

N E X U S

# **Key Stage 4 Transition 2021**

**Options booklet 2020-2021**

January 2021

Dear Parents, Carers and Students,

Welcome to the Year 9 GCSE Options Booklet. This document is designed to be a reference for you to use throughout Key Stage 4 as well as providing information on choices to be made over the next few weeks.

The Nexus Gifted Programme curriculum offered in Years 10 and 11 has been designed:

- To be broad and balanced whilst recognising the aims of the Gifted Programme
- To allow students to achieve their highest potential
- To enable students to select a coherent programme of study so as to access a meaningful progression through to both Further and Higher Education
- To meet the requirements of the National Curriculum

### **Compulsory Curriculum**

It is a requirement that all students study English, Mathematics, Science, PSHCE (Personal, Social, Health & Citizenship Education), Work Experience and Careers Education together with Physical Education. We call this our 'compulsory curriculum'.

### **Non-Compulsory Curriculum**

In addition to the compulsory curriculum that all students must follow, Year 9 students are able to choose their non-compulsory curriculum that they will study in Key Stage 4. Details of the choices available to students can be found within this booklet and will be explored at both the Transition Evening and at the interviews.

### **English Baccalaureate**

It is also important to be aware of the English Baccalaureate. This is where a student achieves full GCSEs in English, Mathematics, Double Science, a Modern Foreign Language and a Humanities subject (Geography or History). We will be offering students the chance to achieve the English Baccalaureate at school and will discuss this pathway at the options evening and with you at your interview.

### **Year 9 Options Interviews and Student Response Forms**

Experience has shown that all students need a substantial amount of help and advice to make decisions about their pathway at Key Stage 4. In order to aid you, all students will have an interview with a senior manager to discuss and agree choices. Further details regarding this interview will be sent to you shortly.

The programme of study that you will be advised to pursue will take into account:

- Your strengths, weaknesses and current performance in subjects
- Likely future progression beyond the age of 16

**It is very important that prior to the interview students, parents and carers take time to read the information in this booklet before completing the GCSE Options Response Form.**

The Response Form will be discussed at your interview and, following the interview, there will be time for students to discuss the guidance with parents or carers at home.

**Completed Student Response Forms, confirming the chosen pathway, should be handed in to Nexus reception by Thursday 11<sup>th</sup> March 2021. The allocation of subjects will begin on Friday 12<sup>th</sup> March 2021. Please inform Mrs Belshaw or Mr Hamer in the Data Office in advance if this deadline cannot be met.**

Studying at Key Stage 4 requires a considerable commitment of both time and effort. It is very important that home and school work together to support the demands of studying.

In the event of any difficulties parents should not hesitate to contact Mr L Hamer – Data manager 01209 712256 / hamerl@cambornescience.co.uk or myself – [belshaws@cambornescience.co.uk](mailto:belshaws@cambornescience.co.uk).

Our collective aim is to ensure that all students have the best possible opportunity to achieve their potential.

Yours sincerely,

Sarah Belshaw  
[belshaws@cambornescience.co.uk](mailto:belshaws@cambornescience.co.uk)

# Booklet Contents

**Page 5: Key dates to remember**

**Page 6: Student guidance**

**Page 7: A summary of the types of qualifications offered**

**Pages 8-14: Compulsory Curriculum - Subject Details:** This section provides details about the different subjects within the compulsory curriculum:

- English Language and Literature
- Mathematics
- Science - Double Award
- Work Experience and Careers Education
- Physical Education
- Personal, Social, Health & Citizenship Education

**Pages 15-17: Non Compulsory Curriculum – How to choose:** Advice and guidance are provided to support the decision making process.

**Pages 18-28: Non Compulsory Curriculum – Subject Details:** This section provides details about the option subjects available to Nexus Year 9 students:

- Art & Design (GCSE)
- Computer Science (GCSE)
- Design & Technology (GCSE)
- Economics (GCSE)
- Geography (GCSE)
- Further Maths (GCSE)
- History (GCSE)
- MFL – French (GCSE)
- MFL – Spanish (GCSE)
- Sport (BTEC)
- Triple Science (GCSE)

**Page 29: An example of the Student Response Form**

# Key Dates to Remember

**Wednesday 3<sup>rd</sup> February 2021**

## **Nexus KS4 Transition Evening**

Essential for all Year 9 students and parents. This may have to be on Zoom via the website – further details will be published nearer the time.

**Monday 22<sup>nd</sup> February – Friday 5<sup>th</sup> March 2021**

## **Individual student interviews with senior management.**

Parents/carers are encouraged to attend but this may have to be done remotely via the Parents Evening booking software.

**Thursday 11<sup>th</sup> March 2021**

All Student Response Forms to be returned to Mrs Sampson at Nexus Reception.

**Friday 12<sup>th</sup> March**

The process of allocating students to subjects will begin on 5<sup>th</sup> March 2021

**W/C Monday 19<sup>th</sup> April 2021**

Confirmation of courses and subjects for next year will be sent home.

# Student Guidance

- 1) Read through the whole booklet: This may seem a daunting task but is essential to make the right decisions for your future.
- 2) Attend the Transition Evening on Wednesday 3<sup>rd</sup> February 2021.
- 3) Understand the compulsory curriculum: Remember, these are the subjects that you have to study.
- 4) Understand all choices provided in the Nexus non-compulsory curriculum
- 5) After very careful consideration, you need to choose four non-compulsory subjects: Consider your future career aspirations and which combination of subjects and courses is going to give you the best possible opportunity to achieve this. Please also consider whether your choice of subjects will enable you to achieve the English Baccalaureate (English, Mathematics, Double Science, Modern Foreign Language and a Humanity subject). Make sure that you have discussed this with your parents/carers.
- 6) Fill in your Student Response Form: This will be discussed in your interview.
- 7) Attend your interview: You will be given an appointment to attend an interview with senior staff between 22<sup>nd</sup> February and 5<sup>th</sup> March 2021. Remember to bring this booklet and your Student Response form with you. Your interviewer will have a list of all your current performance levels and grades to enable a thorough discussion of your suitability for courses. Your initial preferences will be discussed and you will be given advice on which subjects to study.
- 6) After the interview: Take time to consider your options and the recommendations provided at interview very carefully. With the help of your parents/carers you must make a final decision as to which non-compulsory subjects you want to undertake.
- 7) Return your completed Student Response Form to the Nexus Reception by Thursday 11<sup>th</sup> March.

\*Please note it is not possible to guarantee student preferences or to guarantee that any specific subject will run. In the event that a student's choice cannot be met, a member of the Nexus team will be in contact to discuss the way forward.

# Qualification Summary

Many parents and carers have told us how confusing qualification names have become. The following tables are designed to help you understand the range and standard of qualifications encountered. Each subject being studied has the level clearly marked at the top of the page in this booklet.

