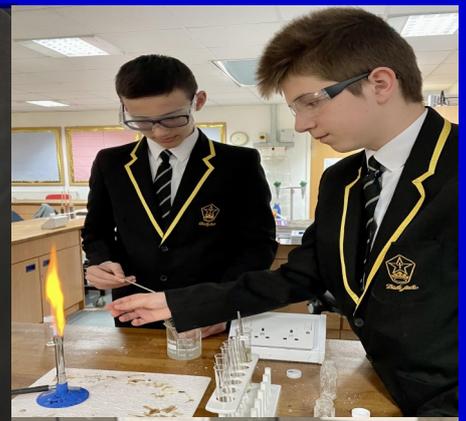
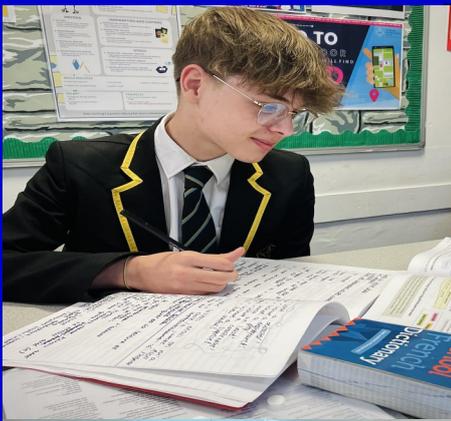




# De La Salle School



## Key Stage 4 Curriculum Booklet 2023-2025



# NOTES



# Welcome to KS4

Beginning Key Stage 4 courses is an important and exciting new phase in a young person's education. Students have been given a strong foundation in a wide range of subjects since Year 7 and now have the opportunity to make choices and direct their own learning.

At Key Stage 4 there is greater depth of study, which makes it impossible to follow all the subjects studied at Key Stage 3. There are also new subjects which are not taught at Key Stage 3. For the first time students have choices to make. We are very proud of the range of subjects that we offer at De La Salle and we work hard to make sure that all students experience a broad and balanced curriculum.

There are a number of educational and career pathways which students have to decide upon at the end of Year 11, and again for many going on to college or university at 18. In comparison, the choices at this stage may seem relatively limited. However, it is important that the right choices are made so that students have every opportunity to do well and leave as many of the career and educational pathways open as possible.

In order that students benefit the most from courses in Years 10 and 11, we demand high levels of maturity, application and motivation. We expect students to be organised, punctual and maintain high levels of attendance in order to fulfil their potential.

This booklet is intended to assist students, parent/carers, together with teachers, plan the next two years. There are exciting choices to be made so that students make the most of their chances of success in subjects that they enjoy and have ability and interest in. At De La Salle, we want our students to have a challenging, broad and balanced education that stimulates the desire to learn and provides a relevant education for the future.

The booklet will explain the range of subject choices and qualifications which are available.

When making choices, students should consider the following questions:

- Will my choices achieve a good balance of subjects?
- What am I really interested in?
- What am I good at?
- What do I enjoy doing?
- What is relevant to my future studies or possible career choice?

Finally, we wish you every success in making these important decisions.  
Good luck!

Mrs A. Brown

Mr K Jacobson

Mr M Girling



# How do I make a choice? Guidance for students

During the first three years at De La Salle, students have followed a broad and balanced curriculum, based on the National Curriculum. Most of the subjects are laid down for schools at this key stage, to ensure a balanced, foundational education, and there is limited scope for individual choice. A large part of the next phase of education at KS4 is also compulsory, though there is also an element of choice. Consequently, throughout the course of Year 9, students are given the chance to select some of the subjects they wish to study for the next two years. This affords the opportunity to personalise learning to reflect interests, strengths, further education and career aspirations

It is important to take care with these choices. Some of the subjects listed are familiar to you, having studied them at Key Stage 3. Some of the subjects, however, are completely new to you. So, with the help of your parents, tutor and teachers, you will have to find out what they are about and if they are suitable for you.

The procedure that you should follow:

- Read this booklet carefully - it has information on all of the subjects that you will study next year, including the option subjects.
- Consider which subjects you enjoy; students tend to do better in subjects which they have a natural interest in.
- Consider which subjects you are good at; these may coincide with the subjects that you enjoy most, but it isn't always the case.
- Consider your intended career or educational pathways. It is important to choose subjects which will keep your pathways open.
- Talk with your parents; they will know you best and have a realistic idea of what you are capable of achieving.
- Talk with your tutor who has a good picture of your ability and which subjects might suit you.
- Talk with your subject teachers. Most of the subjects in the option lists are subjects that you are studying now. Ask your teachers to tell you more about the courses and whether or not they think that they are suited to you.
- Talk with the careers staff.
- Consider your curriculum as a whole. You may wish to choose subjects in order to give yourself an even broader curriculum.

**Finally, when you have made your choices, you must complete the form issued with this booklet and return it to Mrs Brown, no later than Thursday 11th May.**

# The Curriculum Plan for Years 10 and 11

At De La Salle, we follow a two-week timetable with 50 one-hour lessons over the two-week cycle. The number of periods in the table below is for two weeks.

	Year 10	Year 11	
Subject	N° of periods	N° of periods	Notes
English and English Literature	8	8	Core curriculum
Mathematics	7	7	Core curriculum
Science	8	8	Core curriculum
Religious Education	5	5	Core curriculum
Modern Foreign Language or Additional Studies	5	5	Core curriculum for MOST students (selected at the end of Year 8)
PE & Games	2	2	Core curriculum (non- examinable)
Option A	5	5	
Option B	5	5	
Option C	5	5	

As you will see from the table above, most students will study the following: English and English Literature; Mathematics; Science; Religious Education, a Modern Foreign Language and Physical Education.

**In addition to this: PSHE / RSE is taught in extended form time.**

- As part of the PSHE / RSE programme, students will receive careers information. This will focus on the different options available post 16.
- Training will be given to students on research, decision making, self-analysis and transitional skills in order for them to make the best possible decisions for their future.
- Students' career plans and decision making will be closely monitored by their tutor who will provide general guidance and refer them to the Careers Advisor for more specialist help.

The list of subjects from which students can choose for Options A-C are shown on the Options Form which accompanies this booklet. This booklet will help you to understand the different subjects that students can choose.

# Curriculum and school performance measures

## Changes to GCSEs

All GCSEs were reformed and the new GCSEs are more academically challenging and will be assessed at the end of Year 11.

## English Baccalaureate (E-Bacc)

The English Baccalaureate and it is awarded to any pupil who secure good GCSE passes in all of the following subject areas:

English  
Maths  
Sciences ( including Computer Science)  
A Modern Foreign Language  
History or Geography

Students who are considering entry to a top university are advised to follow an E-Bacc curriculum.

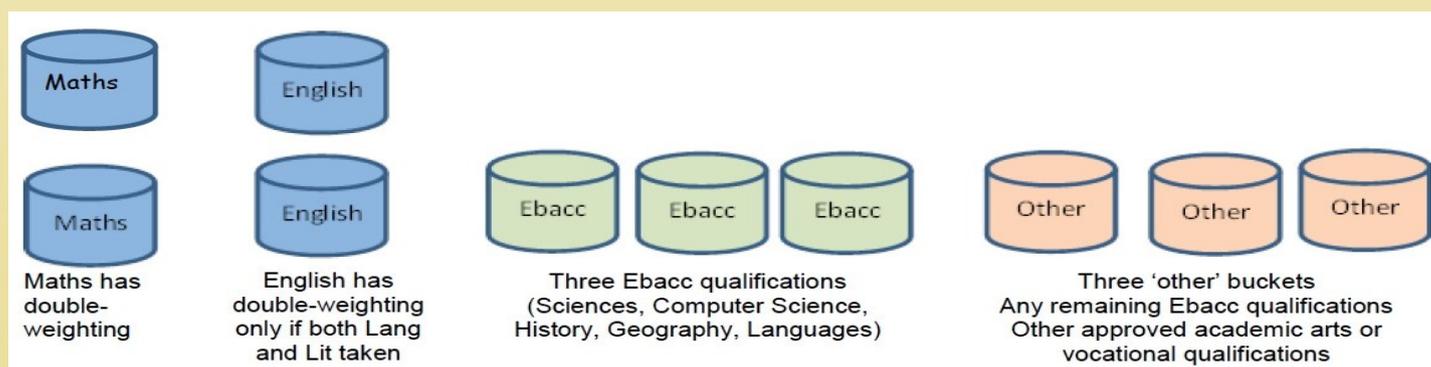
## Progress 8

The Progress 8 measure was introduced for all secondary schools in 2016. It is an accountability measure aimed at measuring the progress of students across eight subjects to assess school performance; it does not affect individual students. Progress 8 is a type of value added measure, meaning that students' results are compared to the actual achievements of other students with the same prior attainment. It has replaced the 5A\*-C measure alongside another new accountability measure, Attainment 8, which is a measure of the student's average grade across eight subjects.

## Attainment 8

Grades will be measured on a 1-8 point score scale. On this scale, 1 is equivalent to Grade G GCSE. An increase in one point represents an increase of one GCSE grade up to 8, which is equivalent to an A\* GCSE.

The Attainment 8 measure will take the average of a student's points across their best eight subjects. The eight qualifications that count towards the Attainment 8 measure must fall into the categories as shown in the diagram below.



## FAQs

### **Will I automatically be given my first choice subjects?**

After students have made their choices, the difficult task of staffing and timetabling begins. Subjects will only run if there are sufficient students choosing that subject. Usually, enough students choose each of the option subjects in order for them to run, but none can be guaranteed.

We try very hard to make sure that as many students as possible get their first choices. However, we ask students to make a second choice in case it is not possible to achieve this for every student.

### **What happens if I change my mind before the start of Year 10?**

Most students find choosing their option subjects quite straightforward and will have no difficulty in following the courses through to the end of Year 11. A small number of students may experience some difficulty in reaching a decision and may need to make alterations as time goes on. Once the date for handing in forms has passed, students who have chosen subjects will have first priority to join a group. If, however, you wish to change options and there is room in that subject, then it might be possible to transfer.

### **What happens if I find the course too difficult or I feel that I've made the wrong choice?**

Once courses have started in September it becomes more difficult to change subjects; this is why it is so important to get choices right in the first place. Our experience shows that students find it difficult to settle into a group which has already started. In the interests of teachers and students, we will only consider changes in exceptional circumstances. Again a change can only take place if there is a place available and the teacher feels that the student will be able to catch up.

### **What subjects will be useful for my career?**

**This is a difficult question. The core curriculum at De La Salle will give students the opportunity to follow any career pathway. Clearly if a student has a particular interest in following a career in an Art based area then it is sensible to choose an Art based course in order to continue to develop the relevant skills and ideas. Also, if students want to study Science at A-level, must select triple Science.**

**The same is true for all of the other option subjects. However, it is also the case that students might be able to pick up these subjects post 16. The decision, therefore, must be made on an individual basis, so students in doubt should consult teachers in the option subjects as well as seeking careers advice.**

# GCSE

## English

### Language

Exam Board : Edexcel

## English

### Literature

Exam Board : Edexcel

#### What are the aims of these courses?

The Edexcel GCSE English Language qualification aims to encourage all students to be critical thinkers and readers, and expressive writers and speakers. This qualification encourages and enables everyone to take their place in the modern world through the written and spoken word.

The Edexcel GCSE English Literature qualification aims to engender a love of novels, plays and poetry that are written in English. Pupils will enjoy and analyse great works of literature and consider social contexts and the role of these texts in literary history

Success in this qualification requires pupils to respond personally and thoughtfully to what they read.

