2021 - 2023
KEY STAGE 4
CURRICULUM HANDBOOK

Head of School: Mrs L Hilton BA (Hons)
Deputy Headteacher: Mr P Moore BA (Hons)
Deputy Headteacher: Mrs T Antcliff BSc (Hons)

http://www.jfcs.org.uk/
01332 880260 @johnflamsteed
Derby Road, Denby, Derbyshire, DE5 8NP

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INTRODUCTION

This booklet gives details of the content and schemes of assessment for subjects studied at Key Stage 4 and should be read in conjunction with the JFCS Options Handbook 2021.

The Key Stage 4 Curriculum consists of a compulsory 'Core' and a choice of 'Options'.

60% *(30 hours per fortnight)*	40% *(20 hours per fortnight)*
Core • English Language and English Literature • Mathematics • Science • SMSC • PE	**Options** • 4 x school-based subjects or • 2 x school based subjects plus Construction (double option)

2021-23 KEY STAGE 4 CURRICULUM – CHOOSING OPTIONS

CORE SUBJECTS

All students will study:

- English Language and English Literature
- Mathematics
- Science - Combined Science (Double Award), or
  - Separate Sciences: Biology/Chemistry/Physics [CORE Science + 1x Option]
- SMSC
- PE

OPTION SUBJECTS

It is expected that <u>most students will</u>:

Choose a combination of subjects contributing to achievement of the English Baccalaureate (eBacc) qualification.

N.B. To achieve the <u>full eBacc</u> suite of qualifications, students need to attain a Grade 4 or better in:
English Language and Literature + Maths + 1x Humanities + 1x Language + 2x Science courses
[Combined Science (Double Award) or 2 from Biology / Chemistry / Physics / Computer Science]

HUMANITIES:

<u>ALL STUDENTS</u> ARE EXPECTED TO CHOOSE <u>HISTORY OR GEOGRAPHY</u>.
(Students may choose both History and Geography as two separate choices).

MFL:

ALL STUDENTS FROM **9JF1 / 9JF2 / 9CS4 / 9CS5 / 9AR7 / 9AR8** ARE **<u>EXPECTED TO CHOOSE FRENCH or GERMAN</u> (or BOTH)**. (These students may choose both French and German as two separate choices).

STUDENTS FROM **9JF3 / 9CS6 / 9AR9** MAY CHOOSE **<u>FRENCH</u>**.

The Options 'Families'					
English Baccalaureate (eBacc) subjects			***Non-eBacc subjects***		
Humanities	**Modern Foreign Languages***	**Sciences**	**Design and Technology**	**Expressive Arts**	**Additional Opportunities**
Geography	French	Computer Science	Food Preparation and Nutrition	Art	Business Enterprise; Travel & Tourism
History	German	Separate Sciences **	Design and Technology: Paper	Drama	Construction *(Double Option)*; Health & Social Care
	* current Y9 dual-linguists may choose both	** Separate Sciences requires 1x Option choice, plus CORE Science	Design and Technology: Timber	Music	Sport Science; Option Support

To ensure breadth and balance, consider choosing from **<u>at least 3 different 'Options Families'.</u>**

FURTHER GUIDANCE:

- Construction is a <u>Double Option</u> and will require <u>TWO</u> option choices
- Option Support <u>will be offered</u> to some students to provide time and help to complete GCSE or college work
- Specialist staff will give advice where students may struggle to access eBacc subjects

SUMMARY OF CORE CURRICULUM

Core Subjects	Outcomes / Qualifications	Number of Lessons per Fortnight in Yr 10 / Yr 11
English Language	1 GCSE	8 / 8
English Literature	1 GCSE	
Maths	1 GCSE	8 / 8
Combined Science / Separate Sciences	2 GCSEs / 3 GCSEs	10 / 11 (plus 1x Option for Separate Sciences
SMSC		2 / 1
PE		2
	TOTAL	30

1. PE is compulsory for all students and is a National Curriculum subject.

2. SMSC consists of: RE, Citizenship and Personal, Social and Health Education, and includes Sex Education, Careers Guidance, Enterprise, Economic Wellbeing and Personal Finance Education.

3. SMSC is compulsory for all students and has compulsory National Curriculum elements.

SUMMARY OF OPTIONS OFFERED BY JOHN FLAMSTEED COMMUNITY SCHOOL

Art & Design
Business Enterprise
Computer Science
Construction
Design and Technology
Drama
Food Preparation and Nutrition
French
Geography
German
Health and Social Care
History
Music
Option Support
Separate Sciences
Sport Science
Travel & Tourism

Additional Subject offered at KS4:

Further Mathematics

(N.B. **Year 11 ONLY** - taught as a 'Twilight' course after school)

The AQA Level 2 Certificate in Further Mathematics is a unique qualification designed to stretch and challenge high-achieving mathematicians who are expected:

- to achieve the top grades in GCSE Mathematics
- to progress to A-level study in Mathematics and possibly Further Mathematics

Students interested in the Further Mathematics course should contact Mr Krbacevic.

KEY STAGE FOUR COURSES TAUGHT AT JOHN FLAMSTEED COMMUNITY SCHOOL FOR YEAR 10 STUDENTS FROM SEPTEMBER 2021

SUMMARY OF EXAMINED SUBJECTS, QUALIFICATIONS AND AWARDING BODIES

Page	Subject	Qualification	Level	Awarding Body / Specification
10	English Language	GCSE	1 & 2	AQA 8700
10	English Literature	GCSE	1 & 2	AQA 8702
11 6	Mathematics Further Mathematics	GCSE Foundation and Higher Level 2 Certificate	1 & 2	AQA 8300 AQA 8365
12	Combined Science	GCSE Foundation and Higher	1 & 2	AQA 8464
26	Separate Sciences: • Biology • Chemistry • Physics	GCSE Foundation and Higher	1 & 2	AQA 8461 AQA 8462 AQA 8463
16	Art & Design	GCSE	1 & 2	AQA Fine Art 8202
17	Computer Science	GCSE	1 & 2	OCR J276
18 19	Design and Technology Food Preparation and Nutrition	GCSE	1 & 2	AQA 8552 AQA 8585
20	Drama	GCSE	1 & 2	AQA 8261
21	Geography	GCSE	1 & 2	EDUQAS C112QS
22	History	GCSE	1 & 2	AQA 8145
23	French	GCSE	1 & 2	AQA 8658
23	German	GCSE	1 & 2	AQA 8668
24	Music	GCSE	1 & 2	OCR J536
25	Option Support	Non-examined course		
27	Sport Science	BTEC First Award Level 1 / 2 in Sport	1 & 2	PEARSON
29-30	Vocational Courses: • Business Enterprise • Construction • Health & Social Care • Travel & Tourism	• BTEC Tech Award Level 1 / 2 • WJEC Level 1 / 2 Award • BTEC Tech Award Level 1 / 2 • BTEC Tech Award Level 1 / 2	1 & 2	PEARSON WJEC PEARSON PEARSON

VOCATIONAL COURSES 2021-23

Derby College and John Flamsteed Community School

These are courses which are work-related or directly linked to occupations.

