



Gladesmore Community School



# Pathways 2022

Your guide to the  
subjects at Key Stage 4

March 2022



# Introduction

## **Your Personal Pathway into Key Stage 4**

As young people progress into Key Stage 4 they have the opportunity to follow different pathways. These different pathways are made up of different courses. We are most concerned to ensure that students follow a pathway that suits them and leads to their personal success. All of our students are unique, they have different dreams, talents and interests. Our aim at Gladesmore is to ensure every child fulfils their potential and leaves with exceptional examination results.

The work the children have done during Key Stage 3 is the foundation for that success. During this time, they study the full range of National Curriculum subjects. At Key Stage 4, students will start to specialise in a smaller number of subjects in preparation for examinations at the end of Year 11. It is vital that students study the right subjects for them, subjects that will stretch them academically, enable them to be successful and finally allow them to take the next step to further study. This booklet and the associated series of meetings and interviews are designed to identify the most suitable pathway for individuals as they go forward into Key Stage 4.

This will be achieved when students, staff and parents work together. Our next step is the Year 9 Preferences Process. Students are asked to indicate the subjects that they enjoy and are strong in. These personal preferences are a guide to help identify suitable subjects to study, as are future career preferences, if known at this stage. The Preferences Team will consider those preferences alongside the extensive data we have for every child and will put together individually tailored pathways for each child. Grades achieved by students on their progress reports are important in guiding us to the best range of courses to follow.



# Introduction

## Pathways for Year 10 and 11

This booklet is intended to help you identify the most suitable subjects for your child to follow. It provides detailed information on the different courses that are available. Students, with the assistance of parents/carers and staff will be asked to indicate the subjects that they have a preference for.

We offer a range of GCSE and BTEC courses within two broad pathways.

### **English Baccalaureate (Ebacc) Pathway**

This is made up of a core of GCSE academic subjects. These include; English Language, Mathematics, Combined Science, History or Geography and a Modern Foreign Language (French, Spanish, Turkish or a Community Language). In addition, students will study English Literature plus one other subject. This pathway is by far the most popular amongst Gladesmore students and is the pathway that provides the widest range of opportunities for Post 16 study.

### **Balanced Curriculum Pathway**

This is made up of GCSE and BTEC courses. Students will study GCSE courses in English Language, English Literature, Mathematics and Combined Science. A further qualification will be allocated from Computer Science, History or Geography and Modern Foreign Languages (French, Spanish, Turkish or a Community Language). 2 other subjects will complete the pathway.

**We ask students to think about their future, consider the subjects detailed in this booklet and discuss their preferences with parents and staff.**



# Introduction

## Types of Courses in Years 10 and 11

In order to help every student succeed at Key Stage 4 we offer a range of support and advice. Teachers of GCSE and BTEC courses have given presentations to all Year 9 students in special assemblies. These are designed to provide an outline of the requirements of each subject. In addition, staff are ready to answer questions that students may have. Finally, each student will have a personal interview with a senior member of staff to discuss in detail the most suitable courses to follow.

The curriculum at Gladesmore is designed to enable everyone to achieve. It meets national curriculum expectations and enables progression to a range of post-16 courses.

All GCSE courses have examinations which for the majority will be taken at the end of Year 11. There will be regular trial examinations to allow students to develop their skills and students will be required to regularly revise at home. Supporting your child with revision will help them to be more successful.

A few GCSE and all BTEC courses require students to complete coursework. This work needs to be done in class and also at home. Sometimes students find working on large pieces of work very demanding. On-going support and encouragement from parents and carers is very important and will help them cope successfully with this. We also have evenings for parents throughout Key Stage 4 to provide further details and reports on progress.

The work in BTEC courses is, in general, more practical than for GCSEs. Students apply their learning to real-life situations. All students on BTEC courses have to complete a number of Core and Specialist units. Their work for these units can be in many different practical forms. This evidence is collected in a coursework portfolio and counts towards the final grade. Students also need to pass an external examination.



# Subject Index

## Core Subjects

Subject:	Page:
• English ~ GCSE (B) (C) .....	7~8
• Mathematics ~ GCSE (B) (C) .....	9
• Modern Foreign Languages ~ GCSE (B) (C) .....	10~14
• PSHE & Citizenship (C) .....	15
• Physical Education ((C)) .....	16
• Religious Education (C) .....	17
• Science ~ GCSE (B) (C) .....	18

## Preference Subjects

Subject:	Page:
• Art & Design ~ GCSE .....	20~21
• Computer Science ~ GCSE .....	22~23
• Design & Technology: GCSE .....	24~25
• Drama ~ BTEC .....	26~27
• Food Preparation and Nutrition ~ GCSE .....	28~29
• Geography ~ GCSE (B) .....	30
• History ~ GCSE (B) .....	31
• Information Technology ~ Cambridge National level 1~2 ...	32~33
• Media Studies ~ GCSE .....	34
• Music ~ GCSE .....	35
• Physical Education ~ GCSE .....	36~37
• Religious Education ~ GCSE .....	38
• Sport ~ BTEC .....	39~40
• Work Skills ~ BTEC .....	41

### Key:

(B): Subject counted as part of the English Baccalaureate

(C): Core subject taught to all students





# Core Subjects

(All students study these)





## Course Outline

All students study English Language and English Literature at Key Stage 4. This means you will be awarded two separate GCSEs. You start your study at the very beginning of Year 10 and take your GCSEs in May and June 2024.

English Language and English Literature will be taught together because the skills overlap. There will not be a foundation paper or an extended paper for you to choose from, therefore, you can achieve all grades on one level of paper.

The exam board that will award your English Language and English Literature GCSEs is AQA.

## English Language

During the course, you will be developing skills to approach unseen texts, analysing the use of language and evaluating the impact of writers' choices. You will also solidify your knowledge on how to write creatively and how to present your own views and perspectives.

There are two sections to the exam: Paper 1 and Paper 2 - you will sit both at the end of Year 11. Both papers introduce unseen texts which you will not have studied in class; you will encounter them for the first time in the exam. You will also have to prove your speaking and listening skills throughout KS4 and complete tasks set by your class teacher.

<b>Paper 1: Creative Reading and Writing</b>	<b>Paper 2: Writers' View-points and Perspectives</b>	<b><u>Non-examination assessment</u> Spoken Language</b>
<b>Section A: Reading</b> <ul style="list-style-type: none"><li>• One literature fiction text</li></ul> <b>Section B: Writing</b> <ul style="list-style-type: none"><li>• Descriptive or narrative writing</li></ul>	<b>Section A: Reading</b> <ul style="list-style-type: none"><li>• One non-fiction text and one literary non-fiction text</li></ul> <b>Section B: Writing</b> <ul style="list-style-type: none"><li>• Writing to present a view-point</li></ul>	<b>What's assessed</b> <ul style="list-style-type: none"><li>• Presenting</li><li>• Responding to questions and feedback</li><li>• Use of standard English</li></ul>
<b>Assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 50% of GCSE</li></ul>	<b>Assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 50% of GCSE</li></ul>	<b>Assessed</b> <ul style="list-style-type: none"><li>• Teacher sets tasks throughout the course</li><li>• Marked by teacher</li><li>• Doesn't count towards final GCSE grade</li></ul>
<b>Questions</b> <b>Reading (25%)</b> <b>All questions on one text</b> 1 short question 2 longer questions 1 extended question <b>Writing (25%)</b> 1 extended writing question	<b>Questions</b> <b>Reading (25%)</b> <b>All questions on one text</b> 1 short question 2 longer questions 1 extended question <b>Writing (25%)</b> 1 extended writing question	



## English Literature

You will develop your English Literature skills over two years. These incorporate: reading for understanding, reading critically and analysing writers' intentions.

