



St Philip Howard
CATHOLIC SCHOOL



YEAR 9 GCSE CHOICES

Becoming the people God calls us to be

A word from Miss Hardie

Dear Year 9 Parents/Carers and Students,

The transition into KS4 is a really exciting time for our young people and one that must feel right for the individual. We are really blessed at SPH to have such a robust programme in place to support our students into making the right decision for them.

Year 9 would have already started using the 'UniFrog' system to research and discover new career pathways and exploring how GCSE options lead to Sixth Form A-Level options and beyond. Students will have the opportunity to explore Degree and Career gateways through their tutor time sessions; being guided by their form tutors. I strongly urge you all to spend time at home looking at UniFrog, it is an incredibly useful resource, especially when making Options Choices.

By this stage of their education, they should have a good idea which subjects they prefer, as well as those they enjoy and excel at. They should also think about whether they may need a particular subject for their future career. Please do not be concerned if you have little or no idea of a career choice at this stage. We will help you all with this throughout Years 10 to 13.

Another consideration they may want to make when choosing their option subjects, is seeing which skills they'll need in addition to academic grades when applying for University courses and jobs later on. A key example would be looking at Creative and Performing Arts subjects. Creativity is one of the top searched for skills on an applicant's CV when applying for Universities and Jobs in the UK. It's a skill that cannot be replicated by a computer or algorithm! When looking at applications for Medical Schools, for example, not only are they looking for Science based option subjects, but are looking for manual dexterity skills so that applicants can sew up patients after surgery or in a busy A&E department. It's worth keeping this in mind for a whole host of competitive job roles - what can give you the competitive advantage over another candidate should you apply for the same course/job role?

All students need a choice of subjects that also suits their needs, abilities and preferences. Keep in mind that any ideas about a career may well change during Years 10 to 13; which they should consider choosing a broad and balanced range of subjects. They will need to think about areas that they may wish to pursue at sixth form and also consider which qualifications best suit their strengths.

I would strongly urge you to discuss your ideas and thoughts with each other as a family. The tutors and teachers are able to discuss this, as am I as the Head of Year 9. Choose subjects that you are passionate about and will enjoy studying for the next two year. I hope that you find this time exciting and enlightening.

Kind Regards and God Bless,

Miss R Hardie
Head of Year 9



A word from Mr Hogan

Your son/daughter is entering an exciting time in their education journey at SPH, where they choose the subjects they will study for the next two years. At SPH, we are very proud of the excellent progress our students make between starting with us in Year 7 and leaving at the end of Year 13.

A vital stage in that journey is the decision you are about to make about the shape and content of your son/daughter's GCSE courses. We have carefully considered the breadth and depth of the curriculum choices on offer and it is our aim that all our students have the opportunity to succeed in their subjects and keep doorways open to future educational pathways.

We have tried to make the process as simple as possible but appreciate it can sometimes be challenging to navigate your way through the choices and pathways. I would encourage you to make full use of all the resources we provide: our options section on our school website, our Pupil Parent Consultation Evening, Options Evening and Unifrog. There are many elements to consider in making the right GCSE choices and we have tried to provide as broad a choice as possible in a structure whereby as many pupils as possible are able to study their first choice subjects.

Consultation and Advice

We will be actively working with students to inform consult and support them as they move into Key Stage 4. We look very closely at individual levels of ability and aptitude to ensure all students realise their potential. Our PPCE and Year 9 Options Evening are also designed to allow students and parents to meet with the teachers to ensure that they have all the information they need to make the right decisions.

We design and tailor our curriculum around the needs of every child, changing our curriculum offer every year. Therefore, we do also ask students to provide two reserve choices in case we are unable to fulfil all of their choices. We will always do this with the involvement of parents/carers and students.

I hope that you find the website information useful as we move into the next exciting part of your son/daughter's education at SPH.

Kind Regards,

Mr L Hogan
Assistant Headteacher



GCSE CHOICES FLOWCHART

**Year 9 GCSE Research and
Guidance October 2023**



**Year 9 GCSE Core Subjects PPCE 18th January
2024**



**Year 9 GCSE Information Evening
25th January 2024**



**Year 9 GCSE Online Choice Returns Deadline
8th February 2024**



**Year 9 GCSE Choice Review by Miss Hardie.
Suitability of choices & Ensuring balance of
subjects**



**Year 9 GCSE Choices CONFIRMATION
Early Summer Term**

MAKING YOUR DECISIONS

In Years 7 to 9 at SPH your son/daughter and their peers have been following a broad and balanced curriculum which aims to develop a range of learning skills and build a foundation for later study. Now that your son/daughter is entering Key Stage 4 they have the opportunity to focus and challenge their learning on areas of interest and strength.

Some thing further to consider

Entry to University /apprenticeship, is based on both A levels, BTEC's and GCSEs. It is therefore worth checking if there are any special requirements for any A levels that you might be interested in. Our Sixth Form programme and subject entry requirements are listed on the next page.

Details of all the subjects can be found on our website. GCSEs will be a significant educational qualification for you that can help determine your future career pathway, so it is important that you know exactly what is involved and what you have to do to be successful. So make sure you find out as much as possible before finalising any choices.

- Read the information.
- Talk to your subject teachers.
- Do your research via your online **Unifrog** account.
- Attend our **Year 9 PPCE Core Subjects Evening on 19 January**.
- If anything is unclear ASK your Tutor.
- Keep your parent/carer informed – they will need to confirm your choices.
- If you still have an issue with any part of the process, please see Mr Collyer/Mr Quinn.

Some additional helpful website:

- ⇒ www.nationalcareersservice.direct.gov.uk
- ⇒ www.16personalities.com
- ⇒ www.careersbox.co.uk
- ⇒ www.sacu-student.com
- ⇒ www.ucas.com
- ⇒ www.apprenticeships.org.uk



CHOOSING AN OPTION

HOW TO CHOOSE: a few words of advice ...

The school will ensure that students follow a broad and balanced curriculum at KS4. Acquiring a balanced curriculum can be obtained through many combinations of subjects.

In total, most students will study 10 GCSEs (6 Core Subjects and 4 Options). Those studying Triple Science will sit 11 GCSEs whilst others, where appropriate, may study less than 10 GCSEs. For **all** children we will always work with you as a family. Before then, children will be provided with further information on Options through presentations in Tutor Groups, Assemblies and classes.

