

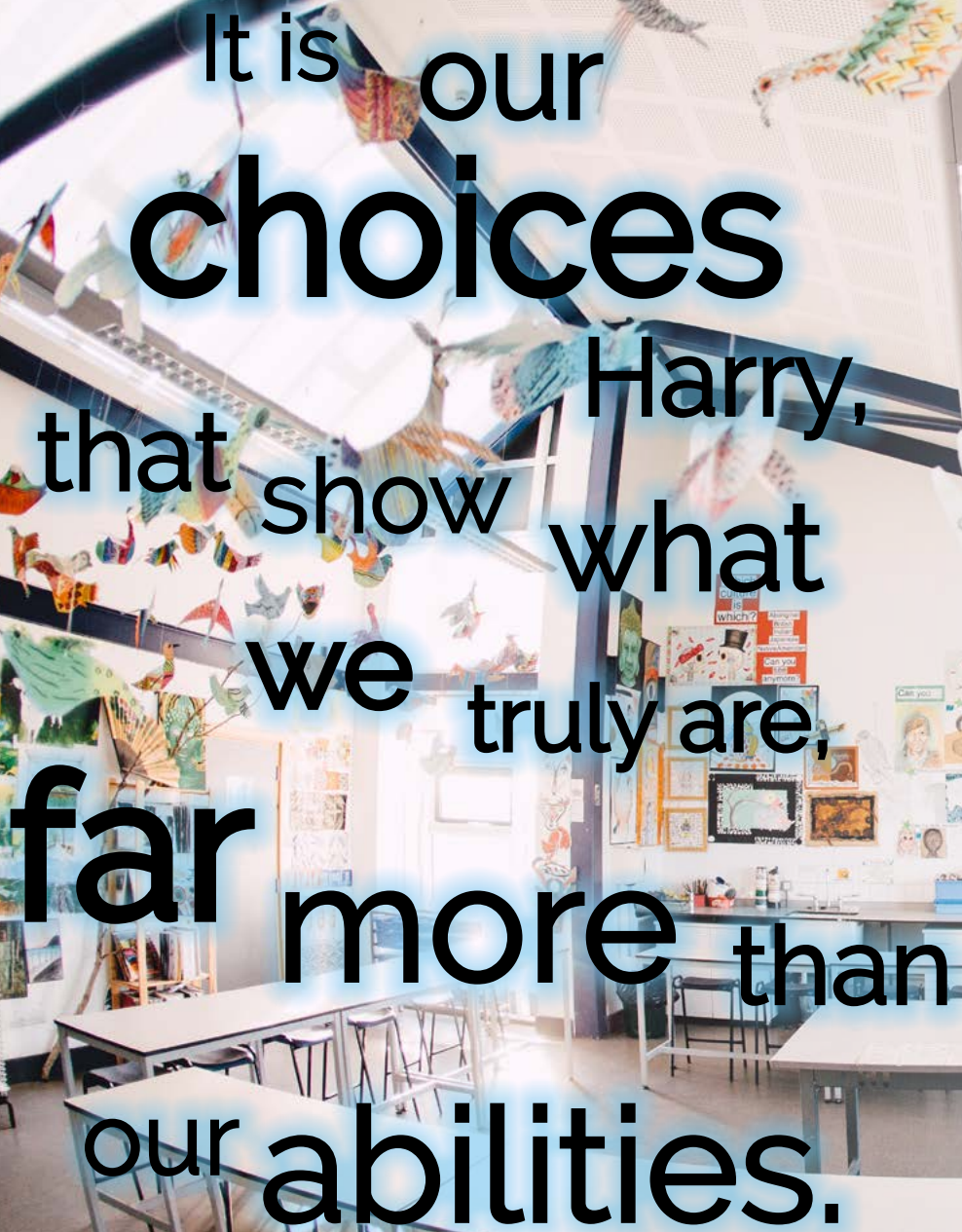
2025

Key Stage 4 Pathways

Driffield School
& Sixth Form



Believe • Achieve



It is our
choices
that Harry,
show what
we truly are,
far
more than
our **abilities.**

- Dumbledore

Contents

| | |
|-------------------------------------|----|
| Welcome | 4 |
| Key Stage 4 Timeline | 5 |
| Pathways to Success | 7 |
| Driffield School Sixth Form | 10 |
| Exam Access Arrangements | 13 |
| Core Compulsory Curriculum Subjects | 14 |
| Optional Subjects | 23 |
| GCSE Options | 24 |
| Vocational Options | 41 |

Welcome

Year 9 is a very exciting and important year for you. It will be the first time that you have the opportunity to decide for yourself some of the subjects that you will study at school. Lots of people will be able to give you help and advice as you make your decisions, whether or not you already have clear ideas about what you would like to do when you leave school. The process of choosing your subjects is designed to be as simple as possible; the most important outcome at the end of the process is that you are following subjects you enjoy and will be successful in for Years 10 and 11.

This booklet is designed to help you make your choices. It contains details of all the courses we offer. You can use this and the Options Evening to gather information that will help you decide which subjects you would like to study at Key Stage 4. Read it carefully, talk to the people who know you well and use all or some of the resources below to help you:

- Your parents, carers and other family members who know you well.
- Your teachers, who can tell you how well you are progressing in the subjects you are studying at present.
- The Careers Advisor, who can give you advice about how your choices may affect your future career. Contact your Head of Year to arrange an appointment with the careers team.

•

This booklet is divided into the following sections:

- An overview of the pathways that students will be required to follow at Driffield School & Sixth Form
- The core compulsory curriculum that students have to follow
- Subject options, which include:
 - GCSE courses
 - Vocational courses

Key Stage 4 Timeline

Year 9 Options Evening
21st November 2024



Year 9 Options Evening
week commencing 9th December 2024



Year 9 Progress Evenings
Thursday 9th January 2025 / Wednesday 15th January 2025



Pathway Forms Distributed
week commencing 4th February 2025



Pathway Forms Returned
24th February 2025

We aim to confirm your provisional Key Stage 4 study programme as soon as we have processed all the pathway forms. Whilst we try to ensure that every student gets their first choice, this will always depend on levels of demand as well as the availability of staffing and facilities. Some courses may not run, due to lack of demand; therefore, some students may have to study their reserve subject choices. For this reason, it is important that you make your reserve choices carefully.

Key Stage 4 Curriculum

Our ambitious curriculum is designed to ensure that all students are able to thrive, both academically and personally, at Driffield School and Sixth Form. Our five year curriculum is broad and balanced; we teach this in two key stages (Key Stage 3 in Years 7, 8 and 9 and Key Stage 4 in Years 10 and 11). At Key Stage 3, students have studied a core curriculum (English, maths and science), alongside a range of other academic subjects including: history, geography, languages (French or Spanish), computing, music, drama, art, technology, physical education, religious studies and APEX. The Key Stage 3 curriculum is carefully planned and sequenced to ensure that students develop the knowledge and skills they will need to successfully move on to Key Stage 4.

Our Key Stage 4 curriculum offer is designed to ensure that all students continue to follow a broad and balanced curriculum that equips them with the knowledge, skills and experiences that they need to lead successful lives. During Year 9, students select their GCSE options and embark on a two year programme of study that will lead to examinations at the end of Year 11. The options process allows students to specialise in the subjects that they enjoy, and excel in, and the timetable allows more time to develop the depth of knowledge in the subjects they have chosen.

All students will study: English Language, English Literature, mathematics, science, physical education and APEX (Achieving Personal Excellence). APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. The APEX programme in years 10 and 11 will focus on building greater knowledge and awareness of both PSHE (Personal, Social, Health and Economic) education and religious studies. Please note that physical education does not lead to an external examination, unless it is chosen as an optional subject.

In addition to the core curriculum, students will study four other subjects and we offer a wide range of subjects for all learners to study, including a number of vocational GCSE options. Most students will study a language, a humanity and two other options. Information on pathways is outlined on pages 8 and 9.

Pathways to Success

There are two different pathways that students follow at GCSE: the English Baccalaureate pathway and the core pathway. The school will use a range of data and information to assess your suitability for each pathway and will inform you which pathway you will follow. We want every student to finish Year 11 with a complete set of Level 2 qualifications that will take them on to their next stage, whether that is employment, training or post-16 study. All of our Key Stage 4 Level 2 qualifications can lead to Key Stage 5 Level 3 courses (Further Education).