Similar to English Language, there will only be one tier of entry. You will be expected to do your best in all your responses to get the best possible grade; it is crucial that you attempt to answer all tasks.

You will take two papers at the end of Year 11 and you will not be able to have any of the sources in the exam with you. This means that learning and revising the material throughout the two years is vital.

<b>Paper 1: Shakespeare and the 19<sup>th</sup> century novel</b>	<b>Paper 2: Modern texts and poetry</b>
<b>What's assessed</b> <ul style="list-style-type: none"><li>• One Shakespeare play - 'The Merchant of Venice'</li><li>• The 19<sup>th</sup> Century novel read - 'The Strange case of Dr Jekyll and Mr Hyde'</li></ul>	<b>What's assessed</b> <ul style="list-style-type: none"><li>• One modern play – 'An Inspector Calls'</li><li>• Poetry – AQA Power and Conflict Anthology (15 poems)</li><li>• Unseen poetry</li></ul>
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 40% of the GCSE</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 2 hours 15 minutes</li><li>• 60% of GCSE</li></ul>
<b>Questions</b> <b>Section A Shakespeare:</b> Write in detail about an extract from the play then write about the whole play.  <b>Section B The 19<sup>th</sup> century novel:</b> Write in detail about an extract from the novel and then write about the novel as a whole.	<b>Questions</b> <b>Section A Modern texts:</b> Answer one essay question from a choice of two on the studied novel or play.  <b>Section B Poetry:</b> Answer one question comparing two poems (one given to you in the exam from your anthology and another poem that you have chosen from the anthology).  <b>Section C Unseen poetry</b> Answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Studying English Language and English Literature will be a really enjoyable challenge! Your English teacher will guide you through the skills necessary to succeed and support you in achieving the very best grade that represents your attainment. Aside from your lessons, there will be other opportunities for extended revision to allow you to be independent and productive.

**We're behind you every step of the way!**





## Course Outline

All students study Mathematics in Key Stage 4. In the Mathematics GCSE course you will learn more about number, algebra, geometry and data handling. You will learn, for example, how to manipulate numbers, solve a range of different types of equations, express rules algebraically, collect, analyse and interpret data and solve a range of geometric problems.

At times you will be expected to work independently or collaboratively sharing ideas and learning from them each other. You will have access to ICT within your Mathematics lessons and will be encouraged to develop your problem solving skills and your ability to apply your Mathematical techniques to a range of situations.

A good grounding in basic number skills is essential for success in GCSE Mathematics. You will need to know your multiplication tables and be able to assess whether your answers are sensible.

## Assessment

There are two forms of assessment in Mathematics. There are internal assessments conducted by us to track progress throughout the year and external assessments which will determine your final Mathematics grade when you- leave Gladesmore.

**Internal:** There are three ways we assess students understanding and progress; through regular weekly homework, end of unit tests and through end of term assessments.

**External:** The external assessment is through three written examinations, one non-calculator paper and two calculator papers. You can be entered for one of two tiers; Foundation or Higher.

## Progression

The skills learnt in GCSE Mathematics are used in a number of post 16 courses, for example: A level Physics, Chemistry, Geography, Sociology, Mathematics and various Level 3 BTEC courses.

Mathematical skills are needed in the careers of accountancy, engineering, teaching, banking, architecture and many more.

Mathematics, like English, is one of the subjects that all students are expected to sit and achieve a passing grade.



### Community Languages ~ GCSE

#### Course Outline

The following GCSEs are available: Arabic, Urdu, Chinese (Mandarin/Simplified), Chinese (Cantonese/Traditional), Turkish, French, Spanish, Portuguese, Italian, German, Russian, Polish, Modern Greek, Hebrew, Japanese, Bengali.

There are no timetabled lessons for these exams but to prepare for the exam students can join the Community Language's google classroom which is full of resources. There is some provision in tuition and with tutors provided by Mrs Mezue in the Success Lounge. Many staff in school can speak some of the above languages. Turkish tuition will be led by Mr Pastirmacioglu. Ms Murray will provide students with past papers, details of internet sites, exam board information, syllabi and an exam toolkit. Bilingual dictionaries cannot be used in the exams.

It is vital, in order to pass at a Grade 4 or above, that students use language in the past, present and future tenses, use opinions with reasons, use descriptive language and form longer sentences structured with connectives.

#### Assessment

The exam consists of a speaking exam (role-play, a picture description and interview style questions), a listening, reading and writing exam. Each skill is equally weighted (each skill is worth 25% of overall GCSE grade). There are translation questions into and from English in the reading and writing exam.

#### Progression

Students can continue to prepare for the AS Level or A Level either at Gladesmore or at college. Portuguese and Chinese are considered to be two languages which will be in need in the future as trade links with China and Brazil increase. Other world languages e.g. African languages are also required for links with every country around the world and these can be studied in university. Turkish and Polish are two rising languages required by employers in EU markets. Many employers look for language skills and evidence of academic achievement in languages, not only to enhance global economic opportunities, or to work with a culturally diverse population in the UK, but also as evidence of good communication and thinking skills. Many universities recognise a GCSE in a MFL as an aid to start degree courses. Many courses include language options e.g. law, architecture, and journalism. Potential employers include City firms, law firms, MI5, Health and Social Services and globalised companies as well as education, personnel and journalism.



## French ~ GCSE

### Course Outline

During Year 9, students have already started preparation for the GCSE using the AQA syllabus and many of these topics will be revised in Year 11. The Year 10 and 11 syllabus incorporates the revisit at a higher level of Key Stage 3 work and includes new topics covering tourism, the environment, ICT and new technologies, local area, work and lifestyle, and social issues.

The language is learnt and practised using a range of teaching and learning activities and a variety of technology; students will watch films, listen and identify key vocabulary and tenses in songs, present research on cultural topics and frequently use ICT to consolidate work. Students will also read authentic literary texts.

### Assessment

The four skills of listening, speaking, reading and writing will be assessed at the end of Year 11. Each skill will be worth 25% of the final exam. The speaking exam will be based on a role-play, a photo description and a discussion. There will be a translation into and out of the language in the reading and writing exam. These skills have already been taught in Year 9 and will be developed further at GCSE.

<b>A01 – Listening (25%)</b> <b>Foundation:</b> 35mins <b>Higher:</b> 45 mins (+5 mins reading time) <b>Marks: Foundation: /40 Higher: /50</b> <b>Section A:</b> Non-verbal or English answers <b>Section B:</b> Non-verbal or French answers	
<b>A02 – Speaking (25%)</b> <b>Foundation:</b> 7-9 mins <b>Higher:</b> 10-12 mins (+12 mins preparation) <b>Role Play:</b> 15/60 marks, 2 mins <b>Photo Card:</b> 15/60 marks, 2/3 mins <b>General Conversation:</b> 30/60 marks <b>Foundation:</b> 3-5mins <b>Higher:</b> 5-7 mins	
<b>A03 – Reading (25%)</b> <b>Foundation:</b> 45 mins <b>Higher:</b> 60 mins <b>Marks: Foundation: /60 Higher: /60</b> <b>Section A:</b> Non-verbal or English answers <b>Section B:</b> Non-verbal or French answers <b>Section C:</b> Translation from French to English	
<b>A04 – Writing (25%)</b> <b>Foundation:</b> 60 mins <b>Higher:</b> 75 min <b>Marks Foundation: /50 Higher: /60</b>	
<b>Foundation</b> <b>Q1</b> Describe a photo – 4 sentences <b>Q2</b> 16-mark writing – 40 words <b>Q3</b> Translation into French – 5 sentences <b>Q4</b> 16-mark writing – 90 words	<b>Higher</b> <b>Q1</b> 16-mark writing – 90 words <b>Q2</b> 32-mark writing – 150 words <b>Q3</b> Translation into French – 50 words



### **Progression**

Students can continue to study French at AS and A Level. Studying one language will enable the study of further languages in the future. Many universities offer courses which involve study abroad so a GCSE can be a useful qualification to start a university degree. There are many possible course combinations such as business, international relations, ICT, tourism, leisure, politics, journalism, architecture, art, law, drama and education.