Choosing a subject is not difficult. Making the right choice, however, is a different matter. When selecting subjects you should bear in mind the following points:-

- 1 It is wise to choose subjects at which you have been successful and in which you clearly have ability.
- 2 There is no point in choosing subjects in which you do not have a basic interest. This will lead to conflict later and it is difficult to change an option once the course has begun.
- 3 You should naturally think in terms of a future career but you may well change your mind several times in the coming years. Some subjects are essential for certain careers but often employers are more interested in your learning skills, the level of your attainment and the type of person you are.
- 4 You should consider the type of course which best suits you – vocational, traditional or work based.
- 5 You should not choose a subject simply because you happen to like a particular member of staff. Neither should you make your choice because many of your friends have chosen a particular subject. Circumstances can change and you should consider your own needs.



YEAR 10/11 CURRICULUM 2023-2025

All pupils will follow a core curriculum for 70% of their timetable and an option curriculum for 30%.

THE CORE SUBJECTS ARE:

- English Language & Literature (two GCSEs)
- Mathematics (GCSE)
- Physical Education (Core non-examined)
- Religious Studies (GCSE)
- Combined (Double) Science (two GCSEs) or Triple Science (three GCSEs) if selected to do so.
- PSHE (Core non-examined)

In addition, students are required to study **four** other subjects. However, ten/eleven academic GCSEs is not a suitable programme for every student. Where it is felt that a student may benefit from a reduced curriculum in order to consolidate their learning across other curriculum subjects, the school will consider a pupil taking a course based on the development of ASDAN or Functional Skills.

Students are advised to use the Course Selection Sheet at the back of this booklet to plan their options choices, before completing the online course selection to make their choices and submit their application by **Friday 9th February 2024**

Please note:

- You may choose only **one** Design and Technology subject.
- You may not choose GCSE and BTEC PE.
- You may not choose Drama and BTEC Performing Arts.
- You may not choose Computer Science and iMedia.



Where the number of students choosing a subject is too low for a group to be viable, an alternative choice will be identified in discussion with students and parents.

OPTION CHOICES

Step 1

Choose **2** subject from the following (1x language and 1x humanities)

- History
- Geography
- MFL French
- MFL Spanish
- MFL German



Now choose **2** subjects from the following:

- Art and Design
- Business
- Computer Science GCSE
- Cambridge National in Creative iMedia
- Dance
- D & T Food Preparation and Nutrition
- D & T Graphics
- D & T Textiles
- D & T Product Design (Resistant Materials)
- Drama
- BTEC Performing Arts
- Geography
- History
- Media Studies
- MFL French
- MFL German
- MFL Spanish
- Music
- Physical Education (GCSE)
- Physical Education (BTEC)



Step 2

Choose **2 RESERVE** subjects from the list above

Please note:

You may choose only one Design and Technology subject

You may only choose GCSE PE or BTEC Sport.

You may only choose Drama or BTEC Performing Arts.

You may only choose Dance or BTEC Performing Arts.

You may only choose Computer Science or Creative iMedia.



Where the number of students choosing a subject is too low for a group to be viable, an alternative choice will be identified in discussion with students and parents/carers.

A WORD FROM SPH SIXTH FORM

Entry requirements into Sixth Form currently are the equivalent to 5 GCSE qualifications grade 9-4. As a rough guide if the subject is marked with a * it means that you will have to achieve a good grade at GCSE to be successful on this course (usually at least a grade 5). If there is no mark next to the subject it generally means you do **not** need to have studied the subject at GCSE. However it is always best to check with the subject area and local college to get the best advice.

What GCSE subjects do I need for particular courses at university?

The **Russell Group** universities (the top 24 in the UK) prefer you to take a **facilitating subject** – these are the subjects that will help you to gain entry to the top universities and onto competitive courses. Facilitating subjects are the subjects most commonly required or preferred by universities to get on to a range of degree courses and include; English literature, History, Modern languages – e.g. French, German, Spanish etc., Classical languages – e.g. Latin, Ancient Greek, Math's and further math's, Physics, Biology, Chemistry, Geography

They help you keep your options open when choosing a degree, and many of the top universities will ask you to have at least one A-level in a facilitating subject when you apply.

A sample of A levels and BTECs available in our Sixth Form

BTEC Applied Science	History
Biology	Maths
Business	Media Studies
BTEC Sport	Music
Computing Science	Theatre Studies
Business	Photography
Chemistry	Physics
English Language	Physical Education
English Literature	Product Design 3D
Extended Project Qualification	Product Design Fashion
Art	Psychology
French	Philosophy & Ethics
Further Maths	Spanish
Geography	Sociology
German	

SUBJECT

SUBJECT LEADER

Art.....	Miss K Hudson
Business.....	Mr D Evans
Computer Science and iMedia	Mrs E Lentz-Horne
Dance.....	Miss A Niehorster
Design & Technology (Food Preparation and Nutrition).....	Mr M Ford
Design & Technology (Resistant Materials).....	Mr M Ford
Design & Technology (Graphics).....	Mr M Ford
Drama/Performing Arts.....	Miss M Williams
Geography	Miss R Aldridge
History	Mr C McLoughlin
Media Studies.....	Ms V Sutherland
MFL French.....	Miss N Mabile
MFL German.....	Mrs A M Isaacs
MFL Spanish.....	Mrs F Cousens and Mrs B Rodriguez
Music	Mr M Bonner
Physical Education	Mr J Lombard
Triple Science.....	Mr D Charlton
Option/ SEND Support	Ms Davess-Humphrey



GCSE

Core Subjects

All students will study GCSE courses in the following core subjects:

- English Language (GCSE)
- English Literature (GCSE)
 - Mathematics (GCSE)
- Physical Education (Core non-examined)
 - Religious Studies (GCSE)
- Combined (Double) Science (two GCSEs) or Triple Science (three GCSEs)

English

**ENGLISH
GCSE**

All students will be entered for two GCSEs in English: GCSE English Language **and** GCSE English Literature with AQA (www.aqa.org.uk).

GCSE English Language

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.



