



# King Solomon High School

## Key Stage 3 into Key Stage 4 Progression

2024

Learning - Charity - Community

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# Key Stage 3 into 4 Progression

## Welcome to our Key Stage 3 into 4 Progression Evening.

We have reached an exciting stage in the educational journey of our Year 9 students, where they are about to progress into Key Stage 4 and begin preparation for their GCSEs.

The Key Stage 4 curriculum is slimmed down in comparison to Key Stage 3 and this offers learners more focused time on each subject. During Years 10 and 11 students develop a more advanced set of skills, knowledge, and mastery of the subjects that they study. This will help them to secure an education that is knowledge rich.

Whilst it is important that Key Stage 4 is not exclusively perceived as a 'journey to GCSEs', the value and benefit that comes from securing a strong set of qualifications at the end of Year 11 cannot be under-estimated. Not only do strong GCSE grades give students a sense of achievement, but they also contribute to opening the door to a wide range of opportunities and choices in further life.

At King Solomon High School we are proud that our young people continue to make progress that is above the national standard. It is our aspiration that over the next two years, the progress and attainment of our students continues to improve so that when our current Year 9 cohort sit their GCSE examinations in the Summer of 2026, they are able to boast the very best results that the school has ever seen. This will afford them a range of opportunities in life, whether they choose to progress into further and higher education, apprenticeships, or employment.

We hope that the information in this booklet, partnered with the presentations that have been shared via our information evening will help students and families feel confident about the progression pathways that each student will be following as they move into Key Stage 4 and beyond.

## KSHS's Key Stage 4 Curriculum

As our students progress into Key Stage 4, it is important that they continue to follow a **broad**, **balanced** and **ambitious** curriculum. Not only will this ensure that they are well-prepared to progress onto the next stage in their education, but it will also help them to thrive in the competitive 21<sup>st</sup> Century society that we live.

### Key Stage 4 Core Subjects

All students in Years 10 and 11 continue to study the 'core' curriculum which includes:

- English Language – GCSE
- English Literature - GCSE
- Maths - GCSE
- Science – either Combined Science (2 x GCSEs) or Triple Science (3 x GCSEs)
- Jewish Studies / Religious Studies – GCSE
- Core PE – non-examined
- PSHE (Personal, Social, Health Education) – non-examined

# Progress Pathways

Due to the COVID-19 pandemic, students in our current Year 9 cohort did not sit their end of Key Stage 2 SATs. Nevertheless, their progress and attainment has been carefully tracked since they began their education at KSHS and this has provided us with a clear understanding of the academic profile of each of our students.

So that we can adequately support our students, we have devised two different **Progress Pathways**. The intention behind these pathways is to ensure that all students are on-track to secure an impressive portfolio of GCSE or Level 2 qualifications.

Our Progress Pathways are designed to ensure that the Ebacc subjects are at the heart of the school's curriculum. As a school, we firmly believe that every student, regardless of their starting point is entitled to an ambitious curriculum that fully prepares them for the demands of life in the 21<sup>st</sup> Century. Subjects such as History, Geography and Spanish will allow our students to continue to develop an informed understanding of the world around them, as well as enjoying a knowledge rich education that equips them with transferable skills.

Each student in Year 9 has been allocated to one of two Progress Pathways. Both Pathways are designed to enable students to reach their full academic potential whilst also accessing a range of different subjects.

Pathway 1	Pathway 2
<ul style="list-style-type: none"><li>• All students will study <b>Spanish</b></li><li>• Students must choose either <b>History OR Geography</b></li><li>• Students will choose one 'preference' subject</li><li>• Students will choose one back-up 'preference' subject.</li></ul>	<ul style="list-style-type: none"><li>• Students must choose either <b>History OR Geography</b></li><li>• Students will choose two 'preference' subjects</li><li>• Students will choose one back-up 'preference' subject.</li></ul>

## Why does there need to be a Progress Pathway System?

As a school, we have very high expectations for all our students. We have a responsibility to ensure that all of our students continue to follow a **broad, balanced** and **ambitious** curriculum and we believe that the introduction of the Progress Pathways will help us to deliver this.

By offering a completely 'academic' curriculum, or by offering an over-weighted 'creative' curriculum we will not be supporting students to thrive as this has the potential to leave significant gaps in knowledge and skills. Consequently, our Progress Pathways ensure a considered and personalised balance is available to all students.

Nationally, there is an expectation that all schools place the Ebacc subjects at the 'heart of their curriculum'. At present, the Department for Education's target is that 90% of students in the UK will be meeting the Ebacc requirements by 2025. At KSHS we believe in striking a balance between the national expectations and meeting the needs of our students. Our Progress Pathways model will ensure that approximately 65% of students will meet the Ebacc standards in 2026. We believe that this is appropriate for our students.

To further understand the Ebacc, on the next page we have included a publication from the Department for Education which outlines their guidance for Parents / Carers about the Ebacc.



# HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- **English language and English literature**
- **Maths**
- **Science**  
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- **History or Geography**
- **A language**  
Ancient or modern



## WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

### EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,  
August 2017

# LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

**"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."**

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

**The Russell Group has named languages as subjects that open doors to more degrees at universities.**

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

**"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."**

Dr Adam Marshall, Director General of the British Chambers of Commerce

## WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

**Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.**

Trends in arts subjects in schools with increased EBacc entry July 2017



### Further Information

Search EBacc on GOV.UK for more information.

You should also get in touch with your child's school directly — they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child's options.

# Key Stage 4 Preference Subjects

In addition to the Ebacc subjects, we are proud to be able to offer a wide range of additional subjects to our students. Some subjects are academic and very content heavy, whilst others are more artistic and creative, sometimes demanding a more skills based approach to learning.

The Preference Subjects available to students are:

History – GCSE**	DT - GCSE
Geography – GCSE**	Food - GCSE
Spanish – GCSE*	Computer Science - GCSE
Art – GCSE	PE - GCSE
Music – GCSE	Sports Studies – Cambridge National
Drama - GCSE	Sociology - GCSE

Overviews of each subject can be found in the next section of this booklet. These course summaries offer an overview of content and the assessment demands for each qualification.

