



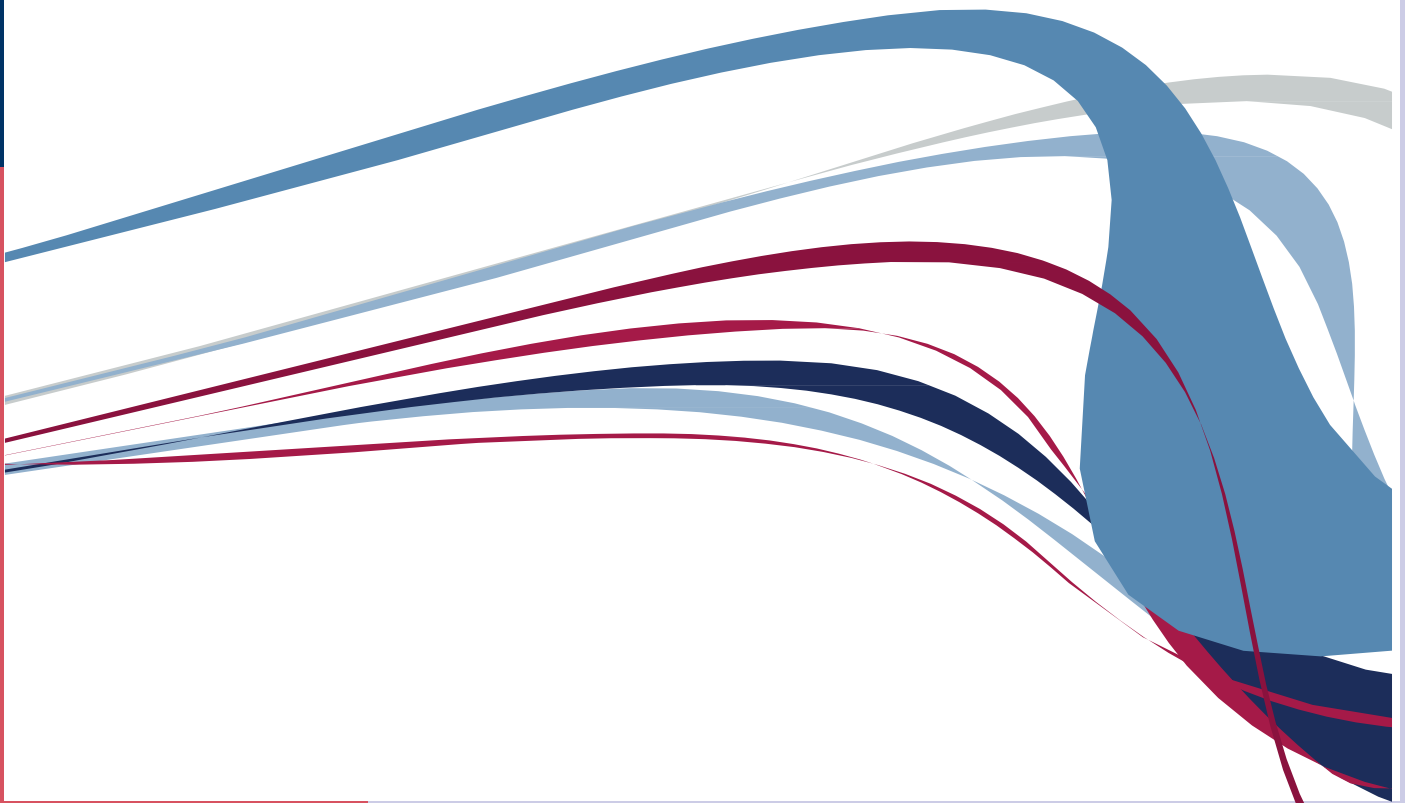
**THE BICESTER
SCHOOL**

Aspire and Achieve

KEY STAGE 4

PATHWAYS BOOKLET

2026—2028



Over the next few weeks your son or daughter is being asked to decide which subjects he or she would prefer to study in Years 10 and 11, where choices are offered.

This booklet sets out exactly where preferences need to be made, and the subjects which are available. It also contains details of subjects which students will be studying as part of the “core” part of the curriculum.

Students have provisionally been assigned to one of several possible ‘Pathways’. These pathways have been designed to enable each student to study a range of subjects appropriate to their areas of strength and which will allow them to be successful in obtaining a set of qualifications consistent with national expectations. This will in turn ensure they are able to compete on equal terms with peers when moving on to further academic study and/or the world of work in the future. If, however, you feel that the pathway selected for your son/daughter is not the right one, then we will be happy to discuss this and revise the pathway if necessary. The school will endeavour to ensure students are able to study as many of their preferred subjects as possible.