This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

GCSE English Language also has an endorsed component covering spoken language. This assesses ability in oral communication skills such as speaking about researched topics, contributing to group work, contributing as an individual and listening. It also gives students an opportunity to show how well they can listen and respond to questions.

Assessment by Examination:

Paper 1: Explorations in Creative Reading and Writing

1 hour 45 minutes

Paper 2: Writers' Viewpoints and Perspectives

1 hour 45 minutes

GCSE English Literature

Students will develop skills of literal and inferential comprehension, critical reading, evaluation of a writer's choice of vocabulary, grammatical and structural features and text comparison. In their written responses, students will produce clear and coherent texts and write effectively about literature for a range of purposes. They will use Standard English, including accurate spelling, punctuation and grammar.

Assessment by Examination:

Paper 1: Shakespeare and the 19th Century Novel

1 hour 45 minutes

Paper 2: Modern Texts and Poetry

2 hour 15 minutes

Useful websites:

<https://www.bbc.com/bitesize/examspecs/zcbchv4>

<https://www.bbc.com/bitesize/examspecs/zxqncwx>

Maths

Maths GCSE

The course will cover topics from Number, Algebra, Geometry and Measures, Statistics & Probability and Ratio, Proportion & rates of change as laid down in the National Curriculum, and will be appropriate to the ability level of each set.



There is **no coursework** for GCSE Mathematics

The content covered has been adapted which is designed to be more rigorous and stretches students at all levels. This table outlines percentages of topics covered:

Topic	Foundation	Higher
Number	25%	15%
Ratio, Proportion & Rates of change	25%	20%
Algebra	20%	30%
Statistics & Probability	15%	15%
Geometry & Measures	15%	20%

**Examinations: Edexcel is the exam board for the higher tier
AQA for the foundation tier**

Foundation (Grades 1—5)	Paper 1 Non-calculator 1 hour 30 minutes 80 marks (33.3% weighting)	Paper 2 Calculator 1 hour 30 minutes 80 marks (33.3% weighting)	Paper 3 Calculator 1 hour 30 minutes 80 marks (33.3% weighting)
Higher (Grades 4—9)	Paper 1 Non-calculator 1 hour 30 minutes 80 marks (33.3% weighting)	Paper 2 Calculator 1 hour 30 minutes 80 marks (33.3% weighting)	Paper 3 Calculator 1 hour 30 minutes 80 marks (33.3% weighting)

www.completemaths.com

www.corbettmaths.com

www.mathsgenie.co.uk

Religious Studies

RE
GCSE



What is involved in taking GCSE Religious Studies?

Catholicism and Judaism

Students study the beliefs, teachings and practices of each religion and their basis in sources of wisdom and authority. They examine the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Key beliefs in Catholicism include: The nature of God; beliefs about the afterlife and their importance; resurrection and life after death; judgement, heaven and hell. Students examine Jesus Christ and salvation, studying: the incarnation and Jesus as the Son of God, his crucifixion, resurrection and ascension. Other units include worship and festivals and the role of the church in the local and worldwide community.

Key beliefs in Judaism include: God as Creator, Law-Giver and Judge; The importance of the sanctity of human life, including the concept of 'saving a life' and the nature and role of the Messiah. Students will examine the Promised Land and the Covenant with Abraham. Other unit include the role of Moses and the Ten Commandments; The synagogue, worship, family life and festivals.

Thematic studies

Students study religious teachings about the issues raised as well as different religious and Non-religious beliefs about, and attitudes to, those issues found in contemporary British society. This section of the specification is intended to provide an opportunity for the study of: Religion, peace and conflict; Religion, crime and punishment; Human rights; Wealth and poverty, Revelation and the existence of God.

How is the course structured and what exam board do we use?

All students undertake the AQA GCSE in Religious Studies. The GCSE consists of two papers: Catholicism and Judaism are paper 1. Thematic studies in paper 2. These units are assessed by exams at the end of Year 11.

What skills do I need to be successful in the subject?

- Communication: Written and Oral;
- Good analysis skills
- Independent thought and a questioning mind Evaluation skills

How will this help me prepare for my future?

This unit will provide students with the opportunity to:

- develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. Students also develop strong evaluation skills essential for choosing and developing arguments on a range of issues.
- express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

Science

Science
GCSE

What is involved in taking GCSE Science?

There are 2 pathways for studying GCSE Science. The majority of students will complete Year 11 and achieve 2 GCSEs in Combined Science. A small number of students will be selected to sit an additional GCSE which will give them a Triple award.

What exam board and specifications do we use?

At SPH we use the AQA exam board, with students either following the Double Science Trilogy Science specification, or this Triple Science specifications for Biology, Chemistry and Physics.



Double Science

- Students study a program that encompasses a range of exciting and relevant topics from Biology, Chemistry and Physics.
- Students also carry out and study 21 required practical's which are assessed as part of the summer exams.
- Students sit six summer exams (2 x Biology, 2 x Chemistry and 2 x Physics). Each exam has a total of 70 marks and lasts for a duration of 1 hour and 15 minutes.
- Students can be entered for foundation or higher tier papers.
- Students receive two GCSE grades at the end of the course.

Triple Science

- Students study a program that encompasses the same range of exciting and relevant topics from Biology, Chemistry and Physics as Double Science, plus additional content in each of the three sciences which adds both breadth and depth to students' knowledge and understanding.
- Students also carry out and study 28 required practical's which are assessed as part of the summer exams.
- Students sit six summer exams (2 x Biology, 2 x Chemistry and 2 x Physics). Each exam has a total of 100 marks and lasts for a duration of 1 hour and 45 minutes.
- Students can be entered both for foundation or higher tier papers.
- Students receive three GCSE grades at the end of the course.

What skills will I develop in studying Science at GCSE?

- Numeracy and ability to deal with statistics
- Good control of language and spelling
- Good command of scientific and technical vocabulary
- A precise and informative writing style
- Familiarity with SI units and use of scientific symbols
- Ability to interpret and produce charts and graphs

Science

**Science
GCSE**

Can I study A Level Science if I do Double Science or Triple Science?

Students who have studied either Double Science or Triple Science can go on to study any A level courses. At SPH we have many students who progress from both courses to score the very highest grades at A Level.

