



CASTLE NEWNHAM

GCSE Courses and Information

2022-2024



Your guide to the courses offered at Castle Newnham School.

Year 10 and 11 Courses

Welcome to our Year 9 options guidance

At Castle Newnham we understand the importance of the right curriculum and the right subject choices. The next two years of study (Year 10 and Year 11), will be vital in ensuring that aspirations can be met and doors to careers and further study can be open to all. We are fully committed to excellence in teaching with strong subject specialism and outstanding pastoral and study support. Years 10 and 11 will build on all of the knowledge and skills pupils already have. This will be a time of hard work and great opportunity to develop academically, creatively, physically and emotionally and all of the staff here are committed to helping our pupils achieve in all of these areas of school life.

How have we planned our courses?

We have looked at best practice models across the country, considering those schools who have the best outcomes for pupils, working with a number of highly-respected professionals and taking on board the new GCSE specifications as well as feedback from employers and universities on how best to prepare pupils for their future pathways. Over the last two to three years we have added to our existing staff team with an even greater number of secondary subject specialists.

How has our curriculum been determined and how do we ensure high quality?

Our subjects are taught by dedicated professionals with a passion for and expertise in their subjects. Our secondary core curriculum consists of the traditional academic subjects of English, maths and science (chemistry, biology and physics are all taught and these can be studied separately for GCSE). We offer two languages, French and German, and act as a languages hub for the Eastern region. We also offer high-quality geography and history, which are greatly valued by our pupils. These subjects make up what is called the “EBacc” suite of qualifications, central to academic study and vital for the majority of future destinations. The arts and practical subjects are very important to us with our award-winning theatre productions, artwork, emphasis on pupils cooking real and delicious food and embracing new technologies. Our PE curriculum is innovative and our range of opportunities for participation in sport, including at an elite level, is extensive. We take great pride in our school teams. At GCSE we will offer all of the traditional subjects to examination level with the addition of design and technology, hospitality and catering, film studies, drama and dance as well as GCSE PE. Our values are reflected in our RE and Personal Development curriculum and all around the school in the way in which we celebrate and display pupils’ work. The wide range of extra-curricular opportunities, including the prestigious Duke of Edinburgh Award, will complement academic study.

Ruth Wilkes
Federation Principal

Jenni Gayter
Vice Principal-Curriculum and Standards

What has happened so far?

Pupils meet with senior leaders to discuss the options they are considering and some have gone on to have follow up discussions with subject leaders to learn more about specific subjects and the expectations around these for GCSE.

The next step is to discuss their choices with parents/carers and make some final decisions.

To further help with this process we will be holding an information evening for parents in January, where you will be able to come along and learn more about specific options subjects and their requirements from the teachers delivering these. This evening will be about subject-specific information and follows on from the parents' evenings in November where you had the opportunity to discuss your child's attitude and progress in their subjects.

What next: Pupils need to complete the options preference form at the back of this booklet and return it to school by **Friday 11th February 2022** at the latest. The form can be returned before this date.

Please be advised that some subjects have restricted numbers for practical reasons and priority will be given to pupils who have taken the Option through Year 9 and wish to continue to GCSE.

We therefore ask that pupils choose a reserve Option in Block A and Block B. Should we need to allocate the reserve discussions will be had with the pupils concerned.

To summarise:

GCSE options timeline and supporting activities

Y9 Virtual Parents' Evenings	November 18 th and 25 th 2021
Year 9 pupils have the opportunity to discuss their options with a member of the Senior Leadership Team	January 2022
Year 9 virtual parents information evening 6-7 pm	January 20 th 2022
Options preference forms to be handed in by	<u>Friday 11th February 2022</u>
Option confirmations sent out with end of year reports in July 2022	

Where can you get further help and advice?

Sometimes it may help pupils to talk things through with people who may not know them but who can offer professional help and advice. Careers advisers are available to offer advice from 8am to 10pm every day. They can be contacted on 0800 100 900 or by links on the National Careers Service young people's webpages:

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Other useful websites and programs are listed on our school website along with more detailed specifications on the GCSE courses. This can be found under “secondary” then “curriculum”.