There is a significant lack of language skills amongst the UK workforce, forcing companies to recruit from the EU and overseas. Employers look for language skills, not only to compete in the globalised economy, but also to ensure that their employees have academic qualifications and good communication and thinking skills, which are at the core of the GCSE. Potential employers include City firms, law firms, MI5, Health and Social Services and globalised companies as well as education, personnel and journalism.

### **Course Requirements**

In order to study French at GCSE, students must have studied this at Key Stage 3, or speak and read the language confidently at home.



## Spanish ~ GCSE

### Course Outline

During Year 9, students have already started preparation for the GCSE using the AQA syllabus and many of these topics will be revised in Year 11. The Year 10 and 11 syllabus incorporates the revisit at a higher level of Key Stage 3 work and includes new topics covering tourism, the environment, ICT and new technologies, local area, work and lifestyle, and social issues.

The language is learnt and practised using a range of teaching and learning activities and a variety of technology; students will watch films, listen and identify key vocabulary and tenses in songs, present research on cultural topics and frequently use ICT to consolidate work. Students will also read authentic literary texts.

### Assessment

The four skills of listening, speaking, reading and writing will be assessed at the end of Year 11. Each skill will be worth 25% of the final exam. The speaking exam will be based on a role-play, a photo description and a discussion. There will be a translation into and out of the language in the reading and writing exam. These skills have already been taught in Year 9 and will be developed further at GCSE.

<p align="center"><b>A01 – Listening (25%)</b>  <b>Foundation:</b> 35mins <b>Higher:</b> 45 mins (+5 mins reading time)  <b>Marks:</b> Foundation: /40 Higher: /50  <b>Section A:</b> Non-verbal or English answers  <b>Section B:</b> Non-verbal or Spanish answers <b>Section B:</b> Non-verbal or Spanish answers</p>	
<p align="center"><b>A02 – Speaking (25%)</b>  <b>Foundation:</b> 7-9 mins <b>Higher:</b> 10-12 mins (+12 mins preparation)  <b>Role Play:</b> 15/60 marks, 2 mins  <b>Photo Card:</b> 15/60 marks, 2/3 mins  <b>General Conversation:</b> 30/60 marks  <b>Foundation:</b> 3-5mins <b>Higher:</b> 5-7 mins</p>	
<p align="center"><b>A03 – Reading (25%)</b>  <b>Foundation:</b> 45 mins <b>Higher:</b> 60 mins  <b>Marks:</b> Foundation: /60 Higher: /60  <b>Section A:</b> Non-verbal or English answers  <b>Section B:</b> Non-verbal or Spanish answers  <b>Section C:</b> Translation from Spanish to English</p>	
<p align="center"><b>A04 – Writing (25%)</b>  <b>Foundation:</b> 60 mins <b>Higher:</b> 75 min  <b>Marks:</b> Foundation: /50 Higher: /60</p>	
<p align="center"><b>Foundation</b></p> <p><b>Q1</b> Describe a photo – 4 sentences  <b>Q2</b> 16-mark writing – 40 words  <b>Q3</b> Translation into Spanish – 5 sentences  <b>Q4</b> 16-mark writing – 90 words</p>	<p align="center"><b>Higher</b></p> <p><b>Q1</b> 16-mark writing – 90 words  <b>Q2</b> 32-mark writing – 150 words  <b>Q3</b> Translation into Spanish – 50 words</p>



### **Progression**

Students can continue to study Spanish at AS and A Level. Studying one language will enable the study of further languages in the future. Many universities offer courses which involve study abroad so a GCSE can be a useful qualification to start a university degree. There are many possible course combinations such as business, international relations, ICT, tourism, leisure, politics, journalism, architecture, art, law, drama and education.

There is a significant lack of language skills amongst the UK workforce, forcing companies to recruit from the EU and overseas. Employers look for language skills, not only to compete in the globalised economy, but also to ensure that their employees have academic qualifications and good communication and thinking skills, which are at the core of the GCSE. Potential employers include City firms, law firms, MI5, Health and Social Services and globalised companies as well as education, personnel and journalism.

### **Course Requirements**

In order to study Spanish at GCSE, students must have studied this at Key Stage 3, or speak and read the language confidently at home.





## Course Outline

At Gladesmore Community School, in line with statutory guidance, we deliver a PSHE & Citizenship programme to all year groups on a weekly basis. PSHE education (Personal, Social, Health and Economic education) and Citizenship is a planned programme of learning through which our students acquire the knowledge, skills and understanding they need to manage their lives. As part of a whole school approach, PSHE and Citizenship develops the qualities and attributes students need to thrive as individuals, family members and members of society.

## Programme of study

Students in Key Stage 4 will focus on the following PSHE and Citizenship areas of study:

- relationships and sex education
- enterprise and work
- finance and budgeting
- revision and exam skills
- health education
- careers education
- living in a democracy

To further support the delivery of PSHE, students may also receive presentations from outside agencies based on the above topics. It is important that we use a wide range of external contributors in the implementation of PSHE to ensure that we are keeping the programme relevant and interesting for our students.



## Course Outline

Physical Education continues to be compulsory in KS4 with students having one lesson a week, which will take place at school and/or off-site at local sports facilities. Core PE does not lead to a formal qualification.

## Activities

A wide range of activities are available and include: *athletics, badminton, basketball, cricket, cycling, dance, fitness (aerobics/ circuit/spinning/weight training), football, netball, rounders, trampolining, table tennis, volleyball and Duke of Edinburgh (DofE) Award*. It is not expected that students will cover all of the activities; they will focus on their own interests and expertise through guidance from staff.

In your lessons, you will:

- Be taught how to apply and extend existing skills safely to meet the demands of new situations.
- Be taught how to structure your practices in the most efficient way to achieve particular results.
- Be expected to undertake a range of different roles in the activities selected.
- Be taught how to design and carry out training programmes for specific purposes.
- Be helped to understand the importance of the roles of responsible participants and spectators.
- Be taught how to judge performance in your chosen activities.
- Be shown how to use the various opportunities for physical activity in the local area.
- Be helped to assess vocational opportunities in the sports/arts and leisure industries.
- Be encouraged to undertake regular physical activity conducive to a healthy and enjoyable lifestyle.
- Be encouraged to adopt good sporting behaviour and recognise and reject anti-social responses including unfair play. Incorporate ICT as appropriate, in improving your own and other's performance.

## Assessment

In some activities you will have the opportunities to gain performance awards.

