



KEY STAGE FOUR
OPTIONS BOOKLET

2024 – 2026

“Everything is a learning experience.”
Angus T. Jones

CHOOSING YOUR OPTIONS

YEARS 10 AND 11



In September 2024, you will continue your educational journey by starting your studies at Key Stage 4. You have been working through the options process with your form teachers during PSHE lessons and you will now have to make your final choices.

It is important for you to know that you can (and should!) discuss your choices with either your form tutor, your Year Tutor (Mr Mauro), the Senior Teachers (Mr Sebtaoui and Mr Guillianio) or the Deputy Heads (Mr Lester, Mrs Benitez and Mr Edmunds).

Bayside offers a range of courses. We realise that there are some of you who prefer more academic subjects and others who prefer practical subjects. We aim to help YOU choose the best combination of subjects.

Pages 4-31 include some information about each subject. You should read this information with your parents/guardians to help you make your choices. More information can be found on the following websites:

[AQA](#)

[Pearson](#)

[OCR](#)

[Cambridge International](#)

[City & Guilds](#)

[ASDAN](#)

REMEMBER, THE CHOICE IS YOURS!



FURTHER STUDIES

A list of subjects currently available at A-Level is provided at the back of this booklet to help you make a more informed choice about your choices after Year 11. Alternative opportunities are also available at the Gibraltar College. The online version of this booklet will be provided on Google Classroom.

“May your choices reflect your hopes, not your fears.”
Nelson Mandela

SUBJECTS OFFERED

The following subjects are *compulsory*:

SUBJECT	LESSONS
English (literature)*	4
Mathematics	4
Combined Science	6
Spanish	3
Core PE	2
PSHE	1
Religious Education	1

*English literature is *not* a separate option, it is studied within GCSE English lessons. As many students as possible will do language *and* literature, but this will depend on ability and potential.

The remaining nine lessons are for **THREE** options, to be chosen from:

OPTION SUBJECTS		
Art, Craft & Design: Fine Art	Design Technology	History
Business Studies	Digital Technologies	Music
Certificate of Personal Effectiveness (CoPE)	Drama	Physical Education
Child Development	Food Preparation and Nutrition	Religious Studies
Computer Science	French	Separate (triple) Science
Construction	Geography	Sociology
Dance	Hair and Beauty	Sports Studies
Design and Craft: Fashion Wear		

IMPORTANT NOTES

- We will make every effort to accommodate your choices. However, please note that in some cases this may not be possible. For example, we may be unable to offer a course if there is not enough interest in the subject.
- You should think carefully about your option choices. Changing options is possible, but not recommended and you may also find that some subjects are 'full' so the change may not be possible.

OPTIONS *CANNOT* BE CHANGED AFTER FRIDAY 24TH OCTOBER 2024.

ENGLISH

English is a CORE subject which is taken by all students. The English department offers three courses in Years 10 and 11:

1. AQA English Language GCSE (8700)
2. AQA English Literature GCSE (8702)
3. Cambridge English Language O-Level (1123)



Students' entry into each course will be based on Year 9 subject teacher recommendations, taking into account their performance, ability, attitude towards the subject and attainment. The students' best interests will be taken into account at all times when teachers allocate them to the courses most suited to meet their needs and potential.

Please note that AQA English Literature will only be offered to students who have followed the literature courses in Years 8 and 9.

ENGLISH LANGUAGE

AQA GCSE (specification 8700)

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

Introduction

The GCSE English Language course encourages students to achieve the following:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism.
- read and evaluate texts critically and make comparisons between texts.
- summarise and synthesise information or ideas from texts.
- use knowledge gained from wide reading to inform and improve their own writing.
- write effectively and coherently using Standard English appropriately.
- use grammar correctly and punctuate and spell accurately.
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language and use spoken Standard English effectively.

Specification Content / Examinations

The above skills will be assessed at the end of Year 11.

The English Language exam consists of two papers, taken at the end of Year 11. There is also a Speaking and Listening module, but this does not influence the final grade.



Paper 1, *Explorations in Creative Reading and Writing*, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Section A will focus on one literature fiction text. Section B is a writing section where pupils will have to choose between a descriptive or narrative piece of writing.

Length of exam: 1 hour 45 minutes

80 marks

50% of GCSE

Paper 2, *Writers' Viewpoints and Perspectives*, looks at how different writers present a similar topic over time. This exam is also divided into two sections. Section A is a reading section and Section B asks pupils to present a viewpoint.

Length of exam: 1 hour 45 minutes

80 marks

50% of GCSE



ENGLISH LITERATURE

AQA GCSE (specification 8702)

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Introduction

This course encourages students to develop their knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and read a wide range of literary texts.

Specification Content / Examinations

GCSE English Literature is divided into two papers and both papers are examined at the end of Year 11.

Paper 1: *Shakespeare and the 19th Century Novel*

This consists of a written exam of 1 hour and 45 minute duration which is worth 40% of the final grade. In Section A, students will answer a question on a Shakespeare play. It will require them to write in detail about an extract from the play and about the play as a whole. Section B explores a 19th century novel. Here, pupils will be required to write about an extract in detail and then about the novel as a whole.

