

■ HEAD TEACHER'S INTRODUCTION

Dear Year 9 students and parents,

This is an exciting time for Year 9 students as they make important decisions about their future. Some of you will have a very clear direction and goal, whilst others may be undecided and want to keep all pathways and possibilities open. Either way, I recommend you gather information, listen to advice and seek guidance on all aspects of the process. You will be excited about the prospect of GCSEs, but you will want to take time to make sure you are choosing the subjects that are best for you – so find out as much as possible before you decide.

The upper school at Gartree High School is based on boldness and ambition, with academic excellence built on strength of character. The essential foundations of an outstanding KS3 experience - familiar routines, values and friendships - will provide the bedrock for progression to your GCSE success.

Learning spaces such as an upper school study and learning hub, and a separate upper school dining area and common room, nurture personal and intellectual confidence in an environment that is fun and exhilarating. In key stage 4 you will be given plenty of support - but also be trusted to self- manage and take responsibility for your own development as a learner and as a person.



■ THE VISION

Year 9 is the first time you make a choice about your curriculum. In recent years there has been a great deal of change in key stage 4 as GCSE courses and assessment has been reformed. We have taken time to explore all specifications, selecting carefully those courses that provide engaging content to inspire you. Furthermore, our GCSE offer builds on the knowledge and understanding embedded in your current curriculum. The range of courses on offer provides you with the breadth and variety for all pathways at post-16 and beyond.

Year 10 at Gartree High School is about focused study, creativity and trying new experiences. It is about working hard and reaping the rewards. It is about being recognised for your achievement and contribution to school life. It is about building your independence and striving to do your best and to achieve your full potential. It is, above all, about becoming the person you want to be.

We will be there to support you every step of the way!

This is a time for you to flourish and take ownership of your school experience. Whatever courses you choose, whatever path you take, you will find the upper school at Gartree High School an inspirational place to learn, combining all of the great elements of life at Gartree High School with the intellectual rigour and academic expectations of GCSE.



S.Singleton

Head teacher



■ AN INDIVIDUALISED CURRICULUM: PATHWAYS

On the next few pages you will see the core subjects of English language and literature, Maths and Science. These are followed by the other subjects, in alphabetical order. In each case we have given details of the examination board and the subject specification, so you can look them up online. The subject specification will tell you exactly what is covered in each subject– it is the blueprint for GCSE success.

What subjects are compulsory?

English language & English literature	5 Periods per week
Mathematics	5 Periods per week
Combined Science	6 Periods per week
Foreign Language either Spanish or French	3 periods per week
Physical Education (<i>not examined</i>)	2 Periods per week

History or Geography

And

Two additional subjects from

- Art and Design: Textiles
- Business Studies
- Computer Science
- Design and Technology
- Drama
- Film
- Fine Art
- Food preparation and Nutrition
- OCR Cambridge National in Sports Studies
- BTEC Award Health and Social Care
- Multimedia ICT – Creative imedia
- Music
- Physical Education
- Religious Education
- Sociology
- Separate Sciences
- Astronomy (after school classes)
- A Level Maths preparation course (year 11)

Pupils will therefore have three choices to make in total. The students can choose to take both History and Geography and more than one language.



■ ENGLISH LANGUAGE

How the course is assessed:

100% final examination

(Additional spoken language assessment recorded separately)

Exam board:

AQA (8700)



Course overview:

GCSE English Language will allow you to demonstrate the use of English in real life, investigate how language is used and draw upon your own experience. English Language at GCSE will provide students with the opportunity to develop the skills necessary to communicate with clarity and meaning, both in writing and orally. The course has been designed to develop each student's knowledge and understanding of language through a wide range of opportunities, responding to a variety of fiction and non-fiction texts, as well as through a range of speaking and listening opportunities.

Learning activities are interactive and include small group class activities, whole group discussions and computer-based activities.

You can expect to:

- make explorations in reading through the study of fiction and non-fiction texts;
- develop extended writing skills through the use of narrative and description;
- explore spoken language through presenting styles, responding to questions and feedback using Standard English;
- refine your writing skills to enable you to communicate clearly, imaginatively and effectively, as well as investigating viewpoints and perspectives.

Where does it lead?

GCSE English Language, when combined with other GCSE subjects, can lead you on to studying A-levels and further studies. A good qualification in GCSE English Language is demanded by most universities and employers, so it is a vital qualification to achieve. Overall, GCSE English Language is seen by many one of the most important qualifications a person can have, as it helps to unlock many doors in education and employment. English Language is such a versatile subject that it can be combined with many other areas of study at university.



Assessment and other information:

Paper 1: 50% of total; 1 hr 45 minutes

Section A: Reading – unseen fiction text. Four questions worth 40 marks.

Section B: Writing – descriptive or narrative extended task. Choice of two questions; worth 40 marks.

Paper 2: 50% of total; 1 hr 45 minutes

Section A: Reading – unseen Non-fiction. Four questions based on two non-fiction texts: one from the 19th century and the other from the 20th or 21st century; worth 40 marks.

Section B: Writing – presenting viewpoints. One extended writing task worth 40 marks.

Spoken Language Assessment:

Marked internally.

■ ENGLISH LITERATURE

How the course is assessed:

100% examination

Exam Board:

AQA (8702)

Course Overview

GCSE English Literature offers you the chance to study classic literature, contemporary novels and poetry too. This specification develops students' enthusiasm for literature by using a skills-based approach to study.

Students will analyse the styles and techniques of some of the great works of writers such as Shakespeare, Dickens, Golding and Priestley. English Literature will also see students studying an anthology of poems on the theme of power and conflict.

You can expect to:

- read, understand, evaluate and respond to texts evaluate texts, providing an informed personal response;
- analyse the language, form and structure of texts;
- show understanding of the relationships between texts and the contexts in which they were written;
- read critically students in order to explore characters, events, themes and language.
- relate texts to their social, historical, cultural and literary contexts.
- write about the texts using relevant quotations and detailed textual references.

