

WELCOME TO YEAR 9 OPTIONS



WELCOME

Welcome to the Year 9 Options booklet for 2026.

This is a really important moment in a student's school life; the first time they will have the opportunity to make some decisions about the curriculum pathways they will follow.

This is also a particularly significant year; Year 9 are the first year group to go through this Options process in readiness for our new two-year Key Stage 4 curriculum. It's no exaggeration to say this curriculum has been years in the making; we are genuinely excited to be offering it to our young people for the first time.

Much of the Key Stage 4 curriculum (Years 10-11) is already set for students in terms of the subjects they will pursue to GCSE (or equivalent). Our aim as we progress through this process is to ensure students and parents/carers understand why the curriculum is structured the way it is, the benefit of continuing with core components of the curriculum and how to make informed choices about the range of other courses on offer. Ultimately, our aim is to ensure all students have access to a broad and balanced curriculum, equipping them with the knowledge, skills, attitudes, dispositions and choices to pursue any post-16 pathway they wish.

We look forward to working with students over the coming weeks to ensure that they feel fully informed and supported in relation to their choices.

This booklet provides detail about the process, along with the full range of courses. Please note the important key dates listed on the first page, but rest assured that we are willing to give further advice and guidance at any time.

Yours sincerely

Carolyn Tipler
Deputy
Headteacher



Adam Snow
Assistant Headteacher
Key Stage 3



CONTENTS



[Key Dates](#)



[Help and Advice](#)



[The Key Stage 4 Curriculum](#)



[Pathways](#)



[The English Baccalaureate \(EBacc\)](#)



[Student Support Faculty](#)



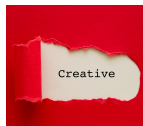
[Core Subjects](#)



[Humanities Subjects](#)



[Foreign Language Subjects](#)



[Creative Arts Subjects](#)



[DT and Computing Subjects](#)



[PE Subjects](#)



[Social Sciences Subjects](#)

KEY DATES



Date	Event
Wednesday 3rd December	Launch Assembly to students Subject guidance begins
Friday 12th December	Pathway letters home to students
Tuesday 6th January	Options Evening at Gordano School
Wednesday 7th January	Options Forms handed to students Follow up Assembly for students
Friday 9th & Friday 16th January	Taster Sessions for new subjects (those that aren't part of the Key Stage 3 curriculum)
Monday 9th February	Deadline for submission of choices (to be handed into Main Reception)
February / March	Subject checking with Senior Leaders, Curriculum Leaders, Heads of Houses, inclusion Team, Tutors and Careers Team as needed
Term 5	Options allocations will be confirmed

HELP & ADVICE

There are a number of people available to help you make the best decisions for Key Stage 4, these include:

Your subject teachers / Heads of Subject

Your teachers know in detail the Year 10 and 11 curriculum for their subject. They can talk you through the subject guidance in more detail and answer any specific questions you have. They can also talk with you about how well you're currently progressing in that subject.

Your tutor

Your tutor knows you and your strengths as a learner. They will be happy to advise you or point you in the direction of our Careers Adviser.

Head of House & Assistant Head of House

They are available at any time to discuss your option choices with you or your parents/carers.

Careers Advisers: Mrs Gardiner and Ms Jones

Our careers advisors are hugely experienced at helping students make the right decisions and know all about what you will need to help you progress to Sixth Form, college or employment with training at the end of your Key Stage 4 courses. To contact them, email careers@gordanoschool.org.uk or visit the careers office (next to the Sixth Form Common Room, near the LSP stairs).

Assistant Headteachers / Deputy Headteachers

If you would like to better understand the way the Key Stage 4 curriculum is structured, please do get in touch with a member of the senior leadership team.



The Key Stage 4 CURRICULUM

What will your Key Stage 4 Curriculum look like?

The subjects that you will study in Years 10 and 11 will depend to some degree on your Pathway

Core Subjects

- English - All students will study GCSE English Language and GCSE English Literature
- Maths - All students will study GCSE Maths
- Science - All students have studied the 'Combined Science' course (2 GCSEs) during Year 9. In the options process some students will be offered the option of taking 'Triple Science' (made up of separate GCSEs in Biology, Chemistry and Physics). The decision regarding the offer of 'Triple Science' will be made by the school on the basis of your progress in these subjects this year. It is important to realise that a) all students will continue to study all three Science subjects (Biology, Chemistry and Physics) and be taught by specialist subject teachers whether on the Combined or Triple route. b) Both Combined and Triple prepare students for A level study. No doors are closed to you in these Science Options choices.
- Core PE - All students will continue to have 4 lessons of Core PE per fortnight throughout Key Stage 4.
- Ethics / PSHE - All students will study a course in Ethics and PSHE which helps prepare them for wider life, ensuring they have knowledge and appreciation of other cultures and traditions, as well as practical skills, such as finance and a healthy lifestyle management. There is also a GCSE course in Ethics and Religion. This will no longer be offered as an after-school session and instead will take place within school time, like other subjects.

PATHWAYS

- Humanities - the majority of students will continue to study a Humanities subject. In addition to Geography and History, we are now able to offer GCSE Citizenship, Religious Studies and BTEC Travel and Tourism. All of these subjects are available to all students.
- Modern Foreign Languages (MFL) - the majority of students will also continue to study French or Spanish to GCSE Level, continuing with the language they have been learning for three years.

These subjects plus all other subjects whether GCSE or Vocational are available for students to select as their 'free choice' subjects. The number of free choices depends on the Pathway a student is allocated.

For a very small number of students, a more bespoke pathway (Core Support) may be more suitable, as determined by SEND needs.

Blue Pathway	Yellow Pathway	Green Pathway
<p>Blue 1</p> <ul style="list-style-type: none"> • Core Choice 1: History, Geography, RS, Citizenship, Travel & Tourism • Core Choice 2: French or Spanish • 2 Free Choices: GCSE/Vocational subjects (with 1 reserve) • Triple Science available as a free choice (Combined Science otherwise) 	<p>Yellow 1</p> <ul style="list-style-type: none"> • Core Choice: History, Geography, RS, Citizenship, French, Spanish • 3 Free choices: GCSE/Vocational subjects (With 1 reserve) • Triple Science available as a free choice (Combined Science otherwise) 	<p>Green 1</p> <ul style="list-style-type: none"> • Core Support (English and Maths Support) • 3 Free Choices: GCSE/Vocational subjects (1 reserve needed)
<p>Blue 2</p> <ul style="list-style-type: none"> • Same as Blue 1 • Combined Science will be studied (Triple Science not advised) 	<p>Yellow 2</p> <ul style="list-style-type: none"> • Same as Yellow 1 • Combined Science will be studied (Triple Science not advised) 	<p>Green 2</p> <ul style="list-style-type: none"> • King's Trust (personal development award) • 3 Free Choices: GCSE/Vocational subjects (1 reserve needed)

One important factor is the type of qualification for each subject:

GCSE courses are more traditionally classroom-based and are assessed by exam, or a combination of coursework and exams.

