Introduction

In September you will begin the two-year courses which lead to GCSEs and other qualifications. To help you decide which subjects you would like to study next year this booklet contains the following information:

- An outline of the five different pathways that are available for you to take through Key Stage 4 at Notre Dame and the KS3 levels that you need to have gained in order to study each course.
- Descriptions of the courses on offer at Notre Dame.

Please read all this information carefully and thoughtfully. When making your decisions, consider your interests, abilities and possible career plans. Discuss them with your parents and teachers.

What will happen next?

- At the beginning of the summer term you will have an interview with Mr Smith to discuss the preferences that you have chosen. You will be told of the time of the interview beforehand and your parents or carers are welcome to attend the interview with you. You will need to bring a completed copy of the form that is at the back of this book to the interview.
- You will be told in June which pathway you will be on in September and the subjects that will be on your timetable.
Core+ Pathway  

Only 16 places in this Pathway

Entry Requirements: This Pathway is for students not yet achieving Level 5 in English and Maths. Students will be directed to this Pathway.

GCSE Expectations: GCSE 4 and above in English, Maths and elective subject (Previously D/C/B/A/A*)

For careers in the field of, for example: Health Care, Leisure, Hotels, Hair and Beauty, Banking, Retail, Administration

University: Application to a University such as Kingston, Del Montfort, Liverpool John Moores, University of Hertfordshire, London South Bank or an Apprenticeship

Core Subjects
- English (with 3 extra English lessons)
- English Literature
- Mathematics (with 3 extra Maths lessons)
- Religious Education
- Modern Foreign Language
- Combined Science or BTEC Science
- Physical Education (non-GCSE)
- PSHE (non-GCSE)

Elective Subjects One of the following:
- Child Development (non GCSE)
- ECDL IT qualification
Creative Pathway  Only 40 places in this Pathway

Entry Requirements: Level 6 or above in English and Maths and in elective subjects

GCSE Expectations: GCSE 5 or above in all subjects, with elective subjects at GCSE 6 and above (Previously C/B/A/A*)

For careers in the field of, for example: Fashion, Art, Media, Music, Film, Drama, Hospitality, Graphic Design

University: Application to a University such as University of the Arts London, Goldsmiths, Royal Academy of Dramatic Arts, St Andrews, Arts University Bournemouth or an Apprenticeship

Core Subjects
English
English Literature
Mathematics
Religious Education
Combined Science
Modern Foreign Language
History or Geography
Physical Education (non-GCSE)
PSHE (non-GCSE)

Elective Subjects Two of the following:
Art
Music
Drama
Textiles
Food

Media
Second Modern Foreign Language
Sociology
Sports Studies
**Scholastic Pathway**  
*Only 24 places in this Pathway*

**Entry Requirements:** Level 6 or above in English, Maths and Science  
Students will be invited to apply for this Pathway

**GCSE Expectations:** GCSE 7, 8, 9 in all subjects (Previously A*/A)

For careers in the field of, for example: Medicine, Education, Law, Accounting, Science, Engineering, Journalism

**University:** Application to a Russell Group University such as Oxford, Cambridge, Imperial College London, Kings College London, University College London, LSE, Queen Mary University London, University of Glasgow, University of Leeds

**Core Subjects**  
English  
English Literature  
Mathematics  
Religious Education  
Biology  
Chemistry  
Physics  
History or Geography  
Modern Foreign Language  
Physical Education (non-GCSE)  
PSHE (non-GCSE)

**Elective Subjects**  
One of the following:  
Second Modern Foreign Language  
Sociology

Art  
Computer Science  
Music

**Technological Pathway**  
*Only 40 places in this Pathway*

**Entry Requirements:** Level 6 or above in English and Maths and in elective subjects

**GCSE Expectations:** GCSE 5 or above in all subjects, with elective subjects
at GCSE 6 and above (Previously C/B /A/A*)

For careers in the field of, for example: Computing, Design, Media, Accounts

University: Application to a University such as City University London, Loughborough, Warwick, Bristol, Edinburgh, Manchester or an Apprenticeship

Core Subjects
English
English Literature
Mathematics
Religious Education
Combined Science
Modern Foreign Language
History or Geography
Physical Education (non-GCSE)
PSHE (non-GCSE)

Elective Subjects Two of the following:

Computer Science Media
Food Second Modern Foreign Language
ICT Sports Studies
Textiles

Vocational Pathway Only 20 places in this Pathway

Entry Requirements: Level 5 in English and Maths and in elective subjects

GCSE Expectations: GCSE 4 or above in all subjects, with elective subjects at GCSE 5 or above (Previously D/C and above)

For careers in the field of, for example: Health Care, Leisure, Hotels, Hair and Beauty, Banking, Retail

University: Application to a University such as Kingston, Del Montfort, Liverpool John Moores,
University of Hertfordshire, London South Bank
or an Apprenticeship

Core Subjects
English
English Literature
Mathematics
Religious Education
Modern Foreign Language
Combined Science or BTEC Science
Physical Education (non-GCSE)
PSHE (non-GCSE)

Elective Subjects Three of the following:

