



2021-2022

# KS4 Curriculum Options



Dear Year 9 Students,

At Castle Donington College we recognise the importance of the decisions that you will be making in the next few weeks regarding your transition into Key Stage 4. This booklet is intended to help you and your parents/ carers plan the next two years of your schooling.

It is important that you receive clear and impartial advice about the choices available to you and our Transition Programme, which includes taster lessons, subject videos, PSHE Activities and careers guidance, is designed to ensure that you are fully equipped to make informed decisions when choosing courses for Years 10 and 11.

We offer an exciting range of subjects. The qualifications you gain at the end of Key Stage 4 are an essential springboard for the future. The choices you make should optimise your chances of success in subjects you enjoy and in which you have ability and interest. We want you to have a challenging, broad and balanced education that stimulates your desire to learn and is enables you to fulfil your aspirations.

Read the information in this Option Booklet carefully and use it to help you make informed decisions about the subjects you opt for. Our aim is to ensure that we help you get you onto the right courses next year. Your teachers are on hand to offer any guidance that you may require and to discuss the opportunities, which are available. We are here to help. Take your time and talk to people before you make your final choices. Talk to your parents or carers, your tutor and subject teachers. They will tell you if they think that an option will suit you and explain why; they will also help you to explore and think about the alternatives. Speak to the people who know you, like older friends, relatives and siblings, mentors, coaches and learning support staff. They want the best for you and can talk to you about their experiences.



Julie Sheppard

Principal

## Examinations in 2023

Following national changes a few years ago, most subjects now follow a linear course with a final exam at the end of Year 11. There is less 'course work' and many subjects have seen an increase in the content and knowledge required to be covered. Pupils will need to know and remember more.

All exams are taken at the end of Year 11. On average, a pupil could sit as many as 20 exams during the examination period in 2023.

Coursework has been replaced with Non Examination Assessment (NEA) there are strict time limits and guidelines that need to be followed. This element must be done during school hours, at College. Good levels of attendance are essential.

Pupils will need to have greater resilience and focus for much longer periods. They will need to show resilience and independence and build learning stamina to be successful. At Castle Donington College, we plan for this in our curriculum and work hard to ensure pupils are well prepared for exams.

## National Performance Measures

The main performance measures for pupils and schools have changed.

For pupils, the old grades of A\* to G have been replaced with grades 9 to 1 with grade 9 as the highest grade. Grade 4 as a Standard Pass, Grade 5 is regarded as a Strong Pass.

For schools, performance is measured using Progress 8 and Attainment 8 scores.

Progress 8 shows whether pupils have made the expected progress from Year 6 in Key Stage 2 to Year 11 in Key Stage 4. This measure is based on pupils' progress, measured across their best eight subjects which must include the following: English (Language or Literature), Mathematics, three other EBacc subjects and three further subjects, which can be from the range of EBacc subjects, or can be any other approved qualification.



The English Baccalaureate is not a qualification in itself. It recognises student achievement across a suite of selected academic subjects and provides a solid academic foundation for future study. The English Baccalaureate is recognised as 'Strong' passes (Grade 5) at GCSE in five subjects that must include: English, Mathematics, a Science (including Computer Science), a Language and a Humanities subject'. It is the Government's intention that 75% of pupils follow EBacc subjects by 2022.

## Your Key Stage 4 Choices

Our Key Stage 4 curriculum has been designed to ensure that pupils are able to follow a broad and balanced range of subjects. It provides the skills, knowledge and qualifications which form a strong foundation for the next stage, whilst providing some choice to follow subjects that match pupils' interests and aspirations.

There are two parts to the curriculum, 'The Core Curriculum' and 'Option' subjects

### Core

These subjects are compulsory. All pupils will follow GCSE courses in English Language and English Literature, Maths and Science as well as non-examined Religious Studies and Physical Education. The Core Curriculum also includes the statutory subjects of Citizenship Education, Sex and Relationships Education as well as Personal, Social and Health Education, Study Skills and Careers Education.

### Option

Pupils choose **four** subjects from the Options available. We aim for as many pupils as possible to study their preferred choices, but this is not guaranteed. If, for example, very few people show an interest in a particular course it may not run, if too many pupils opt for a course we will make a decision about which pupils are most suitable.

In addition, exam boards occasionally make changes to the content of courses and so they may not reflect exactly what is published in this booklet. We will always try to discuss any changes with pupils and help them to select subjects that are best suited to their strengths and aspirations.

Pupils should aim for a balanced range of subjects whilst following your own interests. We do not encourage students to take GCSEs in Art, Design and Graphics, for example. This would be too narrow and limit options in the future. Pupils should think long-term, beyond Year 11. The choices made now should allow progression beyond Year 11 to Post-16 study and beyond.

## Making your Choices

You are approaching a very important stage of your education where key decisions need to be made.

It is important that you take time to consider and think carefully about your choices as they may have a direct impact decisions you make at the end of Year 11. Ask for advice from your teachers, parents and other students who have started courses and the courses they followed for GCSE. We encourage you to think about:

1. Where are you most successful?

Choose subjects which you feel you will do well in. Use your teachers' feedback to help you make informed choices. Different courses will suit different needs because of the way they are delivered and assessed. Look for subjects that suit the way you like to learn.

2. What motivates you?

Choose subjects which interest you. If you choose a subject that enjoy, you are more likely to work hard and be successful.

