



ROOKS HEATH SCHOOL

**Year 10 Options
2026/27**

STRIVE TO BE YOUR BEST



LETTER TO STUDENTS

Dear Year 9 Students,

Welcome to your Options Booklet. You have now reached the stage in your education where you finalise your choices for GCSE and examination subjects. The choices you are about to make will start you on a journey towards your future career. Therefore, it is very important that you make the right choices for you and that you make them for the right reasons. We have helped you with this process by designing your curriculum to ensure you have studied a wide range of skills throughout Year 9 and this will provide you with a wide range of choice at 6th Form and beyond.

In making your next decisions, you should consider the following questions:

What subjects do you like?

What subjects are you not so keen on?

What are you good at?

What are you not so good at?

What careers are you considering at the moment?

What skills could be valuable for your future career?

Making the right choices requires careful consideration. Most of the subjects you choose, you will have studied in Year 7, Year 8 and Year 9. However, some of you may be considering taking one of the new subjects on offer (Media Studies, Health & Social Care, Business Studies or Sociology). If this is you, think carefully about whether starting something new at this point is wise. You should read through this booklet with your parents/carers, listen carefully to advice given during the Options Assemblies and look at the information on our Website. Listen to advice from teachers who know you well, as well as those teachers who teach the subjects that you are interested in. The advice of friends may also be valuable but be very careful not to opt for subjects just to be with them. You are very unlikely to be in the same classes.

The Government and many further education colleges have decided that they would like all students to study a broad range of GCSEs including a humanity (History or Geography) as well as a language (Chinese—Spoken Mandarin, French, German or Latin), so in most cases you will choose to continue with these subjects, and we encourage you to include these in your choices. However, we understand that this will not be appropriate for some students and where this is the case, alternatives will have been advised and allocated.

Some of you will have a clear idea of the kind of career that you want and therefore you should choose to continue with subjects that will help you move towards that. If you don't have any idea yet, don't worry. Instead, choose to continue the subjects that you enjoy and do well in. We have already designed your curriculum to ensure that you will have chosen a broad range of subjects.

We will consider your choices against your current achievement in relevant subjects and other important factors such as your attendance and punctuality and your attitude to your studies. Together we will ensure that the paths you are choosing offer you the best chance of success over the next two years and beyond.

Mrs S. Subra

Deputy Headteacher, Curriculum and Assessment



DATES

JANUARY 2026

7th to 28th January– Y9 options assemblies

FEBRUARY 2026

Options booklet available on website

25th February: Y9 Parent Consultation Evening (online)

MARCH 2026

4th March: Y9 Options Interviews (students off timetable; parents and students attend a 15-minute interview). The online options form will be available on Bromcom.

6th March: Completed option forms submitted by this date.



CONTENTS

INTRODUCTION

OPTIONS: THE PROCESS

THE CORE SUBJECTS

HUMANITIES AND
LANGUAGES

OTHER SUBJECTS

CAREERS



INTRODUCTION

In September, Year 9 students will be ready to move into qualification classes and now it is time for them to finalise their qualification subjects. Students will be given advice and guidance to help them with their subject choices.

An Overview of the Curriculum:

GCSEs have been developed in all subjects to be rigorous and demanding. They are graded 9-1 where 9 is the top grade, and Grades 4 and 5 are equivalent to standard and good pass grades when compared nationally. There is a grade equivalence chart that compares the new GCSE grades with the old ones (A*- G) at Appendix I.

The government wants students to aim for GCSEs in the English Baccalaureate (EBacc.):

- Maths
- English Language and English Literature
- At least two GCSEs in Science i.e. Combined Science, or three Separate Sciences
- A Language: Chinese (Mandarin), French, German, or Latin
- A Humanity: History or Geography

At Rooks Heath School, we have designed our curriculum to ensure that almost all students will already be working towards this combination of qualifications. When considering which options to choose, **all** students will choose at least one Humanity (out of History and Geography). All students currently studying a language in Year 9 will continue with that language for GCSE. Alternative pathways will be advised for those for whom the EBacc is not appropriate, and students will be guided onto these pathways accordingly at the Options Interviews.

At Rooks Heath School, our curriculum is designed to ensure all students study a broad and balanced curriculum. In addition to the Core subjects (English, Maths, Science, Core PE, Religious Studies and PSHE) and the Language and Humanity choices, students have two further choices, most of which have been taught Years 7 to 9. Some subjects will not have been taught at KS3 (Business Studies, Health and Social Care, Media Studies and Sociology); if students are considering taking up one of those subjects, they should think carefully about their reasons why, as it is not easy to start something completely new at this stage. A student can only take one new subject from those listed above.

Where students need additional support, they may be selected to take booster subjects called 'Personal Development' and 'Functional Skills English' and 'Functional Skills Maths'.

Each student's application will be considered, and a decision will be made taking into consideration suitability for a particular subject. Any application which is challenged will be fully discussed with the student before a final decision is made.

OPTIONS: THE PROCESS

FEBRUARY 2026

Options booklet available on website:

Information about the options process, the different subjects on offer and the way to apply will be made available to students on the website from Monday 9th February. Students should view this information with their parents/carers and discuss thoughts together.

SUBJECT INFORMATION

Information about the different subjects on offer in Key Stage 4 (Years 10-11) will be made available in two ways.

- 1) Where students already study a subject, information will be made available during lessons over the coming few weeks.
- 2) Where subjects are new, information will be given to students during their assembly.
- 3) If you have any specific questions about a subject, you may email your subject teacher or the Head of Department to ask.

OPTIONS: THE PROCESS

FEBRUARY 2026

Parents Evening: Wednesday 25th February

Options assembly: Wednesdays 7th to 28th January

Assemblies for Year 9 about the Options process will be held explaining the process and subjects on offer.

MARCH 2026

Options interviews: Wednesday 4th March

Year 9 students will not be in school lessons on this day, but students and parents are expected to attend together only for a 15-minute Options appointment interview in school.

Submission of forms deadline: Thursday 6th March

An assignment will be set on Bromcom via the registration groups on **Wednesday 4th March**. It will include an Options Application Form that must be filled in.

It is important that application forms are filled in by the above date. If students are having a problem meeting this deadline, they should let Mrs Subra know on **5th March**.

Option groups will be compiled after this date. If numbers are low, then a course may not run.

Warning: The choices are offered in good faith on the basis that the school expects to have the teachers and other resources required to run them.

OPTIONS: THE PROCESS

Students will choose to take the following combination (and the school advise this option combination):

- Continue with your Language (or booster course, if not doing a language)
- Continue with your Humanity
- Choose two option choices (one of which must have been studied in Year 9)

A reminder of the subjects within each option block:

Languages:

Chinese (spoken Mandarin) GCSE
French GCSE
German GCSE
Latin GCSE
Ancient Greek GCSE

Humanities:

Geography GCSE
History GCSE

Other Qualifications:

Functional Skills English
Functional Skills Maths
Personal Development

OTHER GCSEs:

Art & Design: Fine Art & Ceramics GCSE
Business Studies GCSE
Computer Science GCSE
Design and Technology GCSE
Drama GCSE
Food Preparation and Nutrition GCSE
Media Studies GCSE
Sociology GCSE

Vocational Qualifications:

Health and Social Care BTEC
Music BTEC
Sports BTEC



CORE SUBJECTS

ENGLISH

MATHS

THE SCIENCES

BIOLOGY

CHEMISTRY

PHYSICS

RELIGIOUS STUDIES



CORE SUBJECTS

EVERYONE WILL STUDY THE CORE SUBJECTS.

The Core accounts for 30 periods per fortnight. Everyone studies:

- Maths (1 GCSE with the option of a second GCSE in Further Maths for the highest achievers)
- English (2 GCSEs — English Language and English Literature)
- Combined Science (2 GCSEs) in Year 10, with some students taking Separate Sciences in Year 11 (3 GCSEs)
- Religious Studies (full course)
- Physical Education (non-examined)
- Personal Social Health Education (PSHE) (non-examined), taught through drop down days

Some Frequently Asked Questions

Is the EBacc compulsory?

The Secretary of State for Education said on 15th November 2015 that ‘every child should study Maths, English, History or Geography, a language and the sciences up until the age of 16.’ The government has acknowledged that this may not be appropriate for a small number of students with exceptional cases but for the rest the EBacc is to be encouraged.

Are Home Language GCSEs available?

The school is able to facilitate students achieving an additional GCSE in several home languages. Students will be advised of this opportunity at the appropriate time in Year 11.

Combined Science or Separate Sciences?

All students study Combined Science (2 GCSEs) in Year 10. At the end of Year 10, the Science Department will assess students and decide which students are likely to be capable of taking the separate sciences (Biology, Chemistry and Physics – 3 GCSEs) into Year 11. Students are no longer required to opt to take Separate Sciences and therefore do not need to use up one of their option choices for it. Instead, this will be taught through the core science offer. It is hoped that many students will have the opportunity to take Separate Sciences in Year 11 because of this approach, but it is not necessary to study the three separate sciences to study Sciences at A Level. To study sciences at A Level, students must achieve a Grade 6 in the relevant single sciences, or a Grade 66 in Combined Science. Both are equally relevant routes into A Level science courses.

How are vocational subjects assessed?

Vocational subjects such as BTEC are assessed through 75% coursework and 25% external exam. Students can achieve a Pass, Merit or Distinction(*).

Vocational Subjects have equivalence of one GCSE.

A pass is the equivalent to a GCSE Grade 4.

A merit is the equivalent to a GCSE Grade 6.

A distinction is the equivalent to a GCSE Grade 7. (Distinction* is equivalent to Grade 8).

Head of Department: Ms C Neal
Exam Board: WJEC Eduqas

What will students learn? (course outline)

Students will read and be assessed on high-quality, challenging fiction and non-fiction texts from the 19th, 20th and 21st centuries. Each text studied in the classroom will represent a substantial piece of writing, making significant demands on students in terms of content, structure and the quality of language. The texts, across a range of genres and types, will support students in developing their own writing by providing effective models. The texts will include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online).

How will students be assessed?

This is a two-year linear course and is made up of two externally based assessments: Component 1 and Component 2 and one internally non-examination-based assessment: Component 3.

Component 1	Component 2
Century Literature Reading and Creative Prose Writing Written examination: 1 hour and 45 minutes 40% of qualification Section A (20%) – Reading Understanding of one prose extract (about 60-100 lines) of literature from the 20th century, assessed through a range of structured questions. Section B (20%) – Prose Writing One creative writing task selected from a choice of four titles.	19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing. Written examination: 2 hours 60% of qualification Section A (30%) – Reading Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions. Section B (30%) – Writing Two compulsory transactional/persuasive writing tasks.
COMPONENT 3: Spoken Language Non-exam assessment Unweighted	One presentation/speech, including responses to questions and feedback

Controlled coursework/homework:

This course is 100% exam based. In preparation for the externally based assessments students will complete a series of regular mini assessments as classwork and homework. These are aimed to provide opportunities to consolidate and refine their learning, familiarise themselves with the style of exam questions and the examination success criteria.

What skills are required to be successful in this subject and beyond?

CRITICAL READING AND COMPREHENSION

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts
- Explain, comment on analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology to support their views
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- Evaluate texts critically and support this with appropriate textual references

WRITING

- Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence of texts
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

SPOKEN LANGUAGE

Demonstrate presentation skills in a formal setting

- Listen and respond appropriately to spoken language, including questions and feedback to presentations
 - Use spoken Standard English effectively in speeches and presentations
-

Head of Department: Ms C Neal
Exam Board: WJEC Eduqas

What will students learn? (course outline)

Students will study the following texts:

- 'Romeo and Juliet' – William Shakespeare
- 'An Inspector Calls' – J.B Priestley
- 'A Christmas Carol' – Charles Dickens
- Poetry 1789 – present day
- Unseen poetry

How will students be assessed?