Art
Child Development (Non GCSE)
Drama
ECDL IT qualification
ESOL
Food
ICT

Health and Social Care
Second Modern Foreign Language
Sports Studies
Textiles
<table>
<thead>
<tr>
<th>Elective Subjects</th>
<th>Places available</th>
<th>Minimum Group size</th>
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<tbody>
<tr>
<td>Art</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>Child Development</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Computer Science</td>
<td>48</td>
<td>18 (2 groups)</td>
</tr>
<tr>
<td>Drama</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>ECDL IT qualification</td>
<td>24</td>
<td>16</td>
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<tr>
<td>ESOL</td>
<td>16</td>
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<tr>
<td>Food</td>
<td>24</td>
<td>16</td>
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<tr>
<td>Health and Social Care</td>
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<tr>
<td>ICT</td>
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<tr>
<td>Lifeskills</td>
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<tr>
<td>Media</td>
<td>24</td>
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<td>Music</td>
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<td>Second MFL Italian</td>
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<td>Second MFL Portuguese</td>
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<tr>
<td>Second MFL Spanish</td>
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<tr>
<td>Sociology</td>
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<tr>
<td>Sports Studies</td>
<td>24</td>
<td>18</td>
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<tr>
<td>Study Support</td>
<td>10</td>
<td>6</td>
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<tr>
<td>Textiles</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>Humanities</td>
<td>Places available</td>
<td>Minimum Group size</td>
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<tr>
<td>Geography</td>
<td>72</td>
<td>18 (3 groups)</td>
</tr>
<tr>
<td>History</td>
<td>72</td>
<td>18 (3 groups)</td>
</tr>
</tbody>
</table>

When a subject is oversubscribed, the following criteria will be used to award places:

1. Students following Scholastic or Core+ Pathways
2. Students with the highest levels in that subject (or in an equivalent e.g. English Level for Sociology and Media)
3. Students who play an instrument or belong to Notre Dame Singers for Music
4. Students whose home language is Spanish, Portuguese or Italian for Second MFL
5. Students who have excellent attendance, punctuality and behaviour
Art and Design

**Examination Board, Syllabus and Specification:** Edexcel

**Qualification:** GCSE

<table>
<thead>
<tr>
<th>Course Outline</th>
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<tbody>
<tr>
<td>The course is made up of two main units of work over five terms followed by a two day (10hour) examination. The controlled assessment makes up 60% of the final grade and is produced during lesson time, alongside additional set tasks. In the spring term of Year 11, the students are given a new theme by the exam board to work on and this final project will make up the remaining 40% of the GCSE grade.</td>
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<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>Students will be given broad projects to work on for their controlled assessment and will practise drawing, painting, collage, printmaking and other disciplines, including three dimensional studies. Students are assessed on their ability to use a wide range of materials successfully and modify their work as it progresses, whilst also developing their ideas and relating to the work of other artists. The course starts with a structured introduction followed by opportunities for independent and studies. Students are expected to carry out practical tasks at home and some basic art equipment is required.</td>
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<thead>
<tr>
<th>Additional Information</th>
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<tbody>
<tr>
<td>Creative thinking and practical skills developed through taking this GCCSE will lead to better learning in other areas. If you enjoy expressing yourself using pictures and have an interest in design, then this might be just the course for you.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Useful websites/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.edexcel.com">www.edexcel.com</a></td>
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<tr>
<td><a href="http://www.studentartguide.com">www.studentartguide.com</a></td>
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<tr>
<td>bbc bitesize.com</td>
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</tbody>
</table>
**Child Development**

**Examination Board, Syllabus and Specification:** AQA Child Development 5956  
**Qualification:** Entry Level Certificate

### Course Outline
This course will focus on four units from the following topics:

- Pregnancy  
- The Importance of Play for the Under-5  
- Safety of the Under-5s  
- Child Health  
- Care of the Baby  
- Healthy Eating for the Under-5s  
- Childbirth  
- Child Care Provision  
- Books, Television and DVDs  
- Parenting  
- Special Children

### Assessment

**50%** of the total marks will be awarded after completing **two** assessments set by AQA.  
**50%** of the total marks will be awarded after completing **two** assessments set by the class teacher.  
There is no final examination for this course.

### Additional Information
This is not a GCSE level course, but it would be a valuable course for students to take who are thinking of studying child development or child care at college.

### Useful websites/Resources
- Aqa.org.uk  
- Healthcareers.nhs.uk
Computer Science
Examination Board, Syllabus and Specification: WJEC
Qualification: GCSE

Course Outline
Computer Science offers students the opportunity to gain an understanding of the way that computers work, and to create and review computer programs for real-life purposes based on their own interests. It encourages them to create their own games, applications and other systems, rather than simply use those designed by others.

Assessment
Understanding Computer Science – Examination
Solving Problems with Computing - Examination
Developing Computing Solutions – Controlled Assessment

Additional Information
Students will be creating computer programmes and using Python computing language. They will also use JAVA through HTML and Greenfoot.
Drama

Examination Board, Syllabus and Specification: (as yet to be decided)

Qualification: GCSE

Course Outline
Drama is a lively mix of workshops, performances and evening theatre visits. The skills you develop in lessons will not only help you achieve excellent results in your GCSE but will give you the confidence, presentation and team-building skills that will make you desirable to employers in the workplace. Many students go on to study Drama at A Level and University. Drama qualifications not only prepare students for careers in the Theatre and the Performing Arts, but provide transferable skills such as creative thinking, confidence, working well collaboratively, expressing your opinions and problem solving.