#### How will I be assessed on all of the things I have learned?

There are two exams for GCSE English Language and two for GCSE English Literature. These contain a mixture of question types. All examinations in these subjects are 'closed book', which means that pupils will not be able to take texts into the exam; it is therefore vital that they learn quotations, revise characters, themes, plots and events (for Literature), and practise related key skills and develop accuracy and ambition of spelling, punctuation and grammar (Language and Literature).

There are not separate tiers of entry: all pupils sit the same exam.



#### What is the actual content of the courses?

##### **English Language**

In this challenging qualification, pupils will experience non-fiction and fiction texts from both the past (pre-19th century) and modern times, and produce their own imaginative and transactional texts, the latter in response to a range of real-world scenarios. In reading, pupils will analyse, evaluate and compare a range of unseen material. In writing, pupils will practice spelling, punctuation and grammar; and develop their understanding of audience and purpose.

##### **English Literature**

There are four main elements to this enthralling qualification: Shakespeare, Modern play, 19th Century novel and Poetry. While studying and enjoying these powerful and relevant texts, pupils will develop their skills of analysis and comparison; learn about the history of the forms; and discuss and write about those universal themes that arise. This is the very study of the Human Condition.

#### What is the importance of the subject at GCSE?

It is essential that members of modern society can communicate, through reading, writing and speaking with clarity and cogency. These subjects enhance critical thinking skills and confidence in tackling complex texts and ideas. Language is power: pupils need to become as proficient as possible to fulfil your potential.

A good grade in either of these subjects will open doors to any post-16 college course and opportunities beyond!

#### How can I be sure to be a success?

Start now. Read good-quality books, magazines, newspapers every day. Read poetry, read plays, read (and listen to) speeches. Have a book with you at all times and make use of opportunities in school to enjoy it. Talk about it with others and with your teacher. Practise reading skills—analyse, compare and evaluate. Practise writing for an audience.

##### **ENG 01/A**

###### C19th– Century fiction

One extract 650 words

Comprehension, analysis and evaluation

##### **LIT 01/A**

###### Shakespeare

*Romeo and Juliet* (2023) *Macbeth* (2024-onwards)  
Extract (30 lines) analysis question, plus essay

##### **ENG 01/B**

###### Imaginative Writing

Choice of two tasks linked by theme to 01/A

**40% - 1 hr 45 mins**

##### **LIT/01/B**

###### Post-1914 British Novel or Play

*An Inspector Calls*

essay question focusing on theme, plot character and stagecraft

**50% - 1hr 45 mins**

##### **ENG 02/B**

###### Transactional writing

Choice of two questions

Produce an article/speech, Information text, Review, or letter (linked by theme to 02/A)

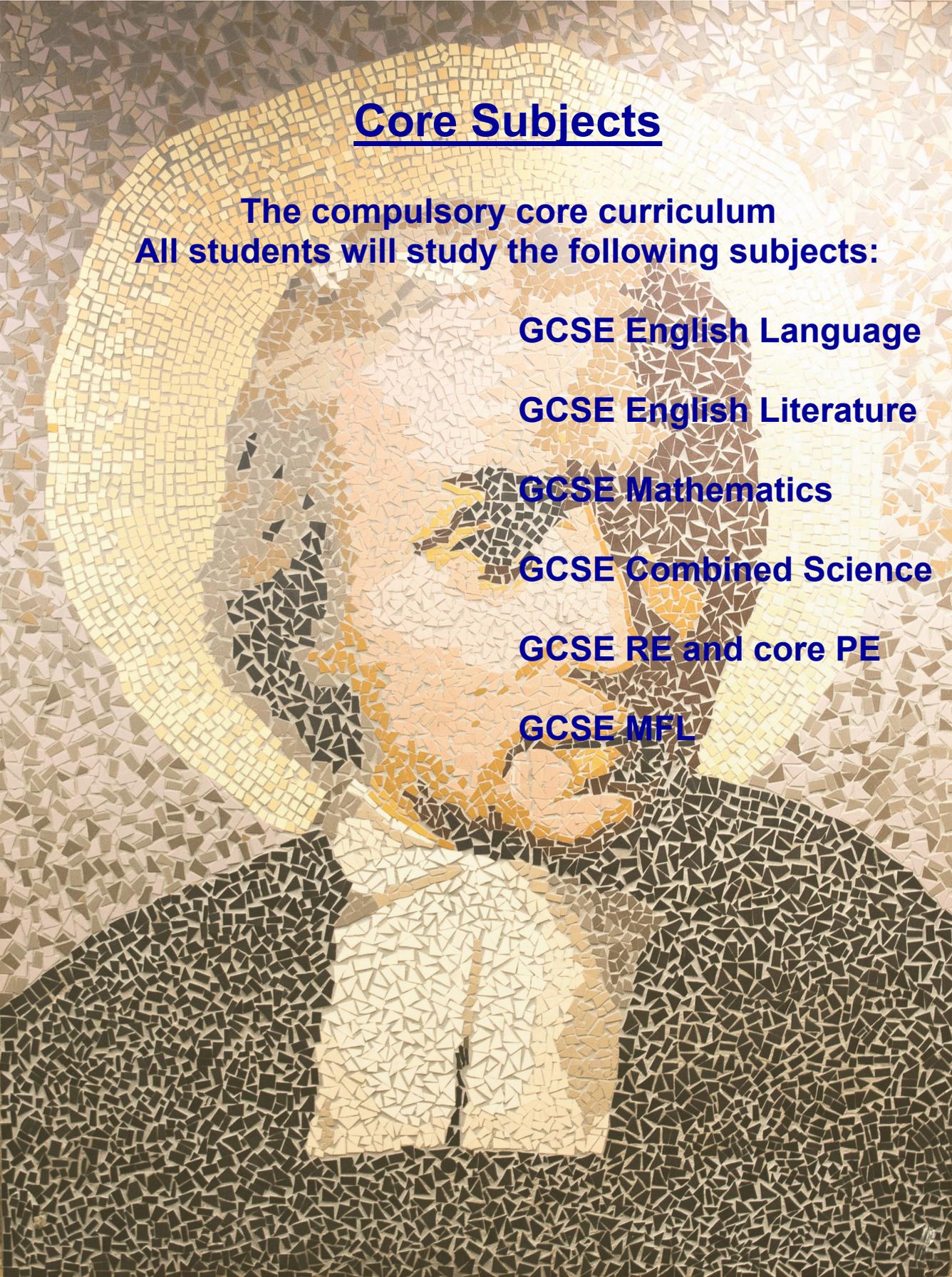
**60% - 2 hrs 5 mins**

##### **LIT/02/B**

###### Anthology Poetry

One question comparing two poems

**50% - 2hr 15mins**

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## Core Subjects

**The compulsory core curriculum  
All students will study the following subjects:**

**GCSE English Language**

**GCSE English Literature**

**GCSE Mathematics**

**GCSE Combined Science**

**GCSE RE and core PE**

**GCSE MFL**

# GCSE

## Mathematics

Exam Board: Edexcel

1MAO Higher Tier (Sets 1—2)  
1MAO Foundation Tier (Sets 3 & 6)

### What are the aims of the course?

This qualification in Mathematics encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society.

This GCSE in Mathematics gives students the opportunity to develop the ability to:

- acquire and use problem-solving strategies
- select and apply mathematical techniques and methods in mathematical, every day and real-world situations
- reason mathematically, make deductions and inferences and draw conclusions
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

### How is the course assessed?

Both the higher and foundation tiers consist of three written papers taken at the end of the course; the first is a non-calculator paper and the second and third require the use of a scientific calculator. Each paper is worth 80 marks and lasts for 1 hour and 30 minutes. At the higher tier grades 4-9 are available. At the foundation tier grades 1-5. There is no coursework in GCSE Mathematics.

### Student comments

*Math's at GCSE level is both interesting and challenging. You learn a wide range of new skills and the course is well structured and easy to follow. The teachers always make sure you know what to do to improve and get to the next level. The lessons are enjoyable and we always learn something new every lesson. We know that we will get great results in Mathematics which is very important as Maths is essential for most courses at college and 6<sup>th</sup> form.*

Megan, Year 11



Mathematics is a core subject and **all** students are required to follow the course and sit the final examinations.

### What will I learn on the course?

This GCSE in Mathematics requires students to:

- Develop knowledge, skills and understanding of mathematical methods and concepts, including: Number, Algebra, Geometry, Measures, Probability and Statistics
- Use their knowledge and understanding to make connections between mathematical concepts
- Apply the functional elements of mathematics in everyday and real-life situations

### Why is Mathematics important?

Mathematical thinking is important for all members of a modern society for its use in the workplace, business and finance, and for personal decision-making. Mathematics is fundamental to national prosperity in providing tools for understanding science, engineering, technology and economics.

Mathematics can stimulate moments of pleasure and wonder for all students when they solve a problem for the first time, discover a more elegant solution, or notice hidden connections. Students who are functional in mathematics and financially capable are able to think independently in applied and abstract ways, and can reason, solve problems and assess risk.

Mathematics is a creative discipline. The language of mathematics is international and its importance is universally recognised. Mathematics has developed over time as a means of solving problems and also for its own sake.

Whether you plan to go on to work or further studies, a good understanding of Maths is essential. Thinking like a Mathematician will help to improve your problem solving and decision making skills. It is very valuable as a supporting subject to other subjects at GCSE level and often a requirement for access to many courses at AS and A level and degree level: for example Biology, Physics, Chemistry, Geography, Sociology and medical courses. A grade 4 in GCSE Mathematics (together with GCSE English) is often vital for entrance to training for many professions or careers and it is a minimum requirement for entrance into University.

### Resources and equipment

Every child has access to Mathswatch which provides online tutorials on every topic. They also have access to both the PIXL App and the Pixl Times Table App. Revision guides will also be provided.

The following equipment is essential:

- A scientific calculator (the Casio FX is recommended and is currently available from Student services at the discounted price of £9)
- A Protractor
- A pair of compasses

### Potential Careers

The Institute of Mathematics and its Applications runs an excellent website called Maths Careers which can be found at [www.mathscareers.org.uk](http://www.mathscareers.org.uk). It demonstrates the uses of Mathematics in a number of jobs and professions in areas such as Environment, Health & Society, Business & Money, Entertainment, Science & Engineering and Sport.

# Science

Exam board:

Edexcel

## Aims of the Course

GCSE Combined Science and GCSE Separate Sciences will provide students with an appreciation of the role Science plays in helping us to understand both the natural and technological world in which we live. To stimulate curiosity and excitement in scientific discovery and to develop skills in practical investigative science. To encourage informed decision-making about Science in society and develop a clear understanding of scientific principles.

## How will I be assessed on the course?

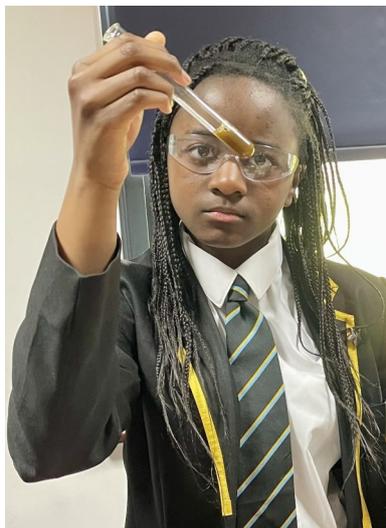
Students will be continually assessed throughout the course by their classroom teacher using a variety of assessment tools such as end of topic assessments, practical observations and annual exams. The final grade will be externally assessed using a series of six examinations to be undertaken at the end of Year 11. The structure of each course is as follows:

- GCSE Combined Science (Double Award)
- 2 Biology Papers
- 2 Chemistry papers
- Physics papers

Each paper 60 marks (1hr 10 minutes)

## Practical Assessment

Students will have to carry out practical investigations in 16 core practicals across the course. The practical knowledge and skills, gained from the practical activities will be assessed via the six formal examinations taken at the end of Year 11.



