



YEAR 9
GUIDED OPTIONS CHOICES
2025/2026

CONTENTS

INTRODUCTION

Introduction to Guided Choice - Options from Mr Warsop	Page 4
Welcome and explanation from Mr Lewis	Page 5

OVERVIEW

How should I choose my GCSE subjects?	Page 6
Making the right choices	Page 7
Useful websites to visit	Page 7

FULL LIST OF SUBJECTS

Core Curriculum - these are compulsory for all students

GCSE English Language & Literature	Page 8 - 9
GCSE Maths	Page 10
GCSE Science - Combined Trilogy & Triple Award	Page 11 -12
GCSE Religious Education	Page 13

All students are expected to pick at least one highlighted EBacc* subject. Many careers and top level universities will expect you to have **BOTH a language and a humanity subject at GCSE.**

GCSE French	Page 14
GCSE Spanish	Page 15
GCSE History	Page 16 -17
GCSE Geography	Page 18

Optional subjects: All Students are expected to pick their free option(s) subject from the following choices.

GCSE Art	Page 19
BTEC Business & Enterprise	Page 20
GCSE Computer Science	Page 21
GCSE Citizenship	Page 22
GCSE DT-Textiles	Page 23
BTEC Digital Information Technology-ICT	Page 24
BTEC Music	Page 25 -27
BTEC Performing Arts-Drama	Page 28 -29
GCSE Physical Education	Page 30 - 31
GCSE Psychology	Page 32

INTRODUCTION TO GUIDED CHOICES - OPTIONS

Dear Year 9 Students / Parent or Carer,

Thank you for taking the time to read through this important booklet which will help you to decide on the subjects that you will choose to continue studying in Year 10 and 11 as you prepare to take your GCSEs.

The booklet will provide you with important information about the Options course that you can choose, the way that they are assessed and the skills that the subject will provide you with as you prepare for Post-16 education and your future career.

Core Subjects

Some subjects have to be studied and these are the core curriculum of:

- Maths
- English Language
- English Literature
- Science - Both Triple Award Science and Double Combined Science
- Religious Education

Options subjects consist of two key groups:

- **EBacc Subjects** - Humanities: Geography/History and Languages: French/Spanish
- **Free Options** - Art, Citizenship, Computer Science, Physical Education, Psychology, Textiles, BTEC Business & Enterprise, BTEC ICT, BTEC Music and BTEC Performing Arts (Drama)

When picking the three option choices, it is important that you have a broad and balanced spread of subjects. It is recommended **by universities and future employers that students select two EBacc subjects**, one language and one humanity. The **EBACC Pathway** is a set of subjects at GCSE that keeps young people's options open for further study and future university careers though this might not be appropriate for all students.

The other **Options Subjects** are chosen by students in a process that is supported by staff that we call guided choices. This guidance will take a number of forms and your child will have the opportunity to complete surveys, experience taster lessons and have 1 to 1 meetings to support them in selecting their Options subjects. For students with SEND needs, these conversations will take place with the support of the SEND team.

This process will take place between **January 2026 and April 2026**, with final **allocations being shared in May 2026** once timetabling has been completed.

Please do spend time thinking about the options that you select as once you are allocated your subjects and timetables are created it is not always possible to change their subjects.

If you have any questions please don't hesitate to contact me on kwarsop@stmarks.anthemtrust.uk

Yours faithfully,

Mr Warsop

Assistant Principal - Quality of Education

WELCOME

At St Mark's Academy our aim is to provide an outstanding quality of education for all young people, dedicated to academic and character excellence, through the inclusive Christian values of love, hope and trust.

We know what a truly amazing experience it is to be part of the St Mark's community, how highly our students can achieve and how successful they can be in the classroom and beyond.

You will soon be entering a very important and challenging part of your school life. When you move up into Key Stage 4, you will be beginning a range of courses most of which will lead to public examinations. Some of these courses will be familiar but others will offer you new opportunities. You will be able to extend the interests you have developed in Key Stage 3 and will be able to explore some new ones.

For the first time, you have some choice about which subjects you learn and because Key Stage 4 should provide you with good preparation for further study or the world of work, it is very important that you make the choices which are best for you. These choices should give you a stimulating, balanced and relevant programme. This Options Information Booklet is to help you make these choices and to let you know more about Key Stage 4 (Years 10 and 11). We hope you will refer to it when discussing your options with your parents.

It is a good idea to ensure that your choices are broad and balanced – even if you have a specific career in mind. You may change your mind over the next few years. Keeping your curriculum broad ensures that you keep as many doors as possible open. It also shows that you are a well-rounded person.

Take your time with this process, look through all that is presented to you. This booklet provides an overview on each subject, whether they are compulsory or a possible option for you. Seek advice from all around you, fully immerse yourself into this process and take all you can. Take part in the career's advice, take part in each taster session- ask questions to your subject teachers and seek advice from them.

The support and encouragement parents can provide at this important stage of a child's education is also critical. We are looking forward to working directly with the parent of every child in the year and working together to ensure all our students at St Mark's Academy are successful. Enjoy this process and know we are here to fully support, advice and help, do contact me LAmaira@stmarks.anthemtrust.uk if I can be of any assistance.

With best wishes,

Mr Amaira

Progress Leader for Year 9

HOW SHOULD I CHOOSE MY GCSE OPTIONS?

There is no “right” way to choose your GCSE options, but it does help if you think about your future when making your decisions. For example, if you know whole-heartedly that you want to be a doctor, then choosing subjects related to that job like physics, chemistry and biology will certainly be useful.

WHAT CAREER DO I WANT TO HAVE?

You should also consider whether your chosen career will require you to get more qualifications in the future. For example, in order to become a doctor, you'll also need to have A-levels and the go on to study medicine at university. Although it may seem like a long way away, you might want to consider what qualifications you'll need to get into university (if that's your plan) because the subjects you take at GCSE level could have an impact.

