



Examples:

1) An apple of mass 0.1 kilograms falls from a tree of height 2 metres.
With what speed does it hit the ground? Give your answer to 2 decimal places.
 $E_{\text{lost}} = mgh = 0.1 \text{ kg} \times 9.8 \text{ N kg}^{-1} \times 2 \text{ m} = 1.96 \text{ J}$
Therefore $E_{\text{gained}} = 1.96 \text{ J}$, so $E_{\text{g}} = \frac{1}{2} m \times v^2 = 1.96 \text{ J}$
From page 15, $v = \sqrt{(2 \times E_{\text{g}} / m)}$, so $v = \sqrt{(2 \times 1.96 \text{ J}) / 0.1 \text{ kg}} = 6.26 \text{ ms}^{-1}$

2) A ball of mass 0.2 kilograms is thrown upwards at 10 metres per second.
How high does it get?
 $E_{\text{lost}} = \frac{1}{2} m \times v^2 = \frac{1}{2} \times 0.2 \text{ kg} \times (10 \text{ ms}^{-1})^2 = 10 \text{ J}$
Therefore $E_{\text{gained}} = 10 \text{ J}$, so $E_{\text{g}} = mgh = 10 \text{ J}$
From page 16, $h = E_{\text{g}} / mg$, so $h = 10 \text{ J} / (0.2 \text{ kg} \times 9.8 \text{ N kg}^{-1}) = 5.10 \text{ m}$

Displacement (m)



*the best way
to predict
the future
is to
create it*

*But it were done when 'tis done, then 'twere well
It were done quickly. If the assassination
Could be parcel'd up the consequence, and catch
With his increase success; that but this blow
Might be the be-all and the end-all here,
But here, upon this bank and shoal of time,
We'd jump the life to come.*

GCSE



*The
of 'How
units and
The course
context of
topics ranging
'Humans and their*

WHICH DIRECTION
WILL YOU CHOOSE?

GCSE OPTIONS 2024-26



WHERE DO YOU **SEE**
YOURSELF IN FIVE, TEN OR
EVEN TWENTY YEARS' TIME?

MAKING THE **RIGHT CHOICES**
AT GCSE WILL DETERMINE THE
CAREER PATHS YOU TAKE IN
THE **FUTURE**.

YOUR CAREER PATH CAN GO
IN WHATEVER **DIRECTION**
YOU WANT IT TO.
IT'S A BIG WIDE WORLD
AND **OPPORTUNITIES**
ARE OUT THERE
READY FOR YOU TO **EXPLORE**.



...NOW IS THE TIME TO
START YOUR JOURNEY

YOUR OPTIONS ARE TO BE SUBMITTED ONLINE,
TO MR S TAYLOR BY **MONDAY 25th MARCH**

This booklet is designed to help
students, parents and carers
understand the options' process
and the subjects on offer in Years
10 and 11.

You have the responsibility, for the
first time, of choosing some of your
subjects.

We hope that this information, and
your teachers, will help you make
the best choices.



CHOOSING YOUR GCSE SUBJECT

YOU SHOULD MAKE YOUR CHOICES BEARING IN MIND YOUR **INDIVIDUAL** NEEDS, TALENTS AND INTERESTS.

YOU SHOULD, HOWEVER, TRY TO ENSURE THAT YOU MAKE A **WELL-BALANCED** CHOICE: **DO NOT** SELECT TWO SUBJECTS OF A **SIMILAR** TYPE.

PLUS YOU MUST MAKE **ONE** CHOICE FROM THE LIST BELOW:

HISTORY
FRENCH
SPANISH
GEOGRAPHY

In addition, all students will study a **core PE and PSHE** curriculum throughout Key Stage 4.

YOU WILL STUDY **FOUR COMPULSORY GCSE** SUBJECTS:

ENGLISH LANGUAGE
ENGLISH LITERATURE
MATHEMATICS
SCIENCE (SEPARATE OR COMBINED)

EACH STUDENT **SHOULD** NOW MAKE **THREE CHOICES** FROM THE FOLLOWING SUBJECTS. YOU CAN ONLY **CHOOSE ONE D&T** SUBJECT (but you can choose **either** Food Preparation **or** Hospitality & Catering as an additional option).

You must also choose **2 reserve subjects**, in case your original choices cannot be accommodated in the timetable.

ART & DESIGN
BUSINESS
CITIZENSHIP & POLITICS
CHILD DEVELOPMENT
D&T-GRAPHIC PRODUCTS
D&T-TEXTILES TECHNOLOGY
D&T-RESISTANT MATERIALS
DRAMA
FOOD PREPARATION & NUTRITION
HOSPITALITY AND CATERING
FRENCH
GEOGRAPHY
HISTORY
MEDIA STUDIES
MUSIC
PHYSICAL EDUCATION
RELIGION, PHILOSOPHY & ETHICS
SPANISH
STATISTICS



ASSESSMENT AND EXAMINATIONS

ASK YOURSELF THESE QUESTIONS

- Which subjects do I like?
- Which subjects am I good at?
- 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?
- Which subjects do I know enough about to make a good choice?
- Which subjects do I need to find out more about?
- Have I discussed my choice(s) with my parents or carers and with my form tutor?

All students will be taking the General Certificate of Secondary Education (GCSE) examination at the end of Year 11 in all their subjects. All courses on offer lead to recognised qualifications except for core sport. There will not be any modular examinations for the cohort beginning GCSEs in autumn 2024, nor will there be any opportunity to resit, except for English Language and Mathematics.

Students' GCSE achievements will be reported and certificated in August 2026.

Some students can be entered at Foundation Level (Grades 4-1) or Higher Level (Grades 9-5). This is detailed on the planner overleaf, but it is under review by the government.

Portfolio work, non-examination assessment, or coursework is an important part of practical subjects. Regular attendance, keeping to deadlines and being prepared to respond to feedback are essential to success. Portfolio work, non-examination assessment, or coursework can be researched, written and improved at home as well as in school.

SUBJECTS AT A GLANCE

Subject	Number of Pieces of Coursework/Controlled Assessments	Coursework/Controlled Assessment %	Length of Written Exam	Levels of Entry (9 being the highest)
English Language	0	0	2 x 1¼ hrs	One Entry Level 9 - 1
English Literature	0	0	1 x 1¼ hrs 1 x 2¼ hrs	One Entry Level 9 - 1
Mathematics	0	0	2x 1½ hrs calc. 1x 1½ hrs non-calc	Higher 9 - 4 Foundation 5 - 1
Combined Science	0	0	6 x 1¼ hrs	Higher 9 - 4 Foundation 5 - 1
Separate Science	0	0	6 x 1¼ hrs (x2 papers for each discipline; Biology, Chemistry, Physics)	Higher 9 - 4 Foundation 5 - 1
Religion, Philosophy & Ethics	0	0	2 x 1¼ hrs	One Entry Level 9 - 1
Citizenship & Politics	0	0	2 x 1¼ hrs	One Entry Level 9 - 1
Design & Technology Graphic Products	1 NEA	50%	1 x 2 hrs	One Entry Level 9 - 1
Design & Technology Resistant Materials	1 NEA	50%	1 x 2hrs	One Entry Level 9 - 1
Design & Technology Textiles	1 NEA	50%	1 x 2 hrs	One Entry Level 9 - 1
Art & Design	2 NEA units including outcomes from practical workshops	60%	10 hr practical exam over 3 sessions	One Entry Level 9 - 1
Child Development	7	50%	1 x 1¼ hrs	One Entry Level 9 - 1
Drama	3	40%	1 x 1½ hrs	One Entry Level 9 - 1
Food Preparation & Nutrition	2 NEA (non-exam assessment) (includes a 3hr practical exam)	50%	1 x 1½ hrs	One Entry Level 9 - 1
French	0	0	Listening: 1x 35 or 45 mins Speaking: 1x 7-9 or 10-12 mins Reading: 1x 45 mins or 1 hr Writing: 1x 1hr 10 mins or 1¼ hrs	Higher 9 - 4 Foundation 5 - 1
Geography	0	0	2 x 1hr 1 x 1½ hrs	One Entry Level 9 - 1
History	0	0	1 x 1¼ hrs - Paper 1 1 x 1 ¾ hr - Paper 2 1 x 1hr 20 mins - Paper 3	One Entry Level 9 - 1
Hospitality & Catering	1 NEA	60%	1 x 1½ hrs	One Entry Level 9 - 1
Media Studies	1	30%	2 x 1½ hours	One Entry Level 9 - 1
Music	2 performances 2 compositions	60%	1 x 1½ hrs - Listening	One Entry Level 9 - 1
Physical Education	Performances of 3 activities from the two approved lists and written AEP task	40%	2x 1 hr	One Entry Level 9 - 1
Spanish	0	0	Listening: 1x 35 or 45 mins Speaking: 1x 7-9 or 10-12 mins Reading: 1x 45 mins or 1 hr Writing: 1x 1hr 10 mins or 1¼ hrs	Higher 9 - 4 Foundation 5 - 1
Statistics	0	0	2 x 1½ hrs	Higher 9 - 4 Foundation 5 - 1
Business	0	0	2 x 1½ hours	One Entry Level 9 - 1

Please note, much of the information above could be subject to sudden change in line with emerging government policy.

WHAT CAN I DO WITH...?

Art, Craft & Design

Graphic Artist, Theatre Designer, Fashion Designer, Textile Designer, Marketing, Advertising/Brand Manager, Illustrator, Photographer (commercial and journalism), Animation, Architect, Fine Artist, Art Buyer, Museum Curator

*** Please note some of these occupations can overlap with D&T subjects.**

Biology

Doctor, Physician, Nurse, Dentist, Paramedic, Pharmacologist, Scientific Sales or Technical Service Representative, Medical Research, Laboratory Technician (medical, microbiological, biotechnological), Sports Scientist, Sports Coach, Health and Lifestyle Coach, Dietician, Food (dairy, brewery production), Food Inspector, Nutritionist, Veterinarian, Animal Technician (looking after animals in zoo, pet store, vivarium, veterinary hospital), Greenhouse/ Garden Curator (botanical technician), Horticulturist, Agricultural or Wildlife fields, Environmental Technician/ Consultant

Business

Management Consultancy, Teacher, Chartered Accountant, Advertising, Investment Banker, Bank Manager, Retail Buyer, Distribution and Logistics Manager, Insurance Underwriter, Marketing Executive, Consumer Products, Market Research Executive, Personnel Officer, Public Relations Officer, Retail Manager, Sales Representative, Corporate Financial Analyst, Imports and Exports Manager, Foreign Currency Investment Advisor, Licensing Officer, Accountant/Auditor, Entrepreneur, Healthcare Administrator

Chemistry

Agriculturalist, Analytical Chemist, Biochemist, Biotechnologist, Chemical Education, Chemical Engineer, Chemical Sales, Chemical Technologist, Consultant, Environmental Chemist, Food and

Flavour Chemist, Forensic Chemist, Geochemist, Inorganic Chemist, Materials Scientist, Medicinal Chemist, Organic Chemist, Science Writer, Textile Chemist, Water Chemist

Child Development

Nursery Assistant, Crèche Assistant, Child Minder, Play Leader, Teachers' Assistant, Special Needs Assistant, Holiday Company Employee, Teacher, Nurse, Midwife, Social Worker, Child Psychologist, Private Nanny, Outdoor Activity Centre Worker, Childcare Practitioner

Citizenship & Politics

Politician, Political Researcher, Lawyer/Judge, Journalist, Civil Servant, International Aid Worker, Teacher, Human Rights Activist, Charity Campaigner, Charity Fundraiser, Police Officer, Civil Servant, The Armed Forces, News Broadcaster, Economist, Ethical Trade Manager, Foreign Office/Diplomat, Security Services (MI5/MI6), Public Relations, Sustainability Adviser, Social Worker, Local Government Worker

D & T - Resistant Materials

Engineer, Architect, Automotive Designer, Set Designer, Industrial Designer, New Product Developer, Ergonomics Designer, Exhibition Designer, Furniture Designer, Carpenter, Cabinet Maker, Business Manager

D & T -Graphic Products

Graphic Designer, Interior Designer, Games Designer, Visual Effects Designer, Model Maker, Set Designer, Software/Multimedia Designer, Packaging Designer, Exhibition Designer, Business Manager

