

# Kesgrave High School

Your Choices  
at Key Stage 4  
2024 - 2026



# Moving into Year 10 at Kesgrave High School

## Your Choices at Key Stage 4

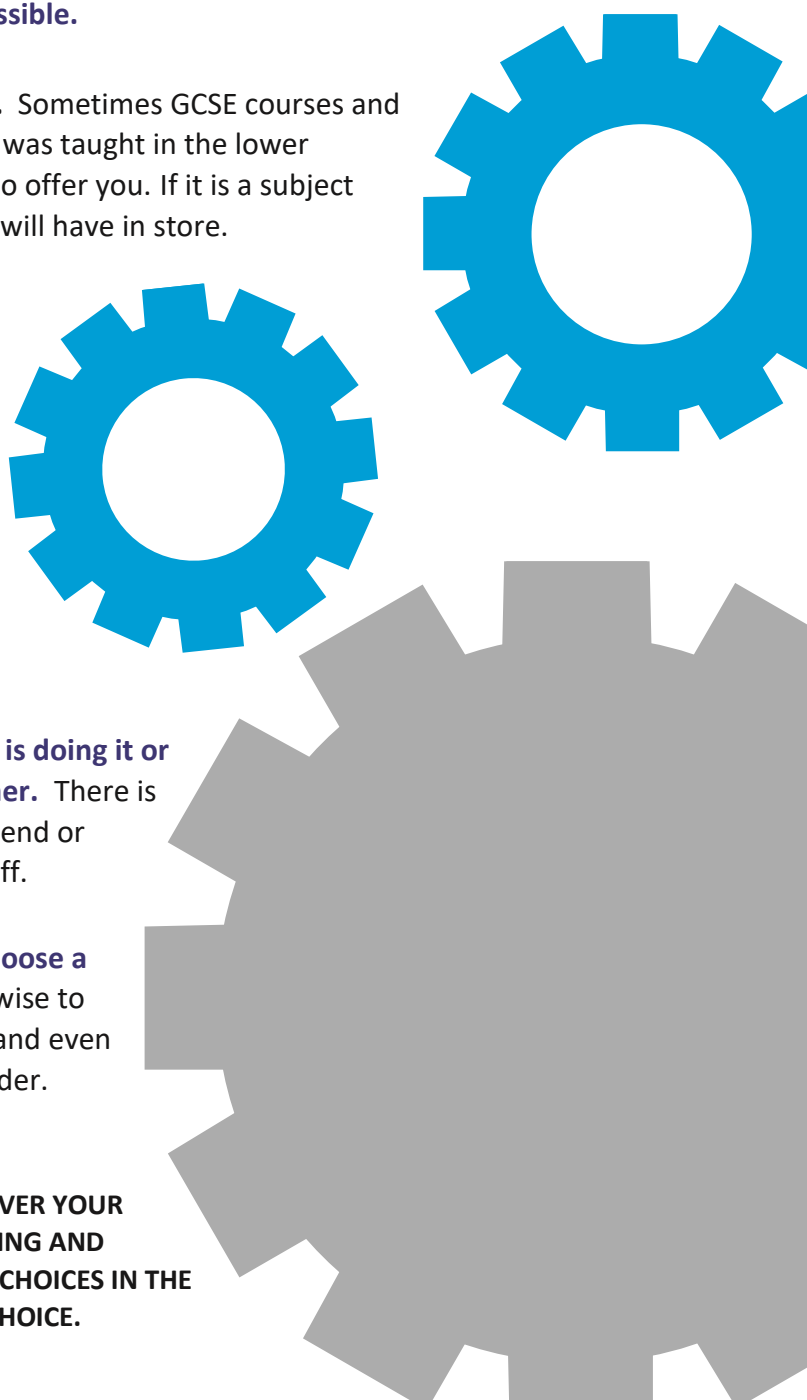
Dear Student

Welcome to the fast-approaching world of young adulthood! Up until now, choices of study have been made for you by your teachers and parents/carers, but you are now old enough to make important study choices for yourself. Of course you should make your choices after careful research and consideration, and should discuss those choices with teachers and your parents/carers, but these are **your choices**. After all, **you** are the one who will have to work at your chosen subjects for two years. Choose well and you will have every chance of being happy in your studies for the next two years. You will have taken the first steps to success. Choose unwisely and you will have made success far more difficult for yourself than it need be.

*Your deadline for making your decisions is Friday 22<sup>nd</sup> March 2024*

- **Choose subjects that suit your interests as far as possible.**
- **Read all the subject entries in this booklet carefully.** Sometimes GCSE courses and BTEC courses differ greatly from the way the subject was taught in the lower school. You may be surprised at what a subject has to offer you. If it is a subject that is new to you, ensure you understand what you will have in store.
- **Watch the videos.** Staff have made short videos to help you to understand more about their subjects.
- **Talk to staff about their subjects.** There will be an opportunity to do this at **Options Evening on 14<sup>th</sup> March starting at 6.30pm.**
- **All subjects will require hard work and regular homework.**
- **It is unwise to choose a subject because your friend is doing it or you hope you will be taught by your favourite teacher.** There is no guarantee you will be in the same class as your friend or that you will be taught by a particular member of staff.
- **The school continues to believe that you should choose a broad range of types of subject.** It is usually very unwise to specialise heavily at this stage. Your ideas of career and even of your own talents can easily change as you grow older.

**PLEASE BE AWARE THAT WE WILL DO OUR BEST TO DELIVER YOUR CHOICES, BUT CANNOT GUARANTEE THIS DUE TO STAFFING AND ROOMING CONSTRAINTS. YOU CAN INDICATE RESERVE CHOICES IN THE RARE CASE THAT WE CANNOT OFFER YOU YOUR FIRST CHOICE.**



A red speech bubble with a black string hanging from its top center. The background is a stylized globe with green and blue continents. The text is centered within the speech bubble.

## **The Compulsory Subjects**

All students must study these

# GCSE English Language and English Literature



## Exam board and specification code:

English Language: AQA 8700

English Literature: EDUQAS C720

All students will study both English Language and English Literature (2 GCSEs).

## Overview

English Language	English Literature
<b>Paper 1: Explorations in Creative Reading and Writing</b>	<b>Paper 1: Shakespeare and Poetry</b>
<p><b>Section A:</b> Students study a range of extracts from 20<sup>th</sup> and 21<sup>st</sup> century literary fiction to respond to unseen texts in the examination.</p> <p><b>Section B:</b> Students study how to write descriptive and narrative texts.</p>	<p><b>Section A: Shakespeare.</b> Students study for one extract question and one essay based on the reading of 'Macbeth'.</p> <p><b>Section B: Poetry from 1789 to the present day.</b> Students study to answer two questions based on poems the EDUQAS anthology, one of which involves comparison.</p>
<b>Paper 2: Writers' Viewpoints and Perspectives</b>	<b>Paper 2: Post-1914 Drama, 19<sup>th</sup> Century Prose and Unseen Poetry</b>
<p><b>Section A:</b> Students study a range of extracts from 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century non-fiction to respond to unseen texts in the examination.</p> <p><b>Section B:</b> Students study how to present a viewpoint through non-fiction writing.</p>	<p><b>Section A: 'An Inspector Calls' (Priestley)</b> Students study for one source-based question.</p> <p><b>Section B: 'The Strange Case of Dr Jekyll and Mr Hyde' (Stevenson)</b> Students study for one source-based question.</p> <p><b>Section C: Unseen poetry from 20<sup>th</sup> /21<sup>st</sup> century</b> Students study for two questions on unseen poems, one of which involves comparison.</p>
<b>Non-examination assessment: Spoken Language</b>	
Students study how to give a formal presentation on their chosen topic.	