Where does it lead?

A GCSE in English Literature will give students vital skills that can lead on to A-level and further studies in English literature and could lead to a career in one of its associated fields. Graduates go into a wide range of careers including journalism and media as well as law, accountancy and business. English Literature will demonstrate to employers that you acquired good reasoning and analytical skills, essential in practically all walks of life.

Assessment and other information:

Paper 1: 40% 1 hr 45 minutes

Section A: Shakespeare (Macbeth) 34 marks

Section B: 19th Century novel (A Christmas Carol) 30 marks

Paper 2: 60% 2 hrs 15 minutes

Section A: Contemporary text (An Inspector Calls -teacher choice) 34 marks

Section B: Poetry anthology ('Power and Conflict' cluster – see below) 30 marks

Section C: Unseen poetry 32 marks

'Power and Conflict' poems:

Ozymandias by Percy Bysshe Shelley, London by William Blake, The Prelude: stealing the boat by William Wordsworth, My Last Duchess by Robert Browning, The Charge of the Light Brigade by Alfred Lord Tennyson, Exposure by Wilfred Owen, Storm on the Island by Seamus Heaney, Bayonet Charge, by Ted Hughes, Remains by Simon Armitage, Poppies by Jane Weir, War Photographer by Carol Ann Duffy, Tissue by Imtiaz Dharker, The Emigree by Carol Rumens, Kamikaze by Beatrice Garland and Checking Out Me History by John Agard.

■ MATHEMATICS

How the course is assessed:

Three 1 hour 30 minute exams taken at the end of Year 11

Exam board:

OCR (J560)



Course overview:

At Gartree High School, the GCSE Mathematics course is delivered over a three-year period. Therefore, all of our Year 9 students have already started working towards their GCSE in Mathematics.

Mathematics is a core subject and is therefore studied by all students. The course is divided into two tiers, Foundation and Higher, and pupils will cover the material for one of these tiers depending on their ability. External assessment is 100% exam and students' final grade will be based on three exams that will be taken at the end of Year 11 (there is no coursework element to the Mathematics course).

You can expect to:

- gain a firm understanding of the following five key areas of Mathematics:
 - Number
 - Algebra
 - Geometry and Measures
 - Ratio and Proportion
 - Statistics and Probability;
- develop strong reasoning and problem solving skills that will be beneficial in later life;
- experience high-quality and engaging lessons;
- develop independent study through regular homework assignments and online resources;
- receive appropriate support in exam preparation.
- extra-curricular A Level preparation course during Year 11 for those planning to take A Level Maths.

Where does it lead?

Mathematics is a beautiful and engaging subject that equips students with vital reasoning and problem-solving skills. Due to the broad nature of the subject, a strong grasp of Mathematics will support learning in other subject areas such as Science, Economics, Business Studies, Computer Science and even certain aspects of Physical Education. Many career paths are open to Mathematics students, including engineering, computing, finance and academia. A strong GCSE grade in Mathematics is a pre-requisite for almost all AS and A2 courses, indicating the importance of this fascinating subject.

Assessment and other information:

Students will require the following equipment for every lesson during the GCSE Mathematics course:

- pen, pencil, rubber, pencil sharpener and ruler;
- protractor;
- a pair of compasses;
- a scientific calculator (available to purchase from Gartree High School).

The Mathematics Department at Gartree High School consists of skilled and GCSE experienced teachers who are working at the cutting edge of modern Mathematics teaching. The department is fully up-to-date with the recent changes to the content and assessment system of the GCSE Mathematics course and will offer a broad and high quality experience to all pupils who attend Gartree High School.

■ GCSE COMBINED SCIENCE: TRILOGY

How the course is assessed:

100% final examination

Exam board:

AQA (8464)

Course overview:

This is a traditional course, divided up into the separate disciplines of biology, chemistry and physics. There are seven biology topics, ten chemistry topics and seven physics topics - which all continue on seamlessly from our current AQA KS3 science course. This course is worth two GCSEs. This course is linear, with students sitting all exams at the end of the two-year course. There are six papers: two for biology, two for chemistry and two for physics. Each of the papers will assess knowledge and understanding from distinct topic areas. The questions are a mixture of multiple choice, structured, closed short-answer, and open response questions. Students are no longer required to sit a practical exam, but are required to do 16 practicals during the course and they are tested on these practicals in the six final exam papers. These exams will also test science and mathematical skills alongside the scientific content.

You can expect to:

- conduct a variety of practical work;
- tackle field work;
- Study new topics that are at the cutting edge of science.

Where does it lead?

Good performance in combined science will enable students to continue their studies in science at A-level. "GCSE study in combined science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. DFE 2015."



■ Art and Design: Textiles

How the course is assessed:

- 60% portfolio of work (controlled assessment)
- 40% externally set assignment (10 hrs)

Exam board:

AQA (8204)

Where does it lead?

GCSE Art & Design: Textiles can lead to A'level and BTEC qualifications in Textiles and onto to degree courses in Fashion design, Fashion buying, Textiles design, Interior design and Costume design to name but a few.

Course overview:

GCSE Art and Design: Textiles, follows the same wide range of creative, exciting and stimulating opportunities as the GCSE Art and Design: Fine Art option but the outcomes are all derived from textiles.

This course enables students to develop one or more areas of study including fashion design and illustration, costume design, constructed textiles, surface pattern, stitched/or embellished textiles, soft furnishings and digital textiles.

You can expect to:

During the portfolio stage students will develop new skills such as weaving, felting, applique, printing and various construction methods and stitch techniques. These will be annotated to reflect personal developments and include reference to current and historical artist/craftspeople/designers. Students will be encouraged to experiment in line, form and texture to authenticate their own response in readiness for the externally set assignment.

Other useful information:

To support GCSE learning we would endeavour to arrange visits to galleries and exhibitions which showcase contemporary and historical issues within this genre. These first hand experiences are invaluable in promoting enthusiasm and unique responses to briefs set by the exam board.



