



Key Stage 4 Curriculum

Year 9 Options



September 2024

Dear Parents

Your son or daughter is now reaching a point in their school career where the number of subjects that they will be studying is reduced to enable them to spend longer on certain areas and achieve the best GCSEs grades.

All students study a core of subjects: English, Mathematics, Science, Learning 4 Life, RE and PE.

There will be 4 different pathways in which students will be able to select subjects. Students will receive their options form, which will inform them which pathway they are on with their school report.

When making a selection of subjects, we advise that it is really important to keep as wide a range of subjects as possible. This is because your son or daughter is unlikely to have made a definite decision about their career. It is important to research the course content and methods of assessment, as well as ensuring that the subject chosen is one that they enjoy and feel they will make good progress in.

I do hope that you find the process useful and informative. Do ask your son or daughter's Form Tutor or Head of Achievement if you feel you need further information.

Yours sincerely



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KEY STAGE 4

YEARS 10 and 11

This booklet is designed for students in Year 9 and their parents or guardians. It has two purposes. The first is to help to choose the subjects which you would like to take in Years 10 and 11 (Key Stage 4). The second is to give you, and your parents or guardians, information about the courses which are part of the Key Stage 4 curriculum. We hope that you will keep this booklet for reference after you have made your choices. Information about Non-Examined Assessment (NEA) and examinations, in specific subjects, may help you organise and prioritise your NEA work as you approach the end of the course.

Key Stage 4 is an exciting time. You are able to choose some of the GCSE subjects you will take and you will probably be beginning to think about what you might do when you eventually leave school. In Year 9, it is difficult to have clear ideas about what you want to do as a career so it is important at this stage to follow a **broad and balanced curriculum** and to keep your options open. You must think several years ahead and make choices which will leave you free to change your mind about your career, as you discover your strengths and abilities. If you are finding it difficult to decide between subjects, - talk to your Form Tutor or to the subject staff. They will be able to tell you more about what is involved so that you are more able to make a sensible decision.

EBacc – becoming more prominent

The EBacc is the term applied to a specific selection of qualifications at GCSE. Some schools have changed their curriculum to ensure that all students take this combination of subjects. At Glebelands we do not feel this is suitable for all our students, but we do think it is appropriate for the majority.

The Ebacc subjects are:

English, Maths, Science, a Humanity (History or Geography) and a Modern Foreign Language.

Although only UCL has a formal requirement in place, Modern Foreign Language qualifications are valued by admissions tutors across the Russell Group. This makes it very important that students who have the capability of attending a high end University should study a language.

The Core curriculum

All students study the core subjects:

- English and English Literature
- Mathematics
- Science
- Physical Education
- Religious Education
- Learning 4 Life

Students then follow a pathway. At Glebelands we offer 4 different pathways. Students will be selected for the appropriate pathway and receive the appropriate options form with their school report. The pathways are:

- Accelerated
- EBacc
- Core
- Support



SPECIAL OPTIONS OFFER 2024-26

Students may choose the following course, but you **must be able** to make your own transport arrangements to get to Godalming College every Thursday.

Title	Awarding Body	Time	GCSE Equiv
Level 2 Award in Child Development and Care	CACHE	Full Day	1

Students who are invited have the opportunity to have a day release at Godalming College. However, there are a limited number of places. The course on offer is discussed in the Waverley Federation Special Options pages. If this option may be of interest, you should discuss this with your Head of Achievement.

A Special Option takes two of your Option choices. **(If you decide to choose a Special Option you will not be able to choose a DT, Drama, PE/Sports Studies, Food/Hospitality & Catering, Fine Art/Textile Design as any of your other two options.)**

If you are offered and accept a place on a Special Option course and withdraw during the two years, **you are responsible for any costs incurred.**

Although we always hope to give everyone their first choice, it is sometimes impossible to do so. When making your selection, you will be asked for reserve selections. Restriction on specialist rooms and group sizes sometimes mean that there is a limit to the number of students that can be accommodated at one time. Therefore, a reserve subject may be used instead.

The Options form and letter informing students which pathway they will follow will be sent with the Y9 report. The form must be returned to school, on or before, **Monday 11 March 2024**. However, please do not fill it in, or return it, until after you have attended the Subject Evening on Tuesday 20 February 2024.

Once students begin a course in Year 10, they will not be able to change to another course.

EQUAL OPPORTUNITIES

During Years 7, 8 and 9, boys and girls are taught the same subjects and there is no reason why this should change in Years 10 and 11. All subjects are of equal importance to both boys and girls. We come back to the need to keep your options open. Career opportunities are changing rapidly and **few Year 9 students know where they will be in ten years' time.**

VISITS

As a normal part of courses, like Geography, students undertake projects in the local community. This largely happens in normal lesson time and means that they are unsupervised and left to conduct themselves sensibly, maintaining the usual high standards of behaviour we expect from our students. Parents should be aware that we will not seek additional permission on such occasions. We make the assumption that, in applying for these courses, parents understand the situation and are giving permission for the period of the course.

Accelerated Pathway	EBacc Pathway	Core Pathway	Support Pathway
Maths / Statistics English Language English Literature Triple Science (Accelerated) French or Spanish Core RE (Non-GCSE) Core PE (Non- GCSE) L4L (Non- GCSE)	Maths / Statistics English Language English Literature Double Science French or Spanish Core RE (Non-GCSE) Core PE (Non- GCSE) L4L (Non- GCSE)	Maths / Statistics English Language English Literature Double Science Core RE (Non-GCSE) Core PE (Non- GCSE) L4L (Non- GCSE)	Maths English Language English Literature Double Science Core RE (Non-GCSE) Core PE (Non- GCSE) L4L (Non- GCSE) Study Support (Non- GCSE)
Choose 1 from: Geography History	Choose 1 from: Geography History	Choose 1 from: Geography History French or Spanish ¹	Choose 1 from: Geography History French or Spanish ¹
Choose 2 from Geography History Religious Studies Fine Art / Textile Design ³ Food Preparation & Nutrition / Hospitality & Catering ³ DT Timbers ² DT Paper & Boards ² PE / Sports Studies ³ Computer Science ⁵ Business Studies Drama FSMQ Additional Maths ⁴ Music	Choose 2 from Triple Science ⁷ Geography History Religious Studies Food Preparation & Nutrition / Hospitality & Catering ³ Fine Art / Textile Design ³ DT Timbers ² DT Paper & Boards ² PE / Sports Studies ³ Computer Science ⁵ Business Studies FSMQ Additional Maths ⁴ Drama Music	Choose 3 from Triple Science ⁷ Geography History Religious Studies Food Preparation & Nutrition / Hospitality & Catering ³ Fine Art / Textile Design ³ Drama DT Timbers ² DT Paper & Boards ² PE / Sports Studies ³ French or Spanish ¹ FSMQ Additional Maths ⁴ Computer Science ⁵ Business Studies Music	Choose 2 from Geography History Religious Studies French or Spanish ¹ Food Preparation & Nutrition / Hospitality & Catering ³ Fine Art / Textile Design ³ DT Timbers ² DT Paper & Boards ² PE / Sports Studies ³ Drama Music Business Studies
Or Special option ⁶	Or Special option ⁶	Or choose 1 from above and Special option ⁶	