Key Stage 4

(14 – 16)

GCSE courses

Vocational qualifications



Post-16

(16 – 19)

A Levels

General applied qualifications

Vocational and technical qualifications

Apprenticeships

- The Options Evening will provide information about the different subjects you can study
- Read the subject information in this booklet
- Talk to your teachers to help you make an informed decision
- Follow the instructions on the form for making your choices

Some things to think about:

- Which are your stronger subjects?
- Which are your weaker subjects?
- Do you prefer practical tasks to reading and writing based tasks?
- Which subjects do you enjoy?
- Don't choose a subject or course just because your friends do!

Thinking carefully about these things should help with your decisions, but you can also talk to your teachers, parents or carers. If you have any questions about careers, you can make an appointment with our careers advisor. This can be arranged through your Head of Year.

The Pathways

The majority of our students will study the English Baccalaureate Pathway. The English Baccalaureate is the prestigious status awarded to students who achieve 9-5 grades in English, mathematics, geography or history, a language and science. The Department for Education state that: 'The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors'. It is therefore the government's ambition to see 90% of students studying the EBacc subject combination at GCSE by 2025.

Being able to speak a foreign language is increasingly seen as a valuable skill for young people and job roles within our local and national communities rely on the ability to communicate with people from all over the world. Likewise, employers, colleges and universities value the mix of skills and knowledge that studying a humanity subject brings.

In order to support the government's target and still give students two options at GCSE, at Driffield School, we have adapted our Key Stage 4 curriculum offer to allow you to study four subjects at GCSE. This gives students an extra option in comparison to previous years, allowing you to choose two subjects alongside a humanity subject and a language. Students following this pathway will choose a humanity subject (history or geography) and a foreign language (French or Spanish) to meet the requirements of the English Baccalaureate (EBacc) certificate, alongside two optional curriculum choices.

| Humanity | Language | Optional Curriculum (choose two subjects from this column) |
|----------------------------|-------------------------|--|
| History or Geography | French or Spanish | Business Child Development* Computer Science Design & Technology Digital Information Technology* Drama Engineering* Enterprise & Marketing* Fine Art Food Preparation & Nutrition Geography Health & Social Care* History Media Studies Music Photography Physical Education Religious Studies Sports Studies* Triple Science * subjects are vocational qualifications |

All students will study combined science as part of their Key Stage 4 curriculum. This course covers biology, chemistry and physics curriculum content, leading to two GCSE grades in science at the end of Year 11. Students studying combined science are still eligible to study any of the sciences at A level. Students wanting to study the GCSE sciences in greater depth may choose triple science as one of their options. Students who choose this will achieve separate GCSE grades in biology, chemistry and physics at the end of Year 11.

Students on the core pathway will be able to choose from the same range of subjects as students on the English Baccalaureate pathway. Students are expected to study a humanity subject or a language, but may choose both and meet the criteria of the English Baccalaureate.

| Humanity or Language | Optional Curriculum (choose three subjects from this column) |
|---|--|
| Geography History French Spanish | Business Child Development* Computer Science Design & Technology Digital Information Technology* Drama Engineering* Enterprise & Marketing* Fine Art Food Preparation & Nutrition French Geography Health & Social Care* History Media Studies Music Photography Physical Education Religious Studies Spanish Sports Studies* Triple Science <small>* subjects are vocational qualifications</small> |

Choices are the hinges
of destiny.

- Edwin Markham

Driffield School Sixth Form

As you come to the end of Year 11 and your GCSE courses, you will have some very important decisions to make. Will you choose to continue in education or go into training or employment? If you do go into Post-16 education, where will you go and what you will study? There are a lot of courses to choose from, but we hope that, if we have the right course for you, you will choose Driffield School Sixth Form.

Driffield School has a thriving Sixth Form, attracting students from our own school and the surrounding area. The Sixth Form offers excellent teaching to enable students to succeed and access their higher education and career ambitions.

We offer students a wide range of courses and our guided pathways, alongside links with local employers, ensure that we meet the needs of all of our students. You are able to choose from over 25 different subjects, including A Levels, applied A Levels and applied academic courses such as BTECs. We constantly review our courses to ensure that there is, as far as possible, something to suit every taste and ability.

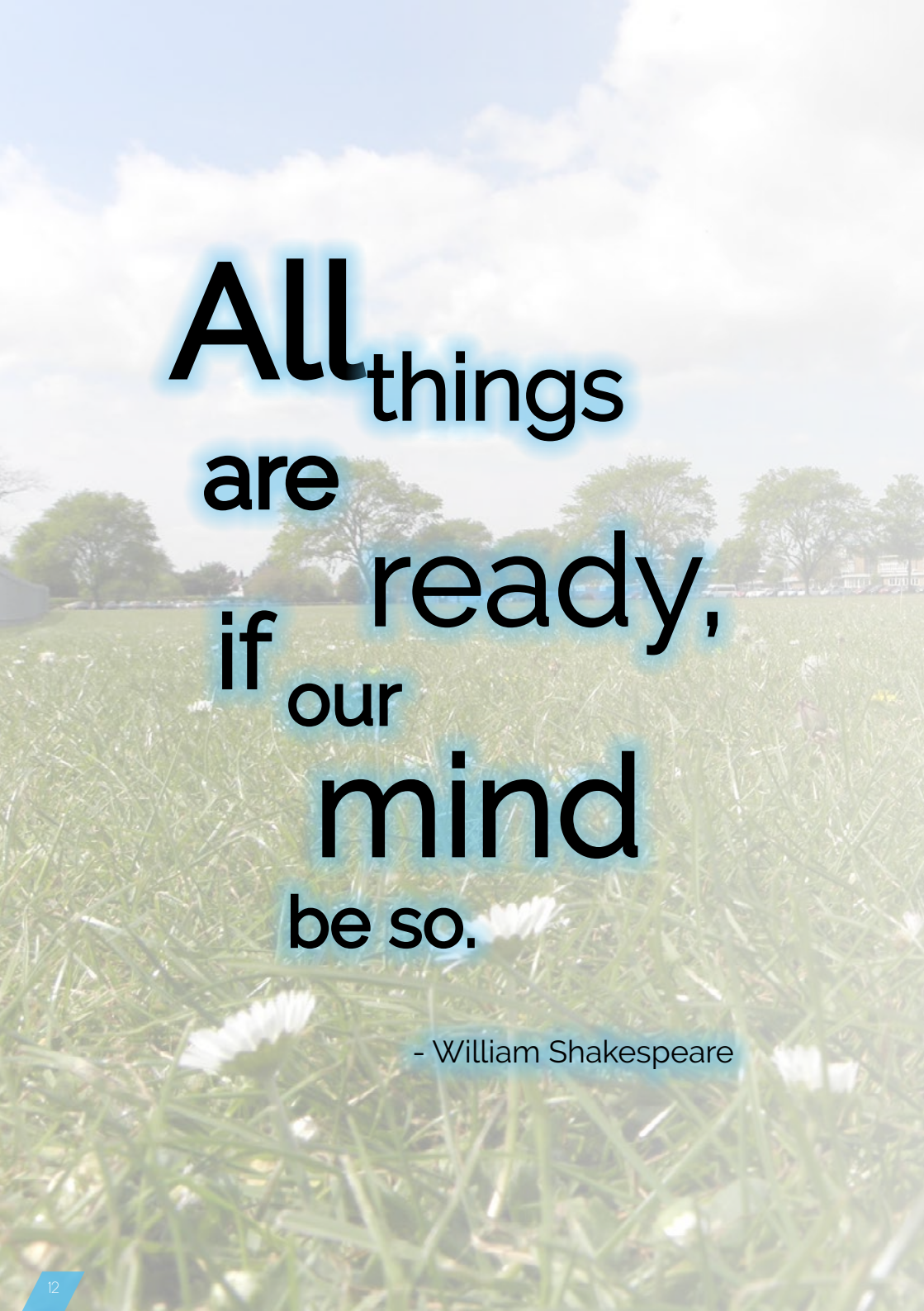
All the advanced courses lead to university entrance and most of our Sixth Form students choose this route, with 91% (national average = 75%) gaining their first choice of destination. Our students have been successful in getting places at many different universities (including Oxford and Cambridge) and on a huge variety of degree courses. 31% of students at Driffield School Sixth Form gain a place at a Russell Group University, which is more than double the national average. In the last four years, 100% of applicants with an offer to study medicine or dentistry have been successful in securing their place. Our unique Employer-Led programme provides students with direct links to national and regional employers as well as the opportunity to undertake valuable work experience placements. The programme gives students the opportunity to receive skills-based training and development, ensuring that they are well placed to start employment, higher-level apprenticeships or vocational degrees at the end of their two years with us. Recent years have seen us help students gain apprenticeships at major global firms such as Rolls Royce, Airbus and Nestlé. Our Post-16 results consistently make us one of the best-performing establishments in the region and we monitor students' progress throughout their stay in the Sixth Form, providing support where necessary, to ensure they leave with the best possible results.

