

## CURRICULUM CHOICES INFORMATION BOOKLET SPRING 2023

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Alongside this booklet you should also have a copy of a *KS4 Options Record Sheet* to help you through the online process for selecting your Options Choices.



# Introduction

Welcome to your **Key Stage 4 Curriculum Choices Booklet**.

In here you will find information about all the courses you can choose from next year, plus guidance about how to make your choices. There is a lot of information which you will need to study very carefully. You also need to talk with your parents/carers, Form Tutor and your subject teachers. In addition, you will have a meeting with a member of senior staff to discuss your choices and you may also ask to speak to our Personal Adviser from **Hertfordshire Services for Young People** (the careers education and impartial advice and guidance service, formerly known as Connexions).

More information will be available at the **Options Evening** on:

**Thursday 26<sup>th</sup> January 2023, from 6.00pm**

The **deadline** for submitting your completed Options choices online is:

**Friday 3<sup>rd</sup> February 2023 (9.00am)**

## A BROAD AND BALANCED CURRICULUM

It is our responsibility to make sure that every student has access to a broad and balanced curriculum. Therefore, although there is some choice, there are certain subjects and types of subjects which you must study. This will make sure that you have the best range of opportunities when you complete these courses in Year 11. The subjects everyone follows make up the **Core Curriculum** and the option subjects you choose make up the **Choices Curriculum**. Putting your Core and Choices together will lead to a broad and balanced curriculum. Not all course choices lead to qualifications, for example, core PE. Some students may choose to take a non-exam subject such ASDAN/CoPE as one of their options. Other students may be invited to join a Core Support group to receive additional help with their Core Subjects.

## THE CORE CURRICULUM

All students take the subjects below:

- **English Language**
- **English Literature**
- **Mathematics**
- **Science - GCSE Combined Science (two GCSEs are awarded)**
- **A foreign language ( French, German or Spanish )**
- **Personal, Social, Health, Citizenship & Economic Education (PSHCEE)** which includes aspects of **Religious Education** - this is a non-examined subject
- **Physical Education (Core)** - this is a non-examined subject

## THE CHOICES CURRICULUM

We offer a wide range of choices at GCSE and BTEC level. There are **four choices** to be made and you must make these very carefully, bearing in mind the courses you want to study after Year 11 and the type of career you may wish to follow in the future.

Many parents/carers will remember from their own school experience being given option blocks and told to choose one subject from each – we now ask students what they would like and then put these subjects into teaching blocks to give the maximum number of students their preferences. However, not all combinations are possible and students must also give reserve choices as we may not be able to allocate every student all of their first four choices. If no reserve choices are given, students will be allocated a subject, if necessary. When allocating students to groups, we take into consideration the order of preference of the subjects they have listed. Therefore, please rank your option subjects carefully.

### Section A

This section of the form lists the **Core Subjects**. In this section you can choose the foreign language you wish to take or you can receive EHCP Support if you have been invited to do so. In Combined Science you will study the double GCSE award. You will also take Core PE which is a non-exam subject. In Core PE, students will select a pathway of activities for the two years covering a variety of sports (such as Football, Netball, Hockey, Athletics, Gymnastics, Trampolining and Health-related Fitness) as well as several individual activities. Pathways will be explained during the Summer Term of Year 9, during students' normal PE lesson where they will be supported in making their choices. Please note that GCSE PE and BTEC Sport are both option subjects, i.e. in addition to Core PE.

### Section B

In Section B you have the opportunity to select **four courses** you wish to follow throughout Key Stage 4. To ensure a broad and balanced curriculum, you should only select up to two subjects from any section. Please note that students are required to include either Geography or History in their four choices. This is explained in the information about the EBacc on the next page.

It is important to note that some curriculum subjects have additional costs associated with examination courses. These may be optional (for example, the purchase of supplementary study or practical materials), while others are necessary for the completion of the course, such as instrumental tuition for GCSE Music and art packs for GCSE Art, Art Graphics and Art: Textiles. Such costs will be explained by the Heads of Subject at the Options Evening or by subject teachers at the Year 9 Consultation Evening.

Depending on individual circumstances, additional costs and/or the provision of study support materials may be covered by the school from funding provided for disadvantaged students.

**All of the websites listed in this booklet are available as direct links from the school's website. Click on 'Students' > 'Curriculum Subjects'.**

**An electronic copy of this booklet and the Options Record Sheet can also be found at 'Students' > 'Year 9 options'.**

## The ENGLISH BACCALAUREATE or “EBacc”

The English Baccalaureate is not a qualification in itself but a combination of subjects which the Department for Education (DfE) believes provides a ‘core academic curriculum’ for future study and employment.

‘The English Baccalaureate is intended to give students greater opportunity to study in and beyond the vital core of English, Mathematics and the Sciences. The subjects included are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to them in terms of future progression. For example, for students hoping to go to university, the Russell Group guide on making ‘informed choices’ for post-16 education identifies ‘facilitating subjects’ [ see the link below ]. These are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects they identify are those included in the English Baccalaureate – Mathematics, English, Physics, Biology, Chemistry [or Combined Sciences], Geography, History and Languages (Classical and Modern).’

DfE

<https://www.informedchoices.ac.uk/>

Up until 2015, the government’s expectation was that all students were *able to choose* to follow a curriculum which included the EBacc subjects. However, there is now an *expectation* from the DfE that ‘at least 90% of pupils in mainstream secondary schools will enter the EBacc’ and that ‘the EBacc becomes the default option for all pupils’. Therefore students must include either Geography or History within their four option subject choices. However, the policy also states that ‘schools should be able to determine the small minority of pupils for whom taking the whole EBacc is not appropriate’ and, in discussion with parents/carers, the Learning Support department will help students to construct a more suitable learning pathway within the option choices where necessary. The DfE identifies such instances as ‘pupils with complex special educational needs, pupils who have spent significant amounts of time out of education, recent arrivals to the country and pupils who are only able to take a limited number of Key Stage 4 qualifications as they need significant additional time in the curriculum for English and Mathematics’.

The government has further stated that ‘the EBacc provides a rigorous academic core at Key Stage 4, without compromising on providing a rich, broad and balanced curriculum for pupils. It consists of only five subject areas. This means that there is time for most pupils to study other valuable subjects in addition to the EBacc, including religious studies, arts subjects, or vocational and technical disciplines’.