## Types of Qualification available in School

Qualification	Explanation
<b>GCSE</b>	General Certificate of Secondary Education Most common qualification for students - covers Levels 1 and 2 Grades 9-1
<b>OCR Cambridge Nationals</b>	1 GCSE equivalent Grades Distinction*- Pass
<b>BTEC</b>	1 GCSE equivalent Grades Distinction*- Pass

## Levels of Qualification available in School

Level	Explanation
<b>2</b>	Intermediate Level e.g. OCR Nationals, BTECs and WJEC Award <b>and</b> GCSE grades 9-4
<b>3</b>	Advanced e.g. A Levels, Vocational Level 3 qualifications (usually post-16 education)

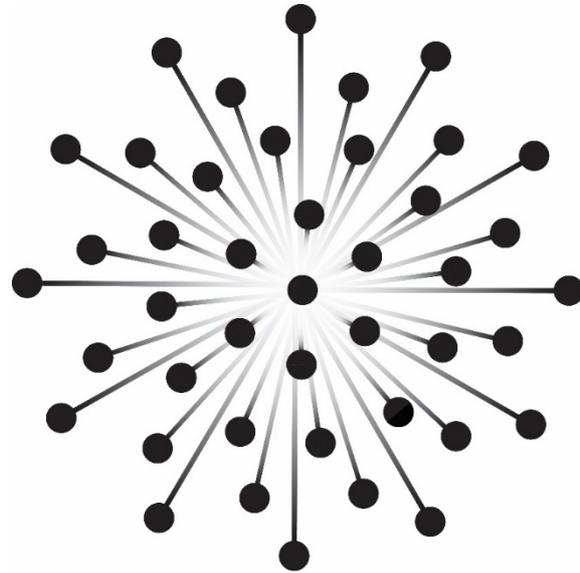
**Courses may be assessed in different ways. At present the main forms of assessment are:**

### Examinations

Most examinations are now taken at the end of the course and usually at the end of Year 11. These are known as linear assessments. In some cases e.g. BTEC and OCR Cambridge National qualification examinations may be taken at other points during the course.

### Coursework

Assessed as you go through the course in OCR Nationals and BTECs



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# **Compulsory Curriculum**

**(The subjects you have to study)**

# Compulsory Curriculum

SUBJECT	OVERVIEW (see subject guides for detail)	GCSE VALUE
<b>English and English Literature</b>	All students study to <b>GCSE</b> level.	2
<b>Mathematics</b>	All students study to <b>GCSE</b> level.	1
<b>Science</b>	All students will achieve a minimum of two <b>GCSEs</b> in Science combining Biology, Chemistry and Physics. If students choose Triple Science as one of their options, they will achieve 3 separate GCSE grades in Biology, Chemistry and Physics.	Minimum 2 Maximum 3
<b>Work Experience &amp; Careers Education</b>	There are opportunities to undertake Work Experience and Career Planning throughout Key Stage 4. A planned programme and regular tutorial sessions ensure independent information and guidance is provided.	N/A
<b>Personal, Social, Health &amp; Citizenship (PSHCE)</b>	This course does not lead to an accredited qualification. The programme is designed to broaden knowledge of social, moral, health and political issues, whilst developing independence and responsibility.	N/A
<b>Physical Education (PE)</b>	As part of the programme in Key Stage 4 students will participate in a range of activities including Games, Fitness and Dance. Where possible these will be linked to opportunities in the community.	N/A

# ENGLISH LANGUAGE AND ENGLISH LITERATURE (GCSE)

**DEPARTMENT:** English

**Level:** GCSE

**Duration of course:** 2 Years

**Examination Board:** AQA

## Overview:

All students will study toward two GCSEs:

- English Language
- English Literature

Throughout Year 10 and Year 11, students will build on the foundations they established in KS3 as they work towards these two qualifications. Each semester has either a Literature or a Language focus, with students acquiring the knowledge and practising the skills they need for success in both. Building on their knowledge of 19<sup>th</sup>-century fiction covered in Year 8, students start by reading Charles Dickens' masterpiece *A Christmas Carol*, before moving onto creative writing and analysis of unseen fiction in Language Paper 1. In Semester 3 students build on their work on *Macbeth* in Year 9 to study their final Shakespearean tragedy *Romeo and Juliet*, before grappling with non-fiction writing and unseen analysis in Language Paper 2. With *An Inspector Calls* at the beginning of Year 11, and a range of poems throughout the three Literature units, students will have covered the course and will be well-prepared for final revision and exam practice.

## Assessment Method and Component Percentages

Both qualifications are based on two exams taken at the end of Year 11; there is no coursework. There is also a Spoken Language endorsement taken in Year 10 which is in addition to the final two grades.

In English Literature, students are assessed on their ability to read and understand texts (AO1); analyse the writers' methods (AO2); show understanding of the relationship between the text and the context (AO3); and write clearly and with technical accuracy (AO4).

In English Language, students are assessed on their ability to identify the meaning of a text and select evidence (AO1); analyse the writers' methods (AO2); compare writers' ideas and perspectives (AO3); evaluate texts critically (AO4); communicate clearly, effectively and imaginatively (AO5); and write with a range of vocabulary and technical accuracy (AO6).

We assess student work through mock exams which are supported in Year 10, before becoming gradually more like the real timed exam in Year 11.

## What will I learn?

**English Language** and **English Literature** are two GCSEs that are taught together. **English Language** deals with communication and you will continue to develop your speaking, listening, reading and writing skills. **English Literature** deals with exploring writers' ideas through plays, poetry and a novel.

## How will I learn?

**English Language:** You will explore a range of texts, including unseen literary and non-literary 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century texts. You will write in different forms for different purposes and speak and listen in a variety of forms such as speeches, role play and group work.

**English Literature:** We will read the full text together as a class before focusing on individual scenes and chapters for analysis. We write and plan whole essays together and individually.

## Departmental Expectations:

All students will be expected to complete assignments, essays, examination practice questions and research tasks on time. Reading for pleasure is to be encouraged at home.

## Career Potential:

GCSE English Language is essential for most careers and is of immense value in opening up opportunities for a full range of Post-16 studies. GCSE English Literature is of particular benefit to those students wishing to continue their English studies at further and higher education level.

## Future Progression routes possible:

GCE A level courses in English Language and Literature; English Literature and A level Media Studies.

**Contact Person:** Mr I Blackwell – Director of Learning for English and Media

# MATHEMATICS (GCSE)

**DEPARTMENT:** Mathematics

**Level:** GCSE

**Duration of course:** 3 Years

**Examination Board:** Edexcel

**Overview:**

Mathematics at GCSE incorporates the topics studied in Key Stage 3 and extends them. You will learn a variety of strategies and skills, which will gain you a GCSE in Mathematics and enable you to cope with the mathematical demands of both everyday life and your courses in other subject areas.