Our Sixth Form offers lots of opportunities for getting involved in activities in and out of school, including sport, drama, music, art, community and charity work. Also, through our enhancement programme, students can add to their existing skills and gain further experience. In some cases, qualifications can be achieved in areas other than those they are studying.



The main thing to realise is that Sixth Form is a new experience and completely different from the main school. The process of enrolment and induction into the Sixth Form will be explained to you in Year 11 in assemblies, subject talks, interviews and at the Post-16 Open Evening. We also offer taster sessions so that you can experience what Sixth Form teaching is like.

If you would like to find out more, please pick up a copy of the Sixth Form prospectus or visit our website www.driffieldschool.net.



All things
are
ready,
if our
mind
be so.

- William Shakespeare

Exam Access Arrangements

Students are tested at the end of Year 9 to see if they qualify for any special exam arrangements. The timing of the tests reflects the fact that concessions for all exam boards are only valid for 26 months; testing at the end of Year 9 ensures that arrangements cover the whole of the GCSE period.

Students are identified for testing through their SEN status, previous history of intervention and teacher recommendation. It is important that any special arrangements are confirmed before the GCSE courses begin to ensure they are taken into account from the start of the course. All assessments must reflect a student's current situation and their normal way of working – a student requesting extra time in GCSE exams will typically have received extra time in internal tests throughout Years 7, 8 and 9.

It does not necessarily follow that a student who had special arrangements at primary school for their SATs will still qualify in Year 9, nor that a student who had special arrangements for GCSE will automatically qualify for the same arrangement at A Level.

GCSE English Language

This course will develop reading and writing skills, therefore helping you build effective communication skills. You will follow an integrated course leading to two separate qualifications: GCSE English Language and GCSE English Literature.

Language is an integral aspect of all human experience and takes many different forms, both spoken and written, occurring in a wide range of contexts. The skills of reading, writing, speaking and listening are of vital importance in many areas. Not only are they essential in many careers, they also underpin successful study at all levels and can add immeasurably to an individual's quality of life. Because of this, the English Language GCSE is seen as a vital qualification by all employers.

The new scheme of assessment for AQA GCSE English Language is as follows:

| | | | |
|---|---|--|---|
| Paper 1 Explorations in Creative Reading or Writing | External Assessment: 1 hour, 45 minutes | Section A: Reading One literature fiction text Section B: Writing Descriptive or narrative Writing | 50% of GCSE |
| Paper 2 'Writers' Viewpoints and Perspectives | External Assessment: 1 hour, 45 minutes | Section A: Reading One non-fiction text and one literary non-fiction text Section B: Writing Writing to present a viewpoint | 50% of GCSE |
| Non-examination Assessment: Spoken Language | Teacher Assessment | Presenting Responding to questions and feedback Use of Standard English | Separate endorsement (0% weighting of GCSE) |

Within this programme of study, you will be given the following opportunities:

- To read a wide variety of literature, non-fiction and media texts. This will develop your appreciation of different genres and styles, encouraging independent wider reading.
- To write for a range of purposes and in a variety of forms.
- To talk and listen in a variety of contexts and for a range of purposes, adapting to different audiences and situations.

GCSE English Literature

This course will encourage you to become an enthusiastic, responsive and knowledgeable reader. You will be asked to consider the cultural and historical contexts of literary texts and to reflect on a range of social, political and ethical issues. Developing new skills in critical and analytical reading will allow you to articulate your own views in writing and in discussion, at the same time encouraging you to consider critically and constructively the views of others.

The scheme of assessment for AQA GCSE English Literature is as follows:

| | | | |
|--|--|---|--------------------|
| <p>Paper 1 Shakespeare and the 19th-century novel</p> | <p>External Assessment: 1 hour, 45 minutes</p> | <p>Section A Shakespeare: Students will answer one question on Macbeth. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: Students will answer one question on Dickens' A Christmas Carol. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> | <p>40% of GCSE</p> |
| <p>Paper 2 Modern texts and poetry</p> | <p>External Assessment: 2 hours, 15 minutes</p> | <p>Section A Modern texts: Students will answer one essay question from a choice of two on Priestley's An Inspector Calls</p> <p>Section B Poetry: Students will answer one comparative question on one named poem printed on the paper and one other poem from the 'Power and Conflict' anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p> | <p>60% of GCSE</p> |

You will be given the following opportunities:

- To read, understand and respond to a wide range of literary texts, in order to appreciate the ways in which authors achieve their effects and to develop the skills necessary for literary study.
- To be aware of social, historical and cultural influences in the study of literature.
- To construct and convey meaning in speech and writing, matching style to audience and purpose.

Both GCSE English Language and GCSE English Literature encourage the development of communication skills are considered essential by many employers. They provide a foundation for Advanced GCE in English Literature, English Language, Drama and Theatre Studies and Media Studies, though the skills you develop will be vital in most subjects and at every qualification level at Post-16 study.

GCSE Mathematics

All students will follow a mathematics course in Years 10 and 11.

The main aims of the course are:

- To establish mathematical knowledge, skills and understanding
- To develop the ability to use logic and solve problems
- To develop a positive attitude towards mathematics

The work in years 10 and 11 will be a continuation of the Key Stage 4 GCSE course you have already been working through in Year 9. Many of the topics that are studied will be familiar to you from Key Stage 3, but these topics are developed and explored further. New topics are also introduced, such as circle theorems and functions; these are designed to help students to progress and reach their potential.

The curriculum is differentiated by the classroom teachers who personalise the course content for their teaching groups and students. You will be grouped roughly by ability, with the main consideration being that you feel secure in your learning, with the content and a pace of learning that gives you the best opportunity to reach your full potential. Class sets are not rigid and student movement is discussed on a regular basis at department meetings.

Classwork and Homework

Classwork consists of a range of learning opportunities, such as individual work, investigations and group work. There is a constant process of assessment in the classroom through the use of questioning and mini-whiteboards, as well as regular end-of-unit tests to allow classroom teachers to evaluate your ability and adapt lessons to your specific needs. Homework is set on a regular basis and we expect all students to complete this. Homework can consist of tasks that are designed to consolidate or extend learning, as well as presenting you with scenarios that allow you to apply your learning in a different context.

There are a range of support facilities for students outside the classroom; these include extracurricular clubs and booster sessions, as well as the MathsWatch website.

To do well in mathematics, you will need to be: interested in numbers and shapes; think logically and methodically; be able to apply your knowledge and skills to a variety of problems; and be able to explain your work (both in writing and verbally). You need to put in a lot of effort and be proactive in your learning. Mathematics is a key component in your education and is used as an essential tool in other subjects.

It's also important to recognise that achievement in mathematics is used as a key indicator if a student is thinking of going to college and university.

Assessment

A decision on final tier entry for the GCSE course is made on a student by student basis; you will be entered for one of two tiers:

Foundation: Possible grades 1 to 5

Higher: Possible grades 4 to 9

The course is assessed by three written papers, which are all worth a third of the final grade:

Paper 1: Non-calculator (1 hour 30 minutes)

Paper 2: Calculator (1 hour 30 minutes)

Paper 3: Calculator (1 hour 30 minutes)

GCSE Science

Throughout the GCSE, you will have specialist teaching in biology, chemistry and physics and complete various topics as part of the AQA Science GCSE course. With the removal of coursework, you now complete required practical work, which you will be assessed on in the GCSE examinations at the end of the course.

Combined Science

Science is the study of the natural and physical world through observation and experiments and when studying combined science our students will build on key content they have developed during KS3. Combined science allows our students to develop their scientific ideas, knowledge, and understanding through classroom teachers providing a range of learning opportunities; these will include talking about, reading and writing about science plus experimental opportunities, as well as presenting science mathematically and modelling concepts.

Science is a core subject and brings together both literacy and numeracy skills, preparing our students to think analytically and question the world around them thus enabling them to make informed choices.

The majority of students will sit GCSEs in combined science at the end of Year 11. All exams are completed at the end of Year 11. There will be six exam papers: two biology, two chemistry and two physics. All papers are 1 hour 15 minutes and are worth 70 marks each. You will receive a combined grade; for example, grade 7-7 or 6-5. The questions on the paper will include some multiple choice, some structured, some closed short answer and some extended response.

The papers are tiered and students will sit either the foundation or higher paper. For combined science you will sit the same tier for each paper. The maximum grade that can be achieved for students that sit the foundation tier is grade 5.

Students studying science trilogy will cover the three science disciplines. The majority of subject content is common to combined science and the single subject GCSEs. Practical science is essential for your understanding of scientific theory and there are 21 required practical assessments in this course.