SHOULD I KEEP MY GCSE OPTIONS OPEN?

On the other hand, if you don't have a clue what career you want in the future (like most students in Year 10 and 11), then you should probably aim to keep your options open. Studying a range of subjects will provide you with a good overview of different topics and different ways of studying, which can help you identify what subjects you're best at. Talk to your careers advisor to see if you can get a feel for what kind of career you might like to do.

ASK YOURSELF THESE QUESTIONS...

- Which subjects do I like?
- Which subjects am I good at?

Remember it is not picking the subject with your favourite teacher!

- Do I need a particular subject for a higher educational course or the career I have in mind?
- Do I like practical subjects and will I organise materials for them?
- Am I good at exams?
- Am I good at coursework?
- Which subjects do I know enough about to make a good and informed choice?
- Which subjects do I need to find out more about?
- Have I discussed my choice(s) with my parents or carers?

MAKING THE RIGHT CHOICES

It is very important that students and their parents and carers think carefully about the choice of study at GCSE level.

THERE ARE SEVERAL FACTORS WHICH NEED TO BE CONSIDERED:

- Level of interest and ability in a particular subject
- Future education and career aspirations. Some university courses will require students to have studied specific subjects at GCSE level and certain career paths will require specific subjects.
- Previous track record in a subject.
- Advice and guidance from Subject Leaders.

STUDENTS SHOULD SELECT A COURSE BECAUSE:

- The student is good at a particular subject and will enjoy the subject.
- It links to a career idea/aspiration.
- It fits well with other subject choices.
- It will help develop knowledge and skills of interest to the student.
- The student wants to continue to study the subject at Post 16 level.
- Student research shows that it will interest and motivate students. We emphasise that enjoyment of a subject should be the most important criteria for making option choices.

CAREER PLANS

Some students may have a clear idea about their career plans. However, there is no need to worry at this stage if your child does not have a particular career in mind. If they have no career plans, it is wise to select a good balance of subjects that keep open as many opportunities as possible. Future employers will look for a person who is flexible and adaptable to changing situations.

WHAT STUDENTS CAN DO

Making future choices can be quite daunting, but it is actually the opportunity for students to take control of their education and shape their future. Everyone needs help with decision-making. Option choices are too important to leave to chance so students need to make sure they all get the help and support needed. Students should be seeking advice, information and guidance from Parents and Carers, Subject Teachers, Ms Glymidou, Miss Smith and Miss Khan.

SOME USEFUL WEBSITES:

<http://www.careerpilot.org.uk/info/your-choices-at-14>
<https://icould.com/stories/choosing-your-gcse-options/>
<https://www.bbc.co.uk/bitesize/articles/zrjh92p>
[https://nationalcareersservice.direct.gov.uk/
www.sciencecareerpathways.com](https://nationalcareersservice.direct.gov.uk/www.sciencecareerpathways.com)
<http://www.careersadviceforparents.org/2015/01/choosing-gcse-subjects-essential-guide.html>
<https://www.studential.com/GCSEs/choosing-your-GCSE-subject-options>
<https://www.theuniguide.co.uk/advice/gcse-choices-university/how-important-are-gcse-choices-when-it-comes-to-university>

“ English language is a strange paradise.
It's where fish flies and sparrow swims. ”
Vishal Yadav

EXPLORATIONS IN CREATIVE READING AND WRITING

The aim of this paper is to engage you as students in a creative text and inspire you to write creatively yourselves by:

- **In section A**, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- **In section B**, writing your own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

WRITERS' VIEWPOINTS AND PERSPECTIVES

The aim of this paper is to develop your insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage you to demonstrate your skills by:

- **In section A**, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader
- **In section B**, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A

PAPER 1 (Component 1)	PAPER 2 (Component 2)	COMPONENT 3 (Speaking and Listening)
50% of total qualification	50% of total qualification	You need to pass it but it does not contribute to the overall grade
Exam 1 hour 45 min	Exam 1 hour 45 min	-

“ *Today a reader, tomorrow a leader* ”
Margaret Fuller

PAPER 1: SHAKESPEARE AND THE 19TH CENTURY NOVEL

- **Section A** Shakespeare: You will answer one question on Romeo and Juliet. You will be required to write in detail about an extract from the play and then to write about the play as a whole.
- **Section B** The 19th-century novel: students will answer one question on A Christmas Carol. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

PAPER 2: MODERN TEXTS AND POETRY

- **Section A** Modern texts: You will answer one essay question from a choice of two on the modern text studied.. An Inspector Calls
- **Section B** Poetry: You will answer one comparative question on one named poem printed on the paper and one other poem from the AQA poetry anthology
- **Section C** Unseen poetry: You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem

PAPER 1 (Component 1)	PAPER 2 (component 2)
40% of total qualification	60% of total qualification
Exam 1 hour 45 min	Exam 2-hour 15 min

AIMS/ INTRODUCTION OF THE COURSE:

Mathematics plays a central role in pupils' education at St Marks Academy. It is an essential skill for the pupils, teaching them good work practices, and is often of great benefit to other subjects. The pupils enjoy the rigour and discipline needed to tackle the trickier problems, and thrive under the high expectations set by the Department.

The Mathematics Department aims to have high expectations of all pupils and to differentiate effectively, so that all pupils are appropriately challenged. We wish to instil in all pupils a love and understanding of Mathematics, whatever their ability level, and to ensure they achieve their potential.

SPECIFICATION:

We follow the Pearson Edexcel GCSE (9-1) in Mathematics (1MA1) specification. The specification aims to:

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

THE ASSESSMENTS WILL COVER THE FOLLOWING CONTENT HEADINGS:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Two tiers are available: Foundation and Higher (content is defined for each tier). Each student is permitted to take assessments in either the Foundation tier or Higher tier

ASSESSMENT METHOD

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry and must be completed in the same assessment series. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long. Each paper has 80 marks. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded. Foundation tier: grades 1 to 5. Higher tier: grades 4 to 9 (grade 3 allowed).