**Assessment Method and Component Percentages:**

For GCSE Mathematics there will be three terminal examinations during Year 11. Paper 1 is non-calculator whereas Paper 2 and Paper 3 require a calculator. Each examination lasts for ninety minutes. Students will sit either the foundation tier or higher tier. The choice of tier will be based on the target for each student and their progress throughout Year 9, 10 and 11. A student must take all three papers of the same tier. The maximum possible grade achievable on the foundation paper is a grade 5.

**What will I learn?**

TIER	Topic Area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

The aims and objectives in Mathematics are to enable students 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.

**How will I learn?**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Whole-class interactive teaching</li> <li>• Teacher exposition</li> <li>• Group work</li> <li>• Exploratory activities</li> <li>• Investigations</li> <li>• Textbooks</li> <li>• Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Practical Work</li> <li>• Topic work</li> <li>• Computers</li> <li>• Homework tasks</li> <li>• Graphical calculators</li> </ul> |
|---|---|

**Departmental Expectations:**

We expect you to arrive fully equipped for each lesson with pen, pencil, ruler and your own scientific calculator and to complete homework punctually. We expect you to meet deadlines, join in discussions and to be sure that you understand each new idea you meet. Regular attendance and the ability to meet deadlines are essential. You will be expected to progress through the individual pathways on offer to you.

**Career Potential:**

A GCSE in Mathematics is viewed as a must by most of today's employers and we expect all of you to achieve this. A good mathematician will be able to find career choices from photography to banking, from nursing to archaeology, from accountancy to graphic design. The skills developed through Mathematics are applicable to all career choices.

**Future Progression routes possible:**

A level GCE courses in Mathematics, Further Mathematics and other Level 3 Mathematics qualifications require a minimum GSCE grade.

**Contact Person:** Ms J Ward – Mathematics Director of Learning

## SCIENCE: COMBINED (GCSE)

**DEPARTMENT:** Science

**Level:** GCSE

**Duration of course:** 3 Years

**Examination Board:** AQA

### Overview:

GCSE study in Combined Science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students will be taught essential aspects of the knowledge, methods, processes and uses of Science.

### Assessment Method and Component Percentages:

Over the 3 years, students will prepare for their terminal examinations. The new Linear GCSEs in accordance with government changes will involve assessments at the end of the course, in June 2020.

Students will sit 6 external examinations at the end of the course in Year 11 and as a result will achieve 2 GCSE qualifications.

The new Science qualification will also encompass assessment which is by external examination only, meaning there will be no controlled assessment element. Students will work through a Required Practical Handbook which covers all of the practical elements needed in order to satisfy regulations and to prepare the students for any questions that may come up in the exam. The qualification will be graded using the new 1-9 grading system.

**(Internal assessment, mock examinations and intervention will be present throughout the 3 years.)**

### What will I Learn?

- Year 9, 10 and 11: Students will cover the following topics over the two years:

Biology	Chemistry	Physics
Cell Biology	Atomic Structure and the Periodic Table	Energy
Transport Systems	Structure, Bonding and the Properties Of Matter	Forces
Health, Disease and the Development of Medicines	Chemical Changes	Forces and Motion
Coordination and Control	Energy Changes in Chemistry	Waves in Matter
Photosynthesis	The Rate and Extent of Chemical Change	Light and Electromagnetic Waves
Ecosystems	Chemical Analysis	Electricity
Inheritance, Variation and Evolution	Chemical and Allied Industries	Magnetism and Electromagnetism
	Earth and Atmospheric Science	Particle Model of Matter
		Atomic Structure

### How will I learn?

Through practical activities, discussions, demonstrations and modelling concepts. You will use the following technologies to aid your learning: data loggers; iPads; video cameras and green screen.

### Departmental Expectations:

- Ensure that homework is completed on a regular basis.
- Attend all scheduled revision sessions to support the teaching of the subject content that is delivered in lessons.
- To make use of the internal assessment opportunities employed by the Science department throughout the course, to ensure you make maximum progress.
- To use revision techniques, using the end of topic tests and teacher feedback to structure your revision.

### Career Potential:

All science related jobs. GCSE Combined Science double award is good preparation for A Level Sciences.

### Future Progression routes possible:

A Levels in Biology, Chemistry, Physics or Level 3 Applied Science

**Contact Person:** Miss V Holland-Lloyd – Science Director of Learning  
Miss K M Hendrick - Key Stage 4 Science Coordinator

## WORK EXPERIENCE AND CAREERS EDUCATION

**DEPARTMENT:** Citizenship, PSHE and Careers Education

**Level:** This is a non-accredited course

**Examination Board:** Not applicable

### Overview:

Careers Education is an integral part of the Key Stage 4 curriculum, which prepares pupils for the opportunities, responsibilities and experiences of adult life. Work Experience can support in the following areas:

- Opportunity to consider career options.
- Opportunity to find out what you like or do not like doing.
- Opportunity to acquire some practical experience and start to develop employability skills.

All teachers at Camborne Science and International Academy (working closely with Careers 4 U, the Careers and Enterprise Company and the Cornwall Education Business Partnership) are committed to supporting the young people with whom they work.

All students will have Careers advice, which is aimed at preparing them for the working world. These include a number of sessions designed to enable you to make informed choices about your future. All Key Stage 4 students have the opportunity to attend a Careers Fair within the school where you will have an opportunity to network with local employers and further education providers.

Students will have access to Labour Market Information (LMI) which can be utilised to review employment, training and education opportunities in Cornwall and beyond. You can use this information at home through accessing [www.careerpilot.org.uk](http://www.careerpilot.org.uk)

All Year 10 students will take part in Work Experience during the Summer term. This is a program where pupils join a workplace where they are involved in real and purposeful activities. Each student is required to complete a daily logbook, which includes a section where employers will comment and assess your skills in the work place. In addition, all Year 10 students will also complete the British Safety Council Work Place Hazard Awareness Course.

In Year 11 you will investigate options at Post-16, including preparing for the world of work. By the end of Year 11 every student will have received a careers interview where they are offered independent advice and guidance.

There is a separate signposted area in the Learning Zone with a variety of careers information. Parents and carers can support their child in their careers development through using the following websites:

[www.cswgroup.co.uk/parents-and-carers](http://www.cswgroup.co.uk/parents-and-carers) - Careers SouthWest Group

[www.icould.com/resources/information-for-parents/](http://www.icould.com/resources/information-for-parents/) - iCould

<https://www.startprofile.com/> - Start – creating a careers profile

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk) – National Careers Service

[www.barclayslifeskills.com](http://www.barclayslifeskills.com) – Barclays Lifeskills

[www.unlockingpotential.co.uk](http://www.unlockingpotential.co.uk) – Unlocking Potential

### Departmental Expectations:

To pro-actively investigate opportunities for future employment, education or training and positively engage in all experiences on offer.