All students are asked to select their choices via an online Student Pathways Choices Form. The link to the appropriate Pathways form for each respective student will be sent out as part of an epraise message on Friday 13th February. The form needs to be completed by Friday the 20th March.

It is very important that students do not complete their Pathways form until they have given their selections careful consideration. This should involve reading through this booklet and potentially accessing further advice and support on offer in school. There will, for example, be taster sessions organised in school to allow students to experience first hand what some subjects will be like at Key Stage 4.

There will be no advantage in submitting the form early. No subjects will be allocated to students until the 20th March deadline.

Please also be aware that students may not receive their first choices due to limitations on group sizes and other logistical constraints. Likewise, it is possible that not all subjects detailed in this booklet will ultimately run next year. Again, staffing constraints and logistical factors sometimes prevent us being able to facilitate the delivery of all the courses we offer at this point of the process. It is for this reason, that we ask students to select ‘reserve’ subjects. You are advised that not choosing enough ‘reserves’ will not increase the likelihood of being allocated first choices - it may, however, run the risk of some alternative subjects becoming full by the time a student needs to make another selection.

With your support, we hope to ensure that your son or daughter goes on to study a range of subjects in Years 10 and 11 which they will both enjoy and which will provide an appropriate foundation from which to achieve their full potential in the years ahead.

The decision making process and key dates:

Pathways process opens: Thursday 12th February 2026	
Online Student Pathways Choices forms completed by no later than Friday 20th March 2026	

Some Advice to Students

DO

- ◆ Choose a subject because you like it
- ◆ Choose a subject you have an interest in
- ◆ Choose a subject which might help you with a particular career
- ◆ Choose a balanced range of subjects
- ◆ Be aware of the requirements of the course and the style of assessment involved

DO NOT

- ◆ Choose a subject because your friends are doing it
- ◆ Choose a subject because you like the teacher (there may be a different one next year)
- ◆ Choose a subject because it looks easy
- ◆ Rush into anything - REMEMBER TO FIND OUT AND SEEK ADVICE

The Personal Development Curriculum

What is the purpose of The Personal Development Curriculum?

The Personal Development Curriculum focuses on helping young people build up the key skills and knowledge that will help them participate fully in the world as active and engaged citizens.

This will complement the work being done in the academic, qualification-based curriculum, by focusing on improving key skills, particularly:

- * Teamwork
- * Leadership
- * Resilience
- * Enterprising
- * Confidence
- * Awareness
- * Professionalism
- * Independence and self-reliance
- * Critical thinking and analysis
- * Literacy
- * Oracy and debating
- * Curiosity
- * Problem-solving
- * Empathy and compassion
- * Digital and online safety skills

Students will also be given the opportunity to develop skills for the workplace, through interactions with employers and high-quality information, advice and guidance on careers and higher education and training.

Through the Personal Development Curriculum we will also be promoting the British values of tolerance, respect for the rule of law, democracy and individual liberty. This includes the importance of equal opportunities for everyone and the belief that our differences should be celebrated, so that young people are fully prepared for life in modern Britain.

This also meets statutory guidance for physical education, relationships and sex education, religious education and careers advice and guidance. Along with the rest of the KS4 curriculum, this will also contribute to students' Spiritual, Moral, Social and Cultural (SMSC) education.

What is included in the Personal Development Curriculum?

In addition to GCSE and BTEC lessons, students will also have:

- ⇒ Physical Education (PE). This will help students to develop:
 - ⇒ Key skills for life, including teamwork and resilience
 - ⇒ A healthy lifestyle, which is crucial for wellbeing and educational success
- ⇒ Personal, Social and Health Education (PSHE). This help students to develop:
 - ⇒ Knowledge and understanding of the world around them, the communities that they live in, the laws and governments that serve us, their goals, ambitions and careers options and their personal, social and mental well-being
 - ⇒ Their empathy and reflection skills, as well as giving them information on relationships and good mental and physical health
 - ⇒ Their understanding of how to stay safe and maintain a healthy lifestyle online and in real life
- ⇒ Religion & Worldviews (RW). This will help students to develop:
 - ⇒ Critical thinking and literacy skills
 - ⇒ Debating skills
 - ⇒ Understanding of different worldviews, focusing particularly on Christianity and humanism (a non-religious worldview)
 - ⇒ Their own opinions on issues that include the origins of the universe, animal rights, medical ethics, war and peace, sex and relationships and crime and punishment
- ⇒ Support will also be provided to prepare students for the next stage of education and for the world of work, through the Careers Education, Information, Advice and Guidance (CEIAG) programme. This will include:
 - ⇒ Advice through assemblies and form times
 - ⇒ Individual guidance from the school's qualified Careers Advisor
 - ⇒ Access to real employers in the local community through our Enterprise Adviser and other careers and higher education events