D & T - Textile Design

Seamstress, Fashion Designer, Paper Cutter, Tailor, Weaver, Milliner, Costume Stylist, Assistant Stylist, CAD Designer or Operator, Design Technician, Fabric Development Specialist, Lace Designer,

Print Designer, Textile Artist, Textile Designer, Surface Designer, Theatrical Costume Designer, Interior Designer

Drama & Theatre Studies

Actor, Actress, Stage Manager, Arts Administrator, Set Designer, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Youth and Community Worker, Personnel Manager, Social Worker, Journalist, Marketing, Charities Administrator, Creative and Media Industry

English/English Literature

Writer, Travel Writer, Journalist, Copywriter, Marketing, Editor, Publisher, Teacher, Advertiser, TV Producer, Public Relations, Human Resources, Designer, Media and ICT, Sales Representative

Food Preparation & Nutrition

Dietician in Medicine, Food Manufacturing Industry, Food Market Research, Food Scientist or Technologist, Food Testing and Tasting, Journalist, Hospitality Industry as a Chef or Front of House, Nutritionist, Quality Control Officer, Retailer, Teacher

French/Spanish

Bilingual Interpreter/Translator, Bilingual Technical Writer, Teacher, Air Steward, Airline Sales Representative, Air Traffic Controller, Tour Guide, Tour Operator, Travel Representative, Customs Officer, Company Sales Representative, Computer Programmer, Credit Controller, Customer Support Adviser, Cultural Briefing Consultant, Engineer, Banker, Civil Servant, Secretary/PA, Marketing, Public Relations, Journalist/Travel Writer, Transport and Distribution Worker, Imports/Exports Manager, Foreign Office Ambassador, Local Government Worker, Medical Interpreter, Pharmacologist, The Armed Forces, Police Officer

Geography

Explorer, Geologist, Tourism, Travel Writer, Town Planner, Urban Geographer, River and Coastal Engineer, Oceanographer, Environmental Scientist/Consultant/Management, Conservationist, Meteorologist, Agriculturalist, Disaster Management, Chartered Surveyor, Renewable Energy Researcher, Gardener, Wildlife Warden, Mapping (OS), Criminology, Economist, Teacher

History

Historian, Art Historian, Teacher, Politician, Archaeologist, Genealogist, Lawyer, Museum Curator, Records Office and Archivist, Librarian, Charity Worker, Foreign Office/Civil Servant, Heritage Worker (The National Trust), Architect, Horticulture and Nature Conservation, The Armed Forces, Security Service (MI5)

Mathematics

Accountant, Banker, Actuary, Economist, Financial Consultant, Statistician, Stock Market, Scientific Researcher, Tax Lawyer, Engineer, Teacher, Analyst, Corporate Fund Raiser, Estate Agent, Computer Games Programmer, Aerodynamics, Meteorologist, Conservationist, Geophysicist, Lighting/Special Effects Engineer, Management Consultant

Media Studies

Film and TV Production Crew, TV News Anchor/Producer, Web Producer, Multimedia Specialist, Software Engineer, Computer Games Programmer, Theatre Production, Broadcaster, Runner, Radio Producer, Video Editor, Advertiser, Marketing, Market Researcher, Publisher, Journalist, Graphic Designer, Photographer, Animator, Costume Designer, Make-up Artist, Analyst

Music

Musician, Session Musician, Singer, Songwriter, Musical Theatre Actor, Musical Director, Conductor, Musical Journalist, Marketing, Production Manager, Salesman, Press and Promotions Officer, Personal Tutor, Teacher, Tour Manager, Events Organiser

Physical Education

Sports Coach/Manager, Sports Instructor, Teacher, Sports and Exercise Scientist, Sports Therapist, Sports Technologist, Sports Biomedical Scientist, Sports Rehabilitation, Nutritionist, Dietician, Health and Fitness Instructor, Physiotherapist, Athlete, Personal Trainer, Medical Researcher, The Armed Forces, Police Officer

Physics

Physicist, Astrophysicist, Aeronautical Engineer, Automotive Engineer, Medical Physicist, Research Scientist, Laboratory Technician, Nuclear Engineer, Software Engineer, Scientific Journalist, Optometrist, Forensic Scientist, Energy Explorer, Patent Attorney, Satellite Data Analyst, Business Manager, Physics Consultant, Clinical Psychologist, Telecommunications Engineer, Air Traffic Controller, Teaching, Technical Illustrator, The Armed Forces

Religion, Philosophy & Ethics

Advice Worker, Police Officer, Charity Officer, Retail Manager, Lawyer, Armed Forces, Care Worker, Childcare, Doctor, Nurse, Teacher, University Lecturer, Civil Servant, Community Development Worker, Editor, Newspaper Journalist, Social Worker, Youth Worker, International Aid Worker, Ethical Trade Manager, Public Relations Manager, Local Government Worker.

Spanish (see French)

Statistics

Financial Engineer, Actuarial Science, Forensic Statistician, Bio-statistician, Environmental Statistician, Healthcare Statistician, Government Statistician, Market Research Statistician, Pharmaceutical Statistician, Teacher



...AND DON'T FORGET,
YOUR **CAREERS'**
ADVISOR WILL
HAVE FURTHER
INFORMATION
ON **ANY CAREER**
PATH THAT
INTERESTS YOU.

COMPULSORY SUBJECTS

EACH STUDENT
WILL TAKE **ALL** OF
THESE SUBJECTS

ENGLISH LANGUAGE
ENGLISH LITERATURE
SCIENCE
MATHEMATICS
CORE PE (NON-GCSE)
CORE PSHE (NON-GCSE)



ENGLISH

(AQA ENGLISH LANGUAGE- 8700/LITERATURE - 8702)

Students will study AQA GCSE English Language and AQA GCSE English Literature throughout KS4. There are two papers for each subject. All texts in the examinations will be closed book. There are no non-examination assessments (NEAs).

Students will be graded from 9-1, with 9 being the highest grade. Students will be measured in how well they achieved the assessment objectives for each specification.



COURSE STRUCTURE IN ENGLISH LANGUAGE

Paper 1: Explorations in Creative Reading and Writing

Section A - Reading - One literature fiction text.

Section B - Writing - Descriptive or narrative writing.

Paper 2: Writers' Viewpoints and Perspectives

Section A - Reading - One non-fiction text and one literary non-fiction text.

Section B - Writing - Writing to present a viewpoint.

Assessment

Two 1¾ hour written exams.

Each paper is worth 80 marks (50%).

There are two sections to each paper worth 40 marks each (25%).



COURSE STRUCTURE IN ENGLISH LITERATURE

Paper 1: Shakespeare and the 19th-Century Novel

Section A - Shakespeare (Romeo & Juliet)

Students will be required to write in detail about an extract from the play and then write about the play as a whole.

Section B - The 19th-century novel (A Christmas Carol)

Students 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 (An Inspector Calls)

Students will answer one essay question about their drama text.

Section B - Poetry (AQA Love & Relationships)

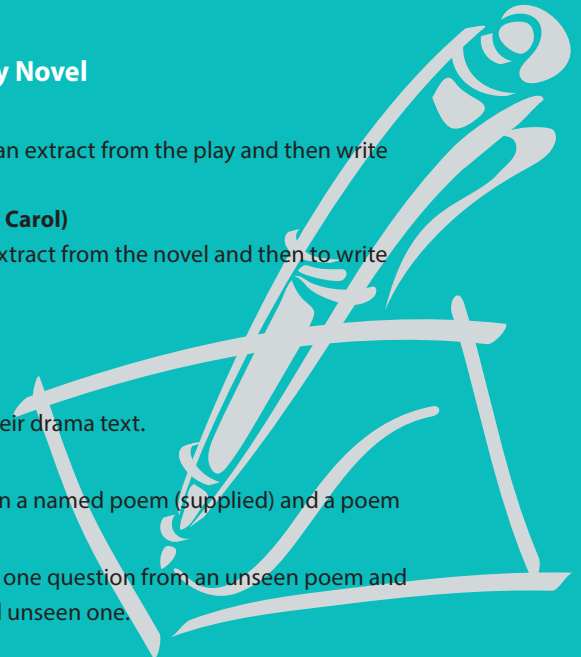
Students will answer one comparative question on a named poem (supplied) and a poem of their choice from the anthology.

Section C - Unseen Poetry. Students will answer one question from an unseen poem and one question comparing this poem with a second unseen one.

Assessment

Paper 1 is a 1¾ hour written exam worth 64 marks (40%) overall.

Paper 2 is a 2 ¼ hour written exam worth 96 marks (60%) overall.

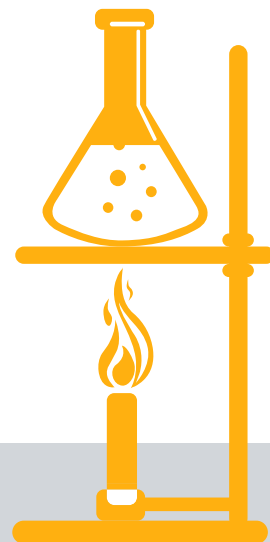


COMBINED SCIENCE

(AQA 8464)

The specification students will follow is AQA GCSE Combined Science (Trilogy). This course is two GCSEs. **Students will be guided towards the most appropriate science course for them.**

The information below shows the content and assessment for Combined Science.



CONTENT FOR BIOLOGY

Biology topics 1–4:

Cell biology
Organisation
Infection and response
Bioenergetics

Biology topics 5–7:

Homeostasis and response
Inheritance, variation and evolution
Ecology

CONTENT FOR CHEMISTRY

Chemistry topics 1-5:

Atomic structure and the periodic table
Bonding, structure, and the properties of matter
Quantitative chemistry
Chemical changes
Energy changes

Chemistry topics 6-10:

The rate and extent of chemical change
Organic chemistry
Chemical analysis
Chemistry of the atmosphere
Using resources

CONTENT FOR PHYSICS

Physics topics 1-4:

Energy
Electricity
Particle model of matter
Atomic structure

Physics topics 5-7:

Forces
Waves
Magnetism and electromagnetism

ASSESSMENT

THERE IS NO NON-EXAMINATION ASSESSMENT (NEA) FOR COMBINED SCIENCE.

The entire course is assessed externally through written exams. There are 6 exam papers: two biology, two chemistry and two physics, all to be taken at the end of Year 11. Each of the papers will assess knowledge and understanding from distinct topic areas.

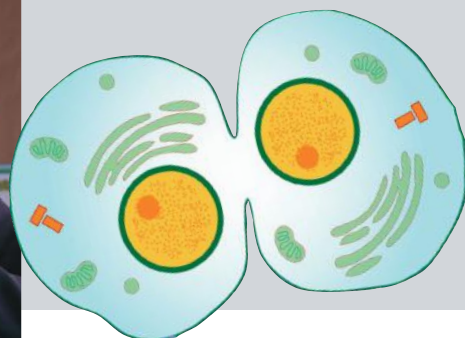
Each of the 6 papers is a 1¼ hour written exam worth 70 marks - 16.7% of final grade.

Questions are a mix of multiple choice, structured, closed short answer, and open response.

Students will either be entered for the Higher (9-4) or Foundation tier (5-1). There is no mixing of tiers permitted. Therefore, students entered for the higher will complete all 6 papers at Higher Tier.

At the end of Year 11, students will be awarded 2 grades ranging from 9-9 to 1-1 (on a consecutive scale).

Although there are no non-exam assessments, students will be expected to complete **16 core practicals**, all of which could potentially be assessed in the terminal exams. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification. Many of the questions will also focus on investigative skills and how well students can apply what they know to practical situations often in novel contexts.



THIS INFORMATION IS CORRECT AT THE TIME OF PRINTING. HOWEVER, SOME OF THIS INFORMATION COULD BE SUBJECT TO A SUDDEN CHANGE IN LINE WITH THE EMERGING GOVERNMENT POLICY.

SEPARATE SCIENCE

(AQA: BIOLOGY - 8461, CHEMISTRY - 8462, PHYSICS - 8463)

The specification students will follow is AQA GCSE Separate Science. This course is one GCSE in each of the subject disciplines. **Students will be guided towards the most appropriate science course for them.**

The information below shows the content and assessment for each of the subjects.