## Assessment

English Language	English Literature
<b>Paper 1: Explorations in Creative Reading and Writing</b>	<b>Paper 1: Shakespeare and Poetry</b>
External examination 50% 1 hour 45 minutes	External examination 40 % 2 hours
<b>Paper 2: Writers' Viewpoints and Perspectives</b>	<b>Paper 2: Post-1914 Drama, 19<sup>th</sup> Century Prose and Unseen Poetry</b>
External examination 50% 1 hour 45 minutes	External examination 60% 2 hours 30 minutes
<b>Non-examination assessment: Spoken Language</b>	
Internal assessment 0% A separate endorsement is awarded	

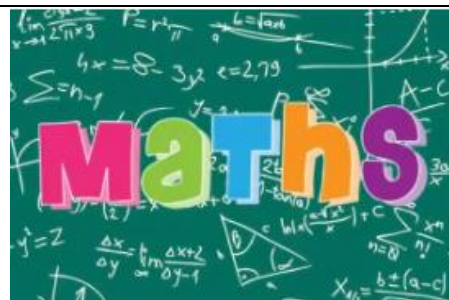
**Please note for the English Literature exam students are not permitted to take a copy of the set texts into the examination.**

## What can you do next with this subject?

- Post-16 Level 3 course providers will require a good grade at GCSE English whatever the subject or subjects studied (It is a national requirement that if Grade 4 is not achieved students must retake GCSE English alongside other studies).
- Both GCSEs lead to A Level English Language and English Literature or the combined A Level
- English Language and English Literature can lead to a range of different careers, including journalism, law, media and business.

**For more information contact:** Mr M Wheatley [mwheatley@kesgrave.suffolk.sch.uk](mailto:mwheatley@kesgrave.suffolk.sch.uk)

# GCSE Mathematics



## Exam board and specification code:

AQA 8300

All pupils will follow a linear Mathematics course which aims to develop their mathematical skill, application and problem solving techniques. Pupils must be able to solve problems with little structured guidance, and must be able to communicate effectively to explain their reasoning and answers.

## Overview

There are six separate topics for Foundation and Higher tier of entry: Number, Algebra, Ratio, Geometry, Probability and Statistics. The course will be delivered as a 3-year course starting at the beginning of Year 9. As part of the course students will develop the skills to learn and apply their knowledge to answer complex multi-step problems.

## Assessment

GCSE Mathematics has two tiers of entry Foundation tier (grades 1-5) and Higher Tier (grades 3-9). Students can only take one tier of entry either Foundation or Higher. The 8300 GCSE course is examined through three papers, each of which can assess any part of the course curriculum. The weighting and timing of all the papers is equal with only one non-calculator paper. All three papers must be taken with the same tier of entry. The pupils will sit all three examinations in the Summer of 2023.

Paper	Length	Weighting	Calculator?	Marks
Paper 1	1 hour 30 minutes	33%	No	80
Paper 2	1 hour 30 minutes	33%	Yes	80
Paper 3	1 hour 30 minutes	33%	Yes	80

The topics will have the following weightings for each tier.

Topic	Foundation	Higher
Number	25%	15%
Algebra	20%	30%
Ratio	25%	20%
Geometry	15%	20%
Probability & Statistics	15%	15%

There is no controlled assessment component in GCSE Mathematics.

## What can you do next with this subject?

Mathematics is an essential GCSE qualification for all pupils which is required by many employers. It is now compulsory for all pupils to continue studying Mathematics until they achieve their Mathematics GCSE Grade 4 or reach the age of 18.

**For more information contact:** Mr G Davenport [gdavenport@kesgrave.suffolk.sch.uk](mailto:gdavenport@kesgrave.suffolk.sch.uk)  
or visit <https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300>

# GCSE Science

Exam board and specification code:

Triple Science:     **AQA Biology 8461**  
                          **AQA Chemistry 8462**  
                          **AQA Physics 8463**

Combined Science: **AQA Trilogy 8464**



Science is a compulsory subject at Key Stage 4 and students are placed on the pathway best suited to their aptitude.

## Overview

### TRIPLE SCIENCE PATHWAY

At the end of the course the student gains separate grades for biology, chemistry and physics (three GCSEs). The topics are covered in more depth than on the Combined Science Trilogy course.

We are following the AQA 9-1 science specifications in biology, chemistry and physics for triple science.

### COMBINED SCIENCE PATHWAY

At the end of the course examinations are taken that are equivalent to two GCSEs and a dual grade is awarded. You will still study biology, chemistry and physics but there is less content to cover. The pace of lessons for this option allows for more consolidation and reinforcement.

We are following the AQA 9-1 science specifications called 'Trilogy' for combined science.

The topics we cover are:

Biology	Chemistry	Physics
<ol style="list-style-type: none"><li>1. Cell biology</li><li>2. Organisation</li><li>3. Infection and response</li><li>4. Bioenergetics</li><li>5. Homeostasis and response</li><li>6. Inheritance, variation and evolution</li><li>7. Ecology</li></ol>	<ol style="list-style-type: none"><li>1. Atomic structure and the periodic table</li><li>2. Bonding, structure, and the properties of matter</li><li>3. Quantitative chemistry</li><li>4. Chemical changes</li><li>5. Energy changes</li><li>6. The rate and extent of chemical change</li><li>7. Organic chemistry</li><li>8. Chemical analysis</li><li>9. Chemistry of the atmosphere</li><li>10. Using resources</li></ol>	<ol style="list-style-type: none"><li>1. Energy</li><li>2. Electricity</li><li>3. Particle model of matter</li><li>4. Atomic structure</li><li>5. Forces</li><li>6. Waves</li><li>7. Magnetism and electromagnetism</li><li>8. Space physics (triple only)</li></ol>

Detailed information about the content can be found at: <http://www.aqa.org.uk/subjects/science>

### Assessment

Both pathways have 6 exams – 2 biology, 2 chemistry and 2 physics. Triple science exams are 1hr 45min and combined science are 1hr 15 min. Examinations are taken at either Higher (grades 4-9) or foundation (grades 1-5) level.

### What can you do next with this subject?

At Kesgrave you can use your science GCSE to progress on to A Levels in Biology, Chemistry, Environmental Science or Physics or if you want a more applied route, we have the BTEC Level 3 in Applied Science.

For more information contact: Mrs A Wynne [awynne@kesgrave.suffolk.sch.uk](mailto:awynne@kesgrave.suffolk.sch.uk)



## **The Options**

All students must choose four courses

**Don't forget... at least one must be a Core subject:**

- **Computing**
- **French**
- **German**
- **Geography**
- **History**
- **Spanish**

# GCSE Art and Design



## Exam board and specification code:

Edexcel 1AD0

## Overview

The GCSE course in Art and Design aims to develop the key skill areas which you have experienced in KS3 to a higher level. You will work on a series of projects where you develop your own ideas in consultation with your art teacher. You will be guided to produce high quality work which accurately reflects your level of ability. If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Art and Design is a great choice.

The emphasis in this GCSE is on the process of developing both ideas and work. Central to this is the use of sketchbooks into which you will provide evidence for assessment. This will include research, supporting studies and work showing the development of your ideas leading to one or more final outcomes per project.

This course is a general Art and Design course which means that you will have opportunities to explore a wide range of techniques and materials in both two and three dimensions. You will be able to draw, paint, mono and block print, take photographs, use photo editing software, apply textile techniques, use clay and explore other sculptural approaches. You will be able to work on a variety of scales and will have the freedom to produce large scale work.

## Assessment

The GCSE course is split into two parts: coursework and a final examination unit.

### Component 1: Personal Portfolio

This component is worth 60% of your GCSE. You will produce a portfolio of work based on tasks agreed with your teacher.

This will consist of themed projects; each project will be based around a broad heading, eg "Places and Spaces". You will develop each of these over a monitored period.

### Component 2: Externally Set Assignment

This component is worth 40% of your GCSE. You will produce preparatory studies and personal outcome(s) based on a theme set by Edexcel.

The conclusion of this unit is a 10-hour controlled test during which you will produce a final outcome for the unit.

Both components are internally assessed and then externally moderated by Edexcel at our end of course exhibition. All your work will be marked according to how well you have met the four Assessment Objectives of Develop, Explore, Record and Present.

## What can you do next with this subject?

The course will provide you with skills which will open up a variety of future career or educational options. The course is a good foundation for sixth form courses leading to degree qualification in related art and design careers; for example, graphic design, illustration, photography, painting, fashion design, fabric/textile design, printmaking, ceramic design, sculpture, product design, interior design, furniture design, media communications, theatre/stage design, animation, architecture, landscape design, television and film.

**For more information contact:** Ms F Clarke [fclarke@kesgrave.suffolk.sch.uk](mailto:fclarke@kesgrave.suffolk.sch.uk)



# GCSE Business

**Exam board and specification code:**  
OCR J204



## Overview

Would you like...