■ ASTRONOMY

How the course is assessed:

100% final examinations

Exam board:

Edexcel (1AS0)

Course overview:

The course is split into 2 sections: Understanding the Universe (this is the 'theory' section, split into 4 modules) and 'Exploring the Universe,' which is the practical coursework section. The course may be offered after school if the uptake is not sufficient for it to run as an option.

The first section is split into four parts:

- Earth, Moon and Sun
- Planetary Systems
- Stars
- Galaxies and Cosmology



You can expect to:

- learn about the history of the oldest of sciences;
- develop your investigational, mathematical and written skills;
- carry out astronomical observations and complete your own astronomical project;
- get philosophical as you consider where the universe came from;
- think about whether life might exist on other planets, and how we might find out;
- visit sites around the country that are important to astronomy, such as the National Space Centre, the Greenwich Observatory and Jodrell Bank.

Where does it lead?

Astronomy is an excellent course for supporting students going on to study sciences and maths in Higher Education.

Assessment and other information:

Paper 1: "Naked-Eye Astronomy"

Externally assessed; 50% of the total GCSE; 1 hour 45 minutes;

Multiple choice, short and extended answers (100 marks)

Paper 2: "Telescopic Astronomy"

Externally assessed; 50% of the total GCSE; 1 hour 45 minutes;

Multiple choice, short and extended answers (100 marks)

■ BUSINESS STUDIES

How the course is assessed:

100% final examinations

Exam board:

AQA (8132)

Course overview:

Business has long been considered the choice subject for managers and leadership in the corporate world. Students will encounter a variety of teaching methods, including case studies, interactive media and ICT and more traditional methods. They will study setting up, investment, growth and marketing in business, as well as human resources and enterprise/entrepreneurial skills.

The world needs bright young people with a clear understanding of the challenges and opportunities of the 21st century world of business.



Where does it lead?

Through the study of this subject you will gain an understanding of the world of business. You will develop skills which will open up exciting opportunities to study business-related subjects at AS-level or A-level. Business is a fascinating subject in its own right, as well as a useful subsidiary subject to be studied alongside almost any degree course at university. Common courses to combine with Business are Law, Accounting, Economics, Mathematics, Social Sciences, ICT and Engineering.

You can expect to:

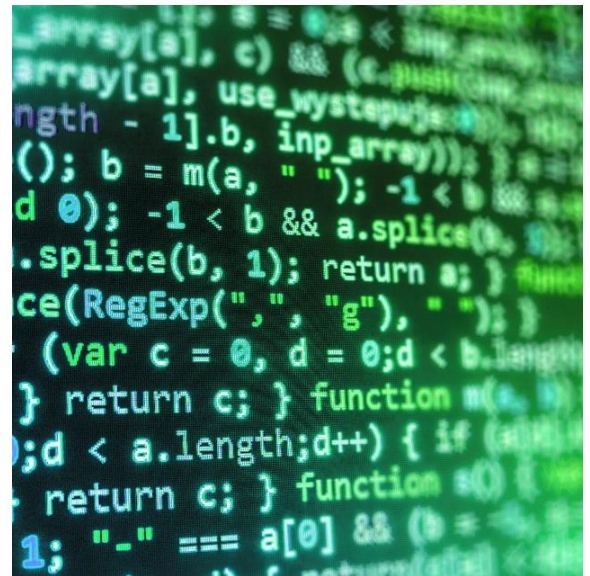
- learn about issues concerning the setting up and operation of a business, as well as considering a wide range of business stakeholders who will hold differing perspectives;
- explore ways by which businesses recruit, motivate and retain staff;
- explore how businesses carry out customer research in order to identify and understand the needs of customers;
- explore enterprise skills that are present in successful entrepreneurs;
- learn the nature of the costs that businesses face and introduce the four key elements of business finance.

Assessment and other information:

Students will be encouraged to participate in Young Enterprise and other specific business challenges, as well as team-building activities.

Students will have the opportunity to attend a range of business-related trips to show how business works in real life contexts, and to draw upon these practices as case studies within lessons. Students will be expected to keep up-to-date with current affairs and read around the subject using recommended textbooks, newspapers and business magazines.

■ COMPUTER SCIENCE



How the course is assessed:

100% final examination

Exam board: OCR (H446)

Course overview:

Computer Science is a very practical subject – students will be able to use their knowledge and skills they learn in the classroom on real-world problems. This qualification helps students to think creatively, innovatively and logically. Computer Science helps to develop valuable thinking and programming skills that are extremely attractive in the modern workplace. Topics covered include:

- Computer Hardware
- Networking
- Moral, Social and Legal Concerns
- Programming Languages
- Computational Logic
- Data Representation

You can expect to:

- learn to program in the Python programming language;
- understand what the different parts of a computer are and how to compare and build a custom PC;
- learn how networks work;
- solve problems using computational thinking;
- learn how to design, code and test a complete software solution.

Where does it lead? To Computer Science A-Level or college courses such as Game Development and Software Engineering as well as apprenticeships in web development or software engineering. Potential careers in computing include: Software Engineering, Data Scientist, Web Designer, App/Game Developer, as well as Academic Research.

Assessment and other information:

Students will be expected to complete a 20-hour programming project to showcase their ability to be able to design, code and test a solution to given problem.

Students will take two exams in:

Computer systems (50%)

Computational thinking, algorithms and programming (50%)

■ DESIGN AND TECHNOLOGY

How the course is assessed:

50% final examination

50% non-examined assessment portfolio

Exam board: OCR GCSE (9-1) Design and Technology-J310

Course overview:

Learning about Design and Technology will encourage learners to develop design and thinking skills that open up a world of possibility, giving them the tools to create the future. This GCSE will excite and engage learners with contemporary topics covering the breadth of this dynamic and evolving subject. It will generate empathetic learners who have the ability to confidently critique products, situations and society in every walk of their lives now and in the future. Design and Technology is a subject that brings learning to life, requiring learners to apply their learning to real-life situations. This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Learners will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.