# Impartial Advice & Guidance

## IMPARTIAL ADVICE & GUIDANCE

The Impartial Advice and Guidance programme enables students to make informed decisions about their futures, be it in employment with training (such as an Apprenticeship) at age 16 or in higher or further education. All students in Year 8 and above can request a careers guidance interview with the school's *Hertfordshire Services for Young People* Personal Advisor, Alison Curnow, at any time should they wish for one.

The Careers Library is located in the reference section of the school Library. It is well resourced with information about different careers pathways, university or college courses and Apprenticeships. The Library has open access throughout the school day and the Library staff are happy to provide guidance on how to use the resources available.

From Year 9, all students are also given guidance in and access to Careers Guidance software which they can use both in school and from home via the internet.

As part of your Impartial Advice and Guidance / Careers and Work-Related Education, you will:

- go on a one week Work Experience placement in the Summer Term of Year 10.
- be offered guidance in how to write a CV, prepare for interviews etc.
- have a personal interview with a member of senior staff regarding Post 16 options.
- have opportunities within PSHCEE lessons to investigate different careers and education routes, learn how to action plan and make informed decisions.
- Take part in the Year 11 '*Moving On*' Curriculum Enrichment Day in which you learn about local Labour Market Information; consider effective choice-making; investigate how specific qualifications link to career paths and take part in a 'Careers Fair' attended by a range of local employers, colleges, universities and training providers (including Apprenticeships).

Information about all aspects of **Careers Education, Information, Advice & Guidance** can also be found on the Beaumont School 'Careers blog' which can be accessed from the school website '**Students**' > '**Careers & IAG**' or at: <http://careersatbeaumontschool.blogspot.co.uk/>

Students also have access to the *Unifrog* online platform, which includes a wealth of information and impartial guidance on options at 14+, 16+ and 18+.

**For further information please contact Mr C Cross - Careers Leader**

# Trips & Visits in KS4

## PLANNED TRIPS & VISITS IN KS4

SUBJECT	YEAR	PREVIOUS / POSSIBLE VISITS	APPROX. COST
Art/Graphics	10	London Art Gallery	£10
Art/Textiles	10	Knit & Stitch, Alexandra Palace	£10
Drama	10/11	Various Theatre visits (for coursework)	£30
Drama	10/11	Study trip Easter 2022 (destination tbc) (optional)	£850+ (dependent on destination)
English	10/11	Various Theatre trips	£25 per trip
Geography	10	GCSE Geography trips x 2 (destination tbc) to carry out fieldwork for exam.	£60 for both
Languages	10	Language Study Days at British Film Institute	£25 per trip
Music	10/11	Various Concert and Theatre trips	£30
Science	10/11	Science Live Conference	£30
End of Year Trip	11	Theme Park (optional)	£25
Ski Trip (tbc)	10	February half term 2022 (destination tbc) (optional)	£950+

The cost of these trips can be subsidised for those students eligible for Pupil Premium\*. Please contact the school's Finance Office if you wish to discuss the funding of a curriculum based school trip.

\* Pupil Premium is additional funding schools receive for all students whose families are in receipt of Free School Meals or have received them at any point over the past six (6) years. Children in Local Authority Care or children adopted from Care are also eligible.





# **CORE SUBJECTS**





## TOPICS & IDEAS STUDIED

- Analysis of Literary texts: prose, drama and poetry
- Study of spoken language
- Creative writing
- The moving image
- Speaking and listening

## USEFUL SKILLS

Essay-writing  
Independent reading and research  
Discussion and presentational skills

## COURSE ASSESSMENT

### Exam Board AQA Examinations

#### English Language Exam

<u>Paper 1</u>	Explorations in Creative Reading and Writing (50%)
<u>Paper 2</u>	Writers' Viewpoints and Perspectives (50%)

#### English Literature Exam

<u>Paper 1</u>	Shakespeare and the 19 <sup>th</sup> Century Novel (40%) Studied Texts: The Strange Case of Dr Jekyll and Mr Hyde – Robert Louis Stevenson and Macbeth – William Shakespeare
<u>Paper 2</u>	Modern Texts and Poetry (60%) Studied Texts: An Inspector Calls – J. B. Priestley An Anthology of poems focused on themes of Power and Conflict Unseen Poetry

Speaking and Listening will be assessed as a discrete element of language.

<b>Qualification</b>	Two GCSEs: English Language and English Literature One tier entry. The grading system runs from 1 – 9, 1 being the lowest grade and 9 the highest.
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## FURTHER INFORMATION

[www.aqa.org.uk/english](http://www.aqa.org.uk/english)

Mrs K Molyneux, Head of English

## TOPICS & IDEAS STUDIED

- The aim of the course is to promote the development of mathematical knowledge as well as oral, written and practical skills which can be applied in everyday situations
- Topic areas include Number, Algebra, Geometry, Measures, Statistics and Probability
- Emphasis on problem-solving, selecting strategies and applying mathematical techniques are all prominent features of the work.
- There will be a greater emphasis in examinations on the assessment of applying mathematics and using mathematics to solve problems, and some questions will be set in contexts that students should be expected to deal with in the real world.

## USEFUL SKILLS

- Problem solving
- Good written communication skills
- Thinking logically
- Recall of necessary methods and formulae

## COURSE ASSESSMENT

**Exam Board** Edexcel

**Examinations** Specification 1MA1:

There are three written examinations to be taken at the end of the GCSE course and any part of the content may be assessed on any paper. Each paper has an equal weighting of 80 marks, so 240 marks in total.

Paper 1 is non-calculator; in the other two papers a calculator may be used.

**Controlled Assessment** N/A

**Qualification** Single GCSE: There are two tiers of entry i.e. Higher and Foundation.

## FURTHER INFORMATION

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

Miss A Benn, Head of Mathematics

## TOPICS & IDEAS STUDIED

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

## USEFUL SKILLS

- The ability to listen to and understand spoken French in a range of contexts and a variety of styles.
- Communicate in speech and writing for a variety of purposes.
- Understand and apply a range of vocabulary and structures.
- Language learning and communication skills.