- To be your own boss running your own business?
- To understand just what goes on in the world of work?
- To know what businesses look for when they recruit staff?
- To see how a business gets its money to operate?
- To know why so many adverts are aimed at teenagers?
- To understand why the same big businesses operate around the world?

GCSE Business is the course to take if you want the answers to these questions and many more.

When you leave school, you may be working for a business or other organisation. After studying Business, you will have an insight into just how businesses operate, including how to set up a business of your own.

## What you will study in GCSE Business:

- Marketing, including advertising, development of products, setting the best price.
- Recruitment, including how businesses get the right staff and keep them working well.
- Business structures, including the different ways to set up a business.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Business operations, including how businesses produce the things we buy.
- Influences on businesses, including the environment and how many businesses are operating around the world.

## Which should I choose – Business or Economics?

Business will appeal to someone who likes making decisions about how firms are run and how to solve the problems they come up against. Economics will appeal to someone who is logical, mathematical and is inquisitive about how the world around them works.

You can choose to study both courses, giving you a more rounded view of how business and the economy work together – however this will narrow your other options.

## So why should you choose GCSE Business as an option?

You will be able to understand the business world which you will enter after finishing school/college/university.

You will be able to make informed decisions and put forward arguments to persuade others.

You will have the knowledge to help you set up a business of your own.

The skills you learn such as evaluation and problem solving will be useful in a number of other subjects.

## Assessment

Two examinations, each 1hr 30 mins long, both at the end of Year 11. Paper 1 is based on the Year 10 content (Business structure, marketing and human resources) and paper 2 based on Year 11 content (Finance, operations and external influences).

Both papers have 15 multiple choice questions and three case studies.

## What can you do next with this subject?

Business can lead on to many vocational qualifications and is a good stepping stone for you in A Level subjects, especially Economics, Accounting and of course A Level Business. Remember that you can study A Level Economics or A Level business without having studied the GCSE so you may want to put off one or the other until you get to 6<sup>th</sup> form!

**For more information contact:** Mr S Tingey [stingey@kesgrave.suffolk.sch.uk](mailto:stingey@kesgrave.suffolk.sch.uk)

# BTEC Child Development



**Exam board and specification code:**  
Pearson 603/7058/0

## Overview

During this course you will have the opportunity to learn about aspects of child development, and the early years sectors (childminders, nannies, nurseries, crèches and preschools). Knowledge of child development is also important in a variety of healthcare roles such as paediatricians, psychologists, occupational therapists and speech and language therapists. You will develop a critical and analytical approach to problem solving within the sector. You will also examine issues which affect the nature and quality of human life, including an appreciation of diversity and cultural issues.

You will gain transferable skills which will be useful to you in any people-orientated career. You will access your learning in a variety of ways including group work, written work and practical tasks. You need to be an independent learner who is keen to succeed.

Level 2 Tech Award in Child Development is the equivalent of 1 GCSE (3 units including externally examined unit)

### The structure of the course is as follows:

Component	Title	Content	Assessment method /weight
1	Children's growth and development	How children grow and develop from birth to five years old. · Understand the difference between growth and development · Learn about factors that affect growth and development	Set Assignment -internally assessed, written in controlled conditions. Externally moderated assignment 30%
2	Learning through play	How play influences children's learning. How types of play can support learning and progress across development. · Understand how play can be organised to promote learning. · How learning can be supported through play.	Set Assignment -internally assessed, written in controlled conditions. Externally moderated assignment 30%
3	Supporting children to play, learn and develop	How a child learns and develops – look at how to adapt activities to suit the needs of all children. Understand how individual circumstances can impact on a child's learning and development. · How a child learns, develops and adapts activities to support the inclusion of all children	External assessment – 60 marks and completed under examination conditions. 40%

## Assessment

The qualification is marked at Level 2 Distinction Star (8.5), Level 2 Distinction (7), L2 Merit (5.5), L2 pass (4), Level 1 Distinction (3), Level 1 Merit (2) and L1 Pass (1.25). GCSE equivalencies shown in brackets.

There is one resit opportunity of the external assessment.

## What can you do next with this subject?

You should certainly consider taking this course if you are looking at a career in this sector, such as primary education, paediatric nursing or if you wish to complete further study in this area. You will gain transferable skills which will be useful to you in any people-orientated career.

**For more information contact:** Mrs N Driver [ndriver@kesgrave.suffolk.sch.uk](mailto:ndriver@kesgrave.suffolk.sch.uk)

# GCSE Computer Science

## Exam board and specification code:

Pearson Edexcel – GCSE (9-1) Computer Science



## Overview

### What is Computer Science?

**Q:** What do Facebook, Angry Birds, Google, Microsoft, Twitter, and Apple have in common?

**A:** They were all created by people with backgrounds in computing.

Computing is all about problem solving, thinking skills and creativity. It's about understanding how computers work. Computing is about making digital products instead of just using them.

Computing is more than programming. It is a rich and deep discipline in its own right, like physics and mathematics. It explores the principles and ideas that underpin how computers work, rather than training students in skills related to particular software. Computing involves concepts and questions that have the potential to change how we view the world.

### Why choose GCSE Computer Science?

This is a course that has real relevance in our modern world. It will give you an in-depth understanding of how computer technology works and a look at what goes on "behind the scenes" including computer programming, which many learners find absorbing and fun.

The course will also develop critical thinking, analysis and problem-solving skills which can be transferred to other subjects and even applied in day-to-day life.

## Assessment

This qualification consists of 2 externally examined papers, each paper is worth 50% of the overall grade.

<b>Paper 1:</b> Principles of Computer Science	This paper assesses computational thinking, data, and data representation, understanding computers (hardware and software), networks and network security and the issues and impact on using computer technologies	Written paper 1 hour and 30 minutes 50% of the overall grade
<b>Paper 2:</b> Application of Computational Thinking	The main focus of this paper is: understanding what algorithms are, what they are used for and how they work in relation to creating programs, understanding how to decompose and analyse problems and ability to read, write, refine and evaluate programs using Python	Onscreen examination 2 hours 50% of the overall grade

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html> Click here for more information about the course

### What can you do next with this subject?

The course would also be excellent preparation for those who want to study or work in areas that rely on problem-solving, logic and analysis, including engineering, finance, science, and medicine.

**For more information contact:** Mrs L Stenning [jsummers@kesgrave.suffolk.sch.uk](mailto:jsummers@kesgrave.suffolk.sch.uk)

# GCSE Dance



Exam board and specification code: AQA 8236

**Why Dance:** Are you passionate about dance? Does hearing music make you want to move? Do you like making up dances? Do you like watching professional dance works and writing creatively about choreography? If so, then this course is for you! It's practical, fun and challenging: be prepared to work hard, be creative and to try things that are outside of your comfort zone!

**Opportunities:** There are many opportunities to improve your dance skills further including workshops, Dance Clubs, Dance Jams and Shows. All GCSE Dance students are expected to perform in the Dance Show, Summer Festival and termly Dance Jams as this always proves to be a fun, valuable learning experience for the students. Regularly run theatre trips also prove to be very popular and are an excellent way to make connections between practical and theory.

**The Course:** GCSE Dance builds seamlessly upon the good practice that the students encounter in their PE/Dance lessons throughout KS3. We look to teach our students in a practical environment and have a purpose-built studio with mirrors to aid our teaching. It is a skill-based curriculum that seeks to develop the dancers' ability to move, communicate ideas, styles, feelings and emotions creatively through dance. Through a variety of stimuli, we actively encourage pupils' interest, appreciation and enjoyment of dance. We also study the art of composition; equipping dancers with the necessary skills to choreograph and devise their own solo and group dances.

**Who can take GCSE Dance:** Dance is for everyone! Students who dance outside of school and have ballet, tap, jazz, street or modern training will thrive on this course. Equally, many students without any formal training have gone on to achieve some amazing results and thoroughly enjoyed the practical learning experience. With a positive attitude, enthusiasm, the desire to learn and ability to work co-operatively with staff and other dancers, success is possible. We look forward to teaching you and hope that you enjoy the course.

Here is a link to our Firefly page .... which hosts even more useful information.