CONTENT FOR BIOLOGY

Biology topics 1–4:

Cell biology
Organisation
Infection and response
Bioenergetics

Biology topics 5–7:

Homeostasis and response
Inheritance, variation and evolution
Ecology

CONTENT FOR CHEMISTRY

Chemistry topics 1-5:

Atomic structure and the periodic table
Bonding, structure, and the properties of matter
Quantitative chemistry
Chemical changes
Energy changes

Chemistry topics 6-10:

The rate and extent of chemical change
Organic chemistry
Chemical analysis
Chemistry of the atmosphere
Using resources

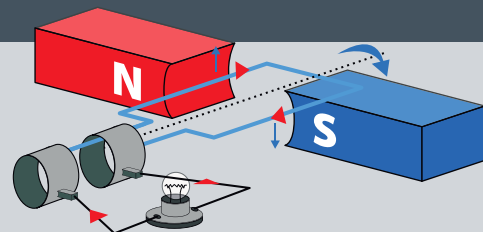
CONTENT FOR PHYSICS

Physics topics 1-4:

Energy
Electricity
Particle model of matter
Atomic structure

Physics topics 5-8:

Forces
Waves
Magnetism and electromagnetism
Space



ASSESSMENT

THERE IS NO NON-EXAMINATION ASSESSMENT (NEA) FOR SEPARATE SCIENCES.

The entire course is assessed externally through written exams. There are 6 exam papers: two biology, two chemistry and two physics, all to be taken at the end of Year 11. Each of the papers will assess knowledge and understanding from distinct topic areas.

Students complete 6 papers (2 in each of the science disciplines). Each paper is worth 50% of each subjects' grade. Eg Chemistry Paper 1 is worth 50% and Chemistry Paper 2 is worth 50%. Each paper lasts 1 hour 45 minutes, and is worth 100 marks.

Questions are a mix of multiple choice, structured, closed short answers, and open response.

Students will either be entered for the Higher (9-4) or Foundation tier (5-1). There is no mixing of tiers permitted.

At the end of Year 11, students will be awarded 1 grade ranging from 9 to 1 in each of the Science subjects.



YOU NEED TO KNOW

Although there are no non-exam assessments, students will be expected to complete **28 core practicals** (x10 Biology, x8 Chemistry, x10 Physics), all of which could potentially be assessed in the terminal exams. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification. Many of the questions will also focus on investigative skills and how well students can apply what they know to practical situations often in novel contexts.

MATHEMATICS

(EDEXCEL 1MA1)

At GCSE, students continue to develop their knowledge, skills and understanding of mathematics, following the National Curriculum programme of study. The course is linear, and students study the three attainment targets listed below:

AO1 - Use and apply standard techniques

AO2 - Reason, interpret and communicate mathematically

AO3 - Solve problems within mathematics and in other contexts

The content covers five main areas, the number of questions from each area will depend on the entry tier.

Topic Area	Foundation Tier	Higher Tier
Geometry and Measures	15%	20%
Statistics and Probability	15%	15%
Algebra	20%	30%
Ratio, Proportion and Rates of Change	25%	20%
Number	25%	15%

At the start of GCSE, students are set according to their Key Stage 3 teacher assessment.

There are two tiers of entry; students can only be entered for one of them. The entry tier selected will be the most appropriate for the individual student.

GRADES AVAILABLE

HIGHER TIER 9, 8, 7, 6, 5, 4

FOUNDATION TIER 5, 4, 3, 2, 1

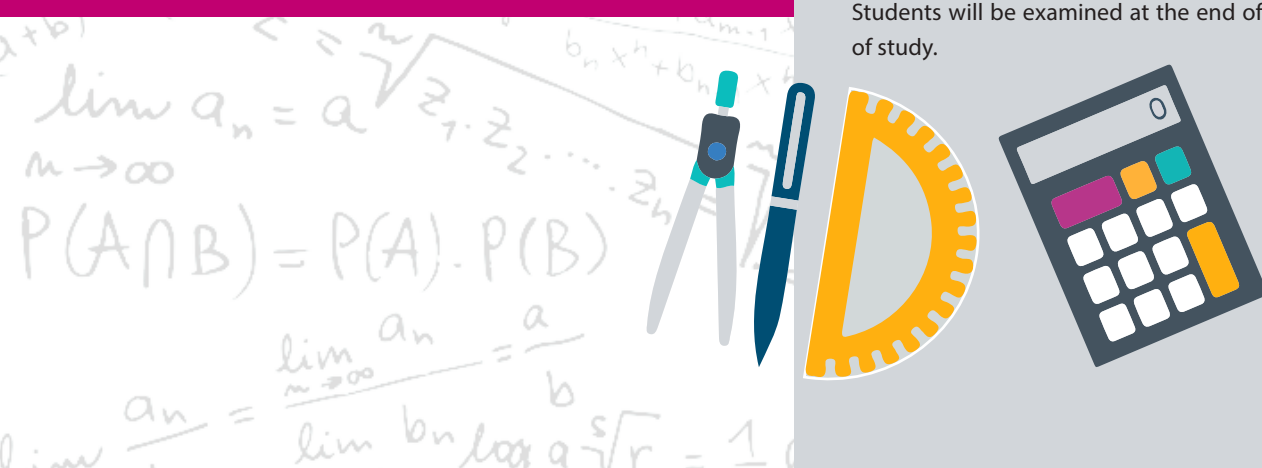
Students achieving a mark below the minimum required for the lowest grade in each tier will be ungraded.



ASSESSMENT

At each tier students will take three written papers in the same exam session forming 100% of their final mark. Each paper is 1½ hours long. In one of the three papers the students are not allowed to use a calculator. In the other two, the use of a calculator is permitted. There is no non-examination assessment (NEA).

Students will be examined at the end of Year 11 after 2 years of study.



CORE PSHE

THERE ARE NO EXAMINATIONS IN CORE PSHE



All students in Key Stage 4 attend core Personal, Social and Health Education (PSHE) lessons. Every student has one hour of timetabled lessons per week in PSHE, taught by our dedicated team of PSHE teachers.

The Government has made learning about 'Relationships and Sex Education' and 'Health Education' a statutory responsibility of all secondary schools. At Great Marlow School, we have always recognised the importance of these areas and we welcome the Government's commitment.

Young people today are faced with more challenges than ever before. The aim of PSHE is to equip students with the knowledge, skills and strategies to better navigate important problems and life choices, including the safe use of social media and strategies for good mental health.



COURSE STRUCTURE

The programme of study in KS4 builds on the work already done during Citizenship & PSHE lessons at Key Stage 3. We follow the PSHE Association's Programme of Study and we take a 'spiral curriculum' approach which allows students to gradually build their knowledge and skills in three themes:



1. HEALTH AND WELLBEING

Students address mental wellbeing and discuss other aspects of personal safety, which includes being introduced to basic first aid skills and CPR. Other topics include cosmetic surgery; the use of beauty treatments; the role of advertising and the media in body image; social media and influencer marketing. Students also explore the myths and facts about cancer.



2. RELATIONSHIPS

This aspect of the course covers the following topics: building positive relationships; sex and consent; recognising unhealthy relationships; dealing with relationship abuse; family relationships; marriage and civil partnership.



3. LIVING IN THE WIDER WORLD

Topics in this module include personal finance; avoiding fraud; careers education; and the exploration of important issues within society, such as discrimination and tolerance.

Course teachers encourage parents and carers to support their child's PSHE education by talking about their learning and encouraging them to discuss the issues the course content may introduce. If there are any further questions about the PSHE programme, please approach the department for clarification.

CORE PE

In Key Stage 4, students continue to develop their knowledge, skills and understanding of physical education, following the National Curriculum programme of study.

YEAR 10 & 11 PE CORE

At Key Stage 4, all students will continue to study physical education. Each class will be timetabled for 2 hours of PE each week.

During Year 10 and 11 students will continue learning in the groups that they have been in since Year 7. The curriculum they study will be very similar to that experienced during Key Stage 3, meaning students will experience a broad and balanced range of activities, which are planned to reflect the season of the year.

The focus in Year 10 will be playing sports to develop their game play, as opposed to the skills based approach that prevails during Key Stage 3. Examination Boards call this 'application of the taught skills'.

The Year 11 Core PE curriculum is traditional, but the students are handed the responsibility of delivering the lessons, taking it in turns to lead their peers in their PE lessons. Of course, students are supported by staff who encourage, guide and help progress the lessons for the benefit of all. The positives are huge: knowledge, confidence and expertise improve as does the employability skills of the students.

At Key Stage 4, students following the core curriculum will be graded on their attitude to learning only. Those who opt to study GCSE PE will be continually assessed on their practical ability in all of their PE lessons.



athletics	health related fitness
badminton	hockey
basketball	netball
cricket	rounders
lacrosse	tennis
dance	rugby (union or league)
football	softball
gymnastics	table tennis
handball	



DURING PE LESSONS STUDENTS HAVE THE OPPORTUNITY TO DEVELOP:

- **Physically** – through the range of activities students will improve their physical fitness, and develop further understanding of a healthy active lifestyle.
- **Personally** – students will experience working with their peers on a regular basis, this will provide superb teamwork opportunities, as well as a constructive social context, they can enjoy.
- **Employability** – students will demonstrate progression in the following employability skills: communication, leadership, motivation, self-integrity, organisation, teamwork, resilience, innovation, empathy, influencing others, positivity, and responsibilities.

TEAMS AND CLUBS AT GREAT MARLOW

ATHLETICS
CRICKET
CROSS COUNTRY
DANCE
FITNESS
FOOTBALL
GYMNASTICS
HANDBALL
HOCKEY
NETBALL
ROUNDERS
ROWING
RUGBY
TABLE TENNIS
TENNIS
TRAMPOLINING





**CHOOSING
YOUR OPTION
SUBJECTS IS
ALL ABOUT
YOU.....AND
WHAT CAREER
PATH YOU
WANT TO
FOLLOW
IN THE FUTURE.**



HOW TO CHOOSE YOUR OPTION SUBJECTS

REMEMBER TO MAKE YOUR CHOICES ACCORDING TO **YOUR OWN** STRENGTHS AND INTERESTS.

IF YOU ALREADY HAVE A CAREER IN MIND, **RESEARCH** THE **SUBJECTS** YOU MAY NEED **TO QUALIFY** FOR AN APPRENTICESHIP, COLLEGE OR SIXTH FORM.

EACH STUDENT **MUST** MAKE **ONE** CHOICE FROM THE FOLLOWING SUBJECTS:

FRENCH
GEOGRAPHY
HISTORY
SPANISH

OPTION SUBJECTS

TRY TO ENSURE THAT YOU MAKE A **WELL-BALANCED** CHOICE: **DO NOT** SELECT TWO SUBJECTS OF A **SIMILAR** TYPE.

EACH STUDENT **SHOULD** NOW MAKE **THREE CHOICES** FROM THE FOLLOWING SUBJECTS. YOU CAN ONLY **CHOOSE ONE D&T** SUBJECT (but you can choose **either** Food Preparation **or** Hospitality & Catering as an additional option).

Please choose **2 reserve subjects** as well, in case your original choices cannot be accommodated in the timetable.

ART & DESIGN
BUSINESS
CITIZENSHIP & POLITICS
CHILD DEVELOPMENT
D&T-GRAPHIC PRODUCTS
D&T-TEXTILES TECHNOLOGY
D&T-RESISTANT MATERIALS
DRAMA
FOOD PREPARATION & NUTRITION
HOSPITALITY AND CATERING
FRENCH
GEOGRAPHY
HISTORY
MEDIA STUDIES
MUSIC
PHYSICAL EDUCATION
RELIGION, PHILOSOPHY & ETHICS
SPANISH
STATISTICS

DESIGN & TECHNOLOGY

(AQA 8552)

GET CREATIVE IN D&T!

YOU CAN ONLY CHOOSE **ONE** D&T SUBJECT FROM THE **THREE** OPTIONS LISTED, BUT YOU **CAN CHOOSE** FOOD TECHNOLOGY OR CATERING AS AN **ADDITIONAL** OPTION.