3. What you want after Year 11

You will be expected to stay in some form of education or training until you are 18. At the end of Year 11, you will decide on Post 16 pathways. Many students will enter a sixth form or a further education college, where the courses cater for a wide range of ability and interests; other students may opt for an apprenticeship, which combines employment and training.

4. What about the future?

Try to consider a balance of subjects. You might have ideas about your future but you could change your mind. That is why we offer a broad curriculum, which keeps options for the future open. We want to make sure that you are educated in a way that means you can adapt to changes during your working life and respond to new opportunities in the future. Use the internet to find out which subjects and qualifications are required for any career you might be interested in.

Throughout the whole process your teachers will be able to guide you and help you make decisions. If you have any questions about qualifications for particular courses or careers, speak to your Tutor, Mr Blood, Mr Barratt or Mr Wilkinson.

Exam Board	AQA																				
Exam Specification	GCSE Mathematics 8300																				
Head of Department	Mr Saunders																				
Course Overview	The new Mathematics GCSE signals a stronger emphasis on students' ability to reason, interpret and problem solve within Mathematics and in other contexts.																				
Course Breakdown	<p>GCSE Mathematics content is divided into six main domains</p> <table border="1"> <thead> <tr> <th></th> <th>Foundation</th> <th>Higher</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>25%</td> <td>15%</td> </tr> <tr> <td>Algebra</td> <td>20%</td> <td>30%</td> </tr> <tr> <td>Ratio, Proportion, rates of change</td> <td>25%</td> <td>20%</td> </tr> <tr> <td>Geometry and measures</td> <td>15%</td> <td>20%</td> </tr> <tr> <td>Probability and Statistics</td> <td>15%</td> <td>15%</td> </tr> </tbody> </table>				Foundation	Higher	Number	25%	15%	Algebra	20%	30%	Ratio, Proportion, rates of change	25%	20%	Geometry and measures	15%	20%	Probability and Statistics	15%	15%
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Assessment	<p>Pupils will sit three written examinations at the end of Year 11. There are 80 marks available for each paper.</p> <table border="1"> <tbody> <tr> <td>Paper 1</td> <td>Non calculator</td> <td>90 minutes</td> <td>33.3%</td> </tr> <tr> <td>Paper 2</td> <td>Calculator</td> <td>90 minutes</td> <td>33.3%</td> </tr> <tr> <td>Paper 3</td> <td>Calculator</td> <td>90 minutes</td> <td>33.3%</td> </tr> </tbody> </table>			Paper 1	Non calculator	90 minutes	33.3%	Paper 2	Calculator	90 minutes	33.3%	Paper 3	Calculator	90 minutes	33.3%						
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To be successful on this course	<p>Mathematics is one of the best subjects to develop your analytical, research and problem solving skills.</p> <p>Not only will studying Mathematics help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.</p>																				

Exam Board	Edexcel																				
Exam Specification	GCSE English Language 1ENO																				
Head of Department	Mrs Eaton																				
Course Overview	This course is designed to prepare students to read and analyse a range of challenging fiction and non-fiction. It will also prepare students to write both non-fiction and fictional pieces																				
Course Breakdown	<p>Pupils will sit a two of written examinations at the end of Year 11.</p> <table> <tr> <td>Paper 1</td> <td>Fictional and Imaginative Writing</td> <td>105 minutes</td> <td>40%</td> </tr> <tr> <td>Paper 2</td> <td>Non-Fiction and Transactional Writing</td> <td>125 minutes</td> <td>60%</td> </tr> </table>			Paper 1	Fictional and Imaginative Writing	105 minutes	40%	Paper 2	Non-Fiction and Transactional Writing	125 minutes	60%										
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	Speaking and Listening	Students will be expected to speak in a formal manner. Although this task does not have any weighting towards the final GCSE, it is a compulsory element.																			
To be successful on this course	To be a good GCSE Language student you need to be able to pick a variety of texts apart and consider why certain language features are used. Asking questions about the text, the author and the context of the writing will deepen your understanding.																				

Exam Board	Edexcel		
Exam Specification	GCSE English Literature 1ETO		
Head of Department	Mrs Eaton		
Course Overview	This course is designed to prepare students to study and respond to key literary works including Shakespeare and the Romantic Poets.		
Course Breakdown	<p>Pupils will sit a two of written examinations at the end of Year 11.</p> <p>Paper 1    Shakespeare and Post-1914 Literature    105 minutes 50%</p> <p>Paper 2    19<sup>th</sup> Century Novel and poetry since 1789    135 minutes 50%</p>		
Assessment			
	Paper 1	Shakespeare	Two questions; one on an extract and one on the play as a whole. 25%
		Post-1914 Literature	Post 1914 British drama or novel. Choice of essay question based on the studied play. 25%
	Paper 2	19 <sup>th</sup> Century Novel	Two questions; one on an extract and one on the whole novel. 25%
		Poetry	Two questions. One comparing a named poem from the studied collection with another from the anthology. The second is a comparison of two unseen poems. 25%
To be successful on this course	To be a good GCSE Literature student you need to be enthusiastic about learning. You need to be a good detective and try to ask questions about the texts you study. Being able to work independently is important, as there will be times when you will be expected to read and study the texts alone. Especially as part of your revision.		