Vocational courses (BTECs/Cambridge Nationals/etc.) are usually practical, computer-based or mostly assessed by assignments and coursework. These are Level 2 courses, the same as GCSEs (so equivalent).

The English Baccalaureate

EBacc



The English Baccalaureate (EBacc) is a suite of subjects at GCSE that keeps young people's options open for further study and future careers. These subjects are considered essential to many degrees and open up many doors.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.

A student will achieve the EBacc if they achieve a Grade 5 or above in English Language, Mathematics, two Sciences, a Modern Foreign Language and History or Geography (6 specific GCSE qualifications in total).

There is no certificate available for students attaining this measure, although universities and employers do hold these subjects in particularly high regard.

At Gordano our compulsory curriculum includes English Language, English Literature, Mathematics and at least two Sciences. For the majority of students, a Modern Foreign Language, a Humanities subject is also compulsory.

We are of course committed to successful delivery of all of our courses and are rightly proud of the achievements of all of our subjects, whether they are part of the 'EBacc' or not.

STUDENT SUPPORT FACULTY

At Gordano School, we are committed to the principle of inclusion ensuring that every individual can meet their full potential. Support for students begins with high-quality teaching in the classroom and high-quality pastoral care from their House teams. Our vision of inclusive support for students with special educational needs is to provide personalised responses to individual needs.

SEND & Alternative Curriculum Support

At Key Stage 4, the Student Support team works specifically with students who have identified special educational needs and/or disabilities. We work with all involved to ensure that these individuals are given appropriate support so that they may access the breadth of opportunities.

We can provide carefully considered adaptations as part of a graduated response to a child's need. This means that students experience the support that they need at the level required. We work closely with all people who work with the child to make careful decisions about the best type of support and the most appropriate pathways. We can offer timely, flexible and/or alternative curriculum arrangements for students identified as having ongoing persistent and significant needs.

Core Support

Core Support is delivered by the Student Support teachers to provide additional support in literacy and numeracy at Key Stage 4. It is specifically for students who are nominated by the Student Support Team; they will be known to and supported by the team throughout Key Stage 3. The students are selected using criteria including previous interventions and their progress data.

The Core Support curriculum is carefully linked to and aligned with the curriculum in both GCSE Maths and English. It takes up one option choice and the lessons are split between literacy and numeracy. We provide overlearning and precision teaching of core literacy and numeracy skills, which will maximise a student's progress in all other areas.

In Core Support Literacy we aim to plug gaps which would otherwise continue to limit progression, such as academic vocabulary, sentence structure, writing techniques, spelling, punctuation and grammar. Through a range of different contexts and discussion work, we aim to develop each student's culture capital. We make links to the English curriculum, exploring similar themes and focusing on the longer answer questions on the English Language papers.

Core Support Numeracy similarly aims to plug gaps such as application and understanding of number, algebra, shape, probability and statistics. Core Support Maths is a highly scaffolded curriculum, exploring step by step instructions to solve Maths problems and build independence and confidence. We also explore the language of Maths, as lots of exam questions require a student to understand mathematical vocabulary.

STUDENT SUPPORT FACULTY CONT'D

King's Trust Achieve

Previously The Prince's Trust, this award is a personal development course, offering a practical approach to learning. It can support students with life skills, enterprise, team work and getting ready for life beyond school. Students on the King's Trust Award will also receive additional support with English and Maths.

Students for both Core Support and the King's Trust Achieve award will be selected by the Student Support Team. Students will only be recommended for one of these pathways, which will take the place of one GCSE/Vocational course.



Please read this section alongside our SEND Information and our SEND Information Report, for fully comprehensive information about SEND Support at Gordano School <https://www.gordanoschool.org.uk/our-school/send>

Exam Access Arrangements

Students who have 'persistent and significant disabilities' may be entitled to additional support in learning and assessments. These reasonable adjustments or 'examination access arrangements' will be made in line with strict criteria from the Joint Council of Qualifications (JCQ).

If a child requires exam access arrangements, it is stipulated in the JCQ Regulations that we must have the following evidence in place:

- a detailed history of need
- evidence that the arrangement is the student's normal way of working
- in the case of a cognition and learning difficulty (such as dyslexia/dyscalculia) the student must be assessed by an internal and qualified assessor, no earlier than the start of Year 9. Please note that we cannot use external private assessments as evidence of need.

Where possible, we work towards finalising exam access arrangements by the end of Year 10. We subsequently work with students to support them in using their arrangements appropriately and effectively.

For more comprehensive information, please click this link for JCQ: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

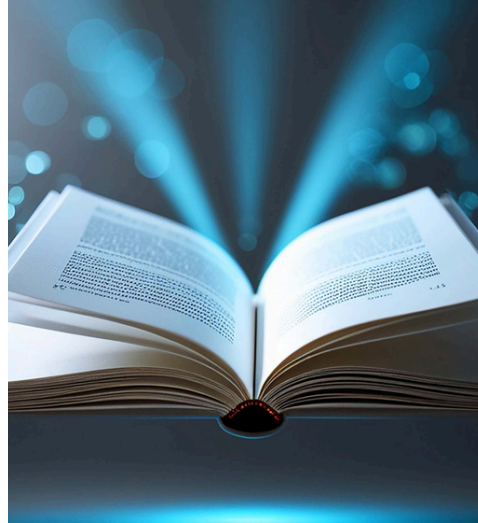
CORE SUBJECTS

- English Language & Literature
- Maths
- Science
- Ethics & Philosophy



GCSE English Language & Literature

Heads of Curriculum:
Mrs Crosby & Ms Dawson



What is the course about?

Studying GCSE English Language and English Literature (two separate GCSEs) will develop the skills you have already gained in KS3 through the reading of fiction, non-fiction, plays, poetry and the media. In Literature, you will develop your skills as independent thinkers and fluent writers, focusing on how writers are responding to their societal and historical contexts and how we, as readers, respond in turn to their ideas.

In Language, you will develop your ability to analyse unseen texts, considering writer's opinions and perspectives and the methods through which these are conveyed which you will then also employ in your own creative writing. You will become even more confident as speakers and listeners by taking part in paired and group discussions, presentations and role plays.

In English Literature you will be examined on:

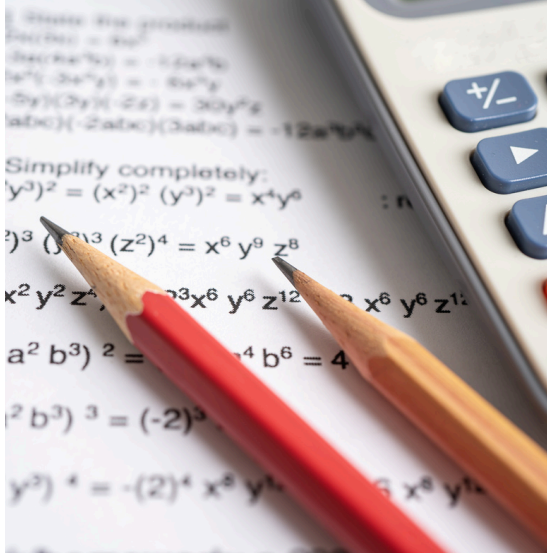
- A 19th century novel - A Christmas Carol
- A Shakespeare play - Macbeth
- An anthology of poetry on a common theme e.g. power and conflict
- A modern British text: either fiction or drama - An Inspector Calls
- 'Unseen' poetry that you haven't encountered before

How will I be assessed?