NOTES

- ¹ You must choose the language that you have studied for the past two years.
- ² You can only choose Timbers OR Paper & Boards (**NOT BOTH**), as there is only one Design & Technology GCSE.
- ³ If you choose one of these subjects, you will be assigned to **ONE** qualification by the Head of Department but NOT BOTH. ***Choices will be based on an individual's ability***
 - * GCSE PE **OR** Cambridge National Sports Studies
 - * GCSE Food Preparation & Nutrition **OR** Level 1/2 Hospitality & Catering
 - * GCSE Fine Art **OR** GCSE Textile Design

*Students wishing to study PE/Sports Studies **must** have represented the school in a sport and/or regularly participate, train and play competitively outside of school. Students will need to be able to apply their own knowledge and experiences to the modules.*
- ⁴ To access FSMQ Mathematics, students must have a grade of at least 7 for Mathematics.
- ⁵ To study GCSE Computer Science it is advised that students should have the capability of achieving a Grade 6 in Maths.
- ⁶ If you choose a Special Option, you can NOT choose Design & Technology, Fine Art/Textile Design, Drama, PE/Sports Studies, or Food/Hospitality & Catering.
- ⁷ To access Triple Science, students should be currently working at grade 6

THE CORE CURRICULUM

GCSE English Language and Literature

What is GCSE English?

- English is a vital part of the Core curriculum and a basic requirement for further education, employment and many aspects of adult life.
- English and English Literature are studied together, but you will all be entered for two separate examinations, leading to two separate qualifications.

What will I do in English?

- You will learn to communicate your ideas accurately and effectively in speech.
- You will develop your writing skills successfully in a variety of styles.
- You will read, study and learn to evaluate critically a range of texts, including plays, poetry, novels and the moving image.
- We will challenge and motivate you to succeed, by providing you with flexible opportunities to learn.

How will I be assessed?

- Two final exams account for 100% of the marks awarded for English Language.
- Each exam features a reading section, which will include both short answer questions and essay responses.
- Each exam will feature one extended writing task.
- The speaking assessment will be graded, but is separately endorsed and so does not count towards the English Language GCSE grade.
- Two final exams account for 100% of the marks awarded for English Literature.
- Students will be asked to write critically about a range of previously studied texts (including a Shakespeare play, poetry, 19th century prose and a modern play) and unseen poetry.
- All exams will be 'closed book': no texts in the exam.

What Controlled Assessment will I have to do?

- There are no written controlled assessments or coursework.
- Students will have to deliver one formal spoken presentation, on a topic of their own choosing, and answer questions from the listener(s).

What are the important deadlines in this course?

- Further information will be available later in the year.
- The final examinations will be in May and June of Year 11.

GCSE Mathematics

What is GCSE Mathematics?

GCSE Mathematics is a subject in its own right, but it is also recognised as being valuable for its contribution to the whole school curriculum. As well as studying a variety of different mathematical topics, you will also develop your skills of reasoning, communication, problem solving and functional skills.

What will I do in Mathematics?

You will build on the work you have been doing at Key Stage 3. Some topics will be studied further, giving you new skills and methods for solving problems. You will also be introduced to completely new skills and mathematical methods and how they can be used to develop your understanding of Mathematics further. The course is divided into similar broad headings as at Key Stage 3; number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.

How will I be assessed?

The method of assessment for this course is by three examinations in June of Year 11. Paper 1 will be non-calculator and Paper 2 and 3 will require a calculator.

There are two tiers of entry; Foundation (Grades 1-5) and Higher (Grades 4-9). Typically, higher sets follow the Higher route and lower sets follow Foundation with some cross-over.

Final decisions about the tier of entry are made at the end of the Spring Term in Year 11.

GCSE Statistics

What is GCSE Statistics?

GCSE Statistics will provide pupils with a critical appreciation of Statistics and its place in everyday life. It encourages pupils to develop enquiring minds and become effective and independent learners. With a focus on handling data and probability, pupils acquire skills in and understanding of statistical concepts and methods. GCSE Statistics helps pupils develop a knowledge and understanding of statistical thinking and practice and how to use statistics in the real world.

What will I do in Statistics?

- 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;
- Tabulation and Representation;
- Data Analysis: measures of location, measures of spread, other summary statistics, time series, quality assurance, correlation and regression, estimation;
- Probability;
- Data Interpretation: limitations analysis, inferential statistics, deductions, conclusions.

How will I be assessed?

2 written papers – 1 hour and 45 minutes each – 80 marks per paper.

Mixture of multiple choice questions, short answer and a Statistical Enquiry Cycle (SEC) question. Similar content tested on each paper.

GCSE Science

What is GCSE Science?

All students must study Science as a core part of their curriculum at GCSE. However, there are two Science courses at Glebelands and you will need to be aware of which course you will take.

What are the different GCSE Science courses?

GCSE Combined Science

This is a double award course (AQA 8464) consisting of the three disciplines of Biology, Chemistry and Physics. The students will sit all exams at the end of Year 11. The students will be awarded a double level on a 17 point scale from 1-1 being the lowest to 9-9 being the highest.

Triple Science

This is 3 separate GCSEs in Biology (AQA 8461), Chemistry (AQA 8462) and Physics (AQA 8463)

Students who are identified on the Accelerated Pathway will do Triple Science in six periods a week (2 lessons of each).

Other students can opt to take Triple Science by using one of their Option choices, so students will have 3 Biology lessons, 3 Chemistry lessons and 3 Physics lessons a week. Students selecting this option should be currently working at a grade 6 in Science

What next?

Please read the information on the following pages about each of these courses to inform you about how it is assessed and to provide more specific information.

GCSE Combined Science

Overview:

We will be following the AQA Trilogy Specification for Combined Science (AQA 8464). Students will receive two GCSEs in Science. The Combined Science course contains a mixture of Biology, Chemistry and Physics topics. The topics covered are the same as those covered in the separate science course, but Combined Science students are not required to study the extra material covered in the separate Sciences course.

Biology	Chemistry	Physics
1: Cell Biology	1: Atomic Structure and the periodic table	1: Energy
2: Organisation	2: Bonding Structure and the Periodic Table	2: Electricity
3: Infection and response	3: Quantitative Chemistry	3: Particle Model of Matter
4: Bioenergetics	4: Chemical Changes	4: Atomic Structure
5: Homeostasis and Response	5: Energy Changes	5: Forces
6: Inheritance, Variation and Evolution	6: The rate and extent of chemical change	6: Waves
7. Ecology	7: Organic Chemistry	7: Magnetism
	8: Chemical Analysis	
	9: Chemistry of The Atmosphere	
	10: Using Resources	

Assessment:

Students will receive regular assessment throughout the GCSE, both formatively (AfL activities) and summatively (end of topic tests).

The Combined Science course is examined by written examination only. There are 6 exams (2 Biology, 2 Chemistry and 2 Physics) all of which are taken in the Summer term of Year 11. Throughout the course students will carry out 'required practicals'. Although these practicals do not count directly towards the GCSE grade, the written examinations will include questions which test the students' knowledge of this practical work.

There are 2 tiers of entry for science; Foundation (5,5 - 1,1) and Higher (9,9 - 4,3).

Please note that the Combined Science course is suitable for students who wish to take A Levels in Science subjects. A minimum of a grade 6 needs to be achieved to study A Level Biology, Chemistry or Physics, as well as a grade 6 in Mathematics.

