Key Stage 4 Options Booklet 2024-26
A Guide for Year 9 students

Please ensure that you go through this booklet with your son/ daughter during the option period.

Options Form Deadline: Midday on Monday 19/02/24

Welcome to Key Stage 4
Message to Year 9 students

Beginning Key Stage 4 courses is an important and exciting new phase in your lives. You have been given a foundation in a wide range of subject areas since Year 7 and now have the opportunity to increasingly direct your own learning and pursue some subjects with a heightened focus. We are very proud of the range of subjects we offer at Fortismere and we work hard to make sure all students experience a high quality curriculum.

It is very important that you choose subjects that play to your interests and strengths.

In order that you benefit most from your courses in Years 10 and 11, we have increasingly high expectations of your maturity, application and level of motivation. We expect that students will be organised, punctual and maintain high levels of attendance (97%) in order to fulfil your potential.

The choices you make now will affect the subject choices you make at sixteen and eighteen – whether that involves 'A' levels/BTEC and university, further education, training or employment.

This year, as well as an options evening, you will be able to find out about all of the subjects through the school website. Each department will make a presentation telling you about the subjects they offer. You should also ask your teachers and the Heads of Departments if you have any questions.

Once you have had a chance to think about which subjects you want to take, you will have a one-to-one meeting with a senior member of staff to discuss your option choices in more depth, in a Careers Guidance meeting.

This booklet is intended to help you and your parents/ carers, together with members of staff, plan the next two years of schooling. There are exciting choices to be made so that you optimise your chances of success in subjects you enjoy and in which you have ability and interest. We also want you to have a challenging, broad and balanced education that stimulates your desire to learn and is relevant to your future lives.

When making choices, the following questions might help:

1. Would my choice make for a well-balanced timetable?
2. What am I really interested in?
3. What am I good at?
4. What do I enjoy doing?
5. What is relevant to my future studies or possible career choice?

GCSE English, Mathematics and Science, are taken by all students. Additionally you will select further GCSE subjects and/ or vocational pathways from a long list. Students with EHCPs will get support at GCSE according to their plan and ongoing learning needs; and other students with additional needs will be supported through, for example, Access Arrangements. Access Arrangements will be reviewed at KS4 to ensure all students have appropriate support for GCSEs and other qualifications. The Careers Guidance Meeting also provides the opportunity to discuss and identify support needs and to make appropriate curriculum choices.
The school's level of funding means that all teaching groups must be of an economically viable size. This may result in some subjects or combinations of subjects not being timetabled once you have made their choices, though experience suggests that these will be very few in numbers.

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

Guidance for Options

The option choices your child makes will be important for their future. To help them make the right choices they will need to find out about the subjects they are interested in. They will need to get information from the following people:

1. Form tutor
2. Parents or Carers
3. Subject teachers and Heads of Departments
4. Teachers from subjects that they have not studied, but are interested in.

To try and help your child make maximum progress and be successful in year 10 and 11 the school provides a wide range of study options, some of which will provide more support for learning than others. It is important that your child chooses courses that will allow them to make the best progress, achieve the best exam results and enjoy the learning opportunities that will help them to be successful.
Your child's exam results at the end of year 11 will be critical in determining what kind of study course they progress onto in the sixth form at Fortismere School. The new GCSE courses have a different grading system of 1 to 9 with a grade 8 being equivalent to an old A*. We expect nearly all our students to gain a minimum of five 9 -5 grades (old grades A*-C) by the end of year 11 with the majority of students achieving many more than this.
We recognise that every young person is different and that we have a small number of students who will need additional support to reach their target grades. For these students we provide a supported learning pathway with structured support and appropriate courses to access KS4 programmes of study.
We will not allow students to make choices that are inappropriate or unrealistic.
We will do our utmost to fit all students into their preferred choices, but this cannot be guaranteed, which is why it is important that students provide six choices, in rank order. Where we have been unable to allocate a first choice, we will work down the rank order list and allocate to the first available subject. The reasons a student may not get their first choice include:

Insufficient numbers for the class to run – too few students have opted for the subject.
If the subject is being run in another block we will look to move option blocks to accommodate. If it is not then we will use the back-up choices.
Oversubscription – too many students have opted for the subject.
The number of spaces in each subject is decided using the maximum class sizes set by the Co-Headteachers and Governors. Practical and computing subjects will have smaller class sizes than other subjects. When there are too many students opting for the number of spaces available, students with an EHCP are allocated first and then remaining students are selected from all of those who requested the subject. Where students are not selected, we will use their back-up choices. All students have an equal right to be selected and we do not use attainment or behaviour to decide. The random selection process is overseen by two senior members of staff to ensure fairness.
Unforeseen staffing changes.
Rarely, a staffing change may mean that a subject has to be withdrawn from the option blocks. If this happens we will use back-up choices.
Late return of options form.
If we do not receive a completed options form by the deadline published, the risk of you not receiving your first choices increases. However, the Options process is **not a first come, first served system** therefore it is important that you submit your completed form in advance of the deadline of **Midday on Monday 19/02/24**

IMPORTANT

Due to the nature of the courses having the same course code, students may **NOT** choose these pairing of subjects:

- Product Design and Textiles
- Fine Art and Photography

Changes to option choices

Once the GCSE programme of study has begun at the beginning of year 9, there is a short window of time where changes may be 'requested'. The deadline for this will be given to students at the beginning of the academic year. We will do our best to accommodate requests, but cannot guarantee that a change will be made due to how the options blocks are built. We do not go over the maximum class sizes set by the Co-Headteachers and Governors under any circumstances.

Options Careers Advice Meeting – Tuesday 6th January, 2021

On Tuesday 6th January there will be a **Careers Advice Meeting** for Year 9 students with their form tutor or an assigned teacher.
The Careers Advice Meeting will either be conducted online or in person, and will be set up through School Cloud https://fortismere.schoolcloud.co.uk/
Morning Meeting will take place in person and Afternoon Meetings will take place online.

In this meeting parents/carers and students will be able to discuss their options with their form tutor and receive important advice and guidance to support them with their choices.

On this day Year 9 will not be in school, but must be present for their meeting.
Following the meeting students will be required to consider their options and then fill out the options form before the deadline.

The Careers Advice Meeting should be used to ask questions about relevant courses using attainment data and future career pathways to support decisions

Examination Boards

- AQA www.aqa.org.uk
- OCR www.ocr.org.uk
- Edexcel www.edexcel.com
- WJEC www.wjec.co.uk

The Exam Boards studied can be found here:
https://www.fortismere.haringey.sch.uk/page/?title=Assessment+at+Fortismere&pid=185

External help - this is a very useful Government website with lots of interesting and useful facts about a wide range of careers and jobs.

- https://nationalcareersservice.direct.gov.uk
- Go to careers advice at the bottom of the page
- Browse job profile

Contact us

If you require any further information or clarification, please do not hesitate to contact us. Your first port of call should be your child's Tutor, followed by the Head of Year 9. For additional Careers advice please contact Ms Andreou [aandreou@fortismere.org.uk]. Should you still require additional support please contacts Mr Barsby or Mr Hesse.

English Baccalaureate

An initiative outlined by the Department for Education has been to identify a desirable range of subjects to be taken by KS4 students at the end of their GCSE courses. The range of GCSEs has been named the English Baccalaureate and it is to be awarded to any pupil who secures good GCSE or iGCSE passes (C and above) in all of the following subject areas:

- English
- Maths
- Sciences
- A modern or ancient foreign language
- A humanity: history or geography

Russell Group universities may ask about the English Baccalaureate on their application forms.

English Baccalaureate [EBacc] Qualification				
English Language or Literature	Mathematics	2 Sciences including Computer Science	History or Geography	1 Language

The National Curriculum at Key Stage 4

Core subjects				Compulsory Subjects
English Language	English Literature	Mathematics	Science	PE core (non-exam) PSHE

These subjects are studied by all students in Years 10 and 11:

GCSE Subjects

- English and English Literature
- Mathematics
- Science

Non – Examination Subjects

- Physical Education (Non-Examined)
- PHSE

Guidelines for GCSEs certificating from 2014.

- All externally assessed exams must be taken at the end of the course.
- Students can no longer re-sit individual modules, although they can re-sit the full GCSE.
- GCSE exams will take place in May-June.

Controlled assessments

Controlled assessments are internal assessments and not part of the exam cycle, so the timing of these will not be affected by the move to end-of-course exams. Students who re-sit GCSEs do not need to redo their controlled assessments; they can carry these forward.

Spelling, punctuation and grammar

From January 2013 marks are awarded for accurate spelling, punctuation and use of grammar in external GCSE exams in English literature, geography, history and religious studies.

Progress 8, Attainment 8 and the Options Buckets

Attainment 8 is calculated by adding together a student's highest scores across eight government approved qualifications. These are divided into three categories, which are being called “buckets”:

- **Bucket 1** - English and Maths, which are worth double marks, but English will only count for double marks if both English Literature and English (ie English Language) are taken; the higher grade of the two is used;
- **Bucket 2** – the top three scores from the English Baccalaureate (EBacc) subjects taken, ie Sciences, Computer Science, History, Geography and languages;
- **Bucket 3** – the top three scores from remaining EBacc subjects or other government approved qualifications (eg other GCSEs or Level 2 Certificates in some technical subjects).