*\*All students on Progress Pathway 1 will be allocated to study Spanish GCSE. Students on Progress Pathway 2 may also pick Spanish GCSE as one of their preference subjects.*

*\*\*Similarly, students on both pathways are expected to select either History or Geography GCSE. They may wish to select both using their preference subject choice.*

- Students on Progress Pathway 1 will select 1 x preference subject along with a back-up preference.
- Students on Progress Pathway 2 will select 2 x preference subjects, along with a back-up preference.

The school will always aim to allocate students their first-choice preference subjects, however due to timetabling restrictions this is not always possible.

## Progress Pathway and Preference Subject Meetings

Parents / Carers who would like to discuss their child's Progress Pathway or who would like further guidance to support their child's selection of subjects are invited to request a meeting with a member of the school's Pastoral or Senior Team. These meetings will take place on **Monday 25<sup>th</sup>** and **Wednesday 27<sup>th</sup> March**.

Requests for meetings can be submitted via this QR code or by clicking [HERE](#).

### Completing the Preference Pathway Forms

All parents / carers will receive a digital link to their child's Preference Selection Form.

It is important that all sections of the form are completed and that the 'submit' button at the end of the form is pressed.

Request for a Personalised Meeting



The deadline to complete the Preference Selection form is **Wednesday 3<sup>rd</sup> April 2024**. After this date, it may not be possible for the school to accept any requests for changes.

Students and families will be notified in the Summer Term about which subjects students have been allocated.

## Helping Students to Make the Right Choices

It is important that all of our students feel well-informed to make the right choices about their selected preference subjects. In order to do this, subject teachers will be taking time to outline the structures of their courses with students over the next few weeks.

Additionally, students should talk to their subject teachers and form tutors about their subjects so that they can develop a clear understanding of which courses might suit them best.

The final decisions about which preference subjects to select should be made in collaboration between the student and their parents / carers. It is important to remember that it is the young people who have to study each subject and therefore, their preferences should be at the centre of any discussions.

### Students should select subjects based on:

- Which subjects might they really enjoy?
- Which subjects might help them to carve out a pathway for the future?
- Based on their learning in Key Stage 3, which subjects might they do really well in?



### It is important that students **DO NOT** select subjects based on:

- Picking the subject that their friends are taking – some subjects will have multiple classes and there is no guarantee that students will be put in the same class as their friends.
- Picking the subject because they like the teacher – students will not get the choice of which teachers they have.
- Picking the subject because they think it will be 'easy' – no subject is easy. All qualifications are nationally standardized to ensure that they have comparative levels of challenge.



# A KSHS's Student's Subject Portfolio

All students will finish Key Stage 4 with either 9 or 10 qualifications. The structure of our curriculum offer is summarised below:

Students studying 9 x GCSEs		Students studying 10 x GCSEs	
Count	Subjects	Count	Subjects
1	English Language	1	English Language
2	English Literature	2	English Literature
3	Maths	3	Maths
4	Combined Science (2 x GCSEs)	4	Triple Science (3 x GCSEs)
5		5	
		6	
6	Religious Studies	7	Religious Studies
7	Spanish *	8	Spanish
8	History OR Geography	9	History OR Geography
9	Additional Subject	10	Additional Subject
<b>Non-examined subjects</b>			
Core PE			
<small>*Students on the Progress Pathway 2 may select an alternative preference subject</small>			

## Understanding Key Stage 4 Grading

### Assessment and Grading Information:

At KSHS, most of the courses that are available qualify students with a GCSE. We have worked hard to ensure that courses available offer a range of different assessments approaches, including some subjects where all grading comes from terminal end of course examinations and some subjects where coursework elements are included. Details of the assessment for each subject are included in the [Course Summary Information](#) that can be found in the next section of this booklet.

#### Standard GCSE Grading:

- GCSEs are now graded from **9 to 1** with a grade 9 being the highest grade available and a grade 1 being the lowest grade available.
- The national expectation for a 'Standard' pass is a grade 4 or higher.
- The national expectation for a 'Strong' pass is a grade 5 or higher.

#### National Expectations for English and Maths:

In English and Maths, students are required to achieve at least a grade 4. Where students do not secure a grade 4 or higher in one or both of these subjects, they must continue to study the subject in Key Stage 5 (Years 12 and 13) in preparation for re-sitting the GCSE.

### **GCSE subjects with Tiered Papers:**

GCSE subjects such as Maths, Science and Spanish follow a tiered syllabus whereby students will either be entered for a 'Higher' paper or a 'Foundation' paper.

- In a 'Higher' Paper, only the grades 9 to 4 are available. Students who do not achieve enough marks for these grades will be awarded a U grade (Unclassified).
- In a 'Foundation' Paper, only the grades 5 to 1 are available. The content of foundation papers is less challenging, and consequently the attainment of students who sit a 'Foundation' paper is capped at a grade 5.

Decisions on which tier students will be entered for in these subjects will not be made until Spring of Year 11. This ensures that all students learn the full range of curriculum content.

### **Combined Science and Triple Science:**

At the end of Year 9, all students will sit an assessment which will determine their setting for Key Stage 4 Science.

Students whose attainment in Science is the strongest will follow the Triple Science curriculum whereby they sit three separate GCSEs in Biology, Chemistry and Physics. Typically, we see two groups of students take Triple Science.

The rest of the cohort will follow the Combined Science curriculum where students are awarded two GCSEs.

There is much cross-over in content between Triple and Combined Science, though students on a Triple Science pathway will work through content at a faster pace in order to move on to the more advanced Triple content.

Students and families will be informed about the Science groupings and whether they are following the Triple or Combined pathway at the beginning of Year 10.

### **Other Level 2 Qualifications:**

For our current Year 9 cohort we offer a Cambridge National Certificate in Sports Studies. This is a nationally recognised qualification which sits in-line with a GCSE. As a 'Technical' qualification, the course is modular based, meaning that students are assessed at points throughout the course and there is a higher weighting on 'coursework' elements than there might be in a GCSE.