The Core Curriculum

This forms the basis of the curriculum which **all** our pupils will study:

- English and English Literature
- Maths
- Combined Science
- French
- History or Geography
- Core Physical education (PE)
- Core Religious studies (RS) and core Personal development (PD)

The core curriculum will provide the majority of pupils with an opportunity to gain at least 7 GCSEs at grades 9-5 including English and maths, which are essential requirements for most post-16 courses and apprenticeships. It fulfils the aim of the government that the majority of pupils will obtain the 'EBacc' suite of qualifications (English, maths, science, a humanity and a language).

Most of our qualifications are traditional GCSEs, however we have identified two areas within our options choices (hospitality and catering and ASDAN) where the style of teaching and assessment is somewhat different but still leads to a nationally-recognised qualification. For both of these, assessment is ongoing, rather than wholly dependent on final exams.

Option choices

Pupils choose either:	
History	Geography
<p>In addition to the core curriculum pupils choose 1 option from A and 1 option from B. They also need to choose a reserve option from both A and B in case we are unable to offer their first choice or we are unable to run the course due to insufficient pupil numbers.</p>	
<p><u>Option A</u></p> <p>Art and Design</p> <p>Classical Civilisation</p> <p>Design Technology</p> <p>Drama</p> <p>Film Studies</p> <p>Geography</p> <p>Hospitality and Catering</p> <p>Triple Science*</p> <p>ASDAN</p>	<p><u>Option B</u></p> <p>Art and Design</p> <p>Dance</p> <p>Design Technology</p> <p>German</p> <p>Music</p> <p>Hospitality and Catering</p> <p>GCSE Physical Education</p> <p>Religious Studies</p> <p>Triple Science*</p>

* Triple Science will enable pupils to study Physics, Chemistry and Biology as separate subjects and will include the time already allocated to Combined Science on the timetable.

Brief outlines of the content of core subjects and options follow. More detailed specifications can be found on the school website under each subject heading within the secondary curriculum section.

There is also a description of the way GCSEs are now graded 9-1 instead of A*-G.

www.castlennham.school

The information evening in January will also provide further opportunities to discuss the specific subjects in more detail.

Core curriculum subjects

All pupils study core curriculum subjects for GCSE.

English Language

Course Title:	GCSE English Language AQA
Brief description of course	
The course will enable pupils of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods, as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. The course consists of two equally-balanced papers, relating reading sources to the topic and theme of writing tasks. The reading sources act as stimuli for writing tasks, providing pupils with a clear route through each paper.	
Year 10 & Year 11	
Paper 1: 1 hour 45 minutes – worth 50% of the final GCSE grade. <i>Explorations in Creative Reading and Writing</i> , looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2: 1 hour 45 minutes – worth 50% of the final GCSE grade. <i>Writers' Viewpoints and Perspectives</i> , looks at how different writers present a similar topic over time.	
Progression	
Further study: A-level English Language or A-level English Language and Literature Possible Careers: Most career opportunities and A-level courses require and value a good grade in English Language and/or Literature.	

English Literature

Course Title:	GCSE English Literature AQA
Brief description of course	
The course will enable pupils of all abilities to develop the skills they need to read, understand and analyse a wide range of different literary texts. The course consists of two equally-balanced papers, Paper 1: Shakespeare and the 19 th Century novel, and Paper 2: Modern Texts and Poetry. In Paper 1, pupils will be expected to answer two questions, each consisting of an extract analysis and a second part exploring the text as a whole. The paper contains a question on a set Shakespeare text and a second question on a set 19 th Century novel. In Paper 2, pupils will answer one essay question from a choice of two on their studied modern prose or drama text in section A. In section B, pupils will write a comparative essay about two poems they have studied from their AQA anthology, and complete two questions based on unseen poems. Both papers are closed book exams, meaning that pupils will need to be able to recall key quotations for all set texts from memory.	
Year 10 & Year 11	
Paper 1: 1 hour 45 minutes – worth 50% of the final GCSE grade. <i>Shakespeare and the 19th Century novel</i> . Paper 2: 2 hours 15 minutes – worth 50% of the final GCSE grade. <i>Modern Texts and Poetry</i> .	
Progression	
Further study: A-level English Literature or A-level English Language and Literature Possible Careers: Most career opportunities and A-level courses require and value a good grade in English Language and/or Literature	