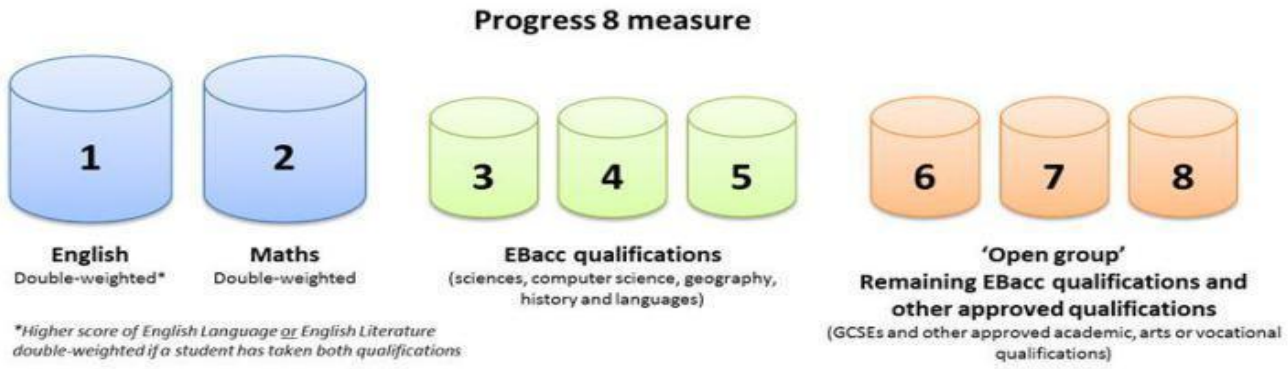
Progress 8 is based on two calculations using Attainment 8 scores. Students from the whole country who had similar Reading and Maths results at Key Stage 2 (Years 3-6) are grouped and the group's estimated average Attainment 8 score is arrived at through a massive number crunch at the Department for Education.

The student Progress 8 score is the actual Attainment 8 score less the estimated Attainment 8 score, which is then divided by ten (8 subjects; Maths and English count twice).

A school’s Progress 8 score is the average score from pupils across a whole year group::

- A score of zero means pupils in this school on average do about as well at Key Stage 4 as other pupils across England who got similar results at the end of Key Stage 2.
- A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of Key Stage 2.
- A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of Key Stage 2.

[This links to how we analyse and report data]



Progress 8 and Attainment 8: Should parents care?

On results day, what still matters for students is the actual grades students receive, as these will determine where they go next (sixth form courses, apprenticeships, jobs etc). Individual students' Progress 8 or Attainment 8 scores are not made public as these are only calculated in order to work out the whole school's progress and attainment.

However, the Progress 8 and Attainment 8 scores are useful for those parents who are researching schools and colleges for their children. When weighing up one's options, it is helpful to know whether one school is more able than others to help its pupils obtain higher GCSE grades than the expected norm for those of their ability, in addition to having comparative information about the attainment of pupils across eight rather than just five subjects.

How this affects the Options Process

The Core Subjects are studied by all subjects and no option is required here.
Students should then aim to fill all the 'buckets with their option choices.
Humanity Subjects are highly recommended.
Languages are Optional with the exception of those students on the Mandarin Excellence Pathway [MEP] who **MUST** select MEP in their options.

For the rest of the options students have free choice.
Students must select 6 Options in Rank Order. We will then enter these Choices into the system and once compared to staffing and timetabling the subjects will be assigned to students.
It is very rare, although possible due to the reasons stated earlier, that students do not get their main options.
Once selected these subjects are fixed and very little, if any, movement is possible. Therefore you should take time and effort to ensure that the options selected are the correct ones/

Making Good Choices

- What subjects do you enjoy?
- What subjects are you doing well in?
- What Career Path would you like to follow?
- What University Course do you want to do?
- What College Course do you want to do?

Do not pick a subject because …

- You like a teacher.
- Your friends are picking it.
- You think it will be easy.

When helping your child to make their choices, the following questions may help:

- Are **they** getting a good balance?
- What are **they** really interested in?
- What are **they** good at?
- What do **they** enjoy doing?
- What is relevant to **their** future?

Core Subjects

English

AQA specification for English Language:
https://www.aqa.org.uk/subjects/english/gcse/english-language-8700
QAN code: 601/4292/3

AQA specification for English Literature:
https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702
QAN code: 601/4447/6

Aims of the course

The two courses aim to develop students' abilities to:

- express their ideas clearly in speech, and to listen carefully to others, responding thoughtfully;
- read and enjoy increasingly complex literature from the English literary heritage and other cultures and traditions and, through this, develop their analytical and evaluative skills;
- compose writing that demonstrates these skills, and to construct meaning in their writing, matching style to audience and purpose;
- become increasingly aware of social, historical and cultural contexts and their influence in the study of literature.

Assessment

- The content of both courses is assessed through examinations only. The only controlled assessment will be for spoken language skills which will be assessed but which will not count towards students' GCSE grades.
- There will be no tiered papers and students are not taught in sets for English. All students sitting the English GCSEs will sit the same papers.

English Language
Students will be assessed on their reading and writing skills. These will each form 50% of the final grade. Spelling, punctuation and grammar are also marked within the writing assessments.

All of the texts within the English Language exam will be unseen texts (and so will not have been studied during the course). They will include texts from the 19th, 20th and 21st centuries and texts of fiction as well as non-fiction writing.

English Literature
Students will study one play by Shakespeare, one 19th century novel, a selection of poetry, and drama from the British Isles from 1914 onwards. These texts will then be assessed across two exams at the end of the course. The assessment will include an unseen text and comparison skills, and spelling, punctuation and grammar will also be marked.

Progression

GCSE English Language and GCSE English Literature are compulsory courses and are essential for progression to Further and Higher Education. Students learn many valuable skills as well as accessing a wide range of stimulating literature during the two years of the course. Students who are successful at GCSE can choose to progress to either English Literature A level or English Language & Literature A level at Fortismere School. Reading for pleasure and reading widely is fundamental to success in the English GCSE courses.

Mathematics

Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Mathematics
Specification Code - 1MA1
QAN Code - 601- 4700 - 3

Weblink: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html

Aims of the Course
The aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Mathematics enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

GCSE Mathematics is an invaluable qualification that is always in demand in both the employment markets and as a foundation for study in Further and Higher Education. The ability to understand logical arguments and numerical information makes a GCSE qualified mathematician greatly sought after. The GCSE Mathematics course offered at Fortismere aims to develop a positive attitude towards the subject and an appreciation of Mathematics in its numerous roles which includes seeing Mathematics as fun. These aims will be achieved through teaching and learning approaches which are enjoyable but nevertheless require hard work.

Syllabus Content

The assessments will cover the following content headings:
1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Assessment

The content and difficulty of both the Foundation and Higher GCSEs from summer 2017, differ from those of the previous GCSE in Mathematics [1MA0]. Both tiers contain much more material and present greater challenge.

- Two tiers are available: Foundation and Higher (content is defined for each tier).
- Each student is permitted to take assessments in either the Foundation tier or Higher tier.
- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- All three papers must be at the same tier of entry and must be completed in the same assessment series.
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.
- The content outlined for each tier will be assessed across all three papers.

● Each paper will cover all Assessment Objectives
● Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.
● A formulae sheet is given at the front of each examination paper.
● Two assessment series available per year: May/June and November (subject to restrictions.)
● First assessment series: May/June 2017.
● The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.
● Foundation tier: grades 1 to 5.
● Higher tier: grades 4 to 9 (grade 3 allowed).

Equipment

Students are required to have the necessary equipment for both their lessons and examinations. This consists of a pen, a pencil, a ruler, an eraser, a protractor, a pencil sharpener, and a compass. Students require a scientific calculator if they are to perform well in Mathematics.

Maths Workshop

In order to encourage students further, the department runs a 'Maths Workshop' on Mondays [all year groups] and Tuesdays [KS4 & KS5]. This gives students the opportunity to ask further questions related to their course and/or to obtain help with set homework. There are also special Revision Workshops and revision days for Year 11 students.

Progression

A good grounding at the GCSE level of Mathematics opens the door to career opportunities which range from financial and economic planning through management services to scientific and industrial research.

For those considering 'A' Level study, GCSE Mathematics serves as a grounding for a number of subjects that include Physics, Chemistry, Mathematics, Further Mathematics, Design Technology, Biology, Economics, Geography, Business Studies, Sociology and Psychology.

Science

AQA Specifications

GCSE Qualification	GCSE Combined Science: Trilogy	GCSE Biology	GCSE Chemistry	GCSE Physics
Course Code	8464	8461	8462	8463
QAN Code	601/8758/X	601/8752/9	601/8757/8	601/8751/7

GCSE Combined Science - http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464

GCSE Biology - http://www.aqa.org.uk/subjects/science/gcse/biology-8461

GCSE Chemistry - http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462

GCSE Physics - http://www.aqa.org.uk/subjects/science/gcse/physics-8463

Aims of the courses

GCSE Sciences will enable students to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory and in other learning environments
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Choosing Separate Sciences

The Separate Sciences pathway will benefit students who have aspirations to study a science at A-level or aspire to a future career related to the sciences (including medicine; engineering; psychology; computer science; astrophysics; geology), and those students who just love science and want to learn about topics not covered in the standard National Curriculum (for example, space and The Universe; cloning).

By taking sciences separately at GCSE level you will cover more content, so you'll be better prepared if you want to take science A-levels. Pupils who take separate GCSE science are also more likely to get higher grades in A-level sciences. With the extra ‘science-time’ on your timetable you will have more opportunities for practical experimental work to fully develop your practical skills and enjoy science as a practical subject.

The question you’ll want to ask yourself is, ‘do I enjoy science?’. If you do enjoy science and are prepared to put the effort in then it is a fantastic course that will make you a better scientist and give you transferable skills to make you a better all-round student. If you don’t have an interest in the subject, then separate sciences might not be worth it for you, as it requires a commitment due to the extra content.

What is the difference between 'Combined Science Trilogy' and 'Separate Sciences'?