## Progression

Hopefully, you will have a desire to continue with some form of physical activity and consequently live a healthy, active lifestyle. Many colleges and employers look favourably on sports participation as an indication of a well – motivated, disciplined and cooperative individual.



## Course Outline

At Gladesmore Community School, in line with statutory guidance, all students study some Core Religious Education. This is taught during PSHE and is taught by form tutors. This course is not accredited meaning that students do not undertake any examinations or receive a formal qualification. Students can choose to study a GCSE in Religious Education which is an accredited Level 2 qualification. If students wish to study a GCSE in RE, they should choose RE as part of the Pathways process. The school will ensure that the two courses are complementary and that content is not unnecessarily duplicated.

## Programme of study

Students in Key Stage 4 will study two units of Religious Education which will contain elements of:

- Learning about religion e.g. learning about the beliefs and practices of religions; learning about religious approaches to contemporary questions
- Learning from religion e.g. discussing and reflecting on ultimate questions

The students will learn about the 6 major world faiths (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism). As part of the Religious Education course, students will also learn about and discuss non-religious perspectives, for example humanist and atheist attitudes.



## Course Outlines

The range of Science GCSE's are very modern and exciting courses. GCSE Science focuses on the knowledge, skills and understanding of how science works in the world at large as well as in the laboratory.

GCSE Combined Science is a qualification that covers all aspects of a good science education; evaluating evidence and the implications of science for society; explaining, theorizing and modelling in science; procedural and technical knowledge of science practice with emphasis on evaluating evidence and the implications of science for society.

The course provides the science knowledge, understanding and skills needed for adult life.

## Assessment

To obtain 2 GCSE's in Science students must complete The GCSE Combined Science Trilogy Course.

**Combined Science** is examined in 6 written exams – two Biology, two Chemistry and two Physics.

All of the papers are 1 hour and 15 minutes in length. Each paper is weighted equally and worth 16.7% of the grade and has 70 marks. The question types are a mixture of multiple choice, structured, closed, short answer and open response.

Combined Science will have a 17 point grading scale, from 9~9, 9~8 through to 2~1, 1~1.

**Triple Science:** Students who study Triple Science will be awarded 3 separate science GCSEs in Biology, Chemistry and Physics. The course is aimed at those wishing to study science at A Level and then at university. The assessment is as follows:~

- Biology GCSE – two written papers, both 1 hour and 45 minutes.
- Chemistry GCSE – two written papers, both 1 hour and 45 minutes.
- Physics GCSE – two written papers, both 1 hour and 45 minutes.

For each GCSE the question types are a mixture of multiple choice, structured, closed, short answer and open response. Each student will receive a separate grade from 9 to 1 for each of the science courses.

To meet the demands of the course, only students that are averaging a grade 6 in Year 9 will be considered for Triple Science.



# Preference Subjects

(Students express their preferred subjects)



GCSE Art is an essential qualification for all aspiring future Game Designers, Fashion Designers, Architects and Photographers.

## **Why choose to study GCSE Art?**

You should choose to study GCSE Art with us because creativity, self-expression and imagination are greatly valued at Gladesmore. Our Art GCSE Course provides you with the perfect opportunity to further develop in these important areas. You will learn how to assess and appreciate a wide variety of art styles and disciplines and your work will grow out of your own areas of interest and be developed independently. There will be a number of workshops and external trips aimed at expanding your making, recording and analytical skills. You will learn to critically analyse the work of contemporary and traditional artists and relate their work to your own. Ultimately the course will help you to develop a new way of thinking and appreciating the world around you.

## **How will I be Assessed?**

Assessment in this subject is very clearly defined. You are equally marked on four objectives:

- Assessment Objective 1: Demonstrating an understanding of Artists and Art Movements.
- Assessment Objective 2: Developing and Refining your skills and ideas.
- Assessment Objective 3: Recording through Drawing and Photography.
- Assessment Objective 4: Producing Personal Response.

You will complete three Projects, two of which will be of your own choosing and design. Unlike any other subjects, all of your Marks will be based on the quality of the Coursework you produce in response to the four Assessment Objectives.

## **What Future Careers does GCSE Art lead to?**

The further study of a range of creative disciplines could see you seek future employment as an Animator, Film Director, Fashion Designer, Set Designer, Illustrator, Comic Book Artist, Web Designer, Photographer, Make-Up Artist, Architect, Gallery Curator, Teacher, Jewellery Maker,





Game Designer, Graphic Designer, Digital Media Worker and many more. The study of Art will open up a wide range of exciting career paths for you to explore.

## **Testimonials from former GCSE Art students at GCS**

"Art helps to bring out the creative side of me  
and allows me to express myself."

"I enjoy the fact that in Art I can relax and produce  
work that is based on my own thoughts and ideas"

"When I am in Art I feel like I am at home, it is really  
creative and has taught me a lot."

"Art is a calm place where I have the freedom  
to create the work I want to make."

"Art is the subject where I can be most creative,  
which relaxes me when I am feeling  
stressed from my other subjects."



## Course Outline

### GCSE Computer Science – grades 1 ~ 9 Single Award

The OCR GCSE in Computer Science aims to inspire the next generation of Computer scientists by raising awareness of what computers do and how they do it. It also fosters computational thinking, problem solving and invention as well as developing an awareness of ethical issues associated with computer science.

## Assessment

Computer Science consists of two externally-examined papers.

### Component 1: Principles of Computer Science

*Written examination: 50% of the qualification*

#### Content overview

- This component will assess all topics.
- Understanding of what algorithms are, what they are used for and how they work.
- Ability to interpret, amend and create algorithms.
- Understand the requirements for writing program code.
- Understanding of binary representation, data representation, data storage and compression.
- Encryption and databases.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements
- Read and interpret pseudo-code.
- Understanding of computer networks, the internet and the worldwide web.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

#### Assessment overview

This paper consists of multiple-choice, short open response, open response and extended open response answer questions.

### Component 2: Application of Computational Thinking

*Written examination: 50% of the qualification*

#### Content overview

- The main focus of this component will be:
- Understanding of what algorithms are, what they are used for and how they work;
- Ability to interpret, amend and create algorithms.
- Understanding how to develop program code and constructs, data types, structures, input/output,
- Operators and subprograms.
- This component may also draw on:
- Understanding of binary representation, data representation, data storage and compression, encryption and databases.



- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudo-code.
- Understanding of computer networks, the internet and the worldwide web.
- Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

## Assessment overview

- This paper has two sections: Section A and Section B. Students must answer both sections.
- In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

## Component 3: Practical Programming

*Prepares students and helps them cover components of theory knowledge needed in paper 1 and paper 2.*

## Content overview

All students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

The programming task(s) must allow them to develop skills within the following areas when programming:

- Design
- Write
- Test
- Refine

## Assessment overview

Practical Programming skills will be assessed in Component 2 of the qualification, in particular Section B.

## Progression

Computing enables you to make a positive difference in the world. It's a subject discipline that offers many types of lucrative careers and enables students to solve complex, challenging problems.

Students can progress from this qualification to:

- Further studies, for example A Levels, BTECs in Computer Science
- Employment, where further training may be available.



## Course Outline

In **GCSE Design and Technology**, students who enjoy Resistant Materials and/or Graphics will be able to combine and develop skills from both subjects.

All students will need to learn the **Core Knowledge** as well as the **Subject Specialist Materials** section. You will be tested on the core knowledge and your subject specialist materials section in the **NEA** and the **Written Examination**.