Mathematics

Course Title:	GCSE Mathematics Pearson Edexcel
Brief description of course	
<p>Pupils will cover the six strands of mathematics: number; algebra; ratio, proportion and rates of change; geometry and measures; probability and statistics. They are required to be fluent in their understanding of the formula and rules governing mathematics, and be able to apply these to solve problems. Due to the high level of content in this GCSE, homework plays a vital role in pupils practising and consolidating their knowledge and understanding. Assessment of progress will be ongoing and pupils will be given the opportunity to revisit and improve their outcomes.</p>	
Year 10 & Year 11	
<p>At the end of year 9, all students will be assessed to help us decide whether they need to be in the Foundation or Higher tier for their GCSE. These groups will continuously be reviewed. By the end of Year 10 all pupils would have covered a large chunk of the syllabus, and so the option for pupils to take the higher paper will remain open until the end of Year 10.</p> <p>In Year 11 pupils will complete the GCSE course and work on specific areas of the curriculum identified through regular practice questions and mock examinations throughout the course.</p> <p>Some of the more-able students who will be aspiring to study A-level maths at their chosen sixth form school or college and are on track to attain grade 8 or better will be able to study a further maths syllabus in year 11 to aid their preparation for A level maths. Those students, if they wish, may sit an exam for this course.</p>	
Progression	
<p>Pupils achieving a grade 7 or above will be able to access mathematics A-Level at their chosen sixth form school or college. Strong grades in mathematics GCSE open many career doors and university courses. We would also recommend that any students who attain a grade 6 should pursue a Core Maths course, even if they do not intend to study A-level maths.</p>	

Combined Science

Course Title:	GCSE Combined Science Trilogy AQA
Brief description of course	
<p>Science is a set of ideas about the material world. GCSE Combined Science includes all the parts of what good science is, whether it be investigating, observing, experimenting or testing out ideas and thinking about them. The way scientific ideas flow through the GCSE course supports you in building a deeper understanding of science. This will involve talking about, reading and writing about science, plus the actual doing, as well as representing science in its many forms both mathematically and visually through models. Combined science leads to the award of two science GCSEs.</p>	
Year 10 & Year 11	
<p>After starting the GCSE course in year 9, you will continue to study the science content and skills required for the GCSE examinations at the end of year 11. You will transition from one science teacher in year 9 to 3 science teachers in year 10 and 11 - a Biology, Chemistry and Physics teacher.</p>	
Progression	
<p>The skills and knowledge required for science are in very high demand both in the UK and overseas, and science qualifications lead to many careers including medicine, engineering, finance, aerospace, technology, architecture and pharmacy.</p>	

French

Course Title:	GCSE French Pearson Edexcel
Brief description of course	
The aim of the GCSE course is to develop pupils' skills in speaking, listening, reading and writing French, building on the language work covered in KS3. During the course, pupils will be expected to understand and provide information and opinions in a range of contexts relating both to the pupils themselves and that of other people, including people in countries/communities where French is spoken.	
Year 10 & Year 11	
The main areas of study in Year 10 are: <ul style="list-style-type: none"> • talking about your town/village and local area • talking about holidays (past, future and ideal); booking and reviewing hotels; describing holiday disasters • talking about school life and school rules; comparing school in the UK and French-speaking countries The main areas of study in Year 11 are: <ul style="list-style-type: none"> • discussing careers, work placements and jobs • talking about protecting the environment and ethical shopping • discussing the problems facing the world and talking about volunteering 	
Progression	
Further study: Pupils will learn to communicate effectively and use French for real life purposes. The GCSE also provides a sound basis for further study, work and for learning another language. French is widely available as an A-level subject and can also be studied as a subject in the International Baccalaureate Diploma programme. Possible careers: There are many possible career paths open to pupils who study languages, both using their linguistic skills directly or as part of their job. It is estimated that the ability to speak a foreign language can add 10-15% to your salary.	

Geography

Course Title:	GCSE Geography A Pearson Edexcel
Brief description of course	
Both physical and human geography are studied and the processes and interactions which exist and occur between the two. A wide range of skills are embedded through the course, including fieldwork. There is increased emphasis on the geography of the UK and the issues faced here. Pupils will select and apply knowledge from all topics to consider UK challenges.	
Year 10 & Year 11	
By the end of the course pupils will have studied the following: Physical Environment: ecosystems, biodiversity and management - including tropical rainforests and deciduous woodlands; weather hazards and climate change - including tropical cyclones and drought; the changing landscapes of the UK. Human Environment: changing cities in the UK and a developing country; resource management - including the management of fresh water; global development. There will be opportunities for reinforcement and application of knowledge throughout the course. Homework will be used to support learning and independent study will be vital due to the high level of content and pace of the course. English and maths skills are also assessed.	
Additional information	
Fieldwork equipment will be provided, but there may be a request for voluntary contributions to help cover the cost of travel arrangements. Any costs will be kept as low as possible.	
Progression	
Geography complements both arts and science subjects for other degree options, as well as geography itself. Geography includes knowledge and skills required in many careers and it is a subject highly valued by a wide range of employers.	