Paper 2: *Modern Texts and Poetry*

This paper is worth 60% of the final grade and the written exam lasts 2 hours and 15 minutes. The paper is divided into 3 sections:

Section A – *Modern Texts* - Students will answer a question on their chosen novel or drama.

Section B – *Poetry* – students will answer one comparative question on an unnamed poem and one that belongs to the anthology.

Section C – *Unseen Poetry* – Students will answer one question on an unseen poem and one question comparing this poem with a second unseen poem.



Other Information

It is important to note that this course is **NOT** an option. Pupils who embark on this course will be selected by their subject teachers.

Homework will be set on a regular basis. All assessments are closed book and all exams take place at the end of Year 11. This GCSE follows the 9-1 GCSE grading system.

ENGLISH LANGUAGE

Cambridge O-Level (specification 1123)

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-o-level-english-language-1123/>

Introduction

Cambridge O-level English language course encourages learners to read a variety of texts and improve their use and style of language in a range of contexts. Learners develop the ability to understand and respond to what they read and to communicate effectively in writing. These skills equip them for progression to further study or employment.

The aims are to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language,
- read critically, and use knowledge gained from wide reading to inform and improve their own writing,
- write accurately and effectively, using standard English appropriately,
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference,
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Specification Content / Examinations

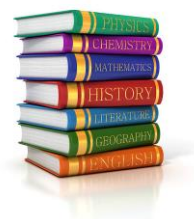
Candidates will be eligible for grades A* to E. All candidates take:

Paper 1 – Reading

Structured and extended writing questions, based on two reading texts, that is externally assessed. The exam is of 2 hours duration and is worth 50% of the final grade.

Paper 2 – Writing

Directed writing question and a composition task that is externally assessed. The exam is of 2 hours duration and is worth 50% of the final grade.



Other Information

It is important to note that this course is **NOT** an option. Pupils who embark on this course will be selected by their subject teachers.

MATHEMATICS

OCR GCSE (specification J560)

<https://www.ocr.org.uk/qualifications/gcse/mathematics-j560-from-2015/>

Introduction

Mathematics is a CORE subject which is taken by all students. This GCSE course will provide students with a deeper understanding of mathematics and develop their logical problem-solving skills, while providing the opportunity to acquire a valuable qualification often requested by employers. It has been designed to meet the needs of the National Curriculum and to provide skills that will be useful in later life.

The course is appropriate to candidates requiring a general qualification in mathematics and is suitable for anyone wishing to progress to A-level, or other similar courses.



Specification Content/Examination

There are six papers available, but students will only sit three of them depending on whether they are entered at either foundation tier (papers 1-3) **or** at higher tier (papers 4-6).

Calculators are allowed in papers 1, 3, 4 and 6, but papers 2 and 5 are **non-calculator** papers.

All papers are equally weighted at 33.3% each.

Final grades will be via the 9-1 grading system. The foundation tier will cover grades 1– 5, the higher tier grades 4-9.

Other Information

Mathematics is essential for achieving a good understanding of not just mathematical concepts, but also scientific ideas since these are often expressed mathematically.



COMBINED SCIENCE (TRILOGY)

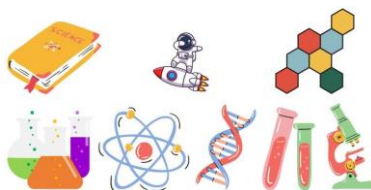
AQA GCSE (specification 8464)

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

Introduction

Combined Science is a CORE subject which is taken by all students. It is a joint award that allows students to cover all three science disciplines and is worth two GCSEs upon completion.

Combined science covers the Key Stage 4 science programme of study, the content of which makes up part of the separate science awards. This has been developed so that students become more 'scientifically literate', i.e. they are able to make reasoned judgements about scientific issues which may affect them in their everyday lives. It looks at aspects of biology, chemistry and physics and includes a detailed look at investigative skills.



Specification Content / Examinations

Year 10

The topics covered are: cell biology, organisation, infection and response, bioenergetics, atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, energy, electricity, particle model of matter and atomic structure.

Year 11

The topics covered are: homeostasis and response, inheritance, variation and evolution, ecology, the rate and extent of chemical change, organic chemistry, and chemical analysis, chemistry of the atmosphere, using resources, forces, waves, magnetism and electromagnetism.

NOTE: Some of these topics have already been covered in Year 9, but they will be revisited over the two years to refresh subject knowledge.

The final examination will consist of 6 separate papers (two for each science), each 1 hour and 15 minutes long, making up a total of 7.5 hours' worth of assessment. Equations sheets will be provided where necessary.

Other Information

Practical skills are assessed within the 6 papers. Questions within the papers are based upon 15 required practicals set by the exam board. These will be done in lessons as either demonstrations, simulations or as practical lessons.

There are no controlled assessments in science. Instead, questions assessing students' use of mathematical skills will make up part of each assessment, as follows: a minimum of 10% of the biology papers, a minimum of 20% of the chemistry papers and a minimum of 30% of the physics papers.

Final grades will be via the 9-1 grading system, with students obtaining two grades (e.g. 99, 98, 88, etc). The foundation tier will cover grades 11– 55, the higher tier grades 44-99.