## What will I learn on the course?

As Science is a core subject our students begin their GCSE journey during Year 9. This allows time to cover the content in the course and gain some valuable revision time in preparation for the terminal exams taken at the end of Year 11.

The programme of study covers Biology, Chemistry & Physics, including the following units.

### COMBINED SCIENCE

#### Biology

- Topic 1 - Overarching concepts in Biology
- Topic 2 - Cells and control
- Topic 3 - Genetics
- Topic 4 - Natural selections and genetic modification
- Topic 5 - Ecosystems and material cycles
- Topic 6 - Plant structures and their functions
- Topic 7 - Animal coordination, control and homeostasis
- Topic 8 - Exchange, disease and the development of medicines

#### Chemistry

- Topic 1 - Overarching concepts in Chemistry
- Topic 2 - States of matter
- Topic 3 - Methods of separating and purifying substances
- Topic 4 - Acids
- Topic 5 - Obtaining and using metals
- Topic 6 - Electrolytic processes
- Topic 7 - Reversible reactions and equilibria
- Topic 12 - Groups 1, 7 and 0
- Topic 13 - Rates of reaction
- Topic 14 - Fuels
- Topic 15 - Heat energy changes in chemical reactions
- Topic 16 Earth and atmospheric science

#### Physics

- Topic 1 - Overarching concepts in physics
- Topic 2 - Waves
- Topic 3 - Light and electro magnetic spectrum
- Topic 4 - Particle model
- Topic 5 -Radioactivity
- Topic 6 - Motion
- Topic 7 - Energy
- Topic 8 - Forces and their effects
- Topic 9 - Electricity and circuits
- Topic 11 - Magnetism and the motor effect
- Topic 13 - Particle model 2
- Topic 14 - Forces and matter

# Religious Education

Exam Board: Eduqas

Catholic Christianity with Judaism Route B

## What are the aims of the course?

Students in Years 10 and 11 follow the Eduqas Religious Studies B course. This specification includes contemporary and philosophical topics such as the origins of the universe, the problem of evil, and crime and punishment. Students then have the opportunity to study the beliefs, practices and expressions of Judaism. However, pupils also gain a deeper insight into the Catholic faith studying such topics as the Trinity, creation, the life of Jesus, Sacraments, prayer and worship, pilgrimage, and Catholic social teaching. As a result, the course asks students to consider various challenges to the Catholic faith and the Church's moral teaching.

## Assessment

100% exam based assessment.  
Three exams are taken at the end of Year 11.

## Student Comment

RE is achievable if you put your mind to it. You cover interesting topics such as abortion, euthanasia and life after death. You get the chance to express your own opinions as well as referring to other people's, which will help you in your exams. R.E. lessons can be enjoyable learning how other people live their lives and what they believe. R.E. has helped me become a better person by learning the rights and wrongs of other people's beliefs and learning new morals.



## What will I learn on the course?

You will cover three units of study on this course:

### **Paper 1 – Foundational Catholic Theology**

- Origins and meaning
- Good and evil

This paper is worth 37.5% of your overall marks.

### **Paper 2 – Applied Catholic Theology**

- Life and death
- Sin and forgiveness

This paper is worth 37.5% of your overall marks.

### **Paper 3 – Study of Judaism**

- Beliefs and Teachings
- Practices

This paper is worth 25% of your overall marks.

## What is the importance of studying RE GCSE?

By studying RE you will search your own conscience and learn how to articulate your personal faith or worldview. Moreover, you will also develop the critical thinking skills and personal skills that are needed in the workplace.

## What resources are available?

You have access to a course textbook and revision guide for the duration of the GCSE. Electronic resources will also be shared with you through Google Classroom.

## What extra-curricular activities will be available?

We run a catch-up club every week if you feel you need any extra support. There is also an opportunity to join the philosophy club where the focus will be debating current ethical issues.

## What careers could I consider with an RE GCSE?

- Law
- Politics
- Civil service
- Journalism
- Teaching
- Social work
- Charity work

# GCSE French

Exam Board:

Edexcel

## What are the aims of this course?

- An understanding of French in different contexts
- A knowledge of French vocabulary and structures
- Transferable language skills
- The ability to communicate effectively in French
- Awareness and understanding of communities and countries where French is spoken



## What will I learn on this course?

Students develop language skills in different settings and for different purposes, addressing a range of contemporary and cultural themes. These are organised into five topics:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

Each of the broad themes gives students the opportunity to engage in activities that coincide with their true interests, experience and aspirations. Students will learn how to demonstrate knowledge of French language and grammar as well as to present, discuss, interact, ask and respond to questions, express feelings and give opinions.

## What is the importance of this subject at GCSE?

Qualifications in a language are really important in the world of work. Using a language at work could raise your salary from 8-20%. Employers have identified a lack of language skills as a major concern. Having a GCSE or A level in a language could enable you to have an advantage when employers recruit their personnel. In addition, universities see a language GCSE as good evidence of academic achievement.

## Assessment overview:

The Pearson Edexcel Level 1 / Level 2 GCSE in French consists of four externally examined papers based on the following skills: listening, speaking, reading, and writing. All skills are weighted at 25%. Students complete their speaking assessment in April/May and all other assessments in May/June. Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers. The use of dictionaries is not permitted.

# GCSE French

## Student comment

*French is a very interesting and enjoyable subject. Languages are important and offer a lot of opportunities after school. French is fun and is not very difficult.*

*David*



## Why students should study the course?

- Speaking another language really makes you stand out from the crowd and you will be able to work anywhere in the world
- Languages are the perfect way to meet new people, immerse yourself in other cultures and make a difference to who you are
- Having learned one language, it is easier to learn another.
- It's an impressive feat to speak another language, one that friends and family will envy and employers love!

## Potential careers

The knowledge of French can be useful in a number of careers. These may include:

- Translating
- Interpreting
- Teaching
- Engineering
- Finance
- Travel and Tourism

For other jobs a combination of languages and other qualifications, knowledge or skills may be needed. For example, people with languages plus IT, Law, Business and Sales experience are much sought-after by employers.

# GCSE Spanish

Exam Board:

Edexcel

## What are the aims of this course?

- An understanding of Spanish in different contexts
- A knowledge of Spanish vocabulary and structures
- Transferable language skills
- The ability to communicate effectively in Spanish
- Awareness and understanding of communities and countries where Spanish is spoken



## What will I learn on this course?

Students develop language skills in different settings and for different purposes, addressing a range of contemporary and cultural themes. These are organised into five topics:

- Identity and culture
- Local area, holiday and travel
- School.
- Future aspirations, study and work
- International and global dimension

Each of the broad themes gives students the opportunity to engage in activities that coincide with their true interests, experience and aspirations. Students will learn how to demonstrate knowledge of Spanish language and grammar as well as to present, discuss, interact, ask and respond to questions, express feelings and give opinions.

## What is the importance of this subject at GCSE?

Qualifications in a language are really important in the world of work. Using a language at work could raise your salary from 8-20%. Employers have identified a lack of language skills as a major concern. Having a GCSE/ A level in a language could enable you to have an advantage when employers recruit their personnel. In addition, universities see a language GCSE as good evidence of academic achievement.

## Assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading, and writing. All skills are weighted at 25%. Students complete their speaking assessment in April/May and all other assessments in May/June. Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers. The use of dictionaries is not permitted.

# Spanish

## Student comment

*Spanish is a great subject as it is easy and fun to learn. Language is becoming more and more important within jobs and so it would be useful to learn Spanish. I love it!*

*Danielle*



## What resources are available to use?

You have access to a wide range of resources, including textbooks in class, online resources and support revision materials for the Edexcel course.

## Why students should study the course?

- Speaking another language really makes you stand out from the crowd and you will be able to work anywhere in the world
- Languages are the perfect way to meet new people, immerse yourself in other cultures and make a difference to who you are
- It's an impressive feat to speak another language, one that friends and family will envy and employers love!

## Potential careers

- The knowledge of Spanish can be useful in a number of careers. These may include:
- Translating
- Interpreting
- Teaching
- Linguist
- Engineering
- Finance
- Travel and Tourism

For other jobs a combination of languages and other qualifications, knowledge or skills may be needed. For example, people with languages plus IT, Law, Business and Sales are much sought-after by employers.

# Core PE

## Non examinable



### The aims of the course

- The programme will provide students with exciting opportunities to lead a healthy lifestyle by choosing from a variety of roles and activities in which to participate in physical activity.
- Pupils will participate in a Sports Leadership Programme.
- Students have a choice to participate in a variety of sports either competitively or recreationally.

### How will I be assessed?

Term 1  
Fitness week  
Sports Leadership

Term 2  
Recreational sport  
Sports chosen by students  
Fitness week

Term 3  
Sports leaders will be internally assessed and a qualification will be awarded. They will have to be assessed in delivering a number of sport sessions to Primary school pupils.

### Student comment

*Core PE is good because you get to do a variety of activities with your friends, having fun and keeping fit at the same time. While you're having fun you learn a wide range of techniques and skills that you could use in the future.*

Abby

### What will students learn on this course?

Students will develop a number of skills and attributes such as confidence, teamwork, improved health and fitness, coaching and leadership skills, independent learning, communication, knowledge and understanding of a number sports, problem solving, and develop good health and safety awareness.

### What sports will students be able to participate in?

**Games activities:** Netball, Basketball, Rugby, Football, Rounders, Cricket, Table Tennis, Dodgeball, Benchball, Short Tennis and Handball.

**Individual Sports:** Gymnastics, Dance, Athletics, Cross Country, Table Tennis, Aerobics, Heath related fitness.

Activities: Sports leadership, recreational sport, inter class competition and fitness week. Basketball, handball, netball, dodgeball, football, rugby, orienteering.

### What is the importance of studying Core PE?

Core PE will provide students with good knowledge and understanding within a number of Sports. It will also give students the opportunity to escape and relieve stress from exam and coursework pressures. Core will aim to improve students fitness levels through various engaging activities too. This course will also give students the skills that are necessary in employment such as analytical skills, literacy, numeracy and team work.

### What resources are available to use?

I Pads, Text books and videos.

### What extra curricular activities will be available?

There is an extensive extra curricular timetable that is up dated termly and is available to all students.

