

BRENTFORD SCHOOL FOR GIRLS



Year 8: Options Booklet 2026



Name	
Tutor Group	

VISION | CREATIVITY | EXCELLENCE

A MESSAGE FROM THE HEAD TEACHER

Dear Parent/Carer,

Your daughter will be embarking on her GCSE qualifications in September 2026. Some time ago, we introduced the move to GCSEs in Year 9 in order to allow our girls the opportunity to develop greater depth and understanding in their chosen subjects. This has brought huge rewards and, once again, this summer our GCSE results were very strong. Throughout Year 9, we offer all girls the opportunity to get involved in our curriculum enhancement programme. This means that for subjects that the girls may decide not to follow for GCSE, they will still have some access to them through our enrichment programme. Over the next few months, your daughter will be involved in a number of activities aimed at supporting her in selecting her choices in an informed way.

The Key Stage 4 curriculum which your daughter will be following for the next three years contains a compulsory core section, but there is also a significant element of choice which needs careful planning. This booklet is designed to help you and your daughter choose the courses she will follow over the next three years as well as giving information about the compulsory subjects.

The way GCSE performance is measured nationally is changing to encourage a broader and more balanced range of subjects. Instead of the old English Baccalaureate (EBacc) headline measure, the new system keeps English and Maths at its core and also recognises the importance of Science, Languages, Humanities and Creative subjects. Schools and pupils will be expected to fill breadth slots with subjects from at least two of these three areas — humanities (like history or geography), creative arts (such as art or music) and languages — so that students are not only strong in core academic areas but also gain a wide curriculum experience. This gives the girls at our school the flexibility to pursue their interests and talents across a range of GCSEs while still ensuring a broad foundation of knowledge and skills.

We continue to offer a variety of GCSEs and BTECs. BTEC qualifications suit students who find studies connected to the workplace interesting, with a greater amount of the work assessed on these courses through the means of coursework and not just by final examination. We encourage our students to choose subjects that are going to provide them with a broad and balanced learning experience. Your daughter will be in education now until she is eighteen years of age. It is important that you and your daughter think clearly now about option choices, so that her journey into the sixth form is a smooth one.

The individual student will always be at the heart of what we do at our school. It is important for us that we work with you and your daughter to ensure that the curriculum she chooses reflects her ambitions and ensures that she becomes the girl of our school vision!

We look forward to supporting you and your daughter at this important time in her school journey.

Yours sincerely,



Ms M Leenders - Head Teacher

GUIDANCE WHEN CHOOSING SUBJECTS TO STUDY IN KEY STAGE 4

Students will choose **three option subjects** to study which, in addition to the core subjects, will give them a good variety of GCSE (or equivalent) subjects. It is advisable that students opt for a broad and balanced curriculum covering a range of subjects and do not specialise too heavily in one particular area.

Students, when making subject choices, must take into account their successes in the past and present. School reports, data collections and meetings with subject teachers should help in this regard. In addition, there are new subjects that your daughter needs to consider.

It is vital to remember that your daughter will be studying her chosen subjects for the next three years and it is therefore advised to favour those subjects that she is successful in and enjoys studying as well as what is best for them in the future. The ultimate aim is for students to study courses where they maximise their chances of securing the best set of GCSE grades. It is therefore important that time, discussion and careful consideration is given to this important process.

**TOP TIPS FOR PICKING
YOUR OPTIONS...**

**ASK THE
FOLLOWING
QUESTIONS:**

- **What subjects do they enjoy and how well they are currently doing in that subject?**
- **What will they be learning in each subject and how is it assessed?**
- **What do they think that their journey at post 16 and post 18 e.g. A Levels, University, Work will be?**
- **How do their subjects relate to each other and to their plans for the future?**
- **Is it their choice and not that of their friends?**

HELPING YOUR DAUGHTER MAKE CHOICES

We hope that students find the assemblies, this options booklet, Careers Day and the Options Evening useful. However, should your daughter need any help please make sure that she consults as widely as possible with her tutor, Head of Year, relevant Head of Department, subject teachers and even older students at the school before making a decision.

Heads of Departments will run assemblies to explain more about the courses on offer in Key Stage 4 and subject teachers can give more information about courses in lessons and taster sessions happening..

Should students require further advice, they can speak to Ms Curr and / or Ms Humphries, who is overseeing the options process for Year 8, for guidance about which options are most appropriate to meet her needs.

GCSE Breadth Measures: a broad and balanced curriculum-

The national GCSE performance measures are changing. At Brentford School for Girls we are proud to offer a curriculum that combines academic rigor with creativity and ambition- ensuring every student leaves with both strong qualifications and a broad set of skills for the future. The old EBAAC measure is being replaced by a greater emphasis on ensuring students study a wide range of subjects. English, maths and science remain a core provision.

However, under the new measure, pupils will also be expected to demonstrate *breadth* across different subject areas.

The breadth subjects are:

Humanities	Creative subjects	Languages
Geography History RE	Art Music Drama	French Spanish

What does this mean for your daughter?

- ✓ A strong academic core
- ✓ Opportunities to develop creativity and cultural understanding
- ✓ A balanced curriculum that supports future study and career pathways
- ✓ Flexibility to pursue individual interests and strengths



THE KEY STAGE 4 CURRICULUM

THE CORE CURRICULUM

The curriculum is designed to ensure that students have a broad and balanced education and that they have a wide choice of pathways at Key Stage 4 and beyond. The curriculum comprises subjects which students must study; this is called the **core curriculum**. The compulsory core curriculum subjects are:

- English Language
- English Literature
- Mathematics
- Combined Science / Separate Sciences (Biology, Chemistry, Physics)
- Religious Studies

Each of these subjects are externally examined and worth one GCSE grade (Science is worth two or three GCSE grades dependent on the course followed)

All students in KS4 also study the subjects below which are not externally examined:

- Personal, Social, Health, Citizenship and Economic Education (PSHCEE)
- Physical Education (PE)
- Academic Mentoring (during Y11 only)

OPTION SUBJECTS

Students will study **three option subjects** from the lists below. Within this choice of three - all students will be required to study at least one of **Geography, History, French or Spanish**.

GCSES	Vocational Subjects
<ul style="list-style-type: none"> • Art and Design (Fine Art) • Business Studies • Drama • Geography • History • Modern Foreign Languages – French • Modern Foreign Languages – Spanish • Music • PE • Photography • Sociology • Textiles <p>*Functional skills in English and Maths</p>	<ul style="list-style-type: none"> • BTEC Level 2 Tech Award in Health & Social Care • BTEC Level 2 Tech Award in Digital Information Technology

TIMELINE FOR THE PROCESS

Please find below a timeline for the Options process this year.
Dates are given as they currently stand. If there are any changes, you will be notified in advance.



Date	Event
Wb 2nd March	Year 8 assessment week
Thursday 12th March	Year 8 Options Evening (4pm-6pm)
Wednesday 18th March	Year 8 Careers Day
Friday 20th March	Deadline for Options Forms
Wb 23rd March	DP2 reports sent home
Wb 13th April	Interviews to confirm choices (where necessary)
Thursday 23rd April	Year 8 Parents Evening (virtual)
Friday 12th June	Year 8 informed of Final Option choices
Wednesday 17th June	Deadline to request final changes
By Friday 26th June	Final Changes Made and Final Choices relayed to Students & Parents

GCSE ENGLISH LANGUAGE AND LITERATURE



Examination Board: AQA

ABOUT ENGLISH LANGUAGE AND LITERATURE

This is a compulsory examination course aimed at all students. The subjects are taught together by using an integrated approach, but two separate qualifications will be gained (English Language and English Literature). In your English lessons, you will have the opportunity to develop the three main skills: Reading, Writing and Speaking and Listening. You will study Modern texts and Literature from the English Literary Heritage, as well as a range of poems and a Shakespeare play for the Literature Course. The English Language course will also include the study of Fiction from the 19th century and Non-fiction and Literary Non-Fiction texts from the 20th and 21st century. You will also develop your writing skills to write creatively and to express a strong viewpoint. Speaking and Listening is now separately endorsed with activities used to develop your public speaking and communication skills.

WILL I ENJOY THE COURSE?

You will enjoy the course because it will:

- Help you to understand more about the world you live in;
- Provide you with a range of useful skills for post-16 studies and the world of work;
- Involve discussions, thinking and questioning, as well as listening, reading and writing.

HOW DOES IT FOLLOW ON FROM WHAT I HAVE LEARNT BEFORE?

The English Language and Literature course follows on from the reading and writing skills acquired during the Key Stage 3 course; it will give you opportunities to further develop Creative Writing, expose you to a wider variety of Literature texts and allow you to develop discussion and presentation skills.