SPANISH

AQA GCSE (specification 8692)

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8692>

Introduction

Spanish is a CORE subject taken by all students. They will already have started covering the GCSE course content in Year 9. The course aims to develop listening, speaking, reading and writing skills in the language:

Listening - the ability to understand & respond to spoken Spanish

Speaking - the ability to use Spanish effectively for purposes of practical communication

Reading - the ability to read, understand & respond to written Spanish

Writing - the ability to communicate in writing

These four language skills form the basis of the GCSE examination in Spanish.

Students who are not native speakers are withdrawn from mainstream Spanish lessons and taught in different ability groups, better geared to the needs of the non-native users of the language, although they will also sit the GCSE examination.



Specification Content / Examination

Each of the four skills of listening, speaking, reading and writing are equally weighted and each account for 25% of the final grade awarded.

Students will be entered either for the foundation or higher tier. They must sit exams in all four skills at the same tier.

This GCSE follows the 9-1 grading system. Grades 1-5 are available at foundation tier and grades 4-9 at higher tier.

Students who are non-native speakers are advised to purchase a set of verb tables to help them with the controlled assessments.

Other Information

Homework will be set on a regular basis. Students are advised to regularly study grammar points covered in class in order to keep up with the course.

Useful links and resources:

www.bbc.co.uk/schools/gcsebitesize/spanish/

<http://conjugator.reverso.net/conjugation-spanish.html>

www.linguee.com

Verb tables and Spanish-English bilingual dictionary



ART AND DESIGN: FINE ART

AQA GCSE (specification 8201)

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

Introduction

GCSE art and design provides students with a wide range of creative and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. This two-unit specification motivates students to develop their ability to actively engage in the processes of art and design.

The course aims to further creative skills through learning and doing, to enhance imaginative and intuitive ways of working and develop knowledge and understanding of materials and technologies in historical and contemporary contexts. GCSE art and design is a strong foundation for further progression to art and design related courses such as A-level art and design and further career pathways.



Specification Content/Examination

Fine art promotes learning across a variety of experiences and through various processes including drawing, painting, print-making, textiles, sculpture and digital imaging. The emphasis is on an increased breadth of approach enabling students to generate different kinds of evidence of working and outcomes.

Unit 1 - Portfolio (60%)

Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1. A **sustained project** developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
2. A **selection of further work** resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

Unit 2 - Externally set assignment (40%)

AQA will provide an externally set assignment with seven different starting points. Students must select and respond to **one** starting point. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. A three-month preparation period is followed by 10 hours of supervised, unaided work in which students are required to realise their ideas.



BUSINESS STUDIES

AQA GCSE (specification 8132)

<https://www.aqa.org.uk/subjects/business/gcse/business-8132>

Introduction

This course offers students a chance to enter a field of study they have not covered at Key Stage 3: to learn about and develop an understanding of business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.

It provides students with an understanding of the commercial world and applies this knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.

Students will be encouraged to investigate and analyse real business opportunities and issues to construct well-argued, well evidenced, balanced and structured arguments, demonstrating their depth and breadth and understanding of business. Students will develop and apply quantitative skills relevant to business, including using and interpreting data and gives students the opportunity to develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.

It will obviously provide progression to AS/A level Business Studies.



Specification Content / Examination

The business studies GCSE is a linear qualification, which means that students will sit all their exams at the end of the course in Year 11.

Subject content

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance



Other Information

As Gibraltar's main industry is the Finance Centre, business studies and its application in the workplace is extremely valuable, equipping learners for future careers. This course is also useful for career paths in marketing, management, retailing, finance or economics.

CHILD DEVELOPMENT

OCR Cambridge Nationals Level 1 / Level 2 (specification J809)

<https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j809/>

Introduction

This is a vocational option subject. Students choose this subject if they have an interest in working with children and if they are interested in all areas of their development. Students will have the opportunity to develop their knowledge in key areas of development such as physical, social, intellectual and emotional, as well as children's needs in various contexts.

Specification Content / Examination

The topics covered over the two years include reproduction, parental responsibility, care (including antenatal care), birth, postnatal checks, conditions for development, childhood illnesses and child safety.

There are three components:

Unit 1 - one written exam of 1 hour 15 minutes duration, worth 50% of the final grade.

Unit 2 - one model assignment where students will gain knowledge of equipment needs of babies and young children as well as gain an understanding of nutrition and hygiene practices when making dietary choices, worth 25% of the final grade.

Unit 3 - one model assignment involving observing development norms in children up to the age of five. Students will gain an understanding about the types of play, worth 25% of the final grade.

It is assessed via the following grade scale:

- Distinction* at Level 2 (*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1)



Other information

The course provides a basis for further study of child development which could lead to work as an early years practitioner, a classroom assistant or health support worker. It could also be the starting point for careers in nursing or teaching.

COMPUTER SCIENCE

OCR Computer Science GCSE (specification J277)

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

Introduction

The GCSE (9–1) Computer Science is designed to boost computing skills essential for the 21st century. Computational thinking as its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence. They will apply academic principles they learn in the classroom to real-world systems in an exciting and engaging way.