This is a two-year linear course and is made up of two externally based assessments: Component 1 and Component 2.

Component 1:	Component 2:
Shakespeare and Poetry Written examination: 2 hours 40% of qualification	Post 1914 Prose/Drama, 19th Century Prose, Unseen Poetry. Written examination: 2 hours 30 minutes 60% of qualification.
Section A: 'Romeo and Juliet' – One extract-based question and one essay-based question.	Section A: 'An Inspector Calls' – source-based question.
Section B: Poetry 1789 – present day. Students will be assessed on two poems from the selected Anthology.	Section B: 'A Christmas Carol' – source-based question.
	Section C: Unseen poetry.

Both components allow learners to show their depth and breadth of knowledge through varied assessments. Students will be awarded a grade of 1-9, where 9 is the highest grade.

What skills are required to be successful in this subject and beyond?

- To read, understand respond to texts maintaining a critical style and developing an informed personal response.
- Use textual references, including quotations, to support and illustrate interpretations.
- Analyse language, form and structure used by the writer to create meanings and effect.
- Show understanding of the relationships between texts and the contexts in which they were written.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Controlled coursework/homework:

This course is 100% exam based. In preparation for the externally based assessments students will complete a series of regular mini assessments as classwork and homework.

These are aimed to provide opportunities to consolidate and refine their learning, familiarise themselves with the style of exam questions and the examination success criteria.

DHT Acting Head of Department: Mrs S Subra
Exam Board: Pearson

Maths is a compulsory GCSE for all students. A minimum of grade 6 is required to progress to A Levels Mathematics and grade 5 for many qualifications and jobs. The government has said that all students must continue to study Maths until a minimum of Grade 4 is achieved. Those who don't achieve this qualification in Year 11 continue to study it in post-16 studies.

What will students learn? (course outline)

In the Foundation tier, students learn the key mathematical skills required to operate effectively as an adult.

In the Higher tier, students develop the mathematical skills required to study A level Mathematics. Mathematics is a compulsory subject for those wishing to pursue a university degree in Mathematics, Statistics, Finance, Banking, Computer Science, Actuarial Science, or Engineering.

The course content is based on the six areas of:

Number	Algebra
Shape	Data Handling
Probability	Ratio and Proportion

How will students be assessed?

100% of the assessment is by examination at the end of the course.

- ***Paper 1 — Non-calculator Paper***
- ***Paper 2 — Calculator Paper***
- ***Paper 3 — Calculator Paper***

Each paper is one and half hours long and is worth 80 marks. There are two tiers of entry. Students can earn Grades 1-5 via the Foundation papers or Grades 4-9 via the Higher papers.

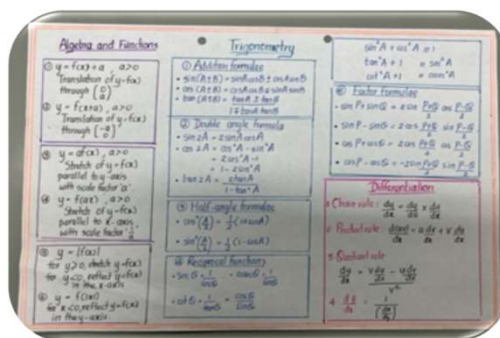
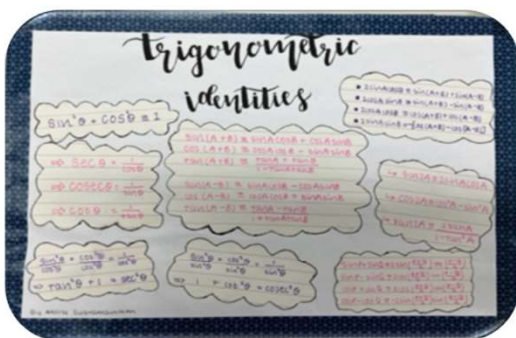
What skills are required to be successful in this subject and beyond?

- The ability to set solutions out logically and clearly.
- Accuracy and precision in calculations.
- The ability to apply knowledge to different situations to solve problems.
- To be organised and bring the required equipment to every lesson.

Controlled coursework/homework:

There is no coursework.

Homework will be set every week and will be a mix of written tasks and online tasks. Students will be encouraged and supported to undertake an ongoing programme of consolidation throughout the course.



Head of Department: Mrs S Rahman
Exam Board: OCR

Students earn two GCSEs with the same grade in each.
Who is it suitable for?

- All students who can achieve Grade 9 — 1 at GCSE.
- All students who want to study at post-16
- All students who want to do a post-16 science course

BIOLOGY	CHEMISTRY	PHYSICS
B1: Cell level systems	C1: Particles	P1: Matter
B2: Scaling up	C2: Elements, compounds and mixtures	P2: Forces
B3: Organism level systems	C3: Chemical reactions	P3: Electricity and magnetism
B4: Community level systems	C4: Predicting and identifying reactions and products	P4: Waves and radioactivity
B5: Genes, inheritance and selection	C5: Monitoring and controlling chemical reactions	P5: Energy
B6: Global changes	C6: Global challenges	P6: Global challenges

How will students be assessed?

There are two tiers of entry:

- Higher tier: Grades 9 — 4
- Foundation tier: Grades 5 — 1

Assessment will be broken down into:

- Internal assessment of a minimum of sixteen practical activities.
- Six external exams each testing three of the eighteen topics e.g. B1 — B3, C4—C6 etc.

Each examination is one hour and ten minutes in length and is a mixture of recall, explanation and analysis. Section A is made up of multiple-choice questions (10 marks on each paper) and Section B is made up of structured questions including extended response (50 marks on each paper).

Controlled coursework/homework:

Homework will be set once per week and should be about an hour's duration.

What skills are required to be successful in this GCSE and beyond?

Students are expected to be able to write in good English. Some science, especially physics, requires maths skills, but all science requires the ability to draw tables and draw and interpret graphs. Students need to be independent workers to be successful.

Additional Information:

Students studying for Combined Science will have ten hours of lessons per fortnight. The students broadly study the same topics as in the individual sciences that make up Triple Science but in less depth.

Students who complete Combined Science do not receive separate grades for Biology, Chemistry and Physics, instead they earn two GCSEs with a staggered grade (e.g. 5-5, 5-6, 6-6, 6-7, 7-7) for Combined Science.

Students who achieve the required grade for Combined Science can go on and study the individual sciences at A Level (this is usually Grade 6 for Rooks Heath).

Head of Department: Ms S Rahman
Exam Board: OCR

What will students learn? (course outline)

Biology GCSE can only be studied as part of Separate Science in Year 11 so, it is not part of the options process in Year 9 . Teachers will speak to parents and students towards the end of Year 10 regarding suitability.

Who is it suitable for?

All students who can achieve Grade 9 — 5 at GCSE as one part of Separate Science.

- All students who want to do a post-16 Biology course

TOPIC	INCLUDES
B1: Cell level systems	Cell structures; what happens in cells; respiration; photosynthesis
B2: Scaling up	Supplying the cell; the challenges of size
B3: Organism level systems	Coordination and control – the nervous system; coordination and control – the endocrine system; maintaining internal environments
B4: Community level systems	Ecosystems
B5: Genes, inheritance and selection	Includes variation, genetics and evolution
B6: Global challenges	Monitoring and maintaining the environment; feeding humans; monitoring and maintaining health

Controlled coursework/homework:

Homework will be set once per week and should be about an hour's duration.

What skills are required to be successful in this GCSE and beyond?

Students are expected to be able to write in good English. Science requires the ability to draw tables and draw and interpret graphs. Students need to be independent workers to be successful.

Additional Information:

Students planning to do Separate Science will do individual GCSEs in Biology, Chemistry and Physics. Students studying Separate Sciences will have 14 hours of science per fortnight in Year 11 (12 within the normal timetable and 2 twilights). For students who are hoping to study A level science, it is useful but not essential to study the individual sciences that make up Separate Sciences.

How will students be assessed?

There are two tiers of entry:

- Higher tier: Grades 9 — 4
- Foundation tier: Grades 5 — 1

Students can be entered for different tiers in the different GCSEs that make up Triple Science. In each subject the assessment will be in three parts.

- Internal assessment of a minimum of eight practical activities.
- External exam testing Topics B1 — B3
- External exam testing Topics B4 — B6

Each examination is a mixture of recall, explanation and analysis. Section A is made up of multiple-choice questions (15 marks on each paper) and Section B is made up of structured questions including extended response (75 marks on each).

CHEMISTRY:

Head of Department: Ms S Rahman

Exam Board: OCR



Chemistry GCSE can only be studied as part of Separate Science in Year 11 so is not part of the Options process in Year 9. Teachers will speak to parents and students towards the end of Year 10 regarding suitability.

Who is it suitable for?

- All students who can achieve Grade 9 – 5 at GCSE.
- All students who want to do a post-16 Chemistry course

TOPICS	INCLUDES
C1: Particles	The particle model; atomic structure; atoms; molecules
C2: Elements, compounds and mixtures	Separating mixtures; bonding; properties of materials
C3: Chemical reactions	Chemical reactions; energy changes; types of chemical reactions; electrolysis
C4: Predicting and identifying reactions and products	Predicting chemical reactions; identification of products of chemical reactions
C5: Monitoring and controlling chemical reactions	Yield; atom economy; rate of reactions; equilibria
C6: Global challenges	Improving processes and products; organic chemistry; composition of the atmosphere

How will students be assessed?

There are two tiers of entry:

- Higher tier: Grades 9 – 4
- Foundation tier: Grades 5 – 1

Students can be entered for different tiers in the different GCSEs that make up Separate Science.

In each subject the assessment will be in three parts.

- Internal assessment of a minimum of eight practical activities.
- External exam testing Topics C1 – C3
- External exam testing Topics C4 – C6

Each examination is a mixture of recall, explanation and analysis. Section A is made up of multiple-choice questions (15 marks on each paper) and Section B is made up of structured questions including extended response (75 marks on each paper).



Controlled coursework/homework:

Homework will be set once per week and should be about an hour's duration.

What skills are required to be successful in this GCSE and beyond?

Students are expected to be able to write in good English. Some Chemistry requires maths skills and the ability to draw tables and draw and interpret graphs is also essential. Students need to be independent workers to be successful.

Additional Information:

Students planning to do Separate Science will do individual GCSEs in Biology, Chemistry and Physics. Students studying Separate Sciences will have 14 hours of science per fortnight in Year 11 (12 within the normal timetable and 2 twilights). For students who are hoping to study A level science, it is useful but not essential to study the individual sciences that make up Separate Sciences.

Head of Department: Ms S Rahman
Exam Board: OCR Gateway

Physics GCSE can only be studied as part of Separate Science in Year 11 so is not part of the Options process in Year 9 . Teachers will speak to parents and students towards the end of Year 10 regarding suitability.

Who is it suitable for?

- All students who can achieve grade 9 — 5 at GCSE.
- All students who want to do a post-16 Physics course

What will students learn? (course outline)

TOPICS	INCLUDES
P1: Matter	The particle model; changes of state; pressure in gases and liquids
P2: Forces	Motion; Newton's Laws; fields and forces causing changes
P3: Electricity	Static and charge; simple circuits; electrical current, potential difference and resistance
P4: Magnetism and magnetic fields	Magnets and magnetic fields; uses of magnetic fields
P5: Waves in matter	Behaviour of mechanical and electromagnetic waves; the electromagnetic spectrum
P6: Radioactivity	Radioactive emissions; radioactive decay
P7: Energy	Work done; power and efficiency
P8: Global challenges	How objects are affected by external factors; electricity production; characteristics of planets

How will students be assessed?