“ *The important thing is not to stop questioning. Curiosity has its own reason for existence* ”
 Albert Einstein

AIMS/ INTRODUCTION OF THE COURSE:

“Is climate change real?”, “Do vaccinations cause autism?”, “Are GM foods bad for our health?”, “What do we do if we run out of oil?”, “What is the car of the future?”, “How is the Corona Virus transmitted?”, “Can we clone human beings?”,

We live in a world that is full of theories, questions and answers, and regardless of your chosen career, a knowledge of Science will mean being able to make decisions and have opinions on issues with a full understanding of the facts. Students will get an insight into how scientists work and the exciting developments in technology due to the research carried out worldwide.

It is a government requirement that all GCSE students study Science at this level. The Science GCSE provides students with skills and knowledge to better understand the world around them.

GCSE CONTENT

BIOLOGY	CHEMISTRY	PHYSICS
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 8. Key ideas	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space physics

PATHWAYS

All students will be allocated one of two pathways based on their academic performance and teacher judgement. This pathway is subject to change and the final exam entry will not be completed until January 2027.

PATHWAY 1: GCSE TRILOGY SCIENCE

This course focuses on scientific explanations and models, and gives students an insight into how scientists develop scientific understanding of ourselves and the world we inhabit. The course enables students to study Science at A Level but is taught at a pace suitable for all abilities. The examinations consist of 6 papers of 75 minutes each. 2 papers for each of Biology, Chemistry and Physics. All 6 papers are counted equally to give a combined average mark. This will result in 2 GCSE qualifications.

BIOLOGY (2 X 16.7%)		CHEMISTRY (2 x 16.7%)		PHYSICS (2 x 16.7%)	
Paper 1	Paper 2	Paper 1	Paper 2	Paper 1	Paper 2
75 min	75 min	75 min	75 min	75 min	75 min

PATHWAY 2: GCSE TRIPLE SCIENCE

This course focuses on more advanced scientific explanations and models, and gives students a deeper insight into how scientists develop scientific understanding of ourselves and the world we inhabit. The course enables students to study Science at A Level and is taught to include the foundations of topics covered in the A Level specification. The examinations consist of 6 papers of 105 minutes each. 2 papers for each of Biology, Chemistry and Physics. This will result in 3 GCSE qualifications; Biology, Chemistry and Physics.

BIOLOGY (2 X 50%)		CHEMISTRY (2 X 50%)		PHYSICS (2 X 50%)	
Paper 1	Paper 2	Paper 1	Paper 2	Paper 1	Paper 2
105 min	105 min	105 min	105 min	105 min	105 min

WHERE NEXT?

A Level Biology, Chemistry of Physics

BTEC Applied Science or Health and Social Care.

Degrees: Medicine, Science, Dentistry, Engineering, Optometry, Environmental Science, Forensic, Veterinary Science, Radiography, Nursing, Physiotherapy

Career: Doctor, Dentist, Nurse, Food Scientist, Engineer, Researcher, Pharmacologist, Veterinarian

AIMS/ INTRODUCTION OF THE COURSE:

This course gives students the opportunity to tackle questions and make decisions on some of the biggest questions in life and belief, through discussion debate and engagement. Students will need to be able to construct a process of reasoning and reach justified conclusions based on evidence, examples and argument. Topics covered include:

PAPER 1:

- Christian Beliefs
- Christian Practices
- Islamic Beliefs
- Islamic Practices

PAPER 2

- Theme A: Relationships and Families: covering issues such as sex outside of marriage, divorce, the use of contraception and gender equality.
- Theme B: Religion and Life: covering issues such as the use and abuse of the environment, abortion, euthanasia and life after death.
- Theme D: Religion, Peace and Conflict: including the difference between a holy war and a just war, reasons for war, pacifism and peacemaking.
- Theme E: Religion Crime and punishment: The causes of crime, the treatment of prisoners, the use of corporal punishment and the death penalty.

PAPER 1 (50%)	PAPER 2 (50%)
Christianity & Islam	Themes Paper
Exam: 1 hour 45 min	Exam: 1 hour 45 min

AIMS/ INTRODUCTION OF THE COURSE:

The French GCSE curriculum will extend each student's knowledge of a range of vocabulary and grammar concepts to allow them to use the language independently, purposefully and creatively to confidently express their own ideas and opinions. Students will also develop their cultural understanding of the world around them, focusing on French speaking countries.

We will focus equally on the four key skills (listening, reading, speaking and writing) and use authentic sources where possible to enable students to both understand and use the language successfully. We believe that our programme of study will develop confident and passionate

GCSE CONTENT

The course covers six broad thematic contexts:

1. My personal world
2. Lifestyle and wellbeing
3. My neighbourhood
4. Media and technology
5. Studying and my future
6. Travel and tourism

WHY STUDY FRENCH?

- Speak one of the most popular European languages and one of the most important for worldwide business
- Develop communication and creative skills
- Learn about a wide range of topics with links to Science, Geography, Art and Culture
- Build confidence and public speaking skills
- Improve literacy and vocabulary
- Travel easily to neighbouring France and other French-speaking countries

ASSESSMENT

100% Exam assessment in the summer of Year 11.

PAPER 1 Speaking (25%)		PAPER 2 Listening (25%)		PAPER 3 Reading (25%)		PAPER 4 Writing (25%)	
Foundation	Higher	Foundation	Higher	Foundation	Higher	Foundation	Higher
7-9 min (+15 min prep)	10-12 min (+15 min prep)	45 min	1 hour	45 min	1 hour	1 hour 15 min	1 hour 20 min

There is the option to be entered into Higher or Foundation level GCSE. The maximum grade achievable is a grade 9 in the Higher Tier and a grade 5 in the Foundation tier

WHERE NEXT?