Grading for the Cambridge National is awarded in the following way:

Level 2: Distinction\*, Distinction (D2), Merit (M2), Pass (P2)

Level 1: Distinction (D1), Merit (M1), Pass (P1)

# Course Summaries



## Core Subjects

***All students will study these subjects as part of their core curriculum.***

- English Literature
- Maths
- Science – Triple and Combined
- Religious Studies

# English Language - GCSE

<b>Examination board:</b>	AQA	<b>Specification Code:</b>	8700
<b>Course Overview:</b>			
<p>The English Language course will enable you to develop your knowledge and skills through the experience of:</p> <ul style="list-style-type: none"> <li>• Reading fiction text drawn from either the 20th or 21st century, including extracts from novels and short stories while focusing on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.</li> <li>• Reading non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century. Giving the opportunity to consider viewpoints and perspectives over time. Students will access a range of genres.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read critically across a wide range of different kinds of text.</li> <li>• Writing factually and imaginatively for different purposes and audiences.</li> </ul> <p>Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p>			
<b>Assessment:</b>	<p>All examinations will be taken at the end of the course.</p> <p><b>Paper 1:</b> Explorations in Creative Writing and Reading – 1 hour 45-minute examination (50% of overall grade)</p> <ul style="list-style-type: none"> <li>• Reading a piece of literary fiction and writing a creative composition.</li> </ul> <p><b>Paper 2:</b> Writer’s Viewpoints and Perspectives – 1 hour 45-minute examination (50% of the overall grade)</p> <ul style="list-style-type: none"> <li>• Reading a non-fiction text and a literary non-fiction text from different time periods to compare and contrast the treatment of a theme.</li> <li>• Writing about ideas, particularly a given theme.</li> </ul> <p>Speaking and Listening is awarded as a separate grade.</p>		
<b>Progression Routes:</b>	<p>English skills and knowledge of the subject is essential in whatever you do after your GCSEs. Students need to achieve at least a grade 4 or they will need to re-sit the qualification whatever pathway they decide. Students will need a good grade English to study English Literature or Language at A-Level.</p>		

# English Literature - GCSE

<b>Examination board:</b>	AQA	<b>Specification Code:</b>	8702
<b>Course Overview:</b>			
<p>This course consists of</p> <ul style="list-style-type: none"> <li>• The study of Shakespeare - You will study one play from the list of six set texts. At present, students at KSHS study <i>Macbeth</i>.</li> <li>• The reading of a 19th-century novel – you will study one novel from the list of seven set texts. At present, students at KSHS study <i>Jekyll and Hyde</i>.</li> <li>• The reading of a Modern text – you will study one from a choice of 12 set texts, which include post-1914 prose fiction and drama. At present, students at KSHS study <i>An Inspector Calls</i>.</li> <li>• Poetry - Students will study one set of poems taken from the AQA poetry anthology, either Love and relationships or Power and conflict. These Poems will be both past and present.</li> </ul> <p>In studying the set texts students should have the opportunity to develop the following skills:</p> <p><b>Reading comprehension and reading critically:</b></p> <ul style="list-style-type: none"> <li>• Literal and inferential comprehension</li> <li>• Critical reading</li> <li>• Evaluation of a writer’s choice of vocabulary grammatical and structural features</li> <li>• Comparing texts</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Producing clear and coherent text: writing effectively about literature for a range of purposes</li> </ul> <p>Accurate Standard English: accurate spelling, punctuation, and grammar</p>			
<b>Assessment:</b>	<p>All examinations will be taken at the end of the course and students will sit a common paper.</p> <p><b>Paper 1: Shakespeare and the 19th-century novel</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes (40% of GCSE).</li> </ul> <p><b>Paper 2: Modern Texts, Poetry and Unseen Poetry</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hour 15 minutes (60% of GCSE).</li> </ul>		
<b>Progression Routes:</b>	<p>Studying English Literature opens up a world of inspiration and creativity, while also developing skills that are essential for today's global environment.</p>		

# Mathematics - GCSE

<b>Examination board:</b>	Pearson Edexcel	<b>Specification Code:</b>	1MA1
<b>Course Overview:</b>			
<p><b>Why study mathematics?</b></p> <p>Mathematics is one of the core subjects and is compulsory for all students. It leads into and supports most other subjects because of the transferable skills gained. It is generally required by most employers and is often required for entry to further or higher education. Knowledge is built on and developed from the maths learnt during years 7 - 9.</p> <p><b>What you will study</b></p> <p>Mathematics is broken down into six strands, these are:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Ratio, proportion and rates of changes</li> <li>• Geometry</li> <li>• Probability</li> <li>• Statistics</li> </ul> <p>These strands are taught through smaller units of learning. Concepts are frequently revisited throughout units.</p> <p>Lessons will focus on building the following GCSE assessment objectives:</p> <p>AO1 – Use and apply standard techniques.</p> <p>AO2 – Reason, interpret and communicate mathematically.</p> <p>AO3 – Solve problems within Mathematics and other contexts.</p> <p>There are two tiers of entry, foundation and higher. Tier of entry will depend on your success during the course and Year 11 Mock Examination outcome.</p>			
<b>Assessment:</b>	<p><b>Foundation:</b> Grades 5 - 1 and <b>Higher:</b> Grades 9 – 4 (grade 3 allowed)</p> <p>For both, students will sit three assessments:</p> <ul style="list-style-type: none"> <li>• Paper 1 - 1 hour 30-minute, 80 marks, non-Calculator</li> <li>• Paper 2 - 1 hour 30-minute, 80 marks, Calculator</li> <li>• Paper 3 - 1 hour 30-minute, 80 marks, Calculator</li> </ul> <p>All content outlined for each tier will be assessed across all three papers.</p>		
<b>Progression Routes:</b>	<p>Mathematics skills are vital for your development and will be essential in whatever you do after your GCSEs. Students need to achieve at least a grade 4 or they will need to re-sit the qualification whatever pathway they decide.</p>		