**Contact Person:** Mrs S Gellatly – Head of Citizenship, Careers and PSHE

## PHYSICAL EDUCATION

**DEPARTMENT:** Physical Education, Health and Performing Arts

**Level:** This is a non-accredited course, however, there will be opportunities to gain National Governing Body awards in coaching, leading and/or officiating.

**Duration of course:** 2 Years

**Examination Board:** Not Applicable

### Overview:

In Years 10 and 11 your **Core PE** continues to contribute to your healthy lifestyle and in developing important life skills. You will have the opportunity to select one of the following pathways; Performance or Health & Wellbeing. You will participate in 3 Core PE lessons a fortnight where you will undertake a range of different activities and training sessions across a variety of sports.

### Assessment Method and Component Percentages:

- This is a non-accredited course and there is no examination in PE. It is compulsory for all students at Key Stage 4.

### What will I learn?

Throughout all units you will develop communication skills, problem solving skills, emotional resilience and a deeper understanding of the social, mental and physical benefits of sport and exercise.

Wherever possible your activities will be linked to opportunities within the community to help you to develop healthy, lifelong habits. You will have an increasing amount of choice over the units that you cover within your PE lessons. You will need to cover at least 2 of the broad topic areas which include:

- Outwitting Opponents - Progression from basic to more advanced games skills and tactics, knowledge of rules and regulations.
- Exercising Safely & Effectively - Developing and planning a personal fitness programme.
- Exploring & Communicating Ideas – Communicating emotions and current issues through various styles of dance. You will develop choreographic and appreciation skills.
- Solving Problems – This could be through leadership, games or outdoor adventurous activities.
- Exercising at Maximum Levels – Target setting and achieving your best through experience, observation and analysis in athletics style events.
- Accurate Replication – Achieving the perfect model and developing accuracy in your skill performance through swimming, gymnastic or athletic style activities.

### How will I learn?

- Practical performance
- Coaching/Analysis & Observation
- Umpiring/Refereeing

### Departmental Expectations:

To always bring correct kit for practical lessons and to participate to the best of your ability in all lessons. Those excused from practical activities; due to injury or medical reason will be expected to wear PE kit as normal but take on a non-active role as an umpire, coach or analyst.

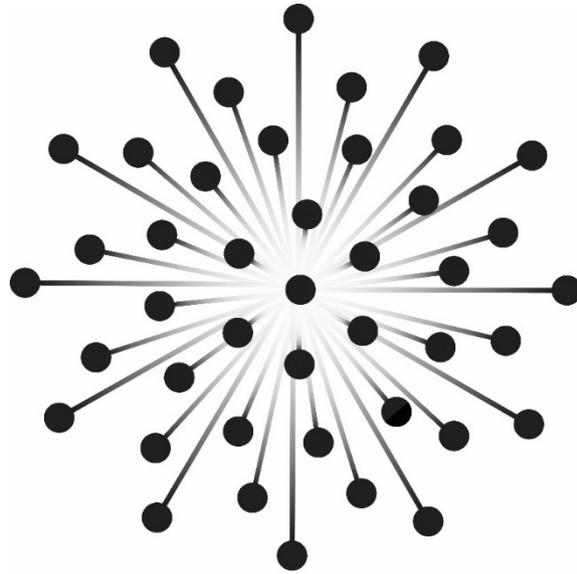
### Career Potential:

Specific opportunities exist in all sports, leisure and fitness industries and most Public Services e.g. Fire, Police, Army and Navy. However, all careers hold expectations of employees to be fit and healthy for work.

### Future Progression routes possible:

- Vocational Level 2 and 3 in Sport and/or Public Services
- AS and A2 Physical Education
- AS and A2 Dance

**Contact Person:** Mrs Tamsin Hosking - Head of PE



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# **Non-compulsory Curriculum**

**(The subjects where you have some choice)**

# Non-compulsory Curriculum

This is the non-compulsory element of the curriculum in Key Stage 4.

The information in the following pages is designed to give students an overview of what is expected in terms of course content and modes of study. More detailed information can be obtained from the teaching staff.

Please also consider whether your choice of subjects will enable you to achieve the English Baccalaureate (English, Mathematics, Double Science, Modern Foreign Language, one Humanities subject). Make sure that you have discussed this with your parents/carers.

You need to choose four subjects from the following list of options:

## Non-compulsory Options

Art & Design (GCSE)	History (GCSE)
Computer Science (GCSE)	MFL – French (GCSE)
Design & Technology (GCSE)	MFL – Spanish (GCSE)
Economics (GCSE)	Sport (BTEC)
Geography (GCSE)	Triple Science (GCSE)
GCSE Further Maths (AQA Level 2 Certificate)	

### Option Blocks:

The Non-compulsory Curriculum is organised into option blocks.

Students need to make one choice from each of the option blocks below:

Option Block A	Option Block B	Option Block C	Option Block D
History	Geography	Economics	Sport
Triple Science	Spanish	Triple Science	French
	Computer Science	Art	Design Technology
Plus GCSE Further Maths (Optional as part of co-curricular)			

# How to choose

All of the choices for the non-compulsory curriculum will be discussed with students in the personal interview. Senior staff will help students to find an appropriate combination of subjects to enable them to achieve to their full potential. Students must consider the following questions very carefully. The answers will help them to make decisions about their future studies:

- Which subjects do I enjoy the most?
- Do I want to achieve the English Baccalaureate (English, Mathematics, Double Science, Modern Foreign Language and a Humanity subject)?
- Do I feel that I have a particular talent for any group of subjects?
- Are there subjects that I need to study in order to help me in my proposed career?

**Student Response Form** – enclosed with this booklet is a copy of the form and sections **A & B** should be completed before the personal interview. Section **C** will be completed at interview. All students are asked to read the information relating to the various programmes of study and consider what their selection might be in order of preferences. All students will be asked to choose a first choice and a second choice in each block.

**ACTION: Please complete Sections A & B on the Student Response Form and bring it and the options booklet to the interview. Section C will be completed during the interview.**

If a subject cannot run or is otherwise full, it may be necessary for students to make a different choice. For this reason, it is very important that all students consider their second choices as well. If it is not possible to offer the Second Choice we will contact you to make alternative choices.