Students are entered for GCSE English Language and GCSE English Literature. Both of these GCSEs are now assessed through 100% examination taken at the end of the course. The exams are no longer tiered, so all students sitting the exam have full access to grades 1-9.

In English Language you will be expected to analyse high-quality, challenging fiction and non-fiction texts from a range of genres, text types and historical periods (the 19th, 20th and 21st centuries). All texts in the examinations will be 'unseen'. You will also be required to write your own fiction and non-fiction texts in exam conditions, paying particular attention to spelling, punctuation and vocabulary.

There is also a Spoken Language element to the course whereby you write and perform a short speech on a topic of your choosing. You will be given lots of help and support with this.



GCSE Mathematics

**Head of Curriculum:
Mr Woods**

What is the course about?

The course will develop the Mathematics met in previous years but to an increasingly higher level, and will include topics in:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

There will be opportunities to do some of your Mathematics using ICT. As in previous years, there will be assessments at key intervals which will help target and develop improvements in understanding.

What sort of group will I be in?

In Year 10 you will be more finely set than in previous years. The class you are in will be determined by your performance across the assessments you complete in Year 9. As in previous years, you will be in sets; which set you are in will depend on your school assessment results and teacher feedback from Year 9. The sets will be regularly reviewed following assessments to ensure students are in the group which best supports and challenges them. Students will be entered for either the Foundation Tier or the Higher Tier in Year 11 depending on how they have progressed through the course.

How will I be assessed?

The GCSE Maths course will have two tiers of assessment:

- Higher with Grades 9-4
- Foundation with Grades 5-1

The Course will be assessed by three exams as follows:

- Paper One - Non-calculator (1hr 30min)
- Paper Two - Calculator (1hr 30min)
- Paper Three - Calculator (1hr 30min)

Other important information

A scientific calculator with natural display is essential. We recommend the Casio fx-85GT CW calculator, but please contact the Mathematics faculty for advice if needed.

GCSE Combined Science or Triple Sciences

Head of Curriculum: Mr Stokes

What is the course about?

The universe is a wondrous thing. Science seeks to utilise humans' natural curiosity to generate and develop a life-long interest and concern for this universe. Scientific ideas are rarely facts and the effect of Science on society is often controversial. Have you ever noticed how often you meet Science in life? We live in an increasingly technological world where scientific ideas affect many aspects of life. Because Science links direct practical experience with ideas, the more Science you know the more of the world you can understand.

You will study either GCSE Combined Science (worth 2 GCSEs) or Triple Science (Biology, Chemistry, Physics, 3 separate GCSEs)

Combined Science

- Biology - Cell biology, transport systems, health, disease and the development of medicines, co-ordination and control, photosynthesis, ecosystems, Inheritance, variation and evolution
- Chemistry - Atomic structure and the periodic table, structure, bonding and the properties of matter, chemical changes, energy changes in chemistry, the rate and extent of chemical change, chemical analysis, chemical and allied industries, earth and atmospheric Science
- Physics - Energy, forces, forces and motion, waves in matter, light and electromagnetic waves, electricity, magnetism and electromagnetism, particle model of matter and atomic structure

Triple Science

The Triple Science courses include all of the content for Combined Science. There is quite a bit of extra content to learn, which is why it takes an option choice to do it. As the demands of these courses are high, only those who do extremely well in Year 9 will be considered for the study of Biology, Chemistry and Physics as individual GCSE subjects. Triple Science is not suitable for anyone who might take Foundation exams for instance.

These courses add subject knowledge onto Combined Science. They include some much harder ideas, techniques and calculations, so they are only suitable for the highest-attaining students with a mind-set of high effort. Teachers will use records of completion of homework, attitude to fast-paced work, as well as assessments, to decide on suitability for Triple Science. As a guide a student who regularly achieves at least grade 6 or higher in assessments is likely to receive an invitation to study Triple Science. This year Triple Science WILL form part of the Year 9 Options.

How will I be assessed?

Combined Science Examinations will be tiered, with those aiming at grades 9 to 4 taking a Higher-Tier paper, and others taking a Foundation paper. There will be six exams (two for each of Biology, Chemistry and Physics).

Triple Science Examinations will be in tiers of entry with all those in these classes aiming at grades 9 to 6. Students will take Higher-Tier papers only, with no Foundation option. There will be six exams (two for each of Biology, Chemistry and Physics).

For both courses there will be a practical assessment but no coursework.

Other important information

Everyone in England studies all three Science subjects (Biology, Chemistry and Physics) up to GCSE. All three of these are in the compulsory Science National Curriculum.

Everyone will study Biology, Chemistry and Physics with specialist teachers in separate classes in Combined Science or Triple Science. Both routes lead onto A Level Science courses.

Ethics & Philosophy

Head of Curriculum:
Miss Trevethan



What is the course about?

Ethics and PSHE are important core subjects in developing the 'whole' young person. As in Key Stage 3, Ethics and PSHE is divided into three units: 'Bodies & Boundaries', 'Philosophy and Belief' and 'Citizenship and Society'. This provides students with continuity and the opportunity to build upon foundational key stage 3 knowledge.

'Bodies and Boundaries' explores various risks that students may encounter as they get older and ways to manage them. 'Philosophy and Belief' seeks to provide students with the understanding and evaluative skills needed to address ethical issues and to understand people's responses to philosophical questions. 'Citizenship and society' challenges students to consider what their role in society might be and how to live well within it.

This course is designed so that pupils are not taught what to believe, but rather why people believe, and how people choose to behave in society or the risks associated with a particular decision.

We will study social and religious issues mainly from the perspectives of Christianity, with an understanding of agnostic and non-religious approaches too. Personal, social, health and economic education will be delivered in an age-appropriate way but will cover a wide range of pertinent issues students might face now or in the future.

Units you will study and skills you will learn include

This is a non-examined, core subject. Bodies and Boundaries unit include explorations of loving, intimate relationships, sexual relationships including pregnancy, contraception and possible future parenthood. Philosophy and Belief explores topics such as abortion, euthanasia, capital punishment and the UK justice system. Citizenship and society covers money management, debates for the future such as AI and political positions and movements. Content is challenging and students will learn to construct arguments, reflect on their own beliefs and ideals and develop their own approach to dealing with issues or in understanding different ideas or traditions. It is therefore very complimentary to other GCSE options, although the exam for this subject is likely to be when you are faced with an issue in real life!