# Tripe Science – GCSE (Biology, Chemistry & Physics)

<b>Examination board:</b>	Pearson Edexcel	<b>Specification Code:</b>	1BIO / 1CHO / 1PHO
<b>Course Overview:</b>			
<p>Only two classes of students will be entered for the Triple Science pathway which gives students three separate GCSEs in Biology, Chemistry and Physics. The majority of students will be entered for the Combined Science qualification.</p>			
<b>Biology Topics</b>	<b>Chemistry Topics</b>	<b>Physics Topics</b>	
<ul style="list-style-type: none"> <li>• Microscopes and scientific drawings</li> <li>• Enzymes</li> <li>• Cells and control</li> <li>• Genetics</li> <li>• Natural selection and genetic modification</li> <li>• Health, disease and medicine development</li> <li>• Plant structures and their functions</li> <li>• Animal coordination, control &amp; homeostasis</li> <li>• Exchange and transport in animals</li> <li>• Ecosystems and material cycles</li> </ul>	<ul style="list-style-type: none"> <li>• Atomic theory</li> <li>• Quantitative chemistry</li> <li>• Bonding and structure</li> <li>• States of matter</li> <li>• Methods of separating &amp; purifying substance</li> <li>• Acids</li> <li>• Electrolytic processes</li> <li>• Reversible reactions &amp; equilibrium</li> <li>• Groups 1, 7 and 0</li> <li>• Rates of reactions</li> <li>• Fuels</li> <li>• Dynamic equilibria calculations involving volumes of gases</li> <li>• Chemical cells and fuel cells</li> <li>• Qualitative analysis: Tests for ions</li> <li>• Hydrocarbons</li> <li>• Polymers</li> <li>• Alcohols and carboxylic acids</li> <li>• Bulk and surface properties of matter including nanoparticles</li> </ul>	<ul style="list-style-type: none"> <li>• Motion</li> <li>• Conservation of energy</li> <li>• Waves</li> <li>• Light and the electromagnetic spectrum</li> <li>• Particle model</li> <li>• Static electricity</li> <li>• Astronomy</li> <li>• Radioactivity</li> <li>• Energy – forces doing work</li> <li>• Forces and their effects</li> </ul>	
<ul style="list-style-type: none"> <li>• 15% of marks in the exams will be devoted to questions about experiments you have done in class.</li> <li>• There are 8 core practicals for each subject that are compulsory, these along with other practical work undertaken in class will make up 15% of the marks in the exams. This means practical work is important and students will be expected to keep a record of experiments.</li> <li>• Mathematical skills will also be tested in the exam: 10% Biology, 20% Chemistry and 30% Physics.</li> </ul>			
<b>Assessment:</b>	Each GCSE consists of two written papers, meaning that students sit 6 x science papers in total. Each paper is 1 hour 45 minutes.		
<b>Progression Routes:</b>	Students who undertake this course will be expected to achieve at least grade 6 in each GCSE. These students should then seriously consider undertaking A Level study in any, or all, of the 3 sciences.		

# Combined Science - GCSE

<b>Examination board:</b>	Pearson Edexcel	<b>Specification Code:</b>	1SC0
<b>Course Overview:</b>			
This is a double award course whereby students achieve 2 GCSEs.			
<b>Biology Topics</b>	<b>Chemistry Topics</b>	<b>Physics Topics</b>	
<ul style="list-style-type: none"> <li>• Microscopes and scientific drawings</li> <li>• Enzymes</li> <li>• Cells and control</li> <li>• Genetics</li> <li>• Natural selection and genetic modification</li> <li>• Health, disease and the development of medicines</li> <li>• Plant structures and their functions</li> <li>• Animal coordination, control and homeostasis</li> </ul>	<ul style="list-style-type: none"> <li>• Atomic theory</li> <li>• Quantitative chemistry</li> <li>• Bonding and structure</li> <li>• States of matter</li> <li>• Methods of separating and purifying substance</li> <li>• Acids</li> <li>• Electrolytic processes</li> <li>• Reversible reactions and equilibrium</li> <li>• Groups 1, 7 and 0</li> <li>• Rates of reactions</li> <li>• Fuels</li> <li>• Heat energy changes in chemical reactions</li> <li>• Earth and atmospheric science</li> </ul>	<ul style="list-style-type: none"> <li>• Motion</li> <li>• Waves</li> <li>• Light and the electromagnetic spectrum</li> <li>• Particle model</li> <li>• Radioactivity</li> <li>• Static electricity</li> <li>• Astronomy</li> <li>• Energy – forces doing work</li> <li>• Forces and their effects</li> <li>• Electricity and circuits</li> </ul>	
<ul style="list-style-type: none"> <li>• 15% of marks in the exams will be devoted to questions about experiments you have done in class.</li> <li>• There are 6 core practicals for each subject that are compulsory, these along with other practical work undertaken in class will make up 15% of the marks in the exams. This means practical work is important and students will be expected to keep a record of experiments.</li> <li>• 20% of the marks in the exams will be testing mathematical skills.</li> </ul>			
<b>Assessment:</b>	There will be six written papers, two covering Biology, two Chemistry and two Physics. Each paper is 70 minutes.		
<b>Progression Routes:</b>	Successful completion of this course will enable students to progress to level 3 / advanced courses in a science in the sixth form.		