Exam Board	AQA																																	
Exam Specification	Trilogy Double Award 8464 (Counts as two GCSEs)																																	
Head of Department	Mr Leckie																																	
Course Overview	<p>All students start the GCSE course in Year 9. (Those opting for Triple Science will begin the Triple elements of the course in Year 10)</p> <p>Students study key aspects of the three major disciplines within science; Biology, Chemistry and Physics, covering topics such as genetics, bonding and structure and electricity. Students will develop an understanding of the <b>nature, processes and methods of Science</b> through different types of science enquiries that help them to answer scientific questions about the world around them. Students are taught about Working Scientifically through a range of practical investigations that are always clearly related to the science content in the programme of study.</p>																																	
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Assessment	<p>Pupils will sit a two examinations for each discipline, six papers in total, at the end of Year 11. This course will count as two Science GCSEs. There are 21 required practicals across the three disciplines to aid understanding of the topics covered.</p> <table border="1"> <tbody> <tr> <td>Biology</td> <td>Two papers</td> <td>75 minutes each</td> <td>16.7% each</td> </tr> <tr> <td>Chemistry</td> <td>Two papers</td> <td>75 minutes each</td> <td>16.7% each</td> </tr> <tr> <td>Physics</td> <td>Two papers</td> <td>75 minutes each</td> <td>16.7% each</td> </tr> </tbody> </table>	Biology	Two papers	75 minutes each	16.7% each	Chemistry	Two papers	75 minutes each	16.7% each	Physics	Two papers	75 minutes each	16.7% each																					
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To be successful on this course	<p>To be a good GCSE Science student you need to be interested in learning about Science, particularly how Science is used in the outside world to benefit society. For example, how Scientists do research to see which foods are healthy for you. You need to be organised in order to carry out experiments on your own, complete homework on time and to be able to revise in time for the examinations.</p>																																	

Exam Board	AQA			
Exam Specification	GCSE Art and Design: Fine Art 8202			
Teachers	Mr. Brennan			
Course Overview	GCSE Fine Art explores ideas, conveys experiences or responds to a theme or issue. Alongside improving practical expertise, students will learn how to develop, refine and record ideas, present a personal response; improve creative skills through the use of media, materials, techniques, processes and technologies; use visual language and the formal elements e.g. colour, line, form, shape, tone, texture and use drawing skills for different needs and purposes.			
Course Breakdown	<p>The course will cover knowledge and skills against the following assessment objectives.</p> <ol style="list-style-type: none"> <li>1. Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>3. Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ol>			
Assessment	Portfolio	Portfolio of work that shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial ideas to the realisation of intentions and a selection of further work undertaken during the student's course of study. It is set and marked by the College and moderated by the exam board during the GCSE examination period.	No time limit	60%
	Externally set assignment	Students must select and respond to <u>one</u> starting point from a selection of seven. This is set by the exam board, marked by the College and moderated by the exam board.	Prep + 10 hours	40%
To be successful on this course	If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Fine Art is a great choice. You will be able to work independently and dedicate your own time to building up a portfolio of evidence. You will enjoy the challenge of expressing your ideas and how you see the world in a range of visual forms.			

Exam Board	OCR			
Exam Specification	Cambridge National Level 1 / Level 2 National Certificate in Child Development J818			
Teacher	Mrs. Danes			
Course Overview	This qualification covers all aspects of child development and parental responsibility, from conception to five years. Students develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being			
Course Breakdown	<p>All students will study three mandatory topics as follows:</p> <ol style="list-style-type: none"> <li>1. Health and well-being for child development</li> <li>2. Understand the equipment and nutritional needs of children from birth to five years</li> <li>3. Understand the development norms of a child from birth to five years.</li> </ol>			
Assessment	Pupils will sit one examination at the end of Year 11 and complete two assessed tasks during the course.			
	Examination	Health and Wellbeing for Child Development	75 minutes	40%
	Centre-assessed tasks, OCR moderated	Understand the equipment and nutritional needs of children from birth to five years	7-10 hours	30%
Understand the development of a child from birth to five years		7-10 hours	30%	
To be successful on this course	Students should have a genuine interest in children and families. There are strong links to biology so a good knowledge of this would be useful. Much of the course is portfolio based and so not examined. You will be expected to work independently therefore preparing, planning and research are key skills. There is a strong practical element to the course and the ability to work well with others in discussion and activities is essential.			

Exam Board	AQA			
Exam Specification	GCSE Computer Science 8525			
Teacher	Mr. Cox			
Course Overview	<p>The GCSE Computing qualification gives those students who want a deeper technical knowledge of how computers work and communicate. They will have an opportunity to develop computer programs to solve real world problems. Students will develop their understanding of programming, understand how they work and apply this knowledge and understanding in a range of contexts. They will acquire and develop technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming</p>			
Course Breakdown	<p>This qualification is linear so students will sit all their exams and submit their programming project at the end of the course. The units covered are as follows</p> <ol style="list-style-type: none"> <li>1. Computational thinking, algorithms and programming</li> <li>2. Computer systems, Networking, Security and wider impacts of computing on society</li> <li>3. Python Programming skills assessed in Paper 1</li> </ol>			
Assessment	Students will sit two exams at the end of Year 11 and complete one NEA activity during the course			
	Paper 1	<p>Computational thinking and problem solving Written exam set in practically based scenarios</p> <p>Practical programming skills assessed within paper 1. Students will need to write programs using python code to solve each problem.</p>	90 mins	50%
	Paper 2	Written assessment -A mix of multiple choice, short and longer answers assessing theoretical knowledge	90 mins	50%
To be successful on this course	<p>To be a good GCSE computing student you need to be determined and willing to work independently to find solutions to a range of problems. It helps if you are confident with maths and you need to be able to think 'outside the box' and use initiative to find answers. Computing students use a wide vocabulary of terms and you need to be willing to learn and understand them. Programming is a vital element of the course and some students find this difficult, you will be expected to spend time outside of lesson practicing your programming skills.</p>			