## COURSE ASSESSMENT

<b>Exam Board</b>	<b>AQA</b>
<b>Examinations</b>	Students entered at Foundation or Higher level. Listening and reading comprehension exams taken in summer term of Year 11. Mostly short answers/multiple choice. Each exam is worth 25% of the final grade. Writing exam taken in summer term of Year 11. Short answers including translation. Longer writing question (90 words, Foundation; 150 words, Higher). Exam worth 25% of the final grade.
<b>Speaking Assessment</b>	Speaking will be assessed by your teacher in one speaking test: 7-9 minutes (Foundation) and 10-12 minutes (Higher) consisting of role-play, discussion of photo card and conversation. Speaking is worth 25% of the final grade.
<b>Qualification</b>	Single GCSE: Grades 1-9 (Higher tier grades 4-9, Foundation tier 1-5)

## FURTHER INFORMATION

<http://www.aqa.org.uk/subjects/languages/gcse>

Ms Y Shahrad  
Head of French

Mrs S R Lutz  
Head of Modern Languages

## TOPICS & IDEAS STUDIED

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

## USEFUL SKILLS

- The ability to listen to and understand spoken German in a range of contexts and a variety of styles
- Communicate in speech and writing for a variety of purposes
- Understand and apply a range of vocabulary and structures
- Language learning and communication skills

## COURSE ASSESSMENT

<b>Exam Board</b>	<b>AQA</b>
<b>Examinations</b>	Students entered at Foundation or Higher level. Listening and reading comprehension exams taken in summer term of Year 11. Mostly short answers/multiple choice. Each exam is worth 25% of the final grade. Writing exam taken in summer term of Year 11. Short answers including translation. Longer writing question (90 words, Foundation; 150 words, Higher). Exam worth 25% of the final grade.
<b>Speaking Assessment</b>	Speaking will be assessed by your teacher in one speaking test: 7-9 minutes (Foundation) and 10-12 minutes (Higher) consisting of role-play, discussion of photo card and conversation. Speaking is worth 25% of the final grade.
<b>Qualification</b>	Single GCSE: Grades 1-9 (Higher tier grades 4-9, Foundation tier 1-5)

## FURTHER INFORMATION

<http://www.aqa.org.uk/subjects/languages/gcse>

Mrs S R Lutz  
Head of Modern Languages i/c German

## TOPICS & IDEAS STUDIED

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

## USEFUL SKILLS

- The ability to listen to and understand spoken Spanish in a range of contexts and a variety of styles
- Communicate in speech and writing for a variety of purposes
- Understand and apply a range of vocabulary and structures
- Language learning and communication skills

## COURSE ASSESSMENT

<b>Exam Board</b>	<b>AQA</b>
<b>Examinations</b>	Students entered at Foundation or Higher level. Listening and reading comprehension exams taken in summer term of Year 11. Mostly short answers/multiple choice. Each exam is worth 25% of the final grade. Writing exam taken in summer term of Year 11. Short answers including translation. Longer writing question (90 words, Foundation; 150 words, Higher). Exam worth 25% of the final grade.
<b>Speaking Assessment</b>	Speaking will be assessed by your teacher in one speaking test: 7-9 minutes (Foundation) and 10-12 minutes (Higher) consisting of role-play, discussion of photo card and conversation. Speaking is worth 25% of the final grade.
<b>Qualification</b>	Single GCSE: Grades 1-9 (Higher tier grades 4-9, Foundation tier 1-5)

## FURTHER INFORMATION

<http://www.aqa.org.uk/subjects/languages/gcse>

Mrs H Duckworth  
Head of Spanish

Mrs S R Lutz  
Head of Modern Languages

# PSHCEE (Life Skills)

## TOPICS & IDEAS STUDIED

Life Skills (PSHCEE) at Beaumont School is taught through three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World'. Each topic is linked to one core theme, although there can be broad overlap and flexibility with others. In Year 10, students will study the following ideas in each of the three core themes. The following table gives an indication of the content covered in Year 10:

Health and Wellbeing	Relationships (RSE)	Living in the Wider World
Healthy choices in adult life Binge drinking Gambling Online gaming Fertility Reproductive health Being a parent/carer	Managing conflict Forced marriage Stalking and harassment Revenge porn Domestic violence Coercive control Grooming	Personal Finance CV production Job applications Work experience Modern slavery Environment and climate change Social injustice

## USEFUL SKILLS

Through completing this course, students will develop:

- A greater understanding of how to live a healthy, safe lifestyle
- Good, healthy relationships and appreciate and respect the differences between people
- Knowledge and understanding about becoming informed, active citizens
- Skills of enquiry and communication
- Skills of participation and responsible action
- Greater readiness for adult life and the world of work

## COURSE ASSESSMENT

As a non-examined component of the curriculum, students are not given a GCSE grade for PSHCEE (Life Skills). Students' understanding will be assessed and checked in class through informal assessment opportunities, alongside a termly formal assessment. Work in some topics, such as the one on CV and covering letters, may receive written feedback.

## FURTHER INFORMATION

The Government's full statutory guidance on Relationships and Sex Education (RSE) and Health Education can be viewed here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Beaumont's Relationships and Sex Education (RSE) policy can be viewed on the school website here: <https://beaumontschool.com/policies-key-documents/>

A more detailed overview of the Year 10 Life Skills course can be accessed here: <https://beaumontschool.com/wp-content/uploads/2017/05/10-Life-Skills-PSHCEE.pdf>

Mr A Gray  
Assistant Headteacher

## TOPICS & IDEAS STUDIED

The content of the course represents two GCSEs hence the subject is allocated double lesson time:

- Biology: cell biology, organisation, infection and response, bioenergetics, homeostasis, inheritance variation and evolution, ecology.
- Chemistry: atomic structure and the periodic table, bonding and properties, quantitative chemistry, chemical changes, energy changes, rate of chemical change, organic chemistry, chemical analysis, the atmosphere, using resources.
- Physics: forces, energy, waves, electricity, magnetism and electromagnetism, the particle model, atomic structure.

## USEFUL SKILLS

- Revision skills: The science curriculum contains a large amount of content. Nearly every lesson introduces new ideas. It is therefore vital that students revise thoroughly in advance of unit assessments, mock examinations and, of course, the final exams.
- Literacy: students need to express scientific ideas clearly, in good English.
- Practical skills will be continuously assessed throughout the course and planning and analysis of practical work will be tested in the final examinations.

## COURSE ASSESSMENT

**Exam Board** AQA

**Examinations** Six papers, each 1 hour 15 minutes, taken at the end of Year 11. There are two papers for each of Biology, Chemistry and Physics AQA

**Qualification** GCSE Combined Science (Double Award)

The qualification will be graded on a 17 point scale: 1-1 to 9-9, where 9-9 is the highest grade, with intermediate grades, such as 4-5 and 7-8.