The study of science is compulsory until the end of Year 11. If you do not choose separate sciences then you will follow the Combined Science Trilogy specification. For GCSE Combined Sciences you will study and be certified with a qualification worth two GCSE grades, covering biology, chemistry and physics content.

The separate sciences option results in 3 GCSES with individual grades in biology, chemistry and physics.

How many exams will you sit?

For the Separate Science course you will sit 2 papers for each subject (Biology, Chemistry and Physics), each exam paper is out of 100 marks and each paper is worth 50% of your final grade in that subject.

For the Combined Science: Trilogy you will sit 6 papers, each exam paper is out of 70 marks and count for 16.7% of your final grade. All 6 papers count towards your grade.

Every exam paper will consist of multiple choice, structured, closed short answer and open response questions. The controlled assessment (coursework) element has been removed from the syllabus; however, if you are following the Separate Science route you will have to carry out compulsory required practicals for each subject (ten in Biology, eight in Chemistry and ten in Physics), and if you are following the Combined Science Trilogy pathway you will have to carry out a total of 21 required practicals across all specialisms. The practical skills you gain will be assessed in your exams with at least 15% of the marks coming from questions relating to practical skills.

Duration of exams

Each paper for the Separate Science course will be 1 hour and 45 minutes long and for the Combined Science Trilogy course each paper will be 1 hour and 15 minutes long. You will sit all your exams in the May/June 2020 series.

Modules / units studied - Percentage to the whole GCSE

	Paper 1	**Paper 2**	**Total marks**
Biology	50%	50%	200
Chemistry	50%	50%	200
Physics	50%	50%	200

	Bio - Paper 1	**Bio - Paper 2**	**Chem - Paper 1**	**Chem - Paper 2**	**Phys - Paper 1**	**Phys - Paper 2**	**Total marks**
Combined Science: Trilogy	16.7%	16.7%	16.7%	16.7%	16.7%	16.7%	420

What content will you study? For Separate Science exams will cover the following content:

Syllabus content: Paper 1

BIOLOGY	**CHEMISTRY**	**PHYSICS**
Cell biology Organisation Infection and response Bioenergetics	Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes	Energy Electricity Particle model of matter Atomic structure

Syllabus content: Paper 2

BIOLOGY	**CHEMISTRY**	**PHYSICS**
Homeostasis and response Inheritance, variation and evolution Ecology	The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Forces Waves Magnetism and electromagnetism Space physics

For **Combined Science: Trilogy** exams will cover the following content:

BIOLOGY Paper 1	**CHEMISTRY, Paper 1**	**PHYSICS, Paper 1**
Cell biology Organisation Infection and response Bioenergetics	Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes	Energy Electricity Particle model of matter Atomic structure
BIOLOGY, Paper 2	**CHEMISTRY, Paper 2**	**PHYSICS, Paper 2**
Homeostasis and response Inheritance, variation and evolution Ecology	The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Forces Waves Magnetism and electromagnetism

Progression

There are endless possibilities for you studying the sciences: you may wish to become a chemical engineer, an immunologist, a veterinary nurse, an aeronautical engineer, a doctor or a job role in hundreds of other career paths that require a grounding in science.

If you wish to study a Science A-level at Fortismere School you will have to achieve a Grade 7 grade in the science you wish to study. If you study Combined Sciences then for chemistry and physics you will require a grade 7/6 with 6 in Maths and for biology a grade 7/6 in order to meet the entry requirements. A 7/7 (‘double 7’) will meet the entry criteria for any of the sciences.

Physical Education (Non-Exam)

Curriculum aims

Learning and undertaking activities in physical education (PE) contribute to the achievement of the curriculum aims for all young people to become:

• Successful learners, who enjoy learning, make progress and achieve
• Confident individuals who are able to live safe, healthy and fulfilling lives
• Responsible citizens who make a positive contribution to society.

The importance of Physical Education

PE develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

At Fortismere our high-quality PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully.

When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles.

Discovering what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. PE helps students develop personally and socially.

They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Healthy, active lifestyles

Students will develop an understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle. They should also recognise that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social well-being. **www.qca.org.uk/curriculum** 201

Making informed choices about Healthy, active lifestyles

Students should be able to:

- identify the types of physical activity available to them and the roles they would like to take on
- link physical activity with diet, work and rest for personal health and well-being
- make informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs.

www.qca.org.uk/curriculum key stage **4**

PE Activities - Year 10

Games- Football, Badminton, Basketball, Table Tennis, Tennis, Volleyball, Netball, Rounders, Cricket and Hockey.

Other activities- Dance, Aerobics, Fitness, Athletics and Trampolining.

PE Activities - Year 11

Games- Football, Badminton, Basketball, Table Tennis, Volleyball, Netball, Hockey, Cricket and Rounders.

Other activities- Self Defence, Trampolining, Fitness, Athletics, Aerobics.

We have also have specialised tutors who visit the school to offer Yoga, and an Emergency First Aid Certified course.

PSHE

Personal, Social and Health Education is a new statutory requirement for all students from 2020. The PSHE curriculum is available on the school website.

In Year 10 we focus on issues that particularly affect teenagers and young adults. We look at the moral implications of making certain decisions, and discuss the best way to lead a good life. The topics we cover include –

Mental Health – Good and bad mental health, battling stigma, developing good habits, how to get help
The Law – UK law on online activity, what and when to share, UK law on sexual activity
Sex and Relationships – Consent, healthy relationships, contraception & STDs/STIs
Money and Finance – Wages, bank accounts, borrowing & interest rates, saving
Study Skills - Reading & note taking, essay writing, study habits

The Option Subjects

Fine Art

Syllabus: Eduqas (WJEC) C651 QS
QAN code: 601/8087/0

Specification:
GCSE Art and Design | Eduqas (Fine Art Endorsement)

Modules- Component 1 (Coursework): 60% Component 2 (Exam): 40%
Allocation of marks- Each unit is assessed against the following criteria:

- **DEVELOP** ideas through investigations, demonstrating critical understanding of sources.
- **REFINE** work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- **RECORD** ideas, observations and insights relevant to intentions as work progresses.
- **PRESENT** a personal and meaningful response that realises intentions and demonstrates an understanding of visual language.

Assessment: Summative assessment takes place at the end of each project. Formative assessment is ongoing and supports students as they develop their ideas. The course culminates in a display of students' coursework and exam project. This is assessed and standardised by Art teachers. Marks are then moderated by an external moderator.

Aims of the course: The Fine Art Course is designed to broaden each students' approach to the subject, their control of media and their understanding of the work of arts practitioners. We hope that by the end of the course each child will be a well-rounded creative individual, able to convey complex concepts in a visual way and demonstrate a breadth of art skills.

Content –
Coursework Project 1: Movement
A teacher-led, introductory project directed at developing pupils' understanding of the formal elements, media and processes. The final outcomes are determined by each individual teacher however, there are still opportunities for pupils to have a personal response to the project theme.

Coursework Project 2: Protest and Survive
Pupils' work is based around an issue they feel strongly about. The outcome is determined by the teacher (eg. Ceramics and mixed media pots in the style of Grayson Perry) however, the concept and final appearance will be individual to each pupil. Opportunities to explore issues will form part of independent student outcomes as the project progresses.

Coursework Project 3: Past, Present & Future
An independent project in response to a theme. Students follow teacher led, skills workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks

Exam Project
An independent project in response to the theme set by the exam board. Students follow teacher led, skills workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks. The final piece is produced in 10 hours under controlled conditions over two days at the end of the project.

Students also visit two exhibitions over the course of two years. One of these is specifically to support the exam unit.

Main skills covered –

- Working in two and three dimensions in a range of media
- Exploring materials and determining the appropriateness for specific tasks
- Working in a gallery context
- Analysing the work of others
- Developing ideas to a final outcome that conveys their intentions

Progression – In addition to providing students with the opportunity to balance their range of studies at 14-16, the Fine Art course is excellent preparation for a wide number of future options. The ability to respond personally, creatively and analytically within a complex and diverse world is valued at all post-16 destinations. Students can proceed from the course to AS and A Level Fine Art and Photography courses at Fortismere School. This is an ideal stepping stone to Further and Higher Education Courses in all aspects of Art and Design and the Visual Arts, opening the way to careers in such areas as Photography, Film, New Media, Fashion, Interior Design, 3D Design, Textiles, Graphics, and Fine Art etc.

Photography

Syllabus: Eduqas (WJEC) C656 QS
QAN code: 601/8087/0

Specification:
GCSE Art and Design | Eduqas (Photography Endorsement)

Modules- Component 1 (Coursework): 60% Component 2 (Exam): 40%
Allocation of marks- Each unit is assessed against the following criteria:

- **DEVELOP** ideas through investigations, demonstrating critical understanding of sources.
- **REFINE** work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- **RECORD** ideas, observations and insights relevant to intentions as work progresses.
- **PRESENT** a personal and meaningful response that realises intentions and demonstrates an understanding of visual language.

Assessment – Summative assessment takes place at the end of each project. Formative assessment is ongoing and supports students as they develop their ideas. The course culminates in a display of students' coursework and exam project. This is assessed by Photography teachers then moderated by an external moderator.

Aims of the course – Students will undergo a programme of study to equip them with the technical skills and control of the photographic medium in order to be able to realise their creative intentions. Critical awareness and appreciation will also play a major part in the course. In the initial stages, students will be introduced to the basic principles of photography through a Foundation Skills stage, before working on independent projects set by the department known as the Coursework Unit.

Content –
Coursework Project 1: Toolkit
A teacher-led, introductory project directed at developing pupils understanding of the history of photography and basic, practical skills in digital photography and post production.