The list of vocational courses offered is only provisional* at this stage.

A course will **only run if sufficient numbers*** of students are recruited (students on the Derby College course may be working alongside students from other schools).

Students should also be aware that after they have made their application, the college may conduct **selection by interview** and that all applications will not necessarily be successful.

Students will be supported in this process.

Decisions on courses and places offered may not be finalised until May (possibly after the options process has been completed in school).

The courses which are being offered this year (provisionally*) are listed below:

Derby College

Construction	Level 1 / 2

John Flamsteed Community School

Business Enterprise	Level 1 / 2
Health and Social Care	Level 1 / 2
Travel and Tourism	Level 1 / 2

CORE SUBJECTS

GCSE English Language and English Literature

All students are entered for both English Language and English Literature.

ENGLISH LANGUAGE *[AQA 8700]*

Paper 1	**Examination**	1 hour 45 mins.	50%	*(80 marks)*
Section A:	***Reading***	- one literature fiction text - four questions	25%	
Section B:	***Writing***	- descriptive or narrative writing	25%	
Paper 2	**Examination**	1 hour 45 mins.	50%	*(80 marks)*
Section A:	***Reading***	- one non-fiction text - one literary non-fiction text - four questions	25%	
Section B:	***Writing***	- non-fiction writing	25%	

ENGLISH LITERATURE *[AQA 8702]*

Paper 1	**Examination**	1 hour 45 mins.	40%	*(64 marks)*
Section A:	***Shakespeare***	- one question	20%	
Section B:	***The 19th Century Novel***	- one question	20%	
Paper 2	**Examination**	2 hours 15 mins.	60%	*(96 marks)*
Section A:	***Modern Texts***	- one question	20%	
Section B:	***Poetry***	- one question	20%	
Section C:	***Unseen Poetry***	- two questions	20%	

Mathematics [AQA 8300]

All students continue to study Mathematics during Years 10 and 11, building on the key skills and knowledge introduced during Key Stage 3.

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Tier of entry will be assessed throughout the course. The school will make a final decision for tiered entry after the Y11 'mock' examinations, where performance over the two previous years will also be taken into consideration to ensure a level of challenge appropriate to each student's needs.

Students must take three question papers at the same tier. All question papers must be taken in the same series. Each paper will cover a full range of topics from Number, Algebra, Ratio and Proportion, Geometry and Measures, and Probability and Statistics.

The information in the table below is the same for both Foundation and Higher tiers.

Paper 1: non-calculator	Paper 2: calculator	Paper 3: calculator
What's assessed Content from any part of the specification may be assessed	**What's assessed** Content from any part of the specification may be assessed	**What's assessed** Content from any part of the specification may be assessed
How it's assessed • written exam: 1 hour 30 minutes • 80 marks • non-calculator • 33⅓% of the GCSE Mathematics assessment	**How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment	**How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment
Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.	**Questions** A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.	**Questions** A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Purpose of study

The specification provides a broad, coherent, satisfying and worthwhile course of study. Course content encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. It also provides a strong mathematical foundation for students who go on to study mathematics at a higher level post-16. In particular the course aims to:

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

What can I go on to do?

A qualification in Maths is one of the most highly regarded by employers and colleges. It is certainly a valuable asset in any field of vocational activity or place of work. Students who achieve grades 6 - 9 at GCSE are well prepared for study at Advanced Level.

Further information

Further information about the Mathematics course can be found on the AQA website:
https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300

Science (Combined Science) *[AQA 8464]*

The GCSE Science qualification is a double award qualification. All students on the Combined Science course will gain 2 GCSEs.

What will I study?

Students study areas of Biology, Chemistry and Physics. The Biology topics cover Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Ecology and Inheritance, Variation and Evolution. The Chemistry topics include Atomic Structure and the Periodic Table, Bonding, Structure and the Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources. The Physics topics cover Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves and Magnetism and Electromagnetism.

Examinations

There are 6 examinations which will all be undertaken in the summer of Y11. All papers offer an equal weighting towards the double award qualification.

Examination	Topics Covered	Marks	Weighting	Length
Biology Paper 1	Cell Biology, Organisation, Infection and Response, Bioenergetics	70	16.7%	1 hour 15 minutes
Chemistry Paper 1	Atomic Structure and the Periodic Table, Bonding, Structure and the Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes	70	16.7%	1 hour 15 minutes
Physics Paper 1	Energy, Electricity, Particle Model of Matter, Atomic Structure	70	16.7%	1 hour 15 minutes
Biology Paper 2	Homeostasis and Response, Inheritance, Variation and Evolution and Ecology	70	16.7%	1 hour 15 minutes
Chemistry Paper 2	The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources	70	16.7%	1 hour 15 minutes
Physics Paper 2	Forces, Waves and Magnetism and Electromagnetism	70	16.7%	1 hour 15 minutes

There is no longer a requirement to complete Controlled Assessment as part of the course; this is now covered within the examinations which include assessment of practical knowledge and understanding. There are required practical activities that students will be expected to have knowledge of, and the exam board will require evidence that these have been carried out by students, so attendance is an important aspect of this course.

Who is this course for?

All students who are not taking Separate Sciences will be entered for the GCSE Combined Science course, and students will be entered for either Foundation Tier (Grades 1-5) or Higher Tier (Grades 4-9) examination. There will be a number of ‘mock’ examinations carried out during Y10 and at the start of Y11 to determine the most suitable paper for individual students.