Science Triple (Option)

Students that wish to study triple science will need to use one of their options for this. This course is appropriate for those students who wish to study each of the GCSE sciences in greater depth.

This is a concept-led course developed to meet the needs of students seeking a deeper understanding of basic scientific ideas. The course focuses on scientific explanations and models, and gives you an insight into how scientists develop scientific understanding of ourselves and the world we inhabit. They also offer an opportunity to further develop and understanding how science works and the study of elements of applied science, with particular reference to professional scientists.

Students that opt for science triple will sit GCSEs in biology, chemistry and physics at the end of Year 11, with all exams completed at the end of Year 11. There will be six exam papers: two biology, two chemistry and two physics. All papers are 1 hour 45 minutes and are worth 100 marks each. You will receive a separate grade for each science discipline, e.g. grade 7 Biology, grade 6 Chemistry and grade 9 Physics. The questions on the paper will include some multiple choices, some structured, some closed short answer and some extended response.

The papers are tiered and students will sit either the foundation or higher paper. For science triple, students can sit different tiers for each paper. The maximum grade that can be achieved for students that sit the foundation tier is grade 5.

Students studying science triple will cover the three science disciplines. Practical science is essential for your understanding of scientific theory and there are 28 required practical assessments in this course.

Students who study either trilogy or triple science are eligible to study any of the sciences at A Level.

APEX

Achieving Personal Excellence

The APEX programme for Year 10 will focus on building greater knowledge and awareness of both PSHE (Personal, Social, Health and Economic) education and religious studies. The APEX content will support your personal development alongside building an understanding of the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. Students will explore how they can keep themselves safe and make considered choices about their personal development and well-being.

The APEX programme will have one dedicated hour per fortnight in Year 10, which will focus on three key aims:

- To provide effective healthy lifestyle education to all students.
- To make connections between your own lives and the wider world that we live in.
- To prepare you for the next steps in educational, training or employment pathways.

As part of this you will make links between social, moral, spiritual and cultural aspects to enhance your personal development. You will study the beliefs, teachings and practices of world religions, as well as some of the big issues in life, introducing you to a philosophical way of thinking. We live in a multi-cultural society and it is increasingly important for us to understand and evaluate different religions, cultures and the often complex and contradictory answers to moral issues that they present.

At times, we will use external agencies to support us with the delivery of the programme. For example, the School Nurse will support with drug, alcohol and sex education. Local employers will also share pathways into employment pathways.

A silhouette of a person standing on a large rock in the ocean, with their arms raised in a gesture of triumph or joy. The background is a vibrant sunset sky with shades of purple, pink, and orange. The text is overlaid on the lower half of the image.

It is health that is
real wealth,
and not pieces of
gold and silver

- Mahatma Gandhi

PE and Games

Physical Education and games are compulsory subjects for all students. The Physical Education course in Years 10 and 11 has two strands: education and competition.

Education

Through a student's PE lesson, they are offered opportunities to work towards an extra qualification which is delivered on site by the PE department. As part of the curriculum, some students will take part in their Level 1 Sports Leaders Award, which gives you the opportunity to develop their communication, teamwork and organisation skills. The qualification involves a final assessment of your voluntary hours (undertaken at PE events and Primary School 'Festivals of Sport' competitions).

As part of the games lessons, groups work together to use the skills they have been taught and developed over Key Stage 3 and cover a different sport every four weeks. These activities and games include: football, rugby, netball, hockey, cricket, basketball, athletics, volleyball, ultimate frisbee, softball, rounders and handball.

You will work through a four-week programme that revisits key skills and develops group tactics with your teacher. You'll then take part in competitive games in the subsequent weeks.

In addition, full inter-form competitions and a variety of sports clubs and teams provide extra-curricular opportunities for all Year 10 and 11 students. Many individuals progress to gain district, county and even national honours.

Optional Subjects

The following pages outline the content of the subjects that you can choose to take. Some subjects include GCSE and vocational courses.

The subjects included are as follows:

GCSE Courses

- Business
- Computer Science
- Design and Technology
- Drama
- Fine Art
- Food Preparation and Nutrition
- Geography
- History
- Media Studies
- Modern Foreign Languages
- Music
- Photography
- Physical Education
- Religious Studies
- Triple Science

Vocational Courses

- Child Development
- Digital Information Technology
- Engineering
- Enterprise and Marketing
- Health and Social Care
- Sports Studies

GCSE Options

A scenic landscape at sunset or sunrise. The sun is low on the horizon, casting a warm, golden glow over the scene. The sky is a mix of light blue and orange. In the foreground, there are dark, silhouetted hills and a valley. The sun's rays create a lens flare effect in the center of the image.

GCSE Business

GCSE Business offers you the opportunity to develop your knowledge and understanding of the world of business and enterprise through investigation of a range of business organisations and concepts. The current specifications provide a student-focused syllabus that looks to make sure that you are studying a course that prepares you well for further education, training and employment.

GCSE Business has been redesigned to make sure it is relevant to the world you live in and to your future. Your studies begin by looking at the world of new and flourishing businesses, such as the ones you see locally and that most of us deal with day-to-day. As your business knowledge builds and your confidence grows, you will begin to study larger and more complex businesses, the largest of which span the globe.

Business will be new to most students in year 10, so there are no specific requirements. It is likely though that you will have enjoyed enterprise activities in school in the past. The main skills you developed during these activities (such as teamwork, idea investigation and development, and presentation techniques) will all help you fulfil your potential on the course. Enthusiasm and a positive work ethic are also always present in the students who come out with top grades in this subject.

What you will study

Common with most business courses, there are four main topic areas you will investigate:

- **Marketing:** making sure a business provides a good or service which consumers actually want and then convincing them to buy it.
- **Finance:** where entrepreneurs can find the money to pursue their business dreams and how larger businesses measure and spend their income.
- **People:** staff are often the most valuable resource for a business. This topic looks at the qualities and skills of these people, as well as how they are recruited, and how they can be motivated.
- **External influences:** Brexit; inflation; rising house prices; the environment; fierce competitors, businesses have to deal with all these issues. If they don't, the results can be disastrous.

How you will be assessed

Assessment in the new GCSE (9-1) is divided into 2 exams. The first exam focuses on small business start-ups from the entrepreneur perspective. The paper is split up into 3 distinct sections: section A, which has multiple choice questions and short response questions; section B, which is short answer questions based on a case study; and section C, which are longer answered responses based on another case study. Paper 2 follows the same format, but is focussed specifically on larger businesses, those which are past the start-up stage. Both exams are worth 50% of the overall GCSE qualification. As part of the new reforms, there is no controlled assessment within this qualification.

Business is a perfect complement to humanities subjects like history and geography. It also sits well alongside maths and ICT based studies, particularly if you think you might want to work in business, banking, finance or law. However, many students take business to give a balance to their GCSE choices. Lord Alan Sugar never studied business, but (as the government's enterprise tsar) he thinks all pupils now should!

GCSE Computer Science

The course builds upon the work that you have done in Key Stage 3, including Python programming, Kodu & Scratch game development and Web development. If you have a logical mind, like solving problems and are inquisitive about how computers actually do what they do, then this is a course worth considering. The course comprises of theoretical understanding and practical application, so if you like to show your understanding through 'doing' as well as 'knowing', then this is a really great course for you.

What you will study

You will learn all of the key concepts involved in Computer Science, from abstraction to algorithms and decomposition to data representation. You will learn to analyse problems and use your practical skills to solve such problems, including the writing and debugging of computer programs.

The course develops your creativity and analytical skills to allow you to meet the demands of one of the fastest-growing employment areas in the UK.

You will also gain an insight into how your computer actually works. Have you ever wondered how all the data you access on a daily basis is stored? Have you ever wondered how you can access unlimited information at your fingertips? Have you ever wondered why your computer has a noisy fan to keep it cool but your tablet does not? All these questions will be answered by studying GCSE Computer Science as we delve into the world of computing devices and components.

You will also learn how to write complex and meaningful computer programs. You will be taught all of the key concepts for computer programming and given the tools and practical understanding to be able to take on complex projects, planning writing and testing programs that have a genuine purpose.

We also cover cyber security, assessing the weaknesses of different organisations to cyber-attack and understanding what we can do to protect our own data and also what the companies could do to protect our data too!

How you will be assessed

| Component | Assessment | Weighting |
|-----------|---------------------------|-----------|
| Paper 1 | Written Exam | 50% |
| Paper 2 | Onscreen Programming Exam | 50% |

Future Opportunities

Successful completion of the course can lead to further study at A-level and subsequently university.