How will Science help me prepare for my future?

Science is a method, process, procedure, and system used to study the physical world. If you can see, feel, hear, taste, smell or measure something, science will investigate!

Scientists ask questions about how the world works then gather data to answer the question. Studying Science develops young minds to make informed decisions in the real world.

Studying Science at further education opens a number of doors into modern careers in industry, education, medicine, research, military... The list is endless!

Useful websites:

BBC Bitesize - KS3 Science:

<http://www.bbc.co.uk/education/subjects/zng4d2p>

BBC Bitesize - KS4 Science

<https://www.bbc.com/bitesize/subjects/zrkw2hv>

Subscribe to the YouTube Channel - "Free Science Lessons"

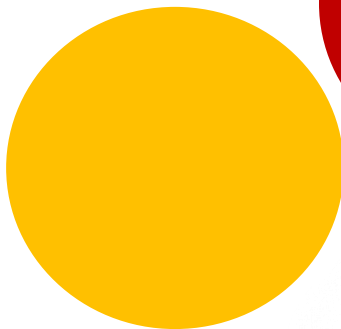
<https://www.youtube.com/watch?v=vw6Ww-N1ZFg>



Year 10

Option Subjects

Art & Design



GCSE Art & Design provides students a vital opportunity to explore their own creativity, express ideas and develop an understanding of visual principles in our increasingly image-filled world. GCSE Art enables students to foster an inquisitive approach to Art; developing students' willingness to take risks, celebrating creativity, and stimulating the imagination at all levels.

Projects within the GCSE course allow students to explore the world in which they live, other cultures, and perspectives thus enabling them to make sense of the world, their role within it and how they can make a difference. Students begin by exploring the formal elements of Art and how we can record through a variety of different traditional and contemporary techniques. Over time students are supported to develop their own personal style within their work and are encouraged to think beyond the purely aesthetic qualities of the art they study and produce.

Students should be passionate about drawing and recording in many forms as well as eager to investigate new ways of working. Examples of media that students will have the opportunity to explore include painting, textile work, PVA laminating, oil pastel, relief work, upcycling and of course drawing.

1 in 11 jobs in the UK is a job within the Creative Industries, with the sector the fastest growing employment area generating over £100bn a year towards the economy. Creativity is the third most sought after skill by employers, topped only by complex problem solving skills and critical thinking skills which are also developed on the Art GCSE.

Course Structure

Coursework (60%)	Unit 1 – Structures Unit 2 – Identity Unit 3 – Mock Exam – Student Choice from five starting points
September Year 10 to December Year 11	During your coursework units you will: <ul style="list-style-type: none"> • Explore the visual qualities from a variety of starting points while developing your use of the formal elements in drawing. • Explore a variety of different media and techniques. • Develop an idea from starting point to completion. • Work towards a personal final piece which explores the potentials of your own ideas and enables you to develop an exciting and meaningful final piece. • Explore the work of a range of traditional and contemporary artists work. • Go on trips to galleries to support your developing project work. • <i>The mock exam is run in the same format as the final exam, detailed below.</i>

Art & Design



Exam	Unit 4 – Externally Set Exam Project
Exam (40%) January Year 11 to April Year 11.	A shorter, more concise unit of work completed over a set preparation period. <ul style="list-style-type: none">• Students select a starting point from those provided by the exam board.• Students explore a range of media and ideas linked to that of other artists and their own developing skills.• Students complete a project which showcases their strengths fully and design a final piece which will conclude their project.• Students produce their planned final piece in a 10 hour formal exam. The exam is practical and is planned in advance.• Students submit their preparation work at the start of the timed exam.

Each of the Units are organised and managed in the same way so that once students have completed the two longer units of work (unit 1&2) at the start of the course, they then go on to produce the more independent projects in a swifter time scale (unit 3&4).

Assessment

Student work is marked and standardised internally before being reviewed by a visiting AQA moderator. Assessment is based on four assessment objectives that are equally weighted and students have multiple opportunities to produce work for these.

Business

Business GCSE



Studying GCSE Business provides students with an understanding of the world of commerce and entrepreneurship. This course not only builds knowledge of the modern world, but also encourages critical thinking and helps to cultivate a strategic mindset, preparing students to navigate the complexities of the global economy. It lays the foundation for both academic and professional pathways.

Assessment

The course is 100% examination with no coursework component. There are two papers which assess students' ability to apply their business knowledge to a particular business scenario. Students are required to analyse a business's situation using the tools they learn on the course and suggest the best of action for that business given their context. Students will need adequate numeracy and literacy skills to access the course.

Unit 1: Business in the Real World <ul style="list-style-type: none">▪ The purpose of business activity.▪ The role of business enterprise & entrepreneurship▪ The dynamic nature of the business environment	Unit 2: Influences on Business <ul style="list-style-type: none">▪ The importance of external influences: technology, ethics, environment, economy, globalization, law and competition▪ How businesses change in response to these influences
Unit 3: Business Operations <ul style="list-style-type: none">▪ Production, Procurement (suppliers, stock & raw materials)▪ Quality▪ Customer Service	Unit 4: Human Resources <ul style="list-style-type: none">▪ Organisation structure▪ Recruitment▪ Motivation▪ Training
Unit 5: Marketing <ul style="list-style-type: none">▪ Understanding customers▪ Market research▪ The marketing mix	Unit 6: Finance <ul style="list-style-type: none">▪ Sources of finance▪ Costs, revenue & profit▪ Breakeven▪ Investment appraisal▪ Cash flow▪ Analysing financial performance

Computer Science

Computer Science GCSE

Computer Science is all about problem solving, analysing and modelling problems, designing solutions and evaluating them. You will learn about:

- How and why computers work
- How we communicate using computers
- Programming and Problem Solving
- The impact and ethics of how we use computers, and the environmental impact.



Where you could go in the future:

All major businesses require people with programming skills and there are a wide range of new opportunities in the development of mobile phone and tablet applications, games consoles, social media and commercial applications of the internet.

Additionally if you are thinking about a career that relies of problem solving, such as engineering, then Computer Science is the subject for you!