COURSEWORK/EXAM REQUIREMENTS

GCSE English Language

100% examination:

Paper 1 - Explorations in Creative Reading and Writing

1 hour 45 minutes, 80 marks, 50% of GCSE

- Section A: **Reading (40 marks) (25%)** - one single literature fiction text
 - 1 short form question (1 x 4 marks)
 - 2 longer form questions (2 x 8 marks)
 - 1 extended question (1 x 20 marks)
- Section B: **Writing (40 marks) (25%)** - descriptive or narrative writing
 - 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2 - Writers' Viewpoints and Perspectives

1 hour 45 minutes. 80 marks, 50% of GCSE

- Section A: **Reading (40 marks) (25%)** - two linked texts - one non-fiction text and one literary non-fiction text
 - 1 short form question (1 x 4 marks)
 - 2 longer form questions (1 x 8, 1 x 12 marks)
 - 1 extended question (1 x 16 marks)
- Section B: **Writing (40 marks) (25%)** - writing to present a viewpoint
 - 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination assessment – Spoken Language (Separately endorsed)**GCSE English Literature**

100% examination:

Paper 1 - Shakespeare and the 19th Century Novel

1 hour 45 minutes, 64 marks, 40% of GCSE

Section A: Macbeth by Shakespeare

Students will answer one question on this text. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: The 19th - century novel – A Christmas Carol by Charles Dickens

Students will answer one question on this text. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2 - Modern Texts and Poetry

2 hour 15 minutes, 96 marks, 60% of GCSE

Section A: Modern texts - An Inspector Calls by JB Priestley

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B: Poetry - Love and Relationships

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C: Unseen poetry

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

By sitting the English Literature GCSE examinations in Year 10, this allows us to explore a far greater breadth of texts, writers and viewpoints in our English Language studies in Year 11. For Paper 1, we look at a range of novel openings and extracts, rediscovering different genres and writers. For Paper 2, we look at a range of non-fiction text-types (such as speeches, autobiographical extracts, letters and articles) that tackle a plethora of topics, social issues and interests. The freedom to explore English Language at its finest opens up opportunities for discussion, debate and finding our new favourite read. This choice in what we study means we encourage you to find texts to analyse and teachers to teach some of their favourite texts – everything from inspirational speeches to Taylor Swift lyrics! At BSfG, when studying English at KS4, “the world is your oyster.”

WHAT CAN I DO NEXT WITH GCSES IN ENGLISH LANGUAGE AND LITERATURE?

GCSE English Language and GCSE English Literature offer clear progression to A Level study, as students develop the skills of enquiry and investigation that are applicable not only in English, but across a range of subjects at that level.

In addition, English at GCSE is vital for any job/career or academic course you wish to pursue. It gives students the confidence to articulate themselves in an appropriate manner, as well as transferable skills to ensure that they can access other courses, start a new job or continue to study English Language and Literature, Media, Communication, Drama, Theatre Studies or Performing Arts at a higher level.

Furthermore, universities require degree students to have achieved their GCSE in English to be considered for any higher learning course.

GCSE MATHEMATICS



Examination Board: Eduqas

ABOUT GCSE MATHEMATICS

The Mathematics course follows the Grade 9-1 specification, which enables students to:

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

WILL I ENJOY THE COURSE?

We will strive to provide a stimulating environment and a range of teaching and learning styles which will make the work enjoyable and challenging for all the students. Students will experience teaching which involves group work, individual study, problem solving activities and oral and mental work.

HOW DOES IT FOLLOW ON FROM WHAT I HAVE LEARNT BEFORE?

The course will continue to revisit and build on the four attainment targets in Mathematics studied at Key Stage 3. The course emphasises sound understanding of concepts, fluency in procedural skill, competency to apply mathematical skills in a range of concepts and confidence in mathematical problem solving.

COURSEWORK/EXAM REQUIREMENTS

There will be no coursework for Mathematics and assessment will be through external examinations in the form of written papers. The Mathematics course will be a linear course with a Non calculator and a Calculator paper.

TIERED ENTRY

Foundation	(Grades 1-5)
Higher	(Grades 3-9)

COURSE CONTENT

The students will be studying the five attainment targets:

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

The marks will be allocated as follows:

- Use and apply standard techniques 40%
- Reason, interpret and communicate mathematically 30%
- Solve problems within mathematics and in other contexts 30%

The syllabus will enable the students to learn a wide variety of mathematical skills, to develop an understanding of mathematical reasoning and to relate different areas of mathematics to each other.

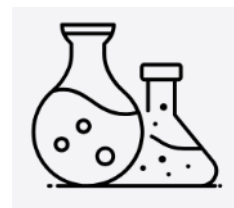
WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

We follow a 5-year Curriculum, whereby each year we build on the Foundational Maths skills taught in KS3, right the way through to GCSE. Our three year KS4 allows us to build deeper understanding of concepts, making cross-curricular links to various subjects, such as Science and Technology, as well as provide opportunities for students to make links with Real Life examples.

WHAT COULD I DO NEXT WITH GCSE MATHEMATICS?

Students will, if they reach the required standard in the GCSE examination, be able to study for an A Level in Mathematics in Year 12 and 13.

SCIENCE



Examination Board: Edexcel

ABOUT SCIENCE

All students will be expected to achieve at least two GCSE grades in science by the end of Year 11 with some students being entered for three qualifications.

GCSE COMBINED SCIENCE (DOUBLE AWARD): EDEXCEL

The majority of students will take this course. The assessments at the end of the course are available at Foundation and Higher Tier.

GCSE SEPARATE SCIENCES: BIOLOGY, CHEMISTRY, PHYSICS (EDEXCEL)

The decision to enter a pupil for combined science (two GCSEs) or separate science (three GCSEs) will be based upon their enthusiasm for the subject, target level and attainment in examinations and other key assessments during Year 9.

ABOUT GCSE SCIENCE

The GCSE science content is relevant to students in their everyday life. It aims to:

- Develop students' understanding of the science around them that affects them in their everyday life
- Develop students' questioning, analytical and evaluative approach to scientific problems and issues
- Develop students' practical skills in science and an understanding of investigative approaches

The GCSE Science is examined as follows:

- Combined science - There will be 6 written papers – 2 x Biology, 2 x Chemistry and 2 x Physics papers (1hr 10 mins each)
- Separate sciences – There will be 6 written papers – 2 x Biology, 2 x Chemistry and 2 x Physics papers. These exams have the same content as Combined Science papers, with extra questions on the separate science topics (1hr 45 mins each)

Core GCSE Practical

- Students are required to complete a number of core practicals during the course which are compulsory and outlined in the specification. These will be examined in the final papers (15%)
- Exam papers will assess students' knowledge, understanding and application of practical skills.
-

MATHS CONTENT

There is an increase in the maths content in the examination (10% in biology papers, 20% in chemistry paper and 30% in physics papers).

HOW DOES GCSE SCIENCE FOLLOW ON FROM WHAT I HAVE DONE BEFORE?

The GCSE course builds on work done in science at Key Stage 3 and broadens students' experience of up to date applications of science. It also allows the students to undertake more detailed practical work

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

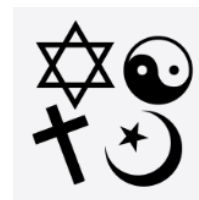
The three year programme provides a smooth transition from Key stage three building on the core concepts in Physics, Chemistry and Biology. In year 9, students are able to revisit core concepts in the sciences covered previously at Key stage 3 through carefully sequenced topics, before being exposed to new concepts. The course provides more opportunities for practical work, and students practical experience will extend beyond the required core practicals. The teaching plan is designed to ensure students gain an appreciation for the connections between topics, the dynamic nature of science and how the sciences contribute to the world as we know it. The three year course also allows more time for students to develop independent learning skills, reflect on their work and act on feedback from their teachers.

WHAT COULD I DO NEXT WITH GCSE SCIENCE?

It is a requirement that all students study science at Key Stage 4. The combined science GCSE course provides the knowledge and skills needed for citizenship, for science-based careers including those in the healthcare and engineering fields as well as for many non-science-based careers which require analytical and problem- solving skills. Both the Combined Sciences and Biology, Physics and Chemistry will enhance the possibility of further study in each or all of the science disciplines at A Level and beyond.

GCSE RELIGIOUS STUDIES

Examination Board: AQA



ABOUT RELIGIOUS STUDIES

The aim of the religious studies department at Brentford School for Girls is to develop the Brentford Girl as a well-balanced and tolerant member of society who is aware of our rich and diverse community. Our aim for each student is to reach her learning potential and attain a final grade at or beyond their target level. Our motto is that 'no barriers', whether academic or pastoral should impede academic success. The department will strive to give the best learning experience to all students that inspires awe, wonder and a thirst for knowledge and understanding. Our department aims to contribute to the spiritual and moral development of our students and the school community. We encourage our students to be critical thinkers in the exploration of religion, faith and the ethical issues they will encounter in life. We will ensure that this can take place in a safe and nurturing environment where every student is confident to share and discuss their own beliefs and values with others.

SPECIFICATION

Years 9 to 11 study the AQA GCSE Religious Studies Specification A. Students study this course exploring contemporary moral and ethical issues from Christian and Islamic perspectives.

Non-religious wider perspectives are also encouraged.

THE SPECIFICATION AIMS TO ENABLE STUDENTS TO:

- Adopt an enquiring, critical and reflective approach to the study of religion
- Explore religions and beliefs, reflect on fundamental questions, and engage with them intellectually and respond personally
- Enhance their spiritual and moral development, and contribute to their health and wellbeing
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and contribute to social and community cohesion
- Develop their interest in, and enthusiasm for, the study of religion, and relate it to the wider world
- Reflect on and develop their own values, opinions and attitudes in light of their learning.

TOPICS STUDIED INCLUDE:

- Christianity- Beliefs, teachings and practices
- Islam- Beliefs, teachings and practices
- Religion, Relationships and families
- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and social justice

ASSESSMENT:

Students will be formally assessed through two written exams which are both an hour and 45 minutes at the end of Year 11. The entire course is worth one GCSE.