GCSE Triple Science

Triple Science— Accelerated or using one Option choice

Separate science students take separate GCSEs in Biology (AQA 8461), Chemistry (AQA 8462) and Physics (AQA 8463). Students are awarded three GCSEs - a separate grade in each subject. The course covers more challenging material in addition to the material covered in Combined Science. It is therefore most appropriate for students who are particularly able in the Sciences (working at a grade 5 or above).

What will I do in Triple Science?

Biology	Chemistry	Physics
1: Cell Biology	1: Atomic Structure and the periodic table	1: Energy
2: Organisation	2: Bonding Structure and the Periodic Table	2: Electricity
3: Infection and response	3: Quantitative Chemistry	3: Particle Model of Matter
4: Bioenergetics	4: Chemical Changes	4: Atomic Structure
5: Homeostasis and Response	5: Energy Changes	5: Forces
6: Inheritance, Variation and Evolution	6: The rate and extent of chemical change	6: Waves
7. Ecology	7: Organic Chemistry	7: Magnetism
	8: Chemical Analysis	8. Space Physics
	9: Chemistry of The Atmosphere	
	10: Using Resources	

How will I be assessed?

All three GCSEs are examined by written examination only. There are two exams in each subject of 1hr 45 mins. All examinations are taken in the Summer term of Year 11.

Throughout the courses students will carry out 'required practicals'. Although these practicals do not count directly towards the GCSE grade, the written examinations will include questions which test the students' knowledge of this practical work.

A minimum of a grade 6 needs to be achieved to study A Level Biology, Chemistry or Physics, as well as a grade 6 in Mathematics.

Core Physical Education

What will I do in Physical Education?

At Key Stage 4, the aim is to provide a broad programme of physical activities, which will not only consolidate skills but also equip the students for active participation in leisure activities—students will participate in a range of activities from curriculum soccer, netball, dance, weight training/fitness, badminton, basketball, volleyball, hockey, tennis, athletics, softball, rounders, table tennis, trampolining, handball and ultimate frisbee.

In Year 10, activities are taught in four week blocks and where possible students are grouped by ability.

In Year 11, students continue to be taught a range of activities from Year 10. In addition to this, students are expected to consolidate their skills in the major team games and develop new skills in activities like step aerobics and volleyball.

There is also the option of taking a Sports Leadership course in Year 10.

Core Religious Education

What is Key Stage 4 Religious Education all about?

This will be broadly based around AQA GCSE Short Course specification.

Students will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these will help prepare them for further study.

What will I do in the subject?

As the religious traditions of Great Britain are, in the main, diverse. Students will consider different beliefs and attitudes to current issues, both religious and non-religious in contemporary British society.

The course is divided into two sections. Section A is focused on the study of beliefs, teachings and practices in Christianity and Humanism/Atheism. Section B is focused on Religious Ethics and how these affect our daily lives.

Section A:

The study of religions: beliefs, teachings and practices.

- Religious views, primarily Christianity.
- Humanism/ Atheism

Section B: Any two of the following:

- Family and Relationships
- Crime and Punishment
- Peace and Conflict
- Human Rights and Social Justice.

Learning 4 Life

What is Learning 4 Life?

Learning for life is a structured programme developed to be delivered over 5 years and is therefore part of the core curriculum. The course offers students dedicated time to develop as individuals through PSHE lessons, to prepare for their future careers and to gain relevant knowledge, that will enable them to play a full part as a citizen in British society and as a citizen of the world.

What will I learn in PSHE lessons?

PSHE - Personal, Social, Health, and Economic - covers a vast number of topics. In KS4, the main focus will be on supporting you to become a responsible and confident young adult. You will explore subjects such as drugs and alcohol, and you will learn more about the difficult financial challenges ahead of you. Within the Relationship and Sex Education programme, you will receive accurate factual information and will be given opportunities to explore and discuss situations that young people face moving through adolescence into adult life. The content of the curriculum is chosen with consideration for your age and maturity and is delivered within a moral context emphasising the value of family life.

What will I learn in my Citizenship lessons?

You will explore citizenship issues and will understand how you can participate and contribute positively in modern society. You will cover topics such as the political systems, justice system, human rights and consumer rights.

How will I prepare for my future career?

In Year 10, the main focus will be to prepare you for your work experience. You will spend a full week on a work placement. This is a major step in your career and will give you an opportunity to step into the adult world and will help you to make informed decisions in the future.

At the end of Year 10, you will start to prepare for 'Practice Interview Day' which takes place at the beginning of Year 11. You will be guided through various topics, which will include interview techniques, communication skills and writing personal statements and curriculum vitae.

Careers interviews and Post 16 options work will be run throughout KS4. The Careers programme is designed to provide information and guidance that will support your personal research.

THE OPTIONS CURRICULUM

GCSE Geography

What is GCSE Geography?

Geography allows you to build upon your studies at Key Stage 3. You will develop your knowledge, skills and understanding of physical and human geography through a study of places and themes and through an enquiry approach to learning.

Statistics show that compared to other subjects geography graduates are among the most employable as they possess the skills that employers look for. In part this is because the subject is a combination of the facts of science and the understanding of the arts.

- Geography is regularly better than the national average (national average 65.2% 9-4 compared to Glebelands at 78% 9-4 (2019).
- Geography is by far one of the most popular options for students at GCSE, with 90% of the cohort electing to take geography.

Why should I choose Geography?

- It is a solid academic subject and well respected by universities and employers alike.
- Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. Our current GCSE course is a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards to name but a few.
- The course will give you the chance to get to grips with some of the big questions which affect our world and to understand the social, economic and physical forces and processes which shape and change our world.
- There are so many ways of learning in geography. It is very practical with opportunities to learn a variety of skills such as; map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques.
- You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs.
- You will undertake two different fieldworks where you will work outside the classroom. This will be a brilliant opportunity to experience some of the things you have learnt about in class, see things differently and of course have fun!

What will I do in Geography?

Content Overview	Assessment Overview	Assessment Overview
<i>Global Hazards</i> <i>Changing Climate</i> <i>Distinctive Landscapes</i> <i>Sustainable Ecosystems</i> <i>Fieldwork</i> Geographical Skills	<i>Our Natural World</i> (70 marks) 1 hour 15 minutes Written paper	35% of the total GCSE
Urban Futures Dynamic Development UK in the 21 st Century Resource Reliance Fieldwork Geographical Skills	<i>People and Society</i> (70 marks) 1 hour 15 minutes Written paper	35% of the total GCSE
Geographical Skills Decision Making Exercise	<i>Geographical Exploration</i> (60 marks) 1 hour 30 minutes Written paper	30% of the total GCSE

GCSE History

What is GCSE History?

This course will award 9 to 1 GCSE grades.

Exam Board: Edexcel.

The History course includes 5 elements:

A British depth study and a **non-British depth study** from different eras (modern, early modern and medieval).

A thematic study spanning medieval, early modern and modern history.

A study of the historic environment.

A period study covering at least 50 years.

Why should I choose History?

GCSE History gives you opportunities to develop and extend your knowledge and understanding of key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. To engage in historical enquiry to develop as an independent learner and as a critical and reflective thinker. To develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.

GCSE History fits well with many other courses and qualifications and is well respected for its academic rigour. It provides a good balance to science, technology, creative and other humanities subjects. History students apply their skills to careers not just directly related to History, but in which they have much to contribute. These include journalism and the arts, computing, finance, banking, accountancy, the legal profession, commercial and industrial management, the civil and public services, retailing, leisure services, health and social services, charities, voluntary organisations, the police, the armed forces and the security services.

What will I do in History?