Useful link: <https://thebicesterschool.org.uk/wp-content/uploads/2023/12/TBS-CAREERS-DIRECTORY.pdf>

Staff Contacts

Mr C. Tharme (Head of Religion & Worldviews)

Mr M Wootton (Head of Physical Education)

Miss R Constantine (Head of PSHE) / Mr W Vardy

Mr J O'Regan (CEIAG Lead)/Mr G Allum

SECTION 1

- ◆ **ENGLISH LITERATURE**
- ◆ **ENGLISH LANGUAGE**
- ◆ **MATHEMATICS**
- ◆ **COMBINED SCIENCE**
- ◆ **TRIPLE SCIENCE**

ENGLISH LITERATURE

Level
GCSE

Exam Board
AQA

Course Code
8702

COURSE:

English Literature creates, builds and sustains a love of books, novels, plays and poetry. This GCSE develops students' ability to analyse plot, characters, themes, language and structural devices, context. They will study old and modern texts, make comparisons between literary works and develop their ability to identify effects on the reader.

Students will study a range of texts. These texts will be chosen from such works as Shakespeare's *Macbeth*, J B Priestley's play *An Inspector Calls*, Charles Dickens' novel *A Christmas Carol* and poetry from a "Power and Conflict" anthology, both past and present.

ASSESSMENT:

Assessment is 100% examination.

Exam One: Shakespeare and the 19th Century Novel (40% of qualification)

Exam Two: Modern Texts and Prose (60% of qualification)

STAFF CONTACT: Mrs D Whitley (Head of Department)

ENGLISH LANGUAGE

Level	Exam Board	Course Code
GCSE	AQA	8700

COURSE:

English Language focuses on developing core literacy skills: reading and writing. This GCSE develops students' ability to use and explore language in different contexts, and for different purposes and audiences. It also includes some analysis of literary and media texts. Students will have opportunities to write creatively and develop their discussion skills and ability to deliver formal presentations.

Students will sit two examinations which assess both their reading and writing skills. A range of unseen fiction and non-fiction texts from 19th, 20th and 21st centuries will be provided in the examinations. Students will need to show a range of reading skills including comprehension, deduction, summary, analysis and evaluation. In addition, students will be required to produce extended pieces of writing which will include imaginative texts such as a narrative or descriptive piece as well as transactional writing such as a letter of application or a newspaper article. In both the reading and writing sections of the examinations, students' literacy (spelling, punctuation and grammar) will be assessed.

ASSESSMENT:

Assessment is 100% examination over two examinations.

Reading skills: 50% of qualification

Writing skills: 50% of qualification

STAFF CONTACT: Mrs D Whitley (Head of Department)

MATHEMATICS

Level
GCSE

Exam Board
EDEXCEL

Course Code
1MA1

COURSE:

The purposes of this qualification are to:

- ◆ Provide evidence of students' achievements against demanding and fulfilling content. To give students the confidence that their mathematical skills, knowledge and understanding that they will have acquired during the course of their study are as good as that of the highest performing jurisdictions in the world.
- ◆ Provide a strong foundation for further academic and vocational study and for employment;. To give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. This includes Level 3 Mathematics courses as well as Level 3 and undergraduate courses in other disciplines such as Biology, Chemistry, Physics, Business, Economics, Computer Science, Geography and Psychology, where the understanding and application of mathematics is crucial.

Students will follow either the Foundation or Higher Tier course

- ◆ Foundation tier - grades 1 to 5 available
- ◆ Higher tier - grades 4 to 9 available

ASSESSMENT:

100% examination. Students sit three equally weighted papers at the end of the course: one paper is non-calculator and the other two papers are calculator. Each paper is 1hr 30mins and carries 80 marks.

STAFF CONTACT: Mrs L Heighway (Head of Department)

Mr L Wallington (2nd in Department)

COMBINED SCIENCE

Level	Exam Board	Course Code
GCSE	EDEXCEL	1SC0

GCSE COMBINED SCIENCE:

All students will study nine hours of science per fortnight leading to two GCSE qualifications in Combined Science. Students in the top set will follow the Triple Science pathway (see over page).

The sciences provide the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. Students will learn essential aspects of the knowledge, methods, processes and uses of science. They will gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and are of universal application.