Learning will be delivered through a creative blend of practical and theoretical lessons. Students will be given the opportunity to develop practical programming skills, and also develop vital understanding across a range of relevant computer science topics.



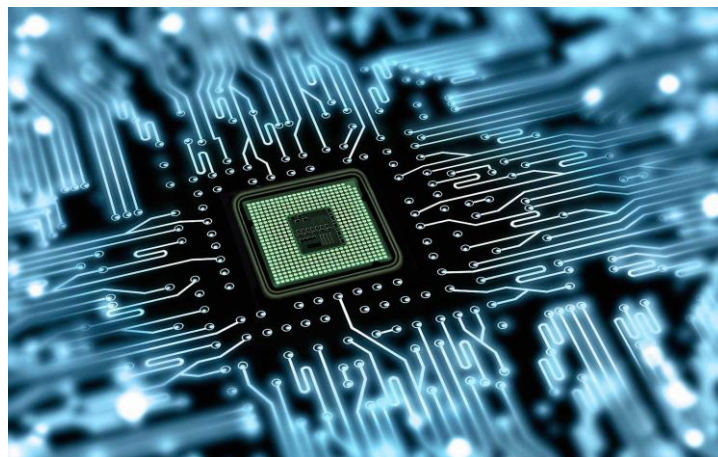
Specification Content / Examination

Component 01: Computer systems (50%), 1 hour 30 minute exam

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 (50%), 1 hour 30 minute exam

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.



CONSTRUCTION

City & Guilds Level 1 Award in Construction Skills (specification 6219-04)

<https://www.cityandguilds.com/qualifications-and-apprenticeships/construction/construction/6219-construction-skills>

Introduction

This vocational qualification provides the ideal introduction to the construction industry and covers essential skills in the following construction trades: bricklaying, carpentry and joinery, plastering, painting and decorating, construction operations, wall and floor tiling, electrical and plumbing.

Specification Content / Examination

This level 1 award builds upon basic knowledge and experience, allowing students to further develop their skills in the various trades.

The phases cover the following trade areas:

- Phase 1: Generic Units, Bricklaying, Joinery
- Phase 2: Wall & Floor Tiling, Construction, Operations, Painting & Decorating
- Phase 3: Carpentry
- Phase 4: Plastering, Plumbing, Electrical

Other information

This vocational course is offered at Level 1 ONLY.



DANCE

AQA GCSE (specification 8236)

<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236>

Introduction

The AQA GCSE in dance offers students the opportunity to embark on a course which covers a critical appreciation of dance, in tandem with the development of practical and performance skills. Students will study professional works, perform solo and group dances and choreograph their own pieces.

This course is aimed at developing, and building on, any previous experience of dance a student may have. The study of dance contributes to students' aesthetic and social development, increases self-awareness and confidence and will broaden students' artistic and cultural experiences.

Specification Content / Examination

Component 1: Performance and Choreography - 60% of total marks

Component 2: Dance Appreciation - 40% of total marks



Other information

Please note that students who intend to follow an A-level course in dance will highly benefit from choosing it at GCSE.



DESIGN AND TECHNOLOGY

AQA GCSE (specification 8552)

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

Introduction

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.

They will also have the opportunity to study specialist technical principles in greater depth.



Specification Content / Examination

The three weekly lessons are divided as follows:

Lesson One: Theory content delivered in class which will normally include a weekly homework activity. This will continue throughout the second year and will lead up to the final written examination.

Lesson Two: During this lesson, students will be working on their design folders which can either be presented in written A4 format or in digital form. These lessons will focus on topics which include research skills, generating designs, planning and evaluation techniques.

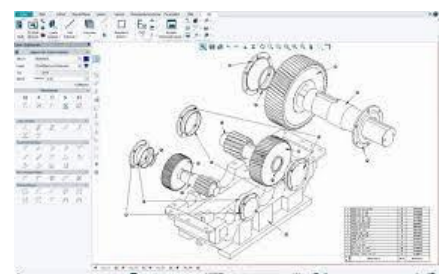
Lesson Three: This will be the student's practical lesson where they will be able to work on their products using tools, machinery and equipment available in school.

Assessment will be via a two-hour written examination (worth 50% of the final grade) and a design folder with practical outcome (worth the other 50% of the final grade).

Other Information

Pupils need to understand that this is an academic subject. The practical element is only 30% of the allocated time (1 out of 3 lessons).

The course carries substantial homework content. Most weeks they will have questions to complete at home related to the theory covered that week. Added to this, they will also have ongoing design folder work to complete at home linked to the practical outcomes being covered.



DIGITAL INFORMATION TECHNOLOGY

Pearson Edexcel BTEC Tech Award (specification BIT01/02/03)

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html>

Introduction

Over the years, technology has revolutionised our world and daily lives. Technology has created amazing tools and resources, putting useful information at our fingertips. Modern technology has paved the way for multi-functional devices like the smartwatch and the smartphone. Computers are increasingly faster, more portable, and higher-powered than ever before. The way we work, play, shop and communicate has changed dramatically in the last few years and continues to do so at an even faster pace - and all this is due to ICT.