Computer Science is one of the growth areas for employment in our society. It could lead you on to a career in game development, app development or give you the skills to develop the next big social network. However, all jobs require you to demonstrate logical thinking and problem solving skills, so the key skills in this course are transferable to a range of different careers.

GCSE Design & Technology

GCSE Design and Technology is a subject that brings other subjects to life' requiring you to apply your learning to real-life situations. This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. You will be required to use critical thinking, invention and design innovation to design and make prototypes that solve real and relevant problems. You must consider their own and others' needs, wants and values. You will build and develop your broad knowledge and understanding of a variety of materials (such as paper and boards, timber, metals and alloys, polymers and textiles) through a series of theory lessons, designed to give you a sound knowledge base for both your N.E.A. task and exam.

This qualification will give you an opportunity to engage with creativity and innovation and understand how they can be enhanced by the application of knowledge from other disciplines across the curriculum, such as mathematics, science, art and design, computing and humanities.

What you will study

| Unit | Content |
|--|--|
| Principles of Design and Technology - 50% - 100 marks - 2 hours - Written paper | Core knowledge of a wide range of material, manufacture and technological topics and how they apply to products. Understanding of the wider issues in design and technology, including new technologies, iconic designers and sustainability. |
| Iterative Design Challenge - 50% - 100 marks - Approx. 40 hours - Non-exam assessment (coursework) | The opportunity for you to demonstrate skills in iterative designing. You will need to explore a need, create a solution and evaluate their outcomes. You will produce a chronological portfolio and one final prototype. It is through the iterative processes of designing that you will draw on your wider knowledge and understanding of design and technology principles. |

Future Opportunities

Successful completion of the course may lead to further study of design and technology or engineering at A-level and subsequently university. The study of design and technology can lead to future careers in product design, engineering, architecture, graphic design, interior design, web design, 3D design. It will develop your design and thinking skills and open up a world of possibility; providing the tools to create the future.

GCSE Drama

Drama has an important role to play in your personal development, whichever career field you aspire towards. You will become more confident, see situations from different viewpoints and develop qualities that are assets in all aspects of life.

Following a course in GCSE drama will enable you to actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. You will work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas whilst reflecting on and evaluating your own work and the work of others.

What you will study

- Different genres and performance styles
- The ways in which meaning is communicated through drama
- A range of staging and performance conventions
- Drama terminology and how to use it appropriately
- How plays are constructed and realised through the study of a variety of published plays
- How to create, interpret and communicate a role or character
- Drama within its social, cultural and historical context

The course will develop your ability to:

- Use improvisation skills in a range of drama contexts
- Apply performance and/or production skills
- Select, synthesise and use ideas and skills to create drama
- Acquire reflective and evaluative skills in response to a range of dramatic texts
- Work collaboratively and creatively to achieve shared dramatic intentions

How you will be assessed

| Component | Assessment | Weighting |
|--------------------------------|---|-----------|
| 1 Devising Theatre | The devised practical performance requires candidates to undertake devising and improvising/creating original pieces of drama, culminating in a final performance. Throughout this process, candidates will build a portfolio of supporting evidence, to demonstrate how their performance developed from stimulus to final piece. | 40% |
| 2 Performing from a Text | Candidates will study two extracts from a performance text. They will then develop one performance that uses sections of the text from both extracts. Candidates can choose to be assessed in either acting or design. | 20% |
| 3 Written Examination | Section A: Candidates will practically explore a published text, and answer questions based on how they would approach the text as an actor, director and designer. Section B: Candidates will answer one essay question requiring analysis and evaluation of a live theatre production that they will have seen during the GCSE course. | 40% |

Future Opportunities

GCSE drama will enable you to demonstrate competence in a range of practical, creative and performance skills and develop a basis for any future roles within the arts and many other different job roles. You may choose further study of drama at A level. Other career opportunities include: acting, directing, musical theatre, broadcasting, drama therapy, theatre/film/TV production, script writing, set design, stage management, teaching, law, media, marketing and journalism.

GCSE Fine Art

The area covered by this course is broad so you will work in a wide variety of media such as paint, print, collage, graphic design, sculpture and digital media.

What you will study

| Year 10 | |
|---|--|
| <p>Component 1: Supporting Unit (Portraiture)</p> <p>This unit ensures that students know how to meet the requirements and objectives of the course. For this they will work through the four assessment objectives to develop a body of work leading to a personal response. This includes:</p> <ul style="list-style-type: none">• Investigating the work of other artists and designers, making informed connections about the style, techniques and concepts.• Exploring and investigating visual and practical skills, including presentation skills• Experimenting with a wide variety of media such as paint, print, collage, sculpture and digital media.• Recording using a variety of media and materials and developing ideas. <p>Students will develop their creativity to generate ideas which link to their research.</p> | <p>Component 1: Sustained Unit</p> <p>This unit provides students with an opportunity to develop a body of work which may be more personal to them, aligned with their interests. In this unit they should aim to push the boundaries of their experimentation and creativity as well as researching the work of other artists, designers and explore other cultures.</p> <p>They may wish to develop several personal responses to show a range of possibilities and development. Students will produce a personal response in their 10 hour mock.</p> |
| Year 11 | |
| <p>Component 1 - Sustained Unit</p> <p>Students should refine and develop both portfolio works to ensure that they have successfully met the objectives. This provides a solid foundation to ensure that students are confident and independent when they complete the externally set assignment. All portfolio work from Year 10 and Year 11 will be reviewed and refined, ready for the deadline in January.</p> | <p>Component 2 – Externally Set Assignment</p> <p>The paper is received by the exam board in January, with a choice of seven starting points. Students will complete their own investigations into the work of others, developing and consolidating practical and visual skills relevant to their chosen starting point, planning and developing ideas towards a final piece. The final piece is completed during a 10 hour exam.</p> |

How you will be assessed

You will produce a portfolio of work based on portraiture in the the supporting unit. The sustained unit for component 1 is based on a theme of your choice. The majority of work is practical and will include studying the work of artists, designers and craftspeople, developing your practical skills, drawing from observation and using your imagination to develop individual pieces of work. Your portfolio work will count for 60% of the total marks.

The externally set assignment is a practical one which will include ten hours (completed under exam conditions in late April/May). This assignment counts for 40% of the marks. The main qualities you need to do well in GCSE Fine Art are a genuine enthusiasm for the subject and a hard-working attitude. All the work completed in year 10 and 11 as either Portfolio work or exam preparation counts towards this qualification, so students who work consistently well throughout the course will do well.

GCSE Food Preparation & Nutrition

This course will provide you with the opportunity to develop your knowledge and understanding of food, health and diet, as well as high-quality food preparation skills. Throughout the course, you will improve your knowledge and skills through investigation, developing, making and evaluation, as well as develop a scientific understanding of food and nutrition.

What you will study

Year 10 Activities

You will develop a working knowledge of a wide range of ingredients to develop high level competencies in food preparation and planning meals for specific dietary requirements. You will be given the opportunity to gain knowledge and understanding of the functions, working characteristics and the processing techniques when making food products as well as their nutritional profile. You will:

- Understand the functional properties of food
- Understand the effects of combining different ingredients and the interaction of foods during preparation and cooking
- Understand the importance of appropriate proportions on the structure, shape and volume of mixtures
- Understand the nutritional properties of food
- Demonstrate competence in a range of practical food skills/methods/processes to produce quality outcomes

Year 11 Activities

In Year 11, 2 non-exam assessments will be undertaken which will make up to 50% of the final grade. In addition, topics on the sustainability of food and food processing will be covered. As part of the evidence submitted, you should include photographs of the finished product, as well as photographs at various stages of the process.

How you will be assessed

| Task | Assessment | Weighting |
|-------------------------------------|---|-----------|
| Task 1: Food investigation | Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task (1500-2000 words) | 50% |
| Task 2: Food preparation assessment | Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. | |
| 1 hour 45 minutes Written Exam | | 50% |

Future Opportunities

Successful completion of the course may lead to further study in related subjects at Key Stage 5. Careers looking for a knowledge of this subject include: food technologist, dietician, sports nutrition, food marketing, journalism, chef and catering operations.

GCSE Geography

This course is about learning more about the world in which we live. As geographers, we ask ourselves the questions why and how processes happen, and how these changes impact on the landscapes we see around us. We are also interested in how humans have shaped the world and the future impacts of this.

Geography is about understanding our own place in the world and the factors which have led to the changing world around us. Issues such as globalisation, climate change and environmental damage have made geography extremely relevant to all people in the twenty first century.

The department prides itself in the level of support offered to students and the quality of teaching and learning within geography lessons. Many students taking GCSE Geography continue to study the subject at A Level. We believe that geography is a 'field science' and offer a range of opportunities for learning beyond the classroom. We offer two field trips during the course, one of which looks at the physical side of the course linking to coasts or rivers. You will collect data that is used for the fieldwork exam questions. The second trip is to a city to collect qualitative data to improve our human geography skills and to see the interaction between the physical environment and human activity.