### Students will enjoy this course if .....

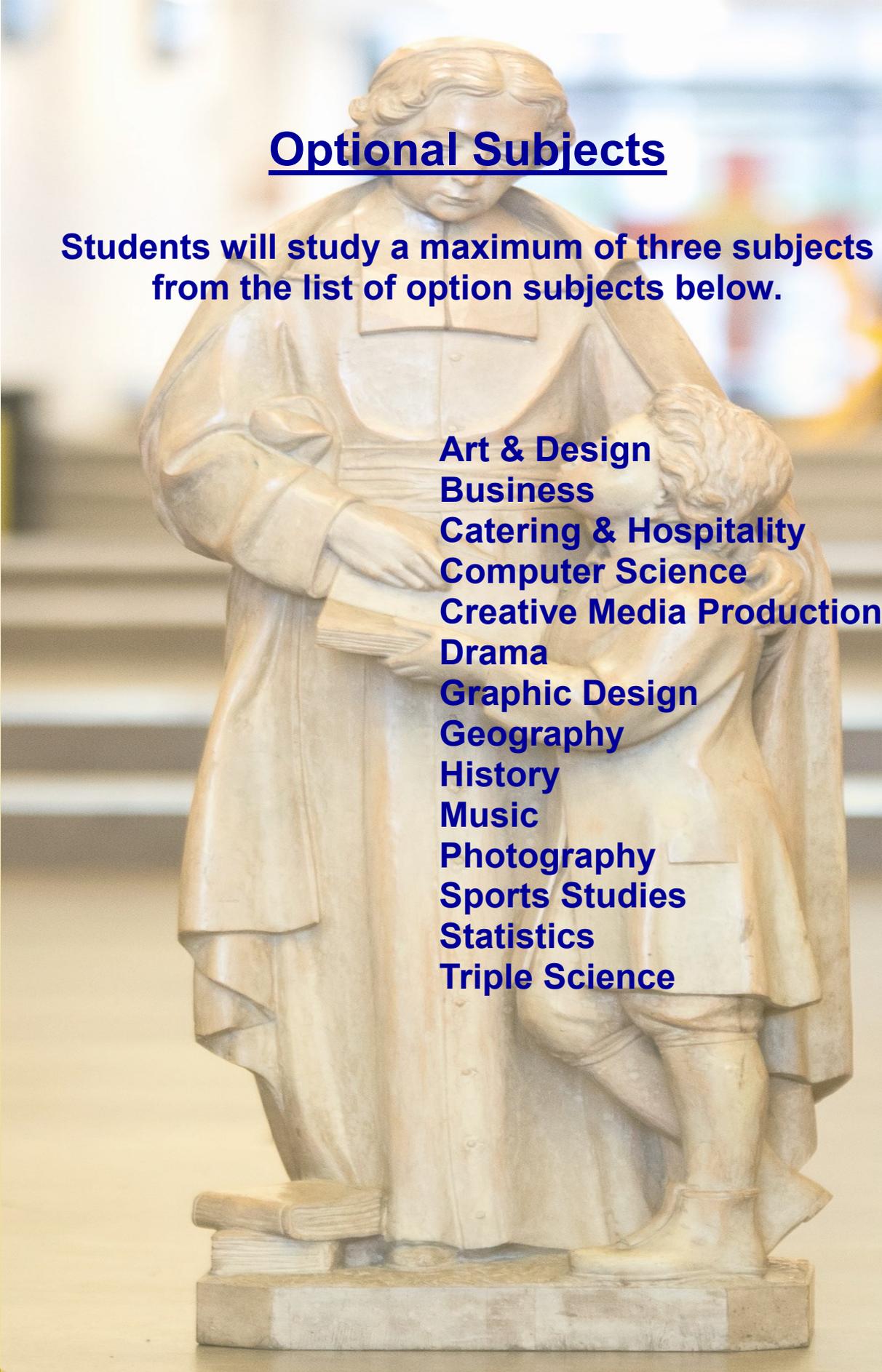
You enjoy performing, coaching or officiating in a variety of sports. Students may want to improve general fitness, train for a certain sport, learn more about a variety of sports or become a coach or official.

### What careers could students consider?

- Sports coach/leader
- Personal trainer
- Official
- Professional athlete
- Competition organiser

## **Optional Subjects**

**Students will study a maximum of three subjects from the list of option subjects below.**



**Art & Design  
Business  
Catering & Hospitality  
Computer Science  
Creative Media Production  
Drama  
Graphic Design  
Geography  
History  
Music  
Photography  
Sports Studies  
Statistics  
Triple Science**

# GCSE Art, Craft & Design

Exam board:  
AQA

## How will I be assessed on the course?

Students will produce a series of large scale artwork, final pieces and sketchbooks reflecting their own artistic skills and personal responses to themes set.

Students should demonstrate an understanding of different characteristics, properties and effects of using different media, materials, techniques and processes. This qualification requires students to demonstrate the knowledge and understanding of the work and approaches of artists from contemporary and/or historical contexts, periods, societies and cultures. Students should understand the ways in which meanings, ideas and intentions can be communicated through colour, line, form, tone and texture.

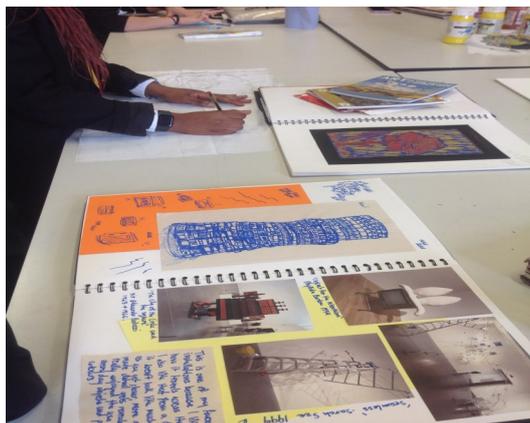
**Component 1—Personal Portfolio:** Personal Portfolio in Art & Design – worth 60% of marks, covering a variety of themes and a broad range of materials.

**Component 2:** Externally set assignment in Art & Design. This is worth 40% of final marks and represents the culmination of the GCSE course. The assignment consists of one externally set, broad based thematic starting point set by AQA. Pupils sit a 10 hour sustained focus.

## Requirements for completion

Component one is an internally set and assessed personal portfolio assignment.

Component two is an externally set assignment and culminates with a 10 hour sustained focus period.



## What are the aims of the course?

The aim of the course is to place emphasis on pupils' experience of producing artwork and developing critical understanding of historical and contemporary Art and Design. It encourages an adventurous and enquiring approach to students own and other work.

## What will I learn on the course?

The GCSE Art, Craft & Design course is designed to be a general course, designed to enable students to explore a range of 2 or 3 dimensional approaches to their studies.

Work is not limited to one area of study and students could develop work in drawing, installation, lens/light based media, mixed media, land art, printing, painting and sculpture. It encourages an adventurous and enquiring approach to students own and other work. An emphasis is placed on the importance of drawing. Drawing is essential to recording from life, describing a mood or emotion, as well as capturing an expression, atmosphere or tension. Drawing can be explored through all traditions and technologies.

Pupils discover how to use sketchbooks and to develop their progress, experimentation and explorations.

Learning to work outside sketchbooks to a larger scale is something that is crucial. Pupils often work A1 size and larger and are impressed and proud when finished.

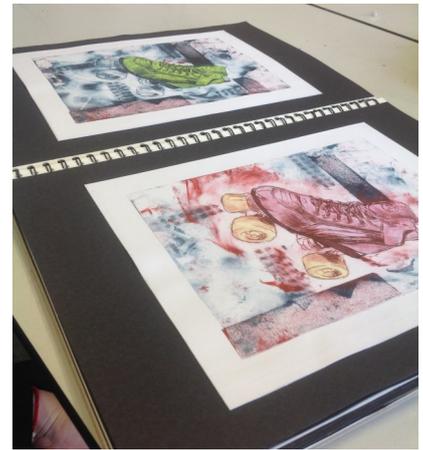
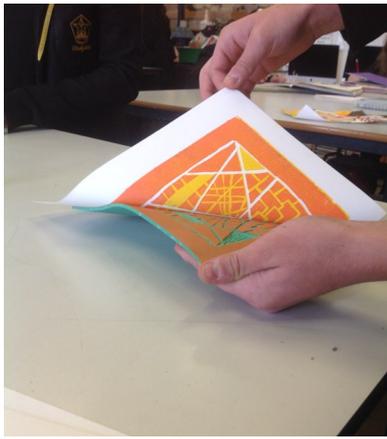
Students gain confidence in discussing theirs and other peoples artworks expressing their own opinions, using specialist art vocabulary. Pupils also develop a critical understanding of historical and contemporary Art & Design.

## What is the importance of the subject at GCSE?

This course is a starting point for any career in art and design. It also provides a creative outlet which will stay with the student throughout his/her life. It provides depth and understanding which will enrich politics, history, psychology and literature.



# GCSE Art, Craft & Design



## How will I be assessed on the course

A01—Develop ideas through investigations demonstrating critical understanding of sources.

A02—Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03—Record ideas, observations and insights relevant to intentions as work progresses.

A04—Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

## Student comments

*Overall art is a fun subject and it is enjoyable. There is a lot of work that is included in the course. So if you take it, make sure you can handle the work load. Although you get to explore different art techniques and artists styles of work which can be very interesting and nice to do as it is something different from your other subjects.*

Jasmine

*Art is a subject where you can study a vast amount of images using a variety of materials to create something unique, however there is a lot of work to it so if you decide to take it be prepared for the workload.*

Caitland-May

*I genuinely enjoy the art course as we get to explore with many different materials to create our work and get to fuel our creativity throughout our sketchbooks to create a final piece we are immensely proud of. However, the workload is huge, so it is not a course to take if you are not willing to put in a lot of hard work.*

Sophie

## Resources available

Students have access to a wide range of materials: paint, acrylics, watercolours, fabric (silk and cotton), paper (cartridge, sugar, coloured, tracing), oil pastels, chalks, charcoals, clay, mod-roc, wire to name a few. It is recommended that pupils on this course should have a basic range of materials at home (paint, coloured pencils, pens, glue) as they will be required to use these materials for homework.

## What extracurricular activities will be available?

There will be a gallery visit so art can be seen first hand where the colours and brushstrokes in painting are clearly visible and can be appreciated and sculptures can be seen at 360 degrees.

A session is also held after school where pupils can use specialist materials they may not have at home, or simply just get extra help and advice.

## Why students should study the course?

It is a fun and enjoyable course with a broad nature that allows pupils who are artistic and know that they want to continue with something creative, but are not yet sure what, to keep their options open. This allows them to decide what areas of art and design they will later want to specialise in.

## Potential careers

If pupils were to continue studying art into further education, the broad nature of the Art & Design GCSE course could mean students can specialise and therefore aim towards a wide range of jobs such as

- Fine artist
- Illustrator
- Graphic designer
- Fashion designer
- Ceramic designer
- Interior designer
- Animator
- Textile designer
- Architect
- Furniture designer / product designer
- Vehicle designer



# GCSE Business

Exam Board: Edexcel



## What are the aims of the course?

This exciting course will give students the knowledge, understanding and skills they need to prepare for future employment or future study within any business related sector.

## How will I be assessed on the course?

You will take two 1 hour 45 mins exams, each with a 50% weighting of your overall GCSE grades.

These exams will be made up of a range of question types: multiple choice questions, extended writing and graphical questions.

## Student comment

*Business is a really good subject that is very interesting. It has helped in my other subjects also like in Maths, as we learn about how to do accounts and calculations. With the topics I studied and with the teachers help, I have now set up my own business which started trading in November.*

*Yr 11 Business Student*

*I have a business idea that I think can make a real difference to the lives of the people I will be aiming it at. The product will be aimed at people with a particular health condition. So, now I just want to learn as much as I can about business because I want to pitch my idea to investors. I want to be confident when I approach them.*

*Y10 Business Student*

## What will I learn on this course?

Choosing Business now will give you the unique opportunity to study a subject that can lead you anywhere you want to go in life. On this exciting course, you will get the chance to fully understand how to set up and manage a small and successful business. The course will expose you to a range of areas including finance, recruitment, marketing, enterprise, economics and accounting. In addition to the knowledge that you will gain, the subject also has the advantage of developing and preparing you for life outside the classroom in areas such as teamwork, leadership and confidence in dealing with problems and issues. You will be able to make justified decisions using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation and the application of appropriate quantitative skills.

## What is the importance of studying Business?

Business allows you to experience what really makes the world tick. Every career you will encounter in your life and every task that is completed on a daily basis has a business foundation. This is your chance to understand fully what a product or service is, how to set up your own business and, more importantly, how to hold onto it. Studying Business also helps you to understand how good ideas come about and what bankers and investors can do to support business activities.

## What resources are available to use?

The Business Department operates in new industry standard ICT facilities, which you will have access to as a place to develop and create your ideas. The department also offers you the use of a wide range of business textbooks and reference guides to aid your understanding of the subject. We mainly operate with Moodle, which has an abundance of features that can engage students with the world of technology

## What extra curricular activities will be available?

Over your business academic journey you will meet a range of speakers who visit the school to answer questions about their own business journey and to offer advice to you. Also, during the two years, we aim to visit a number of businesses from the local area to witness first hand, how a business operates. Each week, the department makes their teachers available to students who need support in any area or just have a question or idea that they want some advice on. During Year 10, the department allows students the opportunity to go on a trip to a Business related setting to broaden their experience and enhance their cumulative knowledge. We have also been very successful in the last few years with students from the department representing their school at various national competitions.