A Level French

Degrees: degree in French, International Relations, French with other subjects such as Business, Economics and Law

Careers: business, interpretation, translation, opportunities for travel, journalism

Did you know? Research shows that by 2025, French will surpass German as the most spoken language in Europe!

EXAM BOARD WEBSITE <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

AIMS / INTRODUCTION OF THE COURSE:

The Spanish GCSE curriculum will extend each student's knowledge of a range of vocabulary and grammar concepts to allow them to use the language independently, purposefully and creatively to confidently express their own ideas and opinions. Students will also develop their cultural understanding of the world around them, focusing on Spanish speaking countries.

We will focus equally on the four key skills (listening, reading, speaking and writing) and use authentic sources where possible to enable students to both understand and use the language successfully. We believe that our programme of study will develop confident and passionate linguists, with a desire to use their skills to communicate and explore the wider world.

GCSE CONTENT

The course covers six broad thematic contexts:

1. My personal world
2. Lifestyle and wellbeing
3. My neighbourhood
4. Media and technology
5. Studying and my future
6. Travel and tourism

WHY STUDY SPANISH?

- Speak the second most spoken language in the world
- Develop communication and creative skills
- Learn about a wide range of topics with links to Science, Geography, Art and Culture
- Build confidence and public speaking skills
- Improve literacy and vocabulary
- Travel with ease to Spain and South American countries

ASSESSMENT

100% Exam assessment in the summer of Year 11.

PAPER 1 Speaking (25%)		PAPER 2 Listening (25%)		PAPER 3 Reading (25%)		PAPER 4 Writing (25%)	
Foundation	Higher	Foundation	Higher	Foundation	Higher	Foundation	Higher
7-9 min (+15 min prep)	10-12 min (+15 min prep)	45 min	1 hour	45 min	1 hour	1 hour 15 min	1 hour 20 min

There is the option to be entered into Higher or Foundation level GCSE. The maximum grade achievable is a grade 9 in the Higher Tier and a grade 5 in the Foundation tier

WHERE NEXT?

A Level Spanish

Degrees: degree in Spanish, International Relations, Latin American studies, Spanish with other subjects such as Business, Economics and Law

Careers: business, interpretation, translation, opportunities for travel, journalism

Did you know? There are more than 480 million native speakers of Spanish—second only to Chinese in terms of the most spoken languages in the world.

AIMS/ INTRODUCTION OF THE COURSE:

Studying history for GCSE at St. Mark's will mean that you continue to learn about the big ideas in our history curriculum. You will focus on explaining how history has changed the way humans live together leading to the world that we see every day.

GCSE CONTENT

Paper 1: Thematic Study and Historical Environment

- ◇ Crime and Punishment in Medieval England
- ◇ Crime and Punishment in Early Modern England
- ◇ Crime and Punishment in 18th and 19th Century Britain
- ◇ Crime and Punishment in Modern Britain
- ◇ **Historic Environment: Whitechapel, c.1870-c.1900: Crime, Policing and the Inner City. The case of Jack the Ripper**



Paper 2: Period Study and British Depth Study

- ⇒ The Origins of the Cold, 1945-58
- ⇒ Cold War crises, 1958-1970
- ⇒ The end of the Cold War, 1970-1991
- * Queen, Government and Religion, 1558-1569
- * Challenges to Elizabeth at home and abroad, 1569-1588
- * Elizabethan society in the Age of Exploration, 1558-1588



Paper 3: Modern Depth Study

- ◆ The Weimar Republic, 1918-1929
- ◆ Hitler's Rise to Power, 1919-1933
- ◆ Nazi control and dictatorship, 1933-1939
- ◆ Life in Nazi Germany, 1933-1939



ASSESSMENT

PAPER 1	PAPER 2	PAPER 3
Exam	Exam	Exam
1 hour 20 min	1 hour 50 min	1 hour 30 min

WHY STUDY HISTORY?

History helps you to understand the world that we live in today. The events that we will study over the two helps helped to shape Modern Britain. You will learn about why we no longer allow the death penalty, why Britain is no longer a superpower and why Queen Elizabeth I is considered to be one of the greatest monarchs to have ever ruled. History allows you to engage in a range of conversations and to help you understand different views on topics. It will develop your critical thinking and your ability to argue effectively. History also helps to develop your literacy skills as you engage with sources and interpretations. It will inspire you to question the reasons behind people's actions.

WHAT CAN YOU EXPECT FROM THE HISTORY DEPARTMENT?

Our aim to is to inspire historians and continue to nurture a love of the subject as well as strive for exam success.

Every lesson follows the demands of the curriculum and these are taught through a variety of activities to challenge and develop students as historians.

Over the course of the GCSE course, your child will have plenty of opportunity to develop their exam technique. These skills will be crucial for exam success, including, essay writing skills , source/ interpretation analysis and critical thinking.

IS HISTORY THE RIGHT CHOICE FOR ME?

- You must enjoy both medieval and modern history.
- You must be able to learn a range of historical events and draw conclusions from them.
- You must be committed to learning exam technique.
- You must be focused and willing to work to the best of your ability in lessons.

WHERE NEXT?

Studying History opens up careers in a range of fields, including those in the education, commerce, archaeology, medicine and public sectors. You'll also have many transferable skills, attracting employers from the business, law and finance sectors.

AIMS / INTRODUCTION OF THE COURSE:

Geography is not only an up-to-date subject which is relevant to the lives of everyone but it is also one of the most exciting, adventurous and valuable subjects which you can study. It is so important that The Guardian newspaper recently called it a 'must-have' subject at GCSE and A Level. Geography brings together the world of hard scientific facts and processes with human interaction and reaction. It is a subject which involves problem-solving and enquiry - skills which can be used to solve problems rather than just think about them.