What you will study

The Physical Environment: we study our ever-changing natural environment by looking at coastal landscapes and river studies. We also look at hazards in more depth through the studies of hurricanes and extreme environments. We finish this unit by studying ecosystems, especially the challenge of tropical rainforests and cold environments.

The Human Environment: the way in which humans interact with each other and the landscape is studied through urban issues and the economic challenges of living in a developing world. We look at the challenges of living in the modern world by studying resource management and energy issues across the world.

Geographical Investigations: exploring maps, graphs and enquiries help us to have a better understanding of the world. We also look at a contemporary issue and evaluate different strategies to manage this.

How you will be assessed

| Component | Assessment | Weighting |
|--------------------------------|----------------------------------|-----------|
| 1. The Physical Environment | Written Exam - 1 hour 30 minutes | 37.5% |
| 2. The Human Environment | Written Exam - 1 hour 30 minutes | 37.5% |
| 3. Geographical Investigations | Written Exam - 1 hour 30 minutes | 25 % |

Future Opportunities

Successful completion of the course may lead to further study at A-level and subsequently university. The study of geography gives us the skills to better understand the world around us and, while this qualification may not lead to a job directly, some of the professions people have entered having successfully taken the subject include Meteorologist, Surveyor, Teacher and Geographical Information System Analyst.

GCSE History

History is about enquiry and investigation. You will learn how to use evidence to find things out for yourself, and you will develop the skills needed to ask questions, compare information and build up your own opinions and ideas about what happened in the past. You will learn how to identify the truth and recognise myth, propaganda and downright lies; useful in every aspect of life! You will also develop important note-taking, essay writing skills and learn to study evidence which you will use to form your own ideas.

What you will study

- American West
- Weimar and Nazi Germany 1918-1939
- Medicine in Britain, c1250-present day and The British Sector of the Western Front: injuries, treatment and trenches
- Anglo-Saxon and Norman England, 1060-88

You will learn how the past has helped to shape the world in which we live today. You will be finding out about people and how they interact, explore how their motives and emotions can tear people apart into rival factions or help them to work together for a common cause. You will also learn about countries, societies and cultures and why so many of today's conflicts and alliances have their roots in the past.

How you will be assessed

This qualification is linear, which means that students will sit all their exams at the end of the course. There is no controlled assessment and all units are examined. Students will take examinations in all of the following papers:

| Component | Assessment | Weighting |
|---|----------------------------------|-----------|
| Paper 1: Medicine and the Western Front | Written Exam - 1 hour 20 minutes | 30% |
| Paper 2: American West and Normans | Written Exam - 1 hour 50 minutes | 40% |
| Paper 3: Weimar and Nazi Germany | Written Exam - 1 hour 30 minutes | 30% |

Future Opportunities

History trains you to think for yourself, to work out your own opinions and not to accept what you are told as always being right; therefore it's a good springboard into many careers: the police, law, journalism, management, office work to name but a few. The fastest-growing industry in Britain today is the heritage industry and history would certainly benefit anyone interested in a career in this. Many people see history as a major leisure interest: visiting buildings and museums, collecting, war-gaming, model making. The past has a lot to offer the present. Successful completion of the course may lead to further study at A-level and subsequently university.

GCSE Media Studies

The media studies course is an exciting and diverse course for hard working students who have a keen interest in the world of media. The qualification is creative, challenging, fun and gives you the freedom to be creative and inspirational through the investigation into engaging and contemporary topics and themes. Media is an interactive subject which encourages students to develop their creative, analytical, research and communication skills through the exploration of a range of media forms and perspectives.

What you will study

Students who opt for this particular course will be engaged in the in-depth study of media products in relation to the four areas of the theoretical framework:

- Media language
- Media representations
- Media industries
- Media audiences

The media studies course is taught within custom-built, well-resourced media facilities and students receive continual support and training in their use of the various software packages and technologies, including a full range of Adobe programmes. The rich creative diversity of the course will offer each student:

- Extensive and meaningful coverage of media theory and practice
- Practical work, which integrates theories and concepts
- A choice of assignments for production and pre-production
- The chance to study across a range of different media
- Opportunities to learn about real media products and industries

How you will be assessed

| Component | Assessment | Weighting |
|---|---|-----------|
| Paper 1 Written Exam 1 hour 30 mins | This paper consists of: multiple choice questions assessing a breadth of knowledge; short answer questions assessing a depth of knowledge; an extended response question assessing in depth knowledge. | 35% |
| Paper 2 Written Exam 1 hour 30 mins | These questions will focus on media language and contexts within the media. Students will be expected to analyse media products both in relation to the theoretical framework and their contexts. Section A will focus on language and Section B will focus on contexts. | 35% |
| Non-Exam Assessment: Creating a media product | This is where students will demonstrate practical skills relating to a media format of their choice such as: print, e-media or broadcast. A choice of topics is offered and the 'theme' changes annually. Students must produce a statement of intent and a media product for an intended audience. This is assessed internally in school and moderated externally. | 30% |

Future Opportunities

Successful completion of the course may lead to further study at Key Stage 5 including A Level media studies. GCSE media studies is a course that prepares you for work in the media industry. It is an ideal course for students interested in a career in film and television, animation, journalism, multimedia design, web design, games design or advertising.

GCSE Modern Foreign Languages: French or Spanish

For GCSE you must choose the language that you have already studied in Key Stage 3 as this knowledge forms the foundation of GCSE. You will then further develop your language skills and also learn more about the cultures of the countries where that language is spoken. Additionally, by studying a foreign language you will appreciate and understand the depth of vocabulary and complexity of grammar used in the English language and improve your literacy skills.

In GCSE French or Spanish you will build your vocabulary, becoming more adept at working out the meanings of words in different contexts when listening or reading and alongside this, in speaking and writing, you will use a wider variety of vocabulary and structures and improve your accuracy. It is expected that you will make a few mistakes along the way but the important thing is to learn from them. Taking an active part in lessons will help to build your confidence and the more success you have the more motivated you will become. We support your learning by providing up to date resources and access to relevant subscription websites. We need you to develop an inquisitive mind with respect to the language and culture and to be resilient in your learning. Success in language learning doesn't happen overnight; it demands regular learning and practice but the result is satisfying and is a skill you can use, or build on, for the rest of your life.

What you will study

Theme 1: People and Lifestyle

Unit 1: Identity and Relationships with Others

Unit 2: Healthy Living and Lifestyle

Unit 3: Education and Work

Theme 2: Popular Culture

Unit 1: Free-time activities

Unit 2: Customs, Festivals and Celebrations

Unit 3: Celebrity Culture

Theme 3: Communication and the World Around Us

Unit 1: Media and Technology

Unit 2: The Environment and Where People Live

Unit 3: Travel and Tourism including Places of Interest

How you will be assessed

You will be assessed in the four skills of listening, speaking, reading and writing. These skills carry an equal weighting of 25% and you will be entered for either foundation or higher tier. It must be the same tier for each skill.

Future Opportunities

Successful completion of the GCSE course would give you the opportunity to study languages at Key Stage 5 and beyond. At Key Stage 5 you would explore the history and culture of the French or Spanish speaking world in greater depth as well as looking at many aspects of modern-day society, including social issues and trends. Your level of fluency at the end of the A level course would give you a good working knowledge of the language.

GCSE Music

GCSE music is an exciting opportunity to explore creativity and expression across the history and styles of music in performance, composing and listening. There are many opportunities to perform in bands, explore music technology, extra-curricular ensembles, and to even participate in music tours abroad. If you are considering GCSE music, the minimum recommendation to start the course is grade 2 performance level on a chosen instrument.

Component 1: Understanding music

- Listening and Contextual understanding
- The exam paper consists of listening exercises and written questions using excerpts of music.
 - Section A: Listening – unfamiliar music (68 marks)
 - Section B: Study pieces (28 marks)
- The exam is 1 hour and 30 minutes. This component is worth 40% of GCSE marks (96 marks).

| Area of study | Artist and tracks |
|---|--|
| 1. Western Classical Tradition 1650 to 1910 | Beethoven: Symphony No.1, Movement 1: Adagio molto – Allegro con brio. |
| 2. Popular Music | Queen – the following three tracks: <ul style="list-style-type: none">• Bohemian Rhapsody• The Seven Seas of Rhye• Love of my Life. |
| 3. Traditional Music | Esperanza Spalding – the following three tracks: <ul style="list-style-type: none">• I Know You Know• Little Fly• I Adore You. |
| 4. Western Classical Tradition since 1910 | Bartók: Hungarian Pictures – the following four movements: <ul style="list-style-type: none">• Movement 1: Evening in the Village• Movement 2: The Bear Dance• Movement 4: Slightly Tipsy• Movement 5: Swineherd's Dance. *Please note that Movement 3: Melody is not to be included. |

Component 2: Performing music

- As an instrumentalist and/or vocalist and/or via technology:
 - Performance 1: Solo performance (36 marks).
 - Performance 2: Ensemble performance (36 marks).
- A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.
- This component is 30% of GCSE marks (72 marks):
 - The non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.
 - Performances must be completed in the year of certification.