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

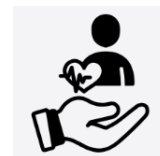
We have a three year curriculum in RE which means we have the opportunity to deep dive into the religious values and belief systems that people hold in both Islam and Christianity. Throughout the course, we explore, discuss and critically analyse the real life application of religious teachings by researching and learning about real cases, real ethical dilemmas and philosophical studies. We then apply religious teachings and look at how people of different viewpoints would respond. Students have the opportunity to learn about the history of religion and where monotheistic beliefs have come from, developing their wider knowledge of faith and giving them the opportunity to evaluate the purpose of religion in a modern world. It also has allowed the opportunity to create a variety of lessons which allow students to explore the Bible and how contemporary British society has developed from these teachings.

The three year course allows us as a department the opportunity to explore religious and non-religious views and we have built in lots of opportunities for students to share our own values and develop skills of discussion.

WHAT COULD I DO NEXT WITH GCSE RELIGIOUS STUDIES?

Religious Studies provides pupils with a diverse range of valuable and transferable skills. Being able to construct a well-sustained and fluent written argument, the ability to evaluate critically, showing sensitivity to different viewpoints and lifestyles, and justifying an opinion articulately are skills valued in many careers and other subjects.

PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION (PSHCEE)



ABOUT PSHCEE

PSHCEE is a compulsory part of the curriculum at Key Stage 4. It promotes students' personal, social and emotional development as well as their health and wellbeing.

Students also learn about the world of work, personal finance and how to budget. PSHCEE provides a framework for our legal responsibility to advise and guide on relationships, sex education, drugs education as well as offering information on careers education and work-related learning.

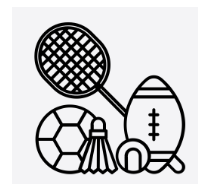
PSHCEE is taught as a separate lesson, once a week, to all students.

The resources and teaching methods employed aim to support learning experiences which will inspire and challenge all learners to fulfil their potential irrespective of social background, culture, race or ability. Our aim is to produce tolerant, articulate and aspirational young women who can take their place in society with confidence.

TOPICS COVERED IN KEY STAGE 4

- Budgeting for independent living
- Money management
- Consent and coercion
- Preparation for work experience
- Sex education and relationships
- Harmful substances
- Stereotypes and prejudice
- Human Rights
- Mental health, emotional wellbeing and mindfulness
- Global issues
- Crime

CORE PHYSICAL EDUCATION



ABOUT CORE PHYSICAL EDUCATION

Physical Education is one of the Core subjects taken by all Year 9, 10 and 11 students and is therefore a compulsory part of their education. Brentford PE kit will be worn and therefore students will still need their pink Brentford PE t-shirt, black tracksuit bottom or shorts and their Brentford jumper.

**Please note that there is no GCSE awarded for Core PE. Students who wish to gain a GCSE in Physical Education should look to choose the AQA GCSE PE in the option blocks.*

Year 9 Focus- Sportsmanship and Year 10 Focus- Leadership

During Year 9 and 10 students will be offered a wide range of competitive games and individual sports, this will enable the pupils to:

- Develop skills and fitness specific to particular sports
- Share in the planning and administration of sport experiences
- Provide responsible leadership
- Work effectively within a group towards common goals
- Use prior knowledge of sports to modify sports and create new games
- Develop the capacity to make reasoned decisions about sport issues
- Develop and apply knowledge about umpiring, refereeing, and training

The programme may include the following activities:

- | | |
|--------------------|----------------|
| • Basketball | • Netball |
| • Badminton | • Athletics |
| • Ultimate Frisbee | • Tennis |
| • Volleyball | • Tag Rugby |
| • Rounders | • Hockey |
| • Football | • Trampolining |

YEAR 11 Focus- Healthy Active Lifestyle

Students in Year 11 will continue to have one lesson a week and will participate in a variety of activities, which will take place in school and occasionally offsite. As Year 11 can be quite a stressful time for our girls, the cohort choose the sports they would like to do, at the beginning of each half term. As a department, we would like the girls to use their PE lessons and activities as a means to promote students wellbeing by getting them to unwind and forget about the stresses and strains of Year 11.

INDEX OF OPTIONAL CHOICES

GCSEs

- Art and Design (Fine Art)
- Business Studies
- Drama
- Geography
- History
- Modern Foreign Languages – French
- Modern Foreign Languages – Spanish
- Music
- PE
- Photography
- Sociology
- Textiles

BTEC / VOCATIONAL

- BTEC First Certificate in Health & Social Care
- BTEC Level 2 Tech Award in Digital Information Technology

Functional skills- explained

GCSE ART & DESIGN (FINE ART)



Examination Board: AQA

ABOUT GCSE FINE ART

Students will follow a combined course of study which will introduce them to a range of art, craft and design from past and modern eras.

WILL STUDENTS ENJOY THIS COURSE?

Students will enjoy this course if they want to study a subject that:

- Allows them to develop their own ideas as part of the making and investigating process
- Allows them to focus on practical artwork

HOW DOES IT FOLLOW ON FROM WHAT STUDENTS HAVE LEARNT BEFORE?

The course enables students to develop in greater depth the basic skills they have covered in Key Stage 3. After an introduction to the techniques used in each discipline along with relevant historical study, they will be able to explore their own ideas using the knowledge and skills they have gained.

COURSEWORK/EXAM REQUIREMENTS

Assessment consists of the following elements:

- A portfolio of students' coursework and sketchbooks
- Research and analysis that informs the creative journey.
- The preparatory studies and sketchbook for their exam piece
- Their exam piece or pieces produced within a 10-hour time limit spread over two days.
- The coursework, including sketchbooks and larger artworks outside of the sketchbook for 60% of the final grade
- Externally Set Assignment (Exam) sketchbook with research and preparatory work and final piece count for 40%

<p>Coursework is 60% of the final grade. A range of topics will be covered such as a Still Life, Pop Art and Portraiture</p>	<p>Exam is 40% of the overall grade. The title is selected from a list of options sent by the exam board</p>
<p>Students will explore art making techniques and develop skills in a variety of media. Students will begin with a title that is mentioned above and look at the work of artists, record their observations, develop their ideas, review and refine work and produce a number of outcomes.</p>	<p>Students will produce a sketchbook with research and experimentation as development and preparation in the lead up to the exam. They will take these books and into their exam so that they have notes and visual references to help make a Final Piece. The exam takes place over two full school days, which allows students to have 10 hours of supervised time for their practical exam.</p>

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

Students enjoy more time on their timetable to be creative and learn to develop sketchbooks in a professional way. We start from going back to basics. What are the formal elements? How do successful artists use them? How can we learn from this? Through analysis and experimentation, students start to be able to appreciate art, its context and influences, its purpose and what kind of art making they enjoy. Having Year 9 Art as part of the GCSE course ensures that when students move into their sketchbooks that will count as GCSE Coursework (Year 10 and Year 11), they are confident they know how to complete their work in the most professional and articulate way. Three years allow Art groups to bond, build good habits, fuel a love of art making and enjoy experimentation based on important references, and develop results in personal, unique and expressive portfolios.

WHAT COULD STUDENTS DO NEXT WITH ART & DESIGN?

Students could pursue Fine Art, Art & Design, Textiles or Photography at a higher level following the GCSE course. The two general routes are A-level or an Art Foundation course or sometimes both A-levels and then an Art Foundation. They can progress on to a degree in Art, any art-based course or use their A-level points to go towards another degree of their choice.

Alternatively, they may take art to compliment any of their other subject choices; art enhances presentation in all areas, helps students to think creatively and critically, and prepares students on how to discuss ideas as part of the developmental process. The creative processes and skills learnt from studying this course will aid students throughout life. Research skills and the ability to manipulate images both manually and digitally are also integral to this course. The nature of the course teaches students to creatively problem solve, persevere through a long and staged project and be able to reflect on processes and choices. It builds the ability to consider context, make comparisons, build empathy and link historical and contemporary events, records, and personal experiences. In terms of careers, Art is integral to most aspects of modern life. Creating art builds patience, perseverance, resilience and fine motor skills. All of this will set a student up well for the future. The list of careers available to someone in this field is extensive and varies from advertising, animation, architecture, interior design, product design, gaming, marketing, fashion, set design, film and television, photography, or students could traditionally become a full-time artist!

BUSINESS STUDIES



Examination Board: Eduqas

ABOUT GCSE BUSINESS STUDIES

GCSE Business Studies introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. Learners will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways.

WILL STUDENTS ENJOY THIS COURSE?

Students need to be good at communicating and explaining their ideas and not afraid of learning new things and working with numbers to solve business problems. Students will learn how to be creative thinkers and how to make decisions. What's more they will also learn about the world of business through research and investigation, as well as through real life case studies.

WHAT WILL I LEARN?

