## Assessment: Exam Board Edexcel

This course is assessed through an exam and coursework, both are worth 50%. The exam covers core principles, technical principles and design principles (explained above). For coursework, you will be given a range of design briefs to choose from, they are set by the exam board with a focus on investigating, designing, making, analysing and evaluating.



# Computer Science GCSE

Subject Leader: Mrs R Pearce

## Overview

A Computer Science GCSE will get you ready for the modern, digital world. It's an exciting, creative subject that you can apply to almost any issue you care about, from supporting people's mental health, to finding sporting opportunities. Doing Computer Science GCSE will develop your computational thinking which is the ability to think about any problem in a logical way, compare it to previous experiences and develop the solution.

Almost every career in the future will have an element of computing involved. Technology is moving so fast that Computer Science knowledge will become an essential part of general knowledge and will help you pursue your chosen career for almost any area of work.

You might work in film, finance, the NHS, journalism, manufacturing, music or security. You could design the next big app, work with climate scientists to predict the environmental impacts of deforestation or work on the most effective way to get medicine where it is needed.

## Curriculum - what will I learn?

As part of Computer Science GCSE you will:

- Experience programming and making new software
- Find out how hackers attack computers
- Discover how computers work
- Apply what you've learned to solve problems

## What skills will I develop?

- You will learn to think creatively, innovatively, analytically, logically and critically
- You will analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- You will understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation

## Assessment: Exam Board OCR

The course is assessed through two exams, each worth 50%.

Component 1: Computer Systems

Component 2: Computational Thinking, Algorithms and Programming

# LANGUAGES

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**French**

**Spanish**

**Latin**





# French GCSE

Subject Leader: Dr N Allies

## Overview

In GCSE French, you will learn to communicate in French in everyday situations and also learn more about French and the culture of France.

## Curriculum - what will I learn?

You will study a range of topics that are already familiar to you from Key Stage 3 in greater depth, such as families, describing where you live, holidays and hobbies. However, you will also study new topics such as festivals, the environment and social issues. Building on the language you have already learned, you will consolidate your understanding of French grammar and learn a wide range of vocabulary to help you communicate effectively. You will also learn new grammatical structures and be able to produce your own French in an increasingly complex way.

## What skills will I learn?

There will be equal emphasis on the four skills of listening, speaking, reading and writing. You will learn about how French grammar works in order to be able to speak and write over the past, present and future. This will be at a much more complex level than at Key Stage 3. You will improve your literacy skills by using dictionaries and understanding more about how French and English 'work'.

## Assessment: Exam Board AQA

GCSE French has four papers at the end of Year 11, all worth 25%. French GCSE is divided into Foundation or Higher Tier. The maximum mark on the Foundation Tier is a Grade 5. No dictionaries are allowed in any GCSE assessments.

**Reading** (Foundation, 45 minutes; Higher, 1 hour) - students respond to questions about a range of texts written in French. They will also have to translate from French into English.

**Listening** (Foundation, 35 minutes; Higher, 45 minutes) –students respond to a range of questions about texts they listen to in French.

**Speaking** –students complete a role play, describe a photo and have a general conversation.

**Writing** (Foundation 1 hour; Higher, 1 hour 15 minutes) – in the Foundation paper, students describe a photo, translate from English into French and write texts of 40 and 90 words. In the Higher paper, students translate a paragraph from English into French and write texts of 90 and 150 words.



# Spanish GCSE

Subject Leader: Dr N Allies

## Overview

During GCSE Spanish, you will learn to communicate in Spanish in everyday situations and also learn more about Spanish and South American culture.

## Curriculum - what will I learn?

You will study a range of topics that are already familiar to you from Key Stage 3 in greater depth, such as families, describing where you live, holidays and hobbies. However, you will also study new topics such as festivals, the environment and social issues. Building on the language you learned at Key Stage 3, you will consolidate your understanding of Spanish grammar and learn a wide range of vocabulary to help you communicate effectively. You will also learn new grammatical structures and be able to produce your own Spanish in an increasingly complex way.

## What skills will I learn?

There will be equal emphasis on the four skills of listening, speaking, reading and writing. You will learn about how Spanish grammar works in order to be able to speak and write over the past, present and future. This will be at a much more complex level than at Key Stage 3. You will improve your literacy skills by using dictionaries and understanding more about how Spanish and English 'work'.