# Religious Studies - GCSE

<b>Examination board:</b>	AQA – Religious Studies A	<b>Specification Code:</b>	8062
<b>Course Overview:</b>			
<p>We are teaching the AQA GCSE syllabus; this affords us an opportunity to study two religions in detail, as well as considering several ethical and philosophical issues from a Jewish perspective, looking at the role of faith in contemporary life. As a Jewish school also welcoming students from other faiths, we are delighted to offer a really engaging GCSE programme.</p> <p>The ethical and philosophical units are divided into four themes and make up 50% of the total course. These are challenging and thought provoking and show how faith can provide a moral and ethical guide for life. This part of the course explores Jewish teachings and views on major issues and allows students a space in which to express their opinions and bring in ideas from their own faith and life experiences. Each topic also contains a comparative faith element.</p> <p>The in-depth study of our two religions offers the opportunity to explore practices, beliefs and teachings and their basis in sources of wisdom and authority. We offer Judaism as our main faith and Islam as our second faith; each of these two core units make up 25% of the total GCSE mark. Topics in this unit include key beliefs, practices, worship and religious festivals and rites of passage. We are, of course, sensitive to the religious experiences of all students, and aim to structure the classes to allow for this.</p> <p><b>The aims of the course include:</b></p> <ul style="list-style-type: none"> <li>• Encouraging reflection on personal values, opinions, and attitudes.</li> <li>• Providing tools to lead constructive lives in the modern world.</li> <li>• Empowering an enquiring, critical and reflective approach to the study of religion.</li> <li>• An exploration of religions and beliefs, intellectual and personal engagement with fundamental questions.</li> <li>• Enhancing personal, social, and cultural development, increasing understanding of different cultures and contributing to social and community cohesion.</li> </ul> <p>Developing an interest in and enthusiasm for the study of religion and relating it to the wider world.</p>			
<b>Assessment:</b>	<p>There are two examined units at the end of the course, each having a written examination (1 hour 45 minutes):</p> <p>Part 1: In- depth study of two religions (50%)</p> <p>Part 2: Ethical and philosophical themes (50%)</p>		
<b>Progression Routes:</b>	<p>Successful completion of this course will enable you to study R.E and similar subjects at A Level. It also provides the skills for advanced study in Humanities, English Psychology and Sociology.</p>		

# Ebacc Subjects

- **Geography**
  - **History**
- } All students are expected to choose either History or Geography.
- **Spanish**
    - Students on Progress Pathway 1 are expected to continue with Spanish GCSE.
    - Students on Progress Pathway 2 may select Spanish as one of their preference subjects.



# Geography - GCSE

<b>Examination board:</b>	Pearson Edexcel	<b>Specification Code:</b>	Syllabus B: 1GB0
<b>Course Overview:</b>			
<p><b>Geography: You would be lost without it.</b></p> <p>This is a modular course comprising of three 'Components'. It focuses on the study of places, landforms, people, issues and conflicts in the world today.</p> <p><b>Component 1: Geographical Issues (37.5%)</b></p> <p>Topic 1: Hazardous Earth          Topic 2: Development dynamics          Topic 3: Challenges of an urbanising world</p> <p><b>Component 2: UK Geographical Issues (37.5%)</b></p> <p>Topic 4: The UK's evolving physical landscape – including sub-topics: Coastal change and conflict and River processes and pressures.          Topic 5: The UK's evolving human landscape – including a case study - Dynamic UK Cities.          Topic 6: Geographical investigations – including one physical fieldwork investigation and one human fieldwork investigation linked to Topics 4 and 5.</p> <p><b>Component 3: People and Environmental Issues (25%)</b></p> <p>Topic 7: People and the biosphere          Topic 8: Forests under threat          Topic 9: Consuming energy resources</p> <p><b>Why study Geography at GCSE?</b></p> <ul style="list-style-type: none"> <li>• It enhances your knowledge of the world by bridging social sciences and the earth sciences.</li> <li>• It raises awareness of the environment and develops problem solving skills.</li> </ul> <p>You will learn to communicate effectively through written, oral and ICT media.</p>			
<b>Assessment:</b>	<p><b>Final exams</b></p> <ul style="list-style-type: none"> <li>• Components 1 and 2 are assessed in separate 1 hour and 30 min examinations worth 94 marks each. There is a variation in the question styles ranging from multiple choice answers to extended writing answers worth 8 marks.</li> <li>• Component 3 is assessed in a 1 hour and 30-minute exam, worth 64 marks. There is again a mixture of short and long answer questions but there is a greater onus on extended writing in this paper.</li> </ul>		
<b>Progression Routes:</b>	<p>The successful completion of this course will enable you to progress onto A Level Geography in the sixth form. It is also a good basis to the study of all post 16 Humanities subjects and Economics.</p>		

# History - GCSE

<b>Examination board:</b>	Pearson Edexcel	<b>Specification Code:</b>	1H10
<b>Course Overview:</b>			
<b>History.... Why study it?</b>			
<p>History aims to engage learners in historical enquiry to develop as independent learners and as critical and reflective thinkers. History helps students develop communication, analytical and evaluative skills helping them to build their capacity to make substantiated judgements. History also helps students to understand the significance of major historical events and their context in world affairs.</p>			
<b>Unit 1 (30%) – Thematic Study and Historic Environment - Crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900: crime, policing and the inner city.</b>			
<p>The thematic study looks at Crime and Punishment in Britain c1000-the present day including changing definitions of crime and the nature of law enforcement and punishment.</p> <p>The historic environment focuses particularly on Whitechapel, the challenges of immigration for law enforcement, investigative policing techniques, and the example of Jack the Ripper and the development of CID.</p>			
<b>Unit 2 (40%) – Period study and British Depth Study - Superpower Relations and the Cold War, 1941-91 and Early Elizabethan England, 1558-88</b>			
<p>The British depth study focuses on Early Elizabethan England 1558-88 and looks at three separate elements of Elizabethan rule including the early problems she faced, domestic and foreign threats, and society and exploration during Elizabethan England.</p> <p>The Period study will focus on Superpower relations and the Cold War 1941-91, starting with the early causes for tension, building tensions and high points of the Cold War including the Cuban Missile Crisis, and then flashpoints in relations and the collapse of the Soviet Union.</p>			
<b>Unit 3 (30%) – Modern Depth Study – USA: Conflict at Home and Abroad, 1941-91</b>			
<p>The modern depth study focuses first on the development of the civil rights movement including protest, progress and radicalism, and then studies the US involvement in the Vietnam War, and the reactions to US involvement.</p>			
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Paper 1 – written examination - 1 hour and 15 minutes</li> <li>• Paper 2 – written examination - 1 hour and 45 minutes</li> <li>• Paper 3 – written examination - 1 hour and 20 minutes.</li> </ul>		
<b>Progression Routes:</b>	<p>Success in GCSE History enables progression to A Level History as well as other academic A-Levels before studying a wide range of degrees including History, Law and Finance.</p>		