Exam Board	OCR														
Exam Specification	Cambridge National in Creative Digital iMedia J817														
Teachers	Mr. Cox														
Course Overview	<p>The Creative iMedia course will equip students with a range of creative ICT based skills and provide opportunities to develop, in context, skills such as research, planning, and review, working with others and communicating creative concepts effectively. With these skills, students will create fit-for-purpose creative media products. The ‘hands on’ approach will allow students the freedom to explore the areas of creative media that interest them</p>														
Course Breakdown	<p>Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques. Building on the skills and understanding that they have developed, students explore where and why digital graphics are used and the techniques that are involved in their creation.</p> <p>Student will complete <u>two</u> of the following units where they are expected to research, plan, create and review their digital product against a specific brief.</p> <ul style="list-style-type: none"> <li>• Creating a multipage website</li> <li>• Creating a digital animation</li> <li>• Developing digital games</li> </ul>														
Assessment	<table border="1"> <tr> <td>Written exam</td> <td>Pre-production skills</td> <td>75 minutes</td> <td>25%</td> </tr> <tr> <td>Centre-assessed task</td> <td>Creating digital graphics. Moderated by the exam board</td> <td>Prep + 10 hours</td> <td>25%</td> </tr> <tr> <td>Centre-assessed tasks</td> <td>Two tasks moderated by the exam board</td> <td>Prep + 10 hours each</td> <td>50%</td> </tr> </table>			Written exam	Pre-production skills	75 minutes	25%	Centre-assessed task	Creating digital graphics. Moderated by the exam board	Prep + 10 hours	25%	Centre-assessed tasks	Two tasks moderated by the exam board	Prep + 10 hours each	50%
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To be successful on this course	<p>Pupils interested in this course must have an interest in the creative and digital sector. They will need to be able to work independently and meet deadlines. They will have digitally creative ideas and be able to turn these into digital products. A good grasp of computing skills is recommended. Pupils will also be interested in the opportunity to develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.</p>														

Exam Board	AQA										
Exam Specification	GCSE Design and Technology 8552										
Teachers	Mr. Elks and Mr. Blood										
Course Overview	GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological and design orientated world. Students will gain awareness of the global impact of design and learn from wider influences including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.										
Course Breakdown	<p>The course split into 3 theory sections and a substantial Design and Make Task.</p> <ol style="list-style-type: none"> <li>1. Section A Core technical principles</li> <li>2. Section B Specialist technical principles</li> <li>3. Section C Designing and making principles</li> </ol> <p>The objectives of the Design and Make task include; Identifying and investigating design possibilities; Producing a design brief and specification; Generating design ideas; Developing design ideas; Realising design ideas; Analysing &amp; evaluating</p>										
Assessment	<table border="1"> <tr> <td>Examination</td> <td>Written exam: based on the three sections outlined above. This exam includes a mixture of multiple choice and short answer questions and extended response questions to assess in-depth knowledge and understanding of technical principles.</td> <td>120 mins</td> <td>50%</td> </tr> <tr> <td>Non-exam Assessment (NEA)</td> <td>Contextual challenges are released by the exam board on 1 June in the year prior to the submission of the NEA. Students will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA</td> <td>30-35 hours</td> <td>50%</td> </tr> </table>			Examination	Written exam: based on the three sections outlined above. This exam includes a mixture of multiple choice and short answer questions and extended response questions to assess in-depth knowledge and understanding of technical principles.	120 mins	50%	Non-exam Assessment (NEA)	Contextual challenges are released by the exam board on 1 June in the year prior to the submission of the NEA. Students will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA	30-35 hours	50%
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To be successful on this course	To be a good GCSE Design student you will enjoy being creative. You will be a good communicator, through speech, in written work (such as annotation and evaluation) and in expressing your design ideas too. You will be well organised and happy to dedicate time and energy to building up a portfolio of evidence. This will mean working independently, so resilience is a key attribute. You will be curious about how things work and determined to find solutions to real life issues.										

Exam Board	Edexcel			
Exam Specification	GCSE Drama 1DR0			
Head of Department	Mrs. Eaton			
Course Overview	This exam course mixes practical and theatrical elements of drama and performing arts. It complements GCSE English Literature and the spoken word endorsement for English Language. Pupils are taught about all aspects of live performance; how to create, improvise, and develop a performance and how to review and evaluate the performance and performance processes.			
Course Breakdown	<p>The course consists of three components</p> <ol style="list-style-type: none"> <li>1. Performance and analysis of performance</li> <li>2. Performance from a text</li> <li>3. Examination based on a theatre visit of a chosen text</li> </ol>			
Assessment	There are 2 non examinations assessments and one examination			
	1. Devising Non Examination	A portfolio of evidence that documents the creation and development of ideas, along with analysis and evaluation of this process and the performance.	marked by the teacher and moderated by the exam board	40%
		A group created performance.		
	2. Performance from a text Non Examination	Students will either perform in and/or design for two key extracts from a performance text.	externally verified	20%
3. Theatre Makers in Practice Examination	Practical exploration and study of one complete performance text and live theatre evaluation.	90 minutes	40%	
To be successful on this course	To be successful, pupils will need to be able to work well in a group and work well under pressure. They will need to demonstrate excellent communication skills so they are able to share ideas with others and contribute to the development of a live performance. There is a live performance element for all pupils taking this course, however there is an option to focus on 'production/ behind the scenes' for some students. <b>You will be expected to stay after school on a regular basis to participate fully in performance rehearsal.</b>			