COURSE CONTENT:

The GCSE Combined Science courses contain units which cover a wide range of Chemistry, Biology and Physics topics that will extend and develop the ideas encountered during our KS3 curriculum.

All our GCSE Science courses provide a modern and relevant curriculum for all students that will allow them to develop a sound theoretical understanding while recognising the wide applications of Science. The course will also develop students' ideas and understanding of how science works and the investigative approaches used in Science.

ASSESSMENT:

The Combined Science course will be assessed using six externally assessed papers which will all be completed at the end of Year 11. Each paper is 70 minutes and is worth 60 marks. Papers are available in both higher and foundation tiers.

STAFF CONTACT:

Miss S Drewett (Head of Department)

TRIPLE SCIENCE

Level	Exam Board	Course Codes
GCSE	EDEXCEL	1BIO, 1CH0, 1PH0

GCSE TRIPLE SCIENCE

Exceptional students who will have the most success studying the three sciences, each to a broader extent, will have the opportunity to study Triple Science. This will be part of another option choice and will have at least 4 hours each of Biology, Chemistry and Physics per fortnight in order to work towards separate GCSE qualifications in these subjects

There are a number of students who we feel would be able to excel on this course that have been given the opportunity to select it as an option. There will be discussions later in the year to confirm these choices.

COURSE CONTENT:

The individual science GCSEs cover all of the topics found in the combined science course in greater detail and depth. The course also covers some extra topics, such as astronomy, static electricity, dynamic equilibria, nanoparticles, alcohols and the eye.

The Triple Science course provides a more detailed foundation for any students wanting to study sciences at A level.

ASSESSMENT:

The total triple science course will be assessed using six externally assessed papers (two for each GCSE) which will all be completed at the end of Year 11. Each paper is 105 minutes and is worth 100 marks.

SPECIFIC COURSE REQUIREMENTS:

Given the extra demands of the course, students should be consistently working at a flightpath 6 in order to take Triple Science.

STAFF CONTACT:

Miss S. Drewett (Head of Department)

SECTION 2

◆ GEOGRAPHY/HISTORY

All students are expected to choose one of these two subjects (they can choose the other subject as well, in the Open Choice section, if they wish to do so).

◆ MODERN FOREIGN LANGUAGES

Preselected for students following Pathway 1

GEOGRAPHY

Level	Exam Board	Course Code
GCSE	EDUQAS B	C112QS

COURSE:

Choosing GCSE Geography will enable students to achieve Ebacc as part of their Key Stage 4 education. It is a solid academic subject and well respected by universities and employers alike.

Geography helps students to make sense of the world around them. It is hands on, it is relevant and it is fun. Our GCSE course has a good mix of topics such as urban issues, world development, environmental issues, rivers and hazards to name but a few. The course will give students the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world.

There are so many ways of learning in geography. It is very practical with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques.

The course follows the EDUQAS B specification and consists of three assessed components:

Investigating Geographical issues– 40% (1 Hour: 45 Min)

Changing Places and Economies

Changing Environments

Environmental Challenges

Problem Solving Geography – 30% (1 hour: 30 min)

Students explore a Geographical problem and decide how to best solve it

Applied Fieldwork Enquiry – 30% (1 hour: 30 min)

Issue evaluation

Fieldwork

Fieldwork:

There is a requirement that students attend two days of fieldwork in which a human environment and physical environment will be studied. This will be assessed in an exam at the end of Year 11.

ASSESSMENT:

There will be three written exam papers at the end of Year 11 (split as above). Each paper consists of a number of multiple choice, short answer and long answer questions.

STAFF CONTACT: Mr M Brown (Head of Department)
Miss A Withers, Mrs K Knibbs, Miss R. Roberts

HISTORY

Level
GCSE

Exam Board
AQA

Course Code
8145

COURSE:

The History Department follows AQA GCSE History 8145 and studies the following units: America 1920-73, Elizabethan England 1568-1603, Conflict and Tension: The War in Asia 1950-75 (with a focus on the Korean and Vietnam Wars) plus a study of medicine, surgery and public health in Britain: Health and the people c1000 to the present day.

Paper 1 will focus on understanding the Modern World with Section A being a study of America in the years, 1920-1973. This topic explores the opportunities and inequalities experienced by a range of people who lived in America during these years. We will look at the campaign for civil rights by African-Americans and changes for women in society throughout this time. We will study the boom of the 1920s and the subsequent Depression of the 1930s, the impact of World War Two on America and life in the 1950s. The second unit of study for Paper 1 is the topic 'Conflict and Tension: The Inter-war years, 1919-39 and will cover The Treaty of Versailles and its impact, the League of Nations and its successes and failures as well as the origins and outbreak of the Second World War.