Progression routes

Students achieving Grades 9-6 would have the necessary experience to progress to AS/A level Science courses. There are also a number of Level 1-3 vocational courses which can be accessed by the successful completion of GCSE Combined Science.

Further information

Further information about the Combined Science course can be found on the AQA website:
https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464

SMSC (Spiritual, Moral, Social and Cultural Development)

Religious Studies

The Religious Studies aspect of SMSC is taught as two discrete units of work:

Ethics 1 - Relationships, Medical Ethics, Poverty and Wealth
Ethics 2 - Peace and Justice, and Equality.

Throughout the two-year programme students will adopt an enquiring, critical and reflective approach to the study of religion. Students will explore religion and beliefs and reflect on fundamental questions, engaging with them intellectually and responding personally.

PSHE (Personal, Social and Health Education)

This course is about helping young people to:

- become aware of the feelings, attitudes and values of themselves and others
- be aware of their own strengths, weaknesses and aptitudes: acquire confidence in, and an ability to express, their own reasoned opinions
- acquire decision-making skills
- adapt to change in themselves and their environment
- acquire the skills to relate effectively to others, and to be effective members of the group in which they live and work
- develop a sympathetic concern for other people and a responsibility towards them

This course covers topics such as careers education including decision making, team building, employability skills and career planning. Health issues including teenage pregnancy, drugs in society, personal health and caring for the elderly. Personal finance including personal budgeting and avoiding debt.

In Year 10, students are entitled to one week of work experience.

In Year 11, students will be prepared for the challenges of post-16 progression.

This will include completing application forms, writing CVs and developing interview technique.

Citizenship

Education for Citizenship equips young people with the knowledge skills and understanding to play an effective role in public life. It considers our values, rights and responsibilities and how we can respond to the challenges which face us all at local, national and international levels. It includes a focus on the enterprise skills, financial understanding, independent learning and thinking skills which make for success within society.

This course covers topics such as: Rights and Responsibilities, Identities and Diversity, Equal Opportunities, Law and Order, Personal Finance, the Economy and the European Union.

Physical Education

In Years 10 and 11, students will follow Key Stage 4 of the Physical Education National Curriculum. They will concentrate on two main areas of activity: Games and Athletics. Students will have an element of choice within these areas. They will also have the opportunity to experience other 'roles' in sport in addition to a performer, for example coach, referee and organiser, which will allow them to further develop their all-round abilities in physical education.

OPTIONAL SUBJECTS

Art and Design *[AQA Fine Art 8202]*

The GCSE Art and Design course continues to develop the skills and techniques that have been studied through Years 7, 8 and 9. Pupils will experience a broad based course and will explore a selection of Art and Design areas from the following:

- Drawing and painting
- Mixed media
- Printing
- Sculpture
- Land art
- Pottery

Assessment

	Component	**Weighting**
Unit 1	Controlled Assessment (portfolio of work)	60%
Unit 2	Externally set Assignment	40%

There is no tiering of papers in Art and Design; pupils will be awarded a grade from 9 to 1 depending upon the quality and quantity of work produced for the Controlled Assessment and Externally set Assignment.

In both the Controlled Assessment and Externally-set Assignment, pupils will be expected to present work towards the following 4 assessment areas:

- Drawings from visual research
- Developing ideas inspired by the work of others
- Explore a range of materials and refine ideas as they progress
- A personal response, making clear connections to the work of others

Controlled Assessment (Coursework)

The course starts as soon as the pupil enters Year 10 and the emphasis is placed on the pupil producing a large portfolio of work that demonstrates a wide range of Art skills and experiences. Pupils will be set a variety of small and extended projects that explore a range of materials and themes, these will include a combination of traditional and modern techniques and processes. As the course progresses students will be able to place more individual interpretation into the topics being covered developing work that expresses their own artistic preferences

Externally-set Assignment (Exam)

Pupils will receive an examination paper in the spring term of Year 11. The paper will contain a selection of open-ended questions and the pupil will be required to answer in depth one question. The pupils will have a set period of classroom and homework time to pre-plan and test their ideas, with help and advice, before producing a final piece of unaided work over 10 hours of examination time.

GCSE Art and Design is an enjoyable course which will be of interest to anyone who has enjoyed the subject at Key Stage 3, and is an essential course for any student who is considering careers in; interior design, architecture, graphic design, fashion design and theatre design. It is also seen as a valuable course that shows your creative flair for careers in floristry, decorating, hairdressing and retail.

Computing

GCSE Computer Science

[OCR J276]

The Computer Science syllabus will give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. As part of this, a large amount of the course will be spent learning computer programming. Through this study of computer programming, the course will help you develop critical thinking, analysis and problem solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects, especially mathematics and other sciences.

It is a fact that information technologies continue to have a growing importance. This means there will be an ever increasing demand for professionals who are qualified in this area. If you want to go on to higher study and employment in the field of Computer Science, you will find that this course provides a superb stepping stone. Students who have taken a Computer Science GCSE and who then progress to study the subject at A level or university will have a sound underpinning knowledge in this area.

The aims and objectives of this qualification are to enable students to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

Learners take Component 01 and Component 02 to be awarded the OCR GCSE (9–1) in Computer Science.

Content Overview	Assessment Overview	
Computer systems • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns	Computer systems (01) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	50% of total GCSE
Computational thinking, algorithms and programming • Algorithms * • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation	Computational thinking, algorithms and programming (02) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	50% of total GCSE

* Algorithm questions are not exclusive to Component 02 and can be assessed in either component.

Programming Project • Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions	20 timetabled hours	Formal requirement Consolidates the learning across the specification through practical activity.

Design and Technology *[AQA 8552]*

The GCSE in Design and Technology focuses on developing practical skills within a particular material area, allowing students to manufacture high quality outcomes. They will learn about commercial processes and careers in related industries, as well as developing core transferable skills, such as collaboration and communication. This course places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

All students will learn core technical principles:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties

This course covers a wide range of technical knowledge and understanding, but still allows students to specialise in a particular area for their design and making task.