History

Course Title:	GCSE History Pearson Edexcel
Brief description of course	
This subject can engage students with a broad and diverse study of the history of Britain and the wider world and give them skills that will support progression to further study of history and a wide range of other subjects as well as giving them a strong background for employment.	
Year 10 & Year 11	
<p>Year 10</p> <p><i>Anglo-Norman England c.1060-88</i></p> <ul style="list-style-type: none"> • Anglo-Saxon society • The Norman Conquest and its aftermath • Resistance to Norman control • Norman society and cultural impact on England <p><i>Superpower Relations and the Cold War, 1941-91</i></p> <ul style="list-style-type: none"> • Early tension between East and West • Development of the Cold War • Intensification of the Cold War in the mid-twentieth century • Cold War Crisis – The Cuban Missile Crisis and the Berlin Wall • The end of the Cold War and the end of the Warsaw Pact <p><i>Weimar and Nazi Germany, 1918-39</i></p> <ul style="list-style-type: none"> • The Weimar Republic • The Weimar Republic in trouble • Hitler and the Nazi Parties rise to power • The 1930s Nazi State 	<p>Year 11</p> <p><i>Medicine Through Time</i></p> <ul style="list-style-type: none"> • Medicine in the Middle-Ages, c.1250-1500 • Medical Renaissance in England, 1500-1700 • Medicine in the eighteenth- and nineteenth-centuries • Medicine in the modern day c.1900-present. • Case studies on key individuals/technology and techniques involved in medical advancement. <p><i>The British Sector on the Western Front, 1914-18</i></p> <ul style="list-style-type: none"> • Treatment of injuries • Conditions on the Western Front • Role of key organisation involved in medical evacuation and treatment • The significance of the Western Front for furthering medical understanding and treatment
Additional information	
This course builds upon the skills learnt at KS3 by returning to all previous periods studied from the middle-ages through to the twenty-first century and developing the knowledge that has been gained. KS4 takes these skills and enhances the pupils' abilities in a wider range of contexts and experiences. History is a valued and respected subject for both study at Higher Education and amongst employers. Key skills that are developed include: enquiry, analytical and questioning. This ability to utilise a variety of materials both written, pictorial and videographic, as well as to challenge the information that has been supplied, is a key ability for Higher Education and amongst several modern workplaces.	
Progression	
History at GCSE is a strong springboard for further study of history at A-Level and Undergraduate higher education. Beyond education, history is valued by employers for management roles as well as journalism, armed forces officer training and the police.	

Option choices

Art & Design

Course Title:	GCSE Art and Design – Fine Art AQA
Brief description of course	
This course offers a broad range of skills in order to develop pupils' competency in fine art. Pupils will have the opportunity to explore drawing, mixed media, painting, sculpture/ceramics and printmaking. Historical and contemporary artists' approaches and techniques are studied. Visits to see art are essential; trips to the local Higgins Museum and Art Gallery and visits to London galleries are encouraged throughout the two years.	
Year 10 & Year 11	
A foundation of skills will be developed in year 10 and pupils will be taught to explore and experiment with a variety of materials, processes and techniques. In Year 11 strengths are determined and pupils will work with increasing independence. From Year 11 term 2, pupils work on the preparatory phase of the externally set assignment with the final 10 hours examination of supervised unaided work. Pupils are also required to review and submit a portfolio for their coursework.	
Progression	
A range of skills will be developed so that hopefully, an interest and knowledge of art will continue throughout adult life. For those wanting to continue, the course will provide a firm foundation for sixth form studies. There are many careers that benefit from studying art & design: media, architecture, film, fashion, graphic design, advertising, animation, arts education, interior design, illustration . . . the list goes on! In fact, any career that you can think of that requires visual literacy in some way benefits from a GCSE in art and design.	