# Food Preparation and Nutrition

## Option

Exam Board	AQA			
Exam Specification	GCSE Food Preparation and Nutrition 8585			
Teachers	Mrs. Danes			
Course Overview	GCSE 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.			
Course Breakdown	<p>Food preparation skills are integrated into five core topics:</p> <ol style="list-style-type: none"> <li>1. Food nutrition and health</li> <li>2. Food science</li> <li>3. Food safety</li> <li>4. Food choice</li> <li>5. Food provenance</li> </ol>			
Assessment	Students will sit one exam at the end of Year 11 and complete two NEA activities during the course			
	Paper 1	Written exam Theoretical knowledge of food preparation and nutrition. Includes multiple choice and longer answer questions	105 minutes	50%
	Non Exam Assessment	<u>Food investigation</u> Submit a written report including photographic evidence of the practical investigation 30 marks	1500-2000 words	50%
<u>Food Preparation Assessment</u> Prepare, cook and present a final menu of three dishes, planning in advance how this will be achieved. Written or electronic portfolio including photographic evidence. 70 marks		Three dishes in three hours		
To be successful on this course	This course will suit students who are motivated and challenged by learning through hands-on experiences. You should have an interest in food, health and cooking. You will be excited by opportunities to show case your creativity and cooking skills. You might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget. You will enjoy investigating the scientific principles that underpin the preparation and cooking of food			

Exam Board	AQA			
Exam Specification	French 8658			
Head of Department	Mr Hallam			
Course Overview	<p>GCSE French covers four skill areas; Listening, Reading, Speaking and Writing. Students will develop an understanding of French in a variety of contexts and develop the ability to communicate effectively. They will acquire awareness and understanding of countries and communities where French is spoken and recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of language.</p>			
Course Breakdown	<p>There are Three key themes followed throughout the GCSE course.</p> <ol style="list-style-type: none"> <li>1. Identity and Culture</li> <li>2. Local, national, international and global areas of interest</li> <li>3. Current and future study and employment</li> </ol>			
Assessment	Pupils will be assessed in all of the four areas at either Higher or Foundation level at the end of Year 11.			
	Paper 1	Listening	Answering in English, Answering in French	25%
	Paper 2	Speaking	Role play, Photo card, general conversation	25%
	Paper 3	Reading	Questions in English, questions in French Translation French to English	25%
	Paper 4	Writing	Two extended pieces of writing, translation into French	25%
To be successful on this course	<p>Students taking this course should ideally have enjoyed French at KS3 and be confident learners of language. You must be prepared to work independently and to learn vocabulary every week.</p>			

Exam Board	Edexcel
Exam Specification	Geography B1GB0
Teachers	Mr Nelson, Mrs Haines
Course Overview	The GCSE Geography course aims to develop and extend students' knowledge of locations, places, environments and processes. It will help them to gain an understanding of the relationship and interactions between people and the environments they live in. It will also develop and extend their skills in fieldwork, using maps, research and investigation.
Course Breakdown	Students begin to study GCSE Geography in Year 9. There are 3 key units, which are covered throughout the course. Students complete Fieldwork in Year 10 and are examined at the end of Year 11 Year 9 Hazards and Development Year 10 Physical and Human Landscapes and Fieldwork Year 11 Forests under threat, Energy and Decision Making
Assessment	Pupils will sit three examinations in total at the end of Year 11. <u>Paper 1</u> The Hazardous Earth Development Dynamics Challenges of an Urbanising World 90 minutes 37.5% <u>Paper 2</u> UK's Physical Landscapes UK's Human Landscapes Geographical Investigations 90 minutes 37.5% <u>Paper 3</u> People and the Biosphere Forests Under Threat Consuming Energy Resources 90 minutes 25%
To be successful on this course	A good geographer requires a variety of skills, many of which will be taught and developed throughout the course. You will need to retain and recall a large amount of information so it is important you are good at remembering what you have learned. Being organised will help you to do this. Fieldwork skills that you have learned in Key Stage 3 will be useful, but it is important that you are observant and can interpret the data that you collect and use in your work. Finally, the Geography examinations require you to write at length, so good written communication skills are also important.

Exam Board	AQA											
Exam Specification	GCSE Art and Design: Graphical Communication (8203)											
Teachers	Mr Blood											
Course Overview	<p>Graphic communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.</p> <p>This course is aimed at students who are interested in any aspect of graphic design, including sourcing ideas and design.</p>											
Course Breakdown	<p>Students are required to study and produce work in one or more area(s) of graphic communication, such as those listed below:</p> <ul style="list-style-type: none"> <li>• communication graphics</li> <li>• design for print</li> <li>• advertising and branding</li> <li>• illustration</li> <li>• package design</li> <li>• typography</li> <li>• interactive design (including web, app and game)</li> <li>• multi-media</li> <li>• motion graphics</li> <li>• signage</li> <li>• exhibition graphics.</li> </ul> <p>They may explore overlapping areas and combinations of areas</p>											
Assessment	<table border="1"> <tr> <td>Portfolio</td> <td>Portfolio of work that shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial ideas to the realisation of intentions and a selection of further work undertaken during the student's course of study. It is set and marked by the College and moderated by the exam board during the GCSE examination period.</td> <td>No time limit</td> <td>60%</td> </tr> <tr> <td>Externally set assignment</td> <td>Students must select and respond to <u>one</u> starting point from a selection of seven. This is set by the exam board, marked by the College and moderated by the exam board.</td> <td>Prep + 10 hours</td> <td>40%</td> </tr> </table>				Portfolio	Portfolio of work that shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial ideas to the realisation of intentions and a selection of further work undertaken during the student's course of study. It is set and marked by the College and moderated by the exam board during the GCSE examination period.	No time limit	60%	Externally set assignment	Students must select and respond to <u>one</u> starting point from a selection of seven. This is set by the exam board, marked by the College and moderated by the exam board.	Prep + 10 hours	40%
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Externally set assignment	Students must select and respond to <u>one</u> starting point from a selection of seven. This is set by the exam board, marked by the College and moderated by the exam board.	Prep + 10 hours	40%									
To be successful on this course	<p>This course will suit students who are motivated and challenged by learning through hands-on experiences. You should have an interest in visual communication that combines images, words and ideas to convey information to an audience. You will enjoy designing print or electronic forms of visual information for advertisement, publication or a website. It is ideal for those students with good personal organisation skills and who are able to work independently.</p>											