There are two tiers of entry:

- Higher tier: Grades 9 — 4
- Foundation tier: Grades 5 — 1

Students can be entered for different tiers in the different GCSEs that make up Separate Science.

In each subject the assessment will be in three parts.

- Internal assessment of a minimum of eight practical activities.
- External exam testing Topics P1 — P4
- External exam testing Topics P5 — P8

Each examination is a mixture of recall, explanation and analysis. Section A is made up of multiple-choice questions (15 marks on each paper) and Section B is made up of structured questions including extended response (75 marks on each paper).

Controlled coursework/homework:

Homework will be set once per week and should be about an hour's duration.

What skills are required to be successful in this GCSE and beyond?

Students are expected to be able to write in good English. Some Physics requires good maths skills and the ability to draw tables and draw and interpret graphs is also essential. Students need to be independent workers to be successful.

Additional Information:

Students planning to do Separate Science will do individual GCSEs in Biology, Chemistry and Physics. Students studying Separate Sciences will have 14 hours of science per fortnight in Year 11 (12 within the normal timetable and 2 twilights). For students who are hoping to study A level science, it is useful but not essential to study the individual sciences that make up Separate Sciences.

RELIGIOUS STUDIES

Head of Department: Ms M.Khan

Exam Board: AQA

Who is it suitable for?

This course enables you to build upon the foundations established in Religious Studies at Key Stage 3.

This course enables you to develop your knowledge and understanding on a wide range of philosophical, religious and ethical issues. You will also develop your understanding of the beliefs and practices of two world religions. You will debate moral issues and explore concepts where there is often no right or wrong answer.



What will students learn?

This course investigates beliefs and practices of two world religions, as well as looking at philosophical and ethical issues of the two religions.

- Beliefs and practices of two main world religions
- Relationships and families
- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and social justice

How will students be assessed?

Two written examinations each worth 50% of the GCSE and 1 hours and 45 minutes in length.

Component One: The study of religions

- 1) Islam: Beliefs and teachings & practice
- 2) Christianity: Beliefs and teaching & practices

Component Two: Thematic studies

Students are assessed on four themes



Pathways to future education and employment:

Studying Religious Studies can provide invaluable life skills, offer opportunities to further education and enhance careers. It gives students a chance to develop an understanding of different cultures and empathy for people from all walks of life. It teaches the principles of debate, philosophy and ethics and provides a vital lesson in understanding human differences and, most importantly, our similarities since religion is so intertwined in our history, society and culture.

Students of this course can develop critical thinking, research analysis and presentation skills which are valued by employers in a range of sectors.

It can lead to Sixth Form courses such as Philosophy, Politics, Sociology and Psychology as well as university courses such as Law, Medicine, Philosophy, Politics and Economics (PPE).

Current employment opportunities where a qualification in Philosophy, Religion and Ethics would be advantageous include Medical Doctor, Lawyer, Journalist, Teacher, Police Officer, Charity worker, Counsellor and a Civil Service Administrator.



HUMANITIES AND LANGUAGES

GEOGRAPHY

HISTORY

CHINESE

FRENCH

GERMAN

LATIN

ANCIENT GREEK

GEOGRAPHY

Head of Department: Mr W Simpson
Exam Board: AQA



Who is it suitable for?

Geography will appeal to those who have an interest in and concern for the environment, and to those who are interested in current affairs. Students will learn about many contrasting places, events and landscapes around the world. They should enjoy finding out their own answers – not just being told them!

What will students learn?

Paper 1 (Living with the Physical Environment): The challenge of natural hazards; Physical landscapes in the UK; The living world (37.5% of GCSE)

Paper 2 (Challenges in the Human Environment): Urban issues and challenges; The changing economic world; The challenge of resource management (37.5% of GCSE)

Paper 3 (Geographical Applications): Issue evaluation; Geographical skills (25% of GCSE).

All students will do one day of rural fieldwork and one day of urban fieldwork. There will also be an opportunity for students to attend a residential field trip to Swanage.

How will students be assessed?

The Paper 1 and Paper 2 exams will each last for 1 hour 30 minutes. The Paper 3 exam will last for 1 hour and 15 minutes and will be based on pre-release resources which will be made available from 15th March in the year of the exam.

Controlled coursework/homework:

One hour of homework will be set each week throughout the course. There is no controlled coursework.

Prior knowledge/skills/interests recommended to apply for this course:

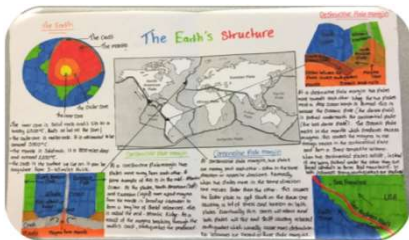
There is more to Geography than maps! Geography is the study of places and people so students should be genuinely interested in the world around them.

Students should enjoy working both in groups and independently.

There will be opportunities for active learning through fieldwork and debating key issues.

Pathways to future education and employment:

- GCSE Geography can lead to Sixth Form courses such as A Levels in Geography, Biology, Sociology and Psychology.
- Geography is a 'facilitating' subject, which means that it can be useful for a whole range of university courses and will help students keep their options open.
- Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism and weather forecasting.
- The army, police, government, research organisations, law and business world also value the practical research skills that geographers develop.
- Because geographers learn about human and population development, geography can be useful for jobs in charity and international relations too.



What will students learn?

Paper 1 (Living with the Physical Environment): The challenge of natural hazards; Physical landscapes in the UK; The living world (37.5% of GCSE)

Paper 2 (Challenges in the Human Environment): Urban issues and challenges; The changing economic world; The challenge of resource management (37.5% of GCSE)

Paper 3 (Geographical Applications): Issue evaluation; Geographical skills (25% of GCSE).

All students will do two days of physical fieldwork. There will also be an opportunity for students to attend a residential field trip to Swanage.

Head of Department: Mr L Wilson
Exam Board: Edexcel

Who is it suitable for?

Anyone who is interested in past key historical events and who enjoys listening to and presenting evidence-based discussion points orally and in writing.

What will students learn?

Paper 1 - Crime and Punishment c.1000– Present including a case study on Whitechapel 1870-1900 and the case of Jack the Ripper.

Paper 2 - Superpower Relations and the Cold War 1941-1991 and The reigns of King Richard I and King John 1189-1216

Paper 3 - The USA 1954-1975: Civil Rights and the Vietnam War

How will students be assessed?

Examination papers:

Paper 1 = 25%

Paper 2 = 40%

Paper 3 = 35%

Pathways to future education and employment:

Studying History helps you to develop the following skills:

- A questioning nature
- Research skills
- The ability to compare and contrast
- The ability to reach a balanced judgement
- The ability to present an argument orally and in writing

It can lead to Sixth Form courses such as A Level History, English, Law, Politics and Sociology as well as university courses in these subjects and many others including Journalism, Anthropology and Archaeology.

Current employment opportunities where a qualification in History would be advantageous include, Barrister, Media Researcher, Politician, Museum Curator or Conservator and Business CEO.

Controlled coursework/homework:

As with all GCSE subjects, homework will be set regularly. Students will be expected to keep up to date with all assignments. There is no coursework.

Prior knowledge/skills/interests recommended to apply for this course:

An interest in people, an interest in the past, a preparedness to listen to others and share their own ideas and a preparedness to write extended answers.

CHINESE

Subject Lead: Ms Y Sun
Exam Board: AQA



Who is it suitable for?

Students who enjoy communicating with others, are making good progress in their current year. Students should be interested in languages and other cultures and students who want to go to obtain the EBacc and go on to University.

Aims and learning outcomes:

The study of Chinese (Mandarin) will develop the students' ability to communicate effectively with native speakers. The course will also encourage students to step beyond familiar cultural boundaries and develop new ways of seeing the world.



What will students learn?

Students will study three themes in depth over the two-year course, then their assessment will be based on these:

Theme 1. Identity and culture: Me, my family and friends; Hobbies; Technology in everyday life; Customs and festivals in Chinese-speaking countries/communities.

Theme 2. Local, national, international and global areas of interest: Home, town, neighbourhood and region; Social issues; Global issues; Travel and tourism.

Theme 3. Current and future study and employment: My studies; Life at school/college; Education post-16; Jobs, career choices and ambitions,

How will students be assessed?

GCSE Chinese (Spoken Mandarin) has a Foundation Tier (Grades 1–5) and a Higher Tier (Grades 4–9). Students must take all four question papers at the same tier. Each paper is worth 25% of their overall GCSE grade. The four exam papers are Listening, Reading, Writing and Speaking.

Pathway to future education and employment:

Studying Chinese helps develop your listening skills and boost your memory. It will boost your non-verbal intelligence as well as your lateral thinking. Learning Chinese will develop transferable skills and will complement most subjects. It can lead to the **International Baccalaureate** (two-year) Sixth Form course and university courses in Chinese. Universities and employers highly regard Chinese which could lead to many different options for future education and career choices.

It can also lead to various job opportunities, such as international business, teaching English in China and other Chinese-speaking countries, event organising, journalism, finance, law, medicine and many more. Out of 1,154 senior decision-makers surveyed in February 2018, 77% said that speaking Mandarin at a high level would benefit school pupils in their future careers. International businesses prefer to hire people who speak more than one language. China has become a huge market and business leaders are looking for people who can speak Chinese and operate successfully in a Chinese cultural context.



Controlled coursework/ homework:

Students will be expected to learn vocabulary, grammar rules and to redraft written work. To prepare well for their exams, students will be expected to answer several questions on various topics. Students need to work hard to complete all tasks set by the teacher and need to be prepared to revise regularly at home to achieve the highest possible grade.



Prior knowledge/skill/interests recommended to apply for this course:

Students need to have a keen interest in learning Chinese and be interested in learning about the Chinese culture. This is a challenging course, so students need to be prepared to work hard in lessons and at home but with the right attitude it will be fun, rewarding and interesting course!

Subject Lead: Mme V Caultet

Exam Board: AQA

Who is it suitable for?

Students who enjoy communicating with others, are making good progress in their current year and are interested in languages and other cultures, and students who want to go to obtain the EBacc and go on to University.

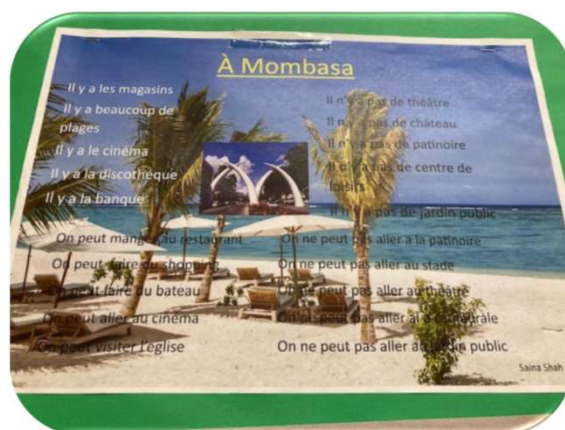
What will students learn?

Students study all the following themes (over 2 years) on which the assessments are based.

Theme 1: People and Lifestyle (Family, Health, Education)

Theme 2: Popular Culture (Free time, Festivals, Celebrity Culture)

Theme 3: Communication and the World around us (Travel, Media and Technology, Towns and Environment)



How will students be assessed?

GCSE French has Foundation Tier (Grades 1-5) and a Higher Tier (Grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same year, and each paper is worth 25% of the GCSE grade.