Paper 2 has a focus on British History and Section A is a thematic study which covers Britain: Health and the People (1000-to the present day) and covers topics including surgery, the impact that war, religion, governments and individuals had on medicine over time, how public health developed during these years, and the development of medical treatments used by people.

Section B covers Elizabethan England and includes a study of an Elizabethan building/ significant place in the final question of the paper. The exam board will release materials relating to this significant place and we will study the resources in class prior to the exams. This topic includes the importance of the theatre in Elizabethan times, how the poor were treated by towns and villages, the fashions of the time and how they reflected the status and power of people in Elizabethan society, as well as the political intrigues and issues with ruling England associated with Elizabeth I and her reign.

There are 2 exams in the summer of Year 11 and a total of 4 papers (2 per exam). Each exam lasts for 2 hours and it is an hour per paper.

Exam Number 1 is split into 2 papers (Paper 1: America, 1920-73: 6 compulsory questions) and Paper 2: War in Asia, Korea & Vietnam, 1950-75 (4 compulsory questions)
Also Exam Number 2 is split into 2 papers: Britain: Health and the People, 1000 to the present day (4 compulsory questions) and Elizabethan England (4 compulsory questions)

ASSESSMENT:

STAFF CONTACT:

Ms J Riches (Head of Department)

Mr D Jardine, Mr O Maddox, Miss R Walden, Miss R Constantine

MODERN FOREIGN LANGUAGES

Level	Exam Board	Course Code
GCSE Spanish/French	AQA	8692/8652

COURSE:

The GCSE courses in French and Spanish build on the vocabulary, phrases and grammar that students have learned in Years 7, 8 and 9. At GCSE students study three key themes:

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

ASSESSMENT:

This is a linear qualification which means that students are assessed by examination at the end of the course. Students may be entered for either Foundation Tier or Higher Tier but must be entered at the same tier for all four skills (listening, speaking, reading, writing). Each language skill is worth 25% of the marks. There are a number of different tasks in each paper, involving short and long texts. Students' individual speaking assessment is conducted by their language teacher.

STAFF CONTACTS: Mrs K Gregory (Head of Department)

Miss I Porter, Mrs M Henry, Mr D Rickwood, Mrs A Ciocan

SECTION 3

- ♦ **3-D DESIGN (GCSE)**
- ♦ **ART & DESIGN (GCSE)**
- ♦ **BUSINESS STUDIES (GCSE)**
- ♦ **CREATIVE MEDIA (BTEC)**
- ♦ **DRAMA (GCSE)**
- ♦ **DIGITAL IT (BTEC)**
- ♦ **FOOD PREPARATION AND NUTRITION (GCSE)**
- ♦ **GRAPHIC COMMUNICATION (GCSE)**
- ♦ **HEALTH AND SOCIAL CARE (BTEC)**
- ♦ **MUSIC (BTEC)**
- ♦ **PHILOSOPHY AND ETHICS [RS] (GCSE)**
- ♦ **PHYSICAL EDUCATION (GCSE)**
- ♦ **SPORT (BTEC)**

3 DIMENSIONAL DESIGN

Level	Exam Board	Course Code
GCSE	AQA	8205

In 3D Design students will discover how to create prototypes, models and sculpture of both functional and aesthetic products.

Areas of study include:

- Architectural and furniture design
- Sculpture
- Clay/ ceramics
- Product design
- Jewellery and body adornment design
- Environmental/ landscape/ garden design
- Design for theatre/ film/ television

In Year 10, students will learn a wide variety of skills, techniques and processes. Students will explore the work of designers and artists and develop their own ideas. The coursework consists of a portfolio of work which includes at least one extended project. The exam is set in January for Year 11 where students respond to a question, followed by a ten-hour practical exam (across 2 full school days) in April. Commitment to independent learning and a passion for design are essential.

Choose 3D Design if you enjoy making, developing ideas, experimenting with materials and taking inspiration from designers. It is a practical and creative course that gives you the chance to develop new skills within the subject.

PLEASE NOTE THIS COURSE CANNOT BE STUDIED IN COMBINATION WITH GRAPHIC COMMUNICATION OR ART AND DESIGN – Fine Art

ASSESSMENT:

GCSE 3D Design is 60% coursework and 40% exam.