# Spanish - GCSE

<b>Examination board:</b>	Pearson Edexcel	<b>Specification Code:</b>	1SP1/1F or 1SP1/1H
<b>Course Overview:</b>			
<p>In this GCSE course, you will build on the language skills that you have been learning over the past three years and develop these at a GCSE level in Spanish.</p> <p>By the end of the course, you will be able to communicate and understand effectively in Spanish. You will also have come into contact with the culture of the country in more depth. Above all, you will have taken the first crucial steps to acquiring a skill that many people now consider a prerequisite for employment.</p> <p>Each unit of work has a distinct theme to it. Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The <b>sixth themes</b> are:</p> <ul style="list-style-type: none"> <li>• My personal world</li> <li>• Lifestyle and wellbeing</li> <li>• My neighbourhood</li> <li>• Media and technology</li> <li>• Studying and my future</li> <li>• Travel and tourism</li> </ul>			
<b>Assessment:</b>	<p>The Pearson Edexcel GCSE (9-1) in Spanish consists of <b>four externally examined papers</b> based on the following skills: <b>listening, speaking, reading and writing</b>.</p> <p>Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year (Year 11).</p> <p><b><u>100% End of course examination.</u></b></p> <ul style="list-style-type: none"> <li>• Unit 1 Listening examination 25% (50 marks)</li> <li>• Unit 2 Reading examination 25% (50 marks)</li> <li>• Unit 3 Speaking examination 25% (50 marks)</li> <li>• Unit 4 Writing examination 25% (50 marks)</li> </ul>		
<b>Progression Routes:</b>	<p>The course is intended to offer opportunities for progression onto A Level study in modern foreign languages.</p> <p>Most good universities will ask for a languages GCSE as an entry requirement.</p>		

# Preference Subjects

- **Art & Design (Fine Art)**
- **Computer Science**
- **Design & Technology**
- **Drama**
- **Food Preparation & Nutrition**
- **Music**
- **Physical Education**
- **Sports Studies**
- **Sociology**



# Art & Design (Fine Art) - GCSE

<b>Examination board:</b>	Pearson Edexcel	<b>Specification Code:</b>	1FA0
<b>Course Overview:</b>			
<p>Fine art may be defined as work which is produced as an outcome of students' personal experiences, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief.</p> <p>Work produced for this qualification will demonstrate the use of formal elements and creative skills, and give form to individual thoughts, feelings, observations, and ideas. Students will show evidence of trying to extend their own and others' way of seeing the world. They will use the language of the subject sensitively and thoughtfully to support their intentions.</p> <p>In the context of this specification, disciplines will include painting and drawing, printmaking, sculpture and alternative media. For this endorsement, students will need to work in at least two of the disciplines for the GCSE.</p> <p>The qualification is made up of two components:</p> <p><b>Component 1:</b> The personal portfolio submitted for assessment consists of centre-devised assignments, carried out by students in the duration of the course. These activities should include approximately 120 hours of guided learning time.</p> <p><b>Component 2:</b> The externally set assignment involves students undertaking investigations and development over several months towards the end of the course, leading to a final 10-hour sustained focus period, conducted under formal supervision.</p> <p>Both components will be assessed in an exhibition at the end of the course. Marks given by tutors, based on the work exhibited, are externally moderated.</p> <p>Students who choose Art must be very well motivated and enthusiastic about the subject because of the extended periods of time required for homework and that the course is based heavily upon an on-going assessment of individual project work over two or three years.</p>			
<b>Assessment:</b>	<p>The two components have weightings of:</p> <ol style="list-style-type: none"> <li>1. Personal Portfolio in Art and Design supported by sketchbooks/work journals (60%)</li> <li>2. Externally Set Assignment with supporting/preparatory work (40%)</li> </ol>		
<b>Progression Routes:</b>	<p>Successful completion of this course will enable you to study art or a related subject at A Level.</p>		

# Computer Science - GCSE

<b>Examination board:</b>	OCR	<b>Specification Code:</b>	J277
<b>Course Overview:</b>			
<p>The Computer Science curriculum at Key Stage 4 is designed to cover a range of topics relating to Systems Architecture, Computational Thinking, Algorithmic Thinking, and the discipline of Programming.</p> <p>Over the course of this GCSE students will:</p> <ul style="list-style-type: none"> <li>• Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation.</li> <li>• Analyse problems in computational terms through practical experience of solving such problems, including designing, writing, and debugging programs.</li> <li>• Think creatively, innovatively, analytically, logically, and critically.</li> <li>• Understand the components that make up digital systems, and how they communicate with one another and with other systems.</li> <li>• Understand the impacts of digital technology to the individual and to wider society.</li> </ul> <p>Apply mathematical skills relevant to Computer Science.</p>			
<b>Assessment:</b>	<p>The assessment for the GCSE will be conducted in Year 11:</p> <p><b>Paper One:</b> Computer Systems (J277/01)</p> <ul style="list-style-type: none"> <li>• Assessment Objective: Demonstrate knowledge and understanding of the key concepts and principles of Computer System.</li> <li>• 1 hour 30-minute Exam (No Calculator Allowed) <i>(Out of 80 Marks) 50% of final grade.</i></li> </ul> <p><b>Paper Two:</b> Computational thinking, Algorithms and Programming (J277/02)</p> <ul style="list-style-type: none"> <li>• Assessment Objective: Apply knowledge and understanding of key concepts and principles of Computational thinking, Algorithms and Programming skills.</li> <li>• 1 hour 30-minute Exam (No Calculator Allowed) <i>(Out of 80 Marks) 50% of final grade.</i></li> </ul> <p><b>Programming Project</b></p> <p>Assessment Objective: Analyse problems in computational terms; to make reasoned judgements and to design, program, evaluate and refine solutions.</p> <ul style="list-style-type: none"> <li>• 20 hour-controlled assessment but does not count to the overall grade.</li> </ul>		
<b>Progression Routes:</b>	<p>Success in this course will lead to progression onto A-Level Computer Science.</p>		