<https://kesgrave.fireflycloud.net/physical-education/key-stage-3/yr-9-options---gcse-dance-information>

## How is the course assessed?

### COMPONENT 1 – Practical - Total component 60%

**Performance** - 30% - 40 marks (12marks for solo, 24marks for duet/trio performance, 4 marks for mental skills)

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration)
- Mental Skills (how you prepare for the exam and how you manage the exam itself)

**Choreography** - 30% - 40 marks

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes). Question set from exam board.

### COMPONENT 2 – Theory - Total component 40%

Written exam: 1 hour 30 minutes - 80 marks

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

## What can you do next with this subject?

Dance is an Art. Students can study A Level Dance at Kesgrave Sixth Form and many students from the school have gone on from this step to study dance at University and Performance School. Careers on the stage, in teaching, working with young people, in therapy, theatre and sport are all avenues that can be pursued through these qualifications.

For more information contact: Mr L Ashworth [lashworth@kesgrave.suffolk.sch.uk](mailto:lashworth@kesgrave.suffolk.sch.uk)

# GCSE Design & Technology

Exam board: AQA  
Specification code: 8552



## Overview

Is Design & Technology for you? Design and Technology is all about using skills, planning and creativity to design products that you use every day. From the minute you wake up in the morning to when your head hits the pillow at night, someone has spent hours considering the best possible ideas, materials and manufacturing to create a product that people would want to buy and keep for years to come. You could be the person to design the 'next big thing' that's on everyone's Christmas list!

While studying this subject you will develop the skills and knowledge from KS3, such as when you designed and made rocket cars in STEM lessons, crafted metal wire cutters in practical skills or created two-point perspective drawings in graphics.

You can learn how to design and make anything from furniture, textiles, gym equipment, electronics and even computer programs. We tailor your lessons so that you have a mix of theory time and practical time within one lesson; you will design and make products based on this theory that you can take home.

Design and Technology goes well with Art, but also Science and Technology subjects including Physics, Maths, Chemistry, IT and also Geography which links in neatly to the environmental considerations within design!

## Assessment

### Coursework (50%)

The coursework is 50% of your grade and carries 100 marks. It begins in June of Year 10 when the exam board release a series of design contexts. You chose the one which appeals to you most and then spend approximately 2 terms producing a design folder and a prototype product.

### Examination (50%)

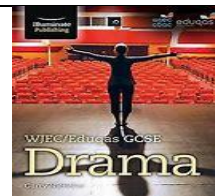
The examination is at the end of Year 11 – it is 2 hours long, carries 100 marks and is worth 50%. For most of Year 10 you will work through a series of units, most of which have a practical element. The aim of these will be to develop your knowledge of materials and manufacturing processes, as well as designing methods and social/moral/cultural issues. All of this will be covered in the exam. At the end of Year 11 we will revisit these topics to help you prepare for the exam.

### What can you do next with this subject?

Design and Technology can set you up for a further study including A-level, BTec and Apprenticeships towards industries such as Product Design, Engineering, Architecture, Information Technology, Graphic Design and Education. It also provides you with a great range of problem solving and creative skills which are sought by employers. In addition to the industries above, a Design Technology qualification could lead to a career as a Civil Engineer, Set/Building Designer, Project Manager or even a teacher!

**For more information contact:** [ehumphrey@kesgrave.suffolk.sch.uk](mailto:ehumphrey@kesgrave.suffolk.sch.uk) , [ahoward@kesgrave.suffolk.sch.uk](mailto:ahoward@kesgrave.suffolk.sch.uk)

# GCSE Drama



## Exam board and specification code:

Eduqas C690QS

Qualification Accreditation Number: 601/8420/6

## Overview

Drama at GCSE is all about honing the skills you have learned at KS3 and learning new ones to help you be the best Drama and Theatre student you can be. It is not just about the performance (although this may be the main reason you are choosing the subject as it does underpin the requirements of the course), you will also learn to appreciate the visual and technical aspects and the audience experience through your use of these within your practical exploration.

**You will enjoy all aspects of performing if taking this course;** exploring devised performance, working from scripts, and planning and researching practitioners as well as getting out to see as much live theatre as possible.

The work you will complete will build on your analysis and evaluation skills, enable you to become more observant of performance and develop your skills in practical problem solving. Drama GCSE develops your knowledge and understanding of your own performance work and the work of others as well as nurturing confidence and the ability to be able to present to others.

**Year 10** will be very much about developing the variety of skills and knowledge in the drama classroom such as exploring practitioners and theatre style, performance, developing scripted and devised drama work and evaluating our process and the work of others (including Live Theatre performances). The Devised Component 1 is completed in this year once these skills have been acquired and practised.

**Year 11** will be more the business end of the course – completing of the assessment Components 2 and 3, preparing for both the practical and the written exams.

We aim to see three external performances throughout the course, but regularly manage to see more. This all helps with the understanding and development of the theatre of our time.

## Assessment

**Component 1 40%:** Devising Theatre (non-exam assessment): internally assessed, externally moderated 40% of qualification.

Learners will be assessed on acting. Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC. Learners must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

**Component 2 20%:** Performing from a Text (exam assessment): externally assessed by a visiting examiner 20% of qualification.

Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the school. Learners participate in one performance using sections of text from both extracts.

**Component 3 40%:** Interpreting Theatre written examination: externally assessed 1 hour 30 minutes 40% of qualification

Section A: Set text for assessment

A series of questions on one set text from a choice of five.

Section B: Live Theatre Review (based on a Live production you will have to see on the course)

## What can you do next with this subject?

A qualification in Drama at GCSE (Level 2) can allow you to head in many different directions:

- A great stepping-stone to A Level Drama and Theatre or to college courses that follow Performing Arts at Further Ed level (Level 3)
- Any performance-based job or anything that needs an understanding of the events and arts industry including performance, backstage, directing or stage management.
- Any courses or jobs where interaction, communication and presentations are key to success – the police/military forces, events management, PA or secretarial work, teaching or Early Years development to name a few.

**For more information contact:** Mrs C Close [cclose@kesgrave.suffolk.sch.uk](mailto:cclose@kesgrave.suffolk.sch.uk)

# GCSE Economics

Exam board and specification code:

OCR J205



## Overview

Economics is about people and their economic choices. The GCSE in Economics shows students that we are all part of the economy and that economics relates to every aspect of our lives - from the decisions of individuals or families to the structures created by governments and producers. It develops your understanding of how economic issues affect choices about resources and markets and vice versa.

## Economics will...

- Explore how consumers, producers and governments interact in market
- Get you learning how to use economic data from a range of sources
- Help you make informed judgements and communicate them in a clear and concise way
- Help you evaluate economic problems and possible solutions
- Help you to think like an economist, developing a logical approach to thinking and reasoning
- Help you gain transferrable skills that will benefit you in your further study and employment

A GCSE in Economics enables students to become better-informed and more responsible citizens, consumers and producers, by developing an awareness of the importance of the economic dimension to our lives. Economics will appeal to someone who is logical, mathematical and is inquisitive about how the world around them works. Business will appeal to someone who likes making decisions about how firms are run and how to solve the problems they come up against.

## Which should I choose – Business or Economics?

You can choose to study **both** courses, giving you a more rounded view of how business and the economy work together – however this will narrow your other options.

## So why should you choose GCSE Economics as an option?

- ★ You want to understand the world around you, which you will enter after finishing school/college/university.
- ★ You want to understand economic data and how it influences the success of the economy.
- ★ You have an interest in global economic issues, for example the price of oil, levels of unemployment, government policy at home and abroad.
- ★ The skills you learn such as evaluation and problem solving will be useful in a number of other subjects.

## Assessment


OCR's GCSE (9–1) in Economics is a fully linear course and consists of two mandatory exams that are externally assessed.

Each question paper will have 20 multiple choice questions and short case studies with related short and medium response questions, as well the opportunity for extended writing; Both papers are 1 ½ hours each.

## What can you do next with this subject?

Economics can lead on to many post-16 routes and is a good stepping stone for you in A Level subjects, especially Business, Government & Politics, Maths (statistics), Accounting and of course A Level Economics. Remember that you can study A Level Economics or A Level Business without having studied the GCSE so you may want to put off one or the other until you get to 6<sup>th</sup> form!