Exam Board	Edexcel			
Exam Specification	History 1H10			
Teacher	Mr Hicken			
Course Overview	The GCSE History course aims to extend the knowledge of key events, periods and societies in British and World History. It will develop students as independent learners and critical thinkers. It will develop their ability to ask relevant questions, to investigate issues and to test historical interpretations. It will also help them to organise and communicate what they learn in a variety of ways.			
Course Breakdown	Students begin to study GCSE Geography in Year 9. There are 4 key units, which are covered throughout the course. Students are examined at the end of Year 11			
	Year 9	Crime and Punishment in Britain 1000-the present		
	Year 10	Weimar and Nazi Germany 1918-1939		
		British America , 1713-1783: Empire and Revolution Crime and Punishment in Britain 1000 to the present day (Including Whitechapel 1870-1900: crime, policing and the inner city)		
Year 11	The American West 1835-1895 Early Elizabethan England 1558-1588 Revision Programme			
Assessment	Pupils will sit three examinations in total at the end of Year 11.			
	Paper 1	Crime and Punishment The Historic Environment	75 minutes	30%
	Paper 2	British America , 1713-1783: Empire and Revolution Early Elizabethan England 1558-1588	105 minutes	40%
	Paper 3	Weimar and Nazi Germany	80 minutes	30%
To be successful on this course	There are many qualities that are important to be a good historian, many of which will be taught and developed throughout the course. There is a lot of information to remember when studying history so you will need to be able to learn and retain this information to use in the exam. It will help if you are organised. It is also important to be critical in history – not accepting what you see and hear as the truth, but instead questioning it. A good historian does not just look at the evidence but tries to interpret it as well. Written communication is important in history because you will be answering questions that require you to write long answers. History is a well-respected qualification and can lead to a wide variety of further studies and career options.			

Exam Board	WJEC			
Exam Specification	GCSE Media Studies			
Head of Department	Mrs. Eaton			
Course Overview	<p>This course is designed to introduce students to the key concepts for studying media - media language, representation, media industries and media audiences – in relation to examples from a wide range of media forms. Students will engage with a range of different media forms including the less familiar. They will consider products from different historical periods and those aimed at different audiences, providing rich and challenging opportunities for interpretation and analysis.</p>			
Course Breakdown	<p>The course consists three units: Investigating the media, Understanding the media and a Non Exam Assessment piece. Within these units pupils will cover the following knowledge and skills:</p> <p><b>Exploring Media Language and Representation</b> in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.</p> <p><b>Exploring Media Industries and Audiences</b> for two of the following media forms: film, newspapers, radio, video games.</p> <p>The NEA provides the opportunity for students to create an individual media production for an intended audience in response to a set brief, applying knowledge and understanding of media language and representation.</p>			
Assessment	Students will take two examinations at the end of Year 11 and submit a Non Exam Assessment			
	Paper 1	Exploring the Media Written examination:	90 minutes	40%
	Paper 2	Understanding Television and Film Written examination	90 minutes	30%
	NEA	Creating Media: Individual research and planning, in response to a choice of briefs set by exam board		30%
To be successful on this course	<p>To be successful on this course, you will enjoy accessing a wide range of media including radio, social media, TV, newspaper and other printed material. You will have good discussion skills and be able to contribute an opinion to the debate. You will be able to work independently and meet deadlines. You will be able appreciate that different products might appeal to different audiences and will demonstrate creative ideas throughout your work. You will enjoy reading magazines and recognise the importance of media in your daily life.</p>			

Exam Board	Eduqas			
Exam Specification	GCSE Music C660QS			
Teacher	Mr. Purkiss			
Course Overview	This GCSE course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study.			
Course Breakdown	Musical Forms and Devices	Students engage with a variety of music from prescribed eras, through a range of performing, composing and appraising activities. They make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices.		
	Music for Ensemble	Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, students consider how music is composed for small groups of instruments and voices. They are required to perform as part of an ensemble, and through this to actively engage with ensemble music, understanding the relationship between performers on the stage and the audience		
	Film Music	Students consider how music for film is created, developed and performed, and the impact this has on the audience. They compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.		
	Popular Music	Students explore the musical idioms associated with popular music, and they will have the opportunity to perform popular music as well as compose music associated with the genre. Students will use music technology to understand the impact this has on the way music is developed and performed		
Assessment	Pupils will experience a combination assessment of theory (60%)and practical (40%) in Year 11.			
	Appraising	Listening examination. Written responses required	75 mins	40%
	Composing	Students must compose two pieces one in response to a brief set by the exam board and one of free choice	Assessed by teacher moderated by exam board	30%
	Performing	A minimum of two pieces of which at least one must be as part of an ensemble performance. The other piece(s) may be performed either solo and/or as part of an ensemble.		30%
To be successful on this course	To be a good GCSE music student you should enjoy listening to a wide range of music and have the ability to either play an instrument or sing with confidence. You will be expected to perform. It helps to work well under pressure, be well organised and have good time management and communication skills. You will also demonstrate the ability to work well in a team and as an individual throughout practice and performance. It would be an advantage but not essential to have some technical skills using computers, equipment and software to create and record music.			