Component 1: Principles of Computer Science

Written examination: 1 hour and 30 minutes (50% of qualification – 75 marks)

This paper will assess:

Topic 1: Computational thinking

Topic 2: Data

Topic 3: Computers

Topic 4: Networks

Topic 5: Issues and impact (advances in technology and ethical issues)

Component 2: Application of Computational Thinking

On Screen Programming Examination: 2 hours (50% of qualification – 75 marks)

This paper will assess

Topic 6: Problem solving with programming:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs.

You will take this exam by improving and creating short programs to answer the questions given using the same programming software you will use in lessons. This means that you will be able to see if your program works correctly as you re-run it and improve it as much as you need to.

Cambridge Nationals in Creative iMedia

**Computer
Science
GCSE**

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy.

Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce.



This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts.

The qualification's hands-on approach has strong relevance to the way young people use the technology required in the creative media industry.

Pre-Production Skills

Written examination: 1 hour 30 minutes (40% of qualification, 70 Marks)

This unit looks at building knowledge and skills that underpin creating digital media products. Starting with looking at what the requirements are, carrying out research and knowing about tools and files that could be used to create different types of digital media.

Creating Digital Graphics

Coursework (25% of qualification, 50 Marks)

Digital graphics feature in many areas of our lives and are a big part of today's world. This unit aims to understand the basics of digital graphics and different techniques for producing them.

Optional Unit

Coursework (35% of qualification, 70 Marks)

The whole class will do one from:

- Animation & Audio
- Interactive Digital Media (User-Interface Design)
- Visual Imaging (Photography & Videography)
- Game Development

(Student interest/requests will be a factor in which optional unit is conducted).

Food Preparation and Nutrition

Design & Technology GCSE

In GCSE Food Preparation and Nutrition, students will develop understanding of Nutrition, Food Provenance, Science, Safety and Food choices.

There is a strong focus on developing practical cookery skills and understanding of nutrition. Students will be able to make clear connections between the developments of theory to practical preparation skills. They will discover how dishes can be created using appropriate tools and equipment, with a keen focus on skills and presentation development.

Students will enjoy this option if they are interested in developing their practical cookery skills and their understanding of food science and nutrition.



Course Content

The first module is split into two controlled assessment tasks which are worth 50% of the marks in total. In the first task students will complete a Food Investigation which is worth 15% of the total mark, they will choose an investigation theme from a choice of three which is set by the examination board. Students will be assessed on their understanding of the working characteristics and functional and chemical properties of ingredients through a report on their investigation.

In the second Controlled Assessment task, students will complete a Food Preparation task which is worth 35% of the total mark. They will choose a theme from a choice of three which is set by the examination board. Students will develop their knowledge, skills and understanding of food products in relation to the planning, preparation, cooking and presentation of food. Students will plan in advance three dishes that will be prepared, cooked and presented within a set period of time.

Practical investigations and tasks are a compulsory element of these controlled assessment tasks.

The second module is a written examination which is worth 50% of the marks. The exam assesses the students' knowledge of food preparation, nutrition, science, safety, choice and provenance. Students will sit this exam in the summer of Year 11.

Skills developed and Career opportunities

Students will develop the skills and knowledge required to create unique and innovative dishes using a variety of ingredients and processes. This will provide them with an excellent foundation from which to prepare for their written exam.

Studying Food Technology can lead to further degree studies and careers in food science, nutrition, food marketing and design. In addition, it is an excellent life skill to possess.

You may choose only **one** Design and Technology subject.

Design & Technology

Design & Technology
GCSE



There is one level of entry and students may gain grades 9-1.

GCSE Design and Technology prepares students to participate confidently and successfully in an increasingly technological world. They will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.

Students opt to study one specialist area in greater depth.

The specialist areas to choose from are:

- Graphics or,
- Product Design (Resistant Materials) or,
- Textiles.

You may choose only **one** Design and Technology subject.

Pupils will develop an understanding of the following core principles regardless of their chosen specialist area:

- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties.

Pupils will also develop an in-depth knowledge of the following specialist technical principles:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- scales of production
- surface treatments and finishes
- sources and origins
- using and working with materials
- stock forms, types and sizes
- specialist techniques

Design & Technology



Design &
Technology
GCSE

Designing and making principles:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- tools and equipment
- techniques and processes.

All of the above topics will be assessed in the final examination taken at the end of year 11 and contributes 50% to the final grade.

Non-exam assessment (NEA)

Pupils will undertake a single 'design & make activity, which will arise from investigating one of the five challenges set by the exam board.

This component will account for 50% of the students overall mark. Students should submit a prototype and a concise portfolio. The NEA project in its entirety should take 40 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, equivalent A4 paper or the digital equivalent.

The portfolio will consist of an investigation into a contextual challenge; defining the needs and wants of the user; relevant research to formulate a design specification; design ideas with flair and creativity developed to formulate a final design solution (including modelling); manufacturing specification; final prototype that is fit for purpose and a final evaluation.

Assessment and Marking Procedure

The school marking and assessment policy is followed. The GCSE is awarded on the basis of marks gained in a non-exam assessment (coursework) (50%) and the final examination (50%).

- | | |
|---|--|
| • Skills developed and Career opportunities | • Visual and spatial awareness |
| • Creative thinking | • Aesthetic awareness |
| • Attention to detail | • Time management |
| • Innovative design | • Practical skills in a range of materials |

Students can continue with their studies at A Level and at Higher Education the following subjects are options: Architecture, automotive design, computing, industrial design, product design, engineering, furniture design & manufacturing design, interior design, jewellery design, ergonomics, model making, graphic design, fashion, textiles technology, surfaced print, knitwear, marketing, fashion buying.

Drama



**Drama
GCSE**

In GCSE Drama you will follow a programme of study (PoS) that is designed to allow you to explore the subject by acquiring the skills and techniques needed to appreciate Drama. The content of the PoS also gives you the vocabulary you will need to approach all aspects of Drama covered in the three components.