Termly bulletins are sent to parents and carers so they have an awareness of topics which will be coming up. We believe it is very important to deliver timely and honest education that is age appropriate and sensitive. Some content will be complimented by extended tutor time sessions and external speakers. Parents/ carers will be kept informed of sessions as they arise.

How will I be assessed?

There is no examination for this subject. We will still assess your progress through extended written and verbal tasks.

HUMANITIES SUBJECTS

- Citizenship
- Geography
- History
- Religious Studies
- Travel & Tourism





GCSE Citizenship: Society, Law and Politics

**Head of Curriculum:
Mrs Griffiths**

What is the course about?

Barack Obama stated '*Citizenship is a challenge to us to be active, engaged members of our communities.*'

This sums up the Citizenship GCSE well; Citizenship is about life in modern British Society. Students will learn about the main political and legal institutions that make up Britain, the fundamental principles and values that underpin Britain's democracy, and what life is like for people living in Britain.

What will you study in Citizenship?

- Life in Modern Britain - Principles and values that underpin British society; Identity; Role of the media and the free press; UK's role in key international organisations; How citizens make their voice heard and make a difference in society.
- Rights and responsibility - Laws a society requires and why; Citizens' rights and responsibilities within the legal system; Development of the law over time; How the law protects citizens and deals with criminals; Universal human rights; How citizens play a part in bringing about change in the legal system
- Politics and participation - Where political power resides in the UK and how it is controlled; Powers of local and devolved government; How others govern themselves; How citizens try to bring about political change.

Active Citizenship is a key part of the GCSE. Some campaigns that you might decide to engage with:

- Increasing wages for Nurses
- Ending trophy hunting
- More funding for mental health services
- Tougher sentences for carrying a knife
- Introducing a living wage
- Cost of public transport

How will I learn in Citizenship?

- Discussion and debates
- Enquiry learning
- Collaboration
- Active Citizenship
- Reflective activities

How will I be assessed?

- Two exam papers
- Multiple choice, short answers, source-based questions and long written exams.



GCSE Geography

**Head of Curriculum:
Mr Pugh**

What is the course about?

This GCSE course will improve the skills you have been developing in Geography so far enabling you to:

- Become more confident at dealing with current global issues
- Improve your data analysis skills
- Learn through a variety of opportunities including debate, role play, independent research, field work and video

The course involves studying important world issues and is split into four units:

- **Physical Geography:** Learn about processes around the world including volcanoes and earthquakes and other natural forces that have influenced our planet. Students study topics such as the biosphere (living features of our planet) and exciting landscapes created by ice, rivers and the coast.
- **Human Geography:** Students will study the people of the world, looking at the many different societies and how developed different countries are, as well as the growth of the world's megacities. Bristol and Mumbai will form a major case study and a trip to the former will be made to study this location's geography. You will also leave this course with a really cool understanding of how the UK works and has changed since the year 2001.

- **Environmental Geography:** Topics such as climate change, resource use (namely food) and consumption will be investigated further here.
- **Researching Geography:** Students complete a series of fieldwork investigations which may lead to the creation of a written report. This will involve taking a trip to the Bristol Docks and the River Holford, where they will collect pieces of data that will help them to draw informed conclusions.

By studying GCSE Geography, you will understand the world around you and how complex it is, using up-to-date case study material to enhance your knowledge and understanding.

How will I be assessed?

You will be assessed via 3 exams each in the summer of Year 11.

Other important information

To practice techniques for collecting and presenting data, there will be two self-designed field investigations. You will produce two visual reports based on data collected during these two trips to learn for your exam in Year 11. The course will help you with the statistics element of Mathematics and so will help support this subject well.

GCSE History

Head of Curriculum:
Mrs Griffiths



What is the course about?

The GCSE course will improve on the skills you have been developing in History so far. If you enjoy your History now you will love the depth and variety of the GCSE course. History is about wonderful stories of how we came to be where we are today and understanding the twists and turns of those events. History is also for all those budding lawyers or those that want to work in government, business management or international relations (to name a few places it can take you) to help you make vital and strategic decisions.

The course involves studying important historical issues and is split as follows:

Paper 1 covers aspects of the 20th Century:

- **America 1920–1973 Opportunity and Inequality:** this covers the amazing political and social developments in America before it became the world leading 'superpower' we know today. We start with the booming 1920s of Gangsters and Prohibition. We then study the USA up until the Civil Rights and Women's movements including the likes of Malcolm X and Martin Luther King Jr.
- **The Cold War 1945–1972:** an area of the course that provides amazing insight into the world we live in today. International relations are so important for our global future and understanding the background to these relationships will enlighten the world. This section covers events like the building of the Berlin Wall to the Cuban Missile Crisis.

Paper 2 covers aspects of British history from 1170 to the present day, looking at how the nation has been shaped over time.

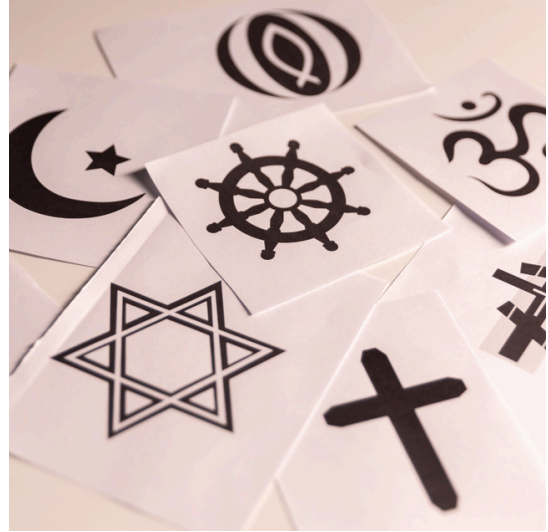
- **Britain: Power and the People 1170 to present day:** this looks at the big picture of how different groups of people fought for their rights and changed the UK from a monarchy to a democracy. You will cover a range of important turning points in British history looking at how they shaped the nation in which you live in today.
- **Elizabethan England c1568–1603:** here you will look in depth at Elizabethan life in all aspects from famous events like the Spanish Armada to how they dealt with poverty at this time. This is a depth topic and will allow you to get really involved in the finer aspects of the period. As part of the course we will be studying a particular place with links to the period; often this provides us with a great opportunity for a trip to the likes of Shakespeare's Globe Theatre in London to Kenilworth Castle in Warwickshire.

How will I be assessed?

There are two written exam papers; one for the topics covered in paper 1 and another for paper 2 (content outlined above). Both papers are two hours in length. Each paper counts for 50% of GCSE. This is no coursework or controlled assessment in GCSE History.

GCSE Religious Studies (Religion & Ethics)

Head of Curriculum:
Miss Trevethan



What is the course about?

We follow the Eduqas GCSE Religious Studies specification. This is divided into three sections. The first unit is an Ethics & Philosophy unit, which considers the ethics of relationships (such as marriage, divorce and adultery), human rights (poverty, wealth and discrimination), life and death (creation, abortion and euthanasia) and good and evil (justice, crime and capital punishment). You will learn to apply 'sources of wisdom' (which could be a religious text but could equally be a change in UK law) to these issues, as well as constructing an argument, reflecting on your own beliefs and developing an understanding of different beliefs. The second and third units are specific Religious Studies units, which focus on Buddhist beliefs and practices and Christian beliefs and practices. We have specifically picked contrasting religions to help support students in accessing the highest grades. We have lots of experience within the team and staff who mark for the exam board.