This is a **STEM (Science, Technology, Engineering and Mathematics)** subject and will give you the opportunity to apply knowledge from other subjects such as **Science, Mathematics, Art and ICT**. The **course is very academic** which is **heavily linked to Mathematics and Science**.

In **GCSE Design and Technology**, you will be able to use your **creativity and imagination** to **design and make** prototypes that **solve real life and relevant problems**, considering your own and others' needs. The course encourages you to **combine designing and making skills** with **knowledge and understanding of different materials, tools, equipment and processes** to **make quality products**. You will mainly use paper and boards, wood, metal and plastics to make your products. The **NEA will give you the freedom to take design risks** and to innovate in a situation where it is safe to test and refine ideas, whereas the examination will test you on the theory and technical drawing skills. **Most of the designing and making tasks will be done in Year 11.**

This course is for **dreamers, innovators, risk takers** who can **help shape the society of the future** and respond to its rapidly changing needs.

## Assessment

GCSE Design and Technology is worth **one GCSE** and is made up of **two compulsory units**:

- **Unit 1: 50% Written Examination (1 hour and 45 minutes)**

This **exam** paper is worth **100 marks**. Section A is based on the Core Knowledge, worth 40 marks. Section B is based on your specialist knowledge, worth 60 marks. The exam paper also includes Maths application questions which are worth 15 marks.

- **Unit 2: 50% Non Examined Assessment (Controlled Assessment)**

This is a **contextual challenge** worth **100 marks** following the **iterative design process**. You will have the **freedom to investigate, design, make, test and evaluate your own idea**. You will be assessed on your portfolio of work in response to the contextual challenge. The **portfolio** will need to **evidence your design thinking, problem solving and communication skill** as well as your **making skill**. You will need to be extremely **independent** and **bursting with ideas** to **complete the NEA successfully**.



## Year 10: Examination Preparation

Over the course of the year, you will learn **core** and **specialist knowledge** which will mainly be done through **theory work** with **some practical based activities**. This core knowledge will focus on the **properties** and **characteristics** of a **wide range of materials** such as timbers, papers and boards, metals, polymers, smart materials, textiles, electronics, as well as mechanisms and Mathematics based questions. After **each topic**, you will do a **unit test (every 3-4 weeks)** in order to **prepare** you for the **final written examination at the end of Year 11**.

## Year 11: Non Examined Assessment (Controlled Assessment) and Final Examination Preparation

You will complete your **NEA** which is worth **50%** of the **final grade** by **selecting a contextual challenge** that will be **provided** by the **Exam Board** on the **1st June**. You will have a **limited time** to **complete a 40 page portfolio** of **evidence** on how you **solved** your **chosen contextual challenge**. You will make your **final product** with either **Papers and Boards** or **Timbers**, however we also **recommend combining materials and skills** to **gain maximum marks**. In the Spring term, you will, you will prepare for the final exam which you will take in May.

## Careers/Progression

This subject helps you if you want to pursue a career in the **STEM sector**, which includes **Civil Engineering, Architecture, Mechanical Engineering** or **Construction**. You can also have a career in **Graphic Design, Interior Design, Games Design** or **Web Design**. It will also help those who enjoy the creative sector, which includes **Product Design, Furniture** or **Jewellery Design**.

## Key Skills/Road to Success ~ Before picking the course, ask yourself?

In order to be successful in GCSE Design and Technology, you must be:

- **Creative** and have a **passion** for **design**
- **Excellent** at **Mathematics** and **Science**
- Have **very good literacy**
- **Excellent ICT skills** (2D Design and/or Google Sketch Up)
- **Problem solver**
- **Hard working**
- **Organised** and **independent**
- **Able to complete 2-3 hours** of home learning a week
- **Be willingly** to **attend clubs** in your own time

**For more information please see:  
Ms Jose (Head of Resistant Materials) in T6**



## Choosing Drama

If you are a creative person who enjoys working socially in groups or would like to develop your confidence and you are interested in learning about the world around you, then Drama is for you.

The drama department at Gladesmore allows students the space to develop their imagination and creativity whilst exploring and deepening their love for learning. We offer a BTEC pathway that stimulates, motivates, challenges and builds confidence in young people. BTEC provides an opportunity for students to examine differences and similarities within their own cultures. We explore practitioners, different genre and styles. Drama has a history, present and future we explore it, make sense of it and perform it.

## So, what is a BTEC TECH Award in Performing Arts?

The BTEC option is a vocational pathway, which is equivalent to GCSE, it allows students to take a practical approach to their studies. The students learn transferrable skills such as communication, teamwork and confidence, creativity, problem solving, thinking skills which helps us to understand our society in both contemporary and historical contexts.

## Course Outline

Over the course of two years you will study three components which will extend your existing knowledge and understanding of Drama.

**Component 1:** This component will give you an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. You will learn about the requirements of being an actor and director and practically apply this knowledge to the making of a production. This requires working together as part of a group to explore, develop and shape ideas for performance material which you will then showcase to the whole school for the annual Christmas Pantomime. **This is an internal assessment, under exam supervised conditions.**

**Component 2:** This component teaches you about the fundamental skills and training required for every actor needs, the skills developed are a necessity for the growth and effectiveness of a performer. You will be introduced to important acting skills and you will learn how to practically apply these skills when performing an acting role. You will learn and participate in regular exercises to help you master the techniques that will enable you to control and use your voice and body to communicate a character. **This is an internal assessment, under exam supervised conditions.**

**Component 3:** Component 3 builds on prior knowledge, understanding and skills developed from Components 1 and 2. You will be given a brief and a stimulus to create performance material which communicates your group's intentions and creative ideas. You will apply your skills and techniques creatively to workshop a performance for a selected audience. **This is an External assessment.**





## Assessment and Exams

You will be assessed regularly by your teacher and your practical assessments are filmed. Once students complete their practical work and coursework, teachers will grade them according to the Edexcel assessment criteria.

The overall grades that are achievable for each component are as follows:

- U 0
- Level 1 Pass
- Level 1 Merit
- Level 1 Distinction
- Level 2 Pass
- Level 2 Merit
- Level 2 Distinction
- Level 2 Distinction\* (Star)

## Progression

The skills that students experience throughout the course are beneficial to an endless array of career options.

## Testimonials by ex-Gladesmore students:

- Actor** Ibrahim Sessay: 'I wanted to pursue acting after studying BTEC drama at GCS, so I audition for 'The Brit school of Performing Arts' and out of 2000 applicants I was accepted'.
- Lighting designer** Onur Asu: 'I studied drama at GCS. When I left school, I wanted to become more involved in the technical side of theatre. I gained a place at Mountview Theatre Arts. There I did my degree in lighting design, now I design lighting for London's West End Theatre shows.'
- Doctor** Ricky Vaja is a former GCS student training to become a doctor. He knew he would not become an actor but studying drama was a way he could develop his communication skills, whilst expressing his creative side. Being a doctor requires an excellent level of communication skills.

By studying Drama, you could have a career as an Actor, Designer, (lighting, set, costume, make-up sound) Theatre critic, Theatre historian, Puppeteer, Stage Manager, Director, Musical Theatre Actor, Teacher Drama Therapist, Arts Administrator, TV Presenter, Performance Artist, Lawyer, Doctor, Civil service, media, broadcasting to name a few. Acting also develops social skills, personal and self-awareness, creativity, problem-solving and confidence. These skills would be beneficial for any career.

There will be opportunities for you to get involved in extra-curricular activities to extend your knowledge and understanding of drama and refine the skills you are learning about in class.