GCSE CONTENT

Paper 1 – Living with the physical environment

Section A – The challenge of natural hazards

Section B – The living world

Section C – Physical landscapes

Paper 2 – Challenges in the human environment

Section A – Urban issues and challenges

Section B – The changing economic world

Section C – The challenge of resource management

Paper 3 Geographical applications

Section A – Issue evaluation

Section B – Fieldwork

2 days of fieldwork away from the school site are compulsory

Geographical skills (including map skills, graphical skills, numerical skills and statistical skills) will be taught as part of all three topics and will be assessed on

TRANSFERABLE SKILLS YOU WILL DEVELOP

Geography is full of skills which are **transferable**. This means that you can use them in other subjects or apply them to jobs or future life situations away from school. Including:

- Interpreting photographs and graphs
- Convincing others of your point in a discussion
- Listening and understanding the views of others
- Investigating contemporary issues in the real world
- Problem solving
- Decision making
- Fieldwork skills including teamwork

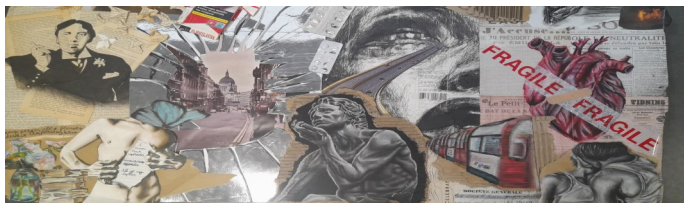
ASSESSMENT

UNIT 1 Exam—35% of GCSE	UNIT 2 Exam—35% of GCSE	UNIT 3 Exam—30% of GCSE
88 marks	88 marks	76 marks
1 hour 30 min	1 hour 30 min	1 hour 30 min

WHERE NEXT?

Studying Geography opens up careers in a range of fields, including those in the education, commerce, industry, transport, tourism and public sectors. You'll also have many transferable skills, attracting employers from the business, law and finance sectors.

EXAM BOARD WEB- <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification>



AIMS / INTRODUCTION OF THE COURSE:

You will develop your drawing and painting skills as well as exploring print making, mixed media (including textiles), photography, art, depending on your personal interests! You will also learn how to hone your analytical skills and how to develop your ideas and your individual, artistic personality.

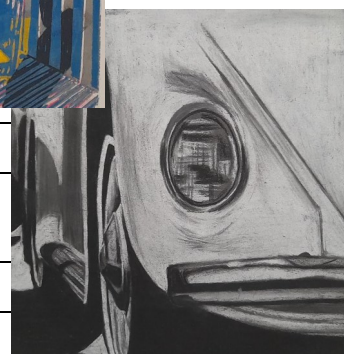
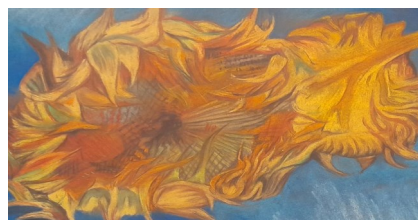
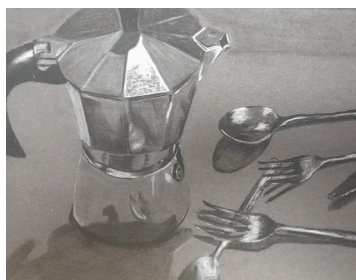
The majority of the work is carried out in class and is therefore informally supervised. Some work which aids the development of the submission (homework, research, gallery visits) may be completed without direct supervision. The 10-hour sustained focus is formally supervised at the end of year 10.

The Art Department has an open door policy; students are welcome to work at lunchtime and after school either independently or with help from staff. Students are also required to attend a homework intervention that is compulsory once a week after school from 3.15 to 4.10, to support students with space, materials and assistance from staff.

Where possible, you will be expected to visit galleries, museums and exhibitions. There will be a school visit to an Art Gallery (London based) as part of the personal portfolio. In addition, you need to explore locations within your environment for research purposes which will assist you in the development of your individual project work.

The acquisition of a visual language and good basic drawing skills forms a desirable part of an Art course and students must be prepared to keep sketchbooks to record observations both in school and at home. You will have the opportunity to explore and experiment with different materials, methods and techniques of image making. Your ideas, the work in progress, as well as any finished pieces of work are the subject of assessment and evaluation.

ASSESSMENT



COMPONENT 1	COMPONENT 2
Controlled Assessment (Personal Portfolio)	Externally Timed Assessment
60%	40%

Controlled Tests: This is an externally set question paper. It contains a theme which you will interpret in a medium of your choice. You will have eight weeks to carry out research, make preparations and then ten hours to produce the final test piece in school, under examination conditions.



Enthusiasm, willingness to work independently and self-motivation are essential for this course. These qualities are more of a priority than ability. At least 2 hours minimum a week must be devoted to art project work as 'homework'

INTRODUCTION OF THE COURSE

The Pearson BTEC Level 1/Level 2 Tech Award in Enterprise is for learners who wish to acquire knowledge and skills through academic and vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise (business) idea as part of their Key Stage 4 learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment. Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

WHAT DOES THE COURSE COVER

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on the knowledge, understanding and skills required to research, plan, pitch and review an enterprise idea that includes:

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

COURSE CONTENT AND ASSESSMENT

COMPONENT NUMBER	COMPONENT TITLE	GUIDED LEARNING HOURS	LEVEL	TECHNOLOGY IN SPORT
1	Exploring Enterprises	36	1 or 2	Coursework
2	Planning for and Pitching an Enterprise Activity	36	1 or 2	Coursework
3	Promotion and Finance for Enterprise	48	1 or 2	External Examination

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components to achieve the qualification.

COURSE CONTENT AND ASSESSMENT

Studying the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that a learner makes post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.
- Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:
- study at Level 2, post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and communication skills covered in the qualification will help them to achieve well in their post 16 studies.

“ Whether we're fighting climate change or going to space, everything is moved forward by computers, and we don't have enough people who can code. ”

Richard Branson, Founder, Virgin Group

AIMS / INTRODUCTION OF THE COURSE:

The Computer Science level 2 option choice is available for students interested in coding to a junior developer level. We believe the specifications brings the subject to life and inspire students to develop and achieve their computational skills.