## What further study options are available?

On successful completion of the GCSE Business course, students you will be very well-positioned to pursue a career in any business related environment or progress to future study at A Level or any Level 2/3 Business related course. You will leave the De La Salle Business Department with extremely valuable life skills which will set you up in life forever.

## What careers could I consider?

Studying this subject will allow you to access a range of different careers. Students who have studied a business subject are seen as very valuable employees in any business. It is understood that they are able to cope well under pressure, know how to lead and be part of a team.

# GCSE CATERING AND HOSPITALITY

Exam Board:  
Eduqas

## How will I be assessed?

Unit 1: A 90 minutes written exam accounts for 40% of the final grade.

**Unit 2:** One controlled assignment released by the exam board in which the candidate would have to research, plan, trail, prepare, cook, present and evaluate two dishes to suit the brief. It is overall worth 60% of the final grade. This includes a 4 hour practical exam.

## Student Comments:

How would you describe the Level 1/2 Catering and Hospitality Course?

"Pretty much a hands on course with first-hand experience of the Catering Industry. We cook a good variety of recipes and learn a good range of skills, from pastas to pastries to sauces."

"It has made me think seriously about what I want to do as a career. I now think I may go into the food or hotel Industry. The lessons are very hands on and give you good training in organisational skills and time management, which I think also helps me at home."



## What will I learn on this course?

### **Unit 1: The Hospitality and Catering Industry**

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector of hospitality and catering in a way that is purposeful and develops a range of transferable skills.

### **Unit 2: Hospitality and Catering in Action**

Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

### Aims of the Course:

- Gives an awareness of the Hospitality and Catering industries
- Encourages organisation skills
- Encourages the identification of customer needs and eating trends in a multicultural society
- Develops a knowledge of nutrition and the relationship between diet and health
- Acknowledges the importance of cost effectiveness when menu planning
- Provides opportunities to work individually and as part of a team
- Develops creativity and interest in food preparation, presentation and service.

### Costs

Students will receive a set of chef whites that they must take to lesson when they are completing a practical. They will have a practical every week for which they will need to bring a container to take their product home. A fee of £40 for each year covers the cost of ingredients. Students are also welcome to take their ingredients in from home but it is vital they have them for each practical lesson.

### Future Prospects

Hospitality and catering is a growing sector of the jobs market and there are numerous opportunities within this industry from retail, hotel work, chef etc. There is also the opportunity to attend college and study catering to Level 3 or degree level. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group, according to a report by People 1<sup>st</sup>.



# GCSE Computer Science

Exam Board:

OCR

## Aims of the course

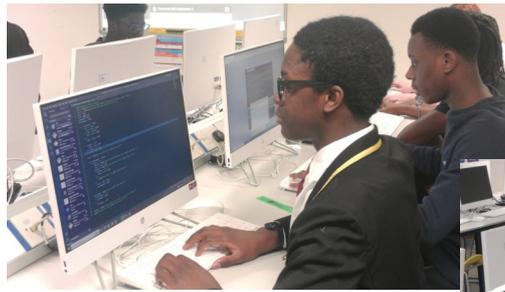
This exciting OCR GCSE gives pupils an excellent opportunity to investigate how computers work, how they're used, and to develop computer programming and problem-solving skills. Pupils also do some fascinating in-depth research and practical work, for example, we are currently using the Python programming language to create our own encryption programs.

## How will I be assessed on the course?

All students will take two exams and a programming project :

- ◆ Computer Systems Module—written exam 1hr 30mins.
- ◆ Computational thinking Module—written exam 1hr 30mins.

Qualification Single GCSE in Computing.



## What will I learn on the course?

In order to be successful in the course students will need to be able to solve problems independently and in groups. To help them with this they will develop skills in designing algorithms and computer programming. Students will also be able to evaluate the effectiveness and success of their solutions, as well as other peoples, and the impact computer systems can have on society.

Computing is a course that requires you to solve problems by creating coded solutions. Therefore a major part of the course involves the practical use of computers. However, explaining what you are doing and why you have solved a problem in a certain way is just as important as the solution you create. You will learn to code to create programs to solve specific real life problems. You will also learn how computers process, store and manage data, as well as the rules that govern programming and internet protocols that enable computers worldwide to communicate.

Please do not choose this course just because you like playing on a computer. A great deal of thought and planning must go into the coursework. You will have to work to tight deadlines and coursework has to be completed individually, so the ability to focus and work independently is essential.

## What is the importance of Computing?

Computing will develop your understanding of current and emerging technologies, understanding how they work and apply this knowledge in a range of contexts. This course will enable you to understand how a computer works and be able to solve a problem, rather than just using a computer or software.

## Why students should study this course

You should select GCSE Computing:

- If when you use a PC you find yourself thinking 'What is going on inside the computer when I press this?'
- If you are the kind of person who takes things apart to find out 'how they work'.
- If you have used software and thought 'I think I could make something better'.
- If you enjoy working hard to solve a problem.
- If you are willing to take up programming at home as a hobby.

## Potential careers

The course is perfect for students wishing to study A Level Computing or ICT at sixth form or similar courses at other institutions and for students looking to become computer programmers or working in the IT industry in some capacity. Examples of potential careers include: Any career which utilises the ability to use and understand programming languages and the internal workings of computer systems, Game Creation and Testing, Software Engineer, Application Development and Telecommunications Engineer.

## Pupil comment

*I enjoy Computing. We learn about how to program, how to convert to binary and hexadecimal, and how algorithms work. I prefer the practical work, such as programming with Python, than theory, however the theory helps with the practical side. This subject is highly useful in a time where computers are everywhere so it is very helpful to be able to use them to their full potential.* Connor

# BTEC Tech Award in Creative Media Production

Exam board: Edexcel

## Aims of the course

This course complements the learning in GCSE qualifications, such as Design and Technology, Art and Design, and Computer Science, by broadening the application of 'design and make' tasks, working with a media brief, and understanding and engaging different audiences through making compelling media products.

## How will I be assessed?

You will be continuously assessed throughout the duration of this course. The internally assessed portion (Component 1 and 2) will require you to explore how media products are created to provide meaning and engage audiences and to develop and apply media production skills and techniques e.g. making videos. The externally assessed portion (Component 3) is a controlled assessment. Students will have a limited amount of time to create a media product in response to a given brief.



## What will I learn on the course?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas of equal importance, which cover the:

- knowledge that underpins the effective use of skills, processes and attitudes, including production processes and techniques
- development of key skills that prove aptitude in creative media production, such as investigating and developing ideas through pre-production, production and post-production of media products
- processes that underpin effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas.

## What is the importance of the subject like this?

Media production has become a hugely important and dynamic area because of the increasing use of digital options in the industry. All the original mediums of film, television and radio have become available in digital format; these new areas require talented media production graduates with a whole new set of skills.

## Resources available

You will have access to the software programs that are used by industry professionals. This will offer you the opportunity to move with ease to any creative industry setting on completion of this course.

## Potential careers and further study

On completion of this course you will be prepared for many roles which relates to media and ICT. You will have a qualification that compliments any CV. Some of the careers that you could progress to are: media planner, multimedia specialist, social media manager, television/film/video producer, web content manager, YouTuber, digital designer, app designer, game designer among many others.

This course will also prepare you for studying for a range of media and ICT related qualifications at college / sixth form.

# GCSE Drama

Exam Board :  
EDUQAS



## What is the aim of this course?

The GCSE Drama course aims to encourage students to:

- develop a personal interest in why drama matters and be inspired, moved and changed through their studies
- work imaginatively and creatively, developing and communicating ideas
- consider and explore the impact of social, historical and cultural influences on drama texts and activities
- reflect on and evaluate their own work and the work of others
- develop and demonstrate competence in a range of practical, creative and performance skills
- develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama
- actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

## What will I learn on the course?

During the GCSE course, you will be introduced to a variety of theatrical genres and theatre practitioners, and extend your knowledge and understanding of Drama and Theatre that you have learnt throughout Key Stage 3. You will use and develop your performance skills, your ability to interpret plot and character, and your analysis and evaluation skills of your own work and the work of others.

You will be creating a piece of DEvised theatre, based on a given stimulus, and using your understanding of a genre or practitioner to influence and shape your work. This part of the unit will really develop your ability to PERFORM and CREATE theatre. You will also produce a portfolio of supporting evidence to accompany this practical task, and complete an evaluation of your final performance. All of this work will be internally assessed by your teacher, and externally moderated.

You will also create a PERFORMANCE using a **text** that you have studied. This performance will be assessed by a visiting examiner.

You will also complete a **written exam**, based on your ability to INTERPRET theatre. There are two sections to this exam. The first section will ask you a series of questions on a SET TEXT that you have studied. The second section will ask you questions based on LIVE THEATRE that you will have seen during the course. This exam is externally assessed.

## What is the importance of Drama at GCSE?

The study of GCSE Drama can help encourage the following: performance and presentation skills, exploration, evaluation, analysis, enthusiasm, confidence, self esteem, discipline and social skills. Drama lessons can stimulate students to be fully involved and motivated.

If you enjoy the subject at KS3, it is often a good choice to include in a broad and balanced curriculum at GCSE level. It is a subject that is studied in a practical way, and it can be a creative and physical outlet for students.

With the new changes to the Arts subjects at GCSE, Drama contains a number of written elements, including a written exam and coursework. It is therefore a more academic subject, and the development of your literacy skills, ability to analyse and evaluate, and your critical thinking skills will benefit your studies across the curriculum.

# GCSE Drama

## Student comments

This subject allows you to be creative, work with others, and I really enjoy it.

Y11 Roseie

I like the fact that you get to interpret different characters, and then personally decide on how you want to portray them.

Y11 Cameron



## How is it examined?

### Component One – **DEVISING THEATRE**

- A **performance** of a devised piece of Drama – *internally assessed, externally moderated*
- **Supporting evidence portfolio** (coursework) that documents the process

### Component Two – **Performing from a text**

- The study of **two extracts** from a play
- **One performance**, using sections from both extracts – *externally assessed by a visiting examiner*

### Component Three – **Interpreting Theatre**

- **Written exam** – 1 hour and 30 minutes
- In *section A* you will answer a series of questions on a **set text** that we will study during the course
- In *section B* you will answer **ONE** question that analyses and evaluates a given aspect of a piece of **LIVE THEATRE** that we will see during the course

## Resources available

Students beginning the GCSE Drama course will have the benefits of having the new re-built performance space for them to be working in, including the exciting new lighting rig, sound system, and performance staging. The Drama Department holds break and lunch time check in sessions for Year 10 and 11, in addition to after school drama and dance clubs designed at furthering student attainment. The students are also encouraged to audition for any major school production.

## Why students should study the course

The study of Drama at GCSE is recommended if you wish to study Drama at A Level, or any further or higher education establishment. However, it is also desirable if you enjoy working in a creative environment, working with others, using and developing performance skills, and studying Drama and Theatre at a deeper level. It is also an excellent subject for developing confidence and self esteem, and strengthening those life skills needed – interaction, self reflection, analysis and evaluation, creative problem solving - to succeed in the wider world.

## Potential Careers

Drama and the key drama skills of teamwork, communication, concentration and confidence are valued highly in many fields of employment – some of which may come as a surprise! Did you know that Lawyers, Politicians, and Police Officers all study drama in the course of their training? The following career areas all consider a qualification in Drama or Performing Arts as a boon in employment.