How will I be assessed?

There are 3 examinations in total and no coursework. The first paper is 2 hours long and contains the 4 Ethical Issues of Relationships, Life & Death, Human Rights and Good & Evil. The second and third paper are an hour each and will focus on either Christianity or Buddhism. There are 4 types of question (knowledge, describe, explain and evaluate) and these are repeated throughout each paper so once you have learnt the structure it is much easier to deploy knowledge and skills. The ethical issues paper is worth 50% of the overall marks and each religion is worth 25%.

Other important information

This course does not teach how or what to believe but rather how to make sense of your own and the beliefs of others, as 'none stands nowhere.'

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Christian Beliefs	Christian practices	Relationships	Humanism	Life & Death	Revision
Year 11	Buddhist Belief	Buddhist Practices	Good & Evil	Human Rights	Revision	

FOREIGN LANGUAGE SUBJECTS

- French
- Spanish





Modern Foreign Languages

Head of Curriculum:
Ms Meakin

What is the course about?

A foreign language is one of the core subjects for the English Baccalaureate and an excellent skill to have in life. Students taking a language at GCSE continue with the language they have studied in Years 7, 8 and 9

Each course develops the knowledge and skills you already have and will enable you to:

- Communicate coherently in speech and writing with increasing accuracy, spontaneity and fluency
- Deepen your knowledge about how language works and your awareness of the culture of the countries in which the language is spoken
- Develop learning skills to prepare you for further language study and use in school, higher education or employment

How will I be assessed?

You will have four exams at the end of Year 11. The speaking exam will be a one-to-one recorded test with your class teacher.

Listening (25%)

- Identify the overall message, key points and opinions
- Recognise reference to past, present and future

Speaking (25%)

- Speak spontaneously and answer unexpected questions
- Express and justify your own ideas and opinions

Writing (25%)

- Write lists, messages and a longer piece of writing
- Demonstrate your translation skills

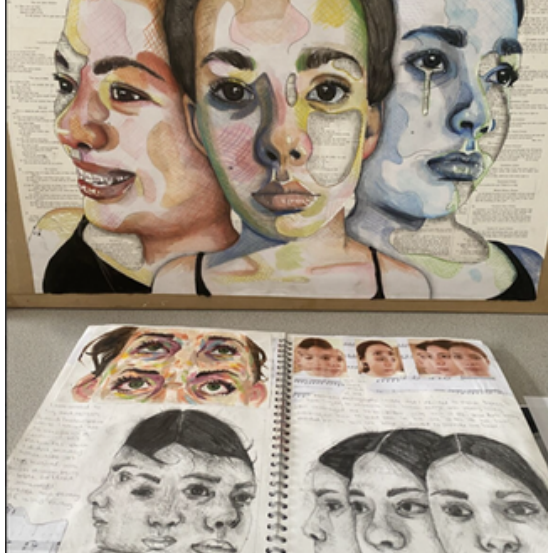
Reading (25%)

- Demonstrate a range of reading skills such as scanning for information, organising and presenting relevant details, summarising and drawing inferences

CREATIVE ARTS SUBJECTS

- Art, Craft & Design
- Art Photography
- Dance
- Drama
- Music





GCSE Art, Craft and Design

**Head of Curriculum:
Miss Fawcett**

Who is the course suitable for?

This course is ideal for creative, enthusiastic students who have enjoyed Art at Key Stage 3 or who make art outside of school and want to develop their skills further. It suits students who are hard-working, open-minded, and willing to try new techniques and methods. Independence and good time-management are a real advantage. Art GCSE is also a brilliant stepping-stone into a wide range of exciting creative careers.

What sort of group will I be in?

All teaching groups are mixed-ability.

What is the course about?

Art at Gordano is all about developing creative thinking, self-expression, risk-taking and confident decision-making. Our projects are designed to engage and challenge you, encouraging you to look closely at the world around you and develop your own visual voice.

You will explore art from different times, cultures and contexts and use what you discover to inspire your own ideas. Throughout the course, you'll take part in a balance of art, craft and design activities, and learn how to reflect on your own work and the work of others.

You'll experiment with a wide range of materials and techniques, including:

- Painting
- Printing
- Ceramics
- Mixed media

A key part of the course is embracing the creative journey. Taking a project from first idea to final piece over several months. You'll learn how to record ideas and observations, explore, develop and refine ideas linked to artists and other sources, and bring your work to a successful conclusion.

What will the exam be like?

The exam paper is released in early January. The practical exam takes place over two days in April. During this time, you will work independently to create a final outcome.

You will choose one starting point from the paper and, with guidance from your teachers, produce a personal and well-informed body of work leading up to your final piece.

Other important information

- You can submit artwork created outside school — practicing in your own time is incredibly valuable.
- Keep all your work safe, organised and up to date.
- Visiting exhibitions and collecting visual research will strengthen your work.
- We recommend an A3/A2 portfolio folder to transport work safely, and a basic drawing/painting kit so you can produce high-quality homework.

GCSE Art Photography

Head of Curriculum:
Miss Fawcett



Who is the course suitable for?

Photography is perfect for students who love creating images, exploring digital media, and experimenting with technology. If you're curious about how photos are made, how they can be transformed, and how they shape the way we see the world, this is the course for you. Creativity, independence and pride in presentation will help you thrive.

What is the course about?

Photography at Gordano is dynamic, hands-on and highly creative. You'll explore how images communicate ideas, emotions and stories — and you'll learn to do this confidently through your own work.

You will:

- Take bold, expressive photographs
- Edit creatively using both digital tools and hand-crafted techniques
- Explore famous images that changed the world
- Learn essential IT and presentation skills
- Investigate genres like portraiture, architecture, surrealism and abstraction
- Research the work of influential photographers to inspire your own style

Every project encourages experimentation, curiosity and risk-taking. You'll develop a personal visual voice while gaining skills that are relevant across many creative and digital careers.

What will the exam be like?

In early January, you'll receive the exam paper with 7–8 exciting starting points. You'll choose one and develop an in-depth body of work, supported by your teacher. The final practical exam takes place across two days in April, where you'll work independently on your final piece.

Other important information

- You can submit photos taken outside school — practicing regularly will boost your confidence and creativity.
- Keep your digital files and research organised.
- Visit exhibitions and collect visual inspiration.
- A personal camera, Photoshop access and a colour printer are helpful but not essential.

GCSE Dance

**Head of Curriculum:
Miss Holt**



What is the course about?