ASDAN

Course Title:	Certificate of Personal Effectiveness (CoPE) ASDAN
Brief description of course	
CoPE is project based learning. The focus of CoPE is to challenge pupils across six core skills; teamwork, independent learning, problem solving, research, discussion and oral presentation. These core skills are assessed through challenges over 12 modules including; communication, independent living, Science and technology, vocational preparation, work-related learning and enterprise. Students complete 120 hours of activities, producing a portfolio of evidence to demonstrate their achievements. CoPE also enables pupils to develop and demonstrate a range of personal, key and employability skills, broaden their experiences and manage their learning in a variety of real-life contexts.	
Year 10 & Year 11	
Year 10- Pupils will complete all six core skills at level 1 CoPE across six modules. Year 11- Pupils will aim to complete the final six modules at level 2 CoPE.	
Progression	
The skills developed within CoPE enable pupils to approach post 16 options with greater confidence. CoPE challenges pupils to prepare for their futures in whatever career they wish to aspire to.	

Classical Civilisation

Course Title:	GCSE Classical Civilisation OCR
Brief description of course	
<p>Pupils will study the Classical Worlds of Ancient Greece and Ancient Rome across the time period 3000BCE to 500CE. The course will look at surviving examples of written and archaeological evidence in different contexts.</p> <p>It is suitable to anyone interested in the Classical world and there are no requirements to have studied any ancient languages like Latin or Greek (previous study in Year 9 will be helpful but not essential). Classical Civilisation is a humanities subject and is highly respected by post 16 establishments, universities and employers. This GCSE is useful for developing analysis and evaluation skills as well as critical thinking and essay writing. It is also helpful in demonstrating an interest in people and cultures as well as being fascinating in itself!</p>	
Year 10 & Year 11	
<p>Pupils at Castle Newnham will study the following two components: Myth and Religion and The Homeric World. They will learn to read original texts (in translation) and form their own responses to these texts. Pupils will also investigate artefacts and gain understanding of their place in the Ancient World.</p> <p>Myth and Religion - this unit includes a close study of the Greek and Roman gods, their festivals and temples, mythology and ancient beliefs in the Underworld.</p> <p>The Homeric World - this is focused on Homer's Odyssey, and includes personal response to the characters and plots as well as analysis of themes such as fate, revenge and justice. It also includes study of real life in the Mycenaean age through sites and artefacts.</p> <p>The course is assessed via two 90 minute exams (90 marks each) worth 50% of the course. Questions range from short comprehension questions worth 1 mark to extended written answers worth 15 marks.</p>	
Progression	
<p>If you are planning to go on to sixth form then Classical Civilisation GCSE is great preparation for A Levels in a wide variety of subjects like English Literature and History as well as subjects like Politics or Law. If you want to go on to do vocational courses at sixth form or into a training scheme then Classical Civilisation will demonstrate a wide range of interests as well as teaching you valuable skills like evaluation and communication.</p> <p>If you are thinking about university, Classical Civilisation provides a really useful introduction to subjects like Ancient History and Archaeology as well as Classical Civilisation itself.</p>	

Dance

Course Title:	BTEC Tech Award in Performing Arts (DANCE) Pearson Edexcel
Brief description of course	
<p>Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity. This course recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Pupils can choose any dance style in which to perform and choreograph, providing it meets the assessment criteria. The study of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.</p>	
Year 10 & Year 11	
<p>Throughout Year 10 pupils will develop skills and knowledge needed to succeed in each component of study.</p> <p>Component 1: Exploring dance as an art form through the performing arts Learners will develop their understanding of dance by examining practitioners' work and the processes used to create performance.</p> <p>Component 2: Developing Skills and Techniques Learners will develop their skill and technique through performance of professional dance repertoire.</p> <p>Component 3: Responding to a Brief Learners will work together to create choreography in response to a brief, externally set by the exam board. The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.</p>	

Progression
Pupils who study Dance will be able to apply for A-level Dance, as well as vocational level 3 qualifications, including BTEC Performing Arts Level 3.