The PoS consist of developing core skills in:

- The ability to recognise and understand the roles and responsibilities of the performer, designer and director
- The study and exploration of texts; and the social, historical and cultural contexts
- The ability to analyse and evaluate your own work and the work of others
- The ability to understand how performance texts can be interpreted and performed

Component One – Devising (40%)

- You will create and develop a devised piece from a stimulus of your choice
- Perform the piece at Arundel Theatre or design an element of the piece
- Analyse and evaluate the devising process and perform in your portfolio

Assessment

- Written portfolio
- Devised performance or design realization

Component Two – Performance from Text (20%)

Students will either perform in and/or design two extracts from one play to be performed at Arundel Theatre

Assessment

Performance of Extract 1 (10%) **and** Extract 2 (10%)

Component Three – Theatre Makers in Practice (40%)

Students explore and study An Inspector Calls from a performance point of view and complete a live theatre evaluation (performance visit to be decided during the course)

Assessment

Written examination 1 hour 45 minutes

Drama

**Drama
GCSE**

ILT's

- Students will complete portfolio responses to PoS when exploring component 1
- Students will carry out regular vocabulary revisions and practice questions (vocabulary booklets available on the shared student drive)
- Students will be required to complete their own independent research into practitioners, styles, forms of theatre and set text and complete their devising notebooks to support completion of portfolio
- In preparation for performance students will attend regular weekly rehearsals and attend weekend rehearsals when applicable.



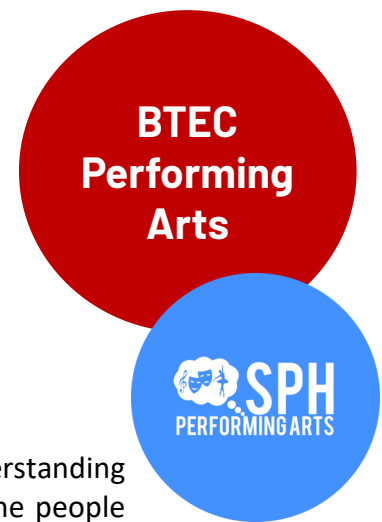
How will this help me prepare for my future?

GCSE Drama is popular with employers, colleges and universities because it helps you develop the important personal, social and life skills they are looking for. Self-expression, confidence and courage, self-discipline, initiative, communication and group work skills are all developed in drama as well as an ability to respond to, develop and present ideas etc. in a visually creative and imaginative way.

This subject is a good choice if you are considering any career path where teamwork, creativity or communication are key aspects, such as the police, teaching, law, armed forces, design, retail, travel and tourism etc. and of course as one of the highest employers in the country, the performing arts industry, where that be film, tv, streaming services, theatre, live concerts etc.

Drama is all about helping you develop transferable foundation skills which you can take into any career.

BTEC Performing Arts



Why should you choose this course?

The BTEC Award in Performing Arts helps you develop a practical understanding of the performing arts sector, and the roles and responsibilities of the people involved in performing arts industries. The course is more practical than other subjects & does not include a final written exam at the end of Year 11.

What will I study?

This course allows you to study acting, dance and/or musical theatre, giving you the opportunity to develop knowledge and technical skills in a practical learning environment.

Component 1:

You will examine the roles and responsibilities of different performance artists and practitioners such as:

- Actor
- Dancer
- Choreographer
- Director
- Writer

To support this, we will go see a West End Show to see these different roles in action. You then have to present your ideas.

Component 2:

This is a performance of an existing piece of repertoire. You can choose to perform either as a:

- Actor
- Musical Theatre Performer
- Dancer
- Designer

You will have to keep a rehearsal log to demonstrate how you have improved as a performer within this component.

Component 3:

This is a devised performance based on a theme given to us by the exam board. You have to complete written activities throughout this process as well as perform your piece at the Arundel Priory Theatre.

Geography

Geography GCSE

What is Geography?

'Geography is one of those richly comprehensive subjects, whose relevance is all around us...More than ever we need the geographer's skills and foresight to help us learn about our planet – how we use it and how we abuse it'. Michael Palin.



Put simply, there has never been a more important time to be studying Geography at GCSE. Everyday on the news we hear of stories which, at their heart, have a geographical core: population pressure, migration, resource shortages (food, water, energy), climate change, inequality, poverty, environmental change, deforestation, natural disasters, globalisation, erosion and flooding. Geographers are needed to help understand these issues and find sustainable solutions.

Geographers are extremely valued by employers due to the range of skills that we learn (graphical, statistical, cartographic and literacy) and the empathy and understanding geographers develop which helps them appreciate how actions in one place taken by businesses or people will impact cultures, environments and people all around the world in contrasting ways. As a result, geography has the second lowest unemployment levels out of any qualification. Geography will help you in your career, but more importantly, it will help you understand your planet

Fieldwork

Pupils will complete a compulsory field trip to Southsea and Hayling Island the summer term of Y10 where they will study processes and management on Hayling Beach as well as Urban processes and inequality in Southsea.

GCSE Geography Edexcel Specification A.

Component 1: The Physical Environment

- Topic 1: The changing landscapes of the UK - coastal and river processes and landscapes, erosion, flooding and management
- Topic 2: Weather hazards and climate change – global climate, climate change and tropical cyclones (cause, impact and management)
- Topic 3: Ecosystems, biodiversity and management – global ecosystems and biosphere, characteristics and sustainable management of tropical rainforests and temperate forests

Component 2: The Human Environment

- Topic 4: Changing cities – rates and causes of urbanisation globally, London – urban growth, challenge and management, Lagos – urban growth, challenge and management
- Topic 5: Global development – indicators of development, uneven development around the world, India's development levels, strategies to improve development
- Topic 6: Resource management – types of resources, distribution of (food/water) resources globally, global energy crisis and sustainable energy solutions

Component 3: Geographical Investigations

- Topic 7: Physical and Human fieldwork - pupils will complete a physical and human fieldwork on a beach/urban area
- Topic 8: UK challenges – pupils will combine all of their geography knowledge to analyse a geographical issue

Assessment overview: Pupils will sit three externally-assessed written exams all 1hr30m in duration.

History

History GCSE

What is History?

History is all about getting lost in the past, listening to stories, and learning from our mistakes. It allows us to connect with other people, appreciate different cultures and understand conflicting interpretations. It is where we learn to investigate and interrogate evidence, empowering us to be the judges and detectives of our generation. It is where you are encouraged to use your knowledge to put people on trial, evaluate why things happened and understand the significance of key events. In History, you are in charge of your own conclusions, and you can use your knowledge of the past to write the future.



What will we study?