Students will be able to choose their preferred material category:

- Papers and Board *OR*
- Timber Based Materials

Students will develop an in-depth knowledge of specialist technical principles in their chosen material category:

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

50% of the GCSE is assessed through a substantial **design and make task**.

The design and make task will take 30-35 hours (approx), and will assess the students on their Investigating, Designing, Making, Analysing and Evaluating skills.

Students will produce a **working prototype** and a **portfolio** of evidence (max 20 pages).

50% of the GCSE is assessed through a **2 hour written exam** at the end of year 11:

· Section A – Core technical principles (20 marks)
· Section B – Specialist technical principles (30 marks)
· Section C – Designing and making principles (50 marks)

Food Preparation and Nutrition *[AQA 8585]*

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this course focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

• Food, nutrition and health

• Food science

• Food safety

• Food choice

• Food provenance.

This GCSE will allow students to:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

50% of the GCSE is assessed through 2 major tasks:

- Task 1: Food investigation
  This will assess the students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this task. Written or electronic report, (1,500– 2,000 words) including photographic evidence of the practical investigation.
- Task 2: Food preparation
  The will test the students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

  Students will prepare, cook and present a final menu of 3 dishes within a single period of no more than three hours, planning in advance how this will be achieved. Students will produce a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

50% of the GCSE is assessed through a 1 hour 45min written exam at the end of year 11

- Multiple choice questions (20 marks)
- Five questions, each with a number of sub questions (80 marks)

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

Please note: Students are expected to provide their own ingredients throughout the two years.

For further information, please contact Mrs Alton.

What is the GCSE Drama syllabus all about?

GCSE Drama provides the opportunity to explore the range of skills involved in creating and performing drama which includes the creation of original work as well as looking at plays written by other people. The course promotes co-operation, problem solving and communication. Drama will help pupils to feel more self-confident and prepare them to deal with a range of different situations and people. Pupils will also learn how to communicate intention, develop the skill of working with others and develop their critical thinking skills through evaluation, analysis and reflection. There will be many opportunities to go and see examples of live theatre during the course and a chance to view them as a critic!

'But I don't want to be an actor – what use is drama to me?'

GCSE Drama can help you develop many vital skills which are useful in all walks of life, for example, confidence in communicating with other people, leadership skills, and teamwork to name but a few. A Drama GCSE is an essential choice for anyone who wants to work in the arts. It is also an excellent choice for anyone who wants to work in close contact with people. Students who select GCSE Drama may go on to typical further study such as Acting, Stage & Studio Management, Make-Up Artistry, Set & Lighting Design, and Costume Design. GCSE Drama promotes the empathy valued by Occupational Therapy and Social Work, the creativity valued by Public Relations and Tourism Advertising and the 'presence' required by Broadcasting, Journalism, and the Police.

Will I enjoy this course?

This course is for those who want to study a subject that is both practical and creative. It should appeal to those who have done some acting before or helped out backstage on a production. Others may have always wanted to have a go at making a play, performing, making costumes, building a set or operating the lights but never had the chance. To enjoy this course, you should feel comfortable working as part of a team because drama involves a lot of group work.

How does it follow on from what I have learned before?

GCSE Drama follows on from drama courses that students will have studied at Key Stage 3 (Years 7-9). They will develop their improvisation and acting skills to a higher level. They will also look at plays in more detail and look at different ways of bringing a script alive on stage.

ASSESSMENT

A written examination (Component 1)	40% of the total marks.
A practical examination (Components 2 & 3)	60% of the total marks with written performance log

Written (Component 1) 1hr 45 mins written exam which is externally marked. **Section A**: multiple choice (4 marks). **Section B**: four questions on a given extract from the set play chosen (46 marks**). Section C**: one two part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks)

Component 2 Devising Drama: This component will assess the process of creating devised drama and the performance of devised drama. Students will be expected to present evidence of analysis and evaluation of their own work. They will need to complete a Devising Log (60 marks) and a Devised performance (20 marks). [This component is marked by teachers and moderated by AQA.]

Component 3 Text in Practice: This component will assess the performance of two extracts from one play. The students will performance two extracts from a chosen play which is externally marked (50 marks). [This component is marked by AQA.]

Geography *[EDUQAS C112QS]*

If you enjoyed studying Geography during your Key Stage 3 education you will be further engaged, stretched and challenged in this subject at GCSE examination level. We continue to explore a variety of themes incorporating various resources: DVDs, photos, maps, newspaper extracts, and strategies such as role play, simulations and group work. These are designed to help you delve deeper into subject areas, reinforce ideas you have already been introduced to and further develop your map, graph, place and decision-making skills. So, *the course builds upon the foundations laid in Years 7-9.*

Summary of Assessments:

Component 1 – Investigating Geographical issues

Written examination: 1 hour 45 minutes (96 marks plus 4 for SPAG) *40% of qualification*

Three compulsory structured data response questions will assess each of the three geographical themes.

Theme 1: Changing Places - Changing Economies

This theme focuses on urban/rural links in the UK, urbanisation in the economically-developing world and development issues.

Theme 2: Changing Environments

This theme focuses on weather and climate, coastal and river processes and landforms and the management of coastal and river environments.

Theme 3: Environmental Challenges

This theme focuses on ecosystems and water resources

Component 2 – Problem solving Geography

Written examination: 1 hour 30 minutes (72 marks plus 4 marks for SPaG) *30% of qualification*

This component will assess content from across the themes in a problem solving examination paper.

Part A – Introduces the issue and sets the geographical context

Part B – Outlines a number of possible solutions to the issue

Part C – Opportunity for the candidate to choose a solution and justify their choices.

Component 3 – Applied Fieldwork Enquiry

Written Examination: 1 hour 15 minutes (72 marks plus 4 marks for SPaG) *30% of qualification*

The opportunity to develop geographical skills through out of school fieldwork on two separate occasions in contrasting environments will help develop their geographical enquiry. Approaches to methods, representation and analysis are all explored alongside concepts.