Paper 1: Listening (understanding and responding to different types of spoken language)

Paper 2: Speaking (communicating and interacting effectively in speech for a variety of purpose e.g. role play, photocard and conversation)

Paper 3: Reading (questions to be answered in English or French and translation)

Paper 4: Writing (translation, structured and open-ended writing tasks)

Controlled coursework/homework:

There is no coursework, but students will be expected to answer several questions on various topics as preparation for the GCSE. Students will be expected to learn vocabulary after every lesson as well as grammar rules and to redraft written work. They need to know how to work independently and complete all tasks set by the teacher to achieve the highest possible grade in their GCSE.

Prior knowledge/skills/interests recommended to apply for this course:

Students need:

- To adhere to deadlines and be pro-active
- To be hardworking and resilient
- To be focussed in lessons
- To be organised in their work.

Pathways to future education and employment:

Studying French helps to develop your listening skills as well as boosting your memory. It improves your Maths skills as proven by the 2007 study in Massachusetts and it will boost your non-verbal intelligence as well as your lateral thinking. It can lead to Sixth Form courses such as a self-contained AS level (one year) or a full A level (two years) as well as university courses such as a university degree in French as a main course of study or as an additional component in combination with other disciplines.

The study of Languages develops transferrable skills, they are highly versatile and complement most subjects. It can also lead to apprenticeships in industries such as aviation operations managers, international trade and logistics operations (which deals with goods being imported and exported), nurse, events, HM forces. Current employment opportunities where a qualification in Languages would be advantageous include journalism modelling, research analyst, personal assistant, international banking, finance, law, medicine and many more.
Additional Information:

- Students will be expected to catch up with any missed lessons when absent by going to see their teacher on their return, going to the homework club or going onto TEAMS.

Subject Lead: Ms J Schmahl
Exam Board: AQA

Who is it suitable for?

Students who enjoy communicating with others, have a good level in their current year and are interested in languages and other cultures.

Students who want to go to obtain the EBacc and go on to University.

What will students learn?

Students study all the following themes (over 2 years) on which the assessments are based.

Theme 1: People and Lifestyle (Family, Health, Education)

Theme 2: Popular Culture (Free time, Festivals, Celebrity Culture)

Theme 3: Communication and the World around us (Travel, Media and Technology, Towns and Environment)



How will students be assessed?

GCSE German has Foundation Tier (Grades 1-5) and a Higher Tier (Grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same year and each paper is worth 25% of the GCSE grade.

Paper 1: Listening (understanding and responding to different types of spoken language)

Paper 2: Speaking (communicating and interacting effectively in speech for a variety of purpose e.g. role play, photocard and conversation)

Paper 3: Reading (questions to be answered in English or German and translation)

Paper 4: Writing (translation, structured and open-ended writing tasks)

Controlled coursework/homework:

There is no coursework, but students will be expected to answer several questions on various topics as preparation for the GCSE. Students will be expected to learn vocabulary after every lesson as well as grammar rules and to redraft written work. They need to know how to work independently and complete all tasks set by the teacher to achieve the highest possible grade in their GCSE.

Prior knowledge/skills/interests recommended to apply for this course:

Students need: ·

- To adhere to deadlines and be pro-active
- To be hardworking and resilient
- To be focussed in lessons.
- To be organised in their work.

Pathways to future education and employment:

Studying German helps to develop your listening skills as well as boosting your memory. It improves your Maths skills as proven by the 2007 study in Massachusetts and it will boost your non-verbal intelligence as well as your lateral thinking. It can lead to Sixth Form courses such as a self-contained AS level (one year) or a full A level (two years) as well as university courses such as a university degree in German as a main course of study or as an additional component in combination with other disciplines.

The study of Languages develops transferrable skills, they are highly versatile and complement most subjects. It can also lead to apprenticeships in industries such as aviation operations managers, international trade and logistics operations (which deals with goods being imported and exported), nurse, events, HM forces. Current employment opportunities where a qualification in Languages would be advantageous include journalism modelling, Research Analyst, personal assistant, international banking, finance, law, medicine and many more.

Additional Information:

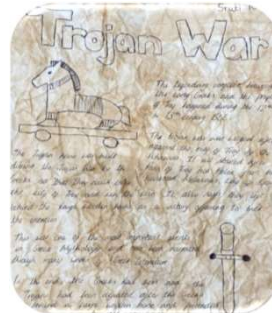
- Students will be expected to catch up with any missed lessons when absent by going to see their teacher on their return and going to homework club.

Head of Department Ms L Hussain
Exam Board: WJEC Eduqas



Who is it suitable for?

Latin is suitable for those students who enjoy learning languages and are interested in ancient Roman culture.



What will students learn? (course outline)

Students will learn how to read and translate Latin, as well as looking at links between Latin, English and other modern foreign languages. Students will learn about the Roman history from the Trojan War, Roman myths and heroes and the Roman emperors. Students will also have the opportunity to read Latin literary texts written over 2,000 years ago. These Latin texts will include letters and poems on ancient Roman education. There may be opportunities for theatre and museum visits during the course to enhance students' learning.

How will students be assessed?

Paper 1: Latin Language (1 hour 30 minutes) 50%

Section A: A range of short comprehension questions testing understanding of the storyline (55% of Paper 1).

Translation of a passage from Latin into English (35% of Paper 1).

Section B: Translation from English to Latin or grammar questions (10% of Paper 1).

Paper 2: Latin Verse Literature B (1 hour 15 minutes) 30% Students will answer short questions showing their understanding of the Latin text using material from across the chosen theme which is Heroes and Villains in Ancient Rome. Students will also analyse the literature and will give their own opinions, using material from across the chosen theme.

Paper 3: Roman Civilisation (1 hour) 20% Students will answer questions on the topic of 'Slavery in the Roman World'. They will explore the lives of enslaved people (including gladiators), their rights and responsibilities, and slave revolts such as Spartacus' rebellion.

Controlled coursework/homework:

Students will be set a variety of homework including written tasks such as translation and learning tasks such as revising vocabulary.

Prior knowledge/skills/interests recommended to apply for this course:

Students need to be able to think logically as translating Latin sentences can be a bit like fitting together a jigsaw puzzle. Good literacy skills will be required in order to successfully access and appreciate the Latin literature which will be studied.

Most importantly, students need to have determination; this is a challenging course but with the right attitude it should be a rewarding and enjoyable experience.

Pathways to future education and employment:

Latin is highly regarded by universities and employers and could lead you to many different future education or career choices. Learning a language with a structure such as that of Latin is a transferable skill: the reasoning and logic you put in practice while studying Latin can be applied to other subjects as well.

Latin could be particularly helpful for those interested in Law, because Ancient Roman law has inspired English Law: many legal words are in Latin and in the 19th century, English judges and lawyers started borrowing rules and ideas directly from Roman law.

The same could be said for disciplines such as sciences and medicine. All the modern sciences started developing at a time when scientists knew Latin (and Ancient Greek): these languages provide root words for the specialised vocabularies of most modern sciences.

Many students of Classical subjects like Latin choose to have a career related to Classics (such as in teaching or academic research), but could also become authors, museum curators, politicians, work in finance, marketing, accounting, civil service, central and local government, computing, HR or media.

Famous people who studied Classical subjects include J.R.R. Tolkien (author of The Lord of the Rings), J.K. Rowling (author of Harry Potter), Chris Martin (lead singer of band Coldplay), Boris Johnson (former Prime Minister of the UK), Tom Hiddleston (actor), Frank Lampard (footballer) and Mark Zuckerberg (founder of Facebook). The character of Alex Hunter in the FIFA videogame is played by actor Atedomiwa Edun, who studied Classics at University.

**Additional information:**

Did you know that English is over 50% Latin? Therefore, by studying Latin vocabulary and grammar, students will gain a greater understanding of English and English literacy. Roman languages (Italian, French, Spanish, Portuguese and Romanian) all come from Latin. Studying Latin could help you later in life, should you choose to learn any of these languages.

ANCIENT GREEK

Head of Department: Ms L Hussain
Exam Board: OCR



Who is it suitable for?

Ancient Greek is suitable for those students who enjoy learning languages and are interested in Ancient Greek culture. Ancient Greek will be open to those students who have studied it in Year 9. Ancient Greek takes place as an additional subject after school for those who wish to continue their Year 9 studies.

What will students learn?

Students will learn how to read and translate Ancient Greek, as well as looking at links between Ancient Greek, English and other modern foreign languages. Students will learn about the Greek myths, Greek gods, Greek art and Ancient Greek philosophy, as well as some ancient Greek history. Students will also have the opportunity to read some of the first pieces of literature ever written in Europe which have inspired English and European literature and culture since then. These Ancient Greek texts will include poetry on the adventures of the ancient Greek hero Odysseus, and an Ancient Greek account from the very first piece of history on the rise and fall of the rich king Croesus. There may be opportunities for theatre and museum visits during the course to enhance students' learning.

Controlled coursework/homework:

Students will be set a mixture of written tasks such as translation and learning tasks such as revising vocabulary. In addition to the GCSE, students will sit a single language paper towards the Intermediate Certificate in Classical Greek at the end of Year 10.

How will students be assessed?

Students will sit three written examinations:

Paper 1: Classical Greek Language (1 hour 30 minutes)

This is worth 50% of the total qualification and will involve translating passages of Ancient Greek into English. Students will also answer short comprehension questions which will test their understanding of the storyline of the Ancient Greek passage. The Ancient Greek passages will be about heroes and Greek myths or about Ancient Greek history.

Paper 2: Classical Greek Verse Literature (1 hour 15 minutes)

This is worth 25% of the qualification and will involve answering questions on the Ancient Greek tragedy that students have read in lessons. Students will answer short questions showing their understanding of the Ancient Greek text which is set immediately after the Trojan War and explores the tragic fates of 4 Trojan Women post-war. Students will also analyse the literature and will give their own opinions on the story and characters.

Paper 3: Classical Greek Civilisation (1 hour)

This is worth 25% of the qualification and will involve answering questions on the Ancient Greek art, buildings and sources on Greek society. The themes of this paper are Athenian Society and The Olympic Games.

Pathways to future education and employment:

Ancient Greek is highly regarded by universities and employers and could lead you to many different future education or career choices. Learning a language with a structure such as that of Ancient Greek is a transferable skill: the reasoning and logic you put into practice while studying Ancient Greek can be applied to other subjects as well.

Ancient Greek could be particularly helpful for those interested in sciences and medicine. All modern science started developing at a time when scientists knew Latin and Ancient Greek, which is why many scientific and medical terms come directly from Ancient Greek. It provides root words for the specialised vocabularies of most modern sciences. Medicine uses a lot of Ancient Greek terms, and the doctors' Hippocratic Oath was originally written in Ancient Greek.

Many students of Classical subjects such as Ancient Greek can choose to have a career related to Classics (such as in teaching or academic research), but could also become authors, museum curators, politicians, work in finance, marketing, accounting, civil service, central and local government, computing, HR or media.

Famous people who studied Classical subjects include J.R.R. Tolkien (author of The Lord of the Rings), J.K. Rowling (author of Harry Potter), Chris Martin (lead singer of band Coldplay), Boris Johnson (politician), Tom Hiddleston (actor) and Mark Zuckerberg (founder of Facebook). The character of Alex Hunter in the FIFA videogame is played by actor Atedomiwa Edun, who studied Ancient Greek at University.



Prior knowledge/skills/interests recommended to apply for this course:

Students need to be able to think logically as translating Ancient Greek sentences can be a bit like fitting together a jigsaw puzzle. Good literacy skills will be required in order to successfully access and appreciate the Ancient Greek literature which will be studied. Most importantly, students need to have determination; this is a challenging course, but with the right attitude, it should be a rewarding and enjoyable experience.