- Know and understand business concepts, business terminology, business objectives, the combined nature of business activity and the impact of business on individuals and wider society.
- Apply knowledge and understanding to current business issues and to different types and sizes of businesses in local, national and global contexts.
- Develop as enterprising individuals with the ability to think from a business point of view and creatively to demonstrate business knowledge and draw on evidence to make informed business decisions and solve business problems.
- Develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- Use an enquiring and critical approach to make informed judgements.
- Investigate and analyse real business opportunities and issues to build well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding business.
- Develop and apply quantitative skills relevant to business, including using and interpreting data

COURSE CONTENT

Topic areas include:

- Business Activity
- Marketing
- Business Operations
- Human Resources
- Influences on Business
- Finance

ASSESSMENT

There are two written examinations at the end of Year 11

- **Component 1: Business Dynamics (2 hours)**
A mix of short answer questions and structured questions based on stimulus material covering all of the specification content. This paper contains a variety of questions ranging from multiple choice answers to questions in which students analyse.
- **Component 2: Business Considerations (1.5 hours)**
Data response questions covering all the specification content. Students review two separate case studies in the exam and answer questions with direct reference to the scenarios outlined.

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

Covering Business Studies over three years allows greater depth and knowledge to be given and explored beyond the GCSE syllabus. Topics that link specifically to the context of the school are highlighted and the three years allows students to extend their experience in the subject that allows them to develop personally.

For example, the law is covered in class to explore in greater detail the concepts of equality and in particular, equal pay. When exploring advertising, we are able to consider the ethical arguments around advertising towards children. In recruitment and selection, students are prepared and developed to give them a greater chance to achieve their goals rather than just looking at how the business recruits staff.

Finally, the three-year GCSE allows students an experience of running their own business for a month in Year 10.

WHAT COULD I DO NEXT WITH GCSE BUSINESS STUDIES?

No matter which routes a student follows, the varied nature of the course and the analytical and evaluative skills gained will equip you well for Sixth form. It will prepare you for all level 3 courses in many different subjects including A levels and BTEC courses. Students will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating, and working within a team.

DRAMA



Examination Board: Edexcel

ABOUT GCSE DRAMA

This course is about building on the skills students have gained at Key Stage 3. The course will focus on developing and exploring ideas using appropriate drama forms and techniques, responding to ideas and issues and presenting their ideas to others. Students will develop presentation skills, team skills and confidence.

WILL STUDENTS ENJOY THIS COURSE?

Students will enjoy this course if they want to study a subject that:

- Reflects their genuine interest in theatre, drama and performance
- Enables them to work closely with other students
- Allows versatility, energy and sense of pride in their work

HOW DOES IT FOLLOW ON FROM WHAT STUDENTS HAVE LEARNED BEFORE?

Students will further develop their skills they acquired at Key Stage 3: responding, developing, presenting and evaluating. Students participate in a wide range of practical and written tasks. Students will be introduced to new explorative strategies, explore the drama medium, develop understanding of the elements of drama and explore new drama texts. Students will also get to experience several live theatre performances - after all, the more they see, the more they will understand!

WHAT ARE THE COURSEWORK/EXAM REQUIREMENTS?

There is one piece of written coursework. During Year 11 there are two practical examinations and one written examination.

THE COURSE IS DIVIDED INTO 3 UNITS
COMPONENT 1: DEVISING (40%)
<ul style="list-style-type: none"> • Create and develop a devised piece from stimulus in a group. • Performance of this devised piece or design realisation for this performance. • Written analysis and evaluation of the devising process and performance. Performer or designer routes available. • An internal examiner awards the marks for this component.
COMPONENT 2: PERFORMANCE FROM A TEXT (20%)
<ul style="list-style-type: none"> • Students will either perform in and/ or design for two key extracts from a performance text. • We get to choose which text. Performer or designer routes available. • An external examiner awards the marks for this component.
COMPONENT 3: THEATRE MAKERS IN PRACTICE (40%)
<ul style="list-style-type: none"> • Practical exploration and study of one complete performance text. Choice of eight performance texts. • Live theatre evaluation –we get to choose which production!

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

Having a three year KS4 means an opportunity to explore more genres of theatre, scripts and non-exam related skills such as special effects makeup. With the additional year we aim to develop confidence in performance and develop a passion for a variety of theatre alongside cementing constructive and ambitious ethos within the class.

WHAT COULD STUDENTS DO NEXT WITH GCSE DRAMA?

Students could pursue drama/performing arts at post 16 level. Drama is recognised and valued for its contribution to the development of skills necessary for a wide range of future employment, mainly interpersonal skills, group working skills and communication.

GEOGRAPHY

Examination Board: Edexcel – Syllabus A



ABOUT GEOGRAPHY

Geography is such an important subject to make sense of the world around you and allows you to begin to tackle a range of global challenges – both social and environmental. It is relevant, interesting and although challenging at times, feels meaningful. The GCSE course at BSfG aims to provide the foundations to become a true geographer covering a range of topics such as migration, uneven global development, climate change, geopolitics, and urban development. The course will give you the chance to get to grips with some of the big questions, which affect our world, and understand the social, economic, and physical forces and processes which shape and change our world.

WILL STUDENTS ENJOY THIS COURSE?

Students will definitely enjoy this course! You are introduced to a range of locations and given the opportunity to understand their context and geographical significance. Being able to appreciate the increasingly interconnected world that we are now a part of, helps you to develop a global perspective and begin to tackle some of the issues that face our society. This course also allows you to develop a range of skills from both the sciences and humanities. You are taught how to analyse, process and present data. Alongside this, you are also given the opportunity to develop sophisticated communication skills to explain different perspectives when it comes to addressing an issue or problem. Fieldwork, or working outside the classroom, is an important part of geography --- you are given the opportunity to experience the abstract concepts you have learnt in class in the real world --- this will help you to appreciate the scale, messiness and complexity of our world.

HOW DOES IT FOLLOW ON FROM WHAT STUDENTS HAVE LEARNED BEFORE?

You have already developed a range of skills and knowledge from your study of Geography at Key Stage 3, so you are ready for GCSE geography! We have explored many of the foundational concepts, which means we can really delve into these in more depth during the course. This means you will have a more lasting, meaningful connection with the content we cover as we have the time and space to do this as part of the SOWs we have developed. The GCSE Geography curriculum also introduces you to new skills, new places and new ideas.

WHAT ARE THE COURSEWORK/EXAMINATION/FIELDWORK REQUIREMENTS?

The course follows a linear structure so students will take three exams in the summer term of Year 11. There are three exams:

Component 1 - The Physical Environment – 37.5% of GCSE – 1 hour 30 minutes

Component 2 – The Human Environment – 37.5% of GCSE – 1 hour 30 minutes

Component 3 – Geographical Investigations – 25% of GCSE – 1 hour 30 minutes

There are two compulsory field trips – one in the summer of Year 9 and one in the summer of Year 10. As fieldwork is a requirement of the course, it is fundamental for component 3.

COURSE CONTENT

COMPONENT 1	COMPONENT 2	COMPONENT 3
THE PHYSICAL ENVIRONMENT	THE HUMAN ENVIRONMENT	GEOGRAPHICAL INVESTIGATIONS: FIELDWORK & UK CHALLENGES
<p>This component focuses on physical geography:</p> <ul style="list-style-type: none"> • Topic 1: The changing landscapes of the UK – an overview of the distribution and characteristics of the UK’s changing landscapes and detailed studies of Coastal landscapes and processes and River landscapes and processes. • Topic 2: Weather hazards and climate change – an overview of the global circulation of atmosphere and climate change over time and two detailed studies of tropical cyclones and drought. • Topic 3: Ecosystems, biodiversity, and management – an overview of the distribution and characteristics of global and UK ecosystems and two detailed studies of deciduous woodlands and tropical rainforests. 	<p>This component focuses on human geography:</p> <ul style="list-style-type: none"> • Topic 4: Changing cities – this covers an overview of global urban processes and trends and detailed case studies of a major UK city and a major city in a developing or emerging country. • Topic 5: Global development – this covers an overview of the causes and consequences of uneven global development and detailed case studies of challenges that affect a developing or emerging country. • Topic 6: Resource management – this covers an overview of the global and UK distribution of food, energy, and water and one detailed study of water resource management at different scales. 	<p>This component brings together practical geographical enquiry into physical and human processes and environments and the interactions between the two. The component is divided into two sections:</p> <ul style="list-style-type: none"> • Topic 7: Geographical investigations – fieldwork --- both human (urban) and physical (rivers). • Topic 8: Geographical investigations – UK challenges. Students are required to draw across their knowledge and understanding of the UK, from the physical and human geography drawn from Components 1 and 2, in order to investigate a contemporary challenge for the UK.

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

As Geography is such a broad subject, with a three-year curriculum we can go into more depth during our studies. This really supports students' understanding of difficult geographical concepts. We can give a series of real-life examples to help more abstract concepts become more concrete, which we would struggle to do if KS4 was only two years.

We are also able to give students more opportunities to engage in extended writing. This not only helps students prepare for their final exams in Geography but develops their literacy skills which are essential for further study beyond GCSEs. This means our students can communicate their ideas in a more systematic, balanced way helping to promote the skills necessary to see the world through a Geographers' eyes.

We are also able to expose students to more opportunities to link the specification to the real world. We have developed the curriculum to allow students to engage with a range of resources, so students can apply their knowledge to unfamiliar situations. By exposing students to scenarios where they must transfer their knowledge helps to ensure the students have really understood the content. A two-year KS4 would prevent us from having the time to develop these problem-solving skills which are essential for any global citizen.