Component 3: Composing music

- Composition 1: Composition to a brief (36 marks).
- Composition 2: Free composition (36 marks). A minimum of three minutes of music in total is required.
- This component is 30% of GCSE marks (72 marks). Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

Decisions

are the
frequent
fabric
of
our
daily
design

- Don Yaeger

GCSE Photography

This exciting course will teach you knowledge and skills needed to use digital cameras and digital editing techniques, developing skills in using a personal visual language. You will learn how to use a camera and develop IT skills using Photoshop. You will also learn how to evaluate the work of professional photographers.

| Year 10 | |
|---|--|
| <p>Portfolio Component 1: Supporting Unit Foundation Skills</p> <p>You will learn technical aspects relating to photography (such as shutter speed and aperture), and also using editing software. You will learn how to take successful photographs and also the compositional rules of photography, developing skills in planning photoshoots and evaluating their outcomes. You will respond to the work of photographers, both in written form and also practically.</p> | <p>Portfolio Component 1: Sustained Unit</p> <p>Extending knowledge and understanding of the work of others as inspiration for your own photography work on a theme. You are expected to consider your own individual outcomes on the theme of your choice.</p> |

| Year 11 | |
|--|--|
| <p>Portfolio Component 1: Sustained Unit</p> <p>Extending knowledge and understanding of the work of others as inspiration for your own photography work on a theme. You are expected to consider your own individual outcomes on the theme of your choice.</p> | <p>Component 2: Externally Set Assignment</p> <p>The paper is received by the exam board in January, with a choice of seven starting points. You will complete your own investigations into the work of others, developing and consolidating practical and visual skills relevant to your chosen starting point, planning and developing ideas towards a final photographic outcome. This is completed during a 10-hour exam, which can include studio photography, editing photographs digitally or manually and presenting your work.</p> |

How you will be assessed

If you choose to take GCSE Photography, you will complete Component 1 supporting and sustained units. One will be set by the exam board, which you will be able to choose from seven different tasks.

The majority of work is practical and will include studying the work of photographers, artists, filmmakers and designers. You will develop your practical skills, take successful photographs and use your imagination to develop individual pieces of work, by editing and presenting your work.

Portfolio work set by us will count for 60% of the total marks. The exam board assignment is a practical one (including ten hours, completed under exam conditions in late April). This assignment counts for 40% of the marks.

The main qualities you need to do well in GCSE Photography are a hard-working attitude and genuine enthusiasm for the subject and taking photographs. Photography students will be given a summer photography assignment to get them started before they begin Year 10, so you should collect this task from your teacher.

GCSE Physical Education

This course aims to increase your knowledge of sport science and sport in society. You need to be interested in a variety of sports and be well organised and prepared to work hard at both your practical and theory work. You will receive regular homework and must be prepared to work independently.

You should be a truly dedicated sports person and will also need to maintain high standards in both the practical and theoretical activities included in the course. It is essential that all students show a respect for authority at all times, consideration towards other students within the group, and most important of all, self-discipline. These are the qualities expected from all Physical Educationals.

What you will study

Practical: 40%

Students will be assessed in three activities: one team activity, one individual activity and one other (from either group). Each of the three activities is worth 10% and must be participated in, competed in and logged for a period of at least 12 hours. Students will complete a controlled assessment worth 10% based on an analysis task.

Theory: 60%

The Theory is broken down into two sections:

A. The human body and movement in physical activity and sport

- Anatomy and Physiology: which include: muscles movement, joints, gas exchange, aerobic and anaerobic exercise, the recovery process and the effects of exercise
- Movement analysis: including levers and planes and axes of movement
- Physical training: includes health and fitness, components of fitness, fitness testing, principles of training types of training and warm-ups and cool downs

B. Socio-cultural influences and wellbeing in physical activity and sport

- Health fitness and well-being: obesity, diet
- Sports Psychology: SMART targets feedback and guidance
- Socio-cultural influences: factors that affect participation, commercialisation in sport, sponsorship and the media and drugs

How you will be assessed

| Component | Assessment | Weighting |
|------------------|-------------------------|-----------|
| Practical | One team activity | 40% |
| | One individual activity | |
| | One other activity | |
| | Written analysis | |
| Theory Section A | Written exam | 60% |
| Theory Section B | Written exam | |

Future Opportunities

Successful completion of the course could lead to Level 3 Cambridge Technical Sport and Physical Activity in KS5. Careers linked to the study of this course include fitness instructor, PE teacher, sports journalism and media, sports rehabilitation, sports science and engineering and design for sport.



Religious Studies

Students will follow the AQA Specification A during Years 10 and 11. The aims are to provide you with the opportunity to study the beliefs, teachings and practices of two world religions, as well as some of the big issues in life, and to introduce you to philosophy and thinking philosophically. By the end of the course, you will have a broad understanding of how people from different religions and cultures respond.

As a qualification, this subject is highly valued by employers and institutes of higher and further education because it demonstrates that you have a good understanding of the beliefs and values of others, and that you are able to reach clear and balanced decisions through philosophical thought and analysis. We live in a multi-cultural society and opportunities to travel and work abroad are open to us all. Moreover, it is increasingly important for us to understand and evaluate different religions, cultures and the often complex and contradictory answers to moral issues that they present.

If you choose religious studies, you will study two components:

Component 1: The study of Beliefs, Teachings and Practice

| | | | |
|--------------|--|------------------------------------|-------------|
| Christianity | You study the beliefs, teachings and practices of the two religions, their sources of wisdom and authority. You will look at scripture and/or sacred texts where appropriate. You will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within the religions in the way beliefs and teachings are understood and expressed should be included throughout. | Written Exam 1 hour, 45 minutes | 50% of GCSE |
| Islam | | | |

Component 2: Thematic studies: Religious, philosophical and ethical studies

You will study the four options below and will be required to answer on all four themes:

| | | | |
|--------------------------------|---|------------------------------------|-------------|
| Relationships and families | Including sex, marriage and divorce, families and gender equality | Written Exam 1 hour, 45 minutes | 50% of GCSE |
| Religion and life | Including origins of the universe, the value of human life and religious attitudes to the environment and animals | | |
| Religion, peace and conflict | Including forgiveness, religious attitudes to war and peace and pacifism | | |
| Religion, crime and punishment | Including types and causes of crime, religion and punishment | | |

You should consider different religious, philosophical and ethical arguments and their impact and influence in the modern world. You should be aware of different perspectives on the issues studied, within and/or between religions, as well as non-religious views.

Future Opportunities

Studying GCSE RS puts you in a good position to study A Level subjects such as criminology, psychology, sociology, politics and health and social care.

Vocational Options



Cambridge National Certificate in Child Development

This course will inspire and equip you with independence and confidence in using skills that are relevant to the childcare sector and more widely. It covers all aspects of child development, from conception to five years, as well as providing safe and nurturing environments.

In this qualification you will gain the essential knowledge required to work in the early years and childcare sector and you will have the opportunity to apply these in a vocational context.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- preparing a feed or meal for a child
- choosing suitable equipment to use in a childcare setting
- planning suitable play activities
- helping to prevent accidents in a childcare setting

What you will study

The course provides a practical, real world approach to learning and develops the specific knowledge and skills you will need to work successfully in industry, such as:

- Understanding and applying the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years.
- Develop learning and practical skills that can be applied to real-life contexts and work situations.
- Being able to think creatively, innovatively, analytically, logically and critically.
- Developing independence and confidence in using skills that would be relevant to the childcare sector and more widely.

How you will be assessed

| Component | Assessment | Weighting |
|---|---|-----------|
| Health and well-being for child development | Written paper, OCR set and marked 1 hour 15 mins | 40% |
| Create a safe environment and understand the nutritional needs of children from birth to five years | Centre-assessed tasks, OCR moderated | 30% |
| Understand the development of a child from one to five years | Centre-assessed tasks, OCR moderated | 30% |

BTEC Level 2 Tech Award in Digital Information Technology

This exciting qualification in Information Technology gives you fantastic opportunities to work with some typical workplace technologies and offers you that chance to develop your practical skills in ways that can be applied directly to a variety of career choices, making it both engaging and enjoyable to study while also improving your future prospects.