THREE DESIGN AND TECHNOLOGY SPECIALISMS ARE OFFERED AT GCSE

RESISTANT MATERIALS

- See Mr Taylor

GRAPHIC PRODUCTS

- See Mr Taylor or Mrs Tilling

TEXTILES

- See Mrs Clark

GENERAL INFORMATION

GCSE Design and Technology prepares students to be confident and successful in our technological world and for the ever-changing job market. Students learn how historical, social, cultural, environmental and economic factors have influenced design and technology over time. Apprenticeships, colleges and university courses are, more and more, preferring students with design backgrounds and this department is excited about preparing the next generation to be innovative designers and manufacturers.

Each GCSE Design and Technology course requires students to design and make a quality product in their chosen specialism. Students are taught about the materials used by industry and the processes and components that make up the products of today. Students also study issues of health and safety; systems controlling the quality of design and manufacture; and industrial methods and applications.

All the design and technology options use a range of ICT skills in the non-examination assessment (NEA) projects. Students taking GCSE Graphic Products, Resistant Materials and Textiles will use computer aided design (CAD) and computer aided manufacture (CAM) software. In Year 10 students will develop knowledge and understanding of the core skills required for their chosen specialism. Mini projects and theory lessons prepare students for the GCSE examination. In Year 11 the extended project undertaken forms an important component of the final examination grade.

Course guides and exemplar work are provided to assist students with their folder work. Revision guides and additional sessions after school on a weekly basis enable students to reach their potential and achieve their target grade at GCSE.

All students will be expected to follow an exemplary code of conduct in potentially hazardous work environments.



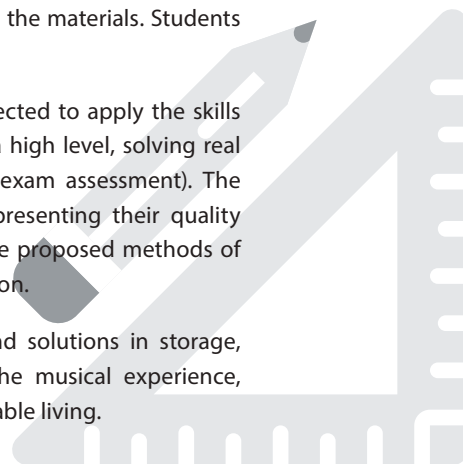
RESISTANT MATERIALS (AQA 8552)

During the first two terms, students develop a high level of accuracy and precision, in marking out and cutting materials, with hand and machine tools. Students are offered opportunities to work with a combination of wood, metal or plastic and learn first-hand about the properties, sources, environmental impacts and manufacturing process related to the materials. Students also complete project work to prepare them for their Year 11 NEA task.



During Year 11, students will be expected to apply the skills and knowledge learnt in Year 10 to a high level, solving real problems for their major NEA (non-exam assessment). The work will culminate in a portfolio presenting their quality product, charting the initial ideas, the proposed methods of manufacture and details of construction.

Past projects have been built around solutions in storage, lighting and children's education, the musical experience, repurposing work spaces and sustainable living.



GRAPHIC PRODUCTS

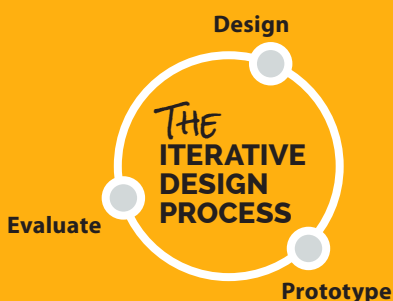
(AQA 8552)

Students studying Graphic Products will enjoy developing their practical skills in a way similar to those who develop products in industry, by using modern and traditional materials in an imaginative way. The course introduces students to commercial design; the standard graphics materials used by industry; how products and packages are made; and the importance of being precise and accurate. Students also learn about career opportunities in the design and creative industries.

Past projects have solved problems in packaging, fragrance containers and confectionary.



WHAT IS THE ITERATIVE DESIGN PROCESS



The iterative design process is a continuous cycle of prototyping, testing, and making adjustments and refinements.

Students studying all D&T subjects will apply this formula to their design projects in order to create the best possible outcomes.

COURSE CONTENT FOR RESISTANT MATERIALS & GRAPHIC PRODUCTS

Students will undertake an extended 'design and make' project, which will encompass the basic principles learnt over two years; core technical principles; specialist technical principles; designing and making principles.

For their NEA iterative design challenge, students will produce a variety of prototypes and a portfolio of evidence. The work will be internally assessed and externally moderated.

This is a non-exam assessment (NEA), worth 50% of the final grade and will cover approximately 40 hrs of work.

DESIGN & TECHNOLOGY

(AQA 8552)

ASSESSMENT

In addition to the extended 'design and make' project students will sit a 2 hour written exam worth 50% of the final GCSE grade. The exam will cover the key principles of design and technology.

PROGRESSION

Both subjects develop effective communication, teamwork, accuracy, working to deadlines, and the neat presentation of work. Upon completion, students achieving good grades in either Resistant Materials or Graphic Products may progress onto A-level Design and Technology: Product Design at Great Marlow School.

In the past, students have provided their own materials for the practical tasks. After a consultation process, GMS now operates a group ordering scheme. All students contribute £30 each to cover the 2 year course, which enables the school to order the main materials required for the practical tasks throughout the two years.

CAREER OPPORTUNITIES

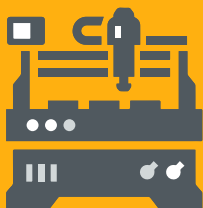
IN THE DESIGN INDUSTRY

Architect, CAD Engineer, Design Engineer, Design Journalist, Furniture Design, Games Developer, Graphic Designer, Illustrator, Interior Architect, Interior Designer, Landscape Designer, Marketing, Mechanical Engineer, Motorcar/Motorsport Design, Product Designer, Photographer, Professional Model Maker, Researcher, Retail Design, 3D Visualisation, Seamstress, Fashion Designer, Costume Stylist, Assistant Stylist, Design Technician.



IN THE MANUFACTURING INDUSTRY

CAM Programmer/Supervisor, Production Supervisor, Machine Operator, Quality Control Inspector, Machine Technician, Plant Engineer, Industrial Engineer, Materials Research Scientist, Laboratory Technician, Pattern Maker, Paper Cutter, Tailor, Milliner, Weaver, CAD Designer or Operator.



IN THE MEDIA INDUSTRY

Advertising/marketing, CGI Development, Event Organiser, Props Design, Public Relations Agent, Special Effects, Theatrical Engineering.

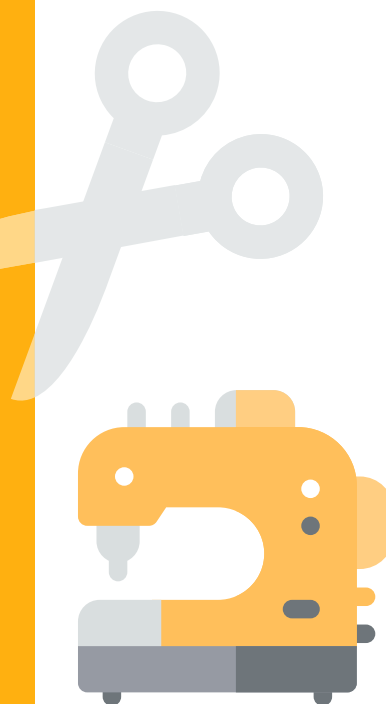


TEXTILES (AQA 8552)

Students studying GCSE Textiles will enjoy exploring the world of textiles technology. They will gain an informed insight into the properties, sources, environmental impacts, and possibilities of textiles in designing the world's future products, fashions, and fabrics.

Developing their practical skills, students will learn how products are developed in industry, by using modern and traditional materials in an imaginative way. The course introduces students to commercial textile design; how products and fabrics are made; and the importance of precision and accuracy. Students also learn about career opportunities in the design and creative industries. D&T Textiles is suitable for all students in GMS who are aiming for academia or vocational route at post 16.

Past projects have solved problems in travel, petcare and celebrations.



COURSE CONTENT FOR TEXTILES

In Year 10 students will develop a wide range of knowledge, including machine skills, that will encourage confidence in the practical and folder work. These skills will be developed through 3 mini projects that require them to design and make fashionable products of their choice. The activities are designed to allow students to understand the demands of the non-exam assessment (NEA). This carries a 50% weighting.

This project also supports their understanding of basic to complex skills and machinery in textiles.

A design show, at the end of the spring term, exhibits the work of the students.

The core principles of design theory are studied in the spring and summer terms of Year 10

At the same time, students are introduced to the theoretical content required by the examination about the core principles of design.

The first half of Year 11 will be used to focus on the main GCSE NEA task, which will be set by the exam board and sent to the school nearer to the time. Students will be required to choose one of AQA's set topics to demonstrate their understanding of, and skills in, iterative design and making.

All students contribute £30 each to cover the 2 year course, to enable the school to order all the main materials required for practical tasks over the two years.



ASSESSMENT

The non-exam assessment (NEA) is worth 50% of the final grade – teacher assessed then externally moderated.

There is a 2 hour written exam, which is also worth 50% covering the Principles of Design and Technology.

GCSE grades are numbered 9 to 1: the top grade being 9.

CAREER OPPORTUNITIES

IN THE FASHION INDUSTRY

Administrative Roles with Textiles/
Fashion Firms, Buyer, Control Inspector,
Costume Designer, Customer Services,
Designer, Illustrator, Journalist, Marketer,
Merchandiser, Personal Stylist, Personal
Shopper, Photographer, Researcher,
Retail Sales Assistant, Seamstress/Tailor,
Technologist, Surface Decorator, Textile
Artist, Textile Laboratory Technician,
Textile Research Scientist, Textile Scientist,
Visual Merchandiser.

IN THE MEDIA/ ENTERTAINMENT INDUSTRY

Advertising, Costume Curator, Event
Organiser, Event Management, Fashion
Analyst, Fashion Journalist, Public
Relations Agent, Stylist, Theatrical
Costuming, Wardrobe Assistant,
Wardrobe Designer.

ART, CRAFT & DESIGN

(AQA 8201)

WHY STUDY GCSE ART, CRAFT & DESIGN?

This new specification is rich in content and offers students a diverse, challenging and meaningful learning experience. Art and Design offers opportunities for students to further develop their learning in higher education and into exciting creative career paths.

COURSE CONTENT

In Year 10, students will develop a range of skills through workshop style lessons. Students will experiment and explore techniques using a range of media including drawing, painting, printing, photography, computer manipulated design, assemblage, art textiles and conceptual art forms.

Students work on three projects over two years: a project exploring the subject matter of Food and Drink; a second project based on a theme of their choice; and in Year 11, AQA's externally set task. At the start of each project, students will have the opportunity to make contextual visits to places such as Borough Market, Oxford Natural History Museum and the local surrounding area in order to aid their research and understanding.

Students will be expected to purchase a basic equipment pack at the start of the GCSE course, which will ensure they are able to complete the coursework in school and at home.

At the end of the coursework projects, students will learn how to mount and present their work.

The externally set task will require students to utilise their skills and knowledge from the course to independently select and develop a project and final outcome, which is produced in a ten hour controlled assessment time.