Assessment
GCSE Drama is made up of three components:
Component 1: Devising Coursework 40% (internally assessed)
Component 2: Text/Play Coursework 20% (externally assessed)
Component 3: Theatre Makers Written examination 40% (exam assessment)

Component 1: Coursework 40% Devising
Consists of 10% practical performance and 30% portfolio.
Students will explore and then devise a performance from stimuli.
Students will be assessed in the following three areas;
1. Process - the creation and development of ideas in the form of a portfolio
2. Performance - students in small groups will perform their devised piece to an audience and filmed
3. Analysis and evaluation of their own work in the form of a portfolio.

Component 2: Coursework 20%
Students will be assessed on their performance from text/play.
Students will perform two extracts from text/play, students can choose to perform either a monologue, duologue or group piece for each of their extracts. Their performance’s will be performed to an outside examiner and filmed.

Component 3: Written examination 40%
Theatre makers in practice consists of a written examination based on the exploration of a set text/play and the review of a live piece of theatre.
Students will be assessed in the following areas;
1. Knowledge and understanding of the set text/play
2. Analysis and evaluation of the work of others in relationship to the live piece of theatre.

Additional Information
It is recommended that you attend LAMDA which takes place on Tuesdays and Wednesdays after school. This club is free for Notre Dame students to attend. The acting skills taught will be invaluable for Component 2.
To be able to do well in Drama you are required to have the following skills:
Self-discipline
Patience
Creativity
Problem solving
Very good attendance
Supportive attitude to others
Courage
Sensitivity
and a sense of humour!
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<td><a href="http://www.oldvictheatre.com">www.oldvictheatre.com</a></td>
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<tr>
<td><a href="http://www.unicorntheatre.com">www.unicorntheatre.com</a></td>
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English Language

Examination Board: AQA
Qualification: GCSE

English Language Course Outline

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

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

GCSE English Language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries.

Examination Requirements

Paper 1: Explorations in Creative Reading and Writing. Written exam: 1 hour 45 minutes. 50% of the GCSE.

Paper 2: Writers’ Viewpoints and Perspectives. Written exam: 1 hour 45 minutes. 50% of the GCSE.
English Literature
Examination Board: AQA
Qualification: GCSE

Course Outline

Shakespeare
Students will study one play from the following list: Macbeth, Romeo and Juliet, The Tempest, The Merchant of Venice, Much Ado About Nothing or Julius Caesar.

19th Century novel
Students will study one novel from following list: Robert Louis Stevenson, The Strange Case of Dr Jekyll and Mr Hyde; Charles Dickens, A Christmas Carol; Charles Dickens, Great Expectations; Charlotte Bronte, Jane Eyre; Mary Shelley, Frankenstein; Jane Austen, Pride and Prejudice; Sir Arthur Conan Doyle, The Sign of Four.

Modern texts
Students will study one modern play from the following list: JB Priestley, An Inspector Calls; Willy Russell, Blood Brothers; Alan Bennett, The History Boys; Dennis Kelly, DNA; Simon Stephens, The Curious Incident of the Dog in the Night-Time (play script); Shelagh Delaney, A Taste of Honey.

Students will study one modern novel from the following list: William Golding, Lord of the Flies; AQA Anthology, Telling Tales; George Orwell, Animal Farm; Kazuo Ishiguro, Never Let Me Go; Meera Syal, Anita and Me; Stephen Kelman, Pigeon English.

Poetry
Students will study one cluster of poems taken from the AQA poetry anthology, Poems Past and Present. There is a choice of two clusters, each containing 15 poems. The poems in each cluster are thematically linked and were written between 1789 and the present day. The titles of the two clusters are: Love and relationships; Power and conflict.

Examination Requirements

Paper 1: Shakespeare and the 19th Century Novel. Written exam: 1 hour 45 minutes. 40% of the GCSE.

Paper 2: Modern Texts and Poetry. Written exam: 2 hours 15 minutes. 60% of the GCSE.
### Course Outline
This course is designed for those students who speak English as an additional language. The aim of the course is for students to develop their skills in using English for academic purposes. The course covers all four skills: speaking, listening, reading and writing. These are taught by learning about a number of topics including sports and leisure, the world of work, animals and wildlife, the media and science.

### Assessment
Assessment is by examination. There is a writing and reading examination, a listening examination and a speaking test. There are two levels of entry: core and extended. Students entered for the core option can achieve a C-G grade and those entered for the extended option can achieve an A*-E grade.

### Additional Information
The IGCSE is equivalent to a GCSE qualification and is recognised as a valid qualification by VI form colleges, colleges of further education, universities and other places of learning.