Foundation students will be awarded a grade between 1-1 and 5-5. Higher students will be awarded a grade between 4-4 and 9-9. Higher students who fail to reach the lowest possible grade will be recorded as a U (unclassified) and will not receive a qualification certificate.

There is no coursework in this qualification. There are a series of required practicals which will be completed throughout the course, which are then assessed in the written papers.

## FURTHER INFORMATION

AQA website: course is GCSE Combined Science: Trilogy

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Dr H Skelton, Head of Science







# **OPTION SUBJECTS**



# Art & Design: Art, Craft & Design

## TOPICS & IDEAS STUDIED

GCSE Art, Craft and Design will offer you an exciting opportunity to develop your creativity in a supportive and forward thinking Art department.

As an Art student, you will be given the opportunity to explore a broad range of skills, materials and techniques. This includes: painting, drawing, photography, Photoshop, print-making and mixed media.

As an Art student, you will be studying a variety of 'themed' projects, in which you can develop your ideas in a personal and creative way.

## USEFUL SKILLS

To study GCSE Art and Design, the following skills will come in useful:

- A passion for Art and Design
- Creativity and imagination
- Communicating your ideas
- An interest in the work of other artists and designers

## COURSE ASSESSMENT

### Exam Board Edexcel

At GCSE, students will produce a 'Personal Portfolio' of coursework with a supported sketchbook. In Year 11, students will complete an Art Exam on a 'given theme' but may choose freely the media in which they complete the exam and they are given eight planned weeks to prepare for it.

Unit 1: Personal Portfolio (Coursework) 60% (Externally moderated)

Unit 2: Externally Set Assignment (Exam). Students are given eight weeks to prepare for the exam, including the production of a sketchbook and final piece.

40% (Externally moderated)

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

**Please come and visit any member of the Art Department who can show you exemplar work and sketchbooks.**

Miss F May, Head of Art

# Art & Design: Graphic Communication

## TOPICS & IDEAS STUDIED

GCSE Art and Design Graphic Communication will offer you an exciting opportunity to develop your creativity in a supportive and forward thinking Art department.

As an Art and Design Graphic Communication student you will be given a range of 'Briefs' and asked to create visual creative outcomes. The critical element for a Graphic Designer is the successful communication of a message through the organisation of images and words. Students will work in a range of disciplines including advertising, illustration, typography and packaging. They will use materials such as painting, drawing, photography, Photoshop, print-making and mixed media.

## USEFUL SKILLS

To study GCSE Art and Design Graphic Communication, the following skills will come in useful:

- A passion for Graphic Design
- Creativity and imagination
- Communicating your Ideas in a range of disciplines.
- An interest in the work of other artists and designers

## COURSE ASSESSMENT

### Exam Board AQA

All GCSE students will produce a 'Personal Portfolio' of coursework with a supported sketchbook or portfolio file. In Year 11, students will complete a Graphic Design Exam on a 'given theme' but may choose freely the media in which they complete the exam, and they are given eight planned weeks to prepare for it.

Unit 1: Personal Portfolio (Coursework) 60% (Externally moderated)

Unit 2: Externally Set Assignment (Exam). Students are given eight weeks to prepare for the exam, including the production of a sketchbook and final piece.  
40% (Externally moderated)

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

**Please come and visit any member of the Art Department who will be happy to discuss this course with you.**

Miss F May, Head of Art

## TOPICS & IDEAS STUDIED

Theme 1: Investigating small business:

- How and why do business ideas come about?
- What makes a successful business?
- Develop an idea, spot an opportunity and turn it into a successful business.
- Understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Theme 2: Building a business:

- How does a business develop beyond the start-up phase?
- Key business concepts and issues and decisions you need to make when growing a business and working in a global business.
- Meeting customer needs, making marketing, operational, financial and human resourcing decisions
- Explore how the wider world impacts the business as it grows.

## USEFUL SKILLS

- Communicating and explaining your ideas
- Thinking creatively and making decisions
- Working with numbers to solve business problems
- Learning about the world of business through real and relevant local and international brands

## COURSE ASSESSMENT

### Exam Board Edexcel

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

Paper 1 - Theme 1: Investigating small business

Written exam: 105 minutes, 90 marks

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions

Paper 2 - Theme 2: Building a business

Written exam: 105 minutes, 90 marks

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions

## FURTHER INFORMATION

<http://qualifications.pearson.com/en/qualifications/edexcel-gcse/business-2017.html>

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/GCSE\\_Business\\_Subject\\_Guide.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/GCSE_Business_Subject_Guide.pdf)

# OCR Level 2 National Certificate in Enterprise and Marketing

## TOPICS & IDEAS STUDIED

### Unit R067: Enterprise and marketing concepts

Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

### Unit R068: Design a business proposal

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals.

### Unit R069: Market and pitch a business proposal

Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch.

## USEFUL SKILLS

- In their work on this course, students will develop their self-assessment, collaborative working, creativity, numeracy, research, presentation and evaluative skills.

## COURSE ASSESSMENT

Unit R068 and R069 are coursework based (each worth 25% of the qualification).

These centre-assessed units are designed to provide learners with the opportunity to build a portfolio of evidence to meet the learning outcomes for that unit.

R067: 1 hour 15 minutes externally assessed examination (50% of qualification marks)

Grading : The qualification will be graded Distinction\*, Distinction, Merit, Pass.

To claim the Level 1/2 Cambridge National Certificate in Enterprise and Marketing qualification, learners must complete unit R067, unit R068 and unit R069.

## FURTHER INFORMATION

<https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-i837/qualification-at-a-glance/>

Mrs B Austin, Head of Economics & Business

# OCR Level 1/Level 2 Cambridge National in Creative iMedia

## TOPICS & IDEAS STUDIED

Creative iMedia students will complete the following units:

Units

R093: Creative iMedia in the media industry

R094: Visual identity and digital graphics

R097: Interactive digital media

## USEFUL SKILLS

The course aims to:

- Stimulate students' creativity and develop real-world, practical skills that will motivate learning across a wide range of subjects.
- Develop students' ability to select and use digital applications appropriately and produce high quality outcomes.
- Promote the use of digital applications achieving a goal, rather than for their own sake.
- Enhance creativity and communication.
- Equip students with some of the skills that they will need in the workplace or in further education or training.
- Encourage students to reflect critically on their own and others' use of digital applications.