STAFF CONTACT: Ms L Kennett (Head of Creative Arts, Design, Technology and Computing)

ART AND DESIGN

Level
GCSE

Exam Board
AQA

Course Code
8202

COURSE:

In Art and Design students will be able to discover new and interesting ways of making art. In Year 10, they will learn a wide variety of skills, techniques and processes. Students will explore the work of artists and develop their own ideas. The coursework consists of a portfolio of work which includes at least one extended project. The exam is set in January for Year 11 where students respond to a question, followed by a ten hour practical exam (across 2 full school days) in April. Commitment to independent learning and a passion for art are essential.

Student comments:

“It is a lot of work, but the outcome is worth it.”

“I have learnt loads of new skills, for example, lino printing, inks and painting.”

“I always look forward to my art lesson. Although it is hard work, it brightens up my day”

Choose Art and Design if you enjoy developing ideas, experimenting with materials and taking inspiration from artists. It is a practical and creative course that gives you the chance to develop new skills within the subject. If you liked Key Stage 3, you will love Key Stage 4!

PLEASE NOTE THIS COURSE CANNOT BE STUDIED IN COMBINATION WITH 3D Design OR GRAPHIC COMMUNICATION

ASSESSMENT:

GCSE Art is 60% coursework and 40% exam.

STAFF CONTACT: Ms L Kennett (Head of Creative Arts, Design, Technology and Computing)

BUSINESS STUDIES

Level	Exam Board	Course Code
GCSE	EDEXCEL	1BSO

COURSE:

Year 10: investigating business basics

- Entrepreneurs, risk, reward
- How to identify business opportunities
- Financing a business
- External influences on business

Year 11: developing a business

- Global trade, ethics
- Marketing
- Structures, logistics
- Human resource management

Key skills developed:

1. Knowledge
2. Analysis
3. Numeracy
4. Critical thinking
5. Logic & persuasion
6. Communication

Course requirements:

Good numeracy skills (the course involves calculations such as percentages and averages)
Good written communication skills (the regular assessments and formal end of course exams include essay-based questions, where students analyse a business scenario)

ASSESSMENTS:

- Two exams at the end of Year 11

STAFF CONTACT: Miss J Thornton

Mr G Allum

BTEC CREATIVE MEDIA

Level	Exam Board	Course Code
BTEC Level 1/2	EDEXCEL	Tech Award

COURSE:

Creative Media Production course has a focus on the assessment of knowledge and understanding, description and analysis of media texts and key concepts. Students are encouraged to create and evaluate at all times as controlled assessment centres on Pre-Production and Production work. Students will explore Media Concepts and ideas through:

- ◆ Media texts - genre, narrative and representation
- ◆ Media organisations
- ◆ Media audiences and users

Students who choose to study this course encounter the following texts in depth:

- ◆ Films and film trailers
- ◆ TV programmes
- ◆ Advertising (moving image and print based)
- ◆ CD covers/DVD covers
- ◆ Music tracks, CD covers and music videos
- ◆ Computer games and gaming culture
- ◆ New media platforms and digital technologies

ASSESSMENT: Two distinct controlled assessment units & one exam

Component 1: Exploring Media Products (36 units)

Component 2: Developing Digital Media Production Skills (36 units)

Component 3: Creating a Media Product in Response to a Brief (60 units) exam assessment.

SPECIFIC COURSE REQUIREMENTS:

Diverse skills, i.e. independent, critical, creative learners imbued with practical skills.

A knack for current affairs and digital media is an added asset.

STAFF CONTACT: Mr A Chatora (Lead Media Teacher)

DRAMA

Level	Exam Board	Course Code
GCSE	AQA	8261

COURSE:

Drama encourages students to develop a personal interest in why drama matters. Students will be inspired, moved and challenged by studying a broad, satisfying and diverse range of themes and plays. Students will explore several different playwrights and practitioners, whilst developing their own creativity within theatre. There are opportunities to work individually and collaboratively as well as options to learn more about the wider non-performance roles within the industry. Students will reflect on and evaluate their own work and the work of others. They will develop and demonstrate competence in a range of practical, creative and performance skills including an understanding of technical theatre such as lighting, costume and set design.

ASSESSMENT:

- ◆ Practical performances of a published play as an actor or designer
- ◆ Create your own short play and work as your own theatre company
- ◆ Study a text as a performer and a designer
- ◆ See a number of live theatre shows throughout the course and learn to analyse and evaluate theatre

GCSE Drama is 40% coursework and 40% written exam and 20% practical exam.