- Catering and Hospitality
- Leisure and Tourism
- Legal and Political
- Performing Arts
- Social Work
- Design Arts and Crafts
- Education and Training
- Marketing and Advertising

# GCSE Geography

Exam Board:  
Edexcel

## What are the aims of the course?

The aim of the course is to provide an opportunity to gain a qualification that enables you to explore the world, the issues it faces and understand your own place in it. It will encourage you to make geographical decisions by applying your knowledge, understanding and skills to real-life 21st century people and environmental issues. Geography aims to provide you with knowledge as well as mixture of skills that employers want to see. For example, numeracy, analytical and ICT as well as cultivating a worldview.

## How will I be assessed on the course?

You will be assessed through three externally assessed examination papers. The assessment is now just on a one tier paper that provide gradual progression in demand throughout the topics. The old foundation and higher tiered papers no longer exist.

Component 1 (Global Geographical Issues) and Component 2 (UK Geographical Issues) are worth 37.5% respectively with a 1 hour and 30 minute exam paper.

Component 3 (People and Environment Issues) is a written exam of 1 hour and 30 minute paper worth 25%. All the exam papers will include multiple choice questions, short open, open response and extended writing questions.

Fieldwork will be carried out, but where as the old syllabus would have created one piece of controlled assessment coursework. The practical primary data collection skills acquired and knowledge of actual places is now assessed in the form of a written exam. Fieldwork will be carried out in one coastal or river location and one urban / rural location. Students will carry out regular assessments in lessons and for homework so as to get use to the style of exam questions and expectations to move through to the higher marks. With all the exam papers spelling, punctuation and grammar marks are awarded so literacy is important as it could be the difference between a grade boundary.



## Learning

The component topics taught over the two year course will develop further knowledge of specific geographical themes found within the KS3 curriculum. The content topics are framed so as to enhance learning through geographical enquiry questions that strengthen an investigative approach to each of the key ideas. As part of this enquiry process, students are encouraged to use integrated geographical skills, including appropriate mathematics and statistics, in order to explore geographical questions and issues.

## Course content and overview

### Component 1: Global Geographical Issues (1 hr 30 min exam) 94 marks

Topic 1: Hazardous Earth—an understanding of the global circulation of the atmosphere and changing climate. Plus two in depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards in contrasting locations.

Topic 2: Development dynamics—an understanding of the scale of global inequality. Plus as in depth study of how one emerging country is developing and the consequences for people, environment and the country's relationship with wider world.

Topic 3: Challenges of an urbanising world—an overview of the causes and challenges of rapid urbanisation across the world. Plus one in depth study of a megacity in developing or emerging country.

### Component 2: UK Geographical Issues (1 hr 30 min exam) 94 marks

Topic 4: The UK's evolving physical landscape—an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus two in depth studies of distinctive landscapes (Coastal change and conflict and River processes and pressures).

Topic 5: The UK's evolving human landscape—an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus a case study of a major UK city.

Topic 6: Geographical investigations—two investigations, including fieldwork and research, carried out in contrasting environments, **ONE** from 'Coastal change and conflict' **OR** 'river processes and pressures' and **ONE** of either 'Dynamic urban areas' **OR** 'Changing rural settlements'.

### Component 3: People and Environment Issues—making Geographical Decisions (1 hr 30 min exam) 64 marks. A resource booklet will accompany this exam.

Topic 7: People and the biosphere—an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources.

Topic 8: Forests under threat—a detailed study of tropical rainforests and the taiga, looking at processes and interactions, and issues related to their biodiversity and their sustainable use and management.

Topic 9: Consuming energy resources—a study of renewable and non-renewable energy, its supply and demand, access and energy security, its sustainable use and management.

# GCSE Geography



## **What is the importance of the subject at GCSE?**

Geography GCSE will enable you to be well-informed about current world issues. Geography teaches you knowledge but it also enables you to acquire vital skills. Geography gives you a mix of skills that employers want to see. For example, numeracy, teamwork, analytical skills, GIS and ICT are acquired, as well as cultivating a world view and cultural sensitivity.

## **Resources available**

You will have access to a wide range of resources including textbooks in class. You will also undertake fieldwork investigations during the course.

## **Why should students study the course?**

You will enjoy this course if you are a student who appreciates how places and landscapes are formed, how people and environments interact, what consequences can arise from our decisions and what diverse cultures and societies exist within our world.

## **Potential careers**

Geographers are highly employable and do a wide range of jobs.

Interested in the environment? Consider urban planning or becoming a conservation officer.

Interested in business? Consider retail management or a location analyst.

Interested in development issues? Consider journalism, aid work or becoming a diplomat.

Interested in society? Consider social work, teaching or market research.

Interested in travel and tourism? Consider TV researcher, travel writing or leisure centre management.

Interested in settlement and where we live? Consider town planning or property lawyer.

## Student comment

*I would recommend students take Geography as it is a great way to learn about your surroundings. Topics such as coasts and rivers allow you to visualise the changes that would take centuries to form*

ED

*In Geography we study development, urbanising world and coasts and rivers. I would recommend you choose Geography as it is interesting to learn about other countries in more detail. There are good field trips to look forward to such as Stratford and Walton-on-the-Naze.*

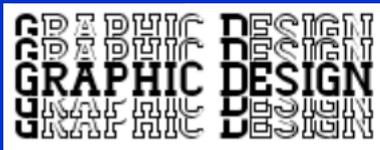
KC

*Geography is a great subject. At present we are learning about global atmospheric circulation. Previously we have studied development dynamics learning how many different factors can influence the world around us.*

EO

# GCSE Graphic Communication

Exam Board :  
EDUQAS



## How will I be assessed?

Two components over the two year course.

**Component 1: Portfolio = 60% of the final grade.**  
Portfolio of evidence of work covering all outcomes.

**Component 2: External assessment = 40% of final grade.**  
10 hour invigilated practical exam.

This qualification will be graded 1-9 GCSE Levels.



## What is Graphic Design?

Graphic Design is a form of visual communication, it is the process of designing a piece of work that communicates a product, event or idea.

## What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

Students will learn to combine images, words and ideas together to convey information to an audience. This work will be mainly done by hand or at times edited on computer software such as Photoshop or Illustrator. Work is focused on 2D print based designs such as posters, book covers, logos, packaging and album covers to name a few. Areas of study could include: Advertising • Communication graphics • Design for print • Illustration • Interactive design (including web, app and game) • Multimedia • Package design • Signage • Typography.

## Students will develop skills and knowledge:

- in using design components competently
- when experimenting with materials and techniques
- in adapting their own ideas and responding to feedback
- in evaluating their own work
- essential for the modern workplace, such as team working; presentation skills; independent working; working to deadlines; efficient use of resources.

## The four Assessment Objectives (AO) are:

- **AO1-Understanding Artists Work:** the students ability to research and analyse the work of historical and contemporary graphic designers and develop ideas from their research.
- **AO2- Using materials, techniques and processes:** the ability to experiment with materials, techniques and process and review and refine work as it progresses.
- **AO3-Recording ideas effectively:** the ability to record effectively through drawing, writing, mood boards, mind maps etc.
- **AO4-The final piece:** Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes that create a personal response to the brief.

## What could this qualification lead to?

Learners who achieve this qualification could progress onto further education:

- A Levels in Design and Technology, Graphic Communication, Art & Design
- Employment e.g. in a design and/or technology based industry where an apprenticeship may be available.
- Careers in Graphics, Fashion and Interior design, Industrial/ Product design, Architecture, Drafter engineer, Multimedia artist, Illustrator.



# GCSE History

Exam board: Edexcel

## Student Comment

*I chose History as it is a very interesting subject that gives me a very good understanding of the past while telling us how the future can be improved. It keeps me interested every week and is always enjoyable.*

*Billy, former Year 11*

*I enjoy History as it is enjoyable and an academic subject. It gives me an understanding of past cultures and events. I always leave having learned something new. The methods the teachers use—like games or group activities—keep us interested and engaged.*

*Ellie, Year 11*

*I want to be a writer when I grow up. Where else best to look for inspiration for characters than the past? History is full of deep, multi-layered people and studying them will help me in my own endeavours.*

*Paul, Year 10*

*I love history because I've always been fascinated at how our lives and society were shaped to be how they are now, and I like to see how certain events and periods have affected this.*

*Abbey, Year 10*



**Overview:** GCSE History draws and builds upon what the students have studied at Key Stage Three. The course is a mixture of British and international history and is designed to develop the students' knowledge of key historical topics while developing their analytical, evaluation, and critical thinking skills.

**Curriculum:** The international component focuses on the Cold War and includes many of the defining events of the twentieth century: ranging from the development of the atomic bomb and subsequent arms race to the Cuban Missile Crisis.

In addition we also study USA 1954 - 1975. This topic allows students to evaluate and analyse sources and interpretations on subjects regarding the Civil Rights movement and American involvement in Vietnam.

There are two British areas of study; Early Elizabethan England 1558 -1588 and Crime and Punishment c.1000 - present day.

For Early Elizabethan England the focus is on the threats Elizabeth faced both at home and abroad, especially with regard to her relationship with Mary, Queen of Scots. Alongside this there is also an investigation as to whether we can really call the period of her reign 'The Golden Age'.

Crime and Punishment meanwhile examines the change and continuity of these two concepts over the years. This part of the GCSE also has a Depth Study on Whitechapel c.1870 - c.1900, focusing on the extreme poverty people endured and how far this can be linked to crime highlighted by the victims of Jack the Ripper.

**Assessment:** There are three exams in this subject, sat at the end of Year 11. Paper I (30%) evaluates the changes in our understanding of Crime and Punishment over time and includes a depth study of crime and policing in Whitechapel from 1870-1900. Paper II (40%) has two parts: challenges and triumphs in Elizabethan England from 1558-1588 and flash points of the Cold War from 1941-1991. Paper III (30%) analyses the changes in American society and key events from 1954-1975.

**Skills required:** This subject will enhance students' ability to evaluate, analyse and critique. Students will hone their skills at writing cogently, coherently, and with constant cogitation. They will develop the ability to evaluate written, pictorial and oral sources.

**Trips:** We will look to arrange a Crime & Punishment trip to London in the autumn term.

**Future prospects:** History is valued by colleges, universities, and employers as it develops key skills for analysis, evaluation, and writing. History will advance students' comprehension of the world and society in which we live. Potential careers include law, politics, publishing, writing, banking, education and obviously history.



# GCSE Music

Exam Board: Eduqas

## FAQs.

Q. Do I need to be able to play an instrument?

A. Yes, or singing.

Q. Do I have to play classical music?

A. Definitely not! All genres of music are acceptable for the performance component. You can play or sing pop songs, songs from the musicals or rap. It is even possible to have a beatboxing performance!

Q. Do I need to be able to read music?

A. Ideally, yes. However, it is not a problem if you can't. We can work with students who cannot read music to help them develop their skills to get them to the point where they can read music at an intermediate level. Students will need to put in some hard work but it will make the course a lot easier.

Q. Do I have to take GCSE Music if I want to take A Level, A Level Music Tech or Level 3 courses?

A. Officially, no but it is a very good idea to do so. It will mean you don't feel left out or falling behind when other people on the course understand things and know words you don't know.

Q. How can I use the skills I learn in lessons?

A. All GCSE students should be taking part in at least one ensemble run in school. Speak to Mr Maynard if you are unsure about what is on offer.



## What will I learn on this course?

We follow the Eduqas GCSE Music course. The course is split into three parts.

### Component 1: Performing

*Total duration of performances:  
4-6 minutes*

**Non-exam assessment:** internally assessed, externally moderated. 30% of qualification. 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.

### Component 2: Composing

*Total duration of compositions:  
3-6 minutes*

**Non-exam assessment:** internally assessed, externally moderated 30% of qualification. Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The second composition is a free composition for which learners set their own brief.