Coursework Project 2: Environment.
An independent project in response to Landscape Photography. Students follow teacher led workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks.

Coursework Project 3: Force
An independent project in response to the theme, Force. Students follow teacher led, skills workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks.

Coursework Project 4: Fragments
An independent project in response to past exam theme, Fragments. Students follow teacher led, workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks.

Exam Project
An independent project in response to the theme set by the exam board. Students follow teacher led, skills workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks. The final piece is produced in 10 hours under controlled conditions over two days at the end of the project.

Students also visit two to three exhibitions over the course of two years. One of these is specifically to support the exam unit.

Main skills covered –

- Working in digital and analogue photography
- Learning Photoshop and traditional darkroom techniques
- Exploring materials and determining the appropriateness for specific tasks
- Working in a gallery context
- Analysing the work of others
- Developing ideas to a final outcome that conveys their intentions

Progression – In addition to providing students with the opportunity to balance their range of studies at 14-16, the Photography course is excellent preparation for a wide number of future options. The ability to respond personally, creatively and analytically within a complex and diverse world is valued at all post-16 destinations. Students can proceed from the course to AS and A Level Photography courses at Fortismere School. This is an ideal stepping stone to Further and Higher Education Courses in all aspects of Art and Design and the Visual Arts, opening the way to careers in such areas as Photography, Film, New Media, Fashion, Interior Design, 3D Design, Textiles, Graphics, and Fine Art etc.

Business

OCR syllabus: J204
QAN code: 603/0295/1

Aims of the 9-1 course: You will learn about business concepts, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. You will develop and apply quantitative skills relevant to business, including using and interpreting data.

Unit title and description	Assessment	Weighting
Business 1 (code: 01) – Business activity, Marketing and People This Unit contains 3 sections: 1. Business activity ● The role of business enterprise and entrepreneurship ● Business planning ● Business ownership ● Business aims and objectives ● Stakeholders in business ● Business growth 2. Marketing People ● Market research ● Market segmentation ● The marketing mix 3. People ● The role of human resources ● Organisational structures and different ways of working ● Communication in business ● Recruitment and selection ● Motivation and retention ● Training and development ● Employment law	**Written paper June 2026** Paper 1: 50% weighting 90 minutes 80 marks, of which: 15 marks are multiple choice questions	**50%**
Business 2 (code: 02) – Operations, Finance and Influences on business 4. Operations ● Production processes ● Quality of goods and services ● The sales process and customer service ● Consumer law	**Written paper June 2026** Paper 2: 50% weighting	**50%**

● Business location ● Working with suppliers 5. Finance ● The role of the Finance function ● Sources of finance ● Revenues, costs, profit and loss ● Break-even ● Cash and cash flow 6. Influences on Business ● Ethical and environmental considerations ● The economic climate ● Globalisation	90 minutes 80 marks, of which: 15 marks are multiple choice questions	

Skills Covered

Knowledge and understanding of contemporary business issues and to different types and sizes of businesses in local, national and global contexts

Problem-solving and the interpretation of data (including calculation of percentage changes)

Investigate and analyse real business opportunities and issues to construct well-argued, well-evidence, balanced and structured arguments

Progression This course is ideal for progression to A Level Business and for a subsequent Business related degree, including Marketing, Human Resources, Finance and Accounting, Leisure and Tourism. Students achieving grade 6 in the Business course can study A level Economics at Fortismere.

GCSE 9-1 Requirement: Prospective Business students **must** have or quickly develop an active interest in business **and** be prepared to contribute actively and positively in their lessons via their regular and **prior** reading of a business section of a daily (online) paper. There is **NO** controlled assessment.

Computer Science

Specification and code: Pearson Ededexcel (1CP2)

QAN Code: 601/8058/4

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Computer Science consists of two externally-examined papers. Paper 1 is a written examination and Paper 2 is a practical onscreen assessment

Assessment overview

Component	Marks	Duration	Weighting	
Paper 1: Principles of Computer Science (1CP2/01)	75	1 hour 30 mins	50%	Written examination
Paper 2: Application of Computational Thinking (1CP2/02)	75	2 hours	50%	On Screen examination

Content overview

Paper 1: Principles of Computer Science (1CP2/01)

This paper will assess Topics 1 to 5

● Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
● Topic 2: Data – understanding of binary, data representation, data storage and compression.
● Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
● Topic 4: Networks – understanding of computer networks and network security.
● Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Assessment overview

This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open response, tabular and diagrammatic items.

Paper 2: Application of Computational Thinking (1CP2/02)

Content overview

This paper will assess Topic 6: Problem solving with programming.

The main focus of this paper is:

● understanding what algorithms are, what they are used for and how they work in relation to creating programs
● understanding how to decompose and analyse problems
● ability to read, write, refine and evaluate programs.

Assessment overview

This practical paper requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice.

They will be provided with:

● coding files
● a hard copy of the question paper
● the Programming Language Subset (PLS) – as an insert in the question paper and in electronic format.

Students should then answer the questions onscreen using Python 3.

This assessment consists of six compulsory questions.

Progression

Skills in Computer Science provide a wide range of career options, as well as a route into further and higher education.

Creative Media Production

[Pearson Edexcel BTEC Level 1/2 Tech Award in Creative Media Production]

QAN Code: 603/7053/1

Overview

This qualification will help you acquire knowledge, understanding and technical skills through work-related contexts as part of their Key Stage 4 learning.

The qualification is equivalent to and compliments GCSEs to help develop work-related skills in the creative sector. It will help broaden your experience and understanding of where your studies can take you in the future.

What kind of things will I study?

Areas you will cover include:

Exploring Media Products

Aim: learn about the sector and investigate media products across the following sub-sectors: • audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts) • publishing (newspapers, magazines, books, e-magazines, comics) • interactive (websites, mobile applications, mobile games, video games, online games).
Assessment: internally assessed assignments

Developing Digital Media Production Skills

Aim: develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive.
Assessment: internally assessed assignments

Create a Media Product in Response to a Brief

Aim: apply digital skills and techniques by responding to a digital media brief. Assessment: externally assessed task where students respond to a brief to create a media product.

Where will this qualification take me?

After completing your BTEC Tech Award, you will be in a great position to continue study. You can go on to further academic study such as A-levels, or further Level 3 vocational subjects such as the BTEC Level 3 National in Creative Media Production.

Dance

AQA Dance: http://filestore.aqa.org.uk/subjects/AQA-4230-W-SP-14.PDF

Specification code: 8236

QAN code: 601/8549/1

Allocation of Marks;

- Performance 30%
- Choreography 30%
- Dance Appreciation 40%

Assessment;

Performance:

- Solo performance: Students learn 6 set phrases of movement and select 3 that they then perform as a solo.
- Duet/Trio: In a group or 2 or 3 each student (with the help of the teacher) uses their 3 set phrases to create a group piece, with would include lifts, contact, different formations etc.

Choreography:

- This is where YOU as a choreographer get to choose a stimulus/idea and then create a piece of dance as either a solo or a group piece.
- The movements in your dance should reflect your idea.
- You choose the music and props

Aims of the Course;

- Learn to perform, choreograph and appreciate dance as an art form.
- Create an imaginative response to a range of stimuli.
- Application of knowledge, skills and understanding of choreographic forms and devices communication of ideas, feelings, emotions, meanings and moods.
- Development of physical, technical, mental and expressive skills
- Critical analysis, interpretation, evaluation and appreciation of professional dance works.
- develop knowledge, skills and understanding of health, well-being and safe and professional
- practice relevant to dance
- Improve own work through analysis, critical self-reflection and evaluation.

Practical work – Technique classes are important to develop students' style of movement. Creative classes give students the opportunity to explore their own artistic development through movement. There will also be opportunities to perform and observe professional dance works and attend trips/revision conferences.

Theoretical work – Students will learn the basic background of dance. The course will involve specific detail regarding certain dancers and choreographers. Students learn about the components of dance and how to develop movement in relation to a stimulus. Students will be expected to attend extra-curricular sessions to enhance performance.

Main Skills;

- Physical skills and attributes (posture, alignment, control, flexibility etc.)
- Technical skills (dynamics, rhythm, timing etc.)
- Mental skills and attributes (commitment, capacity to improve, mental rehearsal, response to feedback etc.)
- Safe working practices (nutrition, hydration, safe execution etc.)

Progression;

- GCSE Dance is a good foundation for further study in Dance at AS and A Level and AVCE in Performing Arts
- Opportunities to perform in Dance events (e.g. Saddlers Wells)
- Trips to Dance Events

Controlled Assessments;

The Set Dances are internally assessed as controlled assessments which normally take place in March of Year 11. The practical moderation of the set dances usually takes place in April of Year 11

Design and Technology

Specification AQA GCSE Design and Technology

Specification code: 8552

QAN code: 603/0984/2

There are two separate GCSE Design & Technology courses specialising in different material areas

GCSE Design & Technology: Timber, Metal-Based Materials & Polymers (Product Design)

GCSE Design & Technology: Textiles

http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552

This is a new specification which replaces subject options such as Graphic Products, Textiles and Resistant Materials.

Students taking this subject will learn common core Design and Technology content but will specialise in specific material areas.

Students will develop and apply the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. Students will also need to demonstrate mathematical and scientific knowledge and understanding in relation to design and technology.