Finally, we also have more time to facilitate debate and discussion. This allows students to critically engage with the content they are taught – which is an essential skill to develop so they can navigate the media, data, and articles they are exposed to as part of an increasingly globalised, connected world.

WHAT COULD STUDENTS DO NEXT WITH GCSE GEOGRAPHY?

GCSE Geography is a stepping-stone to a whole range of future opportunities. The skills students develop will support them in further studies and employment. A good grade at GCSE will help them move on to any AS, A Level or vocational course. Biology, Geology, Environmental Science, Government & Politics, Economics, Travel and Tourism all have close links with some of the material they would have studied for their GCSE. Geography graduates are incredibly employable, with the skills, knowledge and understanding gained are often held in high regard by employers. Geography graduates also have a good range of career options across sectors, are paid above average salaries and enjoy rapid progression to more senior roles. Employment opportunities where their geographical skills will be particularly valued include journalism and the media, law, engineering, accountancy, finance, business management, ICT, planning, teaching, marketing and the leisure and tourism sectors. **As Geography is a facilitating subject, there is no future career option that will not be enhanced by taking Geography!**

HISTORY

Examination Board: AQA

ABOUT GCSE HISTORY

Studying GCSE History will enable you to learn about past events and the people who made them happen. History will allow you to understand the world we live in today and think about how it will continue to develop in the future.



Apart from studying a wide range of exciting historical events, you will gain a range of valuable skills that will help you with A levels, university and future work. These include:

- Excellent communication and academic writing skills.
- How to construct an argument.
- Research.
- Investigation and problem-solving skills.
- Analytical and interpretation skills.
- Organisation.
- Communication.

WILL STUDENTS ENJOY THIS COURSE?

Students will enjoy this course if they want to study a subject that:

- Will help them understand more about the past and the present.
- Will provide them with a range of useful skills.
- Will involve discussion, thinking and questioning as well as listening, reading and writing.
- Will allow them to better understand key events in the world today.

HOW DOES IT FOLLOW ON FROM WHAT STUDENTS HAVE LEARNED BEFORE?

GCSE History will further their knowledge and understanding gained in KS3 and further develop the skills students have been using. Therefore, you will have some context but we will still re-teach the basics.

COURSEWORK/EXAM REQUIREMENTS

There are two examination papers that are each worth 50% and last for two hours. The exams consist of a number of shorter answer questions and longer, essay type questions that test your ability to explain the main events, changes and issues you have studied. Questions also expect students to analyse and evaluate historical sources and interpretations. Both papers are taken at the end of year 11.

Unit 1	Unit 2	Unit 3	Unit 4
Britain, Health of the People 1000AD to the Present	Elizabethan England	Russia 1894-1945	Conflict & tension Between East and West 1945-1972
This topic enables students to gain an understanding of how medicine and public health developed in Britain over time. It considers the causes, scale, nature and consequences of the developments as well as their impact on society. Students will also begin to see how some ideas and events in the wider world affected the development of medicine in Britain	The option allows students to complete a study in depth of the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth's reign and covers the economic, religious and cultural events of the time as well as contemporary and historical controversies.	This option focuses on the development of Russia during the period 1894-1945, a period of transition from autocracy to communism. The topic focuses on the fall of the Tsars and the rise and consolidation of communism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change	This is a wider world depth study which enables students to understand the relationship between countries which made up the two sides in the Cold War, their interest and ideologies. It focuses on the causes and events of the Cold War and helps students understand how and why conflict occurred as well as why it proved so difficult to resolve

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

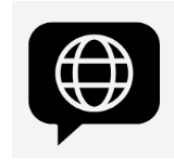
It provides time in lessons to develop important communication skills students will need throughout their life. For example, the extra time allows us to have in depth debates linked to the content the students are learning: is the NHS still fit for purpose? Should America have dropped the atomic bomb on Japan? It also allows us the opportunity to delve into areas, which are not on the specification, with year 10 we study Elizabethan England and we are able to spend time learning about the Black Tudors who lived in England. When we study the Cold War, which shaped the modern world we live in today, it allows us time to discuss and make connections to the present day. The extra time also gives us the opportunity to take our students on trips to really help bring the past to life. We have previously taken students to the Old Operating Theatre, the Globe theatre, the Maritime Museum and the Golden Hinde.

WHAT COULD STUDENTS DO NEXT WITH GCSE HISTORY?

Success in GCSE history opens up a range of opportunities for further study. Students can go on to study history at A Level or many of the other A Level courses offered in the Sixth Form. History has close links with subjects like English, Sociology and Government & Politics and provides a useful contrast to any Science or art courses. It is a highly regarded GCSE subject which equips students with the knowledge and skills needed to enter a range of careers including the Social Sciences, Media, Law, Journalism, Management and Advertising.

MODERN FOREIGN LANGUAGES – FRENCH / SPANISH

Examination Board: Edexcel



WHY SHOULD I STUDY THIS COURSE?

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE French/Spanish is an excellent choice for you. There are many reasons why you should choose to carry on studying a language at GCSE:

- You will learn more about **the countries and the culture** where French/Spanish is spoken
- You will widen your vocabulary and knowledge of grammar which will enable you to **share your interests, ideas and opinions** with other people who speak French/Spanish
- You will add an **international dimension** to your choice of GCSE subjects, which is something many future employers and higher education providers look for
- You will learn many **skills**, which are useful in a wide range of future careers, such as the ability to **communicate** clearly, be **confident** about speaking in public and how to use problem-solving strategies
- You will create greater opportunities for yourself to **work abroad**, or for companies in the UK with international links. **Many employers look for people who can speak a foreign language.**

WHAT ARE THE EXAMINATIONS REQUIREMENTS?

Listening – 25% of the total qualification

In the listening exam, you will answer questions on recorded material from different topics, in a range of public and social settings, for example, telephone messages and conversations between friends. You will also have a short dictation task.

Speaking – 25% of the total qualification

In the speaking exam, you will be assessed on your spoken French/Spanish for different purposes and in different settings. There are three tasks which you will undertake:

- Task 1 – a read aloud task followed by a couple of simple questions in French/Spanish
- Task 2 – a role play based on one topic that is allocated by Edexcel
- Task 3 – a picture card on another topic followed by a short, broader conversation on the same topic. You will be able to choose the theme of your picture card.

Reading – 25% of the total qualification

In the reading exam, you will answer questions about short texts on different topics, for example, text messages, advertisements, emails and literary texts.

Writing – 25% of the total qualification

In the writing exam, you will be asked to communicate through writing in French/Spanish for different purposes and audiences. You will need to produce extended responses of varying lengths and types to express ideas and opinions in French/Spanish.

For all exam papers, you will take **either Foundation tier or Higher tier**.

All themes and topics are studied in the context of both your home country and that of countries and communities where French/Spanish is spoken.

They are organised into six thematic contexts, which are broken down into topics and sub-topics.

Thematic contexts:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

WHAT MAKES OUR THREE-YEAR KS4 UNIQUE?

- The ability to cover the curriculum in more depth and breadth; we do not rush through the topics, we take time to consolidate knowledge
- The ability to practise skills more frequently and more thoroughly
- **An opportunity to go on a residential trip abroad in Year 9 or Year 10**
- **Cultural Capital:** time dedicated to developing knowledge of French/Spanish culture in lessons such as taking part in film festivals,, games, competitions...
- Enrichment activities and trips such as **cinema outings and French/Spanish restaurant outings**

WHAT COULD I DO NEXT WITH A GCSE IN A MODERN FOREIGN LANGUAGE?

People with language skills and knowledge are highly thought of in the modern world. They **stand out as talented and successful** people with broad and exciting horizons. Taking GCSE French or Spanish means you will:

- Have more **fun** when **travelling** to a French/Spanish speaking country
- Be able to study **A Level** French or Spanish
- Add an extra dimension to your **personal skills profile** which will impress anyone who reads your CV
- Be in a stronger position to **get a job in companies with international links or to work abroad**

Language skills can be used in **almost any job**. It will give you excellent and varied **career opportunities and life-long skills**. Interpersonal, communication, speaking in public - all of these skills are developed when you learn a language. Linguists tend to be **better communicators** and **flexible thinkers**. These are all skills which employers really want their employees to have.

MUSIC

Examination Board: Eduqas



ABOUT GCSE MUSIC

There is one, vital thing that you need to have in order to study this course. It is a passion for music, and a wish to play an instrument, or sing. If you have this, everything else will follow. You do not need to already learn an instrument outside of the classroom.

WHAT WILL STUDENTS ENJOY ABOUT THIS COURSE?

- Developing performing skills both individually and in groups, and at your own pace.
- Being ambitious and learning skills on new (and old!) instruments, like the drum kit, guitar and bass.
- Visiting London venues and experiencing live performance.
- Creating your own music and learning how to use music technology and recording equipment.
- Recognising contrasting genres, styles and traditions of music.
- Participating in composition workshops with the University of West London. Their students forefront these workshops and, as recent GCSE students themselves, understand exactly how to help you with creative tips.

COURSE/ EXAMINATIONS REQUIREMENTS

The Eduqas Music GCSE consists of two coursework units (performing and composing) and one written exam (listening/appraising).

Component 1: Performing (30%)

Total duration of performances 4 - 6 minutes

A minimum of two pieces, one of which must be a group performance. The other piece may be either a solo or group performance. One piece must link to one of the areas of study mentioned below. Your group performance can be with members of your GCSE group, but could also be with friends and family from outside the school, if it is convenient.