GCSE Dance is a fantastic course designed to inspire, excite and challenge students. The course includes both practical and theoretical elements of Dance and consists of a live performance exam and written paper. The majority of lessons are practical, supported by some classroom lessons to equip students with all the knowledge and skills they need to complete the course. If you want to be a dancer, actor or performer then GCSE Dance is a great option for you. However, studying Dance can also open the doors to many different career paths and helps you build essential life skills such as confidence, communication, leadership and teamwork skills.

"I love GCSE dance because there is lots of creative freedom, and so many lessons are practical which is a lovely balance with some of my other subjects"

Year 10 GCSE Dance Student

This subject is perfect for you if you enjoy:

- performing in front of people
- choreographing dances in a range of different styles
- teamwork and leading others
- being creative and imaginative
- watching and analysing other peoples' choreography

How will I be assessed?

Component 1

- Performance 30%: one solo performance, which is one minute in length (taught to students) and a duet/trio performance choreographed in collaboration with your teacher; this can be in any style and explore any theme
- Choreography 30%: solo or group choreography – entirely student led, starting point selected from AQA paper

Component 2

- Dance Appreciation (Theory) 40%: understanding of choreographic process and performing skills, analysis/reflection of your own work, analysis of 6 professional dance works

Other important information

Through taking this course, you will get to take part in the annual Dance Show and Creative Arts Festival at Gordano, as well as being given opportunities to perform outside of school at regional Dance platforms!

GCSE Drama

Head of Curriculum:
Mr Hussey



What is the course about?

The GCSE Drama course is exciting, creative and challenging. You will be working with others much of the time and will sometimes work independently to explore how to create, direct, design and perform your own and others' plays. You will explore many styles of theatre and many different practitioner interpretations of what 'Drama' is. Everything you have done in Years 7 - 9 will serve as a foundation that you will then build on over the next few years. Although you will sometimes have to express and articulate yourself through written work, it will all be explored practically. Drama is, after all, a practical subject.

This subject is perfect for you if you enjoy:

- performing in front of people
- creating theatre
- picking things apart to figure out how and why performances/plays work
- watching theatre (professional theatre and in school)
- exploring different plays
- articulating yourself through speaking and writing
- experimenting and performing a variety of characters
- working with others

How will I be assessed?

Component 1 Coursework (practical/written) 40%

- creating your own piece of theatre and writing about the process in a portfolio (30%)
- performing your piece of theatre to an audience (10%)

Component 2 Performance (practical) - 20%

- perform a script as a group (10%)
- perform a monologue (10%)

Component 3 Written Exam (written) 40%

- part A: explore how to be a performer, director and designer for a play (30%)
- part B: live theatre review (this will involve a few compulsory theatre trips) (10%)

Other important information

Complementary subjects: Dance, Music, English Literature & Language, History



GCSE Music

**Head of Curriculum:
Miss Hinchliffe**

What is the course about?

Music is an exciting, creative, dynamic and vibrant subject where you will develop a wide range of transferable skills. There are 3 main areas of the course: performance is skill based and demands deliberate, sustained, routine practice; composition is a creative enterprise that requires understanding of theory with an ability to 'think outside the box'; and appraising is all about developing your listening skills and the language needed to talk about music. Through the study of eight set works, multiple mini composition tasks (using Bandlab, Cubase or Sibelius), and performance of a wide range of music, you will develop academically, creatively and emotionally.

The 8 set works are:

- Instrumental Music 1700-1820:
Bach / Beethoven
- Vocal Music: Purcell / Queen
- Music For Stage and Screen:
Defying Gravity / Star Wars
- Fusions: Afro Celt Sound System /
Esperanza Spalding

Other important information

We advise that you sign up for instrumental or singing lessons throughout the course and to join one, two or more of the many extra-curricular ensembles that run at the school. You will have lots of opportunities to perform in concerts both as a soloist and in a group. However, if you prefer to perform just to a member of staff, that is also absolutely fine! Music is a fun and fulfilling subject which will offer you so much confidence and enjoyment. As the Greek philosopher Plato once said: *'Music is a more potent instrument than any other for education'*.

How will I be assessed?

Performing (30%)

1 x solo / 1 x ensemble – submitted by Easter Year 11. There will be regular performance points across the three years, honing your skills for those two brilliant recordings that we send off to the examiner.

Composing (30%)

1 x free choice / 1 x writing to a brief – submitted by Easter Year 11. After many practice tasks, you will compose two pieces using whichever music software you have become most confident with. These can be in ANY style: jazz to hip-hop, classical to dubstep.

Appraising (40%)

1 x exam at the end of the course in June. You will listen to a CD on which will be a number of musical extracts that you have studied. You will hear the extracts multiple times and will be asked to answer questions on what you can hear.

DT & COMPUTING SUBJECTS

- Art Textiles
- Computer Science
- Graphic Design
- Product Design
- Food Preparation & Nutrition





GCSE Art Textiles

**Head of Curriculum:
Mrs Pullen**

What is the course about?

The Art Textiles course will allow you to be innovative in developing new techniques. You will have the opportunity to work with a variety of materials by designing footwear, accessories, clothing and much more such as exploring ways to decorate and create new concepts and products. Pupils will be taught how to design and make products using a range of modelling, materials and textile skills. This is a very hands on, creative course and through a series of specialised workshops and in-depth artist & designer studies, students will learn a vast range of new decorative and construction techniques. This new course will encourage students to be innovative and take risks when designing and making and develop their ability to make products and to gain technical knowledge in construction and decorative techniques. Students will have the opportunity to study and work with a wide variety of designer / artist inspirations, materials and study components used in the design and making of many products but especially textiles. Students will work in both two and three dimensional forms.

Other important information

This course cannot be taken along with Art, Craft & Design, it can be mixed with Art Photography.

Students will also have the opportunity to get involved in the end of year fashion show and exhibition; work from Year 9 onwards will be on the catwalk.

Year 10

- Youth Culture Hoodie – following on from the research and design completed in Year 9, develop making skills following your design concepts and theme. Use new machinery and equipment whilst working with a stretch fabric.
- Start Component 1 (February of Year 10): Portfolio & Practical work = 60% of qualification. Students will work on a major practical portfolio with outcomes to be based on internally set themes.

Year 11

- Complete Component 1 by December of year 11
- Component 2 January of Year 11: Externally set assignment 40% of qualification. The externally set assignment consists of two parts:
 1. Preparatory Study Period. Consisting of a portfolio of research based on the task set by the exam board. Through research, designer / artist study, sampling techniques and producing a toile in preparation for the practical exam.
 2. 10 hour practical exam (over 2 days in April/May). Students will make the products as a result of the portfolio produced. There is no theory exam attached to this course.

GCSE Computer Science

**Head of Curriculum:
Mrs Webster**



What is the course about?

In a world where technologies are ever changing, this is a course that provides an in-depth understanding of how the technologies work. This course takes students behind the scenes and into the computer itself. What makes a computer? How does a computer work? What does the software do? How do you write the software? How do you program the computer to make it do what you want it to do?

This course is not focused on how to use the various technologies that we have at our fingertips. This course is about how we make these technologies work and how we can develop these technologies further.