History *[AQA 8145]*

The pursuit of historical knowledge of people and events is without doubt extremely interesting and, above all, fun! It is like a form of time travel that helps to illuminate characters, chains of events and how they came to be! You will enjoy this course if you want to study a subject that involves learning about and discussing events and people that have helped shape the world we live in today. History at GCSE links to some of the key topics you have studied at KS3, but introduces brand new areas of study in depth too. You will be given the opportunity to develop the skills to look beyond the headlines, ask questions and express your own opinion. As well as learning about history, the course will enable you to improve your skills in communication, working with others, problem solving and research. Studying History encourages you to produce well-reasoned conclusions based on the evaluation of evidence, which is a highly transferable skill. The emphasis at GCSE has moved away from the need to memorise vast amounts of factual material to a more skills-based approach.

The History department is proud to offer the AQA GCSE course. The choice of topics are varied and wide ranging, meaning there is something for most historical interests. New topics for September 2016 include a focus on international affairs in the early 20th century and more emphasis on British topics such as Elizabethan England. We will continue to offer the ever popular Medicine through time course alongside the depth study on Nazi Germany. This is a lively and exciting course, structured to capture your imagination!

How will you be assessed?

There are <u>two</u> exam papers, each 1 hour and 45 minutes that cover the 4 key topics.
Both papers are equally weighted at 50%

<u>Paper 1 Understanding the Modern World</u>

Section A is a period depth study of ***Germany 1900-45*.**

Section B is a focus on ***International Relations 1918-45.***

<u>Paper 2 – Shaping the Nation</u>

Section A is the thematic study of ***Medicine through time c.1000 to the present day***.

Section B is a case study of ***Elizabethan England c.1568-1603*** with an element of ***local history*** and an opportunity to undertake a fieldwork visit.

"*It's fun and interesting and it's helped to improve my analytical skills in all my subjects, not just history." Daniel Hazeldine Year 11*

"The topics we study are really different. You absorb so much information. It's like fitting together the pieces of a jigsaw puzzle". Sophie Haywood Year 11

Many of you who study History at GCSE may well go on to study it at 'A' level and beyond. Whether you want to be a lawyer, journalist, work in the media or even teach, History will enable you to gain the skills required by your future employers. Many famous people have a degree in History, from Sasha Baron-Cohen (Ali G) to Chris Martin (Coldplay) and Jonathan Ross (TV)!

Modern Foreign Languages:

French and German *[AQA 8658 & AQA 8668]*

French and German are compulsory at Key Stage 4 for: *9JF1 / 9JF2 / 9CS4 / 9CS5 / 9AR7 / 9AR8.* They are optional for *9JF3 / 9CS6 / 9AR9*.

Students will be examined in four skills at the end of the course:

Listening (25%)
Multiple choice / short-answer questions: identifying key points, deducing meaning, drawing conclusions.

Speaking (25%)
Role-play, discussion about pictures, presentation, question and answers about a topic.

Reading (25%)
Multiple choice / short-answer questions, and translating a text to English.

Writing (25%)
Writing short sentences and a short text, email or blog giving and describing information, and translating a text from English.

The content of the GCSE course is divided into three Topic Areas:

Topic Area 1: Identity and culture

Topic Area 2: Local, national, international and global areas of interest

Topic Area 3: Current and future study and employment

Commitment to learning vocabulary on a regular basis is expected in addition to other homework assignments.

Why study a foreign language?

Some people think that the only jobs available using languages are in translation, interpreting or teaching. In fact, languages can be helpful in lots of different jobs, and many employers reward people with language skills with extra salary because they know they are useful in today's international business world.

Opposite are just a few jobs where foreign languages are important:

Further information can be obtained from:

Mrs Turner
Mr Hilton
Mrs Garner

Music *[OCR J536]*

The GCSE Music course builds on the work done in Years 7-9 and covers performing, composing, listening and appraising. Students will study Musical Elements, Musical contexts and Musical Language through the five areas of study:

1. My Music – focusing on their instrument/voice
2. The Concerto through Time
3. Rhythms of the World
4. Film Music
5. Conventions of Pop

How is the course assessed?

Assessment is divided into three components; Performance (30%), Composition (30%) and Listening and Appraising (40%).

Students must be willing to sing or play an instrument and must submit one solo and one ensemble (group) performance for final moderation. Pupils will be expected to perform and maintain practise throughout the course.

Two original compositions must be submitted for coursework. One brief is set by the pupil, the other by the exam board. A written version and recording are sent for moderation.

The listening and appraising component is assessed by final examination and questions are set on recorded music based on Areas of Study 2 – 5.

Is the course suitable for me?

The course is suited to pupils who already play or sing, or would like to learn, and we encourage students joining the course to contribute to the musical life of the school. Pupils should be committed to practising and improving their musical skills throughout the two years, and should be prepared to work individually.

Why choose Music?

GCSE Music students acquire many transferable skills – co-operation, organisation, logical thinking, creative thinking, aural skills, self-evaluation and critical appraisal.

As a subject, it puts students in a good position when applying for further education, as providers understand the commitment and dedication musicians have to complete their studies and extra-curricular musical activities. Past students have gone on to study Music, Music Technology and Performing Arts at A level and BTEC.

Option Support

This course will enable those students who need extra support to catch-up on their other subjects.

It will also be used to access different learning environments and work opportunities, and alternative curriculum qualifications will prepare the student for their Post-16 career.

The course will have a practical focus and will include some of the following:

- Key skills: English, Maths, ICT, problem solving and working with others.
- Opportunities to do short work-placements in different aspects of work.
- Additional input for core subjects and options.
- Life Skills.

Separate Sciences (Biology, Chemistry and Physics)

Separate Sciences are three single science qualifications offered by the AQA exam board. This course offers students the opportunity to obtain three science GCSEs.

GCSE **Biology** (AQA 8461) / GCSE **Chemistry** (AQA 8462) / GCSE **Physics** (AQA 8463)

What does this course cover?

Students completing the Separate Science courses will cover the same topics as the combined science but with additional breadth to many topics.

Examinations

There are 6 examinations which will all be undertaken in the summer of Y11.