# Design & Technology - GCSE

<b>Examination board:</b>	AQA	<b>Specification Code:</b>	8552
<b>Course Overview:</b>			
<p>GCSE Design and Technology enables students to understand and apply the design processes through which they explore, create, and evaluate a range of products. They will be able to use creativity and imagination to design and make prototypes that solve real life and relevant problems, considering their own and others' needs.</p> <p>Students will concentrate on Resistant Materials, Systems and Control and will learn about graphical presentation. As well as designing and making products, students will learn about emerging technologies, environmental issues, and the wider world of design.</p> <p>The course will enable students to apply their knowledge from other subjects including, maths, science, art, and computing.</p>			
<b>Assessment:</b>	<p>The course will be assessed in 2 parts:</p> <p>Non exam assessment 50%</p> <p>Non-exam assessment (NEA): 30–35 hours. 100 marks</p> <p>2 Hour written paper 50%</p> <p><b>Section A – Core technical principles (20 marks)</b></p> <p><b>Section B – Specialist technical principles (30 marks)</b></p> <p><b>Section C – Designing and making principles (50 marks)</b></p>		
<b>Progression Routes:</b>	<p>This qualification provides a good foundation for learners in post-16 education, or to entry level job roles within the sector. Achievement at GCSE provides a suitable foundation for further study within the sector through progression on to vocational qualifications at level 3 in Design and Technology, or Engineering.</p>		

# Drama - GCSE

<b>Examination board:</b>	EDUQAS	<b>Specification Code:</b>	C690QS
<b>Course Overview:</b>			
<p>Did you know that since 2012 more than 9994 students at Russell Group Universities, studying over 250 subjects have an A Level in Drama? They are studying Medicine, Law, History, Geography, Philosophy, Politics, Engineering, Dentistry, English and the Sciences to name a few. GCSE Drama is a gateway to your future if you are interested in any form of leadership. GCSE Drama promotes your enjoyment of drama as performers, devisers, directors, and designers. It provides opportunities for you to attend professional and community dramatic performances and to develop your skills as informed and thoughtful audience members. Alongside the development of you as a performer, deviser and director, drama supports your personal growth, leadership ability, self-confidence, ability to communicate, teamwork and analytical skills. You will learn to work collaboratively, develop ideas, express feelings, experiment with technical elements and to reflect on your own performances.</p> <p><b>Component One:</b> Devised Theatre (40%) - <u>Devised Performance - Completed in Year 10.</u>          You will devise a practical performance based on a stimulus, linked with a practitioner or genre. You may choose one of the following options: (i) acting; (ii) lighting design; (iii) sound design; (iv) set design; (v) costume and make-up design.</p> <p><u>Devised Performance Portfolio (900 words Max).</u> - Students keep a record of supporting evidence, compiled during the devising process. It will include: 1. Ideas that have been researched, created, and developed in response to the stimulus 2. Ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning 3. Ideas have been developed, amended, and refined during the development of the devised piece. Once all students have performed, they will be required to complete a 1 hour 30 min evaluation in class.</p> <p><b>Component Two:</b> Performance from a Text (20%) - Completed in Year 11          Students will be externally assessed on either their acting or a theatre design skill (set, lighting, sound, costume, and makeup), in two extracts from a play.</p> <p><b>Component Three:</b> Interpreting Theatre (40%) - Completed in Year 11          Students will have a written exam based on a set text (<i>Noughts and Crosses</i>) and a live theatre review from a performance we see in London.</p>			
<b>Assessment:</b>	<p><b>Component 1:</b> Devised Theatre (40%) internal assessment, externally moderated.</p> <ul style="list-style-type: none"> <li>• Task one – 10% devised performance</li> <li>• Task two – 20% portfolio of supporting evidence</li> <li>• Task three – 10% evaluation</li> </ul> <p><b>Component 2:</b> Performance from a text (20%) external assessment</p> <p><b>Component 3:</b> Interpreting Theatre (40%) 90-minute written exam, externally assessed.</p>		
<b>Progression Routes:</b>	<p>Success in this course will lead to progression onto A-Level or BTEC Level 3 in Drama or other Performing Arts subjects.</p>		

# Food Preparation & Nutrition - GCSE

<b>Examination board:</b>	EDUQAS	<b>Specification Code:</b>	C560
<b>Course Overview:</b>			
<p>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 materials.</p> <p>At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of the planning, preparation, cooking, presentation of food and application of nutrition. Food preparation skills are integrated into five core topics:</p> <ul style="list-style-type: none"> <li>• Food, nutrition, and health</li> <li>• Food science</li> <li>• Food safety</li> <li>• Food choice</li> <li>• Food provenance</li> </ul> <p>The course equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety that will open their eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe.</p> <p>Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full-time career in the catering or food industries.</p>			
<b>Assessment:</b>	<p><b>Written exam:</b> Food Preparation and Nutrition. A 1 hour 15-minute exam worth 50% of the total GCSE.</p> <p><b>Controlled Assessment:</b></p> <p>Task 1: Food investigation – 1500 – 2000-word report = 15%</p> <p>Task 2: Food preparation assessment – portfolio of evidence = 35%</p>		
<b>Progression Routes:</b>	<p>Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full-time career in the catering or food industries.</p>		

# Music - GCSE

<b>Examination board:</b>	EDUQAS	<b>Specification Code:</b>	C660QS
<b>Course Overview:</b>			
<p>GCSE Music is about developing your command over the world's most powerful and universal language, music. Music is used for everything, from pure enjoyment, to films, to advertising, to video games.</p> <p>GCSE music allows you to enjoy the experiences of performing in a band or an ensemble, developing yourself as a musician, writing and composing your own songs and understanding how and why famous pieces of music were created. Being involved in music at this level is not only great fun socially, but develops your teamwork, analytical, listening, empathy and communication skills.</p> <p><b>Component One:</b> Performing (30%)- A minimum of two pieces, one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.</p> <p><b>Component Two:</b> Composing (30%)- Two compositions, one of which must be in response to a brief set by Eduqas. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.</p> <p><b>Component Three:</b> Appraising (40%) - This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music Two of the eight questions are based on extracts set by Eduqas.</p>			
<b>Assessment:</b>	<p><b>Component One:</b> Performing (30%) internally assessed, externally moderated. Total duration of performances: 4-6 minutes.</p> <p><b>Component Two:</b> Composing (30%) internally assessed, externally moderated. Total duration of compositions: 3-6 minutes.</p> <p><b>Component Three:</b> Appraising (40%) written examination: 1 hour 15 minutes.</p>		
<b>Progression Routes:</b>	<p>GCSE Music will show employers you have a wide range of interests and skills, as well as demonstrating that you have shown dedication and commitment to learning a musical instrument and to studying music.</p> <p>GCSE Music can also help with confidence and performance skills needed in situations such as job interviews. It is a natural progression pathway into A-Level music or other alternative Performing Arts Courses.</p>		