Programming

Programming skills form a fundamental part of the course. We will use Python to learn the basics of programming, building each student's confidence with problem-solving which will be examined in Paper 2 at the end of Year 11.

How will I be assessed?

The course is 100% written exam, sat at the end of Year 11.

Paper 1 – Computer Systems (50% written paper)

- Systems architectures – how do CPU, RAM, Input Devices and Storage work together?
- Data Representation – how does Binary work? How does the computer store characters, images and sound?
- Networks - how do the technologies we use today communicate with one another; how does the internet work?
- Cyber Security - how do we protect our digital lives in the modern world?
- Ethical and legal issues - how do we use computers and what are they used for? What laws govern how we use these and other devices?

Paper 2 – Computational thinking, algorithms and programming (50% written paper)

- Algorithms – how to create algorithms based on a set of requirements. How do searching and sorting algorithms work?
- Programming fundamentals – learn how to create practical solutions to a problem, making use of Python
- Boolean Logic – what are logic gates and how do they work?
- Types of programming languages – what is the difference between a high-level and low-level programming language?



GCSE Graphic Design

**Head of Curriculum:
Mr Hutchinson**

What is the course about?

Although there is only one GCSE qualification for D&T, we will give you the opportunity to choose a route that can be focused on your preferred material area. This will allow you to work primarily in this material during your coursework project. With Design and Technology (Graphic Design) you will be working mostly in cards, papers and modelling materials and timetabled in a combination of workshops and computer rooms.

Design and Technology (Graphic Design) is a course that provides students with a freedom in their designing and making. Making things to satisfy design briefs is central to the course and students will have the experience of using a wide range of materials. The course covers generic issues of designing and making using a wide range of materials. Students will learn how to shape, manipulate, join and finish materials while at the same time making design decisions based on their theory work. With DT (Graphic Design) there will be more of a focus on Compliant Materials such as cards, papers and modelling materials and students will learn more about these materials in preparation for the exam and NEA. There is also a greater focus on CAD/CAM i.e. the use of computers to help design and make high quality graphic products.

Typically, projects will include

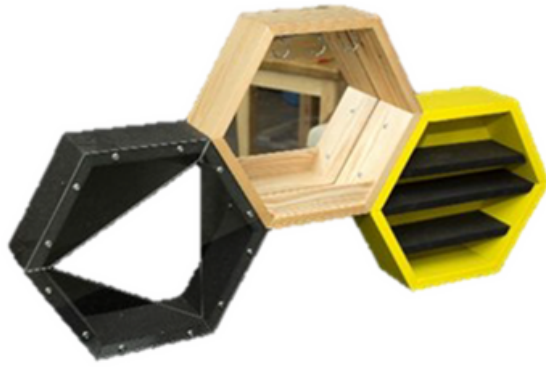
- Packaging Design Project (Paper and Card)
- Corrugated Card Prototyping Project (Card)
- 3D Printing Project (Plastics)
- Architectural Modelling Project (All Compliant Materials)
- Various Theory Topics e.g. Smart Materials, Electric Systems and Mechanisms

How will I be assessed?

Non-Examined Assessment (NEA) is worth 50% of the course and takes place during Term 6 in Year 10 until Term 3 in Year 11. The remaining 50% is achieved through the final exam at the end of Year 11. All students are entered for a single tier exam, in which they can achieve grades 9-1. The exam will be a 2-hour paper based upon the work covered during Years 10 & 11. There is an optional element to the exam paper which will allow students studying DT (Graphic Design) to answer more questions on card/paper or plastics).

Other important information

You cannot study this subject alongside Product Design



GCSE Product Design

**Head of Curriculum:
Mr Hutchinson**

What is the course about?

Although there is only one GCSE qualification for D&T, we will give you the opportunity to choose a route that can be focused on your preferred material area. This will allow you to work primarily in this material during your coursework project. With Design and Technology (Product Design) you will be working mostly in woods, metals and plastics and timetabled mainly in the workshop.

Design and Technology (Product Design) is a course that provides students with a freedom in their designing and making. Making things to satisfy design briefs is central to the course and students will have the experience of using a wide range of materials as well as considering CAD/CAM and other quality production methods. The course covers generic issues of designing and making using a wide range of materials. Students will learn how to shape, manipulate, join and finish materials while at the same time making design decisions based on their theory work. With DT (Product Design) there will be more of a focus on Resistant Materials such as woods, metals and plastics, and students will learn more about these materials in preparation for the exam and NEA.

Typically, projects will include

- Pewter Casting Project (Metals)
- Bird Box Project (Woods)
- 3D Printing Project (Plastics)
- Desktop Organisation Project (All Resistant Materials)
- Various Theory Topics e.g. Smart Materials, Electric Systems and Mechanisms
-

How will I be assessed?

Non-Examined Assessment (NEA) is worth 50% of the course and takes place during Term 6 in Year 10 until Term 3 in Year 11. The remaining 50% is achieved through the final exam at the end of Year 11. All students are entered for a single tier exam, in which they can achieve grades 9-1. The exam will be a 2-hour paper based upon the work covered during Years 10 & 11. There is an optional element to the exam paper which will allow students studying DT (Product Design) to answer more questions on either woods, metals or plastics).

Other important information

You cannot study this subject alongside Graphic Design

GCSE Food Preparation and Nutrition

Head of Curriculum:
Mrs Coggins



What is the course about?

If you love cooking or talking about food, then this is the course for you! You will discuss food commodities, nutrition, diet and good health and the science of food, and you will do a lot of cooking. You will be expected to bring ingredients to cook at least once per fortnight and learn a wide range of practical skills and recipes.

Units you will study and skills you will learn include:

- Food Commodities - Discover where and how food is grown and produced and explore the many different ways these foods can be cooked
- Nutrition - Learn all about the key nutrients we need to be healthy, including fat, proteins, carbohydrates, vitamins and minerals and where we find them.
- Diet & Good Health - Find out how much of each nutrient different groups of people need each day and plan menus and diets to provide for these needs.
- The Science of Food - Learn about what happens to ingredients when food is prepared and cooked and how that affects the taste and nutritional properties. You will also discover how some foods are made by microbes and look at food safety.

- Cooking & Food Preparation - You will consider a whole range of reasons why people choose to eat different foods. There is a large emphasis on practical skills and you will learn to make a wide selection of different sweet and savoury dishes using a whole host of different ingredients, methods and equipment.

How will I be assessed?

There will be a combination of non-exam assessment (NEA or coursework tasks) and a written exam. In Year 11 you will complete two NEAs – a scientific food investigation task finding out about ingredients which is worth 15%, a food preparation practical exam with accompanying portfolio which is worth 35% and a final written exam which is worth 50%.

Other important information

You can follow this course even if you have special dietary needs; all of our recipes can be adapted for special diets such as vegetarian, coeliac and dairy-free.

PE SUBJECTS

- Physical Education
- Sports Studies





GCSE Physical Education

**Head of Curriculum:
Mrs Harradine**

The GCSE course is 60% theory content and 40% based on practical ability. Classroom lessons will focus on the teaching of the theoretical content. At the end of Year 11 students will sit two exams, both of 1 ¼ hours in length, and each worth 78 marks.