Exam Board	AQA									
Exam Specification	GCSE Physical Education 8582									
Head of Department	Mr Daly									
Course Overview	GCSE Physical Education covers all aspects of physical activity and sport. Students of all abilities will be able to develop a well-rounded skill set and prepare them for progression to further studies									
Course Breakdown	Students study three key areas in their study of physical activity and sport									
	<table border="1"> <thead> <tr> <th>The human body and movement</th> <th>Socio-cultural influences and wellbeing</th> <th colspan="2">Practical performance</th> </tr> </thead> <tbody> <tr> <td>Applied anatomy and physiology Movement analysis Physical training Use of data</td> <td>Sports Psychology Socio-cultural Influences Health, Fitness and Well-being Use of data</td> <td colspan="2">In three different physical activities. Analysis and evaluation of performance to bring about improvement in one activity.</td> </tr> </tbody> </table>	The human body and movement	Socio-cultural influences and wellbeing	Practical performance		Applied anatomy and physiology Movement analysis Physical training Use of data	Sports Psychology Socio-cultural Influences Health, Fitness and Well-being Use of data	In three different physical activities. Analysis and evaluation of performance to bring about improvement in one activity.		
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Assessment	Pupils will experience a combination assessment of theory (60%) and practical (40%) in Year 11.									
	Paper 1	Theory examination The human body and movement	75 minutes	30%						
	Paper 2	Theory examination Socio-cultural influences and wellbeing	75 minutes	30%						
	Non Exam Assessment	Practical performance of one team activity, one individual activity and a third in either a team or in an individual activity. Analysis and evaluation of performance	Assessed by teachers moderated by exam board	40%						
To be successful on this course	To be a good GCSE PE student you will have a keen interest in sport and always look forward to your PE lessons, whether they are in a classroom doing theory work or practical lessons. You will enjoy participating in sport in the wider community. We encourage you to participate in sport outside school and engage with our extra-curricular programme. You will want to learn more about the benefits of sport, physical activity and the body in motion and want to improve your understanding of the main current affairs/topical issues in the world of sport.									

Exam Board	AQA			
Exam Specification	Religious Studies A 8062			
Teacher	Mr Canavan			
Course Overview	The GCSE Religious Studies course aims to help students understand religious and non-religious beliefs and how these impact on the lives of believers. It will challenge students to develop their own values, beliefs and attitudes and will aid their understanding of religious views and beliefs on society and the global community			
Course Breakdown	Students begin to study GCSE Geography in Year 9. The course is broken down into two sections. Component 1 is the study of two major religions including beliefs, teachings and practices. Component 2 is a series of thematic studies using the knowledge learned in Component 1. Students are examined at the end of Year 11			
	Year 9	Practices of Christianity and Buddhism- an Introduction		
	Year 10	The study of religions: Beliefs, Teachings and Practices (Christianity and Buddhism)		
	Year 11	Thematic studies- Relationships and families, the existence of God and revelation, peace and conflict and religion, human rights and social justice		
Assessment	Pupils will sit two examinations in total at the end of Year 11.			
	Paper 1	The study of religions	105 minutes	50%
	Paper 2	Thematic studies	105 minutes	50%
To be successful on this course	There are many qualities that are important to be good at RS, many of which will be taught and developed throughout the course. There is a lot of information to remember when studying Religious Studies so you will need to be able to learn and retain this information to use in the exam. It will help if you are organised as this will help you to do this. It is important that you can empathise with people in other religions but it is equally important that you can reflect on these beliefs in a critical way. It is essential that you also develop your own opinions on the topics that we study and that you can justify these. Written communication is important in Religious Studies because you will be answering questions that require you to write long answers			

Exam Board	AQA										
Exam Specification	GCSE Sociology 8192										
Teacher	Mr Canavan										
Course Overview	<p>GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. By studying sociology, students will develop transferable skills including how to investigate facts and make deductions, develop opinions and new ideas on social issues and analyse and better understand the social world.</p>										
Course Breakdown	<p>The course is broken down into six key areas</p> <ul style="list-style-type: none"> <li>• The Sociological Approach</li> <li>• Social Structures, processes and issues</li> <li>• Families / Education</li> <li>• Crime and Deviance</li> <li>• Social Stratification</li> <li>• Sociological Research Methods</li> </ul>										
Assessment	<p>Pupils will sit two examinations in total at the end of Year 11.</p> <table border="1"> <tr> <td>Paper 1</td> <td>Families, Education, Social Theory and Methodology</td> <td>105 minutes</td> <td>50%</td> </tr> <tr> <td>Paper 2</td> <td>Crime and Deviance, Social Structure, Social Theory and Methodology</td> <td>105 minutes</td> <td>50%</td> </tr> </table>			Paper 1	Families, Education, Social Theory and Methodology	105 minutes	50%	Paper 2	Crime and Deviance, Social Structure, Social Theory and Methodology	105 minutes	50%
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Paper 2	Crime and Deviance, Social Structure, Social Theory and Methodology	105 minutes	50%								
To be successful on this course	<p>Sociology is a good course to study if you enjoy Humanities subjects but want to try a new approach. Sociology uses evidence like History and Geography and asks you to evaluate this evidence and the research methods used during your investigations – so a critical mind is useful. You will have an interest in the topics such as families, education, crime and the structure of society and you will be prepared to debate your opinions about these issues and take on board the views of others. A good understanding of using data in Mathematics is also useful, as you will be working with different forms of data and ways of presenting it.</p>										