Drama

Course Title:	GCSE Drama AQA
Brief description of course	
<p>Drama at GCSE allows pupils to respond creatively to a wide range of plays and texts – creating their own drama and performing a range of scripts written by various playwrights. Pupils learn to appreciate the role of drama within society, analyse the social, historical and cultural context of pieces of drama and develop and improve a range of performance and non-performance skills. The course builds self-confidence, concentration, self-discipline and time management skills.</p> <p>Pupils can be assessed through 3 routes:</p> <ul style="list-style-type: none"> ● as a performer; ● designer (lighting, sound, set, costume, puppets); ● performer and designer together 	
Year 10 & Year 11	
<p>Throughout Year 10 pupils will develop the skills and knowledge needed to succeed in each component of study of GCSE drama. Pupils will be able to develop their understanding of drama throughout the GCSE. All examinations will take place during Year 11.</p> <p>Component 1: Understanding drama What's assessed: Knowledge and understanding of drama and theatre; study of one set play from a choice of six and analysis and evaluation of the work of live theatre makers.</p> <p>Component 2: Devising drama (practical) What's assessed: Process of creating devised drama; performance of devised drama (pupils may contribute as performer or designer) and analysis and evaluation of own work</p> <p>Component 3: Texts in practice (practical) What's assessed: Performance of two extracts from one play (pupils may contribute as performer or designer); free choice of play that contrasts with the set play chosen for component 1</p>	
Progression	
Pupils who study GCSE Drama will be able to apply for A-level drama and theatre studies courses, as well as vocational level 3 qualifications.	

Design & Technology

Course Title:	GCSE Design and Technology AQA
Brief description of course	
<p>Pupils will get an understanding of the skills required to undertake the design process of exploring the work of others, creating and developing design solutions, manufacturing in a range of materials and evaluating against product success criteria. Pupils will undertake a variety of design and making tasks alongside studying the subject content which looks at topics such as sustainability, material properties and processing, design history and quality control.</p> <p>The course theory content and end of year 11 examination, which counts for 50% of the course grade, is split into three sections: core technical principles, specialist technical principles and designing and making principles. The exam structure has a short multiple choice and short answer section on core technical principles, longer written answer questions which include the use of diagrams on materials and processes (based on a specialist technical principle: timber) and longer written answers to designing and making principles which include some elements of maths and science understanding.</p> <p>The Non-Exam Assessment (NEA) is also has a value of 50% and comprises of an A3 portfolio which documents the pupils progress through a design and make project based on an exam board supplied context. Contexts are released in June of year 10 where work on the NEA will begin, with an expected hand in of February half term of year 11 of 20 pages of A3, product models and final outcome.</p>	

Year 10 & Year 11
This course is suitable for pupils who have an avid interest in design and problem solving through creating; who wish to develop their skills in design technology to the next level. Pupils will cover the majority of the course content within year 10 through a variety of project based tasks aimed at developing their understanding of how different properties of materials and components are used in commercial products, how properties influence use and affect performance and how products are produced in different volumes. Pupils will develop skills within visual communication using paper and pencil, CAD and physical modelling, following the iterative design process. Within the workshop pupils will use a range of tools, equipment and processes including CAM to shape, fabricate, construct and assemble high quality prototypes.
Progression
The course can lead on to taking AS/A2 level in design technology. Routes into: industrial design, interior design, graphic design, automotive design, engineering, architecture, textile design, fashion design and product design.

Film studies

Course Title:	GCSE Film studies Eduqas /WJEC
Brief description of course	
The WJEC Eduqas specification in GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Film is an important part of many people's lives. Those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. They experience a powerful medium which inspires a range of responses from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise.	
Year 10 & Year 11	
Throughout Year 10 pupils will develop skills and knowledge needed to succeed in each component of study in GCSE Film Studies. All examinations will take place during Year 11.	
Component 1: Key Developments in US Film	
Written examination: 35% of qualification	
This component assesses knowledge and understanding of three US films chosen from a range of options.	
Component 2: Global Film - Narrative, Representation and Film Style	
Written examination: 35% of qualification	
This component assesses knowledge and understanding of three global films produced outside the US chosen from a range of options.	
Component 3: Production	
Practical non-exam assessment: 30% of qualification	
This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis.	
Pupils will produce a one genre-based film extract (either from a film or from a screenplay) alongside an evaluative analysis of the production, where pupils will analyse and evaluate their production.	
Progression	
Pupils who study GCSE Film Studies will be able to further their studies at A-level in Film Studies, Media Studies, English, Drama & Theatre, as well as vocational level 3 qualifications in performing and creative media arts.	