For more information contact: Mr S Tingey [stingey@kesgrave.suffolk.sch.uk](mailto:stingey@kesgrave.suffolk.sch.uk)

<h1>Engineering Level 2 Vocational Award (Technical Award)</h1>	
<p><b>Exam board and specification code:</b> EDUQAS – QAN: 603/7019/1</p>	
<p><b>Overview</b></p> <p>The Vocational Award in Engineering has been designed to support learners in schools and colleges who want to learn about the field of engineering and the potential it can offer them for their careers or further study. It is suitable for students who enjoy problem solving through the use of maths and physics and designing. There is a practical element to the course, so interest in this is essential.</p> <p>The course covers three key units:</p> <p><b>Unit 1:</b> Manufacturing Engineering Products <b>Controlled assessment: 20 hours</b>  <b>Unit 2:</b> Designing Engineering Products <b>Controlled assessment: 10 hours</b>  <b>Unit 3:</b> Solving Engineering Problems <b>Written examination: time of exam - 1 hour 30 minutes</b></p> <p><b>Unit 1</b> provides learners with the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test an end product.</p> <p><b>Unit 2</b> allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they manufactured for Unit 1.</p> <p><b>Unit 3</b> introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.</p>	
<p><b>Assessment</b></p> <p>Vocational Awards are awarded on an 8-point scale: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass.</p> <p>Units 1 and 2 are assessed via controlled assessments – these are carried out during lesson times and require the students to work entirely independently and to strict deadlines.  Unit 1 counts for 40% of the qualification.  Unit 2 counts for 20% of the qualification.</p> <p>Unit 3 is assessed via an externally marked exam taken in Year 11  Unit 3 counts for 40% of the qualification</p>	
<p><b>What can you do next with this subject?</b></p> <p>You should certainly consider taking this course if you are looking at a career Engineering or if you want to gain transferable skills such as problem solving, analysis, independent working and being an active member of a group. There is also an option to progress into our Sixth Form with a BTEC Extended Certificate in Engineering, which is a Level 3 qualification. This qualification will prepare learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in an engineering area.</p>	
<p><b>For more information contact:</b> Mrs C Smith <a href="mailto:cesmith@kesgrave.suffolk.sch.uk">cesmith@kesgrave.suffolk.sch.uk</a></p>	



# GCSE Film Studies



## Exam board and specification code:

EDUQAS: C670QS

### Overview

This course is perfect for anyone who has a passion for film and is interested in not only analysing a range of films but learning about the film industry too. It is ideal for analytical, creative and independent students who are enthusiastic about all types of film. Film Studies is suitable for any level of ability and can provide students with skills for the workplace and will contribute towards your Sixth Form or college entry requirements.

#### Component 1: Key Developments in US Film

Students study three American films including both mainstream Hollywood films and American Independent films. Films cover different time periods in American film, looking at the influence of technology in the modern era. Current texts covered on this unit are 'Rebel Without a Cause', 'Ferris Bueller's Day Off' and 'Juno'.

#### Component 2: Global Film – Narrative, Representation and Film Style

Students study three films that were produced outside America: one global English Language film, one global non-English language film and one contemporary UK film. Current texts covered on this unit are 'District 9', 'Tsotsi' and 'Skyfall'.

#### Component 3 Non-examination assessment

The coursework allows student to apply their understanding of film in their own practical production work. Students produce a film extract screenplay and shooting script, as well as evaluating their own production work.

### Is it possible to study both Film and Media Studies?

Yes, it is possible to study Film alongside other Media courses and at A Level we have many students who successfully do a combination of these too. Both courses complement each other and employ transferable skills such as textual analysis, understanding of representation, understanding of the film and media industries and the practical application of learning.

### Assessment

#### Component 1: Key Developments in US Film

External examination 35%  
1 hour 30 minutes.  
Four compulsory questions.  
Focus on film comparison, film industry, the rise of digital technology and independent film.

#### Component 2: Global Film – Narrative, Representation and Film Style

External examination 35%  
1 hour 30 minutes.  
Three compulsory questions on each film studied.

#### Component 3 Non-examination assessment

Internal assessment 30%  
Two tasks to be completed.  
Task one: The production of a genre-based film extract screenplay and shooting script.  
Task two: An evaluation of your own work.

### What can you do next with this subject?

- The course is a natural foundation for any creative or analytical post-16 course.
- The GCSE can be the start of a path into the film, media or creative industries and we have a wide alumnus in the field.

**For more information contact:** Miss G Mason [gmason@kesgrave.suffolk.sch.uk](mailto:gmason@kesgrave.suffolk.sch.uk)

# GCSE Food Preparation & Nutrition



Exam board and specification code:  
OCR - J309

## Overview

### Why should I take GCSE Food Preparation and Nutrition?

*"The great thing about cooking is it engages all of the senses" "Can you think of another subject that can encapsulate every other subject you study in school? It covers history, it covers maths, it covers chemistry, physics, biology, English." Heston Blumenthal*

This is a theory and practical course suitable for pupils who are enthusiastic about Food and Nutrition. You will develop practical cookery skills, an understanding of nutrition and food science. The course is divided into four sections:

**Section A – Nutrition** - Includes the Eat well guide, relationship between diet and health, key nutrients and water, nutritional and dietary needs of different groups of people.

**Section B – Food: food provenance and food choice** - food processing and production, food security, technological developments, British cuisine and international cuisine, food choice.

**Section C – Cooking and food preparation** - Scientific principles of preparing and cooking food, sensory and nutritional properties, and food safety principles.

**Section D – Skills requirements: preparation and cooking techniques** - meat, poultry, fish and alternatives, fruit and vegetables, and eggs and dairy. Sauce making, pastry making, bread making, cake & biscuit making, pasta making, presentation and food styling.

### Course Structure

In Year 10 your lessons will be a combination of practical and theory lessons to cover the course content. Practical lessons include Viennese biscuits, French fruit tart, vegetable soup and croutons, lemon meringue pie, chocolate yule log, apple turnovers, profiteroles, fishcakes, salmon en croute, bechamel sauce, tagliatelle, Chelsea Buns, mayonnaise, tarte tatin, vol au vents and souffles. There will also be opportunities to make 'free choice' dishes in line with a theme.

### Assessment - All assessment for the GCSE is completed in Year 11

**Food Investigation Task - 15% of total GCSE.** Released on 1 September of Year 11. Through practical experimental work, investigate and evaluate the working characteristics, functional and chemical properties of ingredients. Produce a written report of 1500-2000 words.

**Food Preparation Task – 35% of total GCSE.** Released on 1 November of Year 11. Prepare, cook and present three dishes within 3 hours, and plan, how this will be achieved.

**Exam Paper – 50% of total GCSE.** Theory paper sat at the end of Year 11

### What can you do next with this subject?

This subject would be a good option for anyone considering a career working in the catering industry, healthcare, with children or where an understanding of nutrition and cooking is required such as Dietician, Food Technologists, Nutritionists, Food teacher, Home Economist. If you want to learn to cook, understand where our food comes from and the effect it has on the body, then this is the course for you.

**For more information contact:** Mrs C Purnell [cpurnell@kesgrave.suffolk.sch.uk](mailto:cpurnell@kesgrave.suffolk.sch.uk)

# GCSE French

(New specification first teaching 2024)



**Exam board and specification code:**  
Edexcel / 1FR0

## Overview

Learning French will enable you to communicate effectively in a rapidly changing global society whilst also learning to appreciate the diverse culture and customs of others. The GCSE for French aims to develop in all students the ability to use language effectively for the purposes of practical communication in the four main skills areas. These mirror the development of languages in Years 7-9.

The course involves the detailed study of a range of topics that deal with everyday life both in the UK and the countries in which French is spoken. These include My Personal World, Lifestyle and Wellbeing, My Neighbourhood, Media and Technology, Studying and My Future, and Travel and Tourism. These are topics that you have already touched upon at KS3, so you already have a lot of the skills needed to succeed. You will also practise transactional language that you could use abroad on holidays or at work, as well as learning about the culture of Francophone countries.

Language learning is skills-based; use of verbal and non-verbal communication, thinking on your feet, problem solving, using gist and inference and multi-tasking are just a few skills that you will develop every lesson in order to overcome language barriers. These are also exceptionally transferrable skills highly sought after by employers.