### Useful websites/Resources
www.cie.org.uk
Food Preparation and Nutrition

Examination Board, Syllabus and Specification: AQA 8585
Qualification: GCSE

Course Outline
The GCSE Food Preparation and Nutrition course will provide students with the opportunity to learn important concepts relating to food, from the current principles of food science, nutrition and healthy eating to food preparation skills. Students will also consider environmental and sustainability, cultural, moral and economic issues when designing and making products to meet the needs of individuals.
Within this course emphasis is placed on the development of practical skills and students are encouraged to be creative and innovative when working with food.
The course may be a stepping stone to a career related to food, but even if not, it will provide students with the practical skills, knowledge and understanding to make informed decisions relating to food choices.
Students will study Five Themes:
* Food Nutrition and health * Food Choice
* Food Science * Food Provenance
* Food Safety

Assessment: 15% Food Investigation, 35% Food Preparation and 50% final exam

Additional Information
Students will learn about the importance of the physical, chemical and nutritional properties of food when developing “new” products and will learn about both SMART and functional foods. Students will be encouraged to use a variety of computer programs as an integral part of their work.

Useful websites/Resources
www.aqa.org.uk
www.bbc.co.uk/bitesize/gcse/design/food
Geography

Examination Board, Syllabus and Specification: OCR GEOGRAPHY B
Qualification: GCSE

Course Outline
Units of Study – these are designed to give students a balanced view of physical and environmental aspects of places and their inter-relationships with people. They are:

a) Global Hazards  
b) Changing Climate  
c) Distinctive Landscapes  
d) Sustaining Ecosystems  
e) Urban Futures  
f) Dynamic Development  
g) UK in the 21st Century  
h) Resource Reliance

Also includes 2 fieldwork studies and Geographic Skills.

The work done will build on knowledge, understanding and skills already gained in KS3 Geography.

Assessment
The course is broken down into 3 units. Units 1 and 2 are worth 35% and Unit 3 is worth 30% of the final grade.

Units 1 and 2 are assessed through an exam paper, each with last 1 hour and 15 minutes.

Unit 2: Decision Making Exercise – assesses students ability to make geographical decisions and assess them. This is assessed in an exam that is 1 hour and 30 minutes long.

Fieldwork and Geographic skills are assessed with units 1 and 2.

Additional Information
Students are expected to be able to work individually as well as in groups. Ability to organise themselves is very important.
Health and Social Care
Examination Board, Syllabus and Specification: AQA 4822
Qualification: Health and Social Care (Single Award)

Course Outline
Unit 1: Understanding Personal Development and Relationships (48201) - Stages of physical growth and intellectual/social/emotional development
Unit 2: Health, Social Care and Early Years Provision (48202) - Needs of client groups, access and barriers to provision, work roles

Assessment
Unit 1 – External examination - written paper 1 hour 15 mins – 70 marks – 40%.
The question paper is a mixture of short answer, structures and free response questions.
Unit 2 – Controlled internal assessment – 20 hours – 80 marks – 60%.
This course requires the completion of two tasks that will be internally assessed and externally moderated.

Useful websites/Resources
www.bbc.co.uk/health www.bbc.co.uk/health over 50 www.bbc.co.uk/parenting
www.socialworkcareers.co.uk www.ageconcern.org.uk www.foodforum.org.uk
TV Soaps: Holby City, Casualty, Doctors
History

Examination Board, Syllabus and Specification: Edexcel
Qualification: GCSE

Course Outline
At GCSE you will study four key topic areas:

Crime and Punishment in Britain c.1000-present day - This fascinating topic will help you to understand how criminal activity, law enforcement and punishment have changed over time. It includes case studies such as the gunpowder plot; witch-hunts and the origins of the metropolitan police. You will also study the Whitechapel murders in the 19th century.

Anglo-Saxon and Norman England, c1060-88 - Building on knowledge you gained in year 7, this unit of study looks at the impact of the Norman Conquest in depth. This will include the contenders for the throne, the Battle of Hastings and the Harrying of the North.

The American West, c1835–c1895 - Have you ever wondered what all of those cowboys and Indians films are really about and whether there is any truth to them? This topic focuses on the beliefs and way of life of Plains Indians and the impact of the arrival of White settlers.

The USA, 1954–75: conflict at home and abroad - You will learn about the Civil Rights movement (including the role of Martin Luther King and Rosa Parks); and opposition to it (including the KK and the murder of Emmett Till). You will also study the Vietnam War and its consequences.

Assessment
You will sit three exams:

Paper 1 – Crime and Punishment/ Whitechapel - 1 hour and 15 minutes
Paper 2 – Anglo Saxon and Norman England/ The American West – 1 hour and 45 minutes

Additional Information:
It is only through studying the past that we can make sense of the present and so better understand the world that we live in today. Studying History is also helpful for careers in law, politics, media, librarianship and museum work.
Course Outline
This GCSE in Information and Communication Technology offers a unique opportunity to identify and solve real problems by designing information and communication systems in a wide range of contexts relating to their personal interests. Information and Communication Technology develops candidates’ interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

The GCSE encourages the investigation and study of Information and Communication Technology in a variety of contexts, giving opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of information and communication systems.