## Key Points to Consider:

- Changing subjects once they have been allocated is very difficult. Classes fill up quickly. It is difficult to facilitate changes once the classes have been organised. Careful consideration of all options must therefore be given prior to handing in the Student Response Form.
- Changes after October of Year 10 will not be allowed and students will need to be committed to the course for the two year programme.
- Students must recognise that by opting for a specific course they are making a 2 year commitment that includes full attendance, completion of all coursework, preparation and entry for the final examination.
- Parents should not assume that all these courses will automatically run and alternative courses may be offered or another choice may have to be chosen.
- If you do not take certain courses in Key Stage 4 this will reduce your opportunities in the same subjects at Advanced Level in the VI Form - French and Spanish are notable examples but if you are in any doubt you should discuss the issue with your subject teacher.

## ART & DESIGN (GCSE)

**DEPARTMENT:** Art, Design & Photography

**Level:** GCSE

**Duration of course:** 2 Years

**Examination Board:** AQA

### Overview:

Students will have the opportunity to further their skills and experience in Art & Design, by using and exploring a wide range of materials and techniques, which could include any of the following: drawing and painting, photography, sculpture, textiles, three-dimensional design, printmaking and mixed-media work. This will give students the essential skills that they need for commencing the GCSE course.

In Years 10 and 11 this course covers several areas of Art and Design. Students can follow a mixed course that can include a range of media and skills. These include printmaking, photography, sculpture, textiles and graphics as well as traditional Fine Art elements. The course encourages students to be creative through the development of ideas from research and experimentation and to develop their own interests and style of working.

### Assessment Method and Component Percentages:

- Two coursework units – includes a portfolio/sketchbook/journal (60%)
- One examination unit - supporting portfolio/sketchbook/journal (40%)
- **You will have preparation time for your examination unit and a 10 hour period in which to produce a final outcome. All work is marked internally and externally moderated.**

### What will I learn?

- How to observe, analyse and record from direct observation, real objects and environments.
- How to record imaginative ideas, personal research and information, through the use of a mixture of drawing, painting and collage techniques, photography, computer images, magazine images, relevant supporting notes.
- How to research and record information about other artists and cultures and how to make a connection to your own ideas (the use of images and personal notes researched from books, the Internet, Gallery visits or visiting artists.)
- How to use a range of media and art equipment to develop and create personal artwork realising intentions in a final piece.

### How will I learn?

With the use of a series of initial workshops, you will be prepared to work independently, which is essential for the GCSE course. You will regularly have one to one tutorials with staff to discuss the development of your work and ideas.

### Departmental Expectations:

We expect you to try all types of media and techniques in Year 9 to enable you to discover your strengths, weaknesses and interests. We expect you to work independently in your own time and to research artists outside of lesson time. We would like you to act positively to advice given. You may like to use the afterschool coursework support sessions to work in your own time especially if you have limited access to resources and materials at home.

### Career Potential:

Art and Design can lead to many careers from illustration to graphics, from photography to interactive multimedia design, from Gallery Management to advertising executive. Other career paths include animation, photography, theatre design, fashion and costume design and graphic designer.

### Future Progression routes possible:

Students may progress onto A Level Art and Photography. Students may go onto Foundation Art courses or HND courses at college, and then on to degree courses at university.

**Contact Person:** Miss A. Souch and Ms B. Powell – Teachers of Art & Design

## COMPUTER SCIENCE (GCSE)

**DEPARTMENT:** Computing, Business & Economics

**Level:** GCSE

**Duration of course:** 2 Years

**Examination Board:** OCR

### Overview:

This carefully planned course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

This course is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life.

### Assessment Method and Component Percentages:

You will sit two written exams in Year 11

- Computer systems (50%) - This is assessed by a written paper, which has a mixture of short- and long answer questions.
- Computational thinking, algorithms and programming (50%) - This is assessed by a written paper, which has a mixture of short- and long answer questions, some of which require students to write program code.

You will also complete a 20 hour programming project in Year 10. This will be externally moderated by OCR but will not influence the final grade.

### What will I learn?

Candidates will learn current and emerging technologies and how they work. The use of algorithms in computer programs. Candidates will become independent and discerning users of IT. They will acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts. Candidates will have to develop computer programs to solve problems. Candidates will develop an understanding of the effectiveness of computer programs/solutions and the impact of computer technology in society.

### How will I learn?

You will have built up a good foundation of theory knowledge through our Key Stage 3 curriculum. In Years 10 and 11, you will learn about how various parts of computer systems work together to store and process data. Lessons will alternate between examination theory and practical programming workshops.

### Departmental Expectations:

We expect all students to behave and contribute to a positive working environment, respecting other students' right to learn and the equipment/physical environment. We encourage independent learning and facilitate this with our numerous online resources. Any absence from ICT lessons should be made up by extra work at lunch or after school.

### Career Potential:

There is currently a shortage of people with programming skills in the UK. Students completing this course will have a highly desirable skill-set. Students will be able to go onto employment or higher education.

The skills learnt with this course will be relevant in all types of industry, not only ICT. Students will become better problem solvers and logical thinkers. This course will empower students to build their own programs that can be used to benefit all areas of industry.

### Future Progression routes possible:

Students who want to go on to higher study and employment in the field of computer science will find it provides a superb stepping stone. We offer an A Level in Computer Science for students who want to progress in the subject.

**Contact Person:** Mr T Smith - Computing, Business and Economics Director of Learning

## DESIGN & TECHNOLOGY (GCSE)

**DEPARTMENT:** Design & Technology

**Level:** GCSE

**Duration of course:** 2 Years

**Examination Board:** AQA

### Overview:

GCSE Design and Technology (D&T) gives young people the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology. They learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies, to improve the world around them.

GCSE D&T is a challenging and academic subject which is important for ALL students, not only those who wish to pursue specialised courses in further or higher education. An important feature of Design & Technology is that it makes immediate and practical use of knowledge from other school subjects. It is closely linked with Science, Mathematics and Art. Other subjects can also contribute to this understanding because Design & Technology influences our lives in so many ways. For students interested in a future career in Science, Technology, Maths or Engineering (STEM) fields, D&T is an excellent choice as it provides students with the opportunity to apply the knowledge they have acquired in these subjects. GCSE D&T is also welcomed by universities offering degree courses in medicine, dentistry and veterinary science as the practical work helps develop students' dexterity and fine motor skills.

GCSE D&T opens the door to a wide range of careers in the creative, engineering and manufacturing industries which is particularly important now as the UK faces a skills shortage in these areas. Whatever career you choose, the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. You will also develop skills, such as teamwork and time management which are highly prized by employers.

### Course Structure: GCSE Design & Technology

**Examined unit:** Core Technical Principles, Specialist Technical Principles and Designing & Making Principles. Assessed through a two hour examination at the end of the course and worth 50% of the overall grade.

**Non-examined assessment unit:** A substantial design and make task, including investigating, designing and making. Assessed through a coursework portfolio, worth 50% of the overall grade.