German

Course Title:	GCSE German Pearson Edexcel
Brief description of course	
The aim of the GCSE course is to develop pupils' skills in speaking, listening, reading and writing German, building on the language work covered in KS3. During the course, pupils will be expected to understand and provide information and opinions, in a range of contexts relating both to the pupils themselves and that of other people, including people in countries/communities where German is spoken.	
Year 10 & Year 11	
The main areas of study in Year 10 are: <ul style="list-style-type: none"> • talking about school life; comparing school in the UK and German-speaking countries • talking about leisure activities (books, music, films, television and sport) • talking about what makes a good friend; describing relationships; discussing role models • talking about your home and what you do on a typical day; describing food and drink The main areas of study in Year 11 are: <ul style="list-style-type: none"> • holidays (past and future); booking hotels, buying train tickets and ordering food • discussing careers, work placements and jobs (including dream job) • talking about protecting the environment • discussing international festivals and global events 	
Progression	
Further study: Pupils will learn to communicate effectively and use German for real life purposes. The GCSE also provides a sound basis for further study, work and for learning another language. German is available as an A-Level subject and can also be studied as a subject in the International Baccalaureate Diploma programme. Possible careers: There are many possible career paths open to pupils who study languages, both using their linguistic skills directly or as part of their job. It is estimated that the ability to speak a foreign language can add 10-15% to your salary.	

Hospitality and Catering

Course Title:	WJEC Level 1/2 Award in Hospitality and Catering WJEC
Brief description of course	
This course will equip pupils with the knowledge and skills to understand the exciting and ever-changing hospitality and catering industry. It is a practical course in nature, making it an excellent choice for pupils who prefer a hands-on approach to learning. Pupils will cook most weeks following the system: plan - prepare, cook and present. They will need to consider nutrition, high-quality presentation and specific dietary requirements to plan menus that use a wide range of kitchen skills. Throughout the two years, theory lessons will be delivered to ensure pupils are prepared for the exam assessment at the end of the course. There is an option for pupils to complete this online as an e-assessment. Learners will be expected to make a range of food products and develop skills relating to commercial food preparation. They will be expected to apply technical and practical expertise to ensure that food meets customer needs and preferences and is appropriate for a given occasion. Pupils will have the opportunity to display a wide range of practical skills and techniques, gaining an understanding of catering and an awareness of related career paths.	
Progression	
The qualification will have direct appeal to anyone who wishes to go into the food and catering industry, be that grocery, manufacturing, professional cookery or business management within the hospitality or catering industry. This course will equip you for level 3 courses in food and nutrition, catering and hospitality.	

Music

Course Title:	GCSE Music Eduqas/WJEC
Brief description of course	
<p>Pupils wishing to study music GCSE need to have the equivalent of at least a GRADE 3 standard in either instrumental or vocal practice to be able to access the course. If this is not the case and there is still a desire to study music, pupils need to have a conversation with the Music teachers to discuss their pathway towards music GCSE.</p>	
<p>Pupils will develop and apply their musical knowledge, understanding and skills set out in the GCSE specification and form a personal and meaningful relationship with music. They will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities. The subject content is divided into the three components:</p> <p>Musical Appraisal: Pupils develop musical knowledge and understanding of elements, musical context and musical language. They will also develop aural and theoretical analysis skills.</p>	<p>Performing music: Pupils will perform live music either on an instrument or voice. They are to perform at least two pieces, one solo performance and one as part of an ensemble. At least one piece will help further explore the topics of appraisal development.</p> <p>Composing music: Pupils will learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions. One a free composition and one in response to a given stimulus.</p>
Progression	
<p>A-level music and music technology are good courses for progression from GCSE music, as are a number of BTEC courses at local colleges. Possible careers include: Musician, Music Therapist, Composer, Sound Engineer, Teaching, Music Publisher and Music Producer</p>	