Unit title and description	Assessment	Weighting
● **Paper 1** **Section A – Core technical principles (20 marks)** A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. **Section B – Specialist technical principles (30 marks)** Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles. **Section C – Designing and making principles (50 marks)** A mixture of short answer and extended response questions including a 12 mark design question.	**Written paper** 2 hours	**50%**
● **Non-examined assessment** Practical application of core technical, specialist technical and designing & making principles (**100 marks)**	**Design & Make project** 30-35 hours	**50%**

Core technical principles	Specialist technical principles – delivered through one material area	Designing & making principles
• New & emerging technologies • Energy storage & generation • Modern & smart materials • Systems approach to designing • Mechanical devices • Materials & their working properties	• Selection of material or components • Forces & stresses • Scales of production • Sources & origins • Using & working with materials • Stock forms, types & sizes • Specialist techniques • Surface treatments & finishes	• Investigation, primary & secondary data • Environmental, social and economic challenge • The work of others • Design strategies • Communication of design ideas • Prototype development • Selection of materials and components • Tolerances • Material management • Tools & equipment • Techniques & processes

Subject Content
Course Aims

- demonstrate understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine ideas whilst designing and making
- communicate design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in designing
- develop decision making skills, including the planning and organisation of time and resources when managing project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- 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

Progression

The subject provides a route into a number of level 3 courses, but is particularly suited to A-level Product Design.

Design Technology supports a wide range of career paths: Engineering, Architecture, Interior Design, Surveying, Product Design, Furniture Design, Graphic Design, Art, Illustration, Media Studies, Transport Design, Advertising, and Urban Design.

Drama

Exam Board: AQA
Specification code: 8261
QAN code: 601/8575/2

What does GCSE Drama involve?

It involves studying different theatre styles and genres, scripts and live theatre. It also involves scripting and devising your own work. You will participate in workshops and complete written work to support the theoretical side of Drama. You will watch and write about live theatre and learn about Theatre Practitioners, Directors and Companies.

Is it all practical?

No, you will face a written exam at the end of the year and will also complete some written coursework – a performance log. You need to do practice writing about your performances along the way. Why? It improves your acting ability. The written work allows you to reflect on your skills and evaluate what you have made– as you would at A-level and degree level.

Why study Drama?

Britain's biggest ever cultural export is still a playwright. The Creative Industries in the UK continue to grow and employ millions of people. There are numerous different careers related to Drama – not just acting!

What do I need to study the course?

Ideally you will have a love of Drama and enjoy performing. You need to be willing to work with a variety of people and be prepared to work outside of school hours for evening and weekend rehearsals. As the written exam counts for 40% percent of your overall grade, it is useful, although not essential, if you enjoy English and write well.

This qualification is linear meaning students undertake all non-exam assessment in the certification year and sit the written exam at the end of the course.

<u>Content</u>
The subject content for GCSE Drama is divided into **three components**:

1. <u>Understanding drama</u>

2. Devising drama
3. Texts in practice

Component 1: Understanding drama

What is it?

- Knowledge and understanding of drama and theatre.
- Students study one set play from a choice of six.
- Analysis and evaluation of the work of live theatre makers.

How it's assessed

Written exam: 1 hour and 45 minutes

Open book

80 marks

40% of GCSE

Questions

Section A: multiple choice (4 marks)

Section B: four questions on a given extract from the set play chosen (46 marks)

Section C: one two-part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks)

Component 2: Devising drama (practical)

What is it?

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

How it's assessed (marked by teachers and moderated by AQA.)

Devising log (60 marks)

Devised performance (20 marks)

80 marks in total

40% of GCSE

Component 3: Texts in practice (practical)

What is it?

Performance of two extracts from one play (students may contribute as performer or designer)

Free choice of play but it must contrast with the set play chosen for Component 1.

How it's assessed (marked by AQA)

- Performance of Extract 1 (25 marks) **and** Extract 2 (25 marks)
- 50 marks in total
- 20% of GCSE

Engineering

Specification AQA GCSE Engineering

Specification code: 8852

QAN code: 603/0719/5

The subject content is split into six sections. This subject content should be taught within a range of realistic contexts based around the major themes in the specification. To gain the most from the specification, sections will benefit from being taught holistically. For example, the properties of particular materials could be taught in a practical environment.
The subject content is presented in three columns. The left-hand column contains the specification content that all students must cover, and that is assessed in the written papers and/or NEA. The central column gives additional information that teachers require ensuring that their students study the topic in appropriate depth and, where appropriate, gives teachers the parameters in which the subject will be assessed.
Students must also demonstrate mathematical knowledge and understanding, in relation to engineering. The right-hand column throughout this section illustrates where the maths skills and knowledge can be applied to the wider engineering content.
http://filestore.aqa.org.uk/resources/engineering/specifications/AQA-8852-SP-2017.PDF

Students will also need to demonstrate mathematical and scientific knowledge and understanding in relation to design and technology.

Course content	
Engineering materials	Materials & their properties Metals & Alloys Polymers Composites Other materials Materials cost & supply Factors influencing design of solution
Engineering manufacturing processes	Additive manufacturing Material removal Shaping Casting & moulding Joining & assembly Heat & chemical treatment Surface finishing
Systems	Mechanical systems Electrical systems Electronic systems Structural systems Pneumatic systems
Testing and investigation	Modelling & calculating

	Testing Aerodynamics
The impact of modern technologies	
Practical engineering skills	

Assessments

What's assessed
Sections 1–6 from the subject content.
Though the 'Practical engineering skills' section will predominantly be assessed through the NEA, some questions in the written exam will relate to practical contexts and students will need to apply their understanding within these contexts.
How it's assessed
• Written exam: 2 hours
• 120 marks
• 60% of GCSE
Questions
• Multiple choice questions assessing breadth of knowledge.
• Short answer questions assessing in depth knowledge, including calculations.
• Multiple choice questions related to the application of practical engineering skills.
• Extended response questions drawing together elements of the specification.

Progression

The subject provides a route into a number of level 3 courses, but is particularly suited to A-level Product Design.

Engineering supports a wide range of educational and career paths: Aerospace, Automotive, Civil, Mechanical Engineering, and Product Design & Architecture.

Hospitality and Catering

WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award)

Specification code: 5409

QAN code: 603/7022/1

https://www.wjec.co.uk/qualifications/hospitality-and-catering/

This award has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

This Qualifications aims to:

Develop knowledge, skills and understanding through tasks that have many of the characteristics of real work in the sector.
Units of the course are devised around the concept of a ‘plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories.
This approach mirrors many work related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification is designed to provide learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training.

This approach also enables learners to learn in such a way that they develop:
Skills required for independent learning and development
A range of generic and transferable skills
The ability to solve problems
The skills of project based research, development and presentation
The fundamental ability to work alongside other professionals, in a professional environment

Unit	Assessment	Weighting
Unit 1	The Hospitality and Catering Industry – Onscreen assessment	**External**
Unit 2	Hospitality and Catering in Action	**Internal**

Economics

Aims of the 9-1 course

Syllabus: OCR J205

QAN code: 603/0143/0

The GCSE Economics course uses basic economic concepts to enable learners to develop the ability to apply this knowledge to real-life situations in a range of local, national and global contexts, whilst at the same time understanding the perspectives of different economic stakeholders. The course is taught using teacher-led discussion, case studies, newspaper articles and extracts from current affairs programmes.

Unit title and description	Assessment	Weighting
01: Introduction to Economics *Introduction to Economics topics include:* ● Main economic groups and factors of production ● The basic economic problem *The role of markets and money topics include:* ● The role of markets: primary, secondary, tertiary, factor and product markets ● Demand (curve) and elasticity of demand ● Supply and elasticity of supply ● (Equilibrium) Price and quantity (diagrams) and their interpretation ● Competition in a market economy (including how, monopoly and oligopoly differ from competitive markets) ● Production including calculation of costs, revenues, profit and loss ● The labour market (including calculations of gross and net pay) ● The role of financial markets including the role of banks, building societies and insurance companies and how interest rates affect the levels of saving, borrowing and investment	**Written paper May / June 2026** 90 minutes **80 marks**, of which: 20 marks are multiple choice questions (MCQs) The rest |(60 marks) are: Short case studies with related short and medium response questions, **as well as 6 extended writing / mini essays** (6 x 6 mark questions).	**50%**
UNIT 02: National and International Economics *Economic objectives and the role of government topics include:* ● Economic growth (measurement, causes, benefits / costs) ● Low unemployment (types of unemployment / causes and consequences of unemployment)	**Written paper May / June 2026**	**50%**

• Fair distribution of income (including calculating income and wealth) • Price stability (measurement of inflation, its causes and consequences and analysing historical data) • Fiscal policy (government spending and taxation and redistribution policies) • Monetary policy (impact on policy objectives and on economic indicators) • Supply-side policies (including how to help meet government objectives and its benefits / costs) • Limitations of markets (market failure and possible solutions) *International trade and the global economy* topics include: • Importance of international trade (including the EU) • Balance of payments (including the importance of the current account to the UK economy) • Exchange rates (including drawing diagrams to analyse supply and demand changes) • Globalisation (including how development is measured and its impact on developed and developing countries)	90 minutes 80 marks, of which: 20 marks are multiple choice questions (MCQs) Short case studies with related short and medium response questions, as well as extended writing (6 mark questions) Some numeracy required and mini-essays amount to 36/80. If you are good at English / enjoy writing, then the subject is for you!	

Skills Covered

Knowledge and understanding of real life daily / world economic problems and issues –you will learn how to explain and evaluate economic problems and possible solutions to local / national problems.
Understand how markets operate and the roles of consumers, producers or workers within markets
Problem-solving and the interpretation of economic data (including calculation of percentage changes)
Build economic arguments, making informed judgements by using economic concepts and quantitative evidence through the use, application and interpretation of data. Consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity

Progression

The course is ideal for progression to AS and A Level OCR Economics and for an Oxbridge related Economics degree. It is also good preparation for other social science courses such as Business, Government and Politics, History or Sociology. It links well with Maths /Geography too. Possible careers include: accountancy, law, banking (economist), finance, retail management, HR, advertising and politics.