Assessment
Understanding ICT – Examination
ICT in organisations - Examination
Solving problems with Multimedia solutions – Controlled Assessment

Additional Information
Students will be creating their own animations and developing their skills in the use of Web design and Movie making software.
**Life Skills**

**Examination Board, Syllabus and Specification:** ASDAN

**Qualification:** Personal and Social Development Qualification

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**Course Outline**

The Personal and Social Development qualification provides an opportunity for the candidates to develop skills, allowing them to become more autonomous and personally effective in managing and dealing with the demands of daily life.

This qualification consists of various units including:

* Managing social relationships
* Parenting awareness
* Your Rights and responsibilities
* Environmental awareness
* Preparation for work
* Healthy Living
* Using technology in the home and community
* Managing own money dealing with problems in everyday life

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**Assessment:** 100% coursework

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**Additional Information**

During the course you will work on a project in most of the areas above. The work will be practical and you will need to compile a portfolio of evidence.

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**Useful websites/Resources**

http://www.asdan.org.uk/PSD
Mathematics
Examination Board, Syllabus and Specification: Edexcel
Qualification: GCSE

Course Outline
The aims of this GCSE course are to encourage students to develop their confidence in mathematics and to recognise the importance of mathematics in their own lives and to society.
The qualification requires students to study mathematics in a number of fields. These are
- Number work which covers all areas of numeracy as well as Standard form, Surds, Rounding and Bounds.
- Algebra work which covers all the basic laws of Algebra as well as graphs both linear and quadratic, transformations of graphs, sequences both linear and quadratic, solving equations of various types.
- Ratio, Proportion and rates of change, a new topic which includes scale factors, compound units and differentiation of equations.
- Geometry and measure, which includes all the facts about shapes for construction and calculations, Trigonometry and Pythagoras, Sine and Cosine rules and vectors.
- Probability, covering experimental probabilities and theoretical probabilities, Venn diagrams and Tree diagrams.
- Statistics, another new topic including sampling and questionnaires, statistical diagrams from bar charts to histograms and populations and correlation.

There are extra topics in the new GCSE which will have a large emphasis on Number, Algebra and Ratio and proportion. There is also a greater emphasis on problem solving and mathematical reasoning.
Pupils will be entered for one of two tiers
Foundation Tier (Grades 1 to 5)
Higher Tier (Grades 4 to 9)

Assessment: Pupils are assessed by three written exam papers, each contributing equally to the final mark and each being 1 hour 30 minutes long. One will be non-calculator and the other two will be calculator papers.

Additional Information: Pupils will need a full maths set of equipment for this course which includes a pen, pencils, a ruler, compass, protractor, pencil sharpener and, most importantly, a good scientific calculator.
Media Studies
Examination Board, Syllabus and Specification: AQA
Qualification: GCSE

Course Outline
Media includes the study of television, film, newspapers, magazines, radio, advertising and pop music. The media industry is a large and growing area for employment and there are now many media based courses at colleges and universities.
To complete this course you will study a range of media and complete three assignments that focus on advertising, film promotion and practical production where you will create a film trailer or music video.
During this course you will gain skills in analysis, design, image production, word processing, marketing, research, journalistic techniques, filming and editing.

Assessment
Three controlled assessments (60% of the final mark): Introductory Assignment (Magazine covers), Cross Media Assignment (Film promotion) and Practical Production (Creating, filming and editing a music video)
A written examination of 1 ½ hours (40% of the final mark): this involves creative exercises as well as knowledge of a set text.

Additional Information
The key qualities to have for this course are an ability to work independently and plan your own time on projects that span several weeks, enthusiasm, a hardworking attitude, a commitment to meeting deadlines, excellent written communication and a good imagination.
MODERN FOREIGN LANGUAGES: FRENCH and SPANISH
EXAMINATION BOARD: AQA – GCSE French or Spanish

This is a two year course with a final examination in Listening, Reading, Speaking and Writing.

**Exams**

MFL GCSEs have a 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 series.

All 4 skills are tested at the end of the 2 years

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**Paper 1: Listening**

**What's assessed**
Understanding and responding to different types of spoken language

**How it's assessed**
- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes’ reading time of the question paper before the listening stimulus is played.)

**Questions**
- **Foundation Tier and Higher Tier**
- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French or Spanish, to be answered in French or Spanish, or non-verbally

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**Paper 2: Speaking**

**What's assessed**
Communicating and interacting effectively in speech for a variety of purposes
How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

- The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too: Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading

What's assessed

Understanding and responding to different types of written language

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

- Foundation Tier and Higher Tier
- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French or Spanish, to be answered in French or Spanish, or non-verbally
- Section C – translation from French or Spanish into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4: Writing

What's assessed

Communicating effectively in writing for a variety of purposes

How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE
Questions

Foundation Tier
- Question 1 – message (student produces four sentences in response to a photo)
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total)
- Question 3 – translation from English into French or Spanish (minimum 35 words)
- Question 4 – structured writing task) – there is a choice from two questions

Higher Tier
- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions –
- Question 3 – translation from English into French or Spanish (minimum 50 words)

You will study 3 Themes:

Theme 1: Identity and culture
Identity and culture covers the following four topics with related sub-topics:

Topic 1: Me, my family and friends
  • Relationships with family and friends
  • Marriage/partnership

Topic 2: Technology in everyday life
  • Social media
  • Mobile technology

Topic 3: Free-time activities
  • Music
  • Cinema and TV
  • Food and eating out
  • Sport

Topic 4: Customs and festivals in French and Spanish speaking countries/communities

Theme 2: Local, national, international and global areas of interest.
Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues
  • Charity/voluntary work
  • Healthy/unhealthy living

Topic 3: Global issues
  • The environment
  • Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment.
Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Skills needed:
AIMS OF THE COURSE:

You will be given the opportunity to:

- develop understanding of spoken and written French or Spanish in a range of contexts.
- develop the ability to communicate effectively in French or Spanish, in speech and writing in an informal and formal context.
- develop knowledge and understanding of French or Spanish grammar and the ability to apply it.
- study topics in French or Spanish at greater depth which reflect your interests and growing maturity.
- develop knowledge and understanding of French and Spanish speaking countries and communities.
- develop skills needed for further study and / or practical use of French and Spanish- eg. CV writing.
- develop your Key Skills in Communication, ICT, Working with Others, Improving your own Learning and Performance and Problem Solving.
Music
Examination Board, Syllabus and Specification: OCR
Qualification: GCSE J536

Course Outline
Music GCSE consists of a mix of practical and theoretical aspects.
There are five Areas of Study.

AoS 1: My Music: Developing your performing and compositional skills in your chosen instrument / voice. Where possible, you will have individual lessons with visiting teachers as part of the course.

AoS 2: The Concerto through time: Studying the history of the Concerto from 1650-1900, and learning about the major composers and compositions within this genre.

AoS 3: Rhythms of the world: Learning about the rhythmical roots from four geographical areas of the world; India and the Punjab, the Eastern Mediterranean, Africa and Central and South America.

AoS 4: Film Music: Learning about music written specifically for film soundtracks, music from the Western Classical tradition used in films and music written as a soundtrack to a video game.

AoS 5: Conventions of Pop: Learning about a range of popular Music from the 1950s to the present day; studying and demonstrating an understanding of Rock and Roll from the 1950s, Rock anthems of the 1970s and 80s, Pop ballads from the 1970s – 90s and solo artists from the 1990s to the present day.

The GCSE course has three Assessment Objectives:

AO1: Performing alone and within an ensemble with technical control, expression, interpretation and with awareness and empathy when performing with others.

AO2: Creating and developing musical ideas with technical control and coherence.

AO3: Analysing and evaluating music using musical vocabulary.

This Music qualification not only prepares students for further study in the Performing Arts, but provides transferable skills such as creative thinking, confidence, working well collaboratively and independently, meeting deadlines, expressing reasoned judgement and problem solving.

Assessment
Unit 1. Integrated Portfolio:
A Solo Performance of a commercially available piece of music (15%)
A Composition for your instrument / voice in your chosen style or genre (15%)

Unit 2. Practical Portfolio:
An Ensemble (group) Performance of a commercially available piece of music (15%)
A further Composition, based on a chosen stimulus such as a note pattern, rhythm, chord sequence, set of words, short story or scenario, which you will perform (15%)

Your minimum performance time across both Portfolios is four minutes.
Your minimum composition length across both Portfolios is three minutes.
You may choose to offer more than one performance and / or composition in each Portfolio in order to ensure you meet the time criterion.

Units 1 and 2 are assessed internally and moderated externally

Unit 3. Listening Examination
At the end of the course, there is one formal Examination, where you will listen to and write about a wide variety of music, across Areas of Study 2, 3, 4 and 5, with a mix of multiple choice, structured and unstructured questions. (40%) Unit 3 is an externally set and marked examination.

**Additional Information**

To be able to do well in Music you are required to have the following skills:

To have achieved at least level 6 at the end of Key Stage Three,

Self-discipline, patience, creativity and the ability to work independently on a task to a deadline,

You will be expected to practise for 20 minutes minimum every day,

You will be expected to perform in a group as well as on your own,

You will be expected to perform in front of an audience,

You will need your own instrument for practice at home.
**Portuguese**

Examination Board, Syllabus and Specification: OCR – J736

Qualification: GCSE

**Course Outline**

During this course you will study the following areas:

**Home and Local Area:** life in the home, friends and relationships, local area, facilities and getting around.

**Health and Sport:** sport: outdoor pursuits and healthy lifestyle, food and drink as aspects of culture and health.

**Leisure and Entertainment:** socialising, special occasions and festivals, TV, films, internet and music.

**Travel and the wider world:** holidays and exchanges, environmental, cultural and social issues.

**Education and work:** school life in the UK and in the target language country or community; work experience, future study and jobs, working abroad.

**Assessment**

This is a two year course with a final examination in Listening, Speaking, Reading and Writing in Year 11. Each assessed skill is worth 25% of your overall grade.