This course is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying project planning, data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Specification Content / Examination

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues. This Tech Award complements the learning in GCSE programmes such as GCSE Computer Science. It is an introduction to the application of project planning techniques to plan, design and develop a user interface, how to collect, present and interpret data and the use of digital systems.



DRAMA

AQA GCSE (specification 8261)

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

Introduction

GCSE drama is not just for students who want to be actors. Universities and employers value a background in drama because of the personal and social skills the subject helps you to develop. Succeeding in drama shows that you:

- can work effectively as part of a team
- can work to deadlines
- can communicate clearly with people
- are confident about speaking in public
- have an imaginative and creative mind



These skills are all valuable in any area of higher education and/or employment.

Specification Content / Examination

The GCSE Drama course consists of three components:

Understanding Drama (worth 40% of the GCSE course): Students will study a set play from the point of view of performance. They will also watch live productions and develop evaluative and analytical skills in response to live theatre. The unit is assessed through a 1 hour and 45 minute exam consisting of questions on the set play and on a response to a live theatre production seen during the course.

Devised Drama (worth 40% of the GCSE course): This is a practical component. Students will devise and performance a piece of original drama. The unit is assessed through a performance of the piece.

Texts in Practical (worth 20% of the course): This is a practical component. Students will perform two extracts from one play. The unit is assessed through a performance of both extracts.

Other Information

A number of theatre styles are explored, including Theatre-In-Education, Devising and Acting. You will take part in a number of performances and will develop an advanced understanding of many drama techniques. Success in GCSE drama can lead to the A-level Theatre Studies course.



FRENCH

AQA GCSE (specification 8652)

<https://www.aqa.org.uk/subjects/languages/gcse/french-8652>

Introduction

The GCSE French course will allow you to further develop your competence in the language in order to progress from beginner to intermediate level. You will be able to understand the language in different contexts and acquire the skills to communicate effectively.

Why choose French for your options?

- get ready for life in a multilingual world,
- increase your chances of getting a good job,
- improve your English and Maths (students who do foreign languages tend to perform better in these),
- improve your chances of entry into university (some top universities now require applicants to have a GCSE in a foreign language) ,
- have a better chance to study or work abroad,
- improve your communication and social skills,
- get more out of travel to other countries,
- enjoy and appreciate other cultures,
- make friends all around the world,

Francophone Countries



Specification Content / Examination

The AQA GCSE in French is a linear qualification with 100% external assessment. Linear means that students will sit all their exams at the end of the course. There are four equally weighted components: listening, reading, speaking and writing.



FOOD PREPARATION AND NUTRITION

AQA GCSE (specification 8585)

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

Introduction

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

Specification Content / Examination

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.



Assessment is via an exam of 1 hour 45 minute duration, worth 50% of the final mark. The remaining 50% of the final mark is made up of two NEAs carried out in Year 11.

Other Information

Students must note that the *majority* of this course involves challenging science-based theory. It is not just a practical cookery course and students will NOT cook every week.

Students will carry out practical tasks throughout the year to learn necessary skills and put theory into practice, some of which will be investigative tasks.



GEOGRAPHY

AQA GCSE (specification 8035)

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

Introduction

This exciting and relevant course is based on a balanced framework of physical and human geography. Students will travel the world from their classroom, exploring case-studies in the United Kingdom (UK), higher income countries (HICS), newly emerging economies (NEEs) and lower income countries (LICS). Topics of study allows students to investigate the link between physical and human themes, and approach and examine the battles between the man-made and natural worlds.

Geography is designed to provide students with a course that develops a sound understanding and knowledge of geographical themes. From climate change to global shifts in economic power, students will study the issues and develop skills to solve twenty-first century problems. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Specification Content/Examination

The examination consists of 3 written papers: One for physical topics, one for human topics and the third to test the students' ability in geographical application.

Paper 1: Living with the physical environment.

Written paper, 1 hour 30 mins, worth 35% of the total marks

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK

Paper 2: Challenges in the Human Environment.

Written paper, 1 hour 30 mins, worth 35% of the total marks

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

Paper 3: Geographical applications.

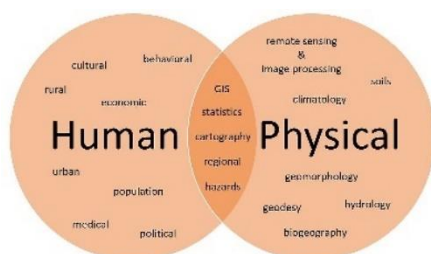
Written paper, 1 hour 15 mins, worth 30% of the total marks

- Pre-release material issued 12 weeks before exam
- **BOTH** field work activities and associated write ups are carried out during the two year course.



Other Information

There will be two sets of field work with associated write up and it is crucial students complete these. There is also a day trip to Rio Hozgarganta in Spain towards the end of Year 10, so students will need a valid passport.



HAIR AND BEAUTY

City & Guilds Level 2 Technical Award (specification 3038-24)

<https://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-and-complementary-therapies/beauty/3038-technical-in-hair-and-beauty>

Introduction

This vocational qualification allows you to explore the exciting world of hair and beauty and the environment in which its industries operate. If you enjoy looking back in time to explore changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you.