British depth study:

Anglo-Saxon and Norman England, c1060-88. How far did the Normans change Anglo-Saxon Britain after 1066AD? You will learn about how life, society, laws and punishments changed for Anglo Saxons once the Normans seized power.

Thematic study:

Crime and Punishment in Britain, c1000- present and a study of the historical environment: Whitechapel, c1870- c1900: crime, policing and the inner city. This is a wide ranging topic which looks at the development of law and order over time and examines changes across a thousand years of British history. It includes a study of Victorian London and the problems in the slums of Whitechapel.

Modern depth study:

Weimar and Nazi Germany, 1918-39. A fascinating look at how life in Germany changed after 1918 and a study of how an extreme political party could seize control of power and change people's lives with dreadful consequences.

Period study:

The American West c1835-95. You will learn how Native American tribes lost their lands, power and rights as settlement developed from 1835, looking closely at tribal beliefs and structures, white migration and Manifest Destiny, the development of cattle ranching and farming, Gold Rush and the decline of the Native American tribes including warfare and conflicts with the U.S Army including the Battle of Little Big Horn.

You will study these topics by structured analysis of source material such as photographs, cartoons, memoirs, diaries and political speeches. You will make extensive notes from a range of resources including your textbooks on the key events and their causes and consequences. You will investigate historical issues such as **How successful was the Norman conquest?; How far can the Weimar Government be blamed for the rise of the Nazi Party? and How were immigrants treated in London in the 19th century?**

A significant amount of writing is required each lesson and extended writing homework of two pages of A4 is set weekly.

How will I be assessed?

There will be **3 exams** at the end of Year 11 with a mixture of short source and interpretation responses and longer essay style responses:

- Paper 1 (30%): Crime and Punishment in Britain with Historical environment (1h 15)
- Paper 2 (40%): Anglo-Saxon & Norman England and The American West c1835-95 (1h 45) *may be 2 papers on different days
- Paper 3 (30%): Weimar and Nazi Germany, 1918-39 (1h 20)

You will be assessed on your ability to demonstrate knowledge and understanding of the key features and characteristics of the periods studied (AO1). Explain and analyse historical events and periods studied using second-order historical concepts (AO2). Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied (AO3). Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied (AO4).

GCSE Modern Languages - French

What is GCSE French?

The aim of the GCSE course is to equip you to use a foreign language effectively for communication and it is developed to allow you to talk about topics which interest you the most. It also aims to provide you with a cultural understanding and appreciation of Francophone countries.

Why should I choose French?

Communicating in a foreign language is becoming increasingly important in a world of global communication and services. A qualification in a language can give you the edge in a wide range of careers, especially as it demonstrates a high level of communication skills as well as logic and problem solving. Modern Foreign Language GCSEs are valued by admissions tutors in universities, particularly across the Russell Group. Equally, the ability to learn a language can lead to all kinds of further cultural opportunities. Finally, it is extremely satisfying to be able to speak another language!

What will I do in French?

This course is designed to develop the 3 pillars of language learning: Phonics, Grammar and Vocabulary through the development of reading, writing, speaking and listening skills. This is done through varied teaching approaches. The course is both motivating and interactive and will equip students with the confidence to communicate in French.

Topics covered include:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Topics subject to slight change dependent on exam board selected. This is a new GCSE specification.

How will I be assessed?

All skills are worth 25% of the overall GCSE grade.

1. Listening– comprehension and a dictation element.
2. Reading– comprehension and translation into English.
3. Writing– writing based on bullet points and translation into French.
4. Speaking– role play, photo card, read-aloud task and general conversation.

What are the important deadlines in this course?

Students will be set various different homework tasks, including: writing conversation question answers, vocabulary learning, grammar and skills practice. Completion of homework and effective vocabulary learning is paramount to success in French.

GCSE Modern Languages - Spanish

What is GCSE Spanish?

The aim of the GCSE course is to equip you to use a foreign language effectively for communication and it is developed to allow you to talk about topics which interest you the most. It also aims to provide you with a cultural understanding and appreciation of Hispanic countries.

Why should I choose Spanish?

Communicating in a foreign language is becoming increasingly important in a world of global communication and services. A qualification in a language can give you the edge in a wide range of careers, especially as it demonstrates a high level of communication skills as well as logic and problem solving. Modern Foreign Language GCSEs are valued by admissions tutors in universities, particularly across the Russell Group. Equally, the ability to learn a language can lead to all kinds of further cultural opportunities. Finally, it is extremely satisfying to be able to speak another language!

What will I do in Spanish?

This course is designed to develop the 3 pillars of language learning: Phonics, Grammar and Vocabulary through the development of reading, writing, speaking and listening skills. This is done through varied teaching approaches. The course is both motivating and interactive and will equip students with the confidence to communicate in Spanish.

Topics covered include:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Topics subject to slight change dependent on exam board selected. This is a new GCSE specification.

How will I be assessed?

All skills are worth 25% of the overall GCSE grade.

1. Listening– comprehension and a dictation element.
2. Reading– comprehension and translation into English.
3. Writing– writing based on bullet points and translation into Spanish.
4. Speaking– role play, photo card, read-aloud task and general conversation.

What are the important deadlines in this course?

Students will be set various different homework tasks, including: writing conversation question answers, vocabulary learning, grammar and skills practice. Completion of homework and effective vocabulary learning is paramount to success in Spanish.

GCSE Art and Design: Fine Art

What is GCSE Fine Art?

It is a foundation course in the visual arts, which explores how we communicate ideas, messages and information, visually to a mass audience in 2D and 3D.

Why should I choose Fine Art?

- Because it is an essential qualification in a wide range of careers and professions e.g. architecture, photography, fashion, advertising, publishing, film and television.
- Because you like doing creative, student-centred practical activities.
- Because you enjoy the subject.

The course consists of two units:

- Portfolio of work worth 60% of the final grade. This involves producing a variety of 2D and 3D work, based on a given theme.
- Externally set tasks worth 40% of the final grade. This involves answering one of seven starting points in 2D, 3D or mixed media.
- There will also be 2 gallery visits to help develop your portfolio work & external set task.

What will I do in Fine Art?

You will do a wide range of practical activities that currently include drawing, painting, printing and ceramics.

In addition, you will also study the works of key artists, crafts people and designers.

How will I be assessed?

Your portfolio of work will be continuously assessed by your teacher. This is worth 60% of your final mark.

Your externally set task will also be assessed by your teacher. This is worth 40% of your final mark.

Both units of work will then be moderated externally.

What are the important deadlines in this course?

Portfolio - April 2026

Set Task - March/April 2026

GCSE Art & Design: Textile Design

What is GCSE Textile Design?

A very practical course in which you will learn many new textiles skills, developing responses to the work of textiles artists and designers. Outcomes may include fashion, costume or simply stunning pieces of art.

Why should I choose Textile Design?

- It is a qualification which supports a wide range of careers and professions such as fashion, interior design, costumes for film and television and architecture.
- You enjoy trying out new skills, working independently and developing your own ideas
- You enjoy working with fabrics and embellishments to create amazing outcomes.
- It develops your critical thinking and independence.

The course consists of two units:

- Portfolio of work worth 60% of the final grade. This involves producing a variety of 2D and 3D Textiles work, based on a given theme.
- Externally set tasks worth 40% of the final grade. This involves choosing one of seven starting points and developing your own Textiles ideas

There will also be trips to help develop your portfolio work & external set task.