Component 2: Composing (30%)

Total duration of compositions: 3 - 6 minutes

Two compositions, one of which must be in response to a brief chosen from the areas of study below, while the second composition is a free composition for which learners set their own brief.

Component 3: Listening/Appraising (40%)

Written examination: 1 hour 15 minutes (approximately)

There are eight questions in total, two on each of the four areas of study. You will also study two set pieces from the areas of study, and answer questions on these in the exam.

Area of study 1: Musical forms and devices

Area of study 2: Music for ensembles/groups

Area of study 3: Film Music

Area of study 4: Popular Music

HOW DOES IT FOLLOW ON FROM WHAT YOU HAVE LEARNED BEFORE?

- You will continue to learn and play instruments in class, though you will study them in more depth, focusing on your chosen pieces.
- You will build on ensemble skills from topics such as Class Band, Reggae and Song writing, learning to play with others as a group.
- You will build on the knowledge of music technology and Bandlab, using this to create longer, and more complex pieces in a music style of your choice.
- All of the areas of study build on topics you have studied at KS3. Film music and popular music are covered in Year 8, and you go on to study these at greater depth. Musical structure and music in groups are covered throughout every unit you do, and you learn how to perform and compose using a variety of approaches.

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

Skills: You can develop the skills necessary before coursework starts in Year 10. Therefore, whether you are planning to sing, play an instrument, or create a performance or composition using Music Technology, there will be plenty of time for you to experiment and see what suits you the most.

Theory: You will also close any gaps in your knowledge of music theory. This is done whilst studying for your listening and appraising test.

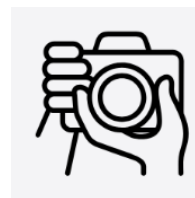
Performing opportunities: You will have the opportunity to form music groups in class, and gain experience in performing to others in informal situations, both in class and as part of school celebrations.

WHAT COULD YOU DO NEXT WITH A MUSIC GCSE?

Universities really value music qualifications. Having one demonstrates that you are disciplined, creative and committed, all things that are essential to studying at degree level. Specifically, you could go into a music career as a performer or composer, but there are many other interesting areas such as songwriting, sound engineering, game audio design, working in a recording studio, becoming a music producer, being a DJ, or even going into event management. Other careers for which musical skills are useful include music law, publishing, therapy, PR, journalism and project management.

PHOTOGRAPHY

Examination Board: AQA



ABOUT GCSE PHOTOGRAPHY

Students will follow a course of study, which will introduce them to photography from the modern era as well as placing it into a historical context. Students will start by learning the basic skills to take and edit their own photographs, and will learn more complex skills as they move through the course with plenty of opportunities to develop their own creativity.

WILL STUDENTS ENJOY THIS COURSE?

Students will enjoy this course if they want to study a subject that allows them to develop skills and confidence when using a camera, allows them to generate work based on their own ideas, and allows them to focus on workshop sessions and practical work teaching them a variety of photographic techniques.

HOW DOES IT FOLLOW ON FROM WHAT STUDENTS HAVE LEARNT BEFORE?

The course enables students to build on the skills they have covered in KS3 Art (researching and responding to artists) & KS3 Technology (digital skills using Affinity Photo). After an introduction to the new skills and techniques they will be using, they will be able to explore their own ideas using the knowledge and skills they have gained.

COURSEWORK/EXAM REQUIREMENTS

There are 2 Components for GCSE Photography. Each Component is assessed against the same four Assessment Objectives (AOs):

1. Develop ideas through investigations, demonstrating critical understanding of sources .
2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes .
3. Record ideas, observations and insights relevant to intentions as work progresses .
4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language .

COMPONENT 1: Portfolio 60% of the overall grade Topics include: FORMS, PORTRAITURE, and TITLES (where students select their own title from a list)	COMPONENT 2: Externally Set Assignment 40% of the overall grade Students will select a title from a list of options sent by the exam board in Year 11
<ul style="list-style-type: none">● Students will explore photographic techniques and develop skills in a variety of media.● Students will research photographers, record their observations, and create their own response.● Students will develop their ideas, review and refine work and produce a number of outcomes.● Students will experiment with a variety of photographic techniques and build creative confidence.	<ul style="list-style-type: none">● Students will produce a sketchbook with research and experimentation as development and preparation in the lead up to the 10 hours exam. This will follow a similar structure to Component 1.● They will take these books and into their exam so that they have notes and plans to help make a Final Outcome.

- Component 1 reflects a selection of the students' best coursework displayed with other work such as preparatory shoots and sketchbooks.

- The exam takes place over two full school days, which allows students to have 10 hours of supervised time for their practical exam.

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

Exploring GCSE Photography over three years enables students to be exposed to a wider range of materials, techniques, and concepts. Over the course of the first two years students can create a strong portfolio of work to form their Component 1. In their first year of Photography, students will learn the basic skills required to achieve a successful photograph. They will gain confidence to control and play with these skills in a variety of photoshoots. In the second year, students will be exposed to a variety of artists through which they will explore the techniques of digital manipulation and illustration. Students begin to develop a wider understanding of concepts within art responding to contemporary and traditional art. In their final year students complete their Component 1 and begin to choose themes of their own interest with confidence in their photographic and technical skills.

WHAT COULD STUDENTS DO NEXT WITH GCSE PHOTOGRAPHY?

Students could pursue photography at a higher level following their GCSE course. The two general routes are A-level or an art foundation course or sometimes both A-levels and then an art foundation course. They can progress on to a degree in photography or an art-based course or use their A-level points to go towards another degree of their choice. Alternatively, they may take photography to compliment any of their other subject choices; the skills learnt within photography help to enhance presentation in all areas. The course also helps students to think creatively and critically and allows others to discuss ideas as part of the developmental process. The creative processes and skills learnt from studying this course will aid students throughout life. Affinity and other software will be beneficial for any students within the digital age. Research skills will also be developed throughout this course. Photography is integral to most aspects of modern life; the list of careers available to someone in this field is extensive and varies from: advertising, animation, architecture, gaming, marketing, fashion, design, film and television, photojournalism or students could traditionally become a full-time photographer.

PHYSICAL EDUCATION

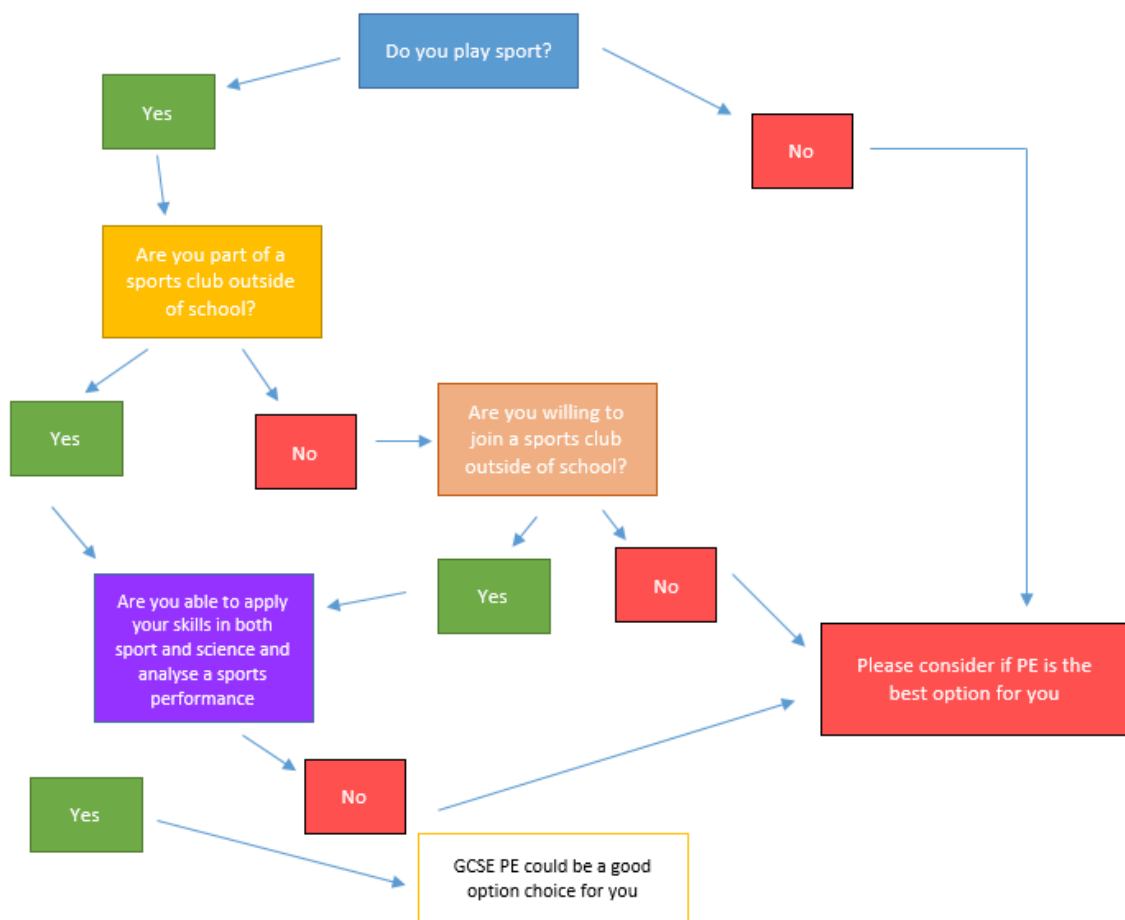


Examination Board: AQA

ABOUT GCSE PE

GCSE PE is a very scientific course, covering topics such as sports psychology to the anatomy and physiology of the body in relation to movements within certain sports.