Students will study how hair and beauty has developed from ancient times to the present day and develop hair-styling, make-up and manicure technical skills to produce your own photographic image. You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services.

The course will be delivered by qualified external instructors.

Specification Content / Examination

The qualification develops the following knowledge, understanding and skills:

- specific services carried out within the hair and beauty sectors, roles and responsibilities and typical working patterns
- evolution of hair and beauty from use in ancient times to the mid 90s
- how technological advancements, changes to the economy, and social factors have influenced the sector
- chemistry of cosmetics and biology related to hair and beauty
- uses of design and images for business use
- technical hair styling, make-up and manicure skills

The course is divided into three units:

- Exploring the world of hair and beauty
- Science of hair and beauty
- Design in the hair and beauty sector

Students will complete a synoptic assignment (worth 60% of the overall qualification) and sit a theory exam (worth 40% of the overall qualification).

Other Information

As part of the City & Guilds Technicals in Hair and Beauty course, the training provider will offer opportunities for our students to engage in a programme of work experience. Whilst this is not a compulsory part of the course, it is a great opportunity for students to gain invaluable real world experience and add to their learning. It is important to note that the optional work experience would be arranged after school hours (in the afternoons and/or on Saturdays), and would be unremunerated.



HISTORY

AQA GCSE (specification 8145)

<https://www.aqa.org.uk/subjects/history/gcse/history-8145>

Introduction

History is accessible to all pupils. The main requirements are an enjoyment of the subject and a positive attitude to learning.

In history, you learn how to analyse sources, to weigh up evidence, to detect bias and inconsistencies, and to draw conclusions. You also learn how to use your knowledge to construct clear, balanced and convincing arguments.



Specification Content / Examination

This course is divided into four units:

- Health and the People: c1000 to the present day
- Conflict and tension between East and West, 1945-1972
- Elizabethan England, c1568-1603
- Germany, 1890-1945: Democracy and dictatorship

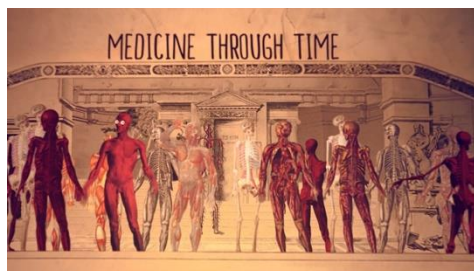


Students will sit two exams, each worth 50% and of 1 hour 45 minutes duration.



Other Information

The skills learned in history are very useful in many careers. History is not compulsory for those wishing to study law, but is highly recommended because it develops similar skills.



MUSIC

OCR GCSE (specification J536)

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

Introduction

If you enjoy performing, composing and listening to a wide variety of music, then GCSE music will provide you with the opportunity to develop your musical knowledge and skills in a contemporary, accessible and creative way.

The course is designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions. From a rock-loving electric guitarist to a jazz-playing saxophonist or a pop vocalist, all are welcome and all will thrive!

Specification Content / Examination

There are five areas of study:

- Area of study 1: My music
- Area of study 2: The concerto through time
- Area of study 3: Rhythms of the world
- Area of study 4: Film music
- Area of study 5: Conventions of pop

There are two NEAs:

- performance - 30% of the final grade
- composition - 30% of the final grade



The final exam on listening and appraising is of 1 hour and 30 minutes duration and makes up 40% of the final grade.



PHYSICAL EDUCATION

AQA GCSE (specification 8582)

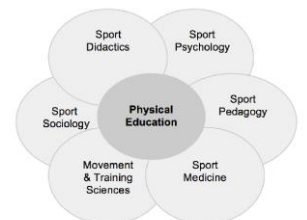
<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

Introduction

The GCSE PE Course requires students to demonstrate a good level of physical and theoretical performance. Students will experience a wide range of activities and thus empower themselves with many key/life skills (for example, activity knowledge, communication, leadership, organisation, etc.) considered valuable for their development in the subject.

This GCSE course is designed to:

- be inspiring, motivating and challenging, and enable informed decisions about further learning opportunities and career pathways
- develop knowledge, understanding, skills and values to develop and maintain performance in physical activities and understanding of the benefits to health, fitness and well-being.
- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- develop understanding of how the physiological and psychological state affects performance in physical activity and sport
- develop the ability to perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop the ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and wellbeing
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

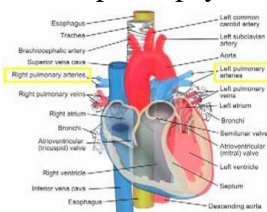


Specification Content / Examination

The two year course consists of practical (40%) and theoretical (60%) components.

Pupils will be assessed practically on *four* AQA-approved sports. Activities will be assessed by teachers and moderated by AQA. Students will only be allowed to be assessed as a performer in three different sports (one team sport, one individual sport and either team or individual sport).

Students will sit *two* 1 hour 15 minute exams, focusing on applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences, health, fitness and wellbeing.



Other Information

Pupils need to understand that this is an academic subject. The practical element is only 40% of the course. The three weekly lessons allocated to this subject will involve two theory lessons and one practical lesson throughout Years 10 and 11.