# Physical Education - GCSE

<b>Examination board:</b>	OCR	<b>Specification Code:</b>	J587
<b>Course Overview:</b>			
<p><b>What is Physical Education?</b></p> <p>GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being.</p> <p><b>What is in the course?</b></p> <p>The course is split into two areas:</p> <ol style="list-style-type: none"> <li>1. 40% of your mark will be achieved by studying three practical activities. In each of these activities you will develop your individual skill, technique, understanding of tactics and enhance your ability to analyse performance through a written assignment.</li> <li>2. The other 60% will be achieved by studying two key areas. These include Physical factors affecting performance which looks at the human body and how training can enhance and improve performance. The other areas are Socio-cultural issues and sports psychology. Here we look at influences on participation levels, psychology in sport and health and fitness.</li> </ol> <p><b>What skills would be useful?</b></p> <p>It would help you if you:</p> <ul style="list-style-type: none"> <li>• Are an all-round sports person <u>or</u> plays to a high level in 1-2 sports inside and outside of school for a club or team.</li> <li>• Show a commitment to a range of sports clubs both in and out of school.</li> <li>• Are interested in Human Biology.</li> <li>• Are always keen and enthusiastic to participate in all physical activities.</li> <li>• Can work well in a team.</li> <li>• Have a good understanding and knowledge at KS3.</li> </ul>			
<b>Assessment:</b>	<p><b>The Theory of Physical Education (60%)</b></p> <p>This unit is externally assessed. There are 2 examinations, both 60 minutes in length and include multiple-choice, short-answer, and longer-answer questions.</p>		
	<p><b>Performance in Physical Education (40%)</b></p> <p>This unit is internally assessed, under controlled conditions. Students need to perform to a high level, competitively in <u>three</u> sports. Students will also need to write a written analysis of their performance in one of their sports.</p>		
<b>Progression Routes:</b>	<p>GCSE P.E. is seen as an extremely valuable examination subject by all employers, as well as by colleges and universities and will allow you to take Level 3 Cambridge Technical Sport in the 6<sup>th</sup> form</p>		


# Sports Studies – Cambridge National

<b>Examination board:</b>	OCR	<b>Specification Code:</b>	J829
<b>Course Overview:</b>			
<b>What is CNAT SPORT STUDIES?</b>			
<p>Cambridge National in Sport Studies is the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. Students will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as explore the world of sports media.</p> <p>This course is the equivalent of 1 GCSE qualification. This means you get 5 hours of lesson time over two weeks.</p>			
<b>What is in the course?</b>			
<p>The qualification centres on assessment in several units which include:</p> <ul style="list-style-type: none"> <li>• Contemporary issues in sport</li> <li>• Performance and leadership in sports activities</li> <li>• Sport and the media</li> </ul>			
<b>What skills would be useful?</b>			
<ul style="list-style-type: none"> <li>• If you enjoy sports and perform in sports either inside or outside of school regularly</li> <li>• Prefer doing coursework to exams</li> <li>• Be able to work well within a group</li> <li>• Recognise the importance of staying organised</li> <li>• Keen to participate in all physical activities</li> <li>• Maintain high levels of effort and behaviour</li> <li>• Be able to undertake research tasks independently</li> </ul>			
<b>Assessment:</b>	<p><b>Coursework (60%)</b></p> <p>Most of the units in this qualification are assessed through coursework and internal assessments including written work and practical performances in sports and coaching.</p> <p><b>Written Exam (40%)</b></p> <p>There is one written examination, including multiple-choice, short-answer, and longer answer questions.</p>		
<b>Progression Routes:</b>	<p>It will give you knowledge of sport, exercise, and coaching. Sport is seen as an extremely valuable qualification by employers, as well as by colleges and sixth forms.</p>		

# Sociology - GCSE

<b>Examination board:</b>	AQA	<b>Specification Code:</b>	8192
<b>Course Overview:</b>			
<p>GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes, and issues through the study of families, education, crime and deviance and social stratification.</p> <p>Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements, and drawing reasoned conclusions.</p> <p><b>By studying Sociology, students will develop transferable skills including how to:</b></p> <ul style="list-style-type: none"> <li>investigate facts and make deductions.</li> <li>develop opinions and new ideas on social issues.</li> <li>analyse and better understand the social world.</li> </ul> <p><b>Paper 1 (50%)</b></p> <ul style="list-style-type: none"> <li>The sociology of families</li> <li>The sociology of education</li> <li>Relevant areas of social theory and methodology</li> </ul> <p><b>Paper 2 (50%)</b></p> <ul style="list-style-type: none"> <li>The sociology of crime and deviance</li> <li>The sociology of social stratification</li> <li>Relevant areas of social theory and methodology</li> </ul>			
<b>Assessment:</b>	<p><b>Final exams</b></p> <ul style="list-style-type: none"> <li>Written Paper – 1 hour 45 minutes: 100 marks – 50%</li> <li>Written Paper – 1 hour 45 minutes: 100 marks – 50%</li> </ul> <p>Each paper consists of two multiple choice questions followed by a range of short and extended responses.</p>		
<b>Progression Routes:</b>	<p>The successful completion of this course will enable you to progress onto A Level Sociology in the sixth form. It is also a good basis to the study Psychology and Politics at A-Level.</p>		

# Key Dates

<p><b>Monday 25<sup>th</sup> &amp; Wednesday 27<sup>th</sup> March</b></p>	<p>Progress Pathway and Subject Preference Meetings (scan below to request a meeting)</p>  <p>The image shows a blue rectangular button with the text "Request for a Personalised Meeting" in white. Below the text is a white square containing a QR code.</p>
<p><b>Wednesday 3<sup>rd</sup> April</b></p>	<p>Deadline to submit Preference Forms</p>