The qualification has been designed to nurture digital literacy and provide you with up-to-date skills, knowledge and understanding of the rapidly developing digital world.

What you will study

Component 1 - Exploring User Interface Design Principles and Project Planning Techniques

In this component, you will gain an understanding of the Digital Information Technology sector by:

- exploring user interface design and development principles
- investigating how to use project planning techniques to manage a digital project
- discovering how to develop and review a digital user interface

Component 2 - Collecting, Presenting and Interpreting Data

In this component, you will develop knowledge, skills and best practices. You will look at real life scenarios to learn what people in the sector need in order to do their jobs effectively by:

- exploring how data impacts on individuals and organisations
- drawing conclusions and making recommendations on data intelligence
- developing a dashboard, using data manipulation tools

Component 3 - Effective Digital Working Practices

In this component, you will explore how organisations use digital systems and the wider implications associated with their use by:

- exploring how modern information technology is evolving
- considering legal and ethical issues in data and information sharing
- understanding what cyber security is and how to safeguard against it

How you will be assessed

Assessment in the BTEC qualification is divided into two coursework assignments (60%) and one exam (40%).

Future Opportunities

Digital Information Technology qualifications can provide an incredible world of opportunities for work, both in the technology industries and in supporting roles within other industries. IT people not only need technical skills and knowledge but also other characteristics, such as: an ability to communicate clearly to all levels of business personnel; planning and project management skills; and excellent self-motivation, decision-making and problem-solving abilities.

Digital Information Technology is an exciting subject and the depth of coverage means that it will provide a solid foundation for either further study or employment.

Cambridge National Certificate in Engineering Design

Engineering design is a process used to identify opportunities and solve problems to develop new products and systems. This qualification is aimed at those who wish to study the processes involved in designing new engineered products and the requirements of a design specification. Through research and practical activities, you will understand how market requirements and opportunities inform client briefs, using practical skills (such as drawing, computer modelling and model making to communicate design ideas).

How you will be assessed

| Unit | Content |
|---|---|
| <p>R038: Principles of engineering design</p> <p>Written paper – 1 hour 15mins</p> <p>40%</p> | <p>In this unit, you will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design. You will learn about design briefs, specifications and about manufacturing and other considerations that can influence a design. You will develop knowledge of the types of drawing used in engineering to communicate designs, evaluation and modelling methods.</p> |
| <p>R039: Communicating designs</p> <p>Coursework</p> <p>30%</p> | <p>You will learn how to develop techniques in sketching and industrial skills in engineering drawing. You will use computer aided design (CAD), 2D and 3D software, to produce accurate and detailed drawings and models that visually communicate designs.</p> |
| <p>R040: Design, evaluation and modelling</p> <p>Coursework</p> <p>30%</p> | <p>You will learn how designers quickly create and test models to develop a working prototype of a design. You will develop your virtual modelling skills to produce a high-quality model of your design prototype. You will also develop your physical modelling skills using modelling materials or rapid-prototyping processes to produce a physical prototype.</p> |

Future opportunities

Successful completion of the course may lead to further study of Engineering at Level 3, A-level or an apprenticeship. The study of Engineering Design can lead to future careers in engineering, architecture or construction.

Cambridge National Certificate in Enterprise & Marketing

Whether you're a budding entrepreneur or you are interested in the world of business, then our Enterprise and Marketing course is the subject for you. You will develop knowledge and practical skills in enterprise and marketing. You will carry out research, both within and away from the classroom, and learn how to work in a team.

What you will study

You will be presented with a business challenge, from which you create a researched and costed business proposal. You will carry out research, present data, seek and act on feedback, and cost your proposals. In your work on this unit, you will develop your self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

You will then prepare for and pitch the business proposal that you have developed. You will develop a brand identity and investigate how best to promote your product and then plan, practise and finally deliver your pitch. You will help develop your analysis and self-evaluative skills by reviewing how you thought your pitch went.

During the course, you will explore the techniques businesses use to understand their market and develop products, investigating what makes a product viable and understanding how businesses attract and retain customers.

How you will be assessed

Assessment in the Enterprise and Marketing certificate is divided into two coursework assignments (60%) and one exam (40%).

- **Assignment 1:** Enterprise and marketing concepts. You will explain the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business.
- **Assignment 2:** Design a business proposal. You will design a product proposal to meet a business challenge scenario. You will use your market research to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. You will complete financial calculations to select a pricing strategy and determine whether their proposal is viable.
- **Exam:** One test paper with multiple choice questions, short answer questions and three extended response questions.

Future Opportunities

You will develop research, organisation, communication and problem solving skills studying this course. You can progress onto other related study, such as qualifications in enterprise, marketing and business. Also, the course will help you progress onto either vocational qualifications or apprenticeships, such as business administration.

Lord Alan Sugar never studied business but (as the government's enterprise tsar) he thinks all pupils now should!

Cambridge National Certificate in Health & Social Care

This course will help you gain the knowledge, understanding and competency needed when considering employment in the health and social care sector.

In this qualification you will gain the essential knowledge required to work in the health and social sector and you will have the opportunity to apply these in a vocational context.

What you will study

- The course provides a practical, real world approach to learning and develops the specific knowledge and skills you will need to work successfully in industry, such as:
- Understanding how to provide quality care for individuals, how regulatory frameworks aim to protect both individuals and care workers and how procedures and policies are used within health and social care settings.
- Developing team work and communication skills by exploring how to communicate, working together on projects and analysing your own personal qualities to explore how these can be utilised when working in health and social care.
- Investigating the main life processes that occur during each life stage, developing an understanding of key events that may happen and how these can affect an individual and how these individuals can be supported.
- Developing an understanding of the structure and function of body systems, including illnesses that may affect these systems. You will develop the skills to be able to measure and interpret data obtained from various body functions.

How you will be assessed

| Component | Assessment | Weighting |
|--|--|-----------|
| Principles of care in health and social care | Written paper, OCR set and marked 1 hour 15 mins | 40% |
| Supporting individuals through life events | Centre-assessed tasks, OCR moderated | 30% |
| Creative and therapeutic activities | Centre-assessed tasks, OCR moderated | 30% |

Future opportunities

Following the completion of the course, you will have a range of opportunities open to you. You will be able to either enter initial employment in health and social care, apply for apprenticeships in areas such as early years, education, health and social care or move on to study the Cambridge Technical in Sixth Form in this subject area.

Cambridge National Certificate in Sport Studies

The aim of this qualification is to develop a range of skills in sport and physical activity in different contexts and roles. You will be assessed in your own practical ability and also in your ability to lead physical activities, umpire, referee and coach. You will be assessed in four different units throughout Year 10 and 11.

How you will be assessed

| Unit | Assessment Method |
|---|--|
| Contemporary issues in sport 40% | <p>This is assessed externally through a 60 minute exam</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Factors affecting participation in sport • How sport promotes values • The importance of hosting a major event (such as the World Cup) • Roles of national governing bodies (such as the Football Association). |
| Performance and Leadership in Sports Activities 40% (Practical/Theory) | <p>This is a centre-assessed unit</p> <p>This unit is assessed through practical lessons. Pupils are assessed in their practical ability in one team and one individual sport. Pupils are also assessed in their ability to evaluate performance and referee/umpire. Pupils are assessed on their ability to plan, lead and evaluate an activity session for a group of younger students.</p> |
| Increasing Awareness of Outdoor and Adventurous Activities 20% | <p>This is a centre-assessed unit</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Provision for different types of outdoor adventurous activity • Equipment clothing and safety aspects of outdoor adventurous activity • Plan for and be able to participate in outdoor adventurous activity • Evaluate participation in outdoor adventurous activity. |

Skills and interests required for the course

- You will have an interest in sport and sound sporting ability
- You need to be hardworking, dedicated and able to meet deadlines
- You need the ability to work on your own and respond to feedback
- You need good ICT skills

Future Opportunities

Successful completion of the course could lead to Level 3 Cambridge Technical Sport and Physical Activity in KS5. Careers linked to the study of this course include fitness instructor, PE teacher, sports journalism and media, sports rehabilitation, sports science and engineering and design for sport.



DRIFFIELD
SCHOOL
& SIXTH FORM

Believe • Achieve

🖱️ driffieldschool.net

☎️ 01377 253631

✉️ office@driffieldschool.org.uk

🐦 @driffieldsch

📍 Driffield School & Sixth Form,
Manorfield Road, Driffield,
East Riding of Yorkshire,
YO25 5HR