## Assessment

The study of these topics will be divided up over the 2-year course. Assessment will take place in the four skills of LISTENING, SPEAKING, READING AND WRITING with each skill having an equal 25% weighting. All skills are assessed by final examinations in Year 11.

There are tiers of entry for all four exams, however students have to be entered at the same tier for all skills. The speaking exam is conducted by the class teacher and sent off for marking.

There is a core vocabulary list consisting of 1200 words for Foundation and 1700 (the 1200 from Foundation plus an extra 500) for Higher, and all listening and reading tasks will select only from this list, some of which pupils have already covered extensively in their KS3 studies.

## What can you do next with this subject?

- A level 2 pass is a component of the “English Baccalaureate” and thus a benchmark of a more rigorous programme of academic study.
- Future employers will require those with “all-round” qualifications, not just specialists in one area, so language skills are advantageous as they provide you with a range of cross-curricular skills and knowledge.
- A GCSE in a language is a highly valued skill, desirable for entry to some universities and an essential tool for study of a language at A Level.
- Most employers are not looking for employees to be fluent in a foreign language, but to have conversational ability, which will give a good impression, help to build relationships and make new contacts. The GCSE course is perfect for this.

## Did you know?

Knowledge of French is not just another GCSE grade – it is a concrete and demonstrable life skill, like being able to drive a car or touch-type, and it is a skill highly-valued by employers. French is spoken on five continents, in over 40 countries, including two G8 countries, it’s one of the six official languages of the UN, and it’s one of the most common languages found on the Internet. Studying French will not only develop your language skills, it will also improve your social skills, expand your cultural knowledge, and allow you to experience a sense of achievement. With more than 30% of UK businesses wanting people specifically for their language skills and 77% of British exporters believing that they lose business because they can’t speak other languages (exporters with language skills achieve on average 45% more sales), plus 8 out of 10 companies worrying that cultural differences affect their work, language skills are an essential part of the future.

**For more information contact:** Mrs E Matson [ematson@kesgrave.suffolk.sch.uk](mailto:ematson@kesgrave.suffolk.sch.uk)

# GCSE Geography



## Exam board and specification code:

AQA - 8035

## Overview

Geography is a highly respected academic subject recognised by employers and universities. Geography is a core subject and at GCSE level looks deeper into issues and relationships between the physical and human worlds that you have begun to study over the past three years. You should already have started to see the world in a different way, extending your knowledge and understanding and learning the skills a geographer needs. Using these, along with those you will learn at GCSE, many options are open to you.

## How is the Course Broken down?

### Paper 1 Challenges in the Physical Environment 35% 1½ hrs Exam

#### • **The Challenge of Natural Hazards- Tectonics, Weather & Climate**

*We look at what are Hazards and how do they impact people in a variety of countries and what different group of people can do to help and how Climate change will play a role in the future.*

#### • **The Living World- Ecosystems & Tropical Rainforests, Deserts**

*Here we investigate how the world's ecosystems vary and their components – how do plants and animals adapt to their surroundings and how do people use and abuse the Deserts and Rainforest including how the damage can be limited.*

#### • **Physical landscapes in the UK- Coasts & Rivers**

*Looking closer to home and thinking about why our coastlines and rivers vary – what are the physical and human processes that cause the differences and how we can protect them in the future.*

### Paper 2 Challenges in the Human Environment 35% 1½ hrs Exam

#### • **The Changing Economic World**

*This is the background to lots of the human elements where we learn about development, what it is and how it's measured and why there's an inequality around the world and how we may reduce this gap.*

#### • **Urban Issues and Challenges**

*Contrasting between a poorer city and a richer city we investigate what are some of the main opportunities and challenges of living here and how this links to development.*

#### • **Resource management**

*Looking at energy, food and water we think about where these occur naturally and how we can increase our supply and reduce our demand in an ever-growing population.*

### Paper 3 Geographical Applications 30% 1½ hrs Exam

#### • **Section A: Issue evaluation**

*This is a problem making exercise which you receive 6 weeks before the exam and it on a global issue affected the modern world and you will be asked to make a decision using evidence and informed choices.*

#### • **Section B: Fieldwork**

*Over the two-year course, students will experience two full day trips. One will be a Physical Geography trip to Walton-on-the-Naze looking at coastal processes and the Human Geography trip to Ipswich/ Kesgrave. They develop the skills of conducting and evaluating the fieldwork applying their geographical knowledge.*

## What can you do next with this subject?

Perhaps you would like to eventually work in one of the following industries: travel, tourism, transport, meteorology, agriculture, civil engineering, marketing, cartography, mining, banking or planning? There are so many to choose from. Geography is also a good general qualification to have and can help you with employment in most types of job, A Levels and entrance to college and university. There are graphical and analytical skills which can be applied to almost all subjects a good foundation for many careers outside of geography also.

**For more information contact:** Miss C Leak [cleak@kesgrave.suffolk.sch.uk](mailto:cleak@kesgrave.suffolk.sch.uk)

# GCSE German

(New specification first teaching 2024)



## Exam board and specification code:

Edexcel / 1GNO

## Overview

Learning German will enable you to communicate effectively in a rapidly changing global society whilst also learning to appreciate the diverse culture and customs of others. The GCSE for German aims to develop in all students the ability to use language effectively for the purposes of practical communication in the four main skills areas. These mirror the development of the languages in Years 8 and 9.

The course involves the detailed study of a range of topics that deal with everyday life both in the UK and the countries in which German is spoken. These include My Personal World, Lifestyle and Wellbeing, My Neighbourhood, Media and Technology, Studying and My Future, and Travel and Tourism. These are topics that you have already touched upon at KS3, so you already have a lot of the skills needed to succeed. You will also practise transactional language that you could use abroad on holidays or at work, as well as learning about the culture of German-speaking countries. Language learning is skills-based; use of verbal and non-verbal communication, thinking on your feet, problem solving, using gist and inference and multi-tasking are just a few skills that you will develop every lesson in order to overcome language barriers. These are also exceptionally transferrable skills highly sought after by employers.

## Assessment

The study of these topics will be divided up over the 2-year course. Assessment will take place in the four skills of LISTENING, SPEAKING, READING AND WRITING with each skill having an equal 25% weighting. All skills are assessed by final examinations in Year 11.

There are tiers of entry for all four exams, however students have to be entered at the same tier for all skills. The speaking exam is conducted by the class teacher and sent off for marking.

There is a core vocabulary list consisting of 1200 words for Foundation and 1700 (the 1200 from Foundation plus an extra 500) for Higher, and all listening and reading tasks will select only from this list, some of which pupils have already covered extensively in their KS3 studies.

## What can you do next with this subject?

- A level 2 pass is a component of the “English Baccalaureate” and thus a benchmark of a more rigorous programme of academic study.
- Future employers will require those with “all-round” qualifications, not just specialists in one area, so language skills are advantageous as they provide you with a range of cross-curricular skills and knowledge.
- A GCSE in a language is a highly valued skill, desirable for entry to some universities and an essential tool for study of a language at A Level.
- Most employers are not looking for employees to be fluent in a foreign language, but to have conversational ability, which will give a good impression, help to build relationships and make new contacts. The GCSE course is perfect for this.

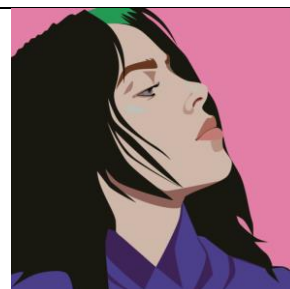
## Did you know?

Knowledge of German is not just another GCSE grade – it is a concrete and demonstrable life skill, like being able to drive a car or touch-type, and it is a skill highly-valued by employers. Germany remains the largest single export market for British goods outside of the USA, and as Europe's largest economy – with a GDP of more than €3.5 trillion – continues to defy the Eurozone downturn. With three German-speaking countries, it is also Europe's second most-spoken language. With this in mind, it's no surprise that UK companies want to hire employees who know their umlauts from their eszettts. Studying German will not only develop your language skills, but it will also improve your social skills, expand your cultural knowledge, and allow you to experience a sense of achievement. With more than 30% of UK businesses wanting people specifically for their language skills and 77% of British exporters believing that they lose business because they can't speak other languages (exporters with language skills achieve on average 45%

more sales), plus 8 out of 10 companies worrying that cultural differences affect their work, language skills are an essential part of the future.