## Course Outline

The **GCSE Food Preparation and Nutrition** course is a **very academic** and **practical based subject**, which is **heavily linked** to **Science**. It equips you with the knowledge, understanding and high level skills required to cook by **applying** the **principles** of **food science** and **nutrition**. You will **learn** how to make **informed decisions** about **food** and **nutrition** and allows you to acquire knowledge in order to be able to feed yourself and others affordably and nutritiously, now and later in life.

## Assessment

**GCSE Food Preparation and Nutrition** is worth **one GCSE** and is made up of **two** compulsory units:

- 50% Written Examination (1 hour and 30 minutes)
- 35% Non Examined Assessment (Controlled Assessment) ~ Food Investigation (12 hours)
- 15% Non Examined Assessment (Controlled Assessment) ~ Scientific Investigation (8 hours)

## Year 10: Core Knowledge/Examination Preparation

Over the course of the year, you will learn **core** and **specialist knowledge** which will mainly be done through **theory work** with **some practical scientific food investigation activities**. This **core knowledge** will **prepare** you for the **controlled assessments**. The **four components** you will focus on are **nutrition**, **food provenance** and **food choice**, **cooking** and **food preparation** and **cooking skills and techniques**. You will complete **weekly quizzes** on the **topics learnt** in order to **assess** your **understanding**.

## Year 11: Non Examined Assessment (Controlled Assessment) Final Examination

You will complete the **first Non~Examined Assessment (Controlled Assessment)** which is worth **15%** of the **final grade** on a **scientific food investigation**. This assessment will involve you doing a scientific food investigation and a write up. This assesses your **knowledge**, **skills** and **understanding** in relation to **scientific principles** underlying the preparation and cooking of food. The **second controlled assessment** is worth **35%** of the **final grade** and will be based on **food preparation**. You will **prepare**, **cook** and **present** a **three course meal** which will assess your knowledge, skills and understanding in relation to planning, preparation, cooking and presentation of food. In the spring term you will prepare for the final exam and at the **end of Year 11** you will take your **final examination** which will be worth **50%** of the **final grade**.



### **Key Skills/Road to Success ~ Before picking the course, ask yourself?**

In order to be successful in GCSE Food Preparation and Nutrition, you must:

- **Ideally** have **studied** Food Technology in **Year 9**
- Be **organised** in **bringing ingredients** on a **weekly basis**
- Be **committed** to **learning** both the **theory** and **practical** parts of the course
- Be **excellent** at **Science**
- **Enjoy cooking** and **developing recipes**
- Enjoy **carrying out investigations** and **doing experiments**
- Be prepared to **complete 2~3 hours** of **weekly home learning**
- Have **excellent attendance** and **punctuality**

### **Careers/Progression**

With a GCSE in Food Preparation and Nutrition, you can pursue a career as a Chef, Nutritionist, Dietician, Food Technologist, Food Buyer, Food Technology Teacher, Nutritional Therapist, Food Service and Environmental Health Officer.

**For further information please see Ms McBurnie  
(Head of Food Technology) in T1**



## Course Outline

Studying geography gives you the opportunity to travel the world via the classroom. Over the two year GCSE course you will discover more about the challenge of living in an earthquake prone country and opportunities available to in the United Kingdom because of the diverse physical landscape. Develop an understanding of the factors that produce a diverse urban environments and how these dynamic environments change over time and place. Build on your understanding of the tectonic, biological and meteorological processes and features in different environments. Grow your knowledge about the need for sustainable management strategies in rainforests in Brazil or deserts in Africa. You'll understand how geography impacts your life every day and discover the key opportunities and challenges facing the world.

You will develop skills that are highly valued by colleges, universities and employers. These include enquiry, fieldwork, information and communication skills. You will also gain practical experience of technologies such as Geographical Information Systems (GIS).

To be successful, you need to be interested in the world around you and enthusiastic about learning outside the classroom. Many lessons are discussion or activity based, so you need to be willing to listen to other people's ideas as well as contributing your own. Geography is an academic subject and you need to be able to read and write English to a high standard to achieve a good GCSE grade. Lots of regular revision outside of the 3 hours per week of lessons is vital to GCSE success.

## Assessment

You will take three exams at the end of Year 11:

- Paper 1 The Physical Environment (35%)
- Paper 2 The Human Environment (35%)
- Paper 3 Geographical Fieldwork and decision making (30%)

## Progression

Geography is a challenging and well respected academic subject. It develops the analytical, critical and creative thinking skills needed for a range of courses at A~Level: Geography, Law, Government & Politics, Economics, Sociology, Psychology and Philosophy. Geographers are one of the most employable university graduates and lead surveys of career satisfaction in a range of rewarding jobs throughout the world.



## Course Outline

The GCSE History course provides an introduction to a range of different approaches to studying History. You will study topics from British and International History and a mix of overview and depth studies. The course content is very varied with a mix of medieval, early modern and modern units.

By the end of the course you will be able to answer questions such as: What was the significance of the Battle of Hastings? In what ways has medicine changed through time? What was the impact of World War One on surgery? Why are there different interpretations about how Hitler was able to come to power? What was the Cold War?

Although reading written sources is very important, you will also be expected to analyse videos, film clips, music, cartoons and pictorial sources. You will need to be able to work well independently and as part of a group.

To be successful, you need to be interested in the world around you. Many lessons are discussion/activity based, so you need to be willing to listen to other people's ideas as well as contribute your own. History is an academic subject and you need to be able to read and write English to a reasonable standard to achieve a good GCSE grade. Regular revision is vital if you are to achieve a good grade.

## Assessment

You will sit three exams at the end of Year 11. Topics covered in these exams will include:

- British Medieval Depth Study: Anglo~Saxon and Norman England c1060~1088
- Thematic Study: Medicine in Britain 1250–present day
- Modern Depth Study: Germany 1918~1939
- Period Study: The Cold War and Superpower relations 1941~1991

## Progression

History is a challenging and well respected academic subject. It develops the skills needed for a range of courses at A~Level: Law, Government & Politics, Sociology, History, Media Studies, English, Psychology and Philosophy. Universities consider it excellent preparation for higher level courses.



## Course Outline

The OCR Cambridge National in IT aims to allow students to understand and apply the fundamental principles and concepts of IT, including the use of IT in the digital world, Internet of Everything, data manipulation and Augmented Reality. The qualification is broken down into 3 units.

### R050: IT in the digital world

This unit is assessed by taking an exam.

In this unit students will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Students will also learn about the different design tools that can be used, the principles of human computer interfaces and the use of data and testing when creating IT solutions or products. Students will also understand the uses of Internet of Everything and its application of in everyday life.

#### Topics include:

- Design Tools
- Human Computer Interface (HCI) in everyday life
- Data and testing
- Cyber-security and legislation
- Digital Communications
- Internet of Everything (IoE).

### R060: Data manipulation using spreadsheets

This is assessed by completing a set assignment.

In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements.

Students will develop the skills to plan and design a spreadsheet solution to meet a client's requirements. A range of tools and techniques will be explored to create the spreadsheet solution which will be tested, and evaluated.

#### Topics include:

- o Planning and designing the spreadsheet solution
- o Creating the spreadsheet solution
- o Testing the spreadsheet solution
- o Evaluating the spreadsheet solution.

### R070: Using Augmented Reality to present information

This is assessed by completing a set assignment.

In this unit student will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements.