## COURSE ASSESSMENT

<b>Exam board</b>	OCR
<b>Assessment</b>	R093 is a written paper – 1 hour, 30 minutes, worth 80 marks. The remaining two units are Controlled Assessments which are internally marked then go through external moderation. R093 unit is worth 40%, R094 25% and R097 35%.
<b>Qualification</b>	Cambridge National Certificate in Creative iMedia Level 1 and 2. Graded at Pass, Merit, Distinction and Distinction Star. It is equivalent to one GCSE.

## FURTHER INFORMATION

<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/>

Mr J Goddard, Head of Computer Science



## TOPICS & IDEAS STUDIED

All students will complete:

Unit 01: Computer Systems and programming - Exam

Unit 02: Computational thinking, algorithms and Programming - Exam

## USEFUL SKILLS

- Develop your understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts;
- Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming;
- Use your knowledge and understanding of computer technology to become an independent and discerning user of IT, able to make informed decisions about the use and be aware of the implications of different technologies;
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts;
- Develop computer programs to solve problems;
- Develop the skills to work collaboratively;
- Evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.

## COURSE ASSESSMENT

<b>Exam Board</b>	OCR
<b>Examinations</b>	Unit 01 – Computer Systems Theory. A written exam 1hr 30 mins – 50% of total GCSE  Unit 02 – Computational thinking, algorithms and programming. A written exam 1hr 30 mins – 50% of total GCSE
<b>Qualification</b>	Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

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

Mr J Goddard, Head of Computer Science

# Design & Technology: Food Preparation & Nutrition

## TOPICS & IDEAS STUDIED

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

## USEFUL SKILLS

- To gain the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Research, analyse and demonstrate technical skills.
- Planning and preparation of a wide range of dishes, using a variety of ingredients, techniques, cooking methods and presentation skills. (E.g. deboning a chicken, filleting fish, making fresh pasta and gaining confidence with various pastry creations). Considering the environmental impact.
- Connections will be made between theory and practice to apply the understanding of food and nutrition to practical preparation. Nutritional choice, sensory analysis, evaluation and modification.

## COURSE ASSESSMENT

<b>Exam Board</b>	AQA
<b>Examinations</b>	Food Preparation and Nutrition (8585). One written exam (50% of marks - 1 hour and 45 minutes)
<b>Controlled Assessment</b>	Food Investigation Task (15% of marks – 10 hours) from September of Year 11 Food Preparation Task (35% of marks – 20 hours, including a 3 hour practical task) from November of Year 11
<b>Qualification</b>	Single GCSE, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Mrs U Denton  
Ms I Johal, Head of Department

# Design & Technology: Product Design

## TOPICS & IDEAS STUDIED

- New and emerging technologies; Industrial practices, enterprise, scales of production CAD/CAM and sustainability.
- Wood, metals and polymers; Origins, properties and commercial manufacturing.
- Energy, materials, systems and devices; Electronic-systems, mechanical-devices, composite-materials, smart and technical textiles.
- Materials and their working properties; Timbers, alloys, polymers, papers and textiles.
- Demonstrate knowledge and understanding of technical principles through practical based projects.
- Designing and making a range of products using woods, metals and plastics.

## USEFUL SKILLS

- Designing using a range of drawing techniques; Orthographic, isometric, oblique, 2-point perspective.
- Practical skills in RMT; Using machinery, tools, equipment, health and safety.
- Model making and manufacturing skills using a range of materials, woods, metals and plastics.
- Applying science and mathematical principles in design and technology.
- ICT using Google slides, Google 'Sketch up' and 3D/2D Design.
- Use of creativity and imagination to design and make prototypes that solve real and relevant problems.

## COURSE ASSESSMENT

<b>Exam Board</b>	AQA Design and Technology
<b>Examinations</b>	GCSE Design and Technology 2 hours written exam (50% of marks)
<b>NEA</b>	
<b>Controlled Assessment</b>	Designing and manufacturing a project (50% of marks)
<b>Qualification</b>	Single GCSE, grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Mrs A Kadlott  
Ms I Johal, Head of Department

# Design & Technology: Art Textiles

## TOPICS & IDEAS STUDIED

In Year 10 students will explore two themes, create a sketchbook of observation drawings using a wide range of media, designs and research together with a portfolio of decorative techniques; appliqué, felting, embroidery, weave, print, digital textiles and dyed fabrics. Students will also research fashion and interior designers, fine and textiles artists and be inspired by it to develop their own creative textile pieces.

1. Theme '**Sweets and Treats**'. Students create a **wall hanging**.
2. Theme '**Organic World**'. Students create a **wall hanging or corset**.

In Year 11, students have a chance to create a textiles piece inspired by an externally set task and also an exam sketchbook of research.

## USEFUL SKILLS

- Passion for Fashion and or soft furnishing design.
- Enjoy designing and using colour to create ideas.
- Enjoy drawing and making creative sketchbooks for textiles ideas.
- Love practical making. Willingness to experiment with processes and techniques such as weaving, printing, pattern making and fabric manipulation.
- Independent research.
- Enthusiasm for Textiles.

## COURSE ASSESSMENT

**Exam Board:** OCR Art and Design

**Examinations:** GCSE Art and Design: Textile Design (J174)

### NEA

**Controlled Assessment:** Unit one: 60 % Personal portfolio of research, sketches, textiles samples and textiles final pieces.  
Unit two: 40% Externally set task an 8 week project with an exam, research, samples and a final piece produced in an exam.

**Qualification:** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade).

## FURTHER INFORMATION

<http://www.ocr.org.uk/qualifications/gcse-art-and-design-j170-j176-from-2016/>

Mrs M Ten Dam, Mrs L Lloyd  
Ms I Johal, Head of Department

## TOPICS & IDEAS STUDIED

- **Component 1: Devising Drama**  
Create a devised performance in groups. Can be a performer or designer. This is supported by a portfolio. The portfolio can be made up by combination of writing, images, artefacts and video
- **Component 2: Presenting and Performing Tests**  
Take part in two extracts from one text. Can be a performer or designer. Visiting examiner.
- **Component 3: Drama: Performance and Response**
  - a) Written Exam. Preparing and performing a text working as a director, performer or designer.
  - b) Review of live theatre production

## USEFUL SKILLS

- Teamwork/collaboration, creativity, imagination
- Communication
- Essay writing
- Evaluation of your own work and live theatre

## COURSE ASSESSMENT

### Exam Board OCR

#### **Component 1:** Non exam assessment (30%)

40 marks: portfolio  
20 marks: final performance

#### **Component 2:** Practical visiting examiner (30%)

40 marks: practical demonstration of skill  
20 marks: interpretation of text

#### **Component 3:** Examination: 1 hour and 30 minutes (40%)

50 marks: range of different questions on set text  
30 marks: answer one question on live theatre production seen as part of the course.