GCSE Biology

Examination	Topics Covered	Marks	Weighting	Length
Biology Paper 1	Cell Biology, Organisation, Infection and Response, Bioenergetics	100	50%	1 hour 45 minutes
Biology Paper 2	Homeostasis and Response, Inheritance, Variation and Evolution and Ecology	100	50%	1 hour 45 minutes

GCSE Chemistry

Examination	Topics Covered	Marks	Weighting	Length
Chemistry Paper 1	Atomic Structure and the Periodic Table, Bonding, Structure and the Properties of Matter, Quantitative Chemistry, Chemical Changes, Energy Changes	100	50%	1 hour 45 minutes
Chemistry Paper 2	The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources	100	50%	1 hour 45 minutes

GCSE Physics

Examination	Topics Covered	Marks	Weighting	Length
Physics Paper 1	Energy, Electricity, Particle Model of Matter, Atomic Structure	100	50%	1 hour 45 minutes
Physics Paper 2	Forces, Waves, Magnetism and Electromagnetism and Space	100	50%	1 hour 45 minutes

Who is this course for?

The Separate Sciences course is aimed at students who are academically able and have a passion for science. Students will be offered the opportunity to sit the Separate Sciences based on their ability, attitude and attainment during Year 9.

Progression routes

Students achieving Grades 9-6 in either the Combined Science or the Separate Science course will have the necessary experience to progress to AS/A level Science courses.

Further information

Further information about the Separate Science courses can be found on the AQA website:
https://www.aqa.org.uk/subjects/science/gcse

SPORT SCIENCE

Pearson BTEC Level 1 / 2 First Award in Sport: equivalent to 1x GCSE.

This course provides an engaging and relevant introduction to the world of sport.

It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

Learners will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector:

- fitness for sport and exercise
- practical performance in sport
- applying the principles of personal training.

Learners build on the knowledge gained in the mandatory units by choosing one further unit, covering areas such as:

- the mind and sports performance
- the sports performer in action
- leading sports activities.

Grade equivalency:

Level 2 Distinction * - Level 2 Pass = 1x GCSE 8.5 - 4
Level 1 Pass = 1x GCSE 1.75

Course content:

There are four units of study, assessed as follows:

UNIT 1 (External*): Fitness for Sport and Exercise [*Assessed through a one-hour onscreen test with re-sit opportunities]
UNIT 2 (Internal): Practical Performance in Sport
UNIT 3 (Internal): Applying the Principles of Personal Training

PLUS ONE 'OPTIONAL' UNIT TO BE OFFERED FROM: ***[FINAL CHOICE TBC]***

Unit 4 (Internal): The Mind and Sports Performance
Unit 5 (Internal): The Sports Performer in Action
Unit 6 (Internal): Leading Sports Activities

Progression routes:

The qualification is delivered in 120 *Guided Learning Hours*, which is the same size and level as a GCSE, and is aimed at anyone who wants to find out more about the sport industry.

Learners will take part in a range of sport and fitness activities, with an opportunity to apply knowledge, skills and the techniques in practical ways, such as designing a personal fitness programme.

Throughout the Pearson BTEC Level 1/Level 2 First Award in Sport, learners will develop a range of employability skills. Learners acquire research and independent learning skills, communication and teamwork skills, and demonstrate the attributes of a leader, including good communication skills and leadership skills to implement a session plan.

This qualification will be welcomed by colleges, sixth forms, training providers and employers who recognise and value the depth of understanding and broad range of skills that learners will acquire and demonstrate during this course.

Students may progress from this qualification to Advanced Level courses in PE and Sports Science, BTEC Level 3, (and on to degree level sports-related degree qualifications), and Level 2 / 3 Apprenticeships in Sport and Coaching, Health and Fitness, Personal Training and Business Administration and Management within the Sport and Leisure industries.

VOCATIONAL SUBJECTS

BUSINESS ENTERPRISE

Pearson BTEC Level 1 / Level 2 Tech Award in Enterprise: equivalent to 1x GCSE.

All businesses need enterprising employees to drive their organisations forward, to instigate growth and ensure that they survive in this fast-changing world. Enterprise is a key government focus and is forms an important part of the UK's global economic status. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses.

The main focus is on the knowledge and skills needed to research, plan, pitch and review an enterprise idea:

- development of key skills in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skills.

Grade equivalency:

Level 2 Distinction * - Level 2 Pass = 1x GCSE 8.5 - 4
Level 1 Distinction - Level 1 Pass = 1x GCSE 3 - 1.25

Course content:

There are three components of study, assessed as follows:

COMPONENT 1 (Internal): Exploring Enterprises
COMPONENT 2 (Internal): Planning for and Pitching an Enterprise Activity
COMPONENT 3 (External): Promotion and Finance for Enterprise

HEALTH AND SOCIAL CARE

Pearson BTEC Level 1 / Level 2 Tech Award in Health and Social Care: equivalent to 1x GCSE.

About 3 million people work in health and social care, nearly one in ten of all jobs in the UK. Roles include: doctors, pharmacists, nurses, midwives and healthcare assistants, and care assistants, occupational therapists, counsellors and administrators. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

The main focus is on four areas of equal importance, which cover the:

- development of key skills in health and social care such as interpreting data to assess an individual's health
- effective ways of working in health and social care, such as designing a plan to improve health and wellbeing
- attitudes that are considered most important in health and social care, including care values
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

The components focus on:

- the development of core knowledge and understanding of human growth and development, how people deal with major life events, health and social care services
- the development and application of skills such as: showing care values, and reflecting on own performance
- reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

Grade equivalency:

Level 2 Distinction * - Level 2 Pass = 1x GCSE 8.5 - 4
Level 1 Distinction - Level 1 Pass = 1x GCSE 3 - 1.25

Course content:

There are three components of study, assessed as follows:

COMPONENT 1 (Internal): Human Lifespan Development
COMPONENT 2 (Internal): Health and Social Care Services and Values
COMPONENT 3 (External): Health and Wellbeing

TRAVEL AND TOURISM

Pearson BTEC Level 1 / Level 2 Tech Award in Travel and Tourism: equivalent to 1x GCSE.

The travel and tourism sector is the UK's third-largest employer, accounting for 9.5% of employment. Tourism is one of the fastest-growing sectors in the UK in employment terms, employing nearly 3 million people, and the value of tourism to the UK economy is approximately £121 billion. In 2016, travel and tourism contributed 10.2% the world economy, and the sector employs 292 million people. The outlook for the travel and tourism sector is that it will continue to be at the forefront of wealth and employment creation in the global economy.