Great emphasis is placed on developing the knowledge and skills relating to the purpose, use and types of Augmented Reality (AR) in different contexts and how it is used on different digital devices. Students will develop the skills to design, create, test and review an AR model prototype. This will provide the learning for a range of





IT related further study, important transferable skills and some basic industry knowledge and skills.

### **Topics include:**

- Augmented Reality (AR)
- Designing an Augmented Reality (AR) model prototype
- Creating an Augmented Reality (AR) model prototype
- Testing and reviewing.

### **Progression**

The knowledge and skills developed will help students to progress onto a range of academic, technical and applied post-16 study including:

- A-Level Computer Science
- Level 3 Technical and Applied General Qualifications, such as the Cambridge Technical in Information Technology, Cambridge Technical in Digital Media
- T-Level in Digital Production, Design and Development, Digital Support Services, Digital Business Services
- Digital Apprenticeships, such as IT, Digital and Technology, Data Analyst
- Other Level 2 qualifications, such as the Cambridge Technical in Information Technology, Cambridge Technical in Digital Media.



## Course Outline

Students will be offered the opportunity to study a range of media such as: Television, Radio, Film, Music Videos, Video Games, Advertising and Marketing, Social Media, Newspapers and Magazines. They will analyse a range of media products such as magazine front covers, film websites and film posters, print advertisements, newspaper front pages, television crime drama, radio drama, pop music videos, newspaper websites and video games websites. Students will focus on how audiences' access and receive these products, how the products are constructed and what the products suggest about the society that they are a part of.

The course is made up of two external exams and one non-exam assessment. The course will use a case study approach. The non-exam assessment consists of a single major practical production for a specific target audience based on a brief provided by the exam board. The non-exam assessment will be completed in Year 11. Options include creating a music video, creating the front page and double page spread for a new magazine or creating a DVD or Blu-ray front and back cover and a film poster for a new film.

There will be opportunities to visit places such as The Guardian, the British Film Institute, the BBC and Sky Skills Studios, to attend Into Film cinema screenings and participate in BBC News School Report.

## Assessment

The course is assessed as follows:

- 30% assessed through non-exam assessment based on a brief provided by the exam board
- 70% assessed through TWO external exams – focusing on the different media areas:
  - Paper 1 – focuses on newspapers, print adverts, film posters and magazine front covers, film, radio and video games ~ assessing pupils' understanding of these media in relation to media language, audience, representation, media industries and context.
  - Paper 2 – focuses on television, music videos and online/social media – assessing pupils' understanding of these media in relation to media language, audience, representation and media industries.

***Students should be prepared to use both their written and practical skills***

***Good analytical writing and creative practical skills are essential***

***Pupils need to have a high reading age and be in the 4 – 6 or  
6 – 9 attainment bands***

## Progression

Media Studies GCSE is valued as an indicator of students' ability to analyse, and to communicate their ideas creatively through practical assignments. Many students have gone on to study A levels in Media Studies, Art, Photography, Computer Studies, ICT, and Film Studies. Media GCSE also complements subjects such as Sociology, English Literature, English Language, Psychology and Design and Technology.



## Course Outline

This course is designed for students who have an interest in music making, music performance and/or composition and those who have a passion for music technology.

The GCSE Course is a highly exciting Course but at the same time will be very challenging. It involves a combination of Coursework and Examinations and covers all areas of performing, composing, music technology and listening work. All work involves some aspect of internal moderation and marking by teachers as well as external marking by OCR Exam Board Examiners.

This course is being offered by the Music Department and there is a requirement that you should be able and willing to perform at a high standard on your main instrument in order that you would be able to make sufficient progress on this course. You will be learning an instrument of your choice. **You will need to have access to your instrument at home to practice, for example, keyboard players will need a keyboard at home.**

The GCSE Course is made up of mandatory units/areas of study and two of these will be externally assessed.

CONTENT OVERVIEW	ASSESSMENT OVERVIEW	
<ul style="list-style-type: none"><li>• Performance on the learner's chosen instrument.</li><li>• Composition to a brief set by the learner.</li></ul>	<b>Integrated Portfolio</b> <ul style="list-style-type: none"><li>• 60 Marks</li><li>• Non~exam assessment</li></ul>	<b>30% of total GCSE</b>
<ul style="list-style-type: none"><li>• Ensemble performance.</li><li>• Composition to an OCR set brief.</li></ul>	<b>Practical component</b> <ul style="list-style-type: none"><li>• 60 Marks</li><li>• Non~exam assessment</li></ul>	<b>30% of total GCSE</b>
<ul style="list-style-type: none"><li>• Listening and appraising. A written paper, with CD.</li><li>• Aural recognition</li></ul>	<b>Listening and appraising</b> <ul style="list-style-type: none"><li>• 80 Marks</li><li>• 1 hour and 30 minutes written paper</li></ul>	<b>40% of total GCSE</b>

This is a highly intense course and requires you to demonstrate independence as well as having a strong work ethic.



## Course Outline

GCSE PE is a unique and informative subject that goes deeper into the practical elements of competitive sport but is more heavily weighted by the theoretical aspects that influence performance. This qualification is linear which means that you will sit exams and undergo practical assessments at the end of the 2 Year course (Summer 2024)

### GCSE Physical Education comprises of 3 modules over 2 years:

Module	Module Outline
<b>Paper 1: Summer 2024</b> 30% of your overall grade (78 marks)	<b><i>‘The human body and movement in physical activity and sport’</i></b> <ul style="list-style-type: none"><li>• The Cardio-respiratory and Musculo-skeletal systems.</li><li>• The Body in action (How to describe movement)</li><li>• Physical Training (How do we measure and improve fitness)</li></ul>
<b>Paper 2: Summer 2024</b> 30% of your overall grade (78 marks)	<b><i>‘Socio-cultural influences and wellbeing in physical activity and sport’</i></b> <ul style="list-style-type: none"><li>• Psychology of Sport</li><li>• Sociological Influences</li><li>• Health, Fitness &amp; Nutrition</li></ul>
<b>Non Exam Assessment (NEA): Summer 2024</b> 40% of your overall grade (90 marks)	<b><i>NEA Part 1:</i></b> A practical assessment in your <u>three strongest sports</u> that must include a team sport (e.g. Football or Basketball), and individual sport (e.g. Athletics or Table Tennis).
	<b><i>NEA Part 2:</i></b> You must analyse and evaluate your own performance in a sport of your choice. This is produced in coursework form and is worth 10% of your overall grade.



## What would a week in GCSE PE look like?

If deemed to be an acceptable candidate for this subject, you will have **three lessons a week** that will include a mixture of practical and theory-based activities. Theory lessons are always based in the classroom; In Year 10 you will learn the topics that relates to your paper 1 exam and in Year 11, your studies will relate mostly to your Paper 2 studies (See below).

Year Group	Theory	Practical
<b>YEAR 10</b>	<ul style="list-style-type: none"><li>You will learn about the anatomy of the human body and to anatomical changes in the body influence our performance.</li><li>You will learn how to describe movement in sport</li><li>You will learn how to train in order to better yourself as a performer</li></ul>	<ul style="list-style-type: none"><li>You will be participating in a range of team and individual sports to identify your strengths and weaknesses.</li><li>You will also learn new, advanced skills within these sports to make you a better performer.</li></ul>
<b>YEAR 11</b>	<ul style="list-style-type: none"><li>You will learn how internal factors such as the mind influence performance.</li><li>You will learn how external factors such as performance enhancing drugs influence performance</li><li>You will learn how your lifestyle influences performance.</li></ul>	<ul style="list-style-type: none"><li>We will finalise your three chosen activities and get you to practice as much as possible in preparation for your final assessments.</li><li>You will be assessed and graded in your 3 strongest activities.</li></ul>

## Progression after GCSE PE

GCSE PE at Gladesmore has been running successfully since 2016 and our average grade 5-9 pass rate is 98%! Furthermore, 50% of our students have exceeded their attainment band in the past four years!