Learning aims and outcomes

- develop an awareness and understanding of real-life experiences in designing and in the developments and opportunities seen in creative, manufacturing and engineering industries
- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop an experienced understanding of an iterative design process and the relevance of these to industry practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' (and stakeholders) needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- become independent and critical thinkers who can adapt their technical knowledge and understanding to different design situations
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in Design and Technology
- use key Design and Technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics

Where does it lead?

- to an industrial career in any design field crossing all specialisms, from engineering to the fashion industry
- to further study of Design and Technology at A-level or equivalent

Please look up our up to date student work at www.pinterest.com/GartreeADT

■ DRAMA



How the course is assessed:

- Component 1: Practical module (devising) with a written portfolio log worth 40%. In a group, you will devise your own performance, using a stimulus as inspiration. You will also write about the devising process in detail, to form a written log. Both the performance and written log are assessed.
- Component 2: Practical module (performance from a text) worth 20%. You will explore two extracts from a text, you will be expected to learn the lines for your character to produce the two performances. This is assessed by a visiting external examiner.
- Component 3: Written exam (theatre makers in practice) worth 40%. You will study a performance text in detail for the exam. You will watch a live professional performance to write about and evaluate in the exam.

Exam board: Edexcel

You can expect to:

Study the theory of performing, study plays in depth, work with scripts, watch a live theatre production, have practical lessons and perform on stage, in front of an audience. You will find out the 'behind the scenes' of a theatre production as well as about the performance itself.

Where does it lead?

This course teaches you many transferrable skills that would help you in all aspects of life, as it builds confidence and communication skills. It would be an ideal GCSE for those interested in A-Level Drama/Theatre Studies and A-Level English Literature.

Written Exam Overview:

Section A: Bringing Texts to Life

This section consists of one question broken into six parts (short and extended responses) based on an **unseen extract** from the chosen performance text.

Section B: Live Theatre Evaluation

This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen earlier in the year.

■ FILM STUDIES



How the course is assessed:

- Two exams worth 35 % each
- A production module worth 30%

Exam board:

WJEC EDUQAS

Where does it lead?

This course teaches you film theory and how to analyse and respond to film. You will learn a different vocabulary in order to do this.

It would be an ideal GCSE for those interested in A Level Media or Film Studies.

Course overview:

Key Developments in US Film: This unit of work includes three different sections. A comparison of two US films, a unit that tests the knowledge of how film and technology have developed and a focus on a US independent film.

Global Film: Narrative, Representation and Film Style: This unit analyses three different films, a global English language film that focuses on narrative, a global non-English language film that focuses on representation and a British film that focuses on the style of the film.

Production: A practical module where a genre based screenplay is created and an evaluation is completed.

Study films both in and out of lessons, share your interest in film and have the opportunity to experience trips and visits to places such as Harry Potter Warner Bros. Studios and the BFI IMAX in London.

Assessment and other information:

- **Key Developments in US Film** is worth 35%. This is a 1 hour 30 minute exam taken at the end of the two-year course.
- **Global Film: Narrative, Representation and Film Style** is also worth 35%. This is a 1 hour 30 minute exam at the end of the two year course.
- **Production:** worth 30%, is completed in the first year and part of the second year to be submitted in the Spring Term of the second year.



■ FINE ART

How the course is assessed:

60% portfolio of work

40% externally set assignments - 10 hour exam

Exam board:

AQA (4240)

Course overview:

GCSE Art and Design: Fine Art provides students with a wide range of creative, exciting and stimulating opportunities. Students will explore ideas, convey experiences and respond to themes/issues from personal experiences to create their artwork.

The course enables students to develop their artistic ability through a variety of areas, including **drawing, painting, sculpture, photography, print-making and mixed media**. Students may choose to explore these areas individually, overlapping or in combinations.

Throughout the fine art course, students will gain further knowledge and understanding of media, materials and techniques. These will be explored through a combination of artwork and artists in both historical and contemporary contexts.

Students will be encouraged to work individually to develop their own style. The ways in which they convey their ideas and intentions can be represented in various ways within their fine artwork. These may include:

figurative representation abstraction stylisation simplification expression exaggeration

You can expect to:

- enjoy a balanced and exciting course where you develop your individual skills in the creation of artwork;
- develop your knowledge and understanding of art through the study of artists, both past and present;
- be inspired to develop your own artistic style.

Building on from the course foundation skills in Year 9, students will continue developing their artwork through extended projects in Year 10, culminating into an externally set task in Year 11 (leading on to the 10-hour exam).

Year	Sept	Dec	Jan	April	May
9	Core Foundation Studies		Course Foundation Studies		Project (mini) mock exam
10	Project (1)		Project (2)		Mock Year 10 exam
11	Project (3)		Externally set task and 10 hour exam (set in Feb)		Marks to AQA board

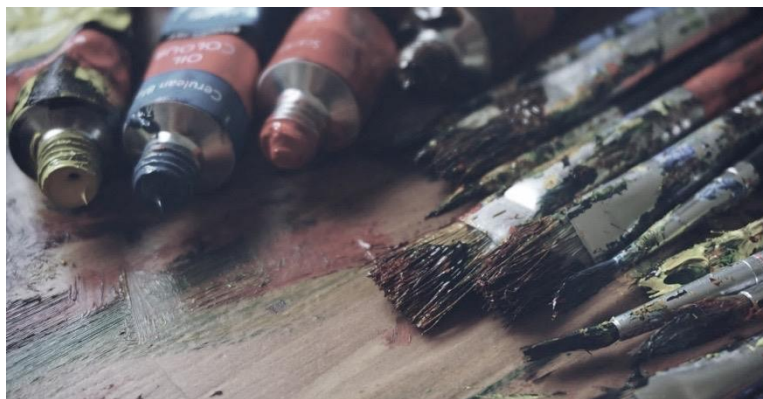
Where does it lead?