To be able to be successful in GCSE PE you need to have a basic knowledge of sport in general, watch and play sport regularly and be confident to contribute in all lessons.



HOW IS THE COURSE ASSESSED?

Paper 1: The human body and movement in physical education	Paper 2: Socio-cultural influences and wellbeing in physical activity and sport	Non-exam assessment: Practical performance in physical activity and sport
What is assessed? <ul style="list-style-type: none"> Applied anatomy and physiology Movement analysis Physical training Use of data 	What is assessed? <ul style="list-style-type: none"> Sports psychology Socio-cultural influences Health, fitness and well-being Use of data 	What is assessed? <ul style="list-style-type: none"> Practical performance in three different physical activities e.g. basketball, netball, athletics Analysis and evaluation of performance to bring about improvement in one activity
How is it assessed? <ul style="list-style-type: none"> 1hr 15 min written exam 78 marks 30% of final grade 	How is it assessed? <ul style="list-style-type: none"> 1hr 15 min written exam 78 marks 30% of final grade 	How is it assessed? <ul style="list-style-type: none"> Assessed by teachers Moderated by AQA 100 marks 30% of final assessment is practical assessment and 10% of final grade is coursework
Questions <ul style="list-style-type: none"> Answer all questions A mixture of multiple choice/objective test questions, short answer questions and extended answer questions 	Questions <ul style="list-style-type: none"> Answer all questions A mixture of multiple choice/objective test questions, short answer questions and extended answer questions 	Questions <ul style="list-style-type: none"> For each of their three activities, students are assessed in skills by progressive drills (10 marks per activity) and in the full match/game context (15 marks per activity)

The course consists of 60% theory and 40% practical; 10% of which is written in the form of coursework.

Theory:

2 written exams 1 hour 15 minute each.

Paper 1 – The Human body and movement in physical activity and sport

Paper 2 – Socio-cultural influences and wellbeing in physical activity and sport

Practical:

Students will be assessed in 3 sports, in which they must be at a good standard and **ideally playing at least one of these sports outside of school.**

Assessment is conducted in the form of external moderation where the students have to perform their skills and game play in front of an external assessor.

The other element is the coursework based on strengths and weaknesses of their personal performance within a sport of their choice.

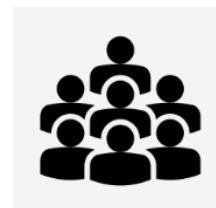
WHAT COULD I DO NEXT WITH GCSE PE?

Progression to an A Level in PE, Biology and/or Psychology. Progression to BTEC National in Sport. Other suitable careers/courses include Sports Science, Physiotherapy, Nursing, Teaching and leadership positions.

SOCIOLOGY

Examination Board: AQA

ABOUT GCSE SOCIOLOGY



GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Skills learnt on the course include: -

- Develop written and oral communication skills
- Investigate facts and draw appropriate conclusions
- Develop analytical skills by comparing and contrasting sociological perspectives on a variety of issues
- Develop opinions and new ideas on social issues
- Explore and debate contemporary social issues
- Have a better understanding of the social world and be able to challenge everyday understandings of social events from a sociological perspective.
- Learn how to apply various research methods to different sociological contexts
- Constructing balanced arguments using sociological evidence
- Learn how to critically evaluate and compare and contrast theories or explanations

WILL STUDENTS ENJOY THIS SUBJECT?

Sociology is the study of people and society. It offers an insight into social and cultural issues. It helps you develop a multi-perspective and critical approach to understanding issues around culture, identity, religion, crime, media, childhood and social power.

COURSE STRUCTURE

Paper 1: The Sociology of Families and Education	Paper 2: The Sociology of Crime and Deviance and Social Stratification
Written exam: 1 hour 45 minutes 100 marks 50% of GCSE Two multiple choice questions followed by a range of short and extended responses	Written exam: 1 hour 45 minutes 100 marks 50% of GCSE Two multiple choice questions followed by a range of short and extended responses
Topics: The sociology of families The sociology of education Relevant areas of social theory and methodology	Topics: The sociology of crime and deviance The sociology of social stratification Relevant areas of social theory and methodology

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

Our three year KS4 is unique as we allow students the opportunity to study topics and themes that aren't a part of the official exam board specification.

Students embark on the course by getting to grips with Sociology in its entirety, by looking at Social Issues such as racism, sexism and class/ power imbalances. This is done with a range of real-life case studies and informative documentaries from Panorama and Channel 4. These documentaries and the project that surrounds them allows students to develop their understanding of society as a whole and builds the foundation for them to discover key sociological concepts and theories throughout the course.

We invite students on a broad range of enrichment trips including the Karl Marx guided tour and also to local Magistrates courts to develop a wider understanding of the theory of Marxism and the topic of Crime and Deviance. A project around research methods concludes the year, where students are able to research a chosen topic and apply what they have learned during their Research Methods module in real life.

WHAT COULD I DO NEXT WITH GCSE SOCIOLOGY?

Sociology GCSE is a good stepping-stone for most social science courses and careers including:

- Law
- Criminology
- History
- Anthropology
- Politics
- Childcare
- Geography
- Psychology

ART & DESIGN – TEXTILES

Examination Board: AQA



ABOUT GCSE TEXTILES

Students will learn to:

- apply a creative approach to problem solving
- consider and develop original ideas from initiation to realisation
- analyse critically their own work and the work of others
- express individual thoughts and choices confidently
- take risks, experiment and learn from mistakes.

WILL STUDENTS ENJOY THIS SUBJECT?

You will enjoy this course if you want to study a subject that:

- Enhances imagination and creativity
- Encourages knowledge and understanding of textiles in both historical and contemporary society, and other diverse cultures
- Allows you to work in a variety of different art and textile media

COURSE STRUCTURE

Component 1 Personal Portfolio (60%)	Component 2 Externally Set Assignment (40%)
<p>From centre-based starting points.</p> <p>You will create a personal portfolio of work comprising:</p> <ul style="list-style-type: none">• supporting studies• personal response(s). <p>This unit is Internally assessed and externally moderated</p>	<p>Externally set broad-based thematic starting point released in January of year 11.</p> <p>A preparatory study period followed by a 10-hour exam in which you will create personal response(s).</p> <p>Your work must comprise:</p> <ul style="list-style-type: none">• preparatory studies• personal response(s). <p>This unit is Internally assessed and externally moderated.</p>

Students could develop work in at least one of the following areas of study:

- Constructed textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Soft furnishings
- Stitched and/or embellished textile

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

As with Art, students enjoy more time on their timetable to be creative and learn to develop their portfolios in a professional way. We start from going back to basics. Through analysis and experimentation, students start to be able to appreciate different mediums and methods. Three years allow students to build good habits, fuel a love of expressing their creativity and enjoy experimentation based on important references, and develop results in personal, unique and expressive portfolios.

WHAT COULD I DO NEXT WITH GCSE TEXTILES?

Students could pursue their studies in:

- AS or A Level Art and Design – Textiles
- BTEC Level 3 Fashion & Clothing

In addition these courses will prepare you for entry into a very wide range of creative and technical careers including engineering, product design and fashion.

BTEC HEALTH & SOCIAL CARE

Examination Board: Edexcel

ABOUT BTEC TECH AWARD IN HEALTH AND SOCIAL CARE



This is a vocationally related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The BTEC Tech Award in Health and Social Care will equip you with a sound, specialist knowledge along with skills for everyday use.

In Health and Social Care we look at the ways in which communication is used in both Health and Social Care contexts, we learn about the different health care services in the UK, we look at how humans develop through the life stages and finally we are able to learn about the values which underpin working in Health and Social Care.

WILL STUDENTS ENJOY THIS COURSE?

You will enjoy this course if you want to study a subject that:

- Allows you to learn more about the Health and Social care setting
- Let's you complete coursework rather than just exams
- Allows you to complete coursework in various ways: combine art, drama, DT and ICT skills, storyboards, posters, reports and leaflets

HOW DOES IT FOLLOW ON FROM WHAT STUDENTS HAVE LEARNED BEFORE?

Health and Social is an excellent companion subject to English GCSE and will support and develop your analytical skills, as well as your writing and presentation skills. It will develop and improve your observation skills, your speaking and listening skills, your analytical and creative skills. Health and Social Care will also make clear links to PSHCEE as well as Science, in the form of Biology.

WHAT SUBJECTS WOULD HEALTH AND SOCIAL CARE COMBINE WELL WITH?

Health and Social Care combines well with all other options choices but is particularly good with P.E., Science and ICT as the subjects complement each other and there are cross overs both in content and skills between them.

COURSEWORK/EXAM REQUIREMENTS

The BTEC Tech Award in Health and Social Care Course is broken down into three parts: Component 1, 2 and 3.