PAPER 1: MIGRANTS IN BRITAIN, c.800-present

Written examination: 1 hour and 15 minutes - 30% of the qualification 52 marks

800-1500 Migration in Medieval England

- Viking migration and impact, Norman migration, early migration of Jews and Europeans and impact of the Black Death

1500-1700: Migration in early modern England

- Tudor diversity, Flemish, Evil May Day, Huguenots, and Roma Gypsies

1700-1900: Migration in eighteenth and nineteenth-century Britain

- Equiano and abolitionism, impact of the slave trade on Liverpool, Britain's seafaring industry, Irish immigrants in Liverpool, Jewish migrants in the East End

1900 to present day: Migration in modern Britain

- Belgian refugees, British West Indies regiment, race riots and Notting Hill, Kindertransport, Polish migration, Windrush generation, Ugandan Asians

PAPER 2: THE COLD WAR, 1941–91

Written examination: 1 hour and 45 minutes - 40% of the qualification)

The origins of the Cold War, 1941–58

- Early tension between East and West. Soviet Expansionism, Berlin Blockade and Airlift. The Arms race, Hungarian uprising

Cold War crises, 1958–70

- Berlin Wall, Cuban Missile Crisis, Czechoslovakia uprising

The end of the Cold War, 1970–91

- Détente, Afghanistan and Carter Doctrine, Star Wars and Regan, Fall of Communism and Gorbachev

History

History GCSE

EARLY ELIZABETHAN ENGLAND, 1558–88

Queen, government and religion, 1558–69

- The situation on Elizabeth's accession, Challenge to the religious settlement, The problem of Mary, Queen of Scots



Challenges to Elizabeth at home and abroad, 1569–88

- Plots and revolts at home. Outbreak of war with Spain, 1585–88 including the Armada

Elizabethan society in the Age of Exploration, 1558–88

- Education and leisure, theatres and sport. The problem of the poor. Exploration and voyages of discovery, Raleigh and Virginia

PAPER 3: WEIMAR REPUBLIC AND NAZI GERMANY, 1919–39

Written examination: 1 hour and 20 minutes - 30% of the qualification 52 marks

The struggles of the Weimar Republic

- End of WWI. The setting up of democracy. The Treaty of Versailles, and hyperinflation, The roaring 20s and Stresemann

The growth of the Nazi Party

- Munich putsch. Use of Propaganda. The Great Depression

Establishing a Dictatorship

- The Reichstag fire and the Enabling Act. Night of Long Knives. The banning of trade unions and political parties. Gestapo and SS, Challenges and opposition

Life in Nazi Germany

- The life of women. Hitler youth and education. Workers in Nazi Germany. Treatment of the minorities.

Are there any necessary skills required?

Being enthusiastic about History, an interest in the past and enjoying the subject in Year 9 are all important. There will be a degree of written work and you will need to be able to read and comment on sources of information, therefore it is helpful to have high literacy levels and enjoy English.

Is it useful to study History GCSE?

In many European countries History is **compulsory** up to the age of sixteen. History is valued as you can only make sense of the present with a good understanding of the past. The information on the Twentieth Century will be useful not just for the examination but for you as a young adult and beyond. (On a lighter note, consider how many games and quiz shows draw on historical events as a basis for entertainment!)

Media Studies

Media Studies
GCSE

Learners will explore how media products follow generic conventions, use media language, represent events, issues, places, individuals and social groups, address audiences and reflect their industrial context.

Learners will explore the range of media forms to exemplify media industry issues demonstrating their knowledge and understanding of the theoretical framework (media language, representation, audiences and media industries) as it applies to each form.



In the modern world, media literacy will become as important a skill as Maths or Science.

Tessa Jowell, Former Secretary of State for Culture, Media and Sport.



Module One: 40% Exam Assessment

This module encompasses print advertising, film marketing, magazines, newspapers, radio and video games to allow students to gain an understanding of the wide scope of the media industry.

Module Two: 30% Exam Assessment

This component consists of an in-depth study of television and music in relation to the theoretical framework.

Module Three: 30% Coursework

Learners will create a media product through applying knowledge and understanding of media language and representation from the theoretical framework to express and communicate meaning to an intended audience.

Not only is Media Studies interesting and relevant, it gives you valuable skills to help understand the world around you. You can apply many of these skills to GCSE English too – students often do better in English when they take Media Studies as well.

Hoping for a career in the exciting, innovative and competitive entertainment and media industries? GCSE Media Studies will give you a great head start.

Music

Music
GCSE

“Without music, life would be a mistake.”

— **Friedrich Nietzsche**

GCSE Music includes ‘Performing’, ‘Composing’ and ‘Listening’ in a wide variety of musical styles – Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music.

You will enjoy this course if you want to study a subject that: involves performing as a soloist and in an ensemble, listening to all kinds of music, analyses of music, opportunity to compose or arrange music to learn more about and use music technology.



Performing (30% of total marks – NEA (Non-Examined Assessment) completed in lesson time)

Solo - For solo voice or instrument at around Grade 3 standard.

Ensemble - to be performed with other musicians, e.g. duet, trio, rock band. Grade 3 standard.

Both performances are recorded in school by the music department.

Composing (30% of total marks – NEA completed in lesson time)

Two compositions written in two different styles. One to a brief set by the exam board and one free composition

Listening and Appraising (40% of total marks)- Listening Exam. Candidates develop their listening skills through the study of music and access a variety of styles and genres.

GCSE Music is a good preparation for further musical study and a solid foundation for A levels in Music and Music Technology as well as BTEC National Diplomas in Music (Popular Music and Music Technology).

You may wish to go into a career where it is useful to have had experience of music and where you will need to use some of the skills developed during the course. These might include careers in the music industry, publishing, entertainment, teaching or any job involving communication and expressive skills.

Follow us on Instagram - Sph_performingarts

Transferable Skills -Through your musical learning, you will also:

Improve your discipline and independent learning skills

Develop your ability to think critically and write persuasively

Develop your ability to lead and work as part of a team

Use this QR code to find more information about how learning a musical instrument is a work out for your brain!



Modern Foreign Language



**French
German
Spanish**

In language learning it is essential to use the target language as often as possible. Students are required to understand instructions and to give responses in the target language in the GCSE examination. Students will need to develop dictionary skills and should provide a bilingual dictionary for the language that they are studying.