Physical Education

Course Title:	GCSE Physical Education OCR
Brief description of course	
<p>A GCSE in physical education equips pupils with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and wellbeing.</p> <p>Paper 1 – Physical factors affecting performance (30%).</p> <p>Paper 2 – Socio-cultural issues and sports psychology (30%).</p> <p>Although this subject has practical elements, it is a very theory based subject and most learning will be spent in a classroom environment.</p>	
Year 10 & Year 11 - Course outline	
<p>Component 1: Physical factors affecting performance (we will start with this in Year 10). 1.1 Applied anatomy and physiology 1.2 Physical training</p> <p>Component 2: Socio-cultural issues and sports psychology 2.1 Socio-cultural influences 2.2 Sports psychology 2.3 Health, fitness and well-being</p> <p>Component 3: Performance in physical education - Non Exam Assessment (NEA) 3.1 Performance of three activities taken from the two approved lists: one from the 'individual' list; one from the 'team' list; one other from either list. 3.2 Analysing and Evaluating Performance (AEP), task-based NEA.</p>	
Progression	
<p>This qualification is suitable for learners intending to pursue AS or A-levels, higher education or any career for which an understanding of the human body or human behaviour is desirable. This qualification provides a suitable introduction to further study in social sciences, or as part of a course of general education.</p>	

Religious Studies

Course Title	GCSE Religious Studies AQA
Brief Description of the course	
<p>Religious Studies enables pupils to gain a deeper understanding of religious philosophical and ethical issues. Pupils will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards a variety of different issues.</p> <p>Pupils will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture, legal system and moral codes. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.</p>	
Year 10 and Year 11	
<p>There are two exams worth 50% each and pupils will study elements of both over the two years.</p> <p>Component 1- Religious Beliefs, Teachings and Practices Component 2- Philosophical and Ethical themes</p>	
Year 10	Year 11
<p>Component 1: Christianity: Beliefs and Teachings Christianity: Practices and Worship Islam: Beliefs and Teachings</p> <p>Component 2: Relationships and Family Religion and Life</p>	<p>Component 1: Islam: Practices and Worship</p> <p>Component 2: Existence of God and Revelation Religion, War, Peace and Justice</p>
Progression	
<p>A GCSE in Religious Studies shows that pupils have a high level of literacy and that they are able to analyse complex information and reach balanced conclusions. The qualification is suitable for pupils who plan to pursue A Levels or BTECS. Careers which Religious Studies would be useful for include: Law, the Police Force, Nursing, Medicine, Business, Scientific research, HR and Recruitment.</p>	

Triple (Individual) Science

Course Title:	Triple Science - GCSE Biology, GCSE Chemistry, GCSE Physics AQA
Brief description of course	
<p>Every student takes science at GCSE level but for those with a real passion for science and/or those that are keen to pursue a career involving science, we offer triple science as an option.</p> <p>This option will lead to the award of three separate GCSEs in Biology, Chemistry and Physics.</p> <p>It is more academically demanding than combined science and will mean lots of time spent doing science, so it is vital to have passion and enthusiasm for science, along with a strong work ethic.</p>	
Year 10 & Year 11	
<p>After starting the GCSE course in year 9 in mixed classes, you will start year 10 in a triple class where all students have chosen to study triple science. You will have three teachers who are subject specialists and compared to combined science students you will have five additional lessons a fortnight. You will study all of the combined science content as well as additional content, in greater depth, that is only assessed in the triple exam papers.</p>	
Progression	
<p>The skills and knowledge required for science are in very high demand both in the UK and overseas, and science qualifications lead to many careers including medicine, engineering, finance, aerospace, technology, architecture and pharmacy. Any student looking to progress onto further science qualifications or a career involving science should select triple science as an option.</p>	

Options preference form – GCSE subject choices 2022-2024

Please note we will do all we can to ensure you have your preferred option from each box, but cannot guarantee it.

Name Reg group:

Pupils choose either:	
History	Geography
<p>In addition to the core curriculum pupils choose 1 option from A and 1 option from B. They also need to choose a reserve option from both A and B in case we are unable to offer their first choice or we are unable to run the course due to insufficient pupil numbers.</p>	
<p><u>Option A</u></p> <p>Art and Design</p> <p>Classical Civilisation</p> <p>Design Technology</p> <p>Drama</p> <p>Film studies</p> <p>Geography</p> <p>Hospitality and Catering</p> <p>Triple Science*</p> <p>ASDAN</p>	<p><u>Option B</u></p> <p>Art and Design</p> <p>Dance</p> <p>Design Technology</p> <p>German</p> <p>Music</p> <p>Hospitality and Catering</p> <p>GCSE Physical Education</p> <p>Religious Studies</p> <p>Triple Science</p>
<u>Choice for Option A:</u>	<u>Choice for Option B:</u>
<u>Reserve choice for Option A:</u>	<u>Reserve choice for Option B:</u>

This form must be completed and returned to school by: Friday 11th February 2022