**For more information contact:** Miss T Gwilliam [tgwilliam@kesgrave.suffolk.sch.uk](mailto:tgwilliam@kesgrave.suffolk.sch.uk)

# GCSE Graphics



## Exam board and specification code:

**AQA, Component 1: 8203/C, Component 2: 8203/X**

AQA Art and Design: Graphic Communication is an exciting and stimulating course which allows you to respond to the contemporary visual world: the work of contemporary graphic designers, game designers, illustrators and design for print media such as magazines.

A passion for visual imagery, communicating ideas and being creative with materials and techniques is essential to the course. However, enthusiasm is also vital: skills and techniques will be taught in lesson workshops; practice and commitment that will bring positive results.

The GCSE Graphics course is split into two parts: coursework projects and a final examination project. It is a two-year course, although in reality, you have four terms in which to complete the coursework.

### Course Outline:

During Years 10 and 11 students follow several coursework projects, this is called the 'Portfolio' which accounts for 60% of your final GCSE grade. Each of the coursework projects is based around a broad heading such as 'Music Promotion' (an example of student work for this project is shown at the top of the page), enabling students to develop their skills and understanding of graphic techniques whilst also giving the students creative freedom to explore their own ideas.

During the course you will explore a wide range of subject specific skills and techniques, building upon those you have developed in Year 7-9 and learning new techniques and processes. Graphics specific workshops in class will include photo editing, vector artwork, printmaking such as lino, screen-print and mono-printing, stencils and papercutting, drawing, painting and mixed media work.

### Why take Graphics?

The Graphics course will develop your visual communication, creative and practical skills, allow you to respond to the work of visual artists and graphic designers, whilst also supporting you to explore your own personal design ideas.

### Assessment

The coursework 'Portfolio' accounts for 60% of your final GCSE grade.

You will produce an examination project during the Spring term of Year 11 which accounts for 40% of your final grade. The theme is set by the exam board, and you will choose appropriate graphic artists and designers, explore materials, techniques and personal ideas for your work. This will lead to the 10-hour practical examination under controlled conditions, during which you will produce your final pieces.

### What can you do next with this subject?

The course will equip you with the skills and understanding to pursue a range of careers within the graphic design, game design, illustration and visual communication industries. The course provides an excellent foundation for A-Level courses leading to apprenticeships or a degree in areas such as graphic design, games design, illustration, animation and film and video editing.

**For more information contact:** Miss Dodgson [HDodgson@kesgrave.suffolk.sch.uk](mailto:HDodgson@kesgrave.suffolk.sch.uk)

# BTEC Health & Social Care



**Exam board and specification code:**  
Pearson 603/7047/6

## Overview

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

During this course you will have the opportunity to learn about aspects of personal development, and the health, social care and early years sectors. You will develop a critical and analytical approach to problem solving within the health and social care. You will also examine issues which affect the nature and quality of human life, including an appreciation of diversity and cultural issues.

You will access your learning in a variety of ways including group work, written work and practical tasks. You need to be an independent learner who is keen to succeed.

Level 2 Tech Award in Health and Social Care is the equivalent of 1 GCSE (3 units, 1 externally assessed examined unit)

### The structure of the course is as follows:

Unit	Content	Assessment method/ weighting
Component 1 – Human Lifespan Development	How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect our lives?	Set Assignment -internally assessed, written in controlled conditions. Externally moderated assignment 30%
Component 2 – Health and Social Care Services and Values	Providing good health and social care services The importance of care values	Set Assignment -internally assessed, written in controlled conditions. Externally moderated assignment 30%
Component 3 – Health and Wellbeing	Factors that have a positive or negative influence on health and well-being. Interpreting lifestyle data	External examination 40%

## Assessment

The qualification is marked at Level 2 Distinction Star (8.5), Level 2 Distinction (7), L2 Merit (5.5), L2 pass (4), Level 1 Distinction (3), Level 1 Merit (2) and L1 Pass (1.25). GCSE equivalencies shown in brackets. There is **one** resit opportunity of the external assessment.

## What can you do next with this subject?

You should certainly consider taking this course if you are looking at a career in health and social care. You will gain transferable skills which will be useful to you in any people-orientated career.

It is a valuable subject if your destination is a career within health and social care including counselling, social work, teaching, nursing, midwifery, occupational therapy, physiotherapy.

**For more information contact:** Mrs N Driver [ndriver@kesgrave.suffolk.sch.uk](mailto:ndriver@kesgrave.suffolk.sch.uk)



# GCSE History



**Exam board and specification code:**  
**Pearson Edexcel 1HIOFM**

## **Overview: What units will you study?**

### Thematic study and Historical investigation: Medicine in Britain c1250 - present

This looks at one topic over the long term and focuses on how things have changed. The students will study the times when rapid progress was made and also when little seemed to change for hundreds of years. We will consider what factors, such as technology, led to periods of change and times of stagnation. Medicine is a fascinating topic, full of many eye-watering facts. For example, Middle Ages physicians would taste patients' urine to try to assess their health. If they were diagnosed as having too much blood, leeches were used to remove it. Also, operations were performed on people who were wide-awake until 1848! The picture above shows people waking up during an early 'experiment' with chloroform - one of the first anaesthetics. As part of this unit, you will also learn about the treatment of the soldiers' injuries in the British trenches on the Western Front during World War One.

### British Depth Study: Early Elizabethan England. 1558 – 88

In this unit we will study how Elizabeth managed to keep the English throne, even though her mother had been beheaded by her father the King! We will look at the problems Elizabeth faced, for example the attempted invasion by Spain with the Spanish Armada. This was a time of great exploration and we will study the discovery of the 'New World' and the journeys undertaken by people such as Sir Francis Drake. We will also study the lives of ordinary people and aspects like sports and school - where children were routinely beaten for producing poor work!

### Period study: The American West c.1835-c.1895

Here we focus on the dramatic changes that shaped one of the most powerful nations in the world. We will investigate how the West was 'won' by Americans and what happened to the American Indians when groups of farmers, cattle barons and gold miners crossed and settled on their land. We will study the wars between the US army and the American Indians and consider whether the US government committed genocide against the American Indians. We will also look at specific events such as the terrible fate of the Donner Party who unsuccessfully tried to migrate to the far West, and why the Mormons became such a powerful force in America.

### Modern depth study: Weimar and Nazi Germany, 1918 – 39

In 1918, Germany was in chaos and people were starving. Different political parties tried to restore order while simultaneously paying compensation demanded by Britain and France after World War One. We look at the birth of the Nazi party and how and why a party with such extreme and unpopular views managed to gain control over Germany. We look at the consequences of the Nazi policies for those living in Nazi Germany, for example for young people and the Jews. We will also look at brave attempts by Germans e.g., Martin Niemöller to oppose the Nazis.

### Is History for you?

Students of all abilities could choose this subject as long as they are genuinely interested in History. However, there is a lot of reading to be done and you will need to complete extended writing tasks in lessons and in the exams. A willingness to try hard and an enthusiastic approach will be essential, but your teacher is always there to help.

## **Assessment**

Your work will be assessed through three written and externally marked examinations which together will decide your final grade. There is no coursework assessment in GCSE History.

Paper 1 30% 1 hour 15 minutes. Thematic study and Historical investigation (see above).

Paper 2 40% 1 hour 45-minutes. Period Study and the British Depth study (see above). A separate booklet on each is to be answered in this time. The period and British study are worth equal marks on the paper.

Paper 3 30% 1 hour and 20 minutes. Modern Depth Study (see above).

## **What can you do next with this subject?**

GCSE History is a highly regarded qualification so it would be valuable if you were applying to 6<sup>th</sup> form or colleges. It is obviously excellent preparation for anyone wishing to do A Level History but the extended writing skills you learn would also be good preparation for studying any A Level or vocational course.

History is a widely respected subject and both employers and Universities recognise it as a demanding academic discipline that helps people think for themselves rather than simply following the opinions of others. In addition, it is impossible to make sense of contemporary society without understanding how that society evolved over time.