## Assessment: Exam Board AQA

The GCSE Spanish has four papers at the end of Year 11, all worth 25%. The Spanish GCSE is divided into Foundation or Higher Tier. The maximum mark on the Foundation Tier is a Grade 5. No dictionaries are allowed in any GCSE assessments.

**Reading** (Foundation, 45 minutes; Higher, 1 hour) - students respond to questions about a range of texts written in Spanish. They will also have to translate from Spanish into English.

**Listening** (Foundation, 35 minutes; Higher, 45 minutes) –students respond to a range of questions about texts they listen to in Spanish.

**Speaking** –students complete a role play, describe a photo and have a general conversation.

**Writing** (Foundation 1 hour; Higher, 1 hour 15 minutes) – in the Foundation paper, students describe a photo, translate from English into Spanish and write texts of 40 and 90 words. In the Higher paper, students translate a paragraph from English into Spanish and write texts of 90 and 150 words.



# Latin GCSE

Subject Leader: Dr N Allies

## Overview

Studying Ancient Rome and the Latin language gives students the chance to understand the origins of our own civilisation. The Romans and their language have influenced almost everything in the modern Western world, from the words we use, our morality and philosophy, the origins of many of our towns and cities, to our literature, architecture and art. The GCSE Latin course enables students to learn about this fascinating language and culture, helping them to not only understand Latin grammar and vocabulary but also to read and understand some works in the original Latin, normally about mythology and history.

## Curriculum - What will I learn?

The course covers:

- Latin grammar
- The origins of English words
- Latin literary analysis – how to analyse ancient poetry and literature
- Ancient Roman mythology, including some of its main stories, gods and heroes
- Roman culture, including its art and architecture

## Assessment: Exam Board OCR

You will sit three exams written that make up 100% of the assessment, all in the summer of Year 11.

Paper 1 – Language translation and comprehension.

Paper 2 – A literature paper focusing on verse literature, evaluating and translating around 100 lines of an author.

Paper 3 – another literature paper, focusing on prose literature, evaluating and translating around 100 lines of an author.

Any additional activities/trips – a trip to a living archaeology farm is planned to experience life in the Roman period.

# **OTHER OPTIONS**

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**Physical Education**

**Business**

**Statistics**







# Physical Education GCSE

Subject Leader: Mr G Littlechild

## Overview

This course covers both practical and theoretical content. It is important that what is learnt in the practical lessons will be underpinned in the theory lessons. Learning about how fitness components and different types of training play a role in sport is important to help you understand how you can improve. Although learning and developing practical skills is vital for an activity. If you haven't got the fitness to compete effectively then the skills become worthless!

As practical performance plays such a large part in our school life, it is important that we stress you must be keen and committed to sport to take this as an option. You do not necessarily need to be good at sports now, but you must show to the department and your teachers a willingness to commit and learn, if you are going to be able to be successful in this option.

## Curriculum - what will I learn?

You will learn about a number of different aspects of Physical Education, including:

- Developing skills, tactics and strategies in team and individual games/activities
- Learning and developing key core and advanced skills across a variety of team and individual games/activities
- The importance of playing competitive sport to develop performance
- Learning about components of fitness, how to test fitness and comparing results from tests over time
- Understanding how different types of training can help develop your fitness to help you improve
- Understanding that applying principles of training to a program will help you to plan effectively how you can improve fitness
- Understand the anatomy and physiology of the body, and how changes on it can affect performance
- Learn about performance enhancing drugs and reasons why people take part in exercise

## Assessment: Exam Board OCR

The course assessments are 60% Theory and 40% Practical, three sports (1 team, 1 individual and 1 team OR individual). There are two exams and each paper is one hour.

## Facilities & additional activities

There is an expectation that you will attend PE practical clubs when they are on at lunchtime and after school.