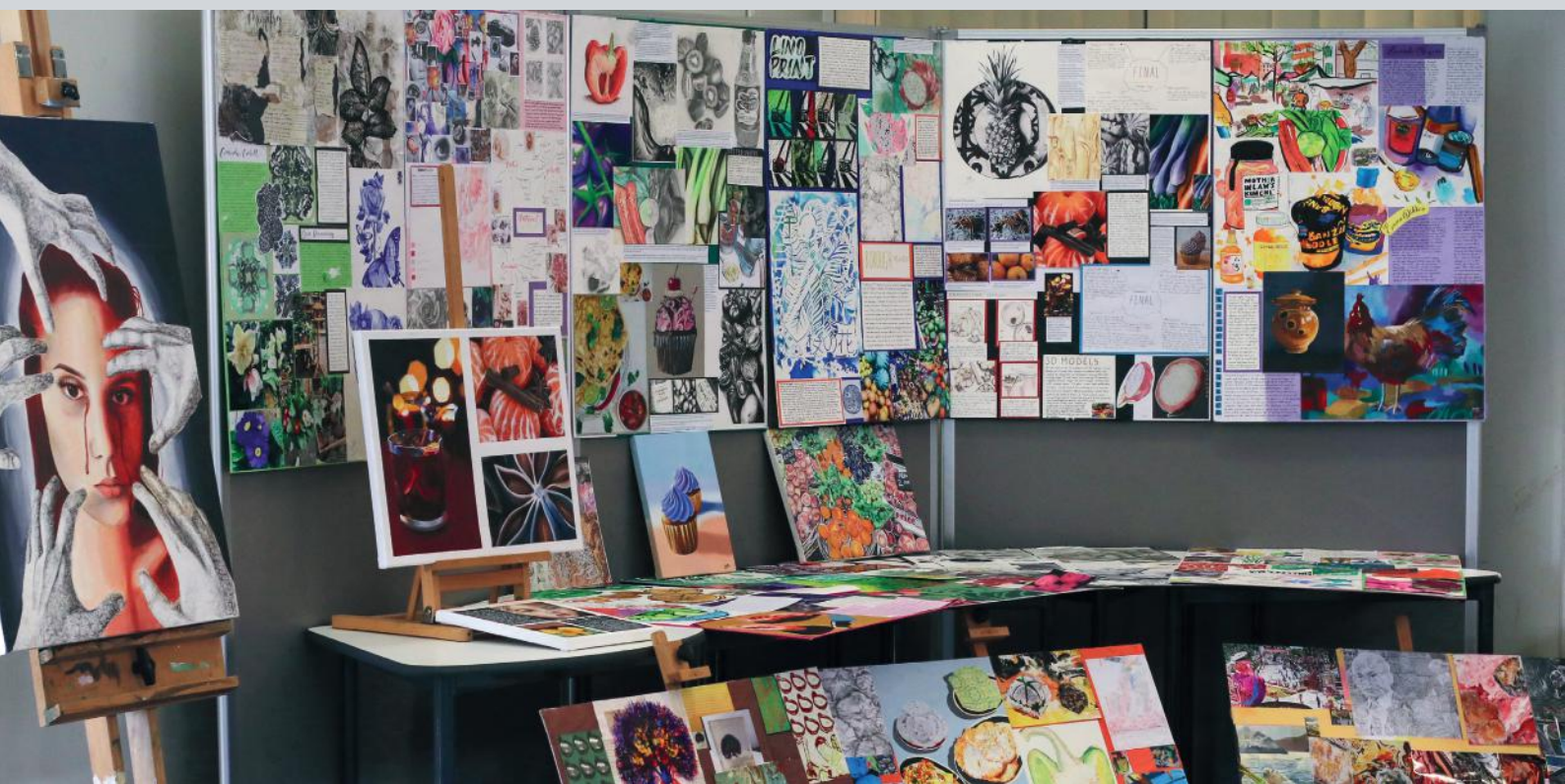
ASSESSMENT

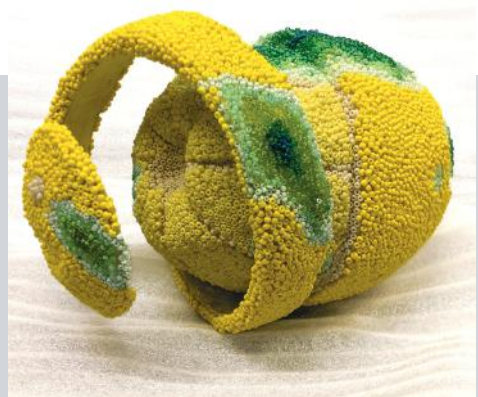
Coursework, which includes both the Food and Drink and second project, is worth 60% of final grade - teacher assessed then externally moderated.

There is an externally set project with a 10 hour controlled test in the spring term of Year 11 worth 40% of final grade - teacher assessed and externally moderated.

Grades 9 - 1 are available.

All practical work from Year 10 and Year 11 is assessed as part of the final grade. Students submit a portfolio of artwork which includes one extended coursework project.





PROGRESSION

Students can progress to A-level Art, Craft & Design here at Great Marlow School. Many of our A-level students go on to study a foundation course in an Art & Design related topic or go to university if they have an idea of the direction they would like to pursue.

CAREER OPPORTUNITIES



BUSINESS

(OCR J204)

WHY STUDY GCSE BUSINESS?

This qualification equips students with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded qualification covering a wide range of business topics, which will enable students to become financially and commercially aware.

YEAR 10 - BUSINESS UNIT 1

The following sub- topics are studied for each subject:

Business activity

The role of business enterprise and entrepreneurship
Business planning
Business ownership
Business aims and objectives
Stakeholders in business
Business growth

Marketing

The role of marketing
Market research
Market segmentation
The marketing mix

People

The role of human resources
Organisational structures and different ways of working
Communication in business
Recruitment and selection
Motivation and retention
Training and development
Employment law



YEAR 11 - BUSINESS UNIT 2

The following sub- topics are studied for each subject:

Operations

Production processes
Quality of goods and services
The sales process and customer service
Consumer law
Business location
Working with suppliers

Finance

The role of the finance function
Sources of finance
Revenue, costs, profit and loss
Break-even
Cash and cash flow

Influences on business

Ethical and environmental considerations
The economic climate
Globalisation

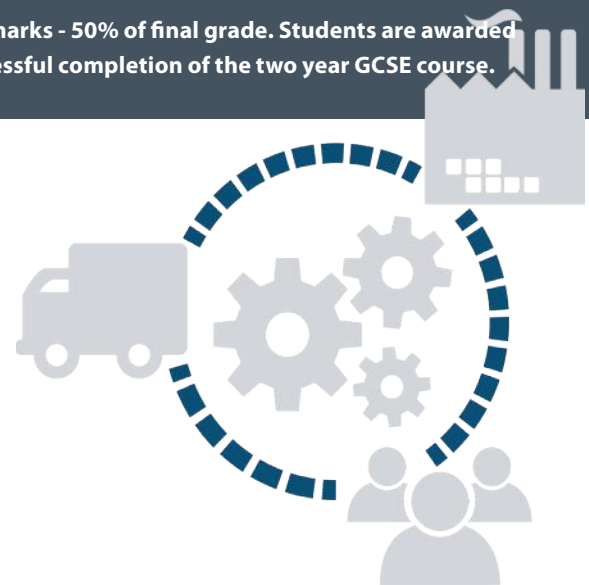
The interdependent nature of business

ASSESSMENT

THERE IS NO NON-EXAMINATION ASSESSMENT.

The entire course is assessed externally through written examinations. Two 1½ hour papers are taken at the end of Year 11.

Each paper is worth 80 marks - 50% of final grade. Students are awarded a Grade 9-1, on the successful completion of the two year GCSE course.



OCR LEVEL 1/2 CAMBRIDGE NATIONAL CERTIFICATE IN CHILD DEVELOPMENT

(603/7114/6)

WHY STUDY CHILD DEVELOPMENT?

This course leads to a Level 1 and Level 2 Technical Award. At the end of the course, students are awarded P1 Pass, M1 Merit, D1 Distinction, P2 Pass, M2 Merit, D2 Distinction, L2 Distinction* (*2), depending on the quality of the portfolio and examination result.

Students may be interested in this if they want an engaging qualification where they will use their learning in practical, real-life situations, such as:

- **Preparing a feed or meal for a child**
- **Choosing suitable equipment to use in a childcare setting**
- **Planning suitable play activities**
- **Helping to prevent accidents in a childcare setting**



ASSESSMENT

The students sit **ONE** exam (one hour and 15 minutes) in Year 11 and it counts for 40% of the final grade.

The remainder of the marks come from 2 coursework folders of tasks completed in class under supervised conditions.

COURSE CONTENT

The course is divided into three units.

Unit R057

Health and well-being for child development

Students will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. Students also learn about postnatal care and the conditions in which a child can thrive.

Unit R058

Create a safe environment and understand the nutritional needs of children from birth to five years.

This is assessed by a set assignment. In this unit students will learn how to create a safe environment for children from birth to five years in childcare settings. They will research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Unit R059

Understand the development of a child from one to five years.

This is assessed by a set assignment. In this unit students will learn the physical, intellectual and social developmental norms for children from one to five years. They will understand the importance of creating plans and providing different play activities to support children in their development.

STRENGTHS OF THE CHILD DEVELOPMENT COURSE

- 50% assessed through project work/non-examination assessment coursework.
- Topics are interesting and practical.
- External visitors are welcomed in every half term or so – eg: mother with her baby talking about reusable/washable nappies; mother with her baby talking about nursery as a childcare option; pregnant woman talking about equipment choices and preparation for birth.



PROGRESSION

Many students continue their studies into the 6th Form and complete a Level 3 Child Care course, which leads to employment in a nursery, a pre-school or as a nanny. The Level 3 also offers progression to university to study a subject such as primary teaching.

CITIZENSHIP & POLITICS

(EDEXCEL LEVEL 1/LEVEL 2 1CS0)

WHY STUDY GCSE CITIZENSHIP & POLITICS?

Do you want to learn how you can make a difference to the world? Have you ever wondered who runs this place? This subject enables you to cast a critical eye over the world and make sense of what is seen in the news every day.

Citizenship and Politics is about how people take an active part in politics and work together for a better society, locally, nationally and globally. You will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. You will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions. You will also experience taking citizenship action and learn from trying to make a difference yourself.

Citizenship and Politics develops many skills that employers are looking for, such as communicating and analysing different viewpoints, identifying and sequencing research questions and creating sustained and reasoned arguments.



THE COURSE CONTENT IS DIVIDED INTO FIVE THEMES:



LIVING TOGETHER IN THE UK

This theme explores the idea that the UK is a diverse society of many different communities and groups that live together. Students will study the impact of migration and the nature of identity. They will also consider the different rights and freedoms we have in the UK, such as freedom of speech, tolerance and respect, and the checks and balances needed in relation to these, including debates about freedom of speech and the threat from terrorism.

DEMOCRACY AT WORK IN THE UK

This theme investigates the idea of parliamentary democracy in the UK including voting and elections, the role of MPs, making and shaping law and how government is organised and kept in check.

LAW AND JUSTICE

Students explore why we need laws and how the law affects us in our everyday lives. They consider how the justice system works in everyday life, including the roles and power of the police and the courts.

POWER AND INFLUENCE

In this theme we question how people exercise power, either as ordinary citizens, the government or the media. We contrast representative democracy in the UK with other less democratic countries. We also explore the UK's role in the world, addressing topics such as the United Nations, the European Union and our role in solving global issues such as war, human rights abuse and poverty.

TAKING CITIZENSHIP ACTION

Students choose an issue that they find particularly interesting and form a team. Together they investigate the topic, plan and carry out an action to address it. Most importantly, an evaluation of their plan takes place, showing the impact of their action and what has been learnt.

ASSESSMENT

There are two written papers - each worth 50% of the final grade.

Each examination paper contains a mix of shorter questions based on sources and extended-response questions based on citizenship issues.

The second paper also contains a short section about the student's citizenship action.

DRAMA

(C6goQS)

WHY STUDY GCSE DRAMA?

It is a dynamic, successful course.

It improves communication skills and develops self-confidence.

It teaches you how to create, perform and respond to drama by working with a variety of stimuli.

It helps you to be an independent critical thinker.

It develops your vocal and physical skills.

It provides you with opportunities to learn from both your peers and professional performers.

It offers you many extra-curricular opportunities to enrich your learning.



YOUR COMMITMENT IF YOU WISH TO TAKE DRAMA

Team work is an important part of this course, so you must be prepared to:

- attend extra rehearsals in your own time
- be reliable
- attend school regularly

You will also be expected to:

- meet coursework deadlines
- participate in extra curricular activities (such as theatre trips and workshops)

HOW CAN DRAMA HELP YOU IN THE FUTURE?

Drama is not just about "being an actor", it is about equipping you for life. Many jobs require:

good communication
planning reason and
enquiry
problem solving
working collaboratively
creative thinking

All these skills are taught in drama

In addition, if you want to pursue a career in the performing arts, these skills are central to our popular, well-established A-level drama course.