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

Twitter: @BeaumontDrama

Instagram: Beaumontdrama

<https://www.ocr.org.uk/qualifications/gcse/drama-j316-from-2016/>

Mrs L Wallace, Head of Drama

## TOPICS & IDEAS STUDIED

**Unit One: Global Geographical Issues** Students will complete topics about our hazardous Earth, the development dynamics across and within countries, and the challenges facing our urban world.

**Unit Two: UK Geographical Issues** Students will complete topics about the UK's evolving physical landscape, the UK's evolving human landscape and a geographical investigations question related to **fieldwork** which will be undertaken during the two year course.

**Unit Three: People and Environmental Issues** Students will complete topics about people and the biosphere, forests under threat, and consuming energy resources. This knowledge will be used to make a decision within the **geographical decision making section**.

## USEFUL SKILLS

- Extended Writing Skills
- Effective researching
- Working independently as well as in small groups
- Being able to analyse a range of information
- Summarising and analysing data and facts in order to make an informed decision
- Good justification skills
- Effective use of ICT to present data/fieldwork and complete research
- Basic numeracy

## COURSE ASSESSMENT

**Exam Board: Edexcel**

**Paper/Unit One: 1GB0/01 Global Geographical Issues:** 1hr 30min exam with multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing question, ( 37.5% ).

**Paper/Unit Two: 1GB0/02 UK Geographical Issues:** 1hr 30 min exam with multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions, ( 37.5% ).

**Paper/Unit Three: 1GB0/03 People and Environment Issues:** 1hr 30 min exam with multiple-choice questions, short open, open response and extended writing questions. One 8 mark and one 12 mark decision-making extended answer question, ( 25% ).

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

Exam Board Website:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

Miss L Fulham, Head of Geography

## TOPICS & IDEAS STUDIED

There are four units covered over the two years:

**The USA 1954-75: conflict at home and abroad.** A modern depth study examining the development of the Civil Rights Movement and US involvement in Vietnam.

**Warfare and British Society, c1250–present, and London the Second World War: 1939-45.** A thematic unit studying the nature, process and experience of change through four eras.

**Anglo-Saxon and Norman England, c1060-88.** A British depth study exploring the Norman Conquest, William I in power and Norman England.

**Spain and the 'New World', c1490- c1555.** A period study investigating the Spanish explorations of Columbus, Cortes and Pizarro and, the Spanish settlement and impact on the inhabitants of the Caribbean, Mexico and Peru.

## USEFUL SKILLS

History develops many useful skills that are important in a number of careers:

- The ability to select and analyse
- The ability to write structured pieces of work that are analytical, selective and present a coherent argument and link ideas together
- The ability to select useful and reliable evidence to support an argument and make reasoned judgements
- The ability to review critically interpretations of events.
- The ability to write precisely and concisely in timed conditions

## COURSE ASSESSMENT

**Exam Board:** Edexcel

**Examinations** Three written examinations in the summer of year 11:

**Paper 1:** Thematic unit (Warfare and British Society), **1 hour 15 minutes**

**Paper 2:** British depth study and a period study units (Anglo-Saxon and Norman England, c1060-88 and Spain and the 'New World', c1490- c1555), **1 hour 45 minutes**

**Paper 3:** Modern Depth Study (The USA 1954-75: conflict at home and abroad), **1 hour 20 minutes**

***There is no controlled assessment***

**Qualification** Single GCSE (9-1)

## FURTHER INFORMATION

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Ms S Sullivan, Head of History

## TOPICS & IDEAS STUDIED

- Advertising and Marketing - focusing on magazine covers, print adverts, film marketing, and newspapers
- Film Industry - focusing on the James Bond franchise
- Video Game Industry - focusing on *Fortnite*
- Close Case Study of:
  - Television Crime Drama - *Luther & The Sweeney*
  - Music Video and Contemporary Music Artists' Websites
- How the media portray events, issues, individuals, and social groups
- How the media, through their forms, codes, and conventions communicate meanings
- How media forms target, reach, and address audiences - and how audiences interpret and respond to them
- Social, cultural, historical, and political contexts of media products

## USEFUL SKILLS

- Creativity, imagination
- Enquiry, critical thinking and analysis
- Communication
- Responding to short and long answer questions

## COURSE ASSESSMENT

### Exam Board EDUQAS

#### Component 1: Exploring Media Language and Representation

Written examination (40%)  
1 hour 30 minutes

#### Component 2: Understanding Media Forms and Products

Written examination (30%)  
1 hour 30 minutes

#### Component 3: Creating Media Products

Non-exam assessment (30%)  
Create an individual media production in response to a choice of briefs set by exam board.

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

[https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab\\_overview](https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_overview)

Mr T Wallace, Head of Media  
Mrs S Cripps, Teacher of Media



## TOPICS & IDEAS STUDIED

The course is based on **five Areas of Study** which build on topics and knowledge covered in Years 7 – 9.

### **My Music**

Students will study, perform and compose music that is relevant to them, their tastes, and their instruments.

### **The Concerto through time**

Students cover the broad developments in Western Classical Music by focusing on the development of the concerto, a famous musical form.

### **Rhythms of the World**

Students cover a huge range of 'world music', including African drumming, Folk Music from the Middle East, the Mediterranean and the Americas, as well as Indian Classical Music and Bhangra.

### **Conventions of Pop**

Students study pop music from the 1950s to the present day, covering everything from rock 'n' roll to the solo pop artist.

### **Film Music**

Students study some of the most famous music written for films and video games.

## USEFUL SKILLS

The GCSE Music Course is suitable for all students with an enthusiasm for Music, commitment and determination. The ability to play a musical instrument is advantageous. The course gives students an opportunity to explore their instrument, as well as a variety of styles of music that they may not necessarily come across in their regular music-making.