RELIGIOUS STUDIES

AQA GCSE (specification 8062)

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

Introduction

The course offered in Years 10 and 11, which leads to GCSE examinations in religious studies, is open to all students and ***does not presuppose faith***. It is designed to be accessible to persons of **any religious persuasion, or none**. No prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification. Questions, schemes and assignments will not require of any student a predetermined opinion that he may not share.

The course's aims and learning outcomes are designed to encourage students to be inspired and challenged by following a broad, relevant and worthwhile course of study that challenges young people and equips them to lead constructive lives in the modern world.

This specification enables students to:

- adopt an enquiring, critical and reflective approach to the study of religion;
- develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism,
- explore Islam and Christianity and develop their knowledge and understanding of their beliefs, teachings and sources of wisdom and authority,
- reflect upon fundamental questions, engage with them intellectually and respond personally,
- enhance their spiritual and moral development, and contribute to their health and well-being

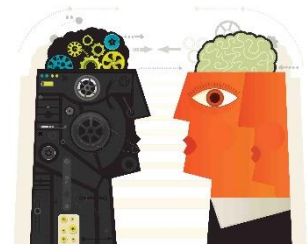
Specification Content / Examination

The GCSE religious studies course consists of two components of study:

Component 1: The study of Christianity and Islam.

This section of the specification will be taught in Year 10. It will focus on their beliefs, teachings and practices and how these influence individuals, communities and societies. Both of these religions are compared and contrasted.

Component 2: Looking at the **four** religious, philosophical and ethical studies themes. This section of work will be taught in Year 11.



SOCIOLOGY

AQA GCSE (specification 8192)

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

Introduction

Sociology aims to broaden students' minds, helping them to see the world from different perspectives in new and thought provoking ways.

To decide on future policy, governments, businesses, academic institutions and communities alike must evaluate the here and now and assess how best to make use of their understanding of the society of today.

Sociologists offer the most complete and wide ranging interpretations of modern life; from the scientific empirical analysis of human behaviour to the more specifically human evaluation of distinctly personal experiences.

Specification Content / Examination

The GCSE sociology course consists of two components:

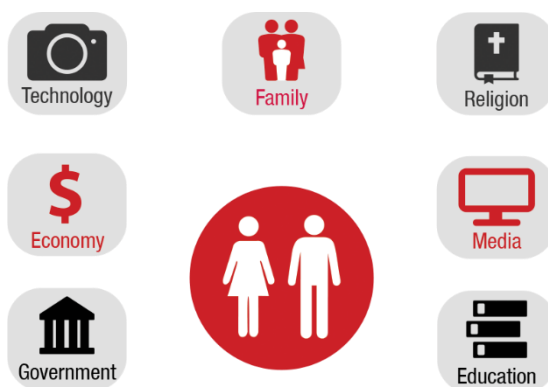
- Unit 1: Families and Education
- Unit 2: Crime and Deviance, Social Stratification

Assessment consists of two written papers, each of 1 hour and 45 minutes duration.



Other Information

To study sociology is to develop a variety of skills explicitly transferable to many, if not all, careers. These unique skills have helped channel many students towards academic study and successful careers in law, the media, teaching, the police force, business administration and many other areas of employment.



SEPARATE (TRIPLE) SCIENCE

AQA GCSE (specifications 8461, 8462 and 8463)

Introduction

We currently live in a world facing many challenges, whether it be in the form of environmental issues such as deforestation or meeting the energy demands of a growing population. Have you ever thought you may want to be part of the solution?

This is an exciting course which begins to give us an understanding of the world around us and builds a knowledge of principles which underpin all sciences.

This course will take up one of your options and it will cover a larger subject content than the Combined Science course. Although the course will require a high level of commitment, it will also provide the opportunity to explore science concepts in more depth.

Specification Content / Examinations

The topics covered will include those for Combined Science, but with further content and required practicals.

Biology

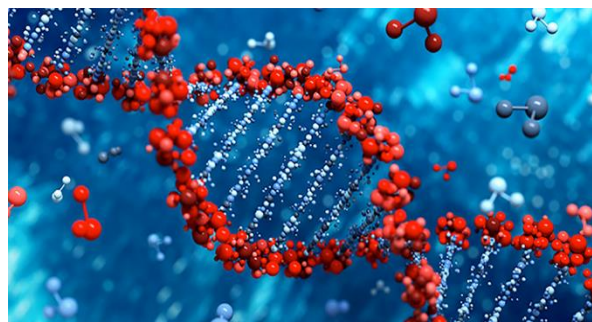
<https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Year 10:

1. Cell biology.
2. Organisation.
3. Infection and response.
4. Bioenergetics.

Year 11:

5. Homeostasis and response.
6. Inheritance, variation and evolution.
7. Ecology.



Ten required practicals are carried out during the two years of study.

Chemistry

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

Year 10:

1. Atomic structure and the periodic table.
2. Bonding, structure, and the properties of matter.
3. Quantitative chemistry.
4. Chemical changes.
5. Energy changes.



Year 11:

6. The rate and extent of chemical change.
7. Organic chemistry.
8. Chemical analysis.
9. Chemistry of the atmosphere.
10. Using resources.