### Departmental Expectations:

Students must be excited by and interested in the world of design in all its forms. Design & Technology is by its nature a very broad course that will look at 2D and 3D products. Coursework is worth a large number of marks and because of this you will be offered a great deal of support. We expect attendance at our after school support sessions which have had a very positive affect on results in Design & Technology.

### Career Potential:

- Architecture, interior design and landscape design
- Design (including digital and interactive, fashion and textiles, product etc.)
- Engineering (including aerospace, civil, electrical, mechanical etc.)
- Higher education courses in medical, dental and veterinary subject areas

**Future Progression routes possible:** A Level Design & Technology: Product Design

**Contact Person:** Mr T Burt - Design & Technology Director of Learning

# ECONOMICS (GCSE)

**DEPARTMENT:** Maths & Economics

**Level:** GCSE

**Duration of course:** 2 Years

**Examination Board:** OCR

## Overview:

**Unit 1** - Includes: The main economic groups and factors of production, The basic economic problem, The role of markets, Demand and Supply, Price and competition, Production, The labour market and The role of money and financial markets

**Unit 2** - Includes: Economic growth, Low unemployment, Fair distribution of income, Price stability,

Fiscal policy, Monetary policy, Supply side policies, Limitations of markets, Importance of international trade, Balance of payments, Exchange rates and Globalisation

## Assessment Method and Component Percentages:

Unit 1 - Introduction to Economics and the role of money markets.

Unit 2 - Economic objectives and the role of government and International trade and the global economy

Each unit is assessed via a 1.5 hour examination paper. 20 multiple choice questions and 10 longer answer questions. 50% of the total marks for the qualification come from each unit.

## What will I learn?

How markets operate and the roles of consumers, producers or workers within markets

How the economy works nationally and globally and the levers employed by governments to reach desired.

## How will I learn?

You will learn by understanding and applying economic knowledge to investigate current and historical economic situations and issues in a range of national and global contexts; building economic arguments, making informed judgements by using economic concepts and quantitative evidence through the use, application and interpretation of data

## Departmental Expectations:

- To read economic articles to appreciate how leading economists approach economic problems.
- To consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity.
- To watch the news
- To discuss current and historic issues and articles with friends and family.

## Career Potential:

Common career paths for economics graduates include:

- Economist
- Financial risk analyst
- Data analyst
- Financial planner
- Accountant
- Economic researcher
- Financial consultant
- Investment analyst
- Actuary
- Public sector roles

## Future Progression routes possible:

Students may progress onto A Level Economics this also links well with Mathematics, Geography and Sociology A-Level's for university study.

**Contact Person:** Ms S Ormerod - Head of Economics

# GEOGRAPHY (GCSE)

**DEPARTMENT:** Humanities

**Level:** GCSE

**Duration of course:** 2 years studying in preparation for a full course GCSE

**Examination Board:** AQA syllabus A

## Overview:

In Geography, students will gain knowledge and understanding of the World around them. In addition they will be developing their Geographical skills. Furthermore, they will investigate case studies that relate to syllabus information and complete activities about the environment we live in and the processes that take place globally. The students carry out tasks that are designed to recognise achievement in a modern and practical way that is relevant to workplace tasks.

The course is divided into Physical and Human Geography with current global issues being investigated to aid your understanding of our work.

## Assessment Method and Component Percentages:

- Physical environments – **examination** 90 minutes 35% mark
- Human environments – **examination** 90 minutes 35% mark
- Geographical applications – **examination** 1 hour 30% mark

There is **NO** Coursework Element to this course but there is a two day fieldwork requirement that is then examined through the Geographical applications Assessment.

## What will I learn?

All Year 9 students will have covered a number of basic units prior to opting for Geography, these concepts covered will be skill and map based, while linking to the topics covered at GCSE. Students start the GCSE course in Year 10 Autumn Term, and study issues that include Plate tectonics, River processes, the coastal zone, Tropical storms, cold environments and extreme weather. Also, you will study Population change, Globalisation, Tourism, Urbanisation and Resource management. You will develop a number of skills including decision making, map work, data collection, analysis and presentation.

## How will I learn?

The emphasis is on fun & learning:

- Using wide range of techniques
- Textbooks & Maps
- Videos & DVDs
- Internet
- Presenting using PowerPoint
- Geographical publications
- Past papers & peer marking
- Role play
- Poster presentations

## Departmental Expectations:

Our departmental expectations are that students work to the best of their ability. We expect and encourage students to actively participate in lessons, asking questions about the important issues that we study. All students are welcome, whatever ability.

## Career Potential:

Geography has one of the widest ranges of career opportunities. It is an ideal bridging subject between Arts and Science. Students develop a number of skills such as map reading and decision making. The myriad of associated jobs are endless: travel agents; environment consultant; archaeology, charity worker, development officer, teacher, architect, land agent along with working in the forces.

## Future Progression routes possible:

AS and A2 Geography. A Level Leisure and Tourism; and A Level Environmental Studies also lends itself to GCSE Geographers.

**Contact Person:** Miss K Finn - Head of Geography

## HISTORY (GCSE)

**DEPARTMENT:** Humanities

**Level:** GCSE

**Duration of course:** 2 Years

**Examination Board:** Edexcel

### Overview:

This course looks at both the history of Britain and the wider world. Students will study British and European history from the medieval period through to the modern day by following the development of medicine and by conducting depth studies in Elizabethan England and the rise of the Nazi Party in Germany. Students will also have the opportunity to explore the clash of cultures in the American West. We have deliberately chosen a course that builds on the skills and knowledge students have acquired in the Key Stage 3 History course, develops key skills that are transferable into other subjects and will support future careers. The course is varied and wide-ranging and offers the opportunity for exciting and engaging learning throughout the three years of study.

### Assessment Method and Component Percentages:

3 written examinations:

- Thematic Study and Historic Environment (30%)
- Period Study and British Depth Study (40%)
- Modern Depth Study (30%)

### What will I learn?

- Thematic Study: Medicine in Britain (1250-present)
- Historic Environment link: Injuries, treatment and the trenches of the Western Front (1914-18)
- Period Study: The American West c.1835-c.1895.
- British Depth Study: Early Elizabethan England (1558-88)
- Modern Depth Study: Weimar and Nazi Germany (1918-1939)

### How will I learn?

Lessons are lively and offer a full of a range of different activities:

- using work-books and text books
- wall displays and posters
- video and audio sources, including music
- simulation and role play
- use of the Internet for research exercises
- a trip during the course. Recent trips have been to the World War I battlefields, Berlin in Germany, and Krakow in Poland.

### Departmental Expectations:

Commitment to the course with full attendance and completion of homework assignments. Willingness to ask questions and use initiative to research independently. Work as part of a team in group work and adapt to different roles.