**Useful websites/Resources**

OCR website for past papers practice

Bilingual dictionary and grammar

*Navigar em Português* and *Português sem Fronteiras* – textbooks
Religious Education

Examination Board, Syllabus and Specification: AQA Specification
Qualification: GCSE

Subject aims and learning outcomes:

GCSE specifications in religious studies:

• develop students’ knowledge and understanding of religions and non-religious beliefs, of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying

• develop students’ ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject

• provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their impact on human life

• challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community

Course Content:

Part 1:
Study all four topics (beliefs and teachings and sources of wisdom and authority) the primary religion, Catholic Christianity. (50% of the overall qualification weighting)

Part 2 i:
A study of two topics in relation to a second religion, Judaism. (25% of the qualification)

Part 2 ii: AND

Either: Two themes from St. Mark’s Gospel (25% of the qualification), OR

A study of two themes from philosophical and ethical studies in the modern world (25% of the qualification)

Assessment

There are two papers, one to assess Part 1 and one to assess Part 2. Each lasts one and three quarter hours and is worth 50% of the total mark. There are no levels or tiers; the full range of marks is available to each candidate.

Additional Information

It is helpful if each student has her own Bible at home, preferably the Good News version

This information is subject to change as the exam boards have yet to finalise the specification.


**BTEC Science**

**Examination Board, Syllabus and Specification:** Edexcel

**Qualification:** Level 1 BTEC

<table>
<thead>
<tr>
<th>Course Outline</th>
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<tbody>
<tr>
<td>You will study topics in all of the 3 sciences; biology, chemistry and physics.</td>
</tr>
<tr>
<td>Biology and Our Environment – Variation, adaptation, Evolution, Interdependence, Ecosystems, Pollution, Microorganisms and disease, Bacterial diseases, Lifestyle choices, the use and abuse of drugs, Diet and exercise</td>
</tr>
<tr>
<td>Chemistry and Our Earth – Group 1 and group 7 elements, ionic and covalent bonding, physical and chemical properties, rates of reaction, Industrial processes, Human activity and the environment, the changing Earth.</td>
</tr>
<tr>
<td>Energy and Our universe – Generating electricity, Electrical energy and power, Circuits, Radioactivity, The solar system</td>
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<th>Assessment</th>
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<tr>
<td>One exam paper to be completed in May/June 2016 with Portfolio work throughout the two years.</td>
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<tbody>
<tr>
<td>You will have one science teacher teaching you four periods per week. This is a much more hands-on course with a lot of practical work.</td>
</tr>
</tbody>
</table>

| Useful websites/Resources – www.edexcel.com |
Combined Science
Examination Board, Syllabus and Specification: AQA Combined Science: Trilogy (8464)
Qualification: 2 GCSEs

Course Outline
You will study topics in all of the 3 sciences; biology, chemistry and physics.
In Biology you will study:

In Chemistry you will study:
Atomic Structure and the Periodic Table, Bonding, structure and the properties of matter; Quantitative Chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using Resources.

In Physics you will study:
Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic Structure.

Assessment
6 written exam papers, each 1 hour and 15 minutes long, completed in May/June 2018
At the end of year 11 you will gain 2 GCSEs.

Additional Information
You will have 1 science teacher teaching you 6 periods per week.
**Triple Award Science**

**Examination Board, Syllabus and Specification:** AQA Biology 8461, AQA Chemistry 8462, AQA Physics 8463

**Qualification:** 3 GCSEs

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<tr>
<td>Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic Structure, Space physics.</td>
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<th>Assessment</th>
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<tbody>
<tr>
<td>6 written exam papers, each 1 hour and 45 minutes long, completed in May/June 2018</td>
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<tr>
<td>At the end of year 11 you will gain 3 GCSEs; 1 in Biology, 1 in Chemistry and 1 in Physics.</td>
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<tr>
<th>Additional Information</th>
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<tbody>
<tr>
<td>You will have 3 science teachers, each teaching you 3 periods per week. You will be taught by a specialist teacher for each subject.</td>
</tr>
</tbody>
</table>
**Sociology**

Examination Board, Syllabus and Specification: OCR J696  
Qualification: GCSE

**Course Outline**

Sociology is a fascinating and challenging subject which aims to discover how society works and affects people. You will learn how to conduct your own social research, to articulate your own views and theories, and to critique existing research.

Here is just a snapshot of what you will study:

- Crime - patterns and explanations.
- Youth - Subcultures, peer pressure, gangs.
- Education - role of education, underachievement
- Family - changing family relationships.

**Assessment**

- Sociology Basics - One 60 minute exam that is 25% of the GCSE.
- Socialisation, Culture and Identity - One 90 minute exam that is 50% of the GCSE
- Applying Sociological Research Techniques - One 60 minute exam that is 25% of the GCSE

**Additional Information**

A GCSE in Sociology can prepare you for careers in research, education, law, politics, journalism, marketing, sales, retail, finance….. the list is endless!