What will I do in Textile Design?

You will take part in a wide range of practical activities that could include constructed textiles, decorative textiles, textiles dyeing and printing, fashion illustration, markmaking, interiors, fashion and costume outcomes.

In addition, you will also study the works of key textiles artists, crafts people and fashion designers.

How will I be assessed?

Your portfolio of work will be continuously assessed by your teacher. This is worth 60% of your final mark.

Your externally set task will also be assessed by your teacher. This is worth 40% of your final mark.

Both units of work will then be moderated externally.

What are the important deadlines in this course?

Portfolio - April 2026

Externally Set Task - March/April 2026

GCSE Business Studies

What is GCSE Business Studies?

This course offers students the opportunity to explore real business issues and how businesses work. Students will apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals. Students will also examine businesses operating in local, national and global contexts, allowing them to develop an understanding of how these impact on business behaviour.

Why should I choose Business Studies?

Everything in life involves business. Think about everything you have done today and all the businesses that made those activities possible. GCSE Business Studies teaches students how these businesses work and how they all fit together in the global economy.

Students choose Business Studies because they are interested in the world around them and may want a career in business. They also enjoy problem solving and working with others. This course gives students the opportunity to develop a wide range of transferable skills. You will become skilled in making decisions, being creative, solving problems, understanding finance, analysing data and working as part of a team.

What will I do in Business Studies?

• Business in the real world

Students will look at the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. Types of business ownership and how to set business aims & objectives. How to expand a business and what stakeholders are.

• Influences on business

Students will look at the importance of external influences on business and how businesses change in response to these influences. These include: technology, ethical and environmental considerations, the economic climate and globalisation, legislation and the competitive environment.

• Business operations

Students will look at the interdependent nature of business operations, human resources, marketing and finance. This includes: production processes, the role of procurement, the concept of quality and good customer service.

• Human resources

Students will understand the interdependent nature of business operations, human resources, marketing and finance. You will cover: organisational structures, recruitment and selection of employees, motivating and training employees.

• Marketing

Students will look at the purpose of marketing, its role within business and how it influences business activity. You will cover: identifying and understanding customers, segmentation and the purpose & methods of market research, the elements of the marketing mix (4Ps).

• Finance

Students will look at the purpose of the finance function, its role within business and how it influences business activity. You will cover: sources of finance, cash flow, financial terms and calculations, and analysing the financial performance of a business.

How will I be assessed?

This is a linear qualification, which means students sit their exams at the end of Year 11.

- | | | |
|--|-----|---------|
| • Paper 1: Influences of operations and HRM on business activity | | |
| Written paper, including multiple choice, short answer and case studies with questions | 50% | 1hr 45m |
| • Paper 2: Influence of marketing and finance on business activity | | |
| Written paper, including multiple choice, short answer and case studies with questions | 50% | 1hr 45m |

GCSE Computer Science

What is GCSE Computer Science?

The OCR GCSE in Computer Science is made up of 2 units:

- 01 Computer Systems.
- 02 Computational thinking, algorithms and programming.

What will I do in GCSE Computer Science?

Students complete 2 assessed units.

Unit 01 – Computer Systems

This unit will introduce students to the Central Processing Unit and how it works. It will cover computer memory and storage, wired and wireless networks and different network topologies. Students will become familiar with the impact computer science has had globally by looking at ethical, legal, cultural and environmental issues

Unit 02 – Computational thinking, algorithms and programming

This unit introduces students to programming. They will learn about algorithms and programming techniques. They will be taught how to build programs that store / sort and search for data. Students will be taught the process of building programs from the planning stage of PSEUDO code to creating flow charts and also testing their final solutions. Learning about how data is represented is also a key aspect of this unit. This will mean that students will be able to convert binary to decimal, denary to hexadecimal and vice versa and be able to binary codes.

Building on the knowledge and skills students have been taught in this unit, students will learn:

- PSEUDO Code
- Flow Chart
- Variable plan
- Test Plan
- Completed annotated program
- Testing table
- Evaluation

How will I be assessed?

Unit 01 is 50% of the total assessment for this GCSE. It is assessed by a 1 hour 30 minute examination paper set by OCR.

Unit 02 is 50% of the total assessment for this GCSE. It is assessed by a 1 hour 30 minute examination paper set by OCR.

In order to be a successful candidate in this course students must be independent learners. If students are struggling with the controlled assessment tasks, they must try and find a solution to the problem outside of the class so they can come into the lesson ready to make progress. Mathematics plays a key part in all the units so it is imperative that students have strength in this subject and it is advised that students should have the capability of achieving a Grade 6 in Maths. Both of the exams do not allow students to use a calculator.

Useful Website

OCR subject page

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

GCSE Design and Technology

Why should I choose Design and Technology?

Are you passionate about designing and making? Do you enjoy problem solving? Do you enjoy being creative whilst learning new techniques and skills? Do you want to try out your own ideas and perhaps follow a path which leads into Design or Engineering? Then this course is an ideal choice for GCSE. It is important to note that this is a rigorous, academic GCSE, with written communication, research, Maths and problem solving featuring in this course.

Glebelands D&T GCSE students achieved 31% grade 9-7 in 2023

How is the Course Structured?

In line with the ever changing world of design, the GCSE encompasses all material areas, rather than focussing solely on one. You will learn about all material areas (textiles, timbers, papers & boards, metal, plastic electronics etc), to be able to use them together – as is the norm in industry. This is known as the **Core Content**.

You will also spend time focussing on your chosen specialism, this is known as the **Material Category Content**. You choose one from:

- **Paper & Boards** (previously known as Graphics)
- **Timbers** (previously known as Resistant Materials)

In Y10 you will develop your practical skills and theory knowledge in mini projects. From June of Year 10 you will start your NEA (Non-examined Assessment, previously known as coursework), selected from a set of Exam Board provided contexts. For the NEA you can focus on your specialism, or include other materials from core.

NEA	Exam
What is assessed? Investigating Designing Making Evaluating	What is assessed? Section A – Core Content (40 marks) Section B – chosen Material Category (60 marks)
How is it assessed? 30-35 hours of lesson time 100 marks 50% of GCSE A3 portfolio Practical outcomes	How is it assessed? Written exam: 1 hr 45 mins 100 marks 50% of GCSE

What are the important deadlines in this course?

The Non-examined Assessment will start in June of year 10 and be completed by the end of March of Year 11. Individual deadlines will be set for each section of the non-exam assessment before this completion date.

Extra costs and requirements

The majority of the course costs are covered by the department and school. However a contribution will be requested. This will help us develop and provide a varied and exciting curriculum. Additional cost may be incurred if students choose to make a product that includes more expensive components.

Where Does This Course Lead?

The diversity of this course means it can lead towards a career in Product Design, Graphic Design, Architecture, Engineering, Interior Design, Materials Science to name but a few. Universities value D&T as a subject for those wishing to pursue all types of careers, including Science and Medicine. If A-Levels or university are not for you, employers will value a GCSE D&T qualification as it develops creative, technical and transferable skills.

It is estimated that the UK will need 1.82 million new engineers in this decade (Engineering UK) and one million new creative jobs by 2030 (Nesta, 2015). *How employable do you want to be?*

GCSE Religious Studies

What is GCSE Religious Studies (Full Course)?

AQA: Religious Studies Specification A.