Additional Information:

Did you know that Ancient Greece was the origin of comedy, tragedy, history and democracy? All of these words come from Ancient Greek and all of the concepts originated 2,500 years ago in Greece.



OTHER SUBJECTS

IN
ALPHABETICAL
ORDER

Subject Lead: Ms N.Kara
Exam Board: AQA

For examples of work
please visit the Rooks
Heath Instagram:
art_rooksheath

What will students learn?

Students will develop their visual language skills working on set themes. They will experiment with a range of media and processes including drawing, painting, printing. They will explore the work of artists in connection with the set themes. Past themes have included: The Circus, Rivers of London, Reflection and Sea Life.

Over the course students will build up a comprehensive portfolio of work to enable them to progress to further courses or employment.



How will students be assessed:

UNIT ONE – 60% Coursework

Internally set themes, internally marked and externally moderated in a final exhibition.

UNIT TWO – 40% Exam

Externally set theme, internally marked and externally moderated in a final exhibition.

Assessment Objectives:

AO1 – To develop ideas through investigations, demonstrating critical understanding of Sources.

AO2 – To refine work by exploring ideas, selecting and experimenting with appropriate media and techniques.

AO3 – To record ideas, observations and insights in line with the theme.

AO4 – To present a personal and meaningful response, demonstrating understanding of visual language.

Controlled coursework/homework:

Students will have approximately 2-3 hours of homework a week. This will include research tasks as well as completing and extending class tasks. In order to do this students will need access to a range of art materials at home and for research purposes they will need access to the internet and a colour printer. These are also available in the Art study area and the School library.

Prior knowledge/skills/interests recommended to apply for this course:

Students will enjoy art and working independently. They will have some experience of using art materials and processes, and they will enjoy researching and generating ideas, while working through projects based on set themes, to produce final pieces.



Pathways to future education and employment:

Employment opportunities in the art world are wide ranging and include a huge variety of industries such as fashion, web and gaming, film, architecture, interior design, textiles, knitwear, graphic design, window display, theatre and costume design, hair and makeup, illustration and advertising, furniture design, ceramic design.

The Art economy generates over £90bn for the UK and 1:8 jobs in London are in the creative industries and this number is growing.

The spin off to other forms of employment include the following:

- The importance of visual information to design
- Manual dexterity
- Knowledge and experience of a variety of media and materials
- Researching need and function and finalising designs.
- Art and Design is an expanding, viable and relevant career option for today's students.

Subject Lead: Mrs Hargrave
Exam Board: AQA

For examples of work
please visit the Rooks
Heath Instagram:
art_rooksheath

What will students learn?

The theme for this year is The Sea and underwater SeaLife. You will explore a variety of drawing techniques and mark making media. You will record research information, visual images, ideas and design work in a sketch book. You will design and make ceramic forms, learning modelling, slab, relief, pinch and coiling techniques. You will decorate your ceramics with a range of decorative techniques and decorative media.



How will students be assessed:

UNIT ONE – 60% Coursework

Internally set themes, internally marked and externally moderated in a final exhibition.

UNIT TWO – 40% Exam

Externally set theme, internally marked and externally moderated in a final exhibition.



Controlled coursework/homework:

Students will have approximately 2-3 hours of homework a week. This will include research tasks as well as completing and extending class tasks. In order to do this students will need access to a range of art materials at home and for research purposes they will need access to the internet and a colour printer. These are also available in the Art study area and the School library.

The Ceramics GCSE is suitable for everyone who enjoys making art, in particular making models or working with your hands. You will be keen to work independently and have your own ideas. You will be motivated in class and commit to keeping up with the class and homework tasks - your attendance will be excellent. You will look at the work of other artists and ceramicists around the theme of the natural world. You will explore your ideas through drawing, painting, collage and print but your outcomes will be in clay.

Controlled coursework/homework:

Students will have approximately 2-3 hours of homework a week. This will include research tasks as well as completing and extending class tasks. In order to do this students will need access to a range of art materials at home and for research purposes they will need access to the internet and a colour printer. These are also available in the Art study area and the School library.

Prior knowledge/skills/interests recommended to apply for this course:

Students will enjoy art and working independently. They will have some experience of using art materials and processes, and they will enjoy researching and generating ideas, while working through projects based on set themes, to produce final pieces.



Pathways to future education and employment:

Employment opportunities in the art world are wide ranging and include a huge variety of industries such as fashion, web and gaming, film, architecture, interior design, textiles, knitwear, graphic design, window display, theatre and costume design, hair and makeup, illustration and advertising, furniture design, ceramic design.

The Art economy generates over £90bn for the UK and 1:8 jobs in London are in the creative industries and this number is growing.

The spin off to other forms of employment include the following:

- The importance of visual information to design
- Manual dexterity
- Knowledge and experience of a variety of media and materials
- Researching need and function and finalising designs.
- Art and Design is an expanding, viable and relevant career option for today's students.

Subject Lead: Ms J Chambers
Exam Board: Edexcel

Who is it suitable for?

This course is suitable for students who have a keen interest in Business and would like to understand how businesses are structured and operated. We teach the GCSE Business course and, as such, it is good for students who can remember a lot of information and who are good at essay writing in exams.

What will students learn?

The course includes the following topics: Aims and Organisation, Marketing, Finance, People in Business, Production and the Business Environment.

How will students be assessed?

2 written exam papers each counting for 50% of the total marks and a duration of 1hr 45 mins each,
Paper 1 Theme 1 (year 10 content)
Paper 2 Theme 2 (year 11 content)

Controlled coursework/homework:

GCSE homework is given once a week.

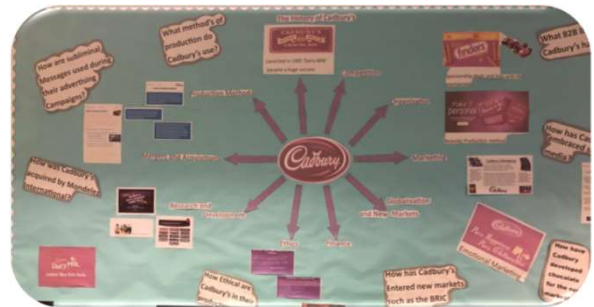
Pathways to future education and employment:

Studying Business helps to develop the following skills: communication, team building, determination, time keeping, organisation and independence. It can lead to Sixth Form courses such as 'A' levels and BTEC Level 3 in Business as well as university courses such as Finance and Accounting, Business Management, Business and Globalisation and Business and Marketing. It can also lead to apprenticeships in industries such as retail, accountancy and automotive. Current employment opportunities where a qualification in Business would be advantageous include finance related jobs, management, human resources, teaching and many others.

Additional Information:

The Business Department aims to deliver excellent education to all our Business students and prepare them with the business skills needed in life and work. Everything in life involves business and so anybody who has a good idea about how businesses work has an advantage in the future.

Vocational Trips: Students will be given a seminar to see how Thorpe Park operates as a business.



COMPUTER SCIENCE

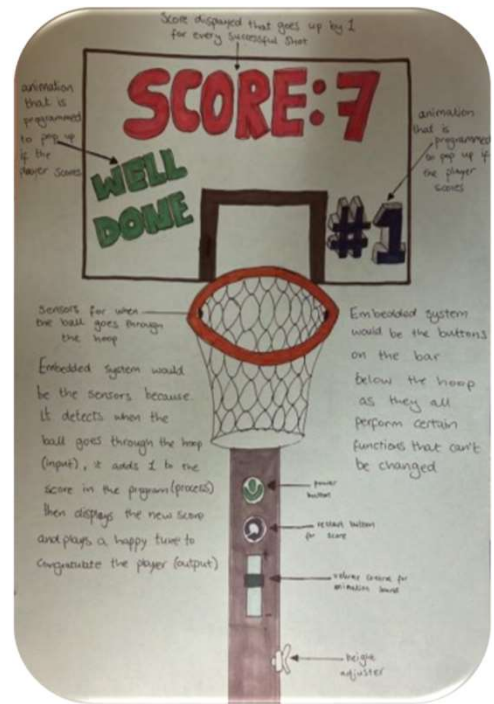
Subject Lead: Mr R Hussain

Exam Board: OCR

Specification number: J277

Who is it suitable for?

Computer Science is suitable for students who want to understand the workings of computers in the modern world and develop their programming skills further learning how to analyse, design and develop computer programs using Python.



What will students learn?

- 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
- How will students be assessed?

How will students be assessed?

Assessment consists of two components:

Paper 1: Computer Systems (50%) 1 hour 30 minutes (80 marks)

Paper 2: Computational thinking, algorithms and programming (50%) 1 hour 30 minutes (80 marks)

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Assessment and Homework:

Students will make notes from online videos prior to each lesson and then do assessed activities in lessons.

Students will get targeted continuous support through out the course using the Smart Revise learning portal, so they know in real time their strengths and weaknesses.

Weekly goals will keep students on track for the theoretical aspects of the course.

Programming tasks will also be required to complete to help with the practical part of the course.

Approximately one hour of homework will be set each week throughout the course.

Pathways to future education and employment:

Studying Computer Science helps to develop skills such as to analyse and problem solve, to plan, to be creative in the solution of problems and in the development of designs.

It can lead to Sixth Form courses such as A Level Computer Science and A Level Maths as well as university courses such as Software Engineering, Cloud Computing, Robotic Engineering and Computer Science Information Security.

It can also lead to apprenticeships in industries such as Aerospace Software Development Engineers, Software Developers, Digital and Technology Solutions Professionals, Cyber Security Technologists and Infrastructure Technicians.

Current employment opportunities where a qualification in Computer Science would be advantageous include Multimedia Programmer, Database administrator, Information System Manager, IT consultant and Software Developer.

DESIGN TECHNOLOGY

Head of Department: Mr J McLaren
Exam Board: AQA

Who is the subject suitable for?

This subject has been designed to encourage students to design and make products creatively and with originality. Students will have the opportunity to use a range of materials from the different material areas within Design and Technology; These include Graphics, Product Design, Resistant Materials and Textiles. Students will learn the theory underpinning these different material areas, along with practical and design skills. This subject is suitable for students with an interest in this broad range of skills, and who want to design and build products that solve real-world problems. The subject also has a large amount of scientific and mathematics content.



What will students learn?

In Year 10 our curriculum focuses on building subject knowledge, based upon exam content, developing upon and broadening the material taught at KS3. This enables us to give more focus and lesson time to the Non-Examined Assessment in Year 11. In Year 10 we have 2 main projects that the core and specialist content, and design skills are taught through; one being focused on textiles and the second looking at resistant materials. Through these projects, the curriculum is designed to cover the necessary skills and experience that will enable our students to have a higher success rate at the end of the course. Feedback is used extensively in Year 10 to give students a secure understanding of success criteria and what is expected during the NEA, where they are required to be resilient and independent learners. In the coursework, students look to create ambitious and imaginative solutions to real world problems and contexts, for users with differing needs and requirements. They are encouraged to study the work of existing practitioners, to aid with the iterative design and modelling process. Students work towards building high quality functional prototypes and evaluating these against their own design proposals.

How will students be assessed?

Assessment consists of two components: - A 2-hour written examination paper worth 50% and a coursework component worth 50%. The non-examined assessment is a 35-hour project where students research, design, model, make and evaluate a product. This is recorded in a portfolio of work, and then a final made product. The students' progress will be monitored through regular checks on the progress of design projects, assessment of short focus

Controlled coursework/homework:

In Year 10, students will be given design projects aimed at developing their knowledge and understanding of the above areas, preparing them for Year 11 where they will be asked to produce one piece of practical 3D coursework and a supporting folder. There will also be a series of focused tasks that are aimed at developing specific knowledge and understanding. This coursework component, known as the non-examined assessment, covers all aspects of designing and making. The assessed project is set just before the summer holiday in Year 10 and will be completed by Easter break of Year 11. There will be short-term deadlines for parts of the project to ensure students are progressing at the required rate. Homework focuses on exam content, researching practical techniques and designers. There is a requirement for a significant amount of preparation and work completion outside of lesson time.