**Useful websites/Resources**

http://www.tutor2u.net/blog/index.php/sociology/
http://atschool.eduweb.co.uk/barrycomp/bhs/
http://www.bbc.co.uk/education/levels/z98jmp3

*Oakley, Ann: Who’s Afraid of Feminism?*
Sports Studies

Examination Board, Syllabus and Specification: OCR level 1/2 Cambridge National certificate in Sports Studies

Qualification: Equivalent to 1 GCSE
Entry Requirement: Minimum level 5B in PE

Course Outline
This course is split into 4 parts
RO51: Contemporary issues in Sport – you will investigate the issues which affect participation in sport, know about the role of the national governing bodies in sport and learn about the importance of hosting a major sporting event.
RO52: Developing sports skills – you will develop your skills, techniques and use of tactics/compositional ideas in one individual (i.e. trampolining, athletics) sport and one team (i.e. netball/football) sport.
RO53: Sports Leadership – you develop leadership skills (i.e. communication, organisation) by planning and leading short physical activity sessions to your peers and younger pupils.
RO56: Developing knowledge and skills in outdoor education - you will learn about the range of outdoor activities (i.e. water sports, rock climbing, camping) available in the UK and how people become involved in these activities. You will also learn how to plan for an outdoor activity and be able to participate in one.

Assessment
RO51: At the end of Yr 11 you must sit one exam (1hr). The exams will contain multiple choices, short and long answer questions. Additionally you will sit classroom tests and a mock exam in Yr. 10 and 11.
RO52: You will be assessed in your 2 chosen sports (one must be an individual sport and one must be a team sport). You will also be assessed in umpiring/refereeing a team sport. Assessment will be on going and your final assessment will take place in March of Yr 11. You will also complete a mock practical assessment in Yr.10.
RO53: You will be assessed on leading young children in a 1 hour long physical activity session. This will be videoed.
RO56: You will be assessed on your knowledge and skill when carrying out an outdoor activity. This will be videoed.

Additional Information: This course is an excellent introduction to the sports and leisure industries for you should you wish to pursue a career in this area. You must have an interest in Sport and be willing to commit to extra -curricular clubs in order to improve your performance in the practical areas. You should be eager to learn how you can improve your individual performance and have a natural curiosity of how the body is affected as a result of exercise.
Future careers: PE Teacher, sports masseurs, sports therapist, physiotherapist, sports coach, sports nutritionist, outdoors activity instructor, sports psychologist, fitness instructor.

Useful websites/Resources
# Textiles Technology

**Examination Board, Syllabus and Specification:** AQA 4572  
**Qualification:** GCSE

## Course Outline
Textiles are used everywhere, not just for clothing and furnishings, but for floor and wall coverings; automotive interiors; sound insulations; road surfaces; medical body parts… the potential of textiles are endless!! This is an enjoyable course, which introduces students to all aspects of the textile industry and the variety of applications textiles are used for. Projects through Year Ten are set for students to develop their skills and knowledge and reinforce theory work. The aims of the Textile Technology course is to enable candidates to demonstrate their Design and Technology capabilities through acquiring and applying knowledge, skills and understanding of: Materials, components, processes, techniques and industrial practice, designing and making quality products in quantity, evaluate processes and products and examine the wider effects of design and technology. This course would suit students with an interest in textiles and their products, with a desire to apply them to developing their own textile products to meet a specification that would suit a commercial process in the market place.

## Assessment
- Portfolio of Evidence - Task-based controlled assessment (60%) - Written Examination (40%)

## Additional Information
Appropriate as part of a broad and balanced curriculum for access to P16 studies and/training. Potential career paths are Textile Design or Technology; Textile management; Fashion or Interior design; Retail buying and Merchandising; Teaching.

## Useful websites/Resources
- [www.aqa.org.uk](http://www.aqa.org.uk)  
- [www.bbc.co.uk/bitesize/gcse/design/textiles](http://www.bbc.co.uk/bitesize/gcse/design/textiles)
**OPTION PREFERENCES FOR 2016/2018**

Name: ......................................................................................................... Form: .................

KS3 Levels : English ............. Maths ............. Science .............

GCSE Route Chosen:

<table>
<thead>
<tr>
<th>Core+ Pathway</th>
<th>Technological Pathway</th>
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<tbody>
<tr>
<td>Preference 1</td>
<td>Preference 1</td>
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<td>Preference 2</td>
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<td>Preference 5</td>
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<tr>
<td>Core Language</td>
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<tr>
<th>Creative Pathway</th>
<th>Vocational Pathway</th>
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<td>Core Language</td>
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<tr>
<th>Scholastic Pathway</th>
<th>How to complete this form</th>
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<tbody>
<tr>
<td>Humanities</td>
<td>1) Choose the pathway you wish to follow.</td>
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<tr>
<td>Preference 1</td>
<td>2) List the subjects you wish to do in order of your preferences. You are requested to list five as you may not be given your first or second preference.</td>
</tr>
<tr>
<td>Preference 2</td>
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<td>Preference 3</td>
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<tr>
<td>Core Language</td>
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</table>

How to complete this form

1) Choose the pathway you wish to follow.
2) List the subjects you wish to do in order of your preferences. You are requested to list five as you may not be given your first or second preference.

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I / We agree with the preferences indicated and understand that these preferences cannot be changed.

I / We also understand that stating a preference does not entitle my / our daughter to a place on that course.

Signature of parent(s) / guardian(s)

..........................................................................................................................