WOULD YOU MAKE A GOOD DRAMA STUDENT?

Try the questionnaire below to see whether you should opt for GCSE Drama.

Do you enjoy drama? (Y) (N)

Have you gained some good assessment marks over the past year? (Y) (N)

Do you work well in a group? (Y) (N)

Are you prepared to rehearse your work at lunch time and after school? (Y) (N)

Are you prepared to go on theatre trips? (Y) (N)

Are you willing to perform in front of an audience? (Y) (N)

Have you got a good attendance record? (Y) (N)

Are you willing to experiment with new ideas? (Y) (N)

Are you reliable? (Y) (N)

Do you want to improve your self confidence; be creative and develop your problem solving skills? (Y)(N)

COURSE CONTENT

COMPONENT 1 - DEVISING DRAMA

Students will create a devised performance in groups. They can choose to work as a performer, or a designer, in this component.

Performances will be between 5-16 minutes, depending on the size of the groups.

Students will submit a portfolio, which will evidence the student's devising process and can be made up of a combination of writing, images, observation notes and artefacts.

Component 1 is worth 40% of the GCSE exam.

COMPONENT 2 - TEXT PERFORMANCE

Students will study two extracts from the same text chosen by you them or your their teacher.

In Component 2, students can choose to work as a performer or a designer.

The final performance should last between 5-14 minutes and it must use sections of text from both extracts.

Component 2 is worth 20% of the GCSE exam

COMPONENT 3 - WRITTEN EXAM (1HR 30 MINS)

Section A: Set Text - A series of questions based on the examination set text studied. The questions will focus on the process of creating and developing a performance, working as a director, performer and designer; as well as the performance of a character from a text.

Section B: Live Theatre Review – Candidates answer one question from a choice of two, analysing and evaluating a given aspect of a live theatre production seen during the course.

All students will be taken to a live theatre performance, which they will be expected to review.

Component 3 is worth 40% of the GCSE exam.



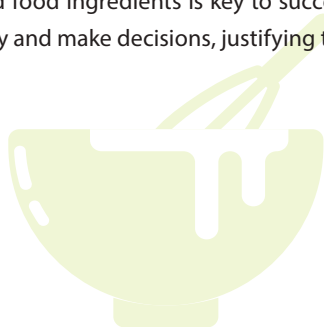
FOOD PREPARATION & NUTRITION

(OCR J309)

WHY STUDY GCSE FOOD PREPARATION & NUTRITION?

This qualification aims to bring about real sustainable change, providing students with the expertise and skills to feed themselves and others better. It also provides a strong setting for those hoping to move forward with careers in the food and hospitality industries. Students discover the essentials of food science, nutrition and how to prepare and serve higher skill dishes. In addition to this, they will understand the huge challenges that we face globally to supply the world with nutritious and safe food.

Food Preparation and Nutrition is suitable for all students in GMS who are aiming for an academic or vocational route at post 16. It is also suitable for those aiming to go into food, nutrition or dietary sciences further in their education or career paths. An enjoyment of cooking and an interest in learning about the science behind food ingredients is key to success in this course. Students are expected to work independently and make decisions, justifying their conclusions.



WHAT DOES THE COURSE ENTAIL?

All content is covered in all components. There are four sections.

Section A: Nutrition

Section B: Food (food provenance and food choice)

Food provenance: source and supply

Section C: Cooking and food preparation

Section D: Skills requirements (preparation and cooking techniques)

PRACTICAL SESSIONS WILL TAKE PLACE EVERY FORTNIGHT IN A DOUBLE LESSON.

Students are required to provide their own ingredients and must be prepared to assume this commitment on both a financial and organisational basis.

Having the correct ingredients enables all our students to access the higher-grade bands

For more information contact Mrs Dale.



ASSESSMENT

All assessment tasks are completed in school.

The assessment comprises of:

A 1½ hr Food Preparation and Nutrition written exam, worth 50% of final grade

**Non exam assessment: (NEA)
- worth (50%)**

Task 1: Food investigation (15%)

**Task 2: Food preparation
assessment (35%)**

COURSE CONTENT

In Year 10, students will be taught a wide range of skills to encourage confidence in practical and theoretical knowledge. Core knowledge, required to achieve a high-level grade, is learnt through undertaking practical tasks and understanding the theory. In practical tasks students are permitted to work on a topic of their own choosing, which is encouraged as it promotes independent learning.

The two NEA tasks which are completed in Year 11 carry a 50% weighting. The two terms of Year 11 will focus on completing the main GCSE NEA task, set by OCR. The examination board split the NEAs into two parts: the first requires students to show knowledge and understanding of scientific food experiments; the second part requires students to, plan, make and evaluate three high skill food products.

CAREER OPPORTUNITIES

Science: Dietician, Nutritional Therapist, Laboratory Technician, Food Development Scientist.

Hospitality: Chef, Caterer, Supervisor, Hostess, Waiter/Waitress.

Industry: Brewer, Food Taster, Product Developer, Quality Control Officer.



HOSPITALITY & CATERING LEVEL 1&2

UA0-1 5569

WHY STUDY LEVEL 1&2 HOSPITALITY & CATERING?

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry, and accounts for around 10% of the total workforce. The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Vocational Award in Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing, and cooking a variety of dishes.

Hospitality and Catering is offered to all students in GMS who are aiming for a vocational route at post 16. Whilst not a GCSE qualification, a Vocational Award 'Level 2' will be suitable for students aiming to go into college courses or the work place, in any of a broad range of hospitality and catering roles. A keen interest in following a career path in catering would be a key to success in this course.

THE FOOD PREPARATION AND NUTRITION OR LEVEL 1&2 HOSPITALITY & CATERING COURSES

We strongly encourage all students who are considering a KS4 food course to contact Miss Young or Mr Taylor for a guidance discussion on which of the courses would be the most suitable for your individual education/career path.

Please note that whilst every effort will be made to ensure that exact options are matched, there may be circumstances where we are forced to offer the alternative food course to that chosen. This will be done to enable all subject choices to be studied, and will involve full consultation before any final decision is made.



WHAT DOES THE COURSE ENTAIL?

PRACTICAL SESSIONS WILL TAKE PLACE FREQUENTLY TO REFLECT THE 'HANDS-ON' NATURE OF THE COURSE.

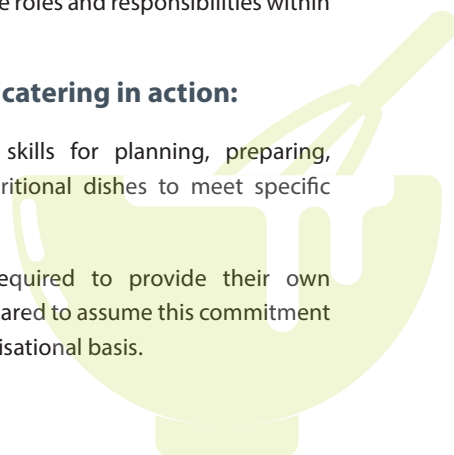
Unit 1: Hospitality and catering industry:

You will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

Unit 2: Hospitality and catering in action:

You will develop practical skills for planning, preparing, cooking and presenting nutritional dishes to meet specific client's needs.

In Year 10 students are required to provide their own ingredients and must be prepared to assume this commitment on both a financial and organisational basis.



COURSE CONTENT

This is the qualification structure for the Hospitality and Catering course:

WJEC Vocational Award in Hospitality and Catering				
Unit No.	Unit title		Assessment	GLH
1	The Hospitality and Catering industry	Mandatory	External	48
2	Hospitality and catering in action	Mandatory	Internal	72

Candidates must complete both units.

This course structure develops an understanding of a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.

In Year 11 GMS operates a group ordering scheme. All students contribute £40 towards this, which enables the school to order all the required ingredients for both NEA work, and the practical mock exams.

ASSESSMENT

All assessment tasks are completed in school.

The assessment comprises of:

Unit 1

**A 1½ hr written exam,
The hospitality and Catering industry.**

Worth 40% of the final grade

Unit 2

**Non exam assessment (NEA):
Hospitality and Catering in action**

Worth 60% of the final grade



CAREER OPPORTUNITIES

Hospitality: Chef, Caterer, Supervisor, Hostess, Waiter/Waitress.

Industry: Brewer, Food Taster, Product Developer, Quality Control Officer.

Please see page 6 for more career opportunities that are available in the food & nutrition and hospitality and catering industries.

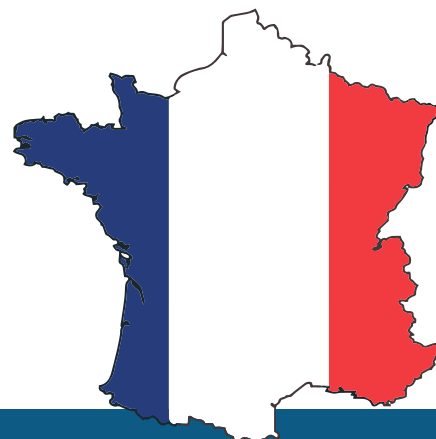
FRENCH

(AQA – 8652)

WHY STUDY GCSE FRENCH?

If you choose to study French at GCSE level you will:

- **develop your French language skills, in a variety of contexts, to learn to communicate with confidence**
- **gain an understanding of the culture of countries and communities where French is spoken**
- **improve your communication, critical thinking, research skills and creativity**
- **be able to take your place in a multi-lingual global society**
- **gain knowledge of a foreign language (to GCSE level), which is highly valued by employers & universities**
- **have a second language which is a valuable asset**



YOU
WILL
STUDY
THREE
THEMES
FOR
FRENCH
GCSE

THEME 1: PEOPLE AND LIFESTYLE

Identity and relationships with others, healthy living and lifestyle, education and work.

THEME 2: POPULAR CULTURE

Free-time activities, customs, festivals and celebrations and celebrity culture

THEME 3: COMMUNICATION AND THE WORLD AROUND US

Travel and tourism, including places of interest, media and technology, the environment and where people live.

ASSESSMENT

There are two tiers of entry for each of the four exams: listening, speaking, reading and writing.

Listening: Listening comprehension, answers in English or multiple choice and a dictation of short sentences in French.

Speaking: 15 minutes preparation time. Role play card, reading aloud task with short conversation and a photo card discussion in French.

Reading: Reading comprehension, answers in English or multiple choice and translation from French into English.

Writing: Foundation- Writing phrases in response to a photo, 2 structured writing (50 and 90 words) grammar task and a translation into French. Higher- 2 structured writing (90 and 150 words) and translation into French.

Each exam is worth 25% of the final grade.

Students will be entered for the tier they feel most comfortable with.



GEOGRAPHY

(OCR SYLLABUS A J383)

WHY STUDY GCSE GEOGRAPHY?

The world is always changing and geography gives you a chance to learn about these changes. Students are challenged find out more about the world; develop their ICT and research skills; and learn through investigating and doing, not just listening and reading.

THERE ARE **THREE** UNITS IN THE OCR GEOGRAPHY A QUALIFICATION

1. LIVING IN THE UK TODAY

This component is based on the changes that our country is undergoing in both its physical and human geography. Studies of river flooding, coasts and our changing climate are combined with human geography topics concerning population change, also the impact of migration and life in our cities. You will also investigate the environmental challenges that we face over climate change, flooding and our energy security, evaluating the possible solutions to these issues.

2. THE WORLD AROUND US

This component gives you a global view of geographical issues and is an opportunity to investigate places that are very different from the UK. You will study how ecosystems such as tropical rainforests and coral reefs have been directly affected by human activity and examine the environmental challenges that our planet faces in terms of climate change and extreme weather. You will also investigate human geography topics including global economic development; the rise of countries like China, India and Brazil; and life in cities such as Shanghai and Rio de Janeiro. You will explore the growing interdependence between countries and the global economy.

3. GEOGRAPHICAL SKILLS

In this component you will have the opportunity to enjoy two geography field trips one to the Dorset coast and one to a UK city. This topic will be of great use to you in both geography and in supporting your learning and progress in other subjects where you carry out research, analyse data and draw conclusions from your findings. The skills developed here will also help prepare you for A-level Geography and studies in other subjects too.



ASSESSMENT

THERE IS NO NON-EXAMINATION ASSESSMENT (NEA).