A qualification in Drama demonstrates that students have:

- ◆ Shown creativity and imagination
- ◆ Worked constructively with others
- ◆ Worked to, and met, deadlines
- ◆ Learnt to communicate effectively
- ◆ Interpret their own and others' ideas through performance

STAFF CONTACT: Mrs C. Kendall (Head of Performing Arts)
Ms N. Hooper (Teacher of Drama)

BTEC DIGITAL IT

Level
BTEC

Exam Board
EDEXCEL

Course Code
Tech Award

COURSE:

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as user interface (UI) design and development and learn how to develop a project plan for your own UI designs.

Everyone taking this qualification will study three components, covering the following content areas:

User Interface and User Experience (UI/UX), are design elements that are intertwined and are critical aspects of any software, app, or website. Understanding how UI and UX is planned and developed can introduce you to concepts of human/computer interactions (HCI), human psychology, and marketing and design principles. You will develop an understanding of UI UX.

IT project management, which is often implemented to introduce technological improvements by rolling out change projects. Understanding how projects are structured is of vital importance. This qualification will enable you to use project-planning tools, models and techniques within a digital context.

Cloud Computing is an important computing concept to grasp in today's web based connected world. You will understand how computers are networked online and use web based services to improve data security and manage the costs of handling large volumes of data.

ASSESSMENT:

The qualification has three components. In Components 1 and 2 you will carry out tasks / assignments that your teacher will mark. The internal grading and quality assurance of these two components will give you a clear idea of how well you are progressing in your qualification. Component 3 is externally assessed and tests the knowledge and skills you have developed across all three components. The external assessment will test your ability to recall the knowledge you have gained and allow you to demonstrate that you can apply that knowledge in realistic scenarios and situations.

STAFF CONTACT: Miss J. Thornton (Head of Computing & IT)
Mrs R Lawrence

FOOD PREPARATION AND NUTRITION

Level	Exam Board	Course Code
GCSE	AQA	8585

COURSE:

Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics:

- ◆ Food, nutrition and health
- ◆ Food science
- ◆ Food safety
- ◆ Food choice
- ◆ Food provenance

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

There will be 5 lessons per fortnight, with 1 practical a week minimum. Students are expected to provide ingredients for this course.

ASSESSMENT:

Component 1: Principles of food preparation and nutrition.

Written exam 50% 1 hour 45minutes

Component 2: Food preparation and nutrition in action 50%

Non Exam Assessment 1 (NEA1) 15% Food science investigation

Non Exam Assessment 2 (NEA2) 35% Food preparation practical

STAFF CONTACT: Dr K Cupit (Teacher of Food Preparation and Nutrition)

GRAPHIC COMMUNICATION

Level	Exam Board	Course Code
GCSE	AQA	8203

COURSE:

Students on the Graphic Communication GCSE course are introduced to a variety of experiences exploring a range of media, techniques and processes, including both traditional and new technologies.

The GCSE is designed to allow students to experience how it feels to work like a graphic designer in industry, using the most up to date Adobe Master Collection software with teaching from a subject specialist. Students work to a brief, just as they would in industry, which receives regular verbal and written feedback to enable students to challenge themselves and make progress. Students will have two creative spaces to work from; an ICT suite and an Art classroom to allow their work to be explored beyond the computer screen.

Students will cover areas of study within Photoshop, Digital Photography, Typography, Illustration, Layout/Design for Print, Animation, Print Making, Advertising and Packaging Design.

Students who choose Graphic Communication will enjoy being creative digitally and traditionally and will take inspiration from photographers, designers and artists alike, to aid in their visual communication venture! It is a practical course that gives students skills within the subject, as well as potentially aiding Art and Media subject knowledge.

PLEASE NOTE THIS COURSE CANNOT BE STUDIED IN COMBINATION WITH ART and DESIGN- Fine Art OR 3D DESIGN

ASSESSMENT:

GCSE Graphic Communication is 60% coursework and 40% exam.

STAFF CONTACT: Ms L Kennett (Head of Creative and Expressive Arts and Design Technology)

Mrs Ware (Lead Teacher of Graphic Communications)

BTEC HEALTH AND SOCIAL CARE

Level	Exam Board	Course Code
BTEC Level 1/2	EDEXCEL	Tech Award

COURSE:

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

- ◆ Skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- ◆ Attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- ◆ Knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing students to apply their knowledge and skills practically in a vocational context.