- Students will be exposed to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- apply mathematical skills relevant to Computer Science.
- understand the impacts of digital technology to the individual and to wider society

COURSE CONTENT

Paper 1: Computer systems

This component will assess:

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

ASSESSMENT

Paper 1 Assessment

- Written paper: 1 hour and 30 minutes, 50% of total GCSE
- 80 marks

This is a non-calculator paper.

All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.

Paper 2: Computational thinking, algorithms and programming

This component will assess:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

Paper 2 Assessment

- Written paper: 1 hour and 30 minutes, 50% of total GCSE
- 80 marks

This is a non-calculator paper.

This paper has two sections: Section A and Section B. Students must answer both sections.

All questions are mandatory.

In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

WHERE NEXT?

A Level Computer Science

Degrees: degree in Computer Science: Software Engineering, Information Systems, Games Design, Computer Animation, Cybersecurity

Careers: Analysts (Data, Cyber, Application & Systems), Games designer, Web Developer & Network Engineer.

Did you know? Cyber security and data analysts are some of the most sort after high paying roles

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

INTRODUCTION TO THE COURSE

Why do we punish criminals? How much power should the police have? Why is it important to have a free press? If reading these questions gets you thinking, then Citizenship is the subject for you.

GCSE Citizenship is the study of politics: governments, laws, courts and international conflict. You'll learn about the rules of war, the powers of Parliament and find out whether the King can be arrested.

You'll also have the opportunity to engage in a group project where you will get to work with a local charity or organisation to help campaign on a social issue that matters to you!

Students who have studied GCSE Citizenship in the past have gone on to continue their studies in subjects like Law, Government and Politics, History, Sociology, Journalism, and Philosophy at both A-Level and then at university.

COURSE CONTENT & ASSESSMENT

<i>Active Citizenship</i>	This is where you will work either individually or within a group to investigate, research and collect information about a specific issue. Your active citizenship work will be examined in one of the final exams and will contribute 15% of the final marks . It is a chance to create your very own project that you feel passionate about!
<i>Life in Modern Britain</i>	You will learn about your identity within the UK , the reasons for migration, the UK's cultural diversity as well as the role rights and responsibilities of the media . You will also consider the UK's role within international organisations such as NATO, the UN and the Commonwealth.
<i>Rights & Responsibilities</i>	You will learn about the role and powers of the police ; how criminal and civil law courts work and different types of crime and punishment . You will also learn about human rights and international law .
<i>Politics & Participation</i>	You will learn about different types of government e.g. dictatorship and democracy, how and why it is important to vote , different types of elections , how an MP is elected and what their role requires, the role of the Prime Minister, a look at the Houses of Parliament and how you as citizens can bring about change .

"It's changed my view on the world by showing me how different and unique everyone and everything is and also shows me so much of what the world has to offer" - Current Y10 Student

"It has impacted the way I view the world because I never thought about how people have had to leave their country because it is no longer feels safe for them. Or that people are treated differently because of who they are. Now I have and it makes me realise that I am lucky." - Current Y10 Student

You will be assessed by two exams, each contributing to 50% of your final grade. The questions are a range of multiple-choice, short answers, source-based and extended answer questions

Taking GCSE Citizenship as an option can open the door to careers such as a Barrister, Solicitor, Religious Leader, Police Officer, Social Worker, Politician, Economist, Journalist, Charity Organiser and Community Worker.

If you believe that your voice matters, your opinion matters and your actions matter (which they do), and you want to make a positive difference in your community, your country and your world, then GCSE Citizenship is for you. Ultimately, Citizenship will empower you to:

"Citizenship has made me understand... that your opinion always matters even if others don't think so. It showed me you should work for what you... believe in" - Current Y10 Student

"Citizenship showed me that I'm worth way more than just a person." - Current Y10 Student

"Citizenship has taught me to always appreciate things in life" - Current Y10 Student

"Citizenship has changed a lot of my views on a lot of things it's also has changed my thoughts about the world we live in" - Current Y10 Student

“ My clothes have a story. They have an identity. They have a character and a purpose. That is why they become classics. Because they keep on telling a story. They are still telling it. ”

Current Year 10 student

INTRODUCTION OF THE COURSE

The WJEC Eduqas GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. Our rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development

WHAT IS GCSE TEXTILES?

This title is defined as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics. However your work does not need not be limited to a single one of these.

COURSE CONTENT

COMPONENT 1	COMPONENT 2
Portfolio (120 marks)	Externally Set Assignment (80 marks)
60%	40%
This component comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points.	<p>The Externally Set Assignment consists of two parts:</p> <p style="text-align: center;">Part 1: Preparatory study period</p> <p>Externally Set Assignment materials set by WJEC are to be released to the students, and will consist of assignments based on themes, visual stimuli and written briefs</p>

INTRODUCTION OF THE COURSE

The Pearson BTEC L1/L2 Tech Award in DIT gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

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

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing, and creating user interfaces, creating dashboards to present and interpret data
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process, and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security, and legal and ethical issues.

COURSE CONTENT & ASSESSMENT

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

Aim: how to project plan the design and development of a user interface

Assessment: internally assessed assignment (30%)

Weighting: 30 % of the total course

During Component 1, the students will:

- **Explore** user interface design and development principles
- **Investigate** how to use project planning techniques to manage a digital project
- **Discover** how to develop and review a digital user interface

Component 2: Collecting, Presenting and Interpreting Data

Aim: process and interpret data and draw conclusions

Assessment: internally assessed assignments

Weighting: 30% of total course

During Component 2, the students will:

- **Explore** how data impacts on individuals and organizations
- **Draw** conclusions and make recommendations on data intelligence
- **Develop** a dashboard using data manipulation tools

Component 3: Effective Digital Working Practices (40%) externally assessed exam

Aim: explore how organisations use digital systems and the wider implications associated with their use
Assessment: scenario-based external 1hr30 min written exam where students demonstrate their knowledge to propose digital solutions to realistic situations

Weighting: 40% of total course

To achieve this aim, the students will:

- **Explore** how modern information technology is evolving
- **Consider** legal and ethical issues in data and information sharing

INTRODUCTION OF THE COURSE

In this exciting course you will explore Music through the **key skills of performing, composing, improvising and listening**. Music BTEC is largely practical and you will be spending much of your time practising an instrument/ singing, writing music in the form of songs and instrumental pieces and studying music from around the world from different periods in history.