### Career Potential:

Management, Law, Civil Service, Journalism, Arts Administration, Research, Lecturing in higher education, Librarian, Museum curator, Teaching, Archaeology.

### Future Progression routes possible:

A-Level History, University (especially useful for History, Law, Journalism, Business, and Archaeology courses).

**Contact Person:** Miss K Jones – Head of History

## MFL – FRENCH (GCSE)

**DEPARTMENT:** Modern Foreign Languages

**Level:** GCSE

**Duration of course:** 3 Years

**Examination Board:** Edexcel

### Overview:

In the French GCSE course you will build upon the skills you gained in Key Stage 3. You will develop your communication skills, in both speaking and writing. In addition, you will increase your range of vocabulary so you understand information you hear and read.

### Assessment Method and Component Percentages:

There will be assessment tasks every semester to help you monitor your progress. You will be assessed at the end of Year 11 in each of the following skills:

- Listening (25%)
- Speaking, including role play and general conversation (25%)
- Reading, including translation out of target language (25%)
- Writing, including translation into target language (25%)

### What will I learn?

You will cover the following five themes:

- Identity and culture, including daily life and celebrations and festivals in French speaking countries;
- Local area, holiday and travel;
- School;
- Future aspirations, study and work;
- International and global dimension, including environmental issues.

### How will I learn?

You will complete activities covering all four skill areas each lesson. You will have access to a range of authentic materials, such as literature and up-to-date news articles. From the start of the course you will regularly cover grammar points to enable you to use the language more accurately. Lessons will be interactive and will include regular conversations in the target language.

### Departmental Expectations:

We expect students to attend all lessons, to complete tasks set and homework. Students should approach the subject with a positive attitude and aim to develop vocabulary across the four skills. Personal contact with the target country, people and culture will be of immense benefit, whether through trips abroad with the school or family, via internet or by email communication.

### Career Potential:

Employers are always asking for candidates with language skills and a GCSE in a modern language will place you in a strong position for interesting employment with plenty of career opportunities. Just a few examples where language skills are particularly valued include journalism and media, law, engineering, ICT, business and marketing, sport, leisure, travel and tourism and customer service.

### Future Progression routes possible:

A level French.

**Contact Person:** Miss C Regan – Modern Foreign Languages Director of Learning

## MFL – SPANISH (GCSE)

**DEPARTMENT:** Modern Foreign Languages

**Level:** GCSE

**Duration of course:** 3 Years

**Examination Board:** Edexcel

### Overview:

In the Spanish GCSE course you will transfer the skills you gained in Key Stage 3 to a new language. As it is a beginner language, you will need to have a Year 11 target grade of 6 or higher and successfully sit a French writing test to be able to take the course. You will also need to have a strong desire to learn a new language. You will develop your communication skills, in both speaking and writing. In addition, you will increase your range of vocabulary so you understand information you hear and read.

### Assessment Method and Component Percentages:

There will be assessment tasks every semester to help you monitor your progress. You will be assessed at the end of Year 11 in each of the following skills:

- Listening (25%)
- Speaking, including role play and general conversation (25%)
- Reading, including translation out of target language (25%)
- Writing, including translation into target language (25%)

### What will I learn?

You will cover the following five themes:

- Identity and culture, including daily life and celebrations and festivals in Spanish speaking countries;
- Local area, holiday and travel;
- School;
- Future aspirations, study and work;
- International and global dimension, including environmental issues.

### How will I learn?

You will complete activities covering all four skill areas each lesson. You will have access to a range of authentic materials, such as literature and up-to-date news articles. From the start of the course you will regularly cover grammar points to enable you to use the language more accurately. Lessons will be interactive and will include regular conversations in the target language.

### Departmental Expectations:

We expect students to attend all lessons, to complete tasks set and homework. Students should approach the subject with a positive attitude and aim to develop vocabulary across the four skills. Personal contact with the target country, people and culture will be of immense benefit, whether through trips abroad with the school or family, via internet or by email communication.

### Career Potential:

Employers are always asking for candidates with language skills and a GCSE in a modern language will place you in a strong position for interesting employment with plenty of career opportunities. Just a few examples where language skills are particularly valued include journalism and media, law, engineering, ICT, business and marketing, sport, leisure, travel and tourism and customer service.

### Future Progression routes possible:

A level Spanish.

**Contact Person:** Miss C Regan – Modern Foreign Languages Director of Learning

## **SPORT (BTEC Tech Award in Sport, Activity and Fitness)**

**Department:** Physical Education, Sport and Dance

**Level:** Level 1/Level 2 Award (Equivalent to GCSE)

**Duration of course:** 2 Years

**Examination Board:** BTEC (Pearson)

### **Overview:**

The course is aimed at young people seeking a career in the sports industry or wishing to further their studies at level 2. The qualification aims to do the following:

- Develop candidates' knowledge and understanding of sport.
- Develop candidates' skills knowledge and understanding that are directly relevant to employment situations.
- Develop ability to work effectively in a sports context.
- Demonstrate skills, knowledge and understanding of sports principles and the practicalities of delivering sports opportunities to others.

### **Assessment Method & Component Percentages:**

Two of the three units are internally assessed and externally moderated through coursework. One unit is assessed through an external examination.

The coursework based units involve a series of assignments relevant to the work place. These may include presentations, projects, podcasts, posters and practical demonstrations.

### **What will I learn?**

The three units covered are:

- **Understanding the Body and Supporting Technology for Sport and Activity**
- **The Principles of Training, Nutrition and Psychology for Sport and Activity (External Exam)**
- **Applying the Principles of Sport and Activity**

### **How will I learn?**

You will learn through a combination of classroom based theory lessons and lessons delivered through practical activities. Assignments are project based and designed to be relevant to the work place with real life scenarios for students to address. These may include assuming the role of a sports coach, athlete or specialist advisors such as psychologists and nutritionists. Wherever possible the lessons and assignments are delivered through practical activity but students should be prepared for theory work and coursework.

### **Departmental Expectations:**

There is an expectation that each student has an interest in sport and physical education and comes with a willingness to have a go at the various opportunities available. You do not need to be a 'top sportsman/ woman' or have played sport for the school but you do need to be organised and prepared to work hard to meet deadlines.

### **Career Potential:**

Opportunities exist in all sports, leisure and fitness industries and most public services e.g. Fire, Police, Army and Navy. In addition all careers now have expectations of employees to be fit and healthy for work.

### **Future Progression routes possible:**

There is direct progression to the Vocational Level 3 Sports courses that run within our VI Form but students could also progress to traditional AS and A2 PE.