GCSE fine art is a strong foundation for further progression into Art related courses, such as A level art, and enhanced vocational career pathways.

Assessment and other information:

To support their learning, students in Year 10 will be provided with an extensive range of artists' materials giving them the opportunity to develop their skills both in and out of the classroom through years 10 and 11. There will be several opportunities to enhance their knowledge and understanding of art through out of class experiences including visits to London galleries.

Please look up our up to date students work on www.pinterest.com/gartreeadt



■ FOOD PREPARATION AND NUTRITION

How the course is assessed:

This course is internally and externally assessed.

Internal assessment:

Task 1: The Food Investigation Assessment (15% of the GCSE). Students will investigate how ingredients work together.

Task 2: The Food Preparation Assessment (35% of the GCSE). This assessment will require learners to: Plan, prepare, cook and present a three course meal within three hours. Students must also produce a folio of evidence.

External assessment:

Written examination (50% of the GCSE) - 1 hour 45 minutes on topics studied in year 10 and 11.

Exam board:

WJEC Eduqas

Course overview:

Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. Throughout Year 10 & Year 11 pupils will gain knowledge and skills - this will involve bringing ingredients in each week to make dishes and practice skills. We will also carry out mini food science investigations to prepare students for assessment. This will culminate in two internal assessments and one external examination.

You can expect to:

- Learn about lots of different theory topics such as food commodities, nutrition, diet and good health, the science of food, food provenance (where food comes from).
- Use and develop your practical skills to create a variety of different meals/products.
- Cook every week to allow you to make a variety of tasty dishes.

Where does it lead?

This course is complemented by others GCSE's such as GCSE PE and science, particularly biology and chemistry. Upon completion of this course, students can go onto to further study - there are a variety of college courses that are food related and/or then go on to study a science/food science related degree. This GCSE will also give you the skills and food safety knowledge needed in the catering industry.



■ GEOGRAPHY

How the course is assessed:

100% final examination

Exam board:

Edexcel Geography B

Course overview:

The qualification has a straightforward structure with three components. Students will be encouraged to use integrated geographical skills, including appropriate mathematics and statistics, in order to explore geographical questions and issues. Students are encouraged to make geographical decisions by applying their knowledge, understanding and skills to real-life 21st century people and environmental issues.



There is a diverse content on offer within Geography at GCSE and the following topics are assessed that build on what students have learnt at Key Stage 3 here at Gartree High School:

Component 1: Global Geographical Issues (Paper 1)	Component 2: UK Geographical Issues (Paper 2)	Component 3: People and Environment Issues-Making Geographical Decisions (Paper 3)
<i>Topic 1: Hazardous Earth</i> <i>Topic 2: Development Dynamics</i> <i>Topic 3: Challenges of an urbanising world</i>	<i>Topic 4: The UK's evolving physical landscape</i> <i>Topic 5: The UK's evolving human landscape</i> <i>Topic 6: Geographical investigations</i>	<i>Topic 7: People and the biosphere</i> <i>Topic 8: Forests under threat</i> <i>Topic 9: Consuming energy resources</i> <i>Making a geographical decision</i>

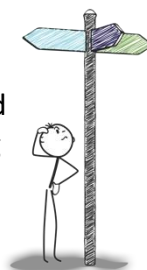
Students will undertake two fieldwork investigations based on coastal management on the Norfolk coast as well as investigating how quality of life varies within Leicester. These will enable them to develop a better understanding of fieldwork techniques and skills that will be assessed in the final exams.

You can expect to:

- develop your knowledge and understanding of place, process and interaction through global and UK issues;
- explore geographical concepts through two fieldwork trips;
- study key contemporary geographical issues that are relevant and insightful;
- develop and extend competence in a range of skills including those used in fieldwork, in using maps and in computer software such as Geographical Information Systems (GIS).

Where does it lead?

The study of Geography stimulates an interest in and a sense of wonder about places, people and the environment. It helps young people make sense of a complex and dynamically changing world. The Russell Group of Universities and key employers recognise Geography as one of the key 'facilitating' subjects for entry to degree level study. Geography provides a platform for career paths into town planning, architecture, aviation, environmental management, travel and tourism, plus teaching.



■ HEALTH AND SOCIAL CARE

How the course is assessed:

60% internal assessment and 40% external examination

Exam board:

Pearson BTEC Level 1/Level 2 Tech Award (Qualification Number: 603/0395/5)



Course overview:

Health and Social Care

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

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

Students will need to attend a Health, Social Care or Early Years placement as part of their Year 10 Work Experience in order to complete internal assessment tasks. They will also be encouraged to participate in health and well-being opportunities across the school and take an active role in health promotion at Gartree High School and within our local community.

Where does it lead?

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

You can expect to:

- Understand human growth and development across the lifespan and factors that affect it
- Investigate how individuals deal with life events
- Understand the different types of health and social care services and barriers to accessing them
- Understand the values which underpin care work as well as demonstrating these values and review own practice
- Understanding factors affecting health and well-being
- Be able to measure and interpret health indicators
- Understand, create and evaluate person centred health improvement plans
- Identify, analyse and evaluate methods of health promotion

■ HISTORY

How the course is assessed:

100% final examination

Exam board:

Edexcel History (1H10)



Course overview:

The qualification is based on the study of four main components that have been carefully selected for broad appeal and a balanced programme of study. The specification content is framed by historical enquiry that encourages an investigative approach to each topic of study, often using sources to form judgements and opinions. Students are encouraged to make historical decisions by applying their knowledge, understanding and skills to different periods through time. The following modules are studied within History at Gartree High School at GCSE:

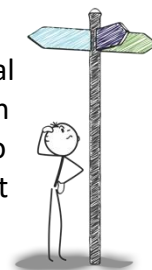
- **Modern depth study:** Weimar and Nazi Germany 1918-1939
- **Period Study:** The Cold War 1941-1991
- **British depth study:** Early Elizabethan England 1558-1588
- **Thematic study:** Crime and Punishment c1000 – Present Day

You can expect to:

- develop and extend your knowledge and understanding of specified key events, periods and societies in local, British, and wider world history - and of the wide diversity of human experience;
- engage in historical enquiry to develop as an independent learner and as a critical and reflective thinker;
- develop your ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context;
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them;
- organise and communicate your historical knowledge and understanding in different ways and reach substantiated conclusions.