Prior knowledge/skills/interests recommended to apply for this course:

Students should be creative and have an interest in designing products. They should be keen to further understand the position of design and the creative industry in society. Interests in textiles, fashion, woodwork, product design, architecture or engineering are relevant to this course.

Pathways to future education and employment:

Studying Design & Technology helps to develop the following skills: designing, product development, evaluation, production/manufacturing, costing, independence and time management and teamwork. It can lead to sixth form and college courses such as Product Design, Fashion & Textiles, Engineering and Construction. University courses such as Aeronautical Engineering, Architecture, Product Design, Fashion, Textiles, Graphics and more. It can also lead to apprenticeships in industries such as film, theatre and TV, fashion retail, production or management. Current employment opportunities where a qualification in Design and Technology would be advantageous include teaching, civil engineering, fashion marketing, graphic design, mechanical engineering and pattern cutting.

Additional Information:

SharePoint holds exemplary work, course materials and exam content. This is a valuable source of reference for students who are interested in this subject. Students are expected to buy their own textbooks and some materials for practical work in Year 11. The specification can be found on the AQA website.



DRAMA

Head of Department: Miss L Jenkins
Exam Board: AQA

Who is it suitable for?

Students who enjoy practical drama, performing and creating drama and who like to read plays, explore them practically and analyse the way they could be presented to an audience.



Requirements:

- Good attendance to school and Drama lessons.
 - Achieved a Level 4 in Year 9 Drama.
 - The GCSE Drama course is 70% written. Students must be prepared to complete good quality written work by the allocated deadlines.
 - Students will be required to learn and perform texts in groups to an outside examiner and devise their own plays in groups.
 - Students must be prepared to rehearse during lunchtimes and after school.
- STUDENTS WHO SELECT DRAMA WILL PERFORM IN THE WHOLE SCHOOL PRODUCTION. THIS IS NOT OPTIONAL. THIS IS A REQUIREMENT OF ALL STUDYING THIS SUBJECT AT KEY STAGE 4**



Course Breakdown:

The AQA GCSE Drama course is broken down into 3 components.

How will students be assessed?

- Component 1 (Understanding Drama) a written exam which consists of a mixture of short and long questions 40%
- Component 2 (Devising Drama) Teacher assessed - written or recorded log and performance (40%)
- Component 3 (Texts in Practice) Practical exam assessed by a visiting examiner (20%)

Prior knowledge/skills/interests recommended to apply for this course:

Students will require teamwork, confidence, expression, verbal and non-verbal communication, drama skills, line-learning, note-taking, written expression and knowledge of theatre practitioners. Drama GCSE helps to develop self-reflection, evaluation and teamwork.

Pathways to future education and employment:

Studying Drama GCSE can directly link with A Level Drama & Theatre and further opportunities such as: Drama School, acting, directing, technical theatre design, drama therapy, theatre production, stage and theatre management.

Current employment opportunities where a qualification in Drama and the transferable skills:

The skills you develop would be advantageous for teaching, nursing, law, marketing, counselling and journalism.



Trips:

We aim to run at least two trips a year for both Year 10 & 11. These trips will be to the theatre to expand students' knowledge of stage and costume design, acting techniques and theatre terminology to help them for their component 1 exam.

Component 1 (Understanding Drama: Written Exam)

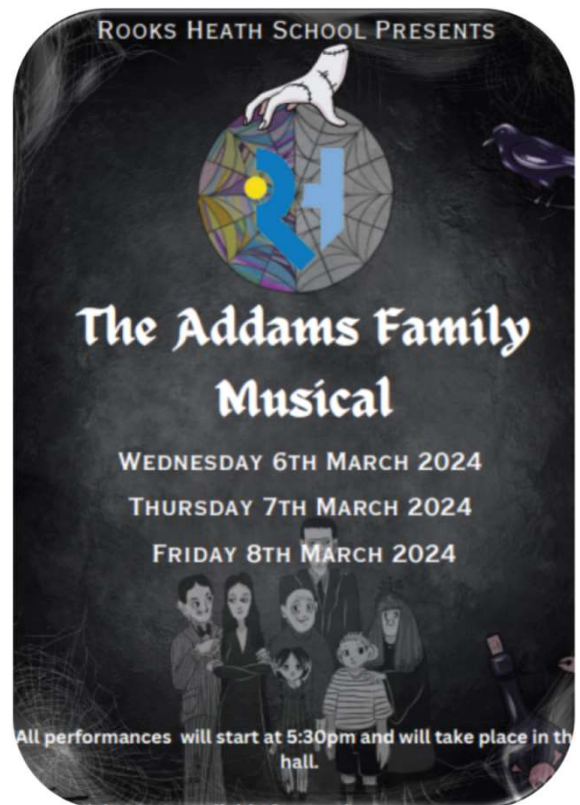
Assessed by exam. Section one is a series of short answer questions on theatre roles and stage positioning. Section two is based on a text that has been studied. Section three is an evaluation of some live theatre that has been seen.

Component 2 (Devising Drama)

Students will create their own piece of theatre based on a stimulus. They will keep a log of the process and evaluate the work they do. It can be a mixture of written work, pictures or diagrams. This log will then be submitted to AQA along with a video of their devised performance.

Component 3 (Texts in Practice)

Students carry out a practical exploration of a whole play and then perform two sections in groups to a visiting examiner.



FOOD PREPARATION & NUTRITION

Head of Department: Mrs I Abdi
Exam Board: AQA

Who is it suitable for?

This course is ideal for students who:

- Enjoy practical, hands-on learning and creative cooking. This course has both theory and practical aspect.
- Are interested in healthy eating, nutrition, and food science.
- Want to understand how to make balanced meals and informed food choices.
- Are organised, independent, and enjoy experimenting with new recipes.
- May be considering a future in hospitality, catering, health, food technology, or nutrition-related careers.



What will students learn?

Students will develop a strong understanding of nutrition, food science, and practical cooking skills. The course combines creative practical work with scientific knowledge about food and health.

Key learning areas include:

- Food, nutrition and health – learning about nutrients, diet, and the impact of food on the body.
- Food science – understanding how ingredients work and change during preparation and cooking.
- Food safety – safe and hygienic food preparation, handling, and storage.
- Food choice – how culture, religion, cost, and ethical issues influence food choices.
- Food provenance – where food comes from, sustainability, and environmental impact.
- Practical skills – a wide range of cookery techniques, including preparation, presentation, and time management.



How will students be assessed?

1. Written Exam – 50% of GCSE

Duration: 1 hour 45 minutes.

Format: Multiple choice, structured, and extended response questions.

Content: Covers food, nutrition, food science, safety, choice, and provenance.

2. Non-Exam Assessment (NEA) – 50% of GCSE

This is completed under controlled conditions and includes two parts:

NEA 1: Food Investigation (15%)

Scientific exploration of how ingredients work and why recipes are successful.

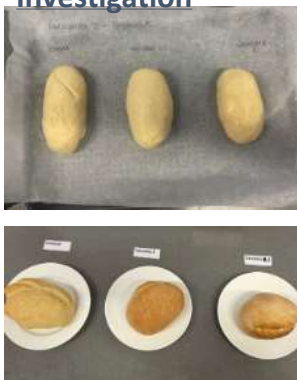
Involves practical experiments and a written report of findings.

NEA 2: Food Preparation Assessment (35%)

Students research, plan, and prepare a **three-dish menu** within a set time.

Assessed on planning, preparation, cooking skills, presentation, and evaluation.

NEA 1 Investigation



NEA 2 Three dish-menu



Pathways to future education and employment:

Pathways to future education and employment: Studying Food Preparation and Nutrition helps to develop the following skills: Planning, practical skills, analysis, evaluation, research and independence. It can also lead to apprenticeships in industries such as catering or food science/nutrition.

Current employment opportunities where a qualification in Food would be advantageous include catering, event Management, teaching, hospitality, nutrition and health, food science and in the military services.

****Additional information:**

Additional information: In food technology, students are required to provide their own ingredients for practical lessons and their practical examinations. Notice is given at least a week in advance as much as possible, and financial support is available for those who may require it.



FUNCTIONAL SKILLS ENGLISH

SENCo: Mrs E Wright
Exam Board: AQA

Who is it suitable for?

- Some students will be specifically selected for the course.
- Students should have a desire to improve their confidence in communicating through the English language.
- Students should be keen to improve their spoken and written English.

What will students learn? (course outline)

Upon completion of the course the students should be able to:

- Read and understand a range of straightforward texts.
- Write a range of texts to communicate information, ideas and opinions using suitable formats and styles for their purpose.
- Take full part in formal and informal discussions.
- Listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone.

Most tasks are based on a range of real-life texts and scenarios. The preparation for the AQA's Adult Literacy and Functional English qualifications provides students with additional support in many of the skills necessary for English GCSE and might therefore lead to improved English grades as a result.

How will students be assessed?

Students will take a Functional Skills English Exam and a Speaking and Listening assessment. AQA's Functional English qualifications have three clear assessment objectives: reading, writing and speaking, listening and communication. All three components are equally weighted and are marked externally.

Controlled coursework/homework:

There is no controlled coursework. One piece of homework is set each week based on the topics covered in the lessons.

What skills are required to be successful in this subject and beyond?

Students should be keen to improve their spoken and written English. They should also have a desire to improve their confidence in communicating through the English language. They should be able to concentrate during listening exercises and make calculated decisions.

Additional Information:

AQA Functional English Level 1 and 2 are equivalent to GCSE passes.

There are re-sit opportunities for candidates who do not achieve the required level at the first attempt.



FUNCTIONAL SKILLS

Maths

SENCo: Mrs E Wright
Exam Board: Pearson

Who is it suitable for?

The Pearson Edexcel Functional Skills Qualifications in Mathematics at Entry level 1-3 and Level 1 and Level 2 are for learners who want to develop understanding and skills in mathematics. The qualifications give learners the opportunity to:

- Demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the level;
- Apply mathematical thinking to solve simple problems in familiar situations.

What will students learn?

Functional Skills mathematics qualifications at these levels should:

- indicate that students can demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity;
- introduce students to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life; and
- enable students to develop an appreciation of the role played by mathematics in the world of work and in life generally.

Mathematics assessment

Pearson will set three assessments at each Entry Level. Learners complete one assessment at the level they are studying.

How will you be assessed?

Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 1

Learners will need to meet the requirements outlined in the table below to achieve the qualification.

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

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

Assessment Structure	Duration	Number of marks	Percentage of qualification
Section A: Non-calculator	20 Minutes	5 marks	25%
Sections B: Calculator	60 minutes	15 marks	75%

Content areas:

- Using numbers and the number system – whole numbers
- Using common measures, shape and space
- Handling information and data

Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 2

Learners will need to meet the requirements outlined in the tables below to achieve the qualification.

The Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 2 consists of one externally-set, internally –marked and externally verified assessment. It is available as a paper-based, on-demand assessment.