There are **three** written papers. Components 1 and 2 are worth 30% and Component 3 is worth 40% of the final mark).

Each exam paper requires a mix of shorter, data-response answers, plus some longer answers requiring specific case study knowledge.

Component 3 of the exam will also ask about your fieldwork experiences and test your geographical skills.



HISTORY

(EDEXCEL 1H10)

WHY STUDY GCSE HISTORY?

This course is designed to help students understand the world around us today. Students study the evolution of ideas and concepts across the medieval, early modern and modern periods. The course covers a range of topics to develop the student's interest in, and enthusiasm for, history. Despite the diverse nature of the topics studied, students learn to make links and draw comparisons across different periods and aspects of the past.



COURSE CONTENT

MEDICINE IN BRITAIN, C.1250-PRESENT

This depth study examines the changes in medicine over time. Students will specifically look at how the diagnosis and treatment of diseases are influenced by religious beliefs, scientific theory and the work of individuals. Students will also examine how these ideas then change over the period and how that change is influenced by the church, governments, science and technology between the medieval period and the modern day. As part of this, students will study key events such as the Black Death, the Great Plague, cholera epidemics of the nineteenth-century and present day medicine in Britain. Students will also study key individuals such as Galen, William Harvey, Edward Jenner, Florence Nightingale, John Snow and Alexander Fleming.

THE BRITISH SECTOR OF THE WESTERN FRONT, 1914-18: INJURIES, TREATMENT AND THE TRENCHES

Students will look at the theatres of war on the Western Front and see how the medical treatment of soldiers was affected by the conditions of the trenches, terrain, transport, infrastructure and communications. Students will study the types of injuries sustained by those fighting on the Western Front but also place this within the context of medicine at the start of the twentieth century.

EARLY ELIZABETHAN ENGLAND, 1558-88

The depth studies focus on a short span of time, but requires a greater look at the complexities of the historical situation. In this topic students will look at the Virgin Queen, the issues over her gender and marriage. Students will study the threats that Elizabeth I faced at home such as the religious settlement and Mary Queen of Scots, and those abroad, specifically Spain and the Armada. Finally, students will see how Elizabeth I invested in overseas trade and exploration as well as in the development of leisure time with sport and the theatre.

SUPERPOWER RELATIONS AND THE COLD WAR, 1941-91

This depth study examines the key events of the Cold War. Students will study the origins of the Cold War and the ideological differences between East and West. The development and deterioration of relations will be shown through the Cold War crises that mark key events in the twentieth century, but also in this conflict. These events include the establishment of the Berlin Wall, the Bay of Pigs incident, the Cuban Missile Crisis, and the nuclear arms race. Finally the thawing of relations, the importance of Gorbachev's 'new thinking' and the influence of Regan to the fall of the Berlin Wall and its greater significance in the collapse of the Soviet Union.

WEIMAR AND NAZI GERMANY, 1918-39

This unit focuses on the newly founded post-war democracy. It looks at the challenges it faces in terms of political, economic and social factors. The course moves to look at how Weimar Germany allows the development of extreme parties, charting the rise of the Nazis and Hitler to the position of Chancellor. Students study how Hitler takes control, forming a dictatorship and putting down opposition parties and persecuting minorities. Social aspects of the regime are also studied, specifically looking at the importance of youth and women.



ASSESSMENT

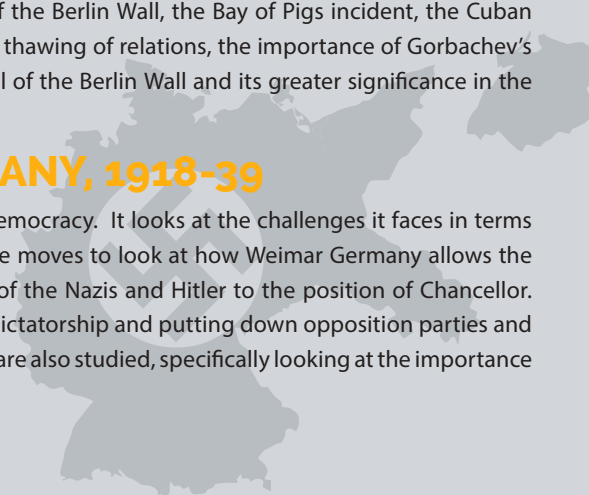
THERE IS NO NON-EXAMINATION ASSESSMENT OR COURSEWORK.

The five topics are assessed across three exam papers using a mixture of short-answer knowledge questions, essays and source questions.

Paper 1 - Medicine in Britain and British Sector of the Western Front: 1 hour 15 minutes, 52 marks worth 30% of the final grade.

Paper 2 - Cold War and Elizabeth 1: 1 hour 45 minutes, 64 marks worth 40% of the final grade.

Paper 3 - Nazi Germany: 1 hour 20 minutes, 52 marks worth 30% of the final grade.



MEDIA

(AQA 8572)

WHY STUDY GCSE MEDIA?

The GCSE Media Studies course blends theoretical and practical approaches to studying the media. It is an exciting and contemporary course that could open many doors to further education and a future career in the media industry.

Mass media plays an important role in our society, providing us with entertainment and information. The media also has a significant effect on our attitudes and social values.

This course will enable students to develop a critical understanding of the role of mass media in our society. Students are introduced to new ideas and topics, exploring a broad range of media texts, from magazines and advertisements to films and television programmes.

As well as analysing the media, students will have the opportunity to produce their own media texts. Media students are trained to use software that allows them to edit video, manipulate images and construct audio pieces.



The department is proud of the quality of the practical work that students produce.

ASSESSMENT

The course is assessed through:

Written examinations worth 70% of the final grade

There are two exam papers, each 90 minutes in length (each worth 35% of the final mark). The examinations test students' knowledge and understanding of media language, representations, industries, audiences and contexts.

Non-exam assessment (NEA) is worth 30% of the final grade

The non-exam assessment is based on a choice of topics related to a theme chosen by the exam board and will include both written and practical work.

All assessments are targeted at the full range of GCSE candidates and, therefore, are not tiered.

Grades 9 to 1 are available



MUSIC

EDUQAS

WHY STUDY GCSE MUSIC?

- *In an ever-changing world, music is one of the footprints of society. It surrounds us in our day-to-day lives through concerts, films, radio, television, videogaming, sporting events, in the supermarket, even in an elevator! Music really is all around us and influences our moods, emotions and stimulates our lives.*
- *Through performance, composition and analysis, GCSE Music will develop students' understanding of a wide variety of genres and contexts, inspiring inquisitive learners, and a love for music.*
- *Students will refine their performing and composing skills in a variety of tasks, working both independently and as part of an ensemble. Students are encouraged to use their instrument or vocal skills in lessons, offering regular opportunities to enrich their creativity, reflection, and resilience, as well as developing confidence and presentation skills.*
- *Students will also develop their aural and analytical skills. Whilst studying a wide variety of genres and artists, students will develop their ability to recognise key musical elements in both familiar and unfamiliar pieces of music.*
- *Throughout the course, students will develop a variety of transferable skills, including literacy, critical thinking, leadership, teamwork, time management and organisation, all of which compliment several GCSE subjects.*
- *Music is a unique subject that offers all students an outlet for ideas. Music can be applied and helps to develop confidence and creativity.*

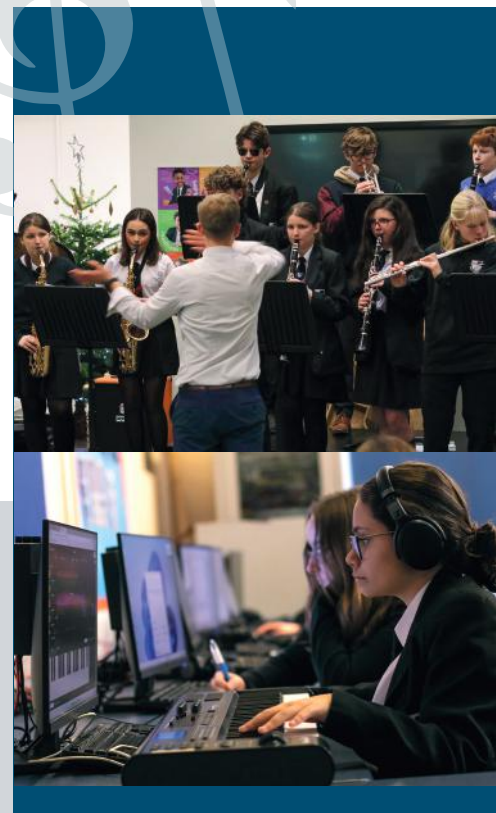
COURSE REQUIREMENTS

Students must play a musical instrument. Having instrumental lessons is encouraged, though they are not essential, particularly if a student has a passion for playing or singing. Practical skills are used regularly in lessons and students are encouraged to compose for their instrument when completing coursework.

COURSE CONTENT

Great Marlow School follow the Eduqas syllabus. The course will develop your understanding of how music is created through performance, composition, and appraisal. The course is made up of three components and is assessed accordingly:

The majority of the work is practical and spread throughout the course, rather than having pressure at the end in a final exam. The coursework element of the course is made up of two parts, performing and composing worth 60% of the final grade.



ASSESSMENT

Component 1 – Performing 30%

- Students can use any instrument or voice, including a combination
- Students must perform a minimum of two pieces of music (with a combined total of 4-6 mins)
- One piece of music must be performed as part of an ensemble
- Grade 3 examination music, or equivalent, is the standard level. By the end of Year 11, students must perform pieces of music of this standard.
- Students can perform pieces of music above the Grade 3 standard level. In this situation, if the performance is well-rehearsed, a students' raw mark could increase (but not exceed the maximum).

Component 2 – Composing 30% - Students must compose two pieces of music:

1. Free composition: A composition in any style
2. Set brief: In response to a brief set by Eduqas (there are four briefs to choose from)

Component 3 - Appraising 40% - Listening exam (1hr 15 mins).

There are eight questions, and includes two questions from each area of study:

- AOS 1 – Musical Forms and Devices (including set work 'Badinerie' by J.S Bach)
- AOS 2 – Music for Ensemble
- AOS 3 – Film Music
- AOS 4 - Popular Music (including set work 'Africa' by Toto)

PHYSICAL EDUCATION

(OCR J587)

WHY STUDY GCSE PHYSICAL EDUCATION?

This course is an opportunity to achieve a qualification in Physical Education. It builds on the knowledge and skills that have been developed in Key Stage 3. The course offers the opportunity to be involved in lessons that teach you about many areas of sports science, as well as the importance of maintaining a healthy active lifestyle.

Firstly, the course is an appropriate choice for those who enjoy physical activity. Students must be regularly playing at least three different sports within the GMS extra-curricular programme, outside of school, or a combination of both. In addition, students should be interested in the human body, its systems, and the science related to sport.

EXPECTATIONS

Students are expected to:

- **have a good level of fitness throughout the course**
- **take part in a minimum of three extra-curricular clubs across the academic year**

Students must understand that there is an intense scientific theoretical aspect to this course and being good practically is not enough to ensure a good grade.