Where does it lead?

History is a subject that is highly respected (both educationally and professionally) as academically rigorous. It is an excellent platform for anyone interested in law, journalism, social studies and politics, as well as further studies in History. It provides valuable skills of expression and enquiry that are valued at Higher Education and in the workplace. History opens doors into many careers: law, genealogy, architecture, teaching, business, journalism, politics, and market research.



■ MFL: FRENCH & SPANISH

How the course is assessed:

75% final examination: 25% listening/reading/writing
25% teacher-assessed speaking task (externally moderated)

Exam board:

AQA French (8658) and Spanish (8698)



Course overview:

The courses consist of three broad themes: Identity and Culture; Local, National, International and Global Areas of Interest; Current and Future Study and Employment. Within these themes, the courses cover a variety of topics including: Technology in Everyday Life; Customs and Festivals in French and Spanish-speaking countries and communities, The Environment and Jobs, Career Choices and Ambitions. In exploring these topics, students will develop their ability in all four language skills (listening, speaking, reading and writing), as well as gaining a fuller understanding of the world around them.

You can expect to:

- develop an understanding of your chosen country and culture through the use of authentic materials including newspaper articles, poems and film;
- improve your spoken communication, confidence and public speaking skills in your chosen language;
- explore a wide range of topics including new technologies, social and global issues and future career choices and ambitions;
- develop problem-solving strategies.
- enhance your knowledge of how a language is structured.

Where does it lead?

Studying a modern foreign language will enable students to improve their communication skills and confidence, as well as allowing them to express their ideas, interests and opinions to speakers of their chosen language. It will deepen their understanding of how languages work, will stimulate their cultural knowledge and can enhance their understanding of many other subjects, including English, Music, Mathematics and ICT. Language study adds an international dimension to their choice of GCSE subjects, and is valued by future employers and higher education providers alike.

Assessment and other information:

Achieving proficiency in a Modern Foreign Language at GCSE requires a commitment to independent study and regular revision. You can make use of a range of online resources as well as materials available in school to help you progress.

¡hola!

MULTIMEDIA ICT – CREATIVE IMEDIA

How the course is assessed:

- 75% coursework
- 25% exam

Exam board:

OCR

Course overview:

Cambridge Nationals in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector - including film, television, web development, gaming and animation, and have IT at their heart. They start at pre-production and develop their skills through practical assignments as they create final multimedia products and have a motivating, hands-on approach to both teaching and learning.

You can expect to:

Students will have a choice of the following units:

- Creating Digital Graphics
- Creating Digital Video
- Creating Digital Animation
- Creating Interactive Multimedia Products
- Website Development

Where does it lead?

To further study in college courses such as Game Development and Web Design as well as apprenticeships in web development or software engineering. Potential careers include: Web designer; Graphics Designer; Computer Animator; IT technician and IT consultant



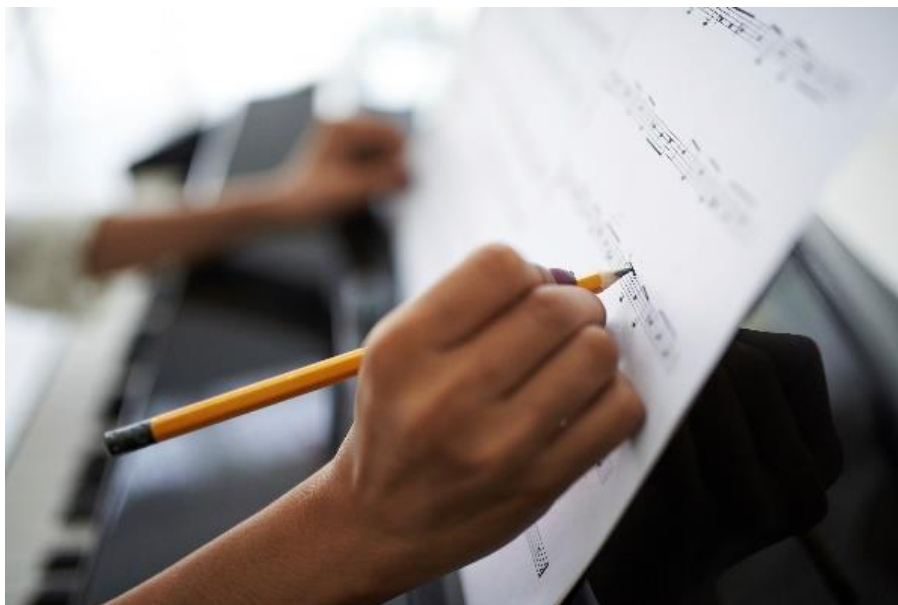
MUSIC

How the course is assessed:

- 40% final examination
- 30% composing (two compositions)
- 30% performing (two performances)

Exam board:

Edexcel (1MU0)



Course overview:

This course will equip students with all the skills required to develop as a musician. The three key components of the course are appraising, composing and performing - with a focus on developing deeper musical understanding in a wide variety of contexts throughout the course. Students will be given the opportunity to perform with others, and also to use technology to compose music in a variety of genres and styles.

Areas of study:

- instrumental music 1700-1820;
- vocal music;
- music for stage and screen;
- fusions.

You can expect to:

- appraise and understand music from a variety of genres. These include music for stage and screen, classical music and vocal music;
- perform as a soloist and in groups/ensembles;
- compose music based on your own ideas and set composing briefs.

Where does it lead?

Music is both a creative and theoretical subject that can lead to many fields including music teaching, music therapy, sound recording and music technology based industries. GCSE Music is an ideal path into A-level music, which can lead to many specialised courses including degree courses that specialise in composing, song writing and popular music. There are also many college courses specialising in performance, studio techniques, and sound recording.