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

Assessment Structure	Duration	Number of marks	Percentage of qualification
Section A: Non-calculator	25 Minutes	7 marks	25%
Sections B: Calculator	65 minutes	21 marks	75%

Content areas:

- Using numbers and number system – whole numbers, fractions and decimals
- Using common measures, shape and space
- Handling information and data

HEALTH AND SOCIAL CARE

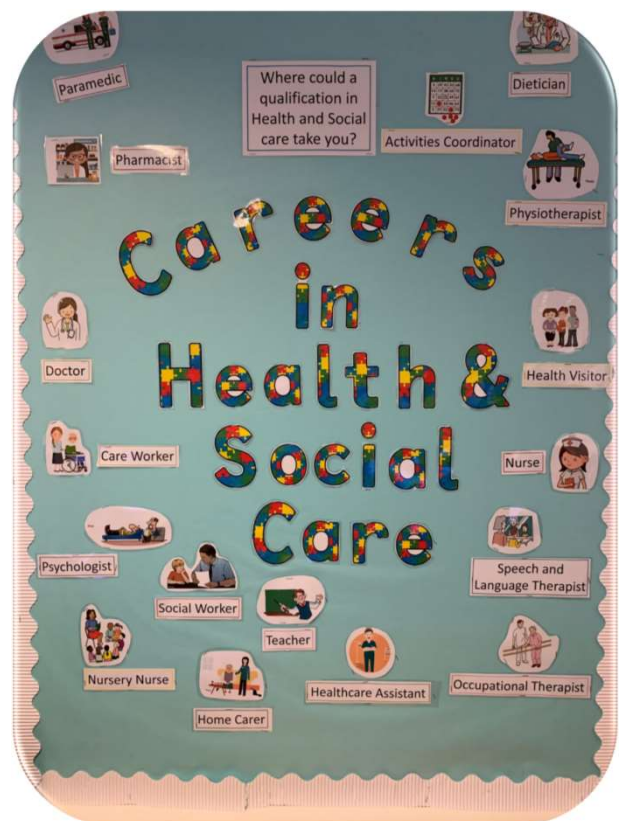
Subject Lead: Mrs R Gill
Exam Board: Pearson

Who is it suitable for?

This course is suitable for the vocational learner, who enjoys completing coursework and can work independently. The course is designed for those considering a career in the health and social care sector or continuing their study to BTEC Level 3 in the Sixth Form. This sector covers a vast range of employment opportunities, including statutory, private and voluntary provision of care services. Skilled health and social care professionals are always needed to ensure people who are vulnerable through health or social issues are given the help and advice they need. If students want to make a real difference, the health and social care sector could hold the right career for them.

What will students learn? (course outline)

- Human Lifespan development - Barriers to accessing identified services
- Health and Social Care Services and Values - BMI, blood pressure and peak flow
- Empowering and promoting independence - Handling information in health and social care settings
- Safeguarding and duty of care in health and social care - Implementing person centred approaches in health and social care
- Investigation into health and well-being - Contribution to health and safety in health and social care



How will students be assessed?

Component	Component Title	Level	How assessed
1	Human Lifespan Development	½	Moderated
2	Health & Social Care Services and Values	½	Moderated
3	Health and Wellbeing	½	Synoptic (External Exam)

Controlled coursework/homework:

Homework will be set every two weeks and coursework will be completed during class time.

Pathways to future education and employment:

Studying Health and Social Care helps develop skills such as communication, research, analytics, team building, organisation and independence. These skills will help you transfer to Sixth Form courses such as A Levels and Level 3 BTEC Courses (A Level Equivalent). This can then lead you to university where you are able to apply for courses in the Health and Social Care field such as Social Work, Psychology, Nursing, Midwifery, and Physiotherapy. Taken along with BTEC Science you are able to apply for courses in the Bio-medical field. Previous Health and Social Care students have also applied for courses such as Criminology at university!

Prior knowledge/skills/interests recommended to apply for this course:

- Students must be independent learners, who enjoy a challenge and can work to deadlines.
- They will be responsible for their own coursework, printing and filing of units.
- They will be well-organised and focused.
- Drive and determination are essential.



Additional Information:

Students will be required to carry out several vocational activities and attend a few vocational seminars such as:

- Carry out a questionnaire on someone who has two illnesses and prepare a plan to improve their health.
- Carry out a risk assessment of a health and social care setting.
- Visit health and social care settings.
- Attend a seminar with a social worker, a child protection officer and other health and social care professionals.

MEDIA STUDIES

Head of Department: Ms L Samadi
Exam Board: WJEC Eduqas



Who is it suitable for?

Media Studies encourages creativity and analytical skills and introduces students to critical ways of thinking about the world around them. If students relish variety, seek out challenges and thrive on a creative buzz, then GCSE Media Studies is for them.

What will students learn?

GCSE Media Studies is designed to teach students about the different media forms currently available to us including Music Video, Newspapers, Film, Video Games, Radio, Magazines, Advertising and Marketing, Television, Online, Social and Participatory Media, allowing them to understand the media and its role in our daily lives.

Students will investigate a variety of media products over the period of the course; they will be analysing and evaluating them in terms of the way they use "media language" to construct representations, communicate a message, are targeted at and sold to specific audiences. Students consider issues surrounding the media industries and experiment with a range of media production skills and techniques (such as camerawork, lighting, sound, photographic and video editing). They learn how to use industry standard software such as Adobe Photoshop and Premiere Pro.

How will students be assessed?

Component 1 (Written Exam 35%): Students will need to demonstrate knowledge and understanding about media language and representation in relation to: magazines, marketing, newspapers, or print advertisements. They will also need to demonstrate knowledge and understanding about media industries and audiences in relation to: film, newspapers, radio and video games.

Component 2 (Written Exam 35%): Students will need to demonstrate knowledge and understanding about media language, representation, industry and audience in relation to television and music videos.

Component 3 (Non-Exam Assessment 30%): Students will create an individual media production. The production will be for one of the following media forms: Television, Magazines, Film Marketing or Music Marketing.

Controlled coursework/homework:

Homework will be set around further investigation and understanding of coursework.

Non-exam assessment (NEA) is worth 30% of the course and is based on students applying their knowledge and understanding of media language and representation to create a media product for an intended audience.

**Prior knowledge/skills/interests recommended to apply for this course:**

- An interest in, knowledge of and a desire to learn more about a variety of media products including Music Video, Newspapers, Film, Video Games, Radio, Magazines, Advertising and Marketing, Television, Online, Social and Participatory Media
- The ability to work creatively.
- Critical thinking and decision-making skills.

Pathways to future education and employment:

Studying GCSE Media Studies helps students to develop an informed, critical understanding of the media and mass communication. It can lead to Sixth Form courses such as A Level Media Studies and Level 3 BTEC in Creative Media Production as well as university courses such as Media, Communication, Film, Journalism, Cultural Studies, Public Relations and Marketing. It is a subject that can also help to lead students onto studying in other subject areas, such as English, History, Politics, Psychology and Sociology. It can also lead to apprenticeships in industries such as television, radio and events. Current employment opportunities where a qualification in GCSE Media Studies would be advantageous include jobs in the media, cultural and creative industries. Areas of work include (but are not limited to) television and radio, film and video, digital media, computer games, journalism, writing and publishing, public relations, advertising, marketing and media practice.

Additional Information: Trips will be arranged (contributions may be required by students).

MUSIC GCSE

Head of Department: Mr P Turner
Exam Board: WJEC Eduqas

Who is it suitable for?

This course is suitable for students who are interested in further developing their understanding of music theory and musical literacy. Students should enjoy listening to, and analysing in depth, music from across a range of styles and genres. This course is suitable for students who want to further develop their skills on their chosen instrument, including singing, and for students who have an interest in writing songs or learning how to do so.



What will students learn?

The course is divided into three components:

- **Component 1:** Performing (30%). In this component students will develop skills in solo performing, ensemble performing and approaches to performing. Students will prepare a performance of at least four minutes in duration which comprises at least one solo performance and one ensemble performance. One of the pieces performed must link to an area of study of the learner's choice.
- **Component 2:** Composing (30%). In this component students will learn skills in developing musical ideas, compositional techniques and strategies, and methods of notation compositional scores. Students will create two compositions, one to a set brief by WJEC and one free choice, for a total playing time of three to six minutes' combined duration.
- **Component 3:** Appraising (40%). In this component students will develop their knowledge and understanding of musical elements, musical contexts, and musical language. They will be examined on their knowledge and understanding of music across the following four areas of study: Musical Forms and Devices, Music for Ensemble, Film Music, and Popular Music. This includes the in-depth study of two set works from across these areas of study.



How will students be assessed?

Component 1 (30%) and Component 2 (30%) are internally marked and externally moderated. Component 3 (40%) is assessed through an external written listening examination.

Controlled coursework/homework:

One piece of written homework related to Component 3 will be set every two weeks. Component 2 coursework will be completed during timetabled lessons. There is an expectation that students will be regularly attending all instrumental lessons and consistently practising their performance skills on their chosen instrument at home as part of their homework for Component 1. Students will have the opportunity to make use of scheduled lunch time and after school sessions should they require extra support in completing their coursework. Students who fall behind in the completion of their coursework will be expected to attend timetabled booster sessions.

**Prior knowledge/skills/interests recommended to apply for this course:**

Students will have enjoyed their studies in Music in Year 9 and should have made good progress. They will have also been taking lessons on an instrument previously and be willing to continue with these lessons in order to develop their performance skills to the requisite standard. Students will be responsible for the organisation of their own coursework, need to be willing to put in effort and, be persistent in wanting to improve their work and performing ability. Students will be expected to be organised, focused, manage their class time well and meet all given deadlines.

Pathways to future education and employment:

The GCSE Music course provides a solid foundation for students who may wish to pursue the AS/A2 Levels in Music and Music Technology. It would also provide a foundation for those who would want to move on to a vocational qualification such as the BTEC Level 3 Nationals courses in Music or Music Technology. Throughout the completion of the GCSE course students will gain a deep knowledge of key music theory and literacy concepts essential for further study in music, including music notation and score reading, and will develop the capacity to use music software for composition.

In addition, they will develop their performance skills on their chosen instrument to a high standard. Alongside these music-specific skills, this course will enable students to develop key skills in communication, teamwork and information technology, which can be useful whatever they wish to do after the completion of the course.

As a result, students will be well prepared to gain employment where it is useful to have had experience of music or where they will need to use some of the skills developed during the course. These could very well include careers in the music industry, publishing, entertainment and teaching or any job that involves communication and expressive skills.

Additional Information:

There are lots of opportunities for students to be involved in extra-curricular musical activities and these can be used as part of the student's coursework (e.g. string group/guitar group/choir performances). Students will also have greater opportunities for performing in and helping to manage musical concerts as part of their coursework. Students will be required to have weekly lessons on their 'instrument' (can be singing lessons or instrumental lessons) either at school or privately.

Level 1 - 2 Tech Award in Music Practice

Head of Department: Mr P Turner

Exam Board: Pearson

Who is it suitable for?

This course is suitable for students who want to learn about music knowledge and technical skills through vocational contexts. The qualification enables learners to develop their skills, such as using musical elements, music creation, performance, and music production. You will develop your personal skills, such as self-development, responding to a brief, planning and time management, through a practical and skills-based approach. As this is a vocational course, students should have good attendance.

What will students learn?

The BTEC Tech course is structured into three components that are taught in an integrated way. Component 1 and 2 include essential building blocks of learning to prepare for Component 3.

- **Component 1:** Exploring Music Products and Styles
- **Component 2:** Music Skills Development
- **Component 3:** Responding to a Music Brief

How will students be assessed?

Components 1 and 2 are assessed through non-exam internal assessment. There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario. All units are assessed through controlled assessments, where students will complete tasks according to an assignment brief set by Pearson within a controlled time frame.



Controlled coursework/homework:

All coursework will be completed during class time. Students will have the opportunity to make use of scheduled lunch time and after school sessions should they require extra support in completing their coursework. There is an expectation that students will be practicing their performance skills on their chosen instrument at home.