Economics Calendar of events (<u>No</u> controlled assessment)

Y10 Aut1	**Y10 Aut1**	**Y10 Spring 1**	**Y10 Spring 1**	**Y10 Sum 1**	**Y10 Sum 2**
Unit 1 taught	**Unit 1**	**Unit 1**	**Unit 1**	**Unit 1**	**Unit 1 / Unit 2**

Y11 Aut1	Y11 Aut1	Y11 Spring 1	Y11 Spring 1	Y11 Sum 1	Y11 Sum 2
Unit 2	Unit 2	Unit 2	Unit 2	Unit 1,2 recap	

Geography

Syllabus Link:
http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.htm

Exam Board:Edexcel
Specification code: EDEXCEL Geography GCSE specification B (1GB0)
QAN code: 601/8135/7

Assessment	Form	Weighting
Global Geographical Issues	1 hour 30 minute written paper with three 30-mark sections. The exam includes multiple-choice questions, short open, open response, calculations and 6-mark and 8-mark extended writing questions.	37.5%
UK Geographical Issues	1 hour 30 minute written paper with three 30-mark sections. The exam includes multiple-choice questions, short open, open response, calculations and 6-mark and 8-mark extended writing questions.	37.5%
People & Environment Issues, Making Geographical Decisions.	1 hour 15 minute written paper Section A: People and the biosphere Section B: Forests under threat Section C: Consuming energy resources Section D: Making a geographical decision The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 6-mark extended writing questions and Section D will offer a choice of one from three decisions assessed through a 12-mark extended writing question.	25%

Aims

Geography GCSE gives students the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

Content

Global Geographical Issues
Topic 1: Hazardous Earth – An overview of the global circulation of the atmosphere and changing climate. Plus, two depth studies of extreme weather hazards (tropical cyclones) and tectonic hazards at contrasting locations.

Topic 2: Development dynamics – an overview of the scale of global inequality. Plus, a depth study of how one emerging country (India) is developing and the consequences for people, environment and the country's relationship with the wider world

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

UK Geographical Issues

Topic 4: The UK's evolving physical landscape: 2 studies of coastal and river landscapes including coastal change & conflict and river processes & pressures.

Topic 5: The UK's evolving human landscape: 2 studies of Dynamic inner-cities and Changing rural settlements.

Topic 6: Geographical investigations – including one human fieldwork task (Kings Cross, London) linked to either Inner cities or rural settlements and one physical fieldwork task linked to coasts (Walton-on-the-Naze, Essex)

People & Environment Issues

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

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

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

All three topics will form the basis of the decision-making context. Students will be expected to draw across their conceptual knowledge and understanding from the whole course

SKILLS: The study of Geography at GCSE develops and examines the following skills:

Numeric, graphic and cartographic skills. Data and information research skills. Statistical analysis.
Critical and reflective thinking. Decision making.
Geographical investigations, the experience of fieldwork help students to develop new geographical insight.
Students must carry out two investigations in Topic 6, comprising one human and one physical study.

Progression

Geography is a truly multifaceted subject it has clear and valuable links with both the Humanities and Science subjects. It is a valued subject by higher education institutions and many key professions. It is an EBACC subject. This course provides an excellent basis for study at A Level and Tertiary Level.

History

Exam Board: Edexcel *(weblink)*
Specification code: 1HI0
QAN code: 601/8092/4

Assessment

Content	Assessment	Weighting
Paper 1: Thematic study and historic environment • Migrants in Britain, c800-present and Notting Hill, c1948-1970	Written exam 1 hour 15 minutes	**30%**
Paper 2: Period study and British depth study • Anglo-Saxon and Norman England, c. 1060-c.1088 • Superpower relations and the Cold War, 1941-1991	Written exam 1 hour 45 minutes	**40%**
Paper 3: Modern depth study • Weimar and Nazi Germany, 1918-1939	Written exam 1 hour 20 minutes	**30%**

Aims of the course

The course is designed to stimulate an interest in, and an enthusiasm for, the study of the past. This syllabus introduces students to the history of different time periods and cultures throughout the world. By the end of the course, students will be equipped with detailed knowledge and understanding of the different topics studied as well as a wide range of important transferable skills. We hope the study of this course will make the present day more understandable and enable students to carry that understanding and interest into their future lives.

Units studied

Anglo-Saxon and Norman England, c. 1060-1088: Includes the study of the key features of Anglo-Saxon England, the events and impact of the Norman Conquest, the methods by which William the Conqueror secured his power over England, and life and society in Norman England.

Migrants in Britain, c800-present and Notting Hill, c1948-1970 The Migration option includes a wide variety of case studies from around Britain s • The city of York under the Vikings • Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy • The experience of Huguenots in seventeenth century England • Liverpool in the nineteenth century: its role in migration and the experiences of migrants, including Irish migrants • The experience of Jewish migrants in the East End of London in late nineteenth century • Bristol in the mid-twentieth century: the experiences of migrants and their impact on society • The experience of Asian migrants in Leicester from 1945.

Weimar and Nazi Germany, 1918-1939: Includes the study of the impact of the First World War on Germany, the founding of the Weimar Republic, Hitler's rise to power, the methods and means of Nazi control and dictatorship, and life in Nazi Germany in the lead up to the Second World War.

Superpower relations and the Cold War, 1941-91: Includes the study of the origins of the Cold War in the years following the Second World War, key crises in the European Cold War across the middle of the 20th century, and the decline of Soviet power leading to the end of the Cold War.

Main skills covered

Students will gain historical knowledge and understanding, and be able to communicate it clearly and effectively. They will be able to understand and evaluate a range of historical evidence. They will understand and be able to explain how the events of the past have helped to shape the present.

Progression

History is a useful general qualification which is acceptable for a full range of A Level and vocational qualifications. It is valued not only in terms of the understanding it provides students but also important transferable skills, useful in any career choice.

Calendar of study

Year 10	Anglo-Saxon and Norman England, c. 1060-c.1088	Migrants in Britain, c800-present and Notting Hill, c1948-1970
Year 11	Weimar and Nazi Germany, 1918-1939	Superpower relations and the Cold War, 1941-1991

BTEC Tech Award - Health and Social Care

Exam board Pearsons
QAN code: 603/0395/5
https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf

Who is the qualification for?
This course is available to anyone who is considering a career in the health or social care industry and is also for anyone who is interested in the topics covered in the components.

What does the qualification cover?
You study these three components over the course of two years

Component	Outcomes	What you will study
Component 1 - Human Lifespan Development.	Understand human growth and development across life stages from infancy to adulthood. Understand how individuals cope with life events.	How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding that these processes is essential knowledge and understanding for health and social care practitioners.
Component 2 - Health and Social Care Services and Values	Understand the different types of health and social care services and barriers to accessing them. Understand the skills, attributes and values required to give care.	At some point in life everyone will need health care. It is likely that you have been given health care from a person who was trained to give you care. You will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available. You will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.
Component 3 - Health and Wellbeing	Knowledge of health and wellbeing Understanding of health and wellbeing Applying knowledge and understanding of health and wellbeing Making connections between aspects of health and wellbeing	What does being healthy actually mean? It can mean different things to different people: you might think 'healthy' is not having to visit the doctor but an older person might consider it being mobile and able to get out and about, being happy and having friends. You will explore the factors that affect health and wellbeing, learn about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

The Assessment Process

This is a BTEC, which at Key Stage 4 means you will work towards a Level 2 qualification. This BTEC is recognised as an equivalent of any other Key Stage 4 qualification and you get the same amount of hours for this qualification as you do for a GCSE. BTEC's are vocational qualifications and are slightly different to traditional GCSE's and it just means that if you want to pursue this in Key Stage 5, then you would be working towards a Level 3 qualification.

It also means that your final award will be in the form of

- Pass
- Merit
- Distinction

There are two controlled assessments (called PSA or Pearson Set Assignments) and one exam which is taken in year 11. 60% of the final grade will be based on controlled assessments, and 40% on a final exam.

	September to January	February to April	May to July
Year 10	Learn content of component 1	Pearson releases their set assignment and students complete a report according to the brief given.	Learn content of component 2
		The report is worth 30% of the final grade and it is completed in class over 6 supervised hours	

	September	October to December	January to April	May / June
Year 11	Learn content of component 2	Pearson releases their set assignment and students complete a report according to the brief given.	Learn content of component 3	Exam for component 3
		The report is worth 30% of the final grade and it is completed in class over 6 supervised hours		This will be an exam paper that will be worth 40% of the final grade

What can the qualification lead to?

This is a vocational qualification which means its content relates directly to an occupation or employment. There are a great deal of jobs and employment in the NHS and in social care related to this qualification.

You can go on to do A Levels after doing this BTEC

You can go on to do a Level 3 in Health and Social Care

This qualification is designed to lead into work and to progress into employment via apprenticeships.

Media Studies

http://www.eduqas.co.uk/qualifications/media-studies/gcse/

QAN Code: C680QS

Aims of the course:

Learners study a range of media forms including: newspapers, television, music video and online, social and participatory media in order to understand how the world of the media affects us in our daily lives.

Main skills covered:

Media Studies covers a range of skills that students will have encountered in KS3 including, written analysis, evaluation and creativity. There are also many new skills such as learning to use design programmes such as Photoshop; Media Studies is a multi-disciplined subject where elements of design, photography and writing are brought together to create texts and to analyse their meaning and effectiveness.