Assessment and other information:

Students will take part in extra-curricular music making in school and also from following a dedicated practice regime on their specialist instrument. Students will take every opportunity to perform in school concerts, shows and events. The ability to read music is an advantage but not essential. Students will develop the knowledge of music theory throughout the course.

*students will need to have been **taking instrumental lessons** or be a confident singer for at least one year before considering taking this course.

■ PHYSICAL EDUCATION

How the course is assessed:

30% Non-Examination Assessment (NEA). Three practical performances.

10% NEA, One Performance Analysis Task

60% Two examination papers (2x 1 hour)

Exam board:

OCR (J587)

Course overview:

If you want the knowledge to keep yourself fit, healthy and active for life, find the human body fascinating, want to learn how to train SMART, not just harder or you want to develop the knowledge to get better in the sport or activity you take part in the GCSE (9 - 1) Physical Education is for you!

Studying GCSE PE will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-examined assessment component, you will also develop a wide ranging knowledge into the how and why of Physical activity and sport.

The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study learn how to improve your performance through the application of theory.

You will learn the reasons why we do things, why some outperform others, mentally and physically. You will delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

You can expect to:

- enjoy a mix of practical and theory lessons;
- improve personal performance and the performance of others through effective coaching;
- develop analytical skills and be able to evaluate performance;
- broaden your theoretical knowledge of sport.

Where does it lead?

This course will lead to a secure foundation for progress to:

- A level PE
- BTEC level 3 Sport
- Higher Education Qualifications

These qualifications can then lead to career opportunities within sport, such as sports management, teaching, personal trainer or physiotherapy.



■ OCR Cambridge National in Sports Studies

How the course is assessed?

2 Mandatory Units:

Contemporary issues in sport examination (25%) – external examination

Developing sports skills (25%)

2 optional units (25% each) from:

Sports Leadership

Sport and the Media

Working in the sports industry

Developing knowledge and skills in outdoor activities

Exam board

OCR

Course Overview

The Cambridge National in Sport Studies takes a sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

In the '**Contemporary issues in sport**' unit students will learn about the wider environment and how it reflects society and its values. Students will explore a range of topical and contemporary issues in sport, as well as the promotion of values and ethical behaviour through sport. Students will also learn about the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

In the '**Developing sports skills**' unit students will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity. Students will also improve their understanding of the rules to allow them to act in a number of officiating roles within an activity. As well developing sporting skills, students will also develop their transferable skills such as communication, performing under pressure, using initiative to solve problems and making decisions by considering rapidly changing conditions around them.

You can expect to:

- enjoy a mix of practical and theory lessons;
- consider the ways that sport is run in this country
- improve leaderships skills and deliver leadership sessions
- broaden your theoretical knowledge of sport.

Where does it lead?

Cambridge Nationals provide a strong base for progression to Further Education, whether it is on to Level 3 Cambridge Technicals or A Levels, or to an apprenticeship or work.



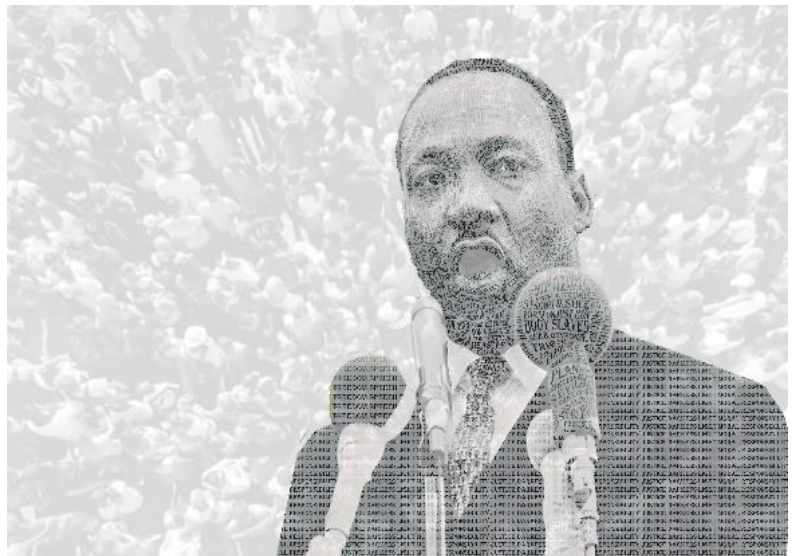
■ RELIGIOUS STUDIES

How the course is assessed

100% final examination

Exam board:

AQA Religious Studies A



Course overview:

The qualification has a clear structure with two main components. Students consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. As part of the specification, the students will study the beliefs, teachings and practices of two nominated religions: **Christianity** and **Buddhism**. As a matter of course though, students with a good grounding in another faith are welcome to use their own personal knowledge and understanding in the exam if it is one covered by the Exam board.

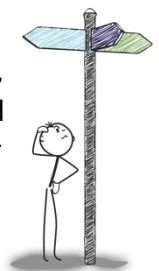
Students learn how religious believers consider relationships and families, peace and conflict, crime and punishment, human rights and social justice. Students consider secular concepts too, to try to ensure a balance of views and understanding through atheism and humanism.

You can expect to:

- develop your knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions being studied;
- develop your ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of understanding of the subject;
- reflect on and develop your own values, belief, meaning, purpose, truth and their influence on human life to give a reasoned consideration of a single point of view through a logical chain of reasoning;
- reflect on and develop your own values, beliefs and attitudes in the light of what has been learnt;
- have a knowledge and understanding of different attitudes about an ethical or philosophical issue or belief;
- have a knowledge and understanding of how a religious belief or practice influences individuals or groups.

Where does it lead?

Religious Studies both informs and challenges each student's preconceptions of religious beliefs, teachings and practices, enabling students to embark on adult life with tolerant, open-minded views about religion in the 21st Century. The skills developed by students will be useful for a career path in journalism, media, politics, teaching and the legal profession.