### Component 3: Appraising

*Written examination: 1 hour  
15 minutes (approximately)*

**Written examination:** 40% of qualification. 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 WJEC.

**The two set extracts currently set by WJEC are *Badinerie* by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, *Orchestral Suite No.2 in B minor, BWV 1067*) and *Africa: Toto*.**

## Why Music?

GCSE Music is an ideal course for anyone who likes to engage with music in and outside of school. The course involves listening and picking apart music from lots of different backgrounds, genres and time periods and we explore these through practical tasks.

## What are the requirements for taking the course?

You must be able to play a musical instrument or sing competently to take this course due to the performing component. The more difficult your performance pieces are, the higher mark you can get. It is suggested that an ABRSM/Trinity/other exam board Grade 3 is the correct level of difficulty for a standard GCSE performance. If you are not yet at Grade 3, don't panic! Remember you still have two years to improve your standard of playing or singing.

It is expected that all students who take GCSE Music should be having instrumental or vocal lessons inside or outside of school. This will mean you get expert advice to help you prepare for your performance exam.

## What further study options are available?

The GCSE Music course is designed as a foundation for the A Level Music course and also proves an excellent grounding for Music Technology and various BTEC courses in Music and Performing Arts.

# GCSE Photography

Exam Board:

EDUQAS

## How will I be assessed?

You will be made aware of the assessment criteria from the beginning of the course and all students will be expected to be committed to creating a high standard of work. Coursework will be assessed on a continuous basis with written and oral feedback throughout the course. Weekly one to one tutorials will be held with each student to discuss progression and coursework to ensure all deadlines are met.

Basic drawing skills will be required for concept development and documentation. There is a drawing criteria required also for this GCSE. Students are expected to include a variety of drawing techniques using a wide range of materials in addition to the photography aspect of this course. The four assessment objectives are:

- A01-Development of ideas through investigations; demonstrating analytical and cultural understanding.
- A02-Refining ideas through experimenting and selecting appropriate resources.
- A03-Recording ideas, observations and insights.
- A04-Presenting a personal response, which makes connections with studies.

*Portfolio of Work is weighted at 60% of the final grade; Externally Set Assignment accounts for the remaining 40%.*

*Please note that students considering this option should have access to a basic digital camera.*

*Coursework for Photography is now grade 1-9.*



## Why choose Photography?

Photography is increasingly popular as a GCSE choice. It encourages the exploration of photography as an artistic medium. It combines well with more traditional subjects, providing an outlet for creativity. Photography can be a useful addition to a student's portfolio of qualifications and can also help to secure admission to Art College or university. The skills learnt are transferrable meaning that they can support a range of other option choices. Although there is no requirement to have studied Photography before embarking on a GCSE course, it helps to have an interest in the subject.

Students can select from a range of study areas within photography including portraiture, landscape, still life photography, documentary photography, film and 3D photographic sculpture

## The Course

.For GCSE the final unit is a controlled assignment, which must be done under exam conditions. Students must be prepared to work outside school hours and at weekends in the run-up to the exams. Visits to Photographic exhibitions, galleries and museums are arranged on a regular basis to support coursework development. Their experience of other peoples' work allows students to explore the historical, social and technical aspects of photography, forming a basis for the work journals, which are an integral part of coursework.

As part of their course, students are expected to take photographs in a variety of settings, including open-air locations. They may be instructed to search out suitable settings/locations for photographs outside the school. The coursework is marked by the teacher at the end of the Spring Term, before being submitted to the scrutiny of a Moderator nominated by the examining board Eduqas.



# GCSE Photography



## **Why students should study the course**

The course is for students who have an interest in photography or are interested in pursuing a career in Art-based subjects such as Fine Art, Fashion, Journalism, Documentary Studies and industry-based courses such as Forensics, Fashion, Architecture, Food and Travel and professional Portrait Photography. These are just examples - there are many more!  
Students will also have the opportunity to attend an overseas visit to Barcelona to support and enhance coursework development.

## **Student's comment**

GCSE photography is a lot of work, however those willing to work hard enough will feel great pride in their end results and sketch books. It includes a vast range of topics you will study in depth, as well as getting creative with them; responding to artists, developing pieces. Also there are great opportunities to go one step further and enter competitions to showcase your work, but as long as the effort is put in the reward will be great.

Year 10



# Science

Exam board:

Edexcel

## Aims of the Course

GCSE Combined Science and GCSE Separate Sciences will provide students with an appreciation of the role Science plays in helping us to understand both the natural and technological world in which we live. To stimulate curiosity and excitement in scientific discovery and to develop skills in practical investigative science. To encourage informed decision-making about Science in society and develop a clear understanding of scientific principles.

## How will I be assessed on the course?

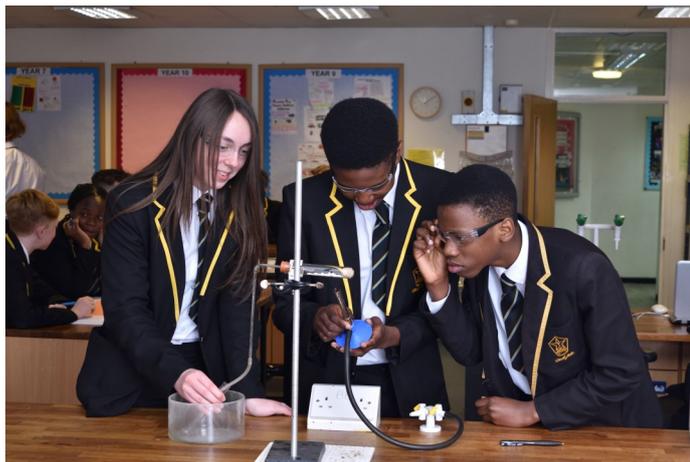
Students will be continually assessed throughout the course by their classroom teacher using a variety of assessment tools such as end of topic assessments, practical observations and annual exams. The final grade will be externally assessed using a series of six examinations to be undertaken at the end of Year 11. The structure of each course is as follows:

- GCSE Combined Science (Double Award)
- 2 Biology Papers
- 2 Chemistry papers
- Physics papers

Each paper 60 marks (1hr 10 minutes)

## Practical Assessment

Students will have to carry out practical investigations in 16 core practicals across the course. The practical knowledge and skills, gained from the practical activities will be assessed via the six formal examinations taken at the end of Year 11.



## What will I learn on the course?

As Science is a core subject our students begin their GCSE journey during Year 9. This allows time to cover the content in the course and gain some valuable revision time in preparation for the terminal exams taken at the end of Year 11.

The programme of study covers Biology, Chemistry & Physics, including the following units.

### COMBINED SCIENCE

#### Biology

- Topic 1 - Overarching concepts in Biology
- Topic 2 - Cells and control
- Topic 3 - Genetics
- Topic 4 - Natural selections and genetic modification
- Topic 5 - Ecosystems and material cycles
- Topic 6 - Plant structures and their functions
- Topic 7 - Animal coordination, control and homeostasis
- Topic 8 - Exchange, disease and the development of medicines

#### Chemistry

- Topic 1 - Overarching concepts in Chemistry
- Topic 2 - States of matter
- Topic 3 - Methods of separating and purifying substances
- Topic 4 - Acids
- Topic 5 - Obtaining and using metals
- Topic 6 - Electrolytic processes
- Topic 7 - Reversible reactions and equilibria
- Topic 12 - Groups 1, 7 and 0
- Topic 13 - Rates of reaction
- Topic 14 - Fuels
- Topic 15 - Heat energy changes in chemical reactions
- Topic 16 - Earth and atmospheric science

#### Physics

- Topic 1 - Overarching concepts in physics
- Topic 2 - Waves
- Topic 3 - Light and electro magnetic spectrum
- Topic 4 - Particle model
- Topic 5 - Radioactivity
- Topic 6 - Motion
- Topic 7 - Energy
- Topic 8 - Forces and their effects
- Topic 9 - Electricity and circuits
- Topic 11 - Magnetism and the motor effect
- Topic 13 - Particle model 2
- Topic 14 - Forces and matter

# Science

Exam board:

Edexcel

## Student comment

*I enjoy Science because teachers make the lesson fun and educational.*

Rodalyn

*I enjoy Science because it's a great way of learning about our world. The teachers know how to make the class enjoyable.*

Laura

## Separate Sciences

In addition to Combined Sciences, Separate Sciences will be offered to the more academic students, as an option subject. This incorporates the content of the combined Sciences with additional content and difficulty. The structure of the course is as follows:

### Separate Sciences:

Biology: 2 papers

Chemistry: 2 papers

Physics: 2 papers

Each paper 100 marks (1hr 45mins)

The content of the course follows that of the Combined Science but will have these additional topics:

### Chemistry

Topics 8 - Transition metals, alloys and corrosion

Topic 9 - Quantitative analysis

Topic 10 - Dynamic equilibria

Topic 11 - Chemical cells and fuel cells

### Physics

Topic 10 Static electricity

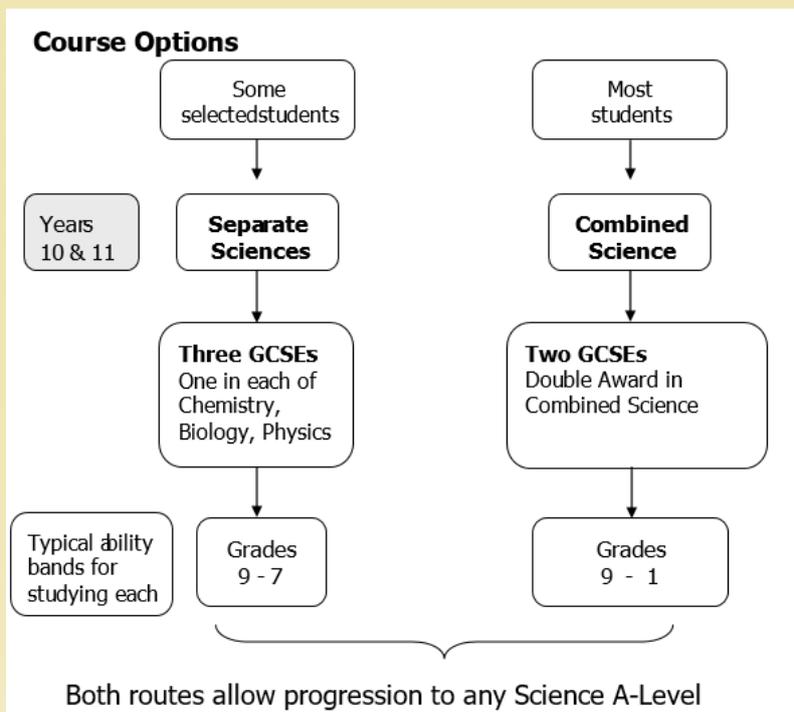
Topic 12 Electromagnetic induction

### Why is Science important?

Obviously, we would be hoping for learners to continue with their Science education by opting to take A Level Sciences. However, Science is such a big part of our lives. Everything from the fuel we put in our cars to plastics, advances in medicine to the electricity we use has been made possible by scientists over time. Continued Science studies will lead into careers in medicine, dentistry, veterinary science, pharmacy, nursing, engineering, research and development, aviation, forensics, teaching and so many more. Even if a student doesn't decide to pursue Science to A Level or beyond, the analytical and observational skills that the subject develops will be invaluable throughout life, as will be the ability to question critically. Above all things, Science should inspire some curiosity about why things happen that can continue way beyond the years of formal education.

### Resources and equipment

Students have access to textbooks and online resources. Edexcel Science revision guides and workbooks are incredibly useful in the build up to exams.



Any students wishing to pursue A levels in Science, should choose separate Sciences.