# Business Studies GCSE

Subject Leader: Mrs K David

## Overview

In GCSE Business Studies you will learn about how businesses operate in the real world. You will explore:

- Influences on business
- Business operations
- Human Resources
- Marketing
- Finance

## Curriculum - what skills will I learn?

Many of the skills will be developed through practical application - students will:

- Use business terminology to identify and explain business activity
- Apply business concepts to familiar and unfamiliar contexts
- Develop problem solving and decision making skills relevant to business
- Investigate, analyse and evaluate business opportunities and issues
- Make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills

## Assessment and Reporting

The course is assessed with two written exam papers, which are each worth 50% of the total marks. They include:

- Multiple choice questions
- Short answer questions
- Essays and structure questions based on a case study



# Statistics GCSE

Subject Leader: Miss E Taylor

## Overview

Studying statistics opens doors to expanding your understanding of a fundamental mathematical field essential for daily life. In our data-driven world, information is constantly gathered, often without us realising it. Consequently, there's a growing need for professionals skilled in collecting, processing, analysing, and interpreting this data. Employers highly value statistics due to its interdisciplinary connections. It overlaps with various fields like geography, health studies, psychology, business, economics, law, and more. Additionally, a background in statistics greatly benefits those considering advanced study in Mathematics at A-Level or beyond.

## Curriculum - what will I learn?

You will begin your two year GCSE Statistics course in Year 10 and some of the topics we will study include:

- Collection of data
- Processing and representing data
- Summarising data
- Scatter diagrams and correlation
- Time series and moving averages
- Probability, risk and tree diagrams
- Index Numbers, RPI, CPI and GDP
- Binomial and normal distributions

## Assessment - Exam Board: Edexcel (1ST0)

You will sit two written exams in the summer of Year 11 which make up 100 per cent of the assessment. These are both calculator papers.

## Resources to support you

You will continue to use Dr Frost Maths for your homework and independent study. This resource is a powerful tool that keeps track of your progress to mastery of all the key skills you'll need to be successful in your exams. For every assessment you do, you will be guided to specific skills questions and video tutorials for more practise, tailored to your individual needs.

# **NON-EXAMINED SUBJECTS**

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**PSHE / Religious Education  
and Careers (taken in  
rotation)**

**Core PE**





# PHSE, RE and Careers (rotation)

Subject Leader: Mrs R Hatch (PHSE) Mrs E Wheeler (RE) and Mr M Thompson (Careers)

## Overview

In Year 10 students will rotate between PSHE, Careers and RE on a half termly basis.

## Curriculum - what will I learn in PHSE?

In PSHE, Personal, Health, Social and Economic Education, the three main areas of study are 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. In 'Health and Wellbeing' we look at how to manage challenges in adolescence. This include mental health and ill health. It looks at the signs of emotional or mental ill-health, ways to support mental health and how to access support and treatment. It then looks at exploring influences and the impact of drugs, gangs, role models and the media.

In 'Relationships' we look at healthy relationships. It looks at different types of relationships; sex and expectations, myths, pleasure and challenges including the impacts of the media and pornography. It also covers the risks of forming online relationships. In the second rotation it looks at communities, inclusion and respect, whilst considering the equality act, diversity and values. In 'Living in the Wider World' we look at financial decision making. Focusing on the impact of financial decisions, debt, gambling and the impact of advertising on financial choices. The subject offers the opportunity for students to question and debate topics in a safe environment. It gives students knowledge and guidance for the present and later in life.

## Curriculum - what will I learn in RE?

In the RE rotation, students will look at a range of topics. The aim of these lessons is to encourage debate and the understanding of diversity. Students will study topics like religious attitudes to drugs and alcohol, alternative religions and human rights.

## Curriculum - what will I learn in Careers?

In Careers, students will have the opportunity to explore their skills and their options. We encourage students to start exploring different careers and consider the different routes into work. The course will expand students' thinking by providing exposure to a range of different careers and further education options.



# Core PE

Subject Leader: Mr G Littlechild

## Overview

During Key Stage 4 Core PE we want our students to continue to understand the importance of leading a healthy active lifestyle.

## Curriculum - what will I learn?

Students will participate in a number of different sports that will help them appreciate the value of physical activity, along with encouraging teamwork and resilience.

We also continue to run an extensive extra-curricular program at both lunchtimes and after school, which we encourage all our students to take advantage of where possible.

Regular fixtures against local schools take place, as well as entries into Area, County and National Cup Competitions. We want everyone to enjoy PE and have fun keeping fit.



# Notes

# Option Ideas

## **1/ Humanities:**

**Notes:**

(circle your choice)

History

Ancient History

Geography

## **2/ Languages:**

(circle your choice)

French

Spanish

Latin

## **3/ Other Chosen Subject?**

## **4/ Other Chosen Subject?**

## **5/ Reserve Option?**