It is a meaningful and relevant course, which students have already started in Year 9. It will prepare students for the diversity and challenge of adult life. Religious Studies is recognised by colleges of education and universities as a valid Humanities subject. It is equally meaningful for those students who intend to go straight into employment. It could be particularly useful for students who wish to work in a profession that deals with people, as the course gives a broad and in depth insight into everyday lives and beliefs.

What will I do in the subject?

The new syllabus requires all students to study two different global religions. The course is divided into two sections. Section A is focused on the study of beliefs, teachings and practices in Christianity and Islam. Section B is focused on Religious Ethics and how these affect our daily lives.

Section A:

The study of religions: beliefs, teachings and practices.

- Christianity
- Islam

Section B (choice of 4 from 6):

- Theme A: Relationships and families
- Theme B: Religion and life
- Theme C: The existence of God and revelation
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment
- Theme F: Religion, human rights and social justice

What Controlled Assessment will I have to do?

There is no controlled assessment in Religious Studies.

How will I be assessed?

Both units will be examined in May and June in Year 11.

What are the important deadlines in this course?

Revision planning throughout the course.

GCSE Drama

What is GCSE Drama?

GCSE Drama is the study of plays, issues and themes through the medium of practical dramatic exploration and performance. Students participate in a range of creative activities and develop their analytical skills by writing about their own, and other live theatrical performances. GCSE Drama is enjoyable and extremely rewarding, involving strong group commitment, teamwork and hard work.

Why should I choose Drama?

- If you enjoy working in a group to produce a performance
- To develop an understanding of a range of plays, texts and issues and have an appreciation of the ways 'Drama' achieves effects, with the ability to communicate to an audience
- If you are considering a career path that might involve the performing arts, for example, stage management, directing, journalism, radio and television presenting and acting
- To develop your skills in creativity, self-confidence, concentration, self-discipline and communication. These are invaluable skills that are needed in any line of work

What will I do in Drama?

- You will study plays and texts varying in styles, period and cultures to develop an understanding of Drama and Theatre
- You will explore, through active involvement, complex issues and consider suitable means of performance, for example, Physical Theatre, Mask, Theatre-in-Education, and Non-Naturalism
- You will work independently, in small groups, creating, devising and performing your own ideas
- You will explore and evaluate performance, both within lessons and through theatre visits; applying your knowledge and appreciation of the art form
- Live theatre events are a compulsory part of the course

How will I be assessed?

The GCSE is divided into 3 Assessed sections: Understanding Drama 40%, Devising Drama 30% and Scripted Performance 30%.

- Understanding Drama is a written exam sat in the Summer term and is worth 40% of the total grade. It is divided into:
Section A: Theatre Knowledge
Section B: Set Text—Blood Brothers
Section C: Live Performance
- Devising Drama is the first practical element and is divided into a performance and a devising log, one performance and is internally assessed and moderated externally.
- Scripted Performance is comprised of two separate extracts from the same play and is the second practical element. This is assessed externally.

What Controlled Assessment will I have to do?

- You will have to complete a recorded Devised performance as well as two scripted extracts over the two years.
- The controlled assessment is broken up into 2 sections, so that you are awarded marks for your 'devising log' (2000-2500 word essay **or** approx. 10 page booklet) and your individual final performance within the group.

What are the important deadlines in this course?

- In Year 10: Devising log and devised performance
- In Year 11: Examined scripted performance & written examination, usually May

GCSE Music

What is GCSE Music?

The aim of the GCSE course is to provide students the opportunity to continue with **serious practise and study of music**, through performing, composing and appraising.

Why should I choose Music?

This GCSE could lead to studying A-levels or BTECs in music or music technology and a future career in the music industry, including but not limited to: performing, composing, live sound/recording engineer, Foley artist, virtual reality and game design, instrument/acoustic design & construction, management, marketing, copyright and publishing.

From the beginning of year 10, you must be:

- Working towards or at grade 1 standard with their voice (singing/rapping), or on one musical instrument*
- In receipt of, or commit to regular vocal or musical instrument lessons with a qualified musician/teacher.

*If a student is not completing grades, but performs to a standard, please organise for Mr Holcombe to assess their ability with a private audition, in advance of option choices.

What will I do in Music?

You will learn about and demonstrate performing on voice/instrument, in solo and ensemble (group) settings. You will rehearse and refine performances, developing technical control, expression and interpretive skills. You will be encouraged to develop creative thinking, aesthetic sensitivity, critical awareness, self-confidence, self-motivation and your own musical interests and skills.

You will learn about and apply your knowledge of composition, by investigating a range of elements, techniques and resources for developing and manipulating ideas, turning them into completed pieces of music. You will also explore the skills needed to compose music for different instrumental and/or vocal forces.

You will learn about and apply your knowledge of musical elements, language and context through 8 set works:

- Instrumental Music 1700-1820 – **Brandenburg Concerto no.5 in D** by J.S. Bach, and **1st Movement from Piano Sonata no. 8 in C minor Pathétique** by L van Beethoven.
- Vocal Music – **Music for a While** by H. Purcell, and **Killer Queen** by Queen (from Sheer Heart Attack)
- Music for Stage and Screen – **Defying Gravity** by S. Schwartz (from Wicked: The Musical), and **Main Title/Rebel Blockade Runner** by J. Williams (from Star Wars Episode IV: A New Hope)
- Fusions – **Release** by Afro Celt Sound System (from Volume 2: Release), and **Samba Em Preludio** by Esperanza Spalding (from the album 'Esperanza')

How will I be assessed?

You will complete three components:

- Component 1 – Performing (30%) (NEA) involve performances throughout year 10 and 11
- Component 2 - Composing (30%) involve practical coursework (NEA), submitted during year 10 and 11
- Component 3 – Appraising (40%) involves one listening exam, completed during summer exams in year 11

Performing 60 marks	Composing 60 marks	Appraising 80 marks
Performances made up of solo and ensemble pieces, totalling 4 minutes. Internally marked and externally moderated. E.g. 1 solo (1 minute) 2 ensemble pieces (1.5 minutes or more each)	Compose two pieces of music, with a combined duration of at least 3 minutes. Internally marked and externally moderated. E.g. 1 composition using a set exam board brief 1 free composition set by the student	Section A (68 marks) – 6 questions related to six of eight set works. 1 question on dictation. 1 question on an unfamiliar piece of music. Section B (12 marks) – extended written response comparison question between a set work and unfamiliar piece.

GCSE Food Preparation and Nutrition

GCSE Food Preparation & Nutrition and Level 1/2 Hospitality & Catering are separate options. The DT department will assign students to whichever qualification is deemed more appropriate to the individual.

What is GCSE Food Preparation and Nutrition?

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food. At its heart, this qualification focuses on developing an understanding of the food we eat, the functions of nutrients, where it comes from and how and why we make the food choices we do.

Why should I choose Food Preparation and Nutrition?

- You are interested in healthy eating and nutrition and would like to be able to make connections between theory and practice.
- You enjoy cooking and wish to improve practical skills.
- You would like to learn the science behind the cooking.

What will I do in Food Preparation and Nutrition?

- You will cover food nutrition and health, food science, food safety, food choice and food provenance.
- You will make a variety of dishes using a wide range of cooking methods and equipment to give you skills and confidence ready for Year 11.
- The practical work will link with the theory wherever possible to demonstrate the concepts.

What non exam assessments (NEA Tasks) will I have to do?