## COURSE ASSESSMENT

### **Exam Board OCR**

#### **Performing Music** (30% of total)

Students produce one solo and one ensemble performance during the course.

#### **Composing Music** (30% of total)

Students produce two compositions during the course.

#### **Listening and Appraising** (40% of total)

Throughout the course students study styles, traditions and works from the Areas of Study outlined above. Their understanding is assessed by an examination taken at the end of the course. Students will need to be able to answer questions on pieces of music heard during the exam.

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

Qualification website <http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/>

Literature [OCR GCSE Music Study Guide by Steven Berryman, Hanh Doan and David Guinane \(Rhinegold Education\)](#)

Miss H Morgan, Head of Music

# Philosophy, Ethics & Religion

## TOPICS & IDEAS STUDIED

### Component 1: The Study of Religions

- Christianity - Beliefs and Teachings  
(the nature of God, the Trinity, creation, Jesus, life after death, sin and salvation)
- Christianity - Practices  
(worship, prayer, festivals, the role of the church in the local community, response to world poverty)
- Islam - Beliefs and Teachings  
(key beliefs of Sunni and Shi'a Islam, the nature of God, angels, life after death, prophets, holy books)
- Islam - Practices  
(Five Pillars and Ten Obligatory Acts, prayer, fasting, almsgiving, pilgrimage, Jihad, festivals)

### Component 2: Religious, Philosophical and Ethical studies:

- Relationships and Families  
(family, marriage, divorce, contraception, human sexuality, gender equality, prejudice and discrimination)
- Religion and Life  
(abortion, euthanasia, death and the afterlife, use and abuse of the environment, natural resources, pollution, animal experimentation, origins of the universe)
- The existence of God and Revelation  
(design argument, first cause argument, miracles, visions, revelation, evil and suffering)
- Religion, Crime and Punishment  
(treatment of criminals, forgiveness, death penalty, corporal punishment, types of crimes)

## USEFUL SKILLS

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills. All these skills will help prepare them for further study and life beyond education.

## COURSE ASSESSMENT

### Exam Board AQA

This qualification is linear. Students will sit all their exams at the end of the course. There are two written exams which are both 1 hour 45 minutes in length, 50% each.

**Qualification** Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Mrs L Sidney, Head of Religious Studies

# Physical Education

## TOPICS & IDEAS STUDIED

- 30% of the final grade is assessed on practical performance. Students will study a range of physical activities throughout the two year course from a variety of individual and team activities. In the summer of Year 11, the best three of each candidate's practical performances will be selected for examination. Practical activities that candidates participate in outside of school, for example equestrian, can be used for assessment in this component.
- 10% of the final grade is assessed via coursework in which students analyse practical performance.
- 60% of the final grade is assessed via two written examinations sat in the summer of Year 11. The two papers examine knowledge and understanding of anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio – cultural influences; health, fitness and wellbeing.
- Lessons will be a mixture of theory and practical activities.

## USEFUL SKILLS

- Students need to have knowledge of and an interest in Human Biology.
- Students need to have the basic knowledge as to how data is collected and presented in tables and graphs.
- Students should have an enthusiastic approach to physical activity and have the drive to progress in a range of practical activities.
- All students must be able to demonstrate a high enough level of competence in practical activities within their KS3 studies. Guidance should be sought from staff as to whether or not candidates have the practical ability to meet the requirements of this course.

## COURSE ASSESSMENT

<b>Exam Board</b>	AQA
<b>Examinations</b>	60% awarded from a final exam of short and long answer questions on all areas covered throughout the two years of study. 2 exam papers.  The Performance Analysis coursework is completed as a task within lessons and for home learning.
<b>Qualification</b>	Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

## FURTHER INFORMATION

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

Guidance from your PE teacher will be required.

Mrs L Owen-Brown, i/c Key Stage 4 PE

## TOPICS & IDEAS STUDIED

The Cambridge National in Sport Science will encourage students to understand and apply the fundamental principles and concepts of Sport Science; developing skills that can be applied to real-life contexts.

The following units are studied across the two year course. All three units are mandatory for the qualification.

- Reducing the risk of sports injuries and dealing with common medical conditions (R180 – externally assessed exam)
- Applying the principles of training: fitness and how it affects skill performance skill performance (R181 – internally assessed NEA)
- The body's response to physical activity and how technology informs this (R182 – internally assessed NEA)

## USEFUL SKILLS

- All students need to have basic knowledge and interest in Human Biology
- All students should have basic skills in ICT
- All students should have an interest in participating in physical activities
- All students need secure organisational skills to meet the regular coursework deadlines

## COURSE ASSESSMENT

<b>Exam Board</b>	OCR Level1/Level 2 Cambridge National in Sport Science J828
<b>External Assessment</b>	Unit R180 – written exam at the end of year 11
<b>Controlled Assessment</b>	All other units are assessed internally (moderated externally) via coursework produced in lesson time and at home. Deadlines are spread over the two year course.
<b>Grading</b>	Level 2 - Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 - Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified

This qualification is ideal for those students considering studying Sports, Physical Education or Science beyond Year 11. Through the course students will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector.

## FURTHER INFORMATION

Visit the OCR website for more information:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/>

Mr S Langley, Joint Head of PE

## TOPICS & IDEAS STUDIED

Students study the same content as GCSE Combined Sciences in the core curriculum, plus 50% more material, which includes:

- Biology: culture of microorganisms, monoclonal antibodies, plant disease, the brain, the eye, control of temperature, plant hormones, structure of DNA, cloning, evolution speciation and genetics, ecosystems, food production.
- Chemistry: transition metals, nanoparticles, yield of reactions, concentration and volume changes in reactions, alkenes and alcohols, identification of ions, using materials.
- Physics: moments, levers and gears, pressure in fluids, reflection of waves, sound, lenses, black body radiation, electromagnetic induction, uses of radioactivity, space physics.

## USEFUL SKILLS

Students selecting this option take 3 separate science GCSEs, in Biology, Chemistry and Physics, instead of GCSE Combined Sciences (which is worth 2 GCSEs).

This is a challenging set of GCSEs and students are required to reach a threshold level by January of Year 9. Students will be given details of this threshold and their own performance in good time to enable them to make an informed decision about which GCSE Science option is best for them.

## COURSE ASSESSMENT

### Exam Board: AQA

#### Examinations

Students will sit six papers, each 1 hour 45 minutes at the end of Year 11. There will be two papers for each of the three subjects.