# Sport Studies

## Level 1/2

Exam Board:

OCR

### The aims of the course

The Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on coaching, performing and leading. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society

### How will I be assessed?

There are two components to the course:

- 2 centre assessed practical and theory units.
- 1 exam.

Students will be awarded points for achieving a Pass, Merit or Distinction for each unit. Then at the end of the course, the points are totaled up to give a pass, merit or distinction. If a student does not pass a unit, they have the opportunity to make the points up in another unit.

### What is the importance of studying Sports Studies

The Cambridge National in Sports studies is designed to compliment GCSE PE. Students will complete practical tasks and one online exam as part of their assessment.

The course will allow students to explore the 3 units in detail and will be relevant to the world of work.

### What other skills will pupils develop and what can they do next?

Sports studies will give you the knowledge and understanding to move to A level PE and vocational courses. It will also educate students about the sports industry and give them an insight into jobs in this sector.

Students will develop leadership skills and confidence through the sports leadership unit.

### What will students learn on this course?

Sports studies is made up of 3 units:

- R184 Contemporary Issues 1hr is 40% of exam
- R185 Performance and Leadership in Sports Activities
- R186 Sport and Media

Students will be centre assessed through practical and assignment based assessment. The contemporary issues unit is an exam.

Pupils will develop a number of skills and attributes such as confidence, teamwork, independent learning, communication, problem solving and gain health and safety awareness. The course will prepare students for A Level PE or PE vocational qualifications.

### What sports will students be able to participate in?

Netball	Basketball
Gymnastics	Handball
Rugby	Badminton
Athletics	
Table tennis	
Football	
Cricket	

### GCSE Equivalent grades

- Distinction\* at level 2 (\*2) (equivalent to Grade 8+ at GCSE)
- Distinction at Level 2 (D2) (equivalent to Grade 7 at GCSE)
- Merit at Level 2 (M2) (equivalent to Grade 5 at GCSE)
- Pass at Level 2 (P2) (equivalent to Grade 4 at GCSE)
- Distinction at Level 1 (D1) (equivalent to Grade 3 at GCSE)
- Merit at Level 1 (M1) (equivalent to Grade 2 at GCSE)
- Pass at Level 1 (P1) (equivalent to Grade 1at GCSE )
- Pass at Level 1 (P1) (equivalent to Grade 1at GCSE )

A level 2 pass or above is the same level as a GCSE

### What resources are available to use?

OCR website and OCR past papers  
OCR PE books  
Revision books  
Folders with information sheets  
iPads  
Laptops  
Google classroom  
Videos

### What extra curricular activities will be available?

Sport Studies students will be expected to participate in a range of sports that are on offer on the extra-curricular timetable. This gives the students the chance to play against other schools and gain valuable competitive experience. There will also be a period 6 lesson available each week that will be used to revise and complete assignments for each unit.

### What careers could I consider?

PE Teacher	Sports journalist
Physiotherapist	Sports coach
Sports development officer	Personal trainer
Sports data analyst	Aerobics/dance/gymnastic instructor

# Contacts

GCSE Art & Design (Miss Huggins)

GCSE Business (Mr S Cain)

GCSE Catering and Hospitality (Miss Plant)

GCSE Computing (Mr Sains)

BTEC Creative Media Production (Mrs McCallum)

GCSE Drama (Mrs King)

GCSE English and English Literature (Mr Powney)

GCSE Geography (Mr Futcher)

GCSE in Graphic Design (Mrs Quinnell)

GCSE History (Mr Butler)

GCSE Mathematics (Mrs Harrison)

GCSE Modern Foreign Languages (Mrs Amato)

GCSE Music (Mr I Cain)

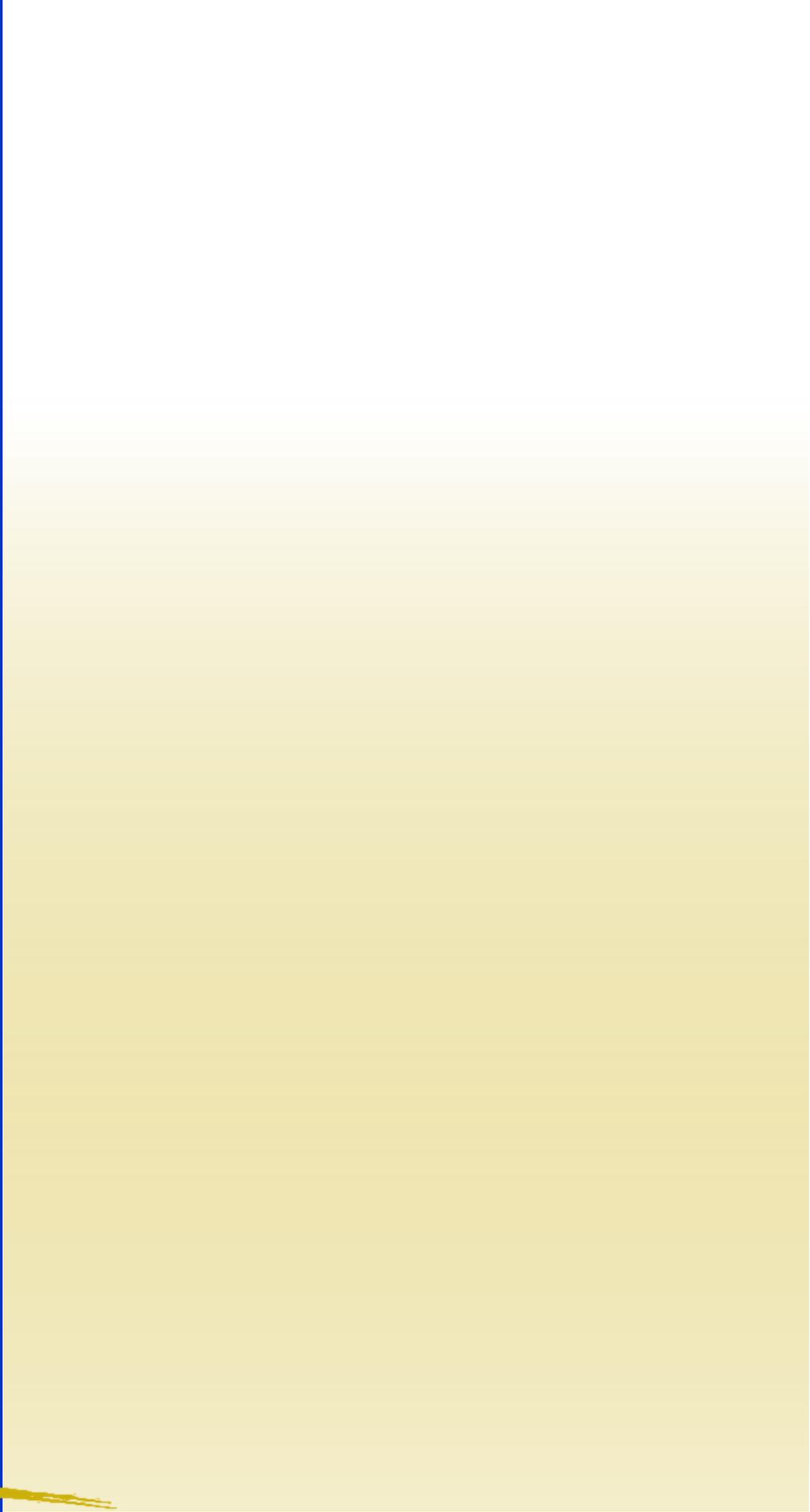
GCSE Photography (Mrs Ansary)

GCSE Religious Education (Mrs Tough)

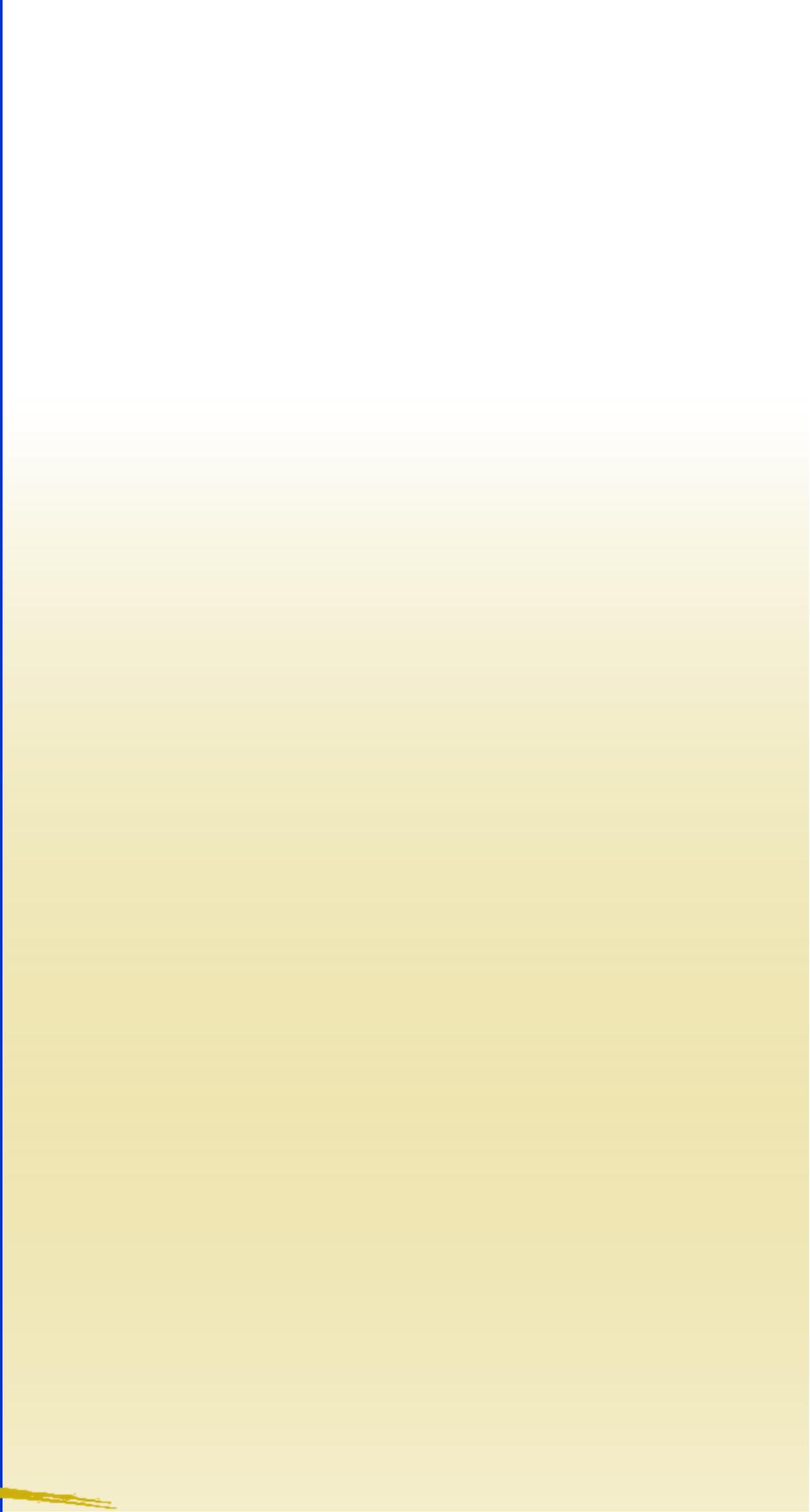
GCSE Science (Dr Rees)

OCR Sports Science (Miss Rothwell)

# NOTES



# NOTES





De La Salle School  
Ghyllgrove  
Basildon  
Essex  
SS14 2LA

*De La Salle School is a Christian community, inspired by the vision and example of Saint John- Baptiste de La Salle, where each person is invited to become the person God intends him or her to be and to live a life of faith and love, following the example of Christ.*