This course is for learners who want to acquire knowledge and skills through vocational contexts by exploring:

- the aims of different travel and tourism organisations
- the features of tourist destinations
- how organisations meet customer requirements
- the influences on global travel and tourism

Learners will develop:

- knowledge that underpins the effective use of skills, processes and attitudes in the sector such as the appeal of different tourist destinations to different types of customer, and the factors that influence travel and tourism
- skills such as researching different travel and tourism organisations, the features of tourist destinations, and the products and services available to meet the needs of different customers
- attitudes that are considered to be very important in the travel and tourism sector, including how to develop tourism while respecting the environment and local communities.

Grade equivalency:

Level 2 Distinction * - Level 2 Pass = 1x GCSE 8.5 - 4
Level 1 Distinction - Level 1 Pass = 1x GCSE 3 - 1.25

Course content:

There are three components of study, assessed as follows:

COMPONENT 1 (Internal): Travel and Tourism Organisations and Destinations
COMPONENT 2 (External): Influences on Global Travel and Tourism
COMPONENT 3 (Internal): Customer Needs in Travel and Tourism

CONSTRUCTION

WJEC Level 1 / 2 Award in Constructing the Built Environment: equivalent to 1x GCSE.

This course is for pupils who wish to pursue a career within the construction industry or access further study in this area, post-16.

Course content:

- Health and Safety
- Brickwork
- Plastering
- Painting and Decorating
- Plumbing

1 day per week at Ilkeston campus

'Taster' sessions for Vocational Courses will be offered to students as part of the Options process.

FURTHER INFORMATION

Information on Careers Opportunities and Post-16 Pathways

Students now remain in Education or Training until the age of 18.

At the age of 14, most students will not be clear about what career they will wish to pursue after completing their full time education. People may also change their minds – often many times! At this stage it is important that you keep your 'Options' open so that you can choose the best pathway for yourself at the age of 16.

The main pathways Post-16 are as follows:

- Employment with training e.g. apprenticeships and 'day release'
- Full-time Further Education leading to GCSE, Advanced Level or vocational qualifications in a Sixth Form or College of Further Education
- University Education
- Employment after University

Further information about Post-16 Pathways and Career Opportunities can be obtained from Mr Bannister and Mr Moore.

Personalised Curriculum - Breadth and Balance

The Government insist that 14-19 education meets the following standards:

- Personalised Curriculum – Students should be able to follow a range of courses which meet their particular needs, aspirations and interests.
- Breadth – Students must study a broad range of courses as set out in the Core offer of the National Curriculum and recommended optional courses. This is to ensure that they acquire the necessary skills and knowledge for continuing education, work and adult life.
- Balance [Options] **see 'The Options Families' below.**

  Options provide an opportunity to 'personalise' curriculum. They are also a way of achieving variety and contrast. Students should try to avoid repetition and overlap, i.e. choosing too many options from the same 'family'.

  They should consider choosing from **at least 3 different 'Options Families'.**

The options system offers a **flexible programme** designed to meet **individual needs**, but students must choose carefully and responsibly giving consideration to future opportunities for careers, courses and qualifications which they might wish to pursue post-16.

At the age of 14, it is unlikely that students will be absolutely clear about what they eventually want to do, and between ages of 14-16, students frequently change their mind about things.

So, make an informed choice and **"KEEP YOUR OPTIONS OPEN".**

It is expected that most students will:

Choose a combination of subjects contributing to achievement of the English Baccalaureate (eBacc) qualification.

N.B. To achieve the full eBacc suite of qualifications, students need to attain a Grade 4 or better in:
English Language and Literature + Maths + 1x Humanities + 1x Language + 2x Science courses [Combined Science (Double Award) or 2 from Biology / Chemistry / Physics / Computer Science]

HUMANITIES:

ALL STUDENTS ARE EXPECTED TO CHOOSE HISTORY OR GEOGRAPHY.
(Students may choose both History and Geography as two separate choices).

MFL:

ALL STUDENTS FROM **9JF1 / 9JF2 / 9CS4 / 9CS5 / 9AR7 / 9AR8** ARE **EXPECTED TO CHOOSE FRENCH or GERMAN (or BOTH)**. (These students may choose both French and German as two separate choices).

STUDENTS FROM **9JF3 / 9CS6 / 9AR9** MAY CHOOSE **FRENCH**.

To ensure breadth and balance, consider choosing from **at least 3 different 'Options Families'.**

The Options 'Families'

English Baccalaureate (eBacc) subjects			*Non-eBacc subjects*			
Humanities	**Modern Foreign Languages***	**Sciences**	**Design and Technology**	**Expressive Arts**	**Additional Opportunities**	
Geography	French	Computer Science	Food Preparation and Nutrition	Art	Business Enterprise	Travel & Tourism
History	German * current Y9 dual-linguists may choose both	Separate Sciences ** ** Separate Sciences requires 1x Option choice, plus CORE Science	Design and Technology: Paper Design and Technology: Timber	Drama Music	Construction *(Double Option)* Sport Science	Health & Social Care Option Support

The English Baccalaureate

The English Baccalaureate was introduced as a performance measure for schools in England in the 2010 performance tables. It is not a qualification. The measure recognises where pupils have achieved a Level 2 grade (9-4) or better at GCSE in English Language and Literature, Mathematics, History or Geography, two sciences (Combined Science or two from Biology, Chemistry, Physics and Computer Science) and a Modern or Ancient Language.

The English Baccalaureate includes academic subjects highly valued by the Russell Group of leading UK universities, but it is not currently required for entry to any Russell Group university. Most universities require English and Maths at grade 5 or better. Some may also require a Modern Foreign Language. Successful applicants are normally expected to have achieved good grades in a range of subjects at GCSE or equivalent, and to meet any specific requirements for their chosen course. *(See Informed Choices on page 35).*

All students will study English Language, English Literature and Mathematics and Combined or Separate Sciences.

To achieve the full **eBacc** combination of subjects, a student might choose option subjects as follows:

Four options from:

1x **Humanities** subject:

- Geography
- History

1x **Science** subject: (all students already study Sciences required for eBacc in GCSE Combined Science as a Core subject, but may opt for Separate Sciences)

- Computer Science
- Separate Sciences (Biology, Chemistry, Physics)

1x **Modern Foreign Language** subject:

- French
- German

1x additional subject or another eBacc subject.