#### Qualification

GCSE Biology, GCSE Chemistry, GCSE Physics.

All students will be entered for the higher tier and will be awarded a grade between 4 and 9.

There is no coursework in this qualification. There are a series of required practicals which will be completed throughout the course, which are then assessed in the written papers.

## FURTHER INFORMATION

AQA website:

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Dr H Skelton, Head of Science

# Certificate of Personal Effectiveness (CoPE) / ASDAN

## TOPICS & IDEAS STUDIED

The Certificate of Personal Effectiveness (CoPE) and Award of Personal Effectiveness (AoPE) course consists of building a body of work from 12 modules, each of which is divided into three sections. Students will need 12 credits from a selection of the modules (see below) to gain the Certificate of Personal Effectiveness and complete 6 skills assessments together with the modules to gain the accreditation. For the Award of Personal Effectiveness students must complete at least 6 credits and complete the skills assessments required. There is scope for students to develop their own interests to create a Module 13 or to select Short Courses in areas of interest, in consultation with their teacher.

The module titles are:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Vocational and Diploma Preparation
- Health and Fitness
- Work Related Learning and Enterprise
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

Students build a **Portfolio of Evidence** as they complete various challenges and demonstrate their competence at Level 1 or 2.

## ASSESSMENT

Students complete 6 skills assessments in the following areas:

*Introduction to Working with Others, Introduction to Improving own Learning and Performance, Introduction to Problem Solving, Planning and Carrying out a Piece of Research, Communication through Discussion and Planning and Giving an Oral Presentation.*

The Portfolio of Evidence is internally and externally moderated.

## FURTHER INFORMATION

Awarding organisation: ASDAN

<https://www.asdan.org.uk/certificate-of-personal-effectiveness-level-1-and-2/>

Mr P Baker (SENCo) / Ms V Stewart (Deputy SENCo)

## **EHCP SUPPORT ( by invitation only )**

This support is for those students with an Education, Health and Care Support Plan (EHCP). These support lessons will take place instead of a Modern Foreign Language and will be linked directly to both external and internal support that is written into their Individual EHCP.

**For further information please contact Mr Baker**

## **CORE SUPPORT ( by invitation only )**

Some students would benefit from further support in English, Maths and Science. These three lessons will take place instead of an option subject. So those students highlighted as individuals who may benefit from this support will choose one less subject in their free choices. These classes will be kept to a small number of students.

It will therefore be possible to combine CoPE and Core support for some students in their choices.

**For further information please contact Mrs Powdrell**

## Checklist

### **CHECKLIST – THINK!!**

- ❖ Choose subjects which you enjoy and where you feel you can succeed.
- ❖ Don't try to follow friends or teachers.
- ❖ Consider which courses you might like to follow after Year 11 and make sure you take the necessary subjects at GCSE.
- ❖ Try to look ahead long term; what you choose should provide the balance of subjects for the type of career you have in mind (if you are hoping to attend a Russell Group University, it is strongly recommended that you study two of the 'facilitating subjects' at 'A' Level).
- ❖ Talk to your parents/carers, your Form Tutor, your subject teachers and the careers staff.

# Entering your choices online

It is advisable to fill in your **KS4 Options Record Sheet** before entering your choices online. The sheet will provide a record for you to keep of your selections and it also has the details of the courses which cannot be combined.

- Log onto: <https://www.studentoptions.co/BEAU-GCSE>

Type in your username and password. [ These will be allocated to you in advance. ]

- You will then come to the first screen – check that it is headed **Year 9-10 GCSE** and that it has the correct Name and Form.
- Complete **Step 1 of 3** - select your Modern Foreign Language subject (or EHCP support if you have been invited onto this course).

T.O.O.L.S.  
Term/Tabler Options On-Line System



BEAUMONT SCHOOL Year 9

To leave without making any choices: [Log out](#)

Choices for:

Extra information: Click [here](#) for an example/instructions. Click [here](#) for course information.

Step 1 of 3

[Start](#) > [Choice 1](#) > Free choice (with reserve) > Confirmation

Choose ONE of the following Subjects:

- ☐ EHCP Support (ESu)  
☐ French (Fr)

- ☐ German (Gm)  
☐ Spanish (Sp)

Next

- Click **Next** to view page 2.

Here you must select your **four** choices from the list.

- As your languages choice is Choice 1, your remaining subject choices will rank from 2<sup>nd</sup> to 5<sup>th</sup>. Please consider the ranking order carefully as it may affect the courses available to you if they are oversubscribed. Another student may be offered an oversubscribed subject if they have ranked it higher in their preferences than you.
- Refer to the **KS4 Options Record Sheet** to see which subjects cannot be combined.
- You must include either History or Geography as one of your four choices. You may choose both of these subjects if you wish.



Alongside your four options choices, you must also make a reserve choice by entering **R** in your reserve subject.

### Step 2 of 3

Start > Choice: Spanish > Free choice (with reserve) > Confirmation

Please enter your 4 choices by entering 2, 3, 4, etc. in the box by your chosen subjects.

To mark your Reserve choice, put 'R' by that subject.

Subject	Choice
Art Graphics (AG)	
Art (Ar)	
Asdan (AS)	
Business (BS)	
Creative media (Ci)	
Core Support (Cds)	
Computer Scienc (CS)	
Drama (Dr)	
Enterprise (EM)	
Food Technology (FN)	
Geography (Gg)	
History (Hi)	
Media (Me)	
Music (Mu)	
Product Design (PD)	
Physical Ed (PE)	
Phil & Ethics (PL)	
Spanish Option (SpO)	
CTEc Sport (SS)	
Triple Science (TS)	
Textiles (Tx)	

- When you have completed entering the information, click **Submit**.
- You will then be asked to check your choices and either: **Confirm** if they are correct or go back and make changes and then **Confirm**.

**T.O.O.L.S**  
Time/abler Options On-Line System



Please check your Subjects and if they are correct, click 'Confirm Choices'

Name:

Class:

Username:

Choice No.	Subject chosen
1	Spanish
2	Business
3	History
4	Drama
5	Triple Science
R	Physical Ed

*Example data only*

Confirm Choices

Go back and change choices

If you wish to change any of your options selections after you have submitted them, you will need to make a request (in writing) to Mrs Powdrell..

The **deadline** for submitting your completed Options choices online is:

**Friday 3<sup>rd</sup> February 2023**