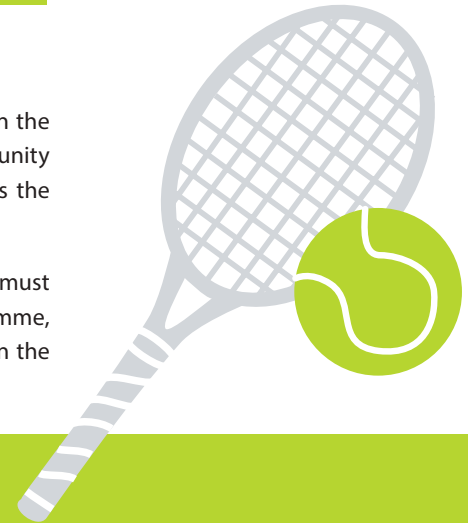
ALL WHO OPT FOR GCSE PE MUST HAVE AN ENQUIRING MIND AND A WILLINGNESS TO EXPLORE NEW IDEAS

The course will appeal to you if you:

- *have a keen interest in sport and recreation, and always look forward to your PE lessons*
- *take part in sport/recreation outside class time*
- *want to follow a course that develops knowledge and understanding through practical and classroom based involvement*
- *want to know more about the benefits of sport and exercise*
- *are considering a sports-leisure related career, or an A-level, or BTEC Level 3 Sport.*

You will also:

- *develop your knowledge and practical skills in a range of physical activities*
- *examine the effects of exercise and how training can improve performance*
- *identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity*
- *appreciate the benefits of promoting 'sport for all'*



COURSE CONTENT

The content of OCR's GCSE (9–1) in Physical Education is divided into three components. Each component is further sub divided into topic areas and the detailed content associated with those topics is as follows:

Component 01: Physical Factors affecting Performance

- 1.1 Applied anatomy and physiology
- 1.2 Physical training

Component 02: Socio-cultural Issues and Sports Psychology

- 2.1 Socio-cultural influences
- 2.2 Sports psychology
- 2.3 Health, fitness and well-being

Component 03: Performance in Physical Education (NEA)

- 3.1 Performance of three activities taken from the two approved lists:
 - one from the individual list
 - one from the team list
 - one other from either list
- 3.2 Analysing and evaluating performance (AEP), task-based non-exam assessment (NEA)



ASSESSMENT

Physical Factors affecting Performance (01)

Socio-cultural Issues and Sports Psychology (02)

Two 1 hour written papers - each worth 60 marks, totalling 60% of the final grade.

Performance in Physical Education

80 marks non-exam assessment (NEA) - worth 40% of the final grade .

WHAT CAN I DO AFTER I'VE COMPLETED THE COURSE?

As well as being the ideal preparation for the A-level, or BTEC Level 3 qualification, studying GCSE PE develops many transferable skills that employers are looking for. A qualification in this subject can lead to a wide variety of employment opportunities, including the armed forces, coaching, the civil service, the fitness industry, leisure activities, officiating and recreational management.



RELIGION, PHILOSOPHY & ETHICS

(AQA 8062)

WHY STUDY GCSE RELIGION, PHILOSOPHY & ETHICS?

Religion, Philosophy and Ethics offers students the opportunity to investigate, firstly, different religions, and secondly, philosophical and ethical arguments and their impact and influence in the modern world. The world is constantly changing and this GCSE gives you the opportunity to learn about and understand these changes.

In our classes we enjoy debating and sharing ideas. We learn how to look at issues from different points of view, which often leads to lively discussions.

All our studies aim to deliver on our department vision of **“Understanding and exploring questions of human experience”**



HOW WILL STUDYING RELIGION, PHILOSOPHY & ETHICS HELP ME IN THE FUTURE?

Religion, Philosophy and Ethics incorporates vital skills that can be transferred to a number of academic and social situations, at school, in the workplace and in our wider communities. In the world of work you will be expected to work alongside people with different beliefs, faiths and cultures.

In fact, the skills you will develop are important in any profession that brings you into contact with other people. If you are interested in debating and analysing different beliefs and attitudes to religious and non-religious issues in contemporary British society, choose this GCSE.

COURSE CONTENT

COMPONENT 1: THE STUDY OF RELIGIOUS BELIEFS, TEACHINGS AND PRACTICES

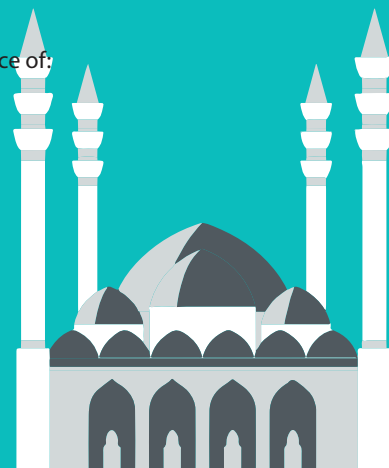
Within this unit we will study core beliefs and teachings of Christianity and Islam, as well as the influence of their beliefs, teachings and practices on individuals, communities and societies.

COMPONENT 2: THEMATIC STUDIES

This unit will encourage you to consider different religious, philosophical and ethical arguments and their impact and influence in the modern world. You will analyse different perspectives on the issues studied, within and/or between religions, as well as non-religious views.

You will study four units within this component from a choice of:

- relationships and families
- religion and life
- the existence of God and revelation
- religion, peace and conflict
- religion, crime and punishment
- religion, human rights and social justice



ASSESSMENT

Two 1¾ hour written exam papers each worth 50% of the total grade.

Each examination paper requires a mix of shorter response answers and more extended responses, requiring specific religious and philosophical knowledge.

SPANISH

(AQA – 8692)

WHY STUDY GCSE SPANISH?

If you choose to study Spanish at GCSE level you will:

- **develop your Spanish language skills, in a variety of contexts, to learn to communicate with confidence**
- **gain an understanding of the culture of countries and communities where Spanish is spoken**
- **improve your communication, critical thinking, research skills and creativity**
- **be able to take your place in a multi-lingual global society**
- **gain knowledge of a foreign language (to GCSE level), which is highly valued by employers and universities**



YOU
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THEMES
FOR
SPANISH
GCSE

THEME 1: PEOPLE AND LIFESTYLE

Identity and relationships with others, healthy living and lifestyle, education and work.

THEME 2: POPULAR CULTURE

Free-time activities, customs, festivals and celebrations and celebrity culture

THEME 3: COMMUNICATION AND THE WORLD AROUND US

Travel and tourism, including places of interest, media and technology, the environment and where people live.

ASSESSMENT

There are two tiers of entry for each of the four exams: listening, speaking, reading and writing.

Listening: Listening comprehension, answers in English or multiple choice and a dictation of short sentences in Spanish.

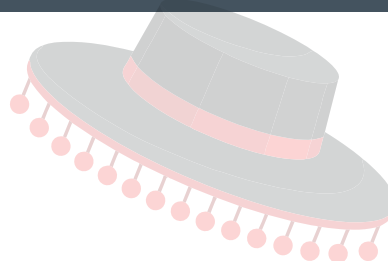
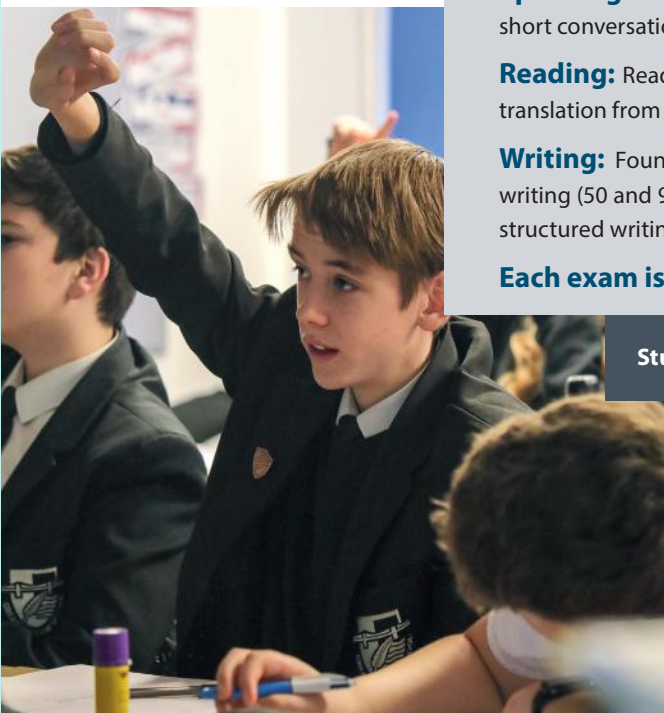
Speaking: 15 minutes preparation time. Role play card, reading aloud task with short conversation and a photo card discussion in Spanish.

Reading: Reading comprehension, answers in English or multiple choice and translation from Spanish into English.

Writing: Foundation- Writing phrases in response to a photo, 2 structured writing (50 and 90 words) grammar task and a translation into Spanish. Higher- 2 structured writing (90 and 150 words) and translation into Spanish.

Each exam is worth 25% of the final grade.

Students will be entered for the tier they feel most comfortable with.



STATISTICS

(EDEXCEL 1ST0)

WHY STUDY GCSE STATISTICS?

Every day we are faced with oceans of facts and figures. It is impossible to consider each fact individually, so we use statistics to deal with complex data. Statistics are numbers that describe, or summarise, groups of other numbers. We live in the information age, where we understand a great deal about the world around us; much of this information is determined mathematically by using statistics. When used correctly, statistics helps us to identify trends in the past, and predict the future.

WHICH SUBJECTS COMBINE WELL WITH STATISTICS?

Statistics combines well with a number of other subjects. The related disciplines of GCSE Business Studies, ICT and Mathematics are obvious examples, if you are looking for a broader programme of study, statistics combines well with the study of a language, humanities or science subjects. Increasingly, more and more subjects, studied at both GCSE, and at A-level, include statistics.



ASSESSMENT

This course will be assessed in two examinations, taken at the end of the two year course. Each examination will be equally weighted, with all topics potentially being tested on each paper. As the Statistical Enquiry Cycle is a major element of the course, students will complete a number of statistical investigations throughout the course.

There are two tiers of entry:

Higher grades 9 to 4 (two 1½ hour examinations)

Foundation grades 5 to 1 (two 1½ hour examinations)

It is expected that the vast majority of students will sit the Higher Tier examination.

COURSE CONTENT

The aim of this course is to increase students' awareness of the role that statistical analysis can play in their lives. It deals with obtaining, representing and processing data in order to extract information and draw conclusions.

The course will cover the following areas:

Planning a strategy: hypothesis, planning an investigation, experiments/surveys, appreciation of constraints

Data Collection: types of data, obtaining data, census data

Sampling: conducting a survey/experiment

Representation: diagrammatic representation

Data Analysis: measures of location, measures of spread

Other summary statistics includes time series, quality assurance, correlation, regression, estimation and probability.

WHAT CAREERS AND UNIVERSITY COURSES CAN STATISTICS LEAD TO?

The vast majority of university degree courses will include a statistics module, thus a good grounding in mathematics and statistics suggests you have the ability to deal with numbers, data, reading graphs, looking at patterns and making decisions.





DUKE OF EDINBURGH
GIVES **ALL YOUNG PEOPLE**
AGED 14-24 THE CHANCE TO
DEVELOP **SKILLS FOR LIFE**
AND WORK, FULFIL THEIR
POTENTIAL AND HAVE A
BRIGHTER FUTURE.

GMS offers students the chance to be part of the D of E awards programme. Students in Year 10 work towards the Bronze award, however, if students have achieved their Bronze award they will work towards their Silver award.

Young people between 14 and 24 can follow programmes at one of three levels, Bronze, Silver or Gold, each one leads to the Duke of Edinburgh's Award. There are four sections at Bronze and Silver level and five at Gold.

Completing the Bronze, Silver or Gold D of E award can be a life-changing adventure. An exciting and challenging programme of activities help you reach your full potential. Those who participate learn new skills, actively help others, have fun, make new friends, as well as gain a great sense of achievement. Employers, colleges and universities value the D of E award. It is highly regarded if it features on a personal statement or CV.

The D of E is not something that can be achieved through a short burst of enthusiasm over one weekend! However, you can easily fit your D of E activities in around your schoolwork and other commitments. A range of activities take place at lunch time or after school. It is possible that something you are already engaged in can count as a D of E activity, although many students opt for something completely new.

TIMESCALES

Bronze Award (14+ years old)

Volunteering - 3 months

Physical - 3 months

Skills - 3 months

Expedition - plan, train for, and undertake a two day, one night expedition

All participants must undertake a further 3 months in the volunteering, physical or skills sections.



THE BENEFITS

If you take part in the D of E programme you will develop the skills and attitudes required to become a more rounded, confident adult, the very qualities that colleges, universities and employers are attracted to. You will learn valuable skills, while setting the tone for a lifetime of achievement.

Participants in the D of E develop:

- **self-belief**
- **self-confidence**
- **a sense of identity initiative**
- **a sense of responsibility**
- **a real awareness of their strengths**
- **new talents and abilities**
- **the ability to plan and use time**
- **the ability to learn from and give to others in the community**
- **new friendships**
- **problem solving, presentation and communication skills**
- **leadership and teamworking skills**

For more information on the DofE Bronze award please speak to Helen Murray.