- Each student will undertake a **Food Investigation** which will include written and practical elements. This assesses students' understanding of the functional and chemical properties of ingredients. A written report is produced researching and hypothesising outcomes before evaluating after making sample products.
- In addition they will complete a **Food Preparation** assessment which will include a concise portfolio in response to an AQA set brief with evidence of research and demonstrating technical skills before planning and cooking a menu of 3 dishes in a 3 hour practical exam.

THERE IS A WEEKLY REQUIREMENT TO PROVIDE INGREDIENTS FOR PRACTICAL ACTIVITIES.

How will I be assessed?

Written exam: 50% : 1 hour and 45 minutes covering all topics above

NEA Tasks: 50% : Task 1: Food investigation (2000 word written report). 10 hours in total, 15% of GCSE
Task 2: Food preparation and assessment (including 3 hour practical exam. 20 hours in total, 35% of GCSE

What are the important deadlines in this course?

Non exam assessments will be undertaken in Year 11 and completed by the end of March. Individual deadlines will be set for each section of the non-exam assessments before the final submission.

Level 1/2 Vocational Award in Hospitality and Catering

GCSE Food Preparation & Nutrition and Level 1/2 Hospitality & Catering are separate options. The DT department will assign students to whichever qualification is deemed more appropriate to the individual.

What is WJEC Level 1/2 Vocational Award in Hospitality and Catering?

This exciting course examines the following questions: What types of establishments provide hospitality and catering service? What job opportunities are there in the industry? How do caterers ensure they are working safely? How can food poisoning be prevented? What laws need to be considered when providing hospitality and catering? How do providers meet customers' needs? When opening a new outlet what factors need to be considered?

Students will learn the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. They will also gain knowledge of the nutritional needs of a range of client groups in order to plan nutritional dishes to go on a menu. In addition, they will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

Why should I choose Hospitality and Catering?

- You are interested in The Hospitality and Catering industry, enjoy cooking and would like to improve your practical cooking skills.
- You want to develop your knowledge of how food on a menu needs to meet the nutritional needs of the customer and be prepared, cooked and served in a certain way to ensure customer appeal and standards.

What will I do in Level 1/2 Hospitality and Catering?

The topics covered are:

Unit 1: Understand the environment in which hospitality and catering providers operate, how hospitality and catering provision operates, how hospitality and catering provision meets health and safety requirements and how food can cause ill health.

Unit 2: Understand menu planning, the importance of nutrition when planning menus and be able to cook a variety of dishes.

What non exam assessments will I have to do?

- In Unit 2 you will undertake a piece of written coursework (with evidence of planning, preparing and cooking two dishes) under examined conditions
- In addition, you will complete a four-hour cooking exam where you will produce two dishes

THERE IS A WEEKLY REQUIREMENT TO PROVIDE INGREDIENTS FOR PRACTICAL ACTIVITIES.

How will I be assessed?

- Unit 1 Written exam: 40% 1 hour 20 minutes
- Unit 2 Written Coursework and Cooking Exam: 60% 12 hours in total

What are the important deadlines in this course?

The Unit 1 exam will be taken in the Summer term of Year 11. Unit 2 will be taken in Y11 by the end of March.

GCSE Physical Education

GCSE PE and Cambridge National (Sport Studies) are separate options. The PE department will assign students to whichever qualification is deemed more appropriate to the individual.

What is GCSE Physical Education?

GCSE Physical Education enables students to learn about the human body and movement in physical activity and sport and Socio-cultural influences and well-being in physical activity and sport. The course is divided into 60% theory assessment and 40% practical assessment.

GCSE PE enables students to develop their knowledge and understanding of practical activities further. Students will be expected to develop their practical skills and their understanding and use of tactics in various practical activities, they will also be expected to analyse and evaluate their own and other people's performances in practical activities.

There are **three** GCSE PE lessons a week, **two** theory and **one** practical. The students are expected to be assessed in **three** different activities and to analyse performance in **one** of those activities.

Why should I choose Physical Education?

GCSE PE is a varied and interesting course. It offers the opportunity to be assessed in both practical and theoretical situations. The topics covered range from anatomy and physiology to performance enhancing drugs and technology in sport. The practical aspect of the course allows students to be assessed in three different activities as well as analysing their own or other people's performances in one of the activities.

Practical ability is important. Students need to be able to offer / perform in 3 different activities, one being an individual activity at a good to high level of ability.

Students wishing to study GCSE PE must have represented the school in a sport and/or regularly participate, train and play competitively outside of school. Students will need to be able to apply their practical skills in competitive situations when being assessed

What will I do in Physical Education?

If you choose GCSE Physical Education you will have two theory and one practical lesson a week. There are a variety of topics taught in theory lessons, such as-

- Anatomy and Physiology
- Training methods and Principles Energy systems
- Socio-cultural influences and well-being in physical activity and sport Classification of skills (Open/Closed)
- The use of goal setting and targets to improve/optmise performance Mental Preparation for performance
- Commercialisation of physical activity and sport- Sponsorship/media influences Ethical and socio-cultural issues in physical activity and sport- performance enhancing drugs
- Energy use, Diet and Nutrition

How will I be assessed?

The theory aspect of the course is divided into **two** papers in one final exam at the end of Yr 11

Paper 1: The human body and movement in physical activity and sport (30%) 1 hour 15 minutes

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport (30%) 1 hour and 15 minutes

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

The practical aspect of the course is worth 40% (Non-exam assessment)

Practical performance in **three** different physical activities in the role of player/performer – one in a team activity, one in an individual activity and a third in either a team or in an individual activity for a full list of these, please see the PE department-

For each of their **three** activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in **one** activity

OCR Cambridge National Sport Studies

GCSE PE and Cambridge National (Sport Studies) are separate options.
The PE department will assign a student to whichever qualification is deemed more appropriate to the individual.

What is Sport Studies?

The Cambridge National in Sport Studies is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector.

- Understanding contemporary issues in sport and how they impact on different sporting activities
- Applying your skills as both a performer in two different sporting activities and decisions when dealing with rapidly changing conditions and situations
- How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations
- Understanding the relationship between sport and the media and applying this to real life examples.

Cambridge Nationals are graded Pass, Merit, Distinction and Distinction* at Level 1 and 2.

Why should I chose Sport Studies?

Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study up to the minute topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport or the media.

What will I do in Sports Studies?

There are two mandatory units students will follow:

R184: Contemporary issues in sport, which is assessed by an exam

Students completing this unit will increase their understanding about a number of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. They will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

R185: Performance and leadership in sports activities, which is assessed by a set assignment

Students develop their skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. They will work both independently and as part of a team, including communicating with team mates, as well as being in front of an audience when they perform. Performing under pressure, both as a participant and as a leader, students will use their initiative to solve problems and make decisions, as well as deal with rapidly changing conditions and situations.

To achieve the certificate, students will also study one further unit from a choice of two optional units.

The PE department will choose the units from the following options:

- R186: Sports and the media
- R187: Increasing awareness of Outdoor and Adventurous Activities

Both are assessed by a set assignment

How will I be assessed?

There is one written exam; Contemporary issues in Sport. This is 1 hour and 15 minutes and is worth 70 marks (40%).

Two other units are written assignments that are internally assessed and then moderated by the exam board. They are worth 120 marks in total (60%).

Students wishing to study Sports Science must have represented the school in a sport and/or regularly participate, train and play competitively outside of school. Students will need to be able to apply their own knowledge and experiences to the modules.