Prior knowledge/skills/interests recommended to apply for this course:

There is no prerequisite course requirement to study the Level 1/2 Music Tech award at KS4. Ideally, students will have been learning an instrument previously, although it is possible to complete the course through singing/rapping/producing if they haven't already been having lessons on another instrument.

Students will be responsible for the organisation of their own coursework, need to be willing to put in effort and, be persistent in wanting to improve their work and performing ability. Students will be expected to be organised, focused, manage their class time well and meet all given deadlines.

**Pathways to future education and employment:**

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- Study of A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Music or a BTEC National in Music Technology, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the music sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve their goals
- Study music post-16 through a Level 2 music industry skills qualification. Learners who perform strongly in this qualification compared with their overall performance should consider this progression route as it can lead ultimately to employment in the music sector

Additional Information:

There are lots of opportunities for students to be involved in extra-curricular musical activities and these can be used as part of the student's coursework (e.g. string group/guitar group/choir performances). Students will also have greater opportunities for performing in and helping to manage musical concerts as part of their coursework. Students are encouraged to be having weekly lessons on their 'instrument' (can be singing lessons or instrumental lessons) either at school or privately.



PERSONAL DEVELOPMENT

Subject Lead: Ms L Delaney

Who is it suitable for?

Students will often be selected for this course but if you enjoy working in a small group and want to improve the skills listed below then this course is suitable for you.

What will you learn? (course outline)

Personal Development is a non-qualification subject that gives students the opportunity to gain essential skills to prepare for their future. The course credits independence and key skills including communication, ICT, health and safety and general life skills. The key skills reflect the programmes of study for Personal Development from personal well-being to economic well-being.

How will you be assessed?

Students will be assessed by the subject teacher and will complete end of unit re-caps. There is no formal examination for this subject.

What skills do you need to be successful in this course and beyond?

Students should be keen to improve their key skills .

A positive attitude to leaning and a commitment to teamwork.

Additional Information:

Students work as members of a small group. There are not usually more than 8 students in the class.

An opportunity in Year 11 to work specifically on extra Maths, English and Science and supports achievement in other subjects. It also helps to develop students' employability skills such as communication and IT skills.

As part of Personal Development, students will work towards the ASDAN PSHE Short Course.

The logo consists of a stylized blue 'P' shape with a yellow circle at its top left, followed by the text 'PSHE SHORT COURSE' in a bold, yellow, sans-serif font.

PSHE SHORT COURSE

Subject Lead: Ms L Delaney

Awarding centre: ASDAN

Welcome to the PSHE Short Course

- PSHE education is a subject that helps children and young people stay healthy, safe and prepared for life and work in modern Britain.
- PSHE stands for **personal, social, health** and **economic**. The 'E' in PSHE covers financial wellbeing and careers.

What skills do you need to be successful in this course and beyond?

You should be keen to improve your key skills and have a positive attitude to learning

PSHE skills:

In addition to the six core skills, the challenges in the PSHE Short Course will enable you to develop the following personal, social, health and economic skills.

- Personal wellbeing
- Living independently
- Personal safety
- Health and relationships
- Economic wellbeing
- Living in modern Britain
- Making financial choices
- Recognising effects of social media

Outcome:

Upon successful completion of the PSHE Short Course, you will be presented with a certificate to celebrate your achievement!

Additional Information:

Group sizes are small. There are not usually more than 8 students in the class.

SPORTS BTEC

KS4 Coordinator – Mrs Leonard

Exam board: Pearson

Who is it suitable for?

The Pearson BTEC Level 2 Tech Award in Sport is ideal for you if you are interested in the sports industry. This course allows you to develop knowledge and associated practical skills that can be used when working in the sport industry.

This course will teach employment skills needed to work in the sports industry such as performing, coaching, presenting, reporting and planning. 60% of the course will be classroom-based learning.



What students learn?

Everyone taking this qualification will study the following content areas:

Preparing Participants to take part in Sport and Physical activity - this includes the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warmup to prepare participants to take part in sport and physical activity.

Taking part and improving other participants sporting performance - this includes the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants sporting performance through planning and delivery of sports drills and conditioned practices.

Developing Fitness to improve other participants performance in sport and physical activity –

This covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance.

How will students be assessed?

Component	GLH	Qualification Weighting	Marks available	Types of assessment	Length of assessment
1. Preparing to take part in sport and physical activity	36	30%	60	Internal (PSA) 3 tasks Externally moderated	5 hours of supervised sessions
2. Taking part and improving other participants sporting performance	36	30%	60	Internal (PSA) 4 tasks Externally moderated	4 hours of supervised sessions
3. Developing Fitness to improve other participants performance in sport and physical activity	48	40%	60	External synoptic exam Externally marked	1 hour 30 mins for 60 marks



Prior knowledge/skills/interests recommended to apply for this course:

The Level 2 Tech Award in Sport requires you to be interested in learning sport-specific knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation.

You will need to undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. You will need to understand sports analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.



Pathways to future education and employment:

Study of this qualification will help you to make more informed choices for further learning about the sports industry. The choices that you can make post-16 will depend on your overall level of attainment and your performance in the qualification. The possible pathways you could take with this qualification are:

- A Levels as preparation for entry to higher education in a range of subjects.
- Study of a vocational qualification at Level 3, such as a BTEC National in Sport (2016) or a BTEC National in Sport and Exercise Science (2016), which prepares you to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Sport Sciences or teaching sectors.

Examples of employment this qualification could lead to:

- Teacher
- Fitness Instructor
- Management in the Leisure Industry
- Sports Events Management
- Coaching
- Physiotherapy

Additional Information:

This course is a mixture of practical and theoretical lessons. All assessments will be completed in school in a range of ways. Practical assessments will be filmed as evidence for moderation.

SOCIOLOGY

Head of Department: Mrs S Gardezi
Exam Board: AQA



Who is it suitable for?

The Sociology GCSE course covers a range of topics such as the family, education, crime & deviance, social stratification and underpinning all of this is sociological theory and research methods.

Students learn to develop a range of skills including interpretation of data, analysis, interpretation and evaluation. Students are encouraged to develop the ability to question patterns and explanations for social changes taking place and to think critically. It is therefore essential that students possess an interest in current social affairs. Students are taught in mixed ability classes.

What will students learn?

Paper 1: The sociology of families and education

- The sociology of families
- The sociology of education
- Sociological theory and methodology

Paper 2: The sociology of crime and deviance and social stratification

- The sociology of crime and deviance
- The sociology of social stratification
- Sociological theory and methodology



How will students be assessed?

Paper 1: The sociology of families and education

What's assessed

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.



How it's assessed

Written exam: 1 hour 45 minutes

100 marks

50% of GCSE

Questions

Section A has two multiple choice questions followed by a range of short extended responses.

Section B has two multiple choice questions followed by a range of short and extended responses.



Paper 2: The sociology of crime and deviance and social stratification

What's assessed

- The sociology of crime and deviance
- The sociology of social stratification

Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

Written exam: 1 hour 45 minutes

100 marks

50% of GCSE

Questions

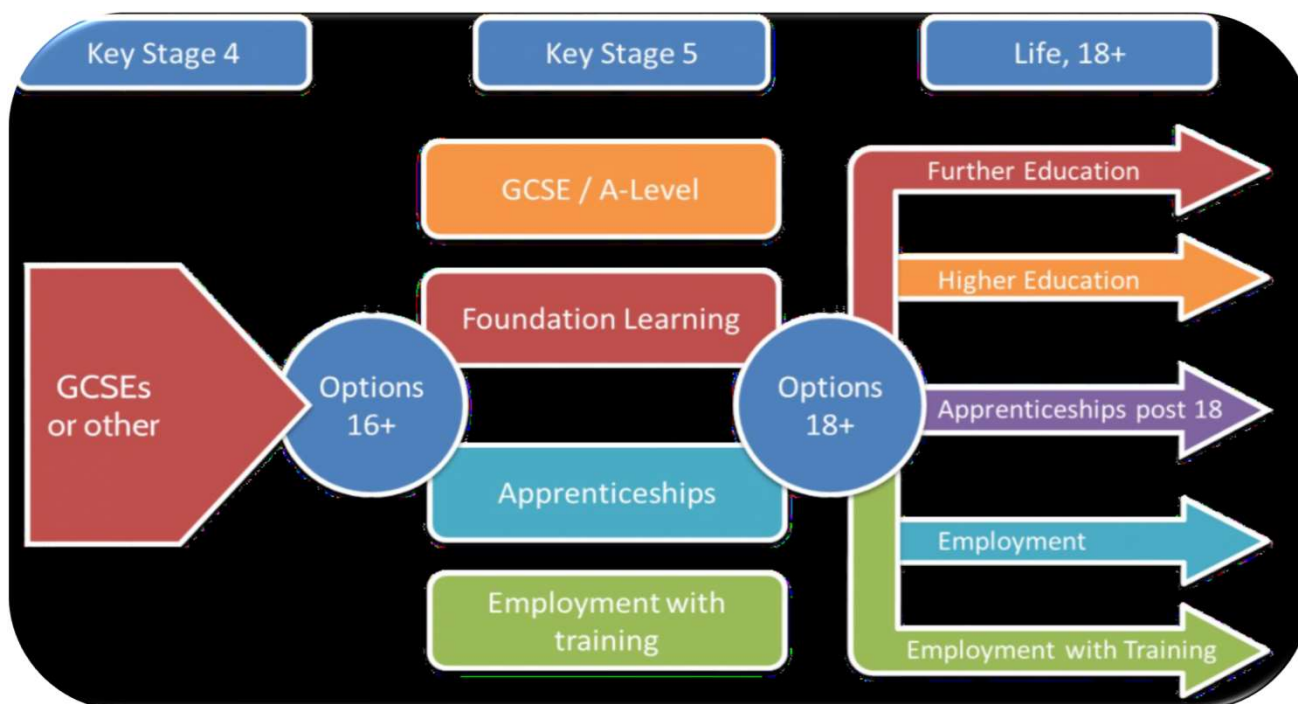
Section A has two multiple choice questions followed by a range of short and extended responses.

Section B has two multiple choice questions followed by a range of short and extended responses.

Pathways to future education and employment:

GCSE Sociology can lead to Sixth Form courses such as A Levels in Sociology, Psychology and Criminology.

Sociologists may follow careers in social research within universities, the government and corporate bodies, the Police Force, the Criminal Justice System, the media, education, social work and health and social care programmes.



PATHWAYS

It is never too early to start researching jobs and careers. All young people in the UK must now stay in education or training until they are 18 and it is important that the skills and knowledge, they develop during this time lead them in the direction they want to go. The diagram above shows the main pathways.

In the fast paced, technological times that we live in, it is a widely recognised fact that many of the jobs the teenagers of today will do in the future have not been developed yet.

Therefore, students must build a portfolio of employability skills and qualifications that demonstrate the ability to learn and adapt in our changing world.

All students must aim to pass English and Maths to Grades 4 and above by the time they are 18 to improve their employment chances. Those who do not achieve a Grade 4 or above will be required to retake the exam in Years 12 and 13. **Studying A levels at Rooks Heath Sixth Form requires 5 Grades 5 or above including English and Maths.**

There are some useful links for exploring careers on the Rooks Heath School website here: <https://www.rooksheath.harrow.sch.uk/page/?title=Careers+and+Employability&pid=102>

Key contacts in school are:

Mrs S. Subra Mrs R. Howells (EDT)

AHT STEM and Careers Independent Careers Advisor

APPENDIX I



Department
for Education

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ STRONG PASS	
④ STANDARD PASS	C
3	D
2	E
1	F
	G
U	U