Component 1: Exploring the Media

Written examination: 1 hour 30 minutes

40% of qualification

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are two questions in this section:

- one question assessing media language in relation to one set product (reference to relevant contexts may be required)

- one two-part question assessing representation in relation to one set product and one unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

Section B: Exploring Media Industries and Audiences

This section assesses two of the following media forms: film, newspapers, radio, video games.
It includes:
- one stepped question on media industries
- one stepped question on audiences.

Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes
30% of qualification
This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television, Crime Drama

🎬 one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)

🎬 one question on media industries, audiences or media contexts.

Section B: Music (music videos and online media)

🎬 one question on either media language or representation (reference to relevant contexts may be required)

🎬 one question on media industries, audiences or media contexts.

Component 3: Creating Media Products

Non-exam assessment
30% of qualification

For this units students are given a brief (which changes each year) and have to create a fully functioning and realistic media product that appeals to a particular audience. Students may be asked to create a website, magazine cover, video or audio product.

This linear qualification will be available for assessment in May/June each year. It will be awarded for the first time in summer 2019.

Progression

Students often opt to study Film Studies, Media Studies or Photography at A Level. Many students progress onto careers in journalism, film making and work in the creative media industries after Media GCSE.

Modern Languages

The DfE announced in early 2022 that GCSE exams in French, Spanish and German will be changing for the 2026 cohort. Next year's year 10 will see the first teaching towards the new GCSEs. We have yet to confirm which exam board we will use. The below are for AQA, which we have been using since 2016. Mandarin is unaffected by the changes.
French Specification Code: 8652
QAN Code: 610/2790/X
Spanish Specification Code: 8692
QAN Code: 610/3530/0
Mandarin Specification Code: 8673
QAN Code: 603/1210/6

We offer three languages at Key Stage 4 for those already studying them in year 9: French, Spanish and Mandarin. Each language will be in a separate options column, so for students currently doing two languages this means that they can choose both languages for GCSE, with an equal timetable allocation of 5 lessons per fortnight. Alternatively they can choose their first language and not their second, or vice versa. Students studying one language are encouraged to continue with the subject for GCSE, when they will also have 5 lessons per fortnight.

If you are on the Mandarin Excellence Programme you must choose this as one of your options. You will do GCSE as well as the MEP assessments and qualifications.

The exam board we will likely use for all three languages is AQA. Specifications and sample exam papers can be found at the following links:

French Specification

Spanish Specification

Mandarin Specification

We intend to arrange trips to France and Spain in year 10, and there will also most likely be an MEP year 10 trip to China.

Aims of the course: to enable students to

• develop ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy

• express and develop thoughts and ideas spontaneously and fluently

• listen to and understand clearly articulated, standard speech at near normal speed

• deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts

• acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts

• develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken

• be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge

• develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment

• develop language strategies, including repair strategies

Assessment:

Assessment will be by four externally examined papers at the end of the course in year 11. Listening, Speaking, Reading and Writing will each be examined and will each contribute 25% to the overall grade. More details on each component are available in the specifications, linked above. Speaking exams are conducted by teachers and marked by AQA.

Assessment for the new French and Spanish GCSEs is set in the context of these three themes.

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

These themes apply to all four question papers. Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities. In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.

Progression:

Not only do languages open your eyes to other cultures and give you a deeper understanding of your own language, they also equip you with many transferable skills that are useful for further study and in the workplace. Language qualifications are highly respected by top universities and provide a platform for entry into a range of professions.

Information about home languages can be found at the end of this document.

Music

Exam Board: Edexcel
Specification code: 1MUO
QAN code: 601/8204/0

Allocation of marks & units studied: *60% Coursework = Practical 30% & Composition 30%*

Assessment:

- Practical exams (30%) are recorded in the school recording studios at specified times through the 2-year course. Final completion **February.**

- Composition Coursework (30%) is submitted to teachers at specified times through the 2 year course for marking and moderation. Final completion **February**.

- Written paper (40%) 1hour 45 minute paper based on a cd (not tiered) sat in **May/ June.**

Remember:

- Students must **sing or play one instrument** and maintain **weekly instrumental or vocal lessons** (either in school or privately). We would expect playing or singing to reach at least grade 3-5 by the end of Year 11, although the graded examination does not have to have been taken. We appreciate that some students may be more advanced than this at the start of the course, and some may be at an earlier stage of learning. Performance marks are scaled according to the difficulty level.
- **It is expected that all students support one extra – curricular music group each week within school to develop their ensemble skills, broaden their repertoire and rehearsal/ performance experiences.**
- The demands of composition coursework will require additional time spent beyond the lesson time
- **Students will need to be able to read music, or show a willingness to learn, in order to cope with the written paper which analyses 8 set works, some from a notated score.**

Aims of the course:

- Designed for students with an active interest in music and music making across all styles of music; classical, jazz, popular and world fusion.

- Students who learn a second instrument may demonstrate this through composition coursework (30%) and ensemble performance (15%).

- Haringey Music and Performing Arts Centre subsidise the cost of termly instrumental / vocal lessons for GCSE music students to the value of £28 per 10 lessons and offer cheap hire of orchestral instruments.

- Opportunities to attend concerts, workshops, music tours etc. are arranged by the music department. These are to broaden students' musical experience and although helpful to the course, are not compulsory. In addition, we aim to provide opportunities for students to work with professional musicians e.g. collaborations with West End professionals, performance workshops, and composer – in – residence.

- Classes are mixed ability and usually have approximately 16 students in each.

Content:

- Work independently and collaboratively with other students on learning new music, preparing for live performances in class and concerts
- Performance & recording skills; how to engage an audience, and how best to practise
- Compositional skills and techniques; creating 2 minute pieces
- Increase your knowledge of the software Logic Pro and Sibelius 6 following on from Year 9
- Analyse 8 set works; what do professional composers do (past and present)
- Strengthen the way we can talk about, discuss and explain in a formal writing style and using extensive music vocabulary.

Main skills covered:

- Performance (solo & ensemble)
- Composition (Logic Pro and Sibelius programs using iMacs)
- Written analysis (essay writing and listening with discrimination)
- Expansive music vocabulary and theory

Progression:

- Music develops many key skills sought by employers e.g. creativity and thinking skills, collaboration, ICT, improving own learning and performance, listening, communication, leadership and self-discipline.
- Students who achieve Grade B or above at GCSE level could progress on to the AS music or Music Technology course. Related music courses include Performing Arts and Media/Theatre Studies.

Controlled assignments calendar and percentage:

60% Coursework: Practical exams 30% & Composition 30%

- End of Y10 exams – Summer term Y10
- Year 11 Mock exams – Autumn term Y11
- Final practical exams – Spring term Y11

NCFE LEVEL 1/2 TECHNICAL AWARD IN MUSIC TECHNOLOGY

Exam Board: NCFE

QAN code: 603/7008/7

Assessment – Students are assessed on one piece of coursework and one exam. The exam will be on all units covered. Students will get creative input on what they do for their NEA.

Aims of the course – The NCFE course offers a technology based music option at KS4. Each unit is taught with an emphasis on real-world music industry situations. The course focuses on using technology to create and manipulate sound.

Content:

- Introduction to music technology and the music business - Students will gain an insight into how the Music Industry works. Students will gain in depth knowledge about the different job roles, professional bodies, venues and health safety that is essential within music. Students will also learn the role of music technology within the Music Business.
- The digital audio workstation (DAW) - Students will gain practical experience and advanced knowledge of using Logic Pro. Students will create their own musical projects using various compositional and technological techniques. This will include note placement/editing, recording with a MIDI keyboard, adding effects and mixing.
- Musical elements, musical style and music technology - Students will learn how music is composed, through study and analysis of musical elements. Students will analyse the developments in musical style enabled by technology selecting and applying musical elements to create stylistically appropriate musical outcomes for various genres.
- Sound creation - Students will be introduced to various synthesis techniques which they will use to create sounds of their own. They will be able to manipulate these sounds to fit various briefs.
- Multitrack recording - Students will complete their own multitrack recording in the music studio using various microphones. They will be the producer for their project including capture, editing, mixing and mastering.

Progression – Students could progress to a Level 3 BTEC in Music Technology or A Level Music Technology

GCSE Physical Education

Exam Board-AQA

Course Code: 8582
Qualification number: 601/8279/9

Paper 1: The human body and movement in physical activity and sport
What's assessed • Applied anatomy and physiology • Movement analysis • Physical training • Use of data
How it's assessed • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE
Questions • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 2: Socio-cultural influences and well-being in physical activity and sport
What's assessed • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data
How it's assessed • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE
Questions • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Non-exam assessment: Practical performance in physical activity and sport
What's assessed • Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity.
How it's assessed • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE
Questions • For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). • Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Aims of the Course;

- To develop knowledge and practical skills in a wide range of activities
- To examine the effects of exercise and how training can improve performance
- To discover ways to improve your own performance
- To gain an understanding of the scientific principles of sports performance

Theory Topics:

Anatomy & Physiology, Movement Analysis, Physical Training, Use of Data, Health Fitness & Wellbeing, Sport Psychology, Socio-Cultural Influences on Sporting participation,

Practical Topics:

Students will perform a wide range of sports to develop their technical and tactical ability. Other sports not offered in school may also be considered for assessment (e.g. Skiing)

Progression;

- AS and A Level PE
- BTEC Level 3 Sport and Exercise Sciences
- Coaching and officiating opportunities
- Science based courses (notably Biology)
- Psychology & Sociology based courses

Controlled Assessments;

- Practical Activities are assessed throughout the year and moderated externally in Easter of Year 11
- Coursework controlled assessments take place in December / January of Year 11

BTEC Level 1/Level 2 Tech Award in Sport (2022)

Qualification Number: 603/7068/3

What does the qualification cover?
The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- **Preparing Participants to take part in Sport and Physical activity** - this includes the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm up to prepare participants to take part in sport and physical activity.
- **Taking part and improving other participants' sporting performance** - this includes the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants sporting performance through planning and delivery of sports drills and conditioned practices.
- **Developing Fitness to improve other participants' performance in sport and physical activity** - this covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance.