Eight required practicals are carried out during the two years of study.

Physics

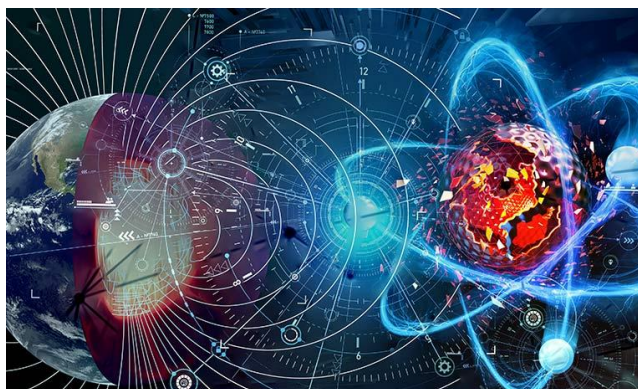
<https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Year 10:

1. Energy.
2. Electricity.
3. Particle model of matter.
4. Atomic structure.

Year 11:

5. Forces
6. Waves.
7. Magnetism and electromagnetism
8. Space physics



Ten required practicals are carried out during the two years of study.

NOTE: Some of these topics have been covered at a basic level in Year 9, but they will be revisited over the two years to refresh subject knowledge.

Assessment for all three specifications will be using the 9-1 grading system. The foundation tiers will cover grades 1–5 and the higher tiers will cover grades 4-9. There are no controlled assessments in the new science qualification however the questions assessing students' use of mathematical skills will make up 15% of the assessments. The final examination will consist of 6 separate papers (two for each science), each of 1 hour and 45 minutes duration, making up a total of 3 hours and 30 minutes hours worth of assessment for each science. ***An individual grade will be attained for each science.***

Other Information

Help build a better future, whether it be designing safe water systems for the 771 million people without water, saving the rainforest, using DNA to solve crimes, or being part of the sustainable fashion movement, the possibilities with science are endless.

While high grades in science GCSEs can enable access to careers such as medicine, dentistry, nursing, engineering, computer science and forensics, choosing science can mean much more than just that.

The problem-solving and critical thinking skills that science qualifications develop are invaluable in many fields of employment outside of the subject.

SPORTS STUDIES

OCR Cambridge National Level 1/Level 2 (specification J829)

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/>

Introduction

Consider this course if you love playing sports and have bundles of energy. This course not only caters to sports enthusiasts but also offers an engaging and highly practical pathway for students passionate about sports and physical education. With a strong emphasis on practical performance, it becomes an ideal choice for those who thrive in hands-on learning environments.

Specification Content / Examination

Students must complete three units:

- One mandatory written exam, worth 40% of the final mark,
- One mandatory Non-Examined Assessment (NEA), worth 30% of the final mark,
- One optional Non-Examined Assessment (NEA) from a choice of two, worth 30% of the final mark.

Students will cover the following topics:

- Contemporary issues in sport
- Performance and leadership in sports activities
- Sport and the media
- Increasing awareness of outdoor and adventurous activities

Other Information

This vocational course is aimed at those students who enjoy sports, but do not want to study the very academic and science-based GCSE PE course.



NON-EXAMINED COURSES

PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE)

The PSHE programme aims to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

This programme of study is based on three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World, within which there will be broad overlap and flexibility.

A PSHE programme needs to meet the pupils' needs and should be tailored to local circumstances. To this end there will also be career advice and students will be able to hear from a number of local employers to help them broaden their knowledge on the variety of jobs available and the subjects they will need to study at A-level if they wish to pursue them.

CORE PE

All students in Years 7-11 are required to participate in a Core PE programme designed to enhance fitness levels and develop physical, mental and social well-being.

All lessons are taught in school and some at the Victoria Stadium complex, with the occasional external visit. This will allow students the opportunity to take part and experience a variety of sports. Football, hockey, basketball, athletics, cricket, volleyball, rugby, squash, table tennis, badminton and fitness methods are among many of the sports/disciplines practised.

Year 7-11 pupils will also be involved in the fitness programme. This programme will help reinforce the importance of leading a healthy lifestyle through external speaker workshops, fitness sessions and visits.

This practical course does not lead to public examinations.

RELIGIOUS EDUCATION

The non-GCSE RE course is designed to provide students with a broad overview of religious belief as well as allowing them to explore moral and ethical issues.

It is open to all students and *does not presuppose faith*. It is designed to be accessible to persons of any religious persuasion or none.

APPENDIX

Students who are aiming to continue with their studies after Year 11 should consider the following information:

SUBJECTS AVAILABLE IN YEAR 12

Accounting	Economics	Music
Applied Business	English Literature	Music Performance
Applied Food Science and Nutrition	French	Performance (Acting)
Art and Design	Further Mathematics	Physical Education
Biology	Geography	Physics
Business Studies	Health and Social Care	Psychology
Chemistry	History	Religious Studies
Computer Science	History of Art	Sociology
Dance	IT	Spanish
Design Technology	Mathematics	Travel and Tourism
Drama and Theatre Studies		

Please note that each subject will have different *entry requirements* and the subjects available may change.