PLEASE NOTE:

- Combined Science is compulsory for all students
- Students opting for Separate Sciences study 10 periods of Core Science plus 5 option periods
- All students are expected to choose History or Geography
- All students in 9JF1 / 9JF2 / 9CS4 / 9CS5 / 9AR7 / 9AR8 are expected to choose French and / or German

INFORMED CHOICES

Pre-16 (Key Stage 4) qualifications and university entry guidance from The Russell Group – representing a group of leading UK universities

General entrance requirements

With the exception of English and Maths, and in a few cases a Modern Foreign Language, most universities have no universal entry requirements in terms of specific GCSE subjects. Subject choice is ultimately much more important at the post-16 or A-level stage.

However, entrance requirements do vary between universities and courses (for example Medicine courses sometimes require certain subjects and grades at GCSE). Therefore, we strongly encourage students to check universities' websites for further information published by individual institutions.

For example, some medical courses ask for five subjects (sometimes more) at grade 9.

GCSE English Language is often required at grade 5, at least, for any degree course.
Mathematics is also often required at grade 5, at least, for any course.

Currently, University College London (UCL) is the only Russell Group institution to require a Modern Foreign Language GCSE at grade C or above for all of its programmes. If you did not take a Modern Foreign Language GCSE, you will need to complete a short course in a Modern Foreign Language, either on a summer school or in the first year of your degree.

For many courses a grade 6, at least, in GCSE English Language is needed with science and engineering courses in particular often specifying this. Equally, courses such as Business and Psychology, commonly ask for a grade 6 in Mathematics and, in some cases, sciences.

The English Baccalaureate

The English Baccalaureate includes academic subjects highly valued by the Russell Group but it is not required for entry to any Russell Group university (see above).

Requirements for specific subjects

The summary below gives examples GCSE requirements that you might come across for certain degree courses. It is important to check university websites for detailed requirements before applying.

- Applicants to study Medicine, Dentistry and Veterinary Science are usually required to have very good GCSE results in Maths, Science and English.
- Applicants for Teacher Training are required to have at least grade 5 in GCSE Maths, Science and English.
- For a degree in English, universities often look for a GCSE in a modern or classical language.
- For a Business degree, sometimes a grade 7, or more often at least a grade 6, in GCSE Maths is required.
- A grade 6 in maths is often required for a degree in Psychology, and a grade 6 in science may be required.
- To study a science subject at university (including Biology, Chemistry or Physics) applicants will often need to have achieved a minimum of a grade 5 in Maths at GCSE.

What subjects can give me the most options at degree level?

Many courses at university level build on knowledge and skills which you will gain while still at school. Universities need to make sure that all the students have prepared themselves in the best way to cope with their chosen course. Some university courses may require you to have studied a specific subject prior to entry, others may not.

However, some subjects are required more often than others, sometimes referred to as **facilitating subjects**.

Subjects that may be viewed as facilitating subjects at Advanced Level are:

- Mathematics and Further Mathematics
- English Literature
- Physics
- Biology
- Chemistry
- Geography
- History
- Languages (Classical and Modern)

GLOSSARY

- **GCSE** — The main qualification taken by 16 year olds at the end of the compulsory Key Stage 4 phase of education.

- **GCSE Tiers** — This is when a subject offers GCSE at different levels of difficulty e.g. in Maths and Science:

Higher Tier	- grades 9-4
Foundation Tier	- grades 5-1

  Where tiers are available students are guided to enter the level at which they are likely to perform best.

- **Combined Science** — Double Award – two GCSEs

- **BTECs:**

BTEC L2 Tech Award	Equivalent to 1 GCSE Grade 9 - 4
BTEC L1 Tech Award	Equivalent to 1 GCSE Grade 3 - 1
BTEC L2 First Award	Equivalent to 1 GCSE Grade 9 - 4
BTEC L1 First Award	Equivalent to 1 GCSE Grade 1.75
WJEC L2 Award	Equivalent to 1 GCSE Grade 9 - 4
WJEC L1 Award	Equivalent to 1 GCSE Grade 1.75

- **The Qualifications and Credit Framework** — The national credit transfer system for all stages of education

FURTHER INFORMATION FROM TEACHING STAFF

Subject Enquiries

If you require more information about any subjects, please speak with the following staff:

Art and Design	Mrs A Castledine, Mrs S-A Bartlett
Careers Information	Mr R Bannister
Computer Science	Mr C Scott-Blore, Mr G Moore
Design Technology	Mr P Hammond, Mr L Allen
Food Preparation and Nutrition	Mrs E Alton, Miss A Davis
Drama	Mrs E Wooler, Miss R Bhardwaj, Mrs J Sugden
English	Mr N Church, Miss G Elliott, Mrs S Furniss, Miss R Bhardwaj, Miss S Douse, Miss S Mugridge, Mrs J Sugden
French and German	Mrs S Turner, Mr J Hilton, Mrs K Garner, Miss H Sherriff
Geography	Mr A Wood, Mrs J Sparham, Mr R Aikman
History	Mrs M Davies, Mr C Stansfield
Access / SEND / Learning Support	Mrs S Furniss, Mrs D Maycock
Mathematics	Mr N Krbacevic, Miss L Trueman, Mrs J Cumiskey, Miss C Faulding, Miss A Magill, Miss J Robins
Music	Mrs E Peynado
Physical Education / Sport	Miss S Linacre, Mr C Davidson, Mr I Hampton
Science	Miss J Teal, Mr T Neale, Mr J Delaney, Miss J Kirkman, Miss S Dye, Miss J Martinsmith, Mrs J Waldron
SMSC	Mr R Bannister, Mrs J McCarthy
Vocational courses:	
- Business Enterprise	Mr P Moore, Mr G Moore, Mr R Aikman
- Construction	Mr P Moore
- Health and Social Care	Mrs T Antcliff, Mrs J Waldron
- Travel and Tourism	Mr A Wood, Mr R Aikman

Students may also wish to discuss how option choices could fit their preferred career / study pathways with Mr Bannister (Head of Careers Education), or with Mr Moore (Deputy Headteacher).