A GCSE PE qualification can lead you onto a range of AS or A-Level PE qualifications. It is a good course for students also thinking about gaining psychology, teaching, physiotherapy, and nutritional qualifications, as well as continued research into the world of Sports Science.



## Course Outline

We follow the AQA Religious Studies GCSE Syllabus A course which has two parts:

### Paper 1: Beliefs & Practices

In this part of the course we study the beliefs, teachings and practices of Christianity and Islam. We learn about the key beliefs of Christianity concerning God, Jesus, Life after Death, Salvation and Redemption, Worship, Festivals and the Church. We also study the key beliefs of Islam concerning the nature of God, Life after Death, Angels, Prophethood, Worship, Festivals and the Mosque. Students are required to study both religions and answer questions on both religions in the exam. The beliefs and practices exam has two papers one on each religion and there are 10 questions in each paper. You have 1 hour and 45 minutes to answer all 20 questions.

#### Typical questions from this paper are:

- Give two ways Shi'a Muslims celebrate the festival of Ashura (2)
- Explain the role of a Christian street Pastor (4)
- Why is the festival of Eid ~ul~ Fitr important to Muslims today? (5)
- Fasting is more important than Feasting in religion. Evaluate this statement. Give religious views and explain your own view. (12)

### Paper 2: Themes

In this part of the course we study 4 themes which cover a wide range of issues in modern life and a variety of religious and non religious responses to them. These themes cover the following issues: Marriage, Sexual relationships and the Family; Charity, Wealth and Poverty, Disability, Social Justice and Human rights; Crime and punishment and the Death Penalty; Environmental Issues, Animal Rights, Abortion and Euthanasia. This part of the course is assessed on one exam paper of 1 hour and 45 minutes. You must answer 5 questions on 4 themes, a total of 20 questions, in this time.

#### Typical exam questions from this section are:

- Explain 2 similar religious beliefs about abortion (4)
- Explain 2 contrasting religious beliefs about the death penalty (5)
- Explain 2 contrasting attitudes in British society to smacking children (4)
- 'Religious people should never eat meat' Evaluate this statement. Give religious views and explain your own view. (12)

## Assessment

There is no coursework on this course. The assessment is entirely on **TWO** exams taken at the end of year 11. The exams are one hour and forty~five minutes each.

## Progression

Religious Studies is a useful GCSE for further education and degree courses as it is a respected academic subject and teaches the skills of thinking rationally and how to analyse and apply argument and evidence. Careers in fields as diverse as Journalism, Social work and Law all regard an RS qualification as a valuable asset.





## Course Outline

Following the BTEC Level 2 First Award in Sport course is an exciting way to study. It gives you the opportunity to develop the knowledge, skills and understanding that you will need to work in the sports industry.

The BTEC Level 2 First Award in Sport is a two year course and is a single option (three periods). Each week you will have two theory lessons and one practical lesson. This course is the equivalent of one GCSE at 1~9\* (Pass, Merit, Distinction or Distinction\*).

The course will cover four units, all of which you must complete in order to achieve an Extended Certificate. You must complete the three core units and one specialist unit. These units are as follows:

	Unit	Learning Aim
<b>Y E A R  1</b>	<b>Unit 2</b> Practical Sports Performance (core unit) ~ 25% of your overall grade	<b>A:</b> understanding the rules, regulations and scoring systems for selected sports
		<b>B:</b> Practically demonstrate skills, techniques and tactics in selected sports
		<b>C:</b> demonstrate the ability to review sports performance
	<b>Unit 5</b> The Sport Performer in Action ~ 25% of your overall grade	<b>A:</b> Know about the short term responses and long term adaptations of the body systems to exercise.
		<b>B:</b> Practically demonstrate skills, techniques and tactics in selected sports
<b>Y E A R  2</b>	<b>Unit3</b> Applying the Principles of Personal Training (core unit) ~ 25%of your overall grade	<b>A:</b> Design a personal fitness programme
		<b>B:</b> Know about the musculoskeletal system and cardiorespiratory systems and the effects on the body during fitness training
		<b>C:</b> Implement a self-designed personal fitness training programme to achieve own goals and objectives
		<b>D:</b> Review a personal fitness training programme
	<b>Unit 1</b> Fitness for Sports and Exercise (core unit, onscreen test) ~ 25%of your overall grade	<b>A:</b> know about the components of fitness and the principles of training
		<b>B:</b> Explore different fitness training methods
		<b>C:</b> Investigate fitness testing to determine fitness levels.



## **Assessment**

Unit 1 will be externally assessed. You will take an online test which lasts one hour. This will be carried out under normal exam conditions.

Units 2, 3 and 5 will be internally assessed. You will be assessed on your coursework and the presentation of three assignments. The coursework can take a variety of forms including writing, posters, giving talks, using video, PowerPoint presentations, carrying out experiments and research. You can attain grades at Pass, Merit, Distinction or Distinction\* levels (i.e. GCSE 1~ 9\*).

Please also note that practical participation in different sports is the cornerstone of the whole course. Your coursework will be supported by actually doing the things you will write about.

## **BTEC success rate**

In 2020, students at Gladesmore taking the BTEC Level 2 First Award in Sport course, attained a 90 % PASS rate.

## **Progress**

The BTEC Level 2 First Award in Sport puts you in charge of your own learning through activity and research using modern technology and communication; and leads straight on to a wide range of Level 3 courses including NVQ in Sporting Excellence, BTEC Level 3 Certificate or Diploma courses or AS and A Level PE. It is a good course for students also thinking about gaining coaching, first aid, psychology, teaching, media, physiotherapy, nutrition qualifications or working in the sports industry.



## Course Outline

WorkSkills is a two year BTEC qualification from Edexcel which teaches key employability skills, attitude, behaviour and communication, applied numeracy, team working and problem solving skills. This vocational course teaches the knowledge, skills and understanding which are relevant, current and useful for both learners and potential employers.

The WorkSkills units offer a positive focus on what the learners can do, building confidence, resilience and self-esteem. WorkSkills encourages the notion of lifelong learning and skills development.

## Programme of study

WorkSkills is currently offered as a BTEC Entry Level and Level 1 award. Students work on several units:

- Considering your own Work-Related Skills and Behaviours
- Exploring the use of the Internet and Digital Products & Services in the Work Place
- Managing your own money
- Running an Enterprise Activity
- Supporting Health & Safety at Work
- Preparing and Participating in an Interview
- Participate in a Work Experience Placement

## Assessment on WorkSkills

A student's portfolio of evidence comprises 100% of the final marks. Although there are assessed tasks throughout the year, there are no final examinations for students to sit.

## Homework

Students are expected to complete homework tasks which could be an extension of the work in lesson or a separate task which may meet one or more of the WorkSkills assessment criteria. It is important therefore that students show commitment to completing all homework tasks set.

## Work Experience

Students will be offered Work Experience in Year 10 or 11. This is a vital component of the course. For students this is a valuable preparation for the world of work and helps to build the vital skills necessary for the working world.