Useful Website

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/>

FSMQ Additional Mathematics

What is FSMQ Additional Mathematics ?

This is a level 3 qualification (above GCSE) which provides candidates with an introduction to the mathematics studied in AS and A Level GCE modules such as differentiation and integration. It acts as an excellent bridge between GCSE and “A” Level and will enrich their understanding of many parts of the GCSE course. Pupils taking this course should be expected to achieve a **9 or 8** on the GCSE (9-1) Mathematics course.

What will I do in Mathematics?

The FSMQ Additional Mathematics course comprises the following:

- Algebra (Binomial Expansion, Factor and Remainder Theorem)
- Enumeration (Iterative techniques)
- Coordinate Geometry
- Pythagoras and Trigonometry
- Calculus (differentiation and integration)
- Numerical Methods (Trapezium Rules)
- Exponentials and Logarithms

How will I be assessed?

FSMQ Additional Mathematics – One paper – 2 hours – 100 marks

EXAMPLE - CORE PATHWAY

When you come to make your choice, there are lots of people who can advise you. These will include your parents and your teachers along with past students and brothers and sisters. Listen to them all and then make YOUR OWN CHOICE.

NAME TUTOR GROUP

Option Choice (Please put in priority order)	
Option 1 Choose one from the following: French Spanish Geography History	Geography
Option 2	Drama
Option 3	Computer Science

Please note; your reserve subjects should be different from your option choices and will only be used if we cannot accommodate your first choices

Priority	Reserve Subjects
1 st	History
2 nd	Food Preparation & Nutrition
3 rd	Art
4 th	PE

PLEASE TALK OVER YOUR DECISION CAREFULLY BEFORE HANDING IN YOUR CHOICES. IT WILL BE VERY DIFFICULT TO MAKE CHANGES ONCE WE START TO MAKE UP THE GROUPS FOR YEAR 10.

DATES TO REMEMBER

Year 9 Information Evening	Tuesday 21 February
Year 9 Subject Evening	Tuesday 28 February
Hand in your Option Choices by	Friday 10 March

I understand that the school will try to match my preferred options, but that this is not always possible. I understand that if a Special Option is accepted that I am responsible for any costs incurred if I withdraw from the course during the two years.

Signed: _____ Parent

_____ Student

Date: _____

Special Options

Special Options Booklet

2024-2026

Working Together to Raise Achievement

Dear Student,

This prospectus gives information about the courses offered by the Waverley Federation as part of your options choice. All of these courses take place for the full day on Thursdays throughout years 10 and 11. It also explains the application procedures and expectations to which you would need to agree should you be successful in your application.

A good education is the key to better life chances, equipping you with the knowledge, skills and attitudes to succeed in further learning, work, and opening the door to greater prosperity and wider opportunities. As a federation we are working collaboratively with our partner schools and colleges to give you a greater breadth and choice of subjects to study in order that you can design a personalised curriculum which motivates, interests and challenges you. These Special Options are equivalent to GCSE but are taught and assessed in a different way and enable you to study in a more adult environment at a college or specialist training centre.

You should take time to consider what options will best suit you, listening to advice from your teachers and researching the possibilities carefully. The number of places available on each course is limited and the application and interview processes are competitive. If you do decide to apply you must ensure that you have also agreed an alternative school-based option should your application for a Waverley course be unsuccessful.

Yours faithfully,



Judith Spencer
Director Waverley
Federation



Russell Mitchell
Head of Glebelands
School



Emma Hunston
Principal of Rodborough



Emma Young
Principal
Godalming College



Lizzi Matthews
Head of Broadwater
School



Clare Talbot
Head of Woolmer Hill
School

- Broadwater School • Glebelands School • Godalming Sixth Form College
- Gosden House School • Rodborough • Woolmer Hill School

What can I chose?

You may choose to study the course offered at our partnership college whilst continuing to follow a broad and balanced curriculum at your home school. This qualification is equivalent to a GCSE, but involves more practical application of skills.

Where can I study?

You can choose to study at the following provider:

Godalming College, Tuesley Lane, Godalming, GU7 1RS.

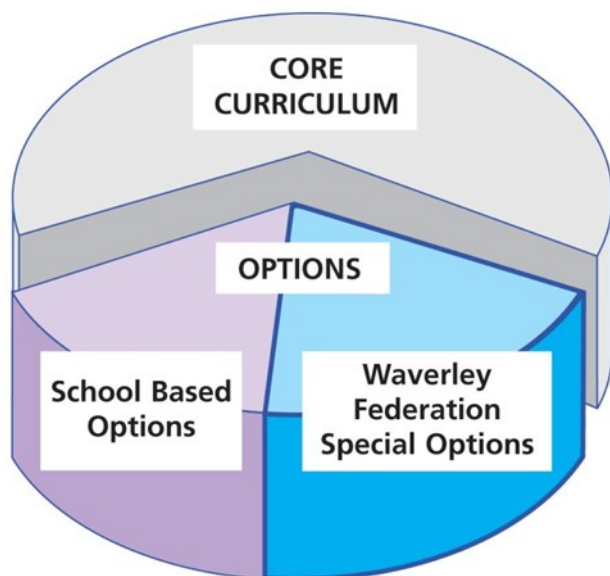
Godalming College offers Level 2 (GCSE equivalent grades 9-5) one day course in Child Care.

Issues you would need to consider carefully

- You would give up some of your options choices.
- You would be educated away from your own school for one day a week.
- You would be responsible for making your own way to the provider college.
- You would be expected to conduct yourself in a way appropriate to the college setting.
- You would need to ensure that you have agreed a school-based option should your application be unsuccessful.
- By accepting a place on a Waverley Federation Special Options course you are committing yourself to the course for two years.

Federation Offer Diagram

What would my curriculum look like?



All students study the core curriculum and make choices from their options blocks. Should you choose a federation course this will take up some of your options choices. This will take place all day on **Thursdays**.



NCFE CACHE Level 1/2 Technical Award in

Child Development and Care in the Early Years

(QAN 603/7012/9)

This course is delivered as a one day course at **Godalming College** and complements GCSE qualifications. It is aimed at 14 to 16 year olds who are studying the national curriculum at key stage 4 (KS4). The course will appeal to students who wish to work in early years with children from birth to five years old or who would like to progress onto further study.

This Level 1/2 qualification is a good choice for you if you wish to learn the key knowledge and skills for working with children (0-5) in a variety of settings.

Areas of Study

The course covers topics across nine content areas including:

Child development, factors that influence the child's development, care routines, play and activities for children, early years provision, legislation, policies and procedures, roles and responsibilities of the early years practitioner, planning and observations

Teaching and Learning

The course content is delivered through a mixture of classroom activities, group tasks, individual tasks, research, reading, discussions and workbooks for each content area. This qualification is suitable for you if you are working towards a grade 4 or above in English and Maths, with a good report on behaviour, attitude and timekeeping.

Assessment

You will be assessed in **year one** of the course with class mock assessments, assignment work and workbooks. Assessment in **year two** will be through an external exam and a non-exam assessment project. *Both of these must be completed to achieve the qualification.* The qualification is graded at **Level 1** pass/merit/distinction and **Level 2** pass/merit/distinction/distinction*. This course is the equivalent to one GCSE.

Progression

You can progress on to a Level 3 qualification in Early Years, Childcare and Education or Health and Social Care including Diploma and T-Level programmes. You can also progress onto a Level 3 Apprenticeship in the Child Care sector.