■ SOCIOLOGY

How the course is assessed:
100% final examination

2 - 1hr 45min exams

Examining Board:
AQA

Course overview:

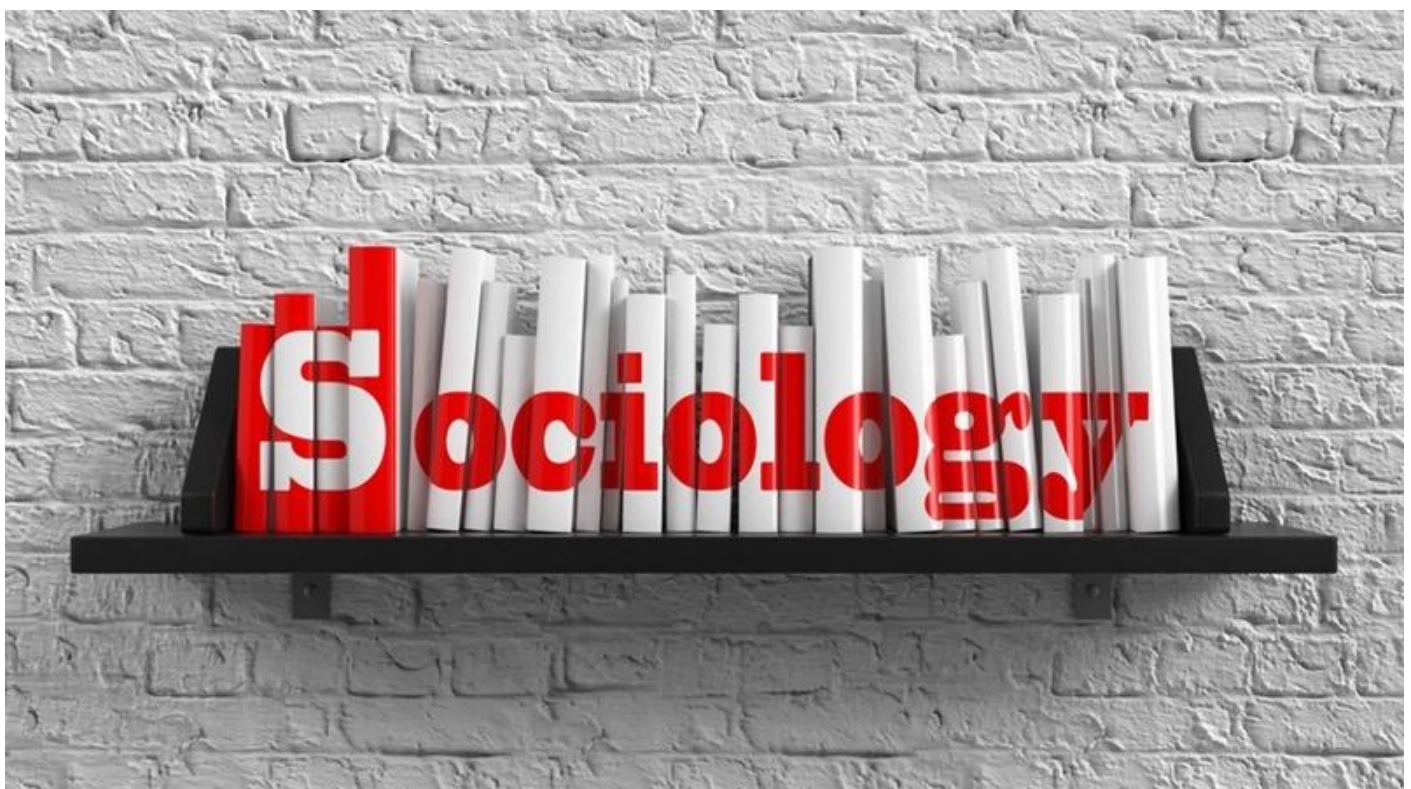
Sociology looks at the different groups that individuals belong to within society and the interaction between them, such as families, school and the national population. Through the study of society, sociology looks at the way in which our behaviour, beliefs and identity are shaped. Some sociologists believe that social institutions like the media, education, religion, the law and families play a major role in doing this.

The course is likely to focus on social inequalities, families, education and crime and deviance. Students will therefore study different views about society and our role in it.

The course will introduce students to sociological methodology, which focuses on research processes including social surveys, questionnaires, interviews, observation and statistical data, to reveal the varying ways in which evidence is collected about the social world.

Where does it lead?

Studying sociology may be a first step towards a career in the caring professions, education, the media, or the criminal justice system. It will certainly provide a new perspective on the social world in which we live.



■ SEPARATE SCIENCES

GCSE BIOLOGY, GCSE CHEMISTRY, GCSE PHYSICS

How the course is assessed:

100% final examination

Exam board:

AQA (8461), (8462), (8463)

Course overview:

All three courses are linear, with exams at the end of the two years. Students choosing this option are required to study all three disciplines. Each separate science subject has two exams each, which test subject content, scientific and mathematical skills. Students are required to complete eight practicals for each subject during the two-year course and are examined on these practicals in the final exams.

Studying the separate sciences means students will cover more content than on the GCSE Combined Science Trilogy course. The separate science course is an excellent preparation for further study of science at A Level.

Students will study the following topics:

GCSE PHYSICS

Forces
Energy
Waves
Electricity
Magnetism and
electromagnetism
Particle model of matter
Atomic structure
Space physics

GCSE PHYSICS

Cell biology
Organisation
Infection and response
Bioenergetics
Homeostasis and response
Inheritance, variation and
evolution
Ecology

GCSE Chemistry

Atomic structure and the
periodic table
Bonding, structure and the
properties of matter
Quantitative chemistry
Chemical changes
Energy changes
The rate and extent of chemical
change
Organic chemistry
Chemical analysis
Chemistry of the atmosphere
Using resources