	Paper 1	Paper 2
What is assessed?	<ul style="list-style-type: none"> Applied anatomy and physiology Movement analysis Physical training Use of data 	<ul style="list-style-type: none"> Sports psychology Socio-cultural influences Health, fitness and well-being Use of data
How will I be assessed?	Written exam: 1 hr 15 minutes 78 marks 30% of GCSE	Written exam: 1 hr 15 minutes 78 marks 30% of GCSE
Questions	Answer all questions. A mixture of multiple choice/objective test questions, short answer questions and extended answer questions	

Practical lessons will focus on the NEA (non-examined assessment) criteria. Students will be assessed in three sports – one team sport, one individual sport and any one other. Students are expected to compete in at least one of their chosen sports to school team level, or club level outside of school.

Practical Performance in Physical Activity and Sport	
What is assessed?	<ul style="list-style-type: none"> 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 an individual activity). Analysis and evaluation of performance to bring about improvement in one activity.
How will I be assessed?	Assessed by teachers Moderated by AQA 100 marks 40% of GCSE
Other important information	<ul style="list-style-type: none"> 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.



Cambridge National in Sports Studies

Head of Curriculum:
Mrs Harradine

The Cambridge Nationals in Sport Studies is worth one GCSE. It gives students the opportunity to mix a variety of learning styles with practical skills which are valued in the workplace.

There is one compulsory examined unit, the content of which is taught in lessons, and then an external exam sat at the end of Year 11. The three other units are coursework-based, assessed and marked by the class teacher and then moderated by an external assessor.

Following this pathway can open up many possibilities at post-16 level, including the Level 3 Cambridge Technical Sport and Physical Activity.

Modules you will study

R184 – Contemporary issues in sport - 75 minute written exam set and marked by OCR exam board.

This is split into four sections. Issues which affect participating in sport. The role of sport in promoting values. Understanding the importance of hosting major sporting events and knowing about the role of the national governing bodies.

R185 – Performance and leadership in sports activities – school assessed work, moderated by OCR.

In this unit you will learn how to develop your skills as both a performer in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself.

R186 - Sport and the media - school assessed work, moderated by OCR.

In this unit you will learn to explore both sides of these media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. You will develop your ability to evaluate and interpret the different ways sport is represented by the media.

Differences between GCSE PE and Cambridge National in Sports Studies

GCSE PE focuses more on theory and exams, covering topics like the body systems, psychology, training and data analysis. You're also assessed on your practical performance in three sports, so it's important that you already take part in sport regularly and feel confident performing and being assessed.

OCR Sports Studies (Cambridge National) is more coursework-based and practical. You learn through assignments, real-life sporting scenarios and practical/leadership units. There is less pressure from a final exam, as assessment happens throughout the course.

Which should you choose?

- Choose GCSE PE if you're strong in three sports, enjoy Science-style theory, and feel confident in exams.
- Choose Cam Nat Sports Studies if you prefer practical tasks, regular coursework and being assessed in smaller chunks. Also if you have an interest in coaching and leadership or are currently coaching at your sports clubs.

SOCIAL SCIENCES SUBJECTS

- Business Studies
- Health & Social Care
- Psychology





GCSE Business Studies

Head of Curriculum:
Mrs Thompson

Business Studies is perfect for curious students who want to discover how real businesses are created, grow and succeed, while building exciting skills in entrepreneurship, marketing, finance and smart decision-making. This is an exam-based course where you'll tackle real-life business case studies and learn to think like a true entrepreneur. The knowledge and skills you gain will be valuable in any future career you choose.

What is the course about?

Theme 1: Investigating small business concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

- Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about.
- Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.
- Putting a business idea into practice – this focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.
- Making the business effective – students will explore a range of factors that impact on the success of the business, including the marketing mix and the business plan.
- Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy.

Theme 2: Building a business examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

- Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- Making marketing decisions – students explore how the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- Making financial decisions – students will explore the tools a business has to support financial decision-making, including ratio analysis and the use and limitation of a range of financial information.
- Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity.

How will I be assessed?

At the end of the course, students will sit two written exam papers, one for each theme. Both papers last 1 hour and 45 minutes each, contain 90 marks and worth 50% of the qualification. They consist of calculations, multiple-choice, short-answer and extended-writing questions.

Cambridge National in Health & Social Care

Head of Curriculum:
Mr Boulton



What is the course about?

The Level 1/Level 2 Cambridge National in Health and Social Care will develop knowledge, understanding and practical skills that would be used in the health and social care sector. You may be interested in this if you want to use what you learn in practical, real-life situations, such as recommending support for individuals and creating and delivering a creative activity. This will help you to develop independence and confidence in using skills that would be relevant to the health and social care sector. Communication is at the heart of health and social care and is taught or applied in all units.

These skills will help you progress onto further study in the health and social care sector. This may be Level 3 vocational qualifications, A levels or apprenticeships. This qualification will complement other learning that you're completing for GCSEs or vocational qualifications at Key Stage 4.

How will I be assessed?

The course is 66% set assignment NEA (coursework) and 33% externally examined.

Final grades are awarded on the following scale: Level 2 Distinction* (L2D*), Distinction (L2D), Merit (L2M), Pass (L2P) Level 1 Distinction (L1D), Merit (L1M), Pass (L1P) and Unclassified (U).

You will study 3 units over the two-year course:

- Supporting individuals through life events - this set assignment unit (NEA) is internally assessed. In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.
- Creative and therapeutic activities - this set assignment unit (NEA) is internally assessed. In this unit you will learn about a range of creative activities and therapies that are available in health, and social care settings and understand the physical, intellectual, emotional and social benefits of these. You will learn how to plan and deliver a creative activity with an individual or group and evaluate your planning and delivery. This unit will enable you to develop work-related skills that are essential for working with adults or children
- Principles of care in health and social care settings - this is an externally examined unit sat at the end of Year 11. In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.

GCSE Psychology

Head of Curriculum:
Mrs Jones



What is the course about?

Psychology is the study of the human mind and behaviour. In this subject, you will be looking at the people around you in a variety of new ways. Some of the questions you will be exploring include:

- Why are some people more obedient to authority than others?
- Should teachers help us learn in our preferred learning style?
- How does our body language influence what others think about us?
- Are there similarities between animal and human communication?
- How can you improve your memory?

You will be following the Psychology AQA course. This is made up of eight different topic areas assessed through two written papers at the end of Year 11. Each paper is worth 50% of your overall mark and there is no coursework component.

Paper 1: Cognition and Behaviour

- Memory
- Perception
- Development
- Research methods

Paper 2: Social Context and Behaviour

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Other important information

We provide a lively environment where you will experience a variety of psychological methods and be able to find out more about yourself and other people. You will be expected to contribute to class discussions and debate some of the controversial issues raised.

You will take part in psychological experiments and design your own experiments, such as to investigate the effect of music on memory.