You will have the opportunity to explore the works of composers and song-writers representing many different genres, from early classical music to pop music, film and gaming music. You will explore how music is composed, performed and heard, developing your understanding of key musical techniques in your own compositions and performances.

The music department is equipped with a suite of computers using software programmes Soundtrap and Noteflight, and you will learn how to use music technology to record and perform your creations!

HOW DO I KNOW BTEC MUSIC IS RIGHT FOR ME?

The BTEC music course is designed to suit everyone, from beginner-level to advanced musicians.

Above all you will need:

- A passion for music- whether this is listening to music at home, writing music and/or song lyrics, performing to friends or family, thinking about how music is used in everyday life (e.g. films, games, the media)
- A strong commitment to practising your instrument and/or singing skills- you will need to practise on your own in a school practice room or at home for at least 15 minutes, four times a week. Your music teacher will show you what to practise and you will need to be prepared to act on their feedback and take responsibility for attending your lessons/practice sessions
- A willingness to join a music enrichment session each week- whether you love singing, playing the keyboard, steel pans or playing in a rock-group, there will be an activity designed to suit your needs and interests
- An open-minded attitude to music of many different cultures, traditions and periods in music history. The more music you listen to, the more ideas you will have for your own compositions and performances

Useful but not essential:

- The ability to read and write about music to some level
- An instrument at home (there are lots of hire and schemes through our music hub- please see www.mmf.org.uk for more details)
- Experience learning and playing an instrument or singing either in class or at home
- Remember, you can use the time away from school to build on your skills.

SPECIFICATION

BTEC Music is a two-year course, during which you will gain a practical introduction to creating and exploring music. You will also develop personal and professional skills including:

- Self-Discipline, Time Management, Resilience
- Teamwork, Communication, Leadership
- Presenting (music to a brief) and Rehearsing/Performing
- Creativity, Composing, Sequencing using music software/ICT
- Exploring, Analysing, Evaluating

The subject content is divided into three components:

Component 1: Exploring Musical Products and Styles

Component 2: Music skills Development

Component 3: Responding to a Music Brief

ASSESSMENT

COMPONENT 1: EXPLORING MUSIC PRODUCTS AND STYLES

Content overview:

- Learning Aim A: Written portfolio of minimum 4 Musical styles including: Reggae, Britpop, Film, West African music
- Learning Aim B: 3 musical products, relating to a theme set by Pearson, including

Performance 30-60 seconds

One free composition 30-60 seconds

One composition for media, including film/videogame/TV/Commercial 30-60 seconds

What's assessed:

Quality of research and written work, demonstrating comprehensive understanding of the 4 styles studied (LAA)

Technical and Creative skill demonstrated in each of the three products

How it's assessed

Non-examined assessment: internally marked and externally moderated

COMPONENT 2: MUSIC SKILLS DEVELOPMENT

Content overview:

LAA: Create a development plan and progress log of ONE composition and ONE performance, showing how you are improving your skills over time. During this component you will create:

Audits of your skills, including strengths and areas to develop

A development plan, setting out HOW you will improve at least TWO skills for performance and TWO skills for composition

Show how you have used technical exercises to improve your skills

LAB: Refine your skills and demonstrate professionalism in rehearsing and practising

Develop your skills and ideas in line with your development plan intentions

Create and perform music in line with your chosen style

What's assessed

Students produce 2 products totalling 2-4 minutes; One composition and One performance linked to a theme set by Pearson

How it's assessed

Non-examined assessment: internally marked and externally moderated

ASSESSMENT

COMPONENT 3: RESPONDING TO A MUSIC BRIEF

Content overview

You will plan and create a re-mix of a song in one of a list of styles set by Pearson

Assessment overview:

The paper is made up of *three assignment* sections

- 1) **Submit a planning document setting out your intentions**
- 2) **Create your song totalling 2-4 minutes**
- 3) **Submit a written evaluation of your work**

This component is externally assessed

FURTHER EDUCATION AND CAREER PATHWAYS IN MUSIC

- Further vocational and academic study at level 3 BTEC/CTEC Music/Performing Arts
- A'Level in Music/Music Production
- Music Industry career pathways, including:
 - Performer/Musician/Singer
 - Composer
 - Media Composer (Film/TV/Gaming)
 - Producer
 - Sound Engineering
 - Conducting
 - Music Management
 - Music Marketing/Advertising
 - Music Publishing
 - Project Management
 - Arts Events Management
 - Music Journalism
 - Music Blogger
 - Music Education
 - Music Therapy
 - Music Psychology

“ Love the art in yourself and not yourself in the art.
Remember: there are no small parts, only small actors.
Unless the theatre can ennoble you, make you a better
person, you should flee from it. ”
Konstantin Stanislavski

AIMS / INTRODUCTION OF THE COURSE:

Studying the BTEC Level 1/Level 2 Tech Award in Performing Arts qualification as part of Key Stage 4 learning will help Students to make more informed choices for further learning, either generally or in this sector. The choices that students can make post-16 will depend on their overall level of attainment and their performance in the qualification

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

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

COURSE CONTENT

COMPONENT 1	COMPONENT 2	COMPONENT 3
<ol style="list-style-type: none"> 1. Creative intention and purpose. 2. Performance and non-performance roles and related responsibilities. 3. The processes, techniques and approaches used by practitioners 4. The interrelationships between constituent features within the created performance work. 	<ol style="list-style-type: none"> 5. Select a performance strand, associated style and role. 6. Discuss the requirements in terms of technical and interpretative skills. 7. Develop technical and interpretative skills. 8. Apply rehearsal skills during. 9. Performing, learn and memorise a chosen piece of repertoire. 10. Interpret and design an element of repertoires. 11. Apply technical, stylistic and interpretative skills to the workshop performance. 12. Reflect on development & application of skills& 	<p>Synoptic External Assessment. Students will be assessed on 4 Activities...</p> <ol style="list-style-type: none"> 1. Understand how to respond to a brief 2. Select and develop skills and techniques in response to a brief. 3. Apply skills and techniques in a workshop performance in response to a brief. 4. Evaluate the development process and outcome in response to a brief.