Exam Board	Non Exam
Exam Specification	Non Exam
Head Of Department	Mrs Burns
Course Overview	<p>Study Plus is a non-examination course for a small number of pupils who may find a full suite of GCSE courses too much. Study Plus will take the place of one option choice and be taught by specially selected teachers. Pupils will be fully supported to ensure they have a good grasp of the core curriculum and will be able to use the additional time to complete work in order to meet the demands of the GCSE courses they follow.</p>
Course Breakdown	<p>The course is broken down into key areas</p> <ul style="list-style-type: none"> <li>• English Plus</li> <li>• Maths Plus</li> <li>• Study Plus</li> </ul>
Assessment	<p>There is no formal assessment on this course as it is a non-examination programme.</p>
To be successful on this course	<p>This course is not available to all pupils. Please check with Mr Barratt if you are eligible.</p> <p>Pupils following this course will be invited to discuss their option choices with Mrs Burns and Mr Barratt. The lessons will be taught in small groups with a high teacher/pupil ratio to ensure good levels of support. Pupils will be expected to be organised and ready to learn. They will be able to contribute to discussion and work in a small group and independently.</p>

Exam Board	AQA																																	
Exam Specification	Biology (8461) Chemistry (8462) Physics(8463) counts as three GCSEs																																	
Head of Department	Mr Leckie																																	
Course Overview	Throughout the two year course you will study key aspects of the three major disciplines within science; Biology, Chemistry and Physics. This includes genetics, bonding and structure and electricity. This course allows you to develop your understanding of the world around us and to question many of the amazing things within it. Throughout the course you will not only study the theoretical side of science but also develop first-hand experience through practical investigations.																																	
Course Breakdown	<p>Similar coverage to Trilogy Science but some topics are covered in greater depth and additional concepts.</p> <table border="1"> <thead> <tr> <th>Biology</th> <th>Chemistry</th> <th>Physics</th> </tr> </thead> <tbody> <tr> <td>Cell Biology</td> <td>Atomic structure and the Periodic Table</td> <td>Energy</td> </tr> <tr> <td>Organisation</td> <td>Energy Changes</td> <td>Electricity</td> </tr> <tr> <td>Infection and Response</td> <td>Quantitative chemistry</td> <td>Particle model of matter</td> </tr> <tr> <td>Bioenergetics</td> <td>Chemical Changes</td> <td>Atomic Structure</td> </tr> <tr> <td>Homeostasis and Response</td> <td>Bonding, structure, Properties of matter</td> <td>Magnetism and electromagnetism</td> </tr> <tr> <td>Inheritance, variation and evolution</td> <td>The rate and extent of chemical change</td> <td>Waves</td> </tr> <tr> <td>Ecology</td> <td>Organic Chemistry</td> <td>Forces</td> </tr> <tr> <td></td> <td>Chemical Analysis</td> <td>Space physics</td> </tr> <tr> <td></td> <td>Chemistry of the atmosphere</td> <td></td> </tr> <tr> <td></td> <td>Using resources</td> <td></td> </tr> </tbody> </table>	Biology	Chemistry	Physics	Cell Biology	Atomic structure and the Periodic Table	Energy	Organisation	Energy Changes	Electricity	Infection and Response	Quantitative chemistry	Particle model of matter	Bioenergetics	Chemical Changes	Atomic Structure	Homeostasis and Response	Bonding, structure, Properties of matter	Magnetism and electromagnetism	Inheritance, variation and evolution	The rate and extent of chemical change	Waves	Ecology	Organic Chemistry	Forces		Chemical Analysis	Space physics		Chemistry of the atmosphere			Using resources	
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Assessment	<p>Each separate science has 2 exams. Exams include multiple choice questions, short closed questions, open response, and structured questions, some of which may be on the Required Practicals. There are ten Required Practicals for Biology GCSE, seven for Chemistry GCSE and ten for Physics GCSE.</p> <table border="1"> <tbody> <tr> <td>Biology</td> <td>Two papers</td> <td>105 minutes each</td> <td>50 % each</td> </tr> <tr> <td>Chemistry</td> <td>Two papers</td> <td>105 minutes each</td> <td>50 % each</td> </tr> <tr> <td>Physics</td> <td>Two papers</td> <td>105 minutes each</td> <td>50 % each</td> </tr> </tbody> </table>	Biology	Two papers	105 minutes each	50 % each	Chemistry	Two papers	105 minutes each	50 % each	Physics	Two papers	105 minutes each	50 % each																					
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To be successful on this course	You need to be interested in learning about Science, particularly how Science is used in the outside world to benefit society. You need to be organised in order to carry out experiments on your own, complete homework on time and to be able to revise in time for the examinations																																	