UNITS AND ASSESSMENTS:

Unit 1: Human Lifespan Development (Internal assessment) - 30%

Unit 2: Health and Social Care Services and Values (Internal assessment) - 30%

Unit 3: Health and Wellbeing (Synoptic exam) - 40%

STAFF CONTACT: Ms L May

BTEC MUSIC

Level

BTEC Level 1/2

Exam Board

EDEXCEL

Course Code

BTEC Tech Award

CONTENT OVERVIEW

Component 1: Exploring Music Products and Styles Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

Component 2: Music Skills Development Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

Component 3: Responding to a Music Brief Learners will be given the opportunity to develop and present music in response to a given music brief.

ASSESSMENT:

Component 1: Internal assessment, 12 hours, 30%

Component 2: Internal assessment, 15 hours, 30%

Component 3: External synoptic task, 23 hours, 40%

STAFF CONTACT: Mrs J Tansley (Head of Music)

PHILOSOPHY AND ETHICS (RS)

LEVEL	EXAM BOARD	COURSE CODE
GCSE	AQA	8062

COURSE:

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and secular issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills, all of which will help prepare them for further study.

Students take assessments in the following two components in the same series:

- a) Component 1: The study of religions: beliefs, teachings and practices
- b) Component 2: Thematic studies

Why choose Philosophy & Ethics (Religious Studies)?

Modern and engaging – Students can gain a deeper understanding of two religions, Christianity and one other religion, and explore philosophical and ethical issues in the modern world.

Designed to inspire – The specification explores the concepts of relationships and families; the tensions between science and religion and how religion responds to world issues, peace and conflict, crime and punishment, and the dialogue between religious and non-religious beliefs and attitudes.

Skills for today's world – Philosophy & Ethics (Religious Studies) allows for in-depth debate, which leads to critical evaluation and analysis. It also enables the skills and understanding needed to work with people of all faiths and cultures, which are vitally important in all careers, especially professions such as the police, retail, teaching, the law, the caring professions and the armed forces.

ASSESSMENT:

The course is assessed at the end of Year 11 through two exams that are each 1 hour 45 minutes long. Each exam is worth half of the GCSE and is broken down into short and long answer questions, designed to test knowledge and understanding. Students are required to evaluate claims made by religious and secular thinkers and formulate coherent arguments.

STAFF CONTACT: Mr C Tharme (Head of Religion and Worldviews)

PHYSICAL EDUCATION

Level	Exam Board	Course Code
GCSE	AQA	8582

COURSE:

The course is broken down into 3 key areas, Anatomy and Physiology exam (30%) section, Social Cultural exam (30%) and practical performance in 3 sports (40%). The course is ideal for students who are strong practically and academically and who wish to move onto A Level PE. Students generally have two theory lessons a week and one practical lesson in addition to their core PE lessons.

Some of the topics covered are:

- ◆ How the bodies systems respond to exercise and training.
- ◆ Fatigue/stress
- ◆ Injuries – identification, causes and treatment
- ◆ Differences between aerobic and anaerobic exercise
- ◆ Health, fitness and a healthy lifestyle
- ◆ Training principles
- ◆ Diet and effects on performance
- ◆ School influences – opportunities and pathways available for becoming and remaining involved in physical activities
- ◆ Emotional health and wellbeing
- ◆ Cultural and social factors affecting participation
- ◆ International and other factors (such as media, technology and sponsorship)

ASSESSMENT:

GCSE PE Theory is assessed by two 1 hour 15 minute examinations at the end of the course. This constitutes 60% of the total marks. Grading and sections are detailed above. Exams are taken in the summer of year 11.

The Practical aspect is assessed through three sports. This has to be a mix of individual and team sports as a player or performer. Students will need to be involved in at least one community sports club and attend extra-curricular clubs to improve their practical performance. The Practical assessment is 40% of the total marks. Video evidence of performances in community clubs will be required.

Students will be advised by their teacher of the most appropriate course of study, whether that be GCSE or BTEC Sport.

STAFF CONTACT: Mr M Wootton (Head of Physical Education)

BTEC SPORT

Level	Exam Board	Course Code
BTEC Level 1/2	EDEXCEL	Tech Award in Sport

COURSE:

Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

The qualification is divided into 3 learning components that cover:

- ◆ Investigating Provisions for Sport including Equipment and Facilities to Enhance Sport
- ◆ Planning and Delivery of Sport Drills and Sessions
- ◆ Fitness for Sport including Fitness Testing and Methodology.

UNITS AND ASSESSMENTS

Component 1

Preparing Participants to Take Part in Sport and Physical Activity (Internal Assessment)

Component 2

Taking Part and Improving Other Participants Sporting Performance (Internal Assessment)

Taking Part and Improving Other Participants Sporting Performance (Internal Assessment)

Component 3

Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (External Synoptic)

STAFF CONTACT: Mr C Brown

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