How will I be assessed?
The Pearson BTEC Level 1/Level 2 First Award in Sport includes one externally assessed unit. This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment. This approach will also assist learners in developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts. The remaining units are internally assessed. Internal assessment enables learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including written work, practical performance and verbal presentations.

Synoptic assessment
There is one internal unit, Unit 3, which provides the main synoptic assessment for the qualification. Unit 3 builds directly on Units 1 and 2 and enables learning to be brought together and related to a real-life situation. The assessment will be completed in 1.5 hours within the period timetabled by Pearson. 60 marks.

Where will this take me?
If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above, and developed through studying this qualification, will give you a strong foundation for academic or vocational study at level 3, including apprenticeships.

What other subjects go well with sport?
This qualification is designed to be taken as part of a broad and balanced curriculum at Key Stage 4. It will go particularly well alongside GCSEs in EBacc subjects (including biology), GCSEs in creative subjects

(such as drama, music and art) and/or other Technical Awards (e.g. BTEC Health and Social Care, BTEC Business or Tech Award DIT) to provide both curriculum

Qualification structure: This qualification is taught over 120 guided learning hours (GLH).

Religious Studies

Religious Studies GCSE - EXAM BOARD AQA – SPEC A

QAN code: 601/8400/0

Specification code: 8062

Religious Studies GCSE gives you the chance to study the major world religions, what their followers believe, and how these beliefs affect people's lives. It also explores the philosophical ideas behind these beliefs, and the ethical implications of following religious rules. As such, it is the perfect GCSE for those who enjoyed Philosophy, Religion and Ethics (PRE) in Years 7-9.

You will be challenged with questions about belief, values, meaning, purpose and truth, enabling you to develop your own attitudes towards religious issues. You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. You will develop analytical and critical thinking skills, the ability to work with abstract ideas, evaluative and research skills. All of these will help prepare you for a range of options after your GCSEs – although it is not a necessary requirement, Religious Studies GCSE is a very good way to prepare yourself for Philosophy A Level. It will also equip you for further study in many related A Level subjects including Politics, Sociology, History, English and Classical Civilisation.

The GCSE is taught in two equal parts –

Component 1 - Religion

We study **Buddhism** and **Christianity**. You will learn about the founders of each religion, and the teachings on an afterlife, and the existence (or not) of God. You will read and analyse scriptures from both religions, and then look at how these teachings can be applied in modern British society.

Component 2 - Philosophy and Ethics

We study Philosophy and Ethics through four topics, using beliefs from Christianity, Buddhism and Humanism.
The Existence of God and Revelation – philosophical arguments for and against the existence of God, the characteristics of God and knowledge of God.
Religion and Life – the origins and value of the universe and the origins and value of human life. Religious teachings and beliefs about animals, the environment, abortion, euthanasia and death.
Religion, Crime and Punishment – the causes of crime, and attitudes towards punishment.
Religion, Human Rights and Social Justice – Knowledge of human rights, justice, equality and freedom of expression. Attitudes towards prejudice and discrimination and wealth and poverty.

The main skills you will gain in Religious Studies GCSE include…
Learning about and analysing the key teachings of two religious traditions
Gaining an understanding of religious and non-religious attitudes towards contemporary ethical issues

Critical analysis of how relevant religious beliefs and values are to these ethical issues
Evaluating philosophical ideas about the origin of the universe and life on earth
Exploring and evaluating a wide range of religious and non-religious views on the nature of society
Textual analysis and ability to identify different interpretations of scripture and religious writing
Expressing and developing your own views using reasoned arguments.

Assessment

You will sit two exams at the end of Year 11, one on component 1 and one on component 2. Each one is one hour and three quarters. You will be tested on your knowledge and understanding, and also your skills of analysis and evaluation.

Religious Studies students have often commented that this is their favourite GCSE subject. It will challenge your existing beliefs, even if you think you don't have any, and it will provide you with new ways of thinking about the world. Lessons always include the opportunity to debate and discuss ideas, and many of the issues we discuss will have a real and lasting effect on how you live your life.

Sample exam questions

2 mark questions
Give two religious beliefs about eating meat.
Give two examples of what religious people could do to protect the environment
Give two religious beliefs about how people might experience God's presence through the natural world.

4 mark questions
Explain two similar religious beliefs about the sanctity of life.
Explain two different religious beliefs about how the human race began.
Explain two similar religious beliefs about what happens after death.
Explain two ways in which the Buddha's enlightenment influences Buddhists today.

5 mark questions
Explain 2 Christian beliefs about salvation. Refer to scripture or sacred writings in your answer
Explain 2 ways that Christian charities help the poor in less economically developed countries. Refer to Christian teachings in your answer.
Explain 2 of the Buddha's teachings about the three marks of existence

12 mark questions (essay question)
'Euthanasia can be the most compassionate way to help someone who is terminally ill"
"Capital Punishment should never be used"
"The Crucifixion is more important to Christians than the resurrection"
'Jesus' teaching about wealth has no relevance for Christians today.'
" Compassion is more important in Buddhism than meditation"
The stories of the Buddha have no relevance for Buddhists today"
Evaluate this statement - Your answer should include the following: religious arguments that support the statement, religious arguments that disagree with the statement, an evaluation of the best argument and your conclusion. You can also include non-religious points of view in your answer.

Sociology

Exam board AQA (8192)
QAN code: 603/0798/5
https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192

Who is this for?
Sociology is a highly engaging but challenging subject at GCSE. Students will learn many new concepts and key terminology that they will be able to apply to numerous issues in society. This GCSE suits students who are engaged with the world around them and who regularly keep up to date with the news and current debates in our society.

What does the qualification cover?

Paper 1 (you study this in year 10)	Paper 2 (you study this in year 11)
Families Education Research Methods	Social Stratification Crime and Deviance Research Methods
1 hour and 45 minute written exam in year 11 100 marks 50 % of GCSE	**1 hour and 45 minute written exam in year 11** 100 marks 50 % of GCSE
The structure of the exam paper in year 10 4 X 1 mark multiple choice questions 2 X 2 mark questions on research methods 4 X 3 mark questions on topic 8 X 4 mark questions on theory and research 4 x 12 mark essay questions	**The structure of the exam paper in year 11** 4 X 1 mark multiple choice questions 2 X 2 mark questions on research methods 4 X 3 mark questions on topic 8 X 4 mark questions on theory and research 4 x 12 mark essay questions

Integral elements
Below are the integral parts of the study of each topic area,

Theory	Conflict, Consensus, Social Structure, Social Action, Role of Values					
Perspective	Functionalism, Marxism, Feminism, New Right					
Research	The design of research, the use of data, strengths and weaknesses of different methods and designs					
Core Themes	Socialisation	Culture	Identity	Social differentiation	Power	Stratification

The central focus of study in this specification should be on UK society today and where relevant, UK society within its globalised context.

Progression
The natural progression for students taking the Sociology GCSE is the very popular Sociology A Level. This GCSE will equip students for further study in many related A Level subjects including, Government and Politics, Psychology, Philosophy, History, English and Media.

Home Languages

Should you want to do a home language you can sit the qualifications below at Fortismere. We do not provide any tuition or support but act as an exam centre for all papers, including arranging for an examiner for the speaking exam component. As of 2022, these exams can only be taken in year 11. If you are interested contact rrobson@fortismere.org.uk before the end of December in year 11.

LANGUAGE	EXAMINING BOARD
Arabic	**Pearson Edexcel Level1/Level 2 GCSE**
Bengali	**AQA Level1/Level 2 GCSE**
Biblical Hebrew	**Pearson Edexcel Level1/Level 2 GCSE**
Chinese (spoken Mandarin/spoken Cantonese)	**Pearson Edexcel Level1/Level 2 GCSE** **AQA Level1/Level 2 GCSE**
Classical Greek	**Pearson Edexcel Level1/Level 2 GCSE** **OCR Level1/Level 2 GCSE**
French	**Pearson Edexcel Level1/Level 2 GCSE** **AQA Level1/Level 2 GCSE**
German	**Pearson Edexcel Level1/Level 2 GCSE** **AQA Level1/Level 2 GCSE**
Greek	**Pearson Edexcel Level1/Level 2 GCSE**
Gujarati	**Pearson Edexcel Level1/Level 2 GCSE**
Italian	**Pearson Edexcel Level1/Level 2 GCSE** **AQA Level1/Level 2 GCSE**
Japanese	**Pearson Edexcel Level1/Level 2 GCSE**
Latin	**WJEC Eduqas Level 1/Level 2 GCSE** **OCR Level1/Level 2 GCSE**
Modern Hebrew	**AQA Level1/Level 2 GCSE**
Panjabi	**AQA Level1/Level 2 GCSE**
Persian	**Pearson Edexcel Level1/Level 2 GCSE**
Polish	**AQA Level1/Level 2 GCSE**
Portuguese	**Pearson Edexcel Level1/Level 2 GCSE**
Russian	**Pearson Edexcel Level1/Level 2 GCSE**

Spanish	**Pearson Edexcel Level1/Level 2 GCSE** **AQA Level1/Level 2 GCSE**
Turkish	**Pearson Edexcel Level1/Level 2 GCSE**
Urdu	**Pearson Edexcel Level1/Level 2 GCSE** **AQA Level1/Level 2 GCSE**