Final examinations are taken in four language skill areas which assess the student's ability in:

- 1 Listening (25%): In this section students hear a variety of recorded material and respond, usually in a multiple choice exercise or in short replies.
- 2 Speaking (25%): The students take part in a role-play, then describe a picture and engage in a conversation where they may, for example, talk about themselves, holidays, school, leisure activities.
- 3 Reading (25%): Students read and respond to a selection of printed brochures, menus and advertisements, as well as to articles from magazines or newspapers and hand written letters.
- 4 Writing (25%): Students write a variety of passages in the target language, which range from short emails to longer passages, where they may, for example, write about themselves and their family, their hobbies, their school, or their holidays.

Examination Format

Candidates are entered for either Foundation Level or Higher Level for all papers. Candidates **cannot** do a combination of Foundation and Higher papers. The marks allocated to the students for each paper are added together to give a final total, and grades are allocated according to the total number of points.

Textbooks

Students use the AQA French, German and Spanish GCSE textbooks which are designed to support their progress.

Employment prospects

Languages are useful in many professions and highly regarded by employers as we live in a global economy. Here are a few examples of professions entered by language graduates - journalism, diplomatic services, international aid, marketing, logistics and distribution, banking, sales, business, engineering, media, tourism, teaching.

Physical Education



Typically students will have 4 theory and 2 practical lessons per fortnight, in addition to their core Physical Education lessons.

Why should you choose this course?

GCSE PE offers an exciting way of learning about the human body and how it responds to exercise. It is great for any student who loves sport and

enjoys science. GCSE PE includes practical sports which make up 30% of the grade. It allows students to go on to study A levels and compliments science GCSE.



Theory aspects covered include:

Muscular system

Physical factors affecting performance

Cardiovascular and respiratory systems

Diet and Nutrition

Fitness training

Participation opportunities in sport

Ethics in sport

Sports psychology

Lifestyle and disease

This course leads to **1 GCSE grade**. It involves pupils sitting **2 written exam paper** (1hr) in the Summer of Year 11. In addition to this a pupil's **3 strongest practical assessment** marks are also submitted and their strongest sport is analysed. Practical sports can be found online at OCR PE J587 NEA

Required PE Kit: The same as core PE

What skills do I need to be successful in the subject ?

A good practical ability in a range of sports will obviously help you gain a good practical grade. A willingness to learn new sports and a willingness to develop your skills outside of School is essential to achieve a good grade. Participation in school teams or local community clubs would be an indication of this extra commitment to sport.

How will this help me prepare for my future ?

A good grade at GCSE will allow you to study Physical Education further at either A Level or BTEC Level 3. Although not essential, studying Physical Education has links to many areas of employment, such as: Armed Forces, Chiropractors, Dance Instructors, Sports Journalism, Sports Marketing, Fitness Instructors, Lifeguarding, Sports Coaching, Youth Work, Sports Nutrition, Sports Psychology, Teaching, Health Education, Emergency Services, Occupational Therapy and Physiotherapy.

Useful Websites:

<https://www.bbc.com/bitesize/examspecs/ztrcg82>

<https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>

Physical Education

Cambridge
National
Sports Studies

Why should you choose this course?

The CNAT Sports Studies is a vocational course designed for students to develop areas of essential sport knowledge, understanding and applied skills. Practical, accessible, fun and exciting to learn, it will inspire students to develop real-world skills to prepare them for their future. Students will complete three units in total.

Units studied are coursework based and one unit is externally assessed through a sat examined paper in Yr. 11.



The assessment process is split into two years throughout the two-year course, so it allows the student to analyse and improve their own performance continuously. Assessment of the students will take a variety of formats including practical performance in sport portfolios, oral presentations, video and written documents.

It provides opportunities to gain a nationally recognised, vocationally specified qualification to enter employment or progress to sports qualifications such as BTEC Nationals in Sport (Level 3) or A level subjects.

What will I study?

The Cambridge National Sports Studies course consists of units from the following:

Key Components of Performance

Sport and Media

Increasing awareness of outdoor and adventurous activities

Contemporary issues in sport

This course requires pupils to meet regular deadlines for ILT's and coursework. Assessment is in the form of ongoing assignments as opposed to a final examination.

Required PE Kit: The same as core PE

Dance

GCSE
Dance



This course seeks to promote knowledge, skill and understanding of dance through performance, composition and appreciation of each candidate's own work and those of others, including peers and

professionals. The syllabus aims to develop the technical skills of the performer so that they communicate effectively dance concepts, ideas and feelings. Students will be encouraged to develop their own individual interests and research in dance. Students will grow in their self-confidence, creativity and physicality over the two years.

Transferable skills such as time management, leading others, giving a physical response to a written theory or concept and coordinating collaboration with other elements such as the accompaniment, costume, physical setting and dancers. There will be numerous opportunities to see live performances, take part in workshops with professionals and performances off site throughout the course.

Assessments

Students must complete both practical and theory assessment components to complete the course.

Component 1: Performance and choreography - What is assessed:

Performance

- Set phrases through a solo performance (approximately one minute in duration).
- Duet/trio performance (3 minutes in a dance which is a maximum of five minutes in duration).

Choreography

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).

How it is assessed:

Internally marked and externally moderated

Performance – Duet/Trio and Two Set Phrases

- 30 % of GCSE

Choreography – Solo or Group

- 30% of GCSE

Total component 60 %

Dance

GCSE
Dance

Non-exam assessment marked by the centre and moderated by AQA.

Component 2: Dance appreciation - What is assessed:

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.



Professional Set Works:

The GCSE Dance Anthology provides the focus for learning how to critically appreciate professional set works. The Anthology contains the following professional set works; Artificial Things – StopGap Dance Company, A Linha Curva – Rambert Dance Company, Infra – The Royal Ballet, Shadows – Phoenix Dance Theatre, Within Her Eyes – James Cousins Company and Emancipation of Expressionism – Boy Blue Entertainment.

How it is assessed:

- 40% of GCSE
- Written exam: 1 hour 30 minutes

Questions

Based on students' own practice in performance and choreography and the GCSE Dance Anthology.