ASSESSMENT

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- The development of core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques
- The development and application of skills such as: practical and interpretative, rehearsal and performance. in acting, dance and/or musical theatre, through workshops and classes
- Reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

Component 3 is externally assessed and provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3: Responding to a Brief requires learners to apply performances skills and techniques in response to a brief and stimulus developing group performance workshop for a selected audience. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a set task/external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment comprises 40 per cent of the total guided learning hours of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

COMPONENT 1	COMPONENT 2	COMPONENT 3
Exploring the Performing Arts	Developing Skills and Techniques in the Performing Arts	Responding to a Brief
30%	30%	60%
Written Presentations & Practical	Written Presentations & Practical	Controlled assessment 3 hours & Practical

WHERE NEXT?

Post 16: A Level Drama and Performing Art BTEC level 3 & Apprenticeship

Degrees: Drama & Theatre, Acting, A stage management degree, Film studies & Directing Degree

Careers: Teacher, Arts administrator. Arts administrators manage projects & activities in the creative sector, Barrister, Broadcast journalist, choreographer, Cinematographer, Circus performer, Copywriter & Actor

“ Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it. ”
Michael Jordan

INTRODUCTION OF THE COURSE

The Sports Science and leisure industry is one of the biggest growing industries in the world. People are being trained for jobs in this area that don't even exist yet!

GCSE PE will provide you with an insight into a range of different sport, science and sociology topics. “How does the body move?”, “How does diet and nutrition effect top level performance?”, “How much of an impact does an athlete's mind really have on their performance?” “How do my heart, lungs and skeleton allow me to compete?”

Health and fitness play a big role in everybody's lives around the world. Science and medicine are changing the way athlete's and professional sports people compete at the top level. Studying Physical Education at GCSE level will provide you with a solid foundation of knowledge into the world of sports science as well as an opportunity for you to perform your sport at a high level.

PAPER 1		PAPER 2		NEA	NEA
1. Applied Anatomy and Physiology	5. Sports Psychology	6. Socio-cultural Influences	7. Health Fitness and Wellbeing	Practical Performance	Analysis and Evaluation of skills (coursework)
2. Movement Analysis	7. Health Fitness and Wellbeing	8. Use of data		Students will be assessed in 3 sports...	Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in
3. Physical Training				– Team sport	
4. Use of data				– Individual sport	
				– Sport of choice	

ASSESSMENT

The course provides students with an opportunity to show off their skills practically in both team games and individual sports. It also provides students with an in-depth knowledge of the science around sports performance as well as sport within society in the 21st century.

The coursework element of the course allows students to analyse and evaluate their own performance to bring about improvement in one activity

Due to the nature of the course and 60% of the final grade coming from exam results, we will be liaising with the science department to establish how students are performing in their science lessons when choosing GCSE PE as an option. A high level of knowledge in Biology is advantageous for students wishing to take GCSE PE.

The practical element of the course requires students to be performing their sport competitively. We would expect all students choosing GCSE PE to be taking part in competitive sport either inside or outside of school, as well as regular participation at school clubs.

PAPER 1	PAPER 2	NEA	NEA
30%	30%	30%	10%
Exam 1 hour 15 min	Exam 1 hour 15 min	Practical	Coursework

WHERE NEXT?

Post 16: A Level Sport and PE, CTEC Sport and Physical Activity

Degrees: Physiotherapy, Psychology, Data and Performance Analysis, Sports and Exercise Science, Sports Nutrition, Sports Therapy, Journalism, Sports Coaching, Sport Management, Physical Education, Teaching, Marketing and Public Relations

Careers: Physiotherapist, Sports Psychologist, Sports Therapist, Nutritionist, Teacher, Performance Analyst, Personal Trainer, Sports Development Officer, Journalist, Sports Manager Sports Agent, Sports Marketing PR and Communications

DID YOU KNOW?

The Sports Science industry contributes £4Billion to the UK economy every year and is in the top three fastest growing employment sectors.

INTRODUCTION OF THE COURSE

Psychology is the study of the brain, mind, and behaviour. You will learn about memory, sleep and dreaming, psychological disorders, social influence, and even criminal behaviour. Studying psychology will give you a better appreciation of the human experience.

Time for change report that one in ten young people experience a mental health problem; that's three in an average classroom - so striving to improve young people's mental health knowledge is crucial.

Studying psychology will give you;

- Critical thinking skills developed by engaging with contemporary scientific research including experiments.
- Presentation skills developed by engaging in classroom debates
- An understanding of the scientific process gained through creating your own mini-research studies
- Effective new study practices by exploring the science of memory

COURSE CONTENT & ASSESSMENT

CONTENT OVERVIEW	ASSESSMENT OVERVIEW	
<ul style="list-style-type: none"> - Criminal Psychology - Development - Psychological Problems - Research Methods 	Studies and application in Psychology 1 90 marks Written paper	50% of total GCSE
<ul style="list-style-type: none"> - Social Influence - Memory - Sleep and Dreaming - Research Methods 	Studies and application in psychology 2 90 marks Written paper	50% of total GCSE