Coursework (worth 66% of entire course):

- Component 1: Human Lifespan and Development
- Component 2: Health and Social Care Services

Controlled Assessment (worth 33% of the entire course):

- Component 3: Health and Wellbeing

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

Our three year KS4 is unique as we allow students the opportunity to study topics and themes that aren't a part of the official exam board specification.

Students start the course with a unit called 'Care' and are given the chance to unpick the concept of 'care'. They do this by discussing their own experiences of care with their primary caregivers. Students are then given an egg to take care of, for the week, with a birth certificate and a care-pack. They need to keep the egg safe and sound, in its own little cot of their creation. Students hugely enjoy the hands-on elements of this task and it gives them a great understanding of how to care, in health and social care. We aim to build the values of respect, empathy, compassion and creativity with this task, and make links to social care (fostering and childcare services).

We then take students on a journey of discovery about health, including information about the NHS and primary/ secondary care providers that they may have used. They look at chronic conditions such as diabetes, asthma and cardiovascular disease. We look at physical disabilities and sensory impairments through the case study of Billy Monger. Students then participate in a group work task where they have to engineer a prosthetic leg that can hold up the weight of a member of their team.

Throughout the course external speakers and professionals come into school to deliver sessions on what it is like to deliver specialist care and how person-centred provision is at the core of most HSC professionals' duties.

WHAT COULD STUDENTS DO NEXT WITH HEALTH AND SOCIAL CARE?

There is a natural progression to Level 3 Health and Social Care or Childcare, or A-Level Sociology, Psychology and Biology, which are all widely offered. As a well-recognised and highly respected vocational qualification Health and Social Care is an excellent choice for those with critical and creative skills as one of the minimum 5 GCSE requirements necessary for further education and it goes without saying especially relevant to us now in our society which will always require health and social care. Health and Social Care is an excellent starting point for those interested in a career in the Health and or Social Care setting, whether that be with children, the elderly or in a wider context.

Tech Award Level 2 in Digital Information Technology



Examination Board: Pearson

ABOUT LEVEL 2 TECH AWARD IN DIGITAL INFORMATION TECHNOLOGY

By opting for the Tech Award in Digital Information Technology students will:

- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
- Develop IT-based solutions to resolve practical problems.
- Develop an understanding of current and emerging technologies and their social and commercial impact.
- Develop an understanding of the legal, social, economic, ethical and environmental issues raised by information technology.
- Recognise potential risks when using IT, and develop safe, secure and responsible practices.
- Evaluate IT based solutions problems of a practical and vocational nature.

WHAT WILL STUDENTS ENJOY ABOUT THIS COURSE?

Students will gain a range of practical skills in IT. They will explore the practical and creative nature of IT with a focus on the system life cycle to design, create, test and evaluate a solution to a multimedia-based IT problem. Students will develop the ability to discuss and evaluate the impact of data on an organisation and, more broadly, people. Furthermore, students will utilise data manipulation methods to produce a data dashboard presenting an organisation's key data. They will acquire the ability to draw conclusions from the data once it has been processed. Learners will underpin this with fundamental knowledge and understanding of IT including: IT systems; hardware; software; networks; securing IT systems; data and information; and emerging technologies.

COURSE/ EXAMINATIONS REQUIREMENTS

Component 1: Exploring User Interface Design Principles (Internal assessment)

- This is assessed via a portfolio of evidence that students will create during lesson time, in controlled conditions.
- There are four assignments in this component which will take six hours to complete.
- You will explore user interfaces, discover how to develop and review them, and investigate how to use project planning techniques.
- The total number of marks available for this assessment is 60.

Component 2: Collecting, Presenting and Interpreting Data (Internal assessment)

- This is assessed via a portfolio of evidence that students will create during lesson time, in controlled conditions.
- There are three assignments in this component that will take six hours in total to complete. • You will explore how data impacts on individuals and organizations followed by the production of a data visualisation solution – a data dashboard.
- The total number of marks available for this assessment is 60.

Component 3: Effective Digital Working Practices (External assessment)

- This is assessed via a 1 hour 30-minute written examination.
- The aim of this component is to explore how organisations use digital systems and the wider implications associated with their use.
- The total number of points available for this assessment is 60

HOW DOES IT FOLLOW ON FROM WHAT YOU HAVE LEARNED BEFORE?

The course builds upon the KS3 computing curriculum – allowing students to utilise their understanding of:

- Analysis of apps and websites
- Investigation of different ways in which we can interact with computers
- Creation of apps, websites and information points to suit design briefs
- Creation of spreadsheet models

WHAT MAKES OUR THREE YEAR KS4 UNIQUE?

The BTEC Tech Award in Digital Information Technology will give students a good grounding in many areas of the digital world we live in and enable you to go on to further study in Information Technology, Business or Media at Sixth Form level. We are able to utilise the three year KS4 to build relationships with industry professionals – allowing students unique opportunities to see the application of their studies in real world settings.

WHAT COULD YOU DO NEXT WITH A LEVEL 2 TECH AWARD?

Successful completion of BTEC Level 1/Level 2 Tech Award in Digital Information Technology will lead in studying A -Levels as preparation for entry to higher education in a range of subjects. Study of a vocational qualification at Level 3, such as a BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.

IT opens up a wide range of professional fields. Success in IT enables pupils the opportunity to go into Database administrator, Network engineer, Systems analyst, IT technician and Data scientist and much more.

Functional Skills

Exam board: Pearson Edexcel

What are Functional Skills qualifications?

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the government's accountability systems.



Functional Skills qualifications are based on Department for Education (DfE) approved subject content and are regulated by Ofqual.

Qualification purpose.

The Pearson Edexcel Functional Skills Qualifications in Mathematics at Entry Levels 1 to 3 is for learners to develop understanding and skills in mathematics.

The qualifications give learners the opportunity to:

- demonstrate a sound grasp of the underpinning skills and basics of mathematical problem-solving skills appropriate to the level, and the ability to apply mathematical thinking to solve problems in familiar situations
- achieve the skills for further study at Levels 1 and 2
- achieve a foundation for progression into employment. Qualifications aims and outcomes The Pearson Edexcel Functional Skills Qualifications in Mathematics at Entry Levels 1 to 3 should:
- enable learners to become confident in their use of fundamental mathematical knowledge and skills
- indicate that learners can demonstrate their understanding by applying their knowledge and skills to solve simple mathematical problems or to carry out simple tasks.

Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 1

Learners will need to meet the requirements outlined in the tables below before the qualification can be awarded.

The Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 1 consists of one externally-set, internally-marked and externally verified assessment. It is available as a paper-based, on-demand assessment.

Each assessment comprises two sections – a non-calculator section (calculator prohibited) and a calculator section (calculator permitted).

Assessment structure	Duration	Number of marks	Percentage of qualification
Section A: Non-calculator	20 minutes	5 marks	25%
Section B: Calculator	60 minutes	15 marks	75%
Content areas			
Using numbers and the number system – whole numbers			
Using common measures, shape and space			
Handling information and data			

Pearson Edexcel Functional Skills Qualification in English at Entry Level 1

The Pearson Edexcel Functional Skills Qualification in English at Entry Level 1 consists of three components. Learners must pass the following assessments before the qualification can be awarded:

- a Speaking, Listening and Communicating assessment
- a Reading assessment
- a Writing assessment.

Speaking, Listening and Communicating

The Speaking, Listening and Communicating assessment is internally set, internally assessed and externally verified.

Reading

The Reading assessments are externally set, internally marked and externally verified. They are paper-based and can be downloaded from our website on demand.

The texts in the Reading assessments will include a representative sample of the words and types of words given in *Annexe B*.

Dictionaries are allowed.

Writing

The Writing assessments are externally set, internally marked and externally verified. They are paper-based and can be downloaded from our website on demand.

66.7 per cent of marks are for Spelling, Punctuation and Grammar (SPaG). Half of these are for a spelling task that assesses ten spellings. The spellings are sampled from the words and word types in *Annexe B*.

No external aids, such as dictionaries, are allowed.

Components	Duration	Number of marks
Speaking, Listening and Communicating	10 minutes*	n/a**
Reading	45 minutes	16
Writing	50 minutes	30

*Approximate time. Further details are given in *Entry Level English Speaking, Listening and Communicating: guidance for assessors*, available on the Pearson website.

**All subject content statements must be evidenced.

WHAT HAPPENS NEXT?

- Students should read through this booklet, paying careful attention to the sections describing the different courses.
- Talk through your first thoughts with your parents/carer and tutor.
- Talk to your Miss Curr or Ms Humphries about your possible choices if needed.
- Ask questions to your subject teacher.
- Enjoy the taster sessions offered in any new subjects you haven't tried before.
- Complete the Options Selection Sheet carefully and within the deadline to express your choices.

Whilst we do everything we can to accommodate students' choices and most students are able to study all the subjects they want, this may not always be possible if: -

- Your choices do not match your ability level
- There are too many students who want to do that subject
- There are not enough students who want to do that subject so the subject is withdrawn



What happens if I do not get the subjects I opt for?

We make every effort to accommodate the students being able to study their subjects of choice at Key Stage 4. However, we may have limitations in regards class sizes, teaching capacity and rooms available. In the event of a student not receiving the option subject/s she chooses, a meeting will be arranged with Miss Curr and/or the Assistant Head teacher overseeing Curriculum to discuss alternate options available and a suitable compromise for all will be agreed. Parents will be notified of any changes made in writing.