**Contact Person:** Mrs Tamsin Hosking - Head of PE

## FURTHER MATHEMATICS (AQA Level 2 Certificate)

**DEPARTMENT:** Mathematics

**Level:** AQA Level 2 Certificate – equivalent to a GCSE

**Duration of course:** 2 Years – taught during co-curricular and intervention (not during main timetable)

**Examination Board:** AQA

### Overview:

Further Mathematics incorporates the topics studied in Key Stage 4 and extends them. This qualification fills the gap for high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3. It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement.

### Assessment Method and Component Percentages:

The AQA Level 2 Certificate in Further Mathematics Level 2 linear qualification for learners who:

- are expected to achieve, grades 7, 8 and 9 in GCSE mathematics
- are likely to progress to A-Level study in Mathematics and possibly Further Mathematics.

Students will be entered for two 1 hour and 45 minute assessments, one with and one without a calculator. These are timetabled in the same assessment window as Y11 GCSEs.

### What will I learn?

The content is set out in six distinct topic areas although questions will be asked that range across these topics.

1. Number - including manipulation of surds, including rationalising the denominator
2. Algebra - including basics of algebra, functions, factor theorem, sequences and proof
3. Coordinate Geometry (2 dimensions only) – including coordinate geometry of circles
4. Calculus – introduction to differentiation, turning points, tangents and normal
5. Matrix transformations – multiplication of matrices and their uses
6. Geometry – trigonometric identities, geometric proof and solving trigonometric equations

### How will I learn?

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Whole-class interactive teaching</li><li>• Teacher exposition</li><li>• Group work</li><li>• Exploratory activities</li><li>• Investigations</li><li>• Textbooks</li><li>• Worksheets</li></ul> | <ul style="list-style-type: none"><li>• Problem Solving</li><li>• Practical Work</li><li>• Topic work</li><li>• Computers</li><li>• Homework tasks</li><li>• Graphical calculators</li></ul> |
|---|--|

### Departmental Expectations:

We expect you to arrive fully equipped for each lesson with pen, pencil, ruler and your own scientific calculator and to complete homework punctually. We expect you to meet deadlines, join in discussions and to be sure that you understand each new idea you meet. Regular attendance and the ability to meet deadlines are essential. You will be expected to progress through the individual pathways on offer to you.

### Career Potential:

The demand for mathematics experts has grown exponentially in a number of careers, maths professions are becoming increasingly attractive. Mathematician, actuary, and statistician jobs are among the most promising career paths based on their income levels, growth outlook, and low-stress work environments. There are also strong links to careers in:

- Computer and Information Research Science
- Economics
- Teaching
- Engineering
- Finance and Accounting

### Future Progression routes possible:

A-level GCE courses in Mathematics, Further Mathematics and other Level 3 Mathematics qualifications require a minimum GCSE grade.

**Contact Person:** Ms J Ward – Mathematics Director of Learning

## SCIENCE: TRIPLE AWARD (GCSE)

**DEPARTMENT:** Science

**Level:** GCSE

**Duration of course:** 3 Years

**Examination Board:** AQA

**Requirements:** To successfully complete this course, the majority of KPIs achieved in Year 7 and 8 should be predominantly met and mastered. Students will also sit a GCSE preparatory examination to indicate if they can meet the high demands of the course.

**Overview:** GCSE study in the Sciences provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students will be taught essential aspects of the knowledge, methods, processes and uses of Science. Studying Triple Science will develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.

**Assessment Method and Component Percentages:**

Over the 3 years, students will prepare for their terminal examinations. The new Linear GCSEs in accordance with government changes will involve assessments at the end of the course, in June 2020. Students will sit 6 exams in total, 2 of each specialism. They will achieve 3 separate GCSE qualifications, in Biology, Chemistry and Physics. The new Science qualification will also encompass assessment which is by external examination only, meaning there will be no controlled assessment element. Students will work through a Required Practical Handbook which covers all of the practical elements needed in order to satisfy regulations and to prepare the students for any questions that may come up in the exam. The qualification will be graded using the new 1-9 grading system.

**What will I learn?**

Throughout the three years, students will cover the following components of each specific subject:

Biology	Chemistry	Physics
Cell biology	Atomic structure and the periodic table	Energy
Inheritance, variation and evolution	Structure, bonding and the properties of matter	Forces
Health, disease and the development of medicines	Chemical changes	Forces and motion
Coordination and control	Energy changes in chemistry	Waves in matter
Photosynthesis	The rate and extent of chemical change	Light and electromagnetic waves
Ecosystems	Chemical analysis	Electricity
Transport systems	Chemical and allied industries	Magnetism and electromagnetism
	Earth and atmospheric science	Particle model of matter
		Atomic structure

**How will I learn?**

Through practical activities, discussions, demonstrations and modelling concepts. You will use the following technologies to aid your learning: data loggers; iPads; video cameras and green screen.

**Departmental Expectations:**

- The Majority of the KPIs achieved should be predominantly Met and Mastered in Year 7 and 8.
- Teacher testimony will be required to support the application.
- A GCSE Preparatory test to indicate if the student can meet the high demands of the course will also be completed.
- Excellent attendance is essential. Ensure that homework is completed on a regular basis.
- Attend all scheduled revision sessions to support the teaching of the new subject content that is being delivered in lessons.
- To make use of the internal assessment opportunities employed by the Science department throughout the course, to ensure you make maximum progress.

To use revision techniques, using the end of topic tests and teacher feedback to structure your revision.

**Career Potential:**

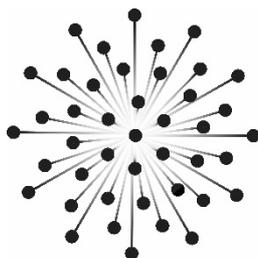
Studying the separate Sciences in key stage 4 provides the platform for more advanced studies and establishing the basis for a wide range of scientific careers.

**Future Progression routes possible:**

A Levels in Biology, Chemistry, Physics and Level 3 Applied Science

**Contact Person:** Science Director of Learning - Miss V. Holland-Lloyd  
Key Stage 4 Science Coordinator- Miss K-M. Hendrick

# An Example of the Student Response Form



N E X U S

## GCSE Option Choices Response Form

*to be completed at interview*

Name \_\_\_\_\_

Tutor Group \_\_\_\_\_

Please pick a first and second choice subject from each of the option blocks below and enter these in the spaces provided:

Option Block <b>A</b>	Option Block <b>B</b>	Option Block <b>C</b>	Option Block <b>D</b>
History	Geography	Economics	Sport
Triple Science	Spanish	Triple Science	French
	Computer Science	Art	Design Technology
PLUS GCSE Further Maths (Optional as part of co-curricular)			

enter your choices here after discussion at interview:

Block	A	B	C	D
<b>First Choice</b>				
<b>Further Maths (Y / N)</b>				
<b>SLT comments</b>				

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Carer signature \_\_\_\_\_ Date \_\_\_\_\_