**For more information contact:** Mr M Watson [mwatson@kesgrave.suffolk.sch.uk](mailto:mwatson@kesgrave.suffolk.sch.uk)

# BTEC Technical Award in Digital Information Technology (IT)



## Exam board and specification code:

Pearson Edexcel BTEC Level 1/Level 2 Technical Award: Digital Information Technology (IT) - 603/270/6

## Overview

The digital sector is a major source of employment spanning all industries and almost all jobs in the UK today require employees to have a good level of digital literacy. This course gives students a real insight into the modern fundamentals of IT and is ideal for learners who want a career in IT or want to get a broad taste of digital skills. Students will learn a strong mix of creative design and technical knowledge.

The technical skills students will gain will give them an edge when progressing beyond secondary education.

## Assessment

There is one externally marked examination which makes up 40% of the qualification. The remaining 60% is assessed internally through a series of course work assignments.

<b>Component 1</b> Exploring user Interface Design Principles and Project Planning Techniques	Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.	Internal Assessment 30%
<b>Component 2</b> Collecting, Presenting, and interpreting Data	Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.	Internal Assessment 30%
<b>Component 3</b> Effective Digital Working Practices	Learners will explore how organisations use digital systems and the wider implications associated with their use.	Written paper 1 ½ hours 40% of overall grade

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html>

Click here for more information about the course.

## What can you do next with this subject?

Progression to a digital/ICT Apprenticeship or BTEC Level 3 National/A Level in IT or Computing.  
Progression into IT careers such as IT Project Management, Technical Support, Cyber Security, App Design, Web Design, Video Game Design, Digital Marketing/Advertising and more...

For more information contact: Ms J Summers [jsummers@kesgrave.suffolk.sch.uk](mailto:jsummers@kesgrave.suffolk.sch.uk)

# Life Skills



## Exam board and specification code:

Various accreditations/portfolios/assessments

### What can the student expect to attain?

The students will over a two-year period aim to develop a wide and varied understanding of life skills post-16 and to use skills relevant to the 'World of Work'.

It is anticipated that throughout this time students will complete a BTEC Level 1 Introductory Award in Vocational Studies. This covers "Developing a personal Progression Plan", "Growing Plants" and "Designing an Interactive Presentation". In addition to this the students will complete modules of work that develop skills appropriate to their development needs such as first aid, careers and finances.

### What are the expectations of the students?

The students are expected to be enthusiastic and motivated towards all areas of study with a positive attitude to learning. It is aimed at supporting students to become confident individuals who are physically, emotionally and socially healthy and responsible citizens and who make a valuable contribution to society and embrace change.

### Our vision

All students are multi-talented and have different areas of strength. To acknowledge that diversity we seek to:

- Encourage, engage and motivate learners
- Promote active and experimental learning
- Raise the expectations of the learner
- Reward a range of learning styles and contexts
- Use assessment to further learning
- Make learning relevant and transferable
- Promote the worth and value of the qualifications

*It is important to recognise that this course of study is especially suited to those that are more vocationally minded. Limited places are available.*

### Assessment

Pearson Edexcel BTEC Level 1 Introductory Award in Vocational Studies.

### What can you do next with this subject?

Continue on to a Level 2 course on Vocational Studies  
You will leave school better equipped with skills for life.

**For more information contact:** Ms L Markwell [lmarkwell@kesgrave.suffolk.sch.uk](mailto:lmarkwell@kesgrave.suffolk.sch.uk)

# GCSE Statistics Maths

## GCSE Further Maths



### Exam board and specification code:

Statistics: Edexcel 1STO

Further Maths: AQA 8365

### Overview

This option choice will allow students to achieve qualifications in both GCSE Statistics and GCSE Further Mathematics. Students will follow the GCSE Statistics course in Year 10 and take the GCSE Statistics examinations at the end of Year 10. In Year 11 students will follow the GCSE Further Mathematics course and take the GCSE Further Mathematics examination at the end of Year 11.

**This is a particularly demanding course, and you should only take this course if you are in maths sets 9X/Ma1, 9Y/Ma1, 9Z/Ma1 or 9Z/Ma2.** If you are not in one of these maths sets you should not take this option. Your maths set can be found on your current timetable.

### GCSE Statistics

Are you interested in seeing how Mathematics is woven into other subjects and the fabric of our technological and data driven society? The course follows the statistics lifecycle looking initially at data collection techniques, followed then by representing and analysing data using a variety of techniques.

What you will study in GCSE Statistics:

Designing experiments and understanding hypothesis, Issues in collecting data and possible remedies, how to sample from a population, Analysis of data and the calculations involved, Probability and knowledge of particular probability distributions, Knowledge of index numbers.

### GCSE Further Mathematics

The Further Mathematics course broadens your mathematical skills into areas related to engineering, physics and problem solving. This course is designed for those students looking at achieving a Grade 7,8 or 9 in GCSE Mathematics. This course leads to an AQA Level 2 qualification in Further Mathematics. Please contact me if you would like advice on the suitability of this course for your child.

What will you study in GCSE Further Maths:

This course will cover a number of the more challenging topics from the GCSE Higher tier curriculum such as Circle Theorems, Surds, Trigonometry, Index Laws, Simultaneous Equations and Geometry. This course will also look at some of the areas from the A Level Mathematics course including Matrices, Pascal's triangle, Differentiation, Gradient function, Factor Theorem, Trigonometric equations, Trigonometric Identities and Geometry.

### Assessment

**Statistics:** 2 Written exams: 1hr 30 mins in length. Each exam tiered at Higher (grades 3 - 9)

**Further Maths:** 2 Written exams: 1hr 45 minutes in length. Exam tiered at grades 3 - 9

### What can you do next with this subject?

It is applicable to a variety of careers including Weather forecasting and Biological Sciences. It will also benefit those students thinking of studying Social Sciences, Geography, Psychology and Mathematics at Advanced Level.

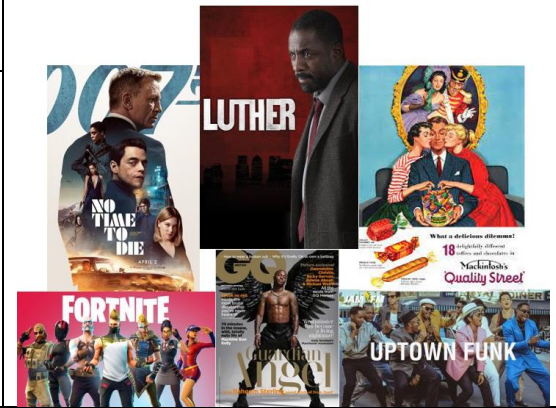
**For more information contact:** Mr G Davenport [gdavenport@kesgrave.suffolk.sch.uk](mailto:gdavenport@kesgrave.suffolk.sch.uk)

or visit <https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365>

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/statistics-2017.html>

# GCSE Media Studies

Exam board and specification code: WJEC Eduqas GCSE Media Studies  
Specification code: C680QS



## Overview

### What is Media Studies?

The media plays a central role in 21st century society and culture. The media shapes our perceptions of the world through how they represent people, issues and viewpoints. On average we spend more hours a day interacting with the media than anything else: watching TV or films, using social media, streaming music and surfing the internet. With the media experience impacting so heavily on our lives, it is essential to be critically aware and be able to analyse and evaluate its production and impact. Students will cover the basics of analysing how media texts communicate to their audiences as well as how the media industry functions. Through this study, students can then begin to question and explore aspects of the media, across different media forms from different time periods to understand how the industry is ever changing and adapting.

### Who should take Media Studies?

This course is perfect for anyone who has an interest in any type of media form and is a consumer of media themselves – which is unavoidable! It is ideal for analytical, creative and independent students who are enthusiastic about the great variety that media offers us. Media Studies is suitable for any level of ability and can provide students with skills for the workplace and will contribute towards Sixth Form or college entry requirements.

### How is Media Studies different to Film Studies?

Although these two GCSE courses might sound similar on the surface, there are several differences between them. Media Studies covers a broad spectrum of media forms, such as TV, music marketing, newspapers, radio, magazines, video games, social media and vlogging, whereas Film Studies only focuses on the medium of film. In the coursework production unit, Media Studies allows students to pick the media format they want to produce in, whether that is TV, music advertising or magazines, whereas in Film Studies the coursework is based solely on film production.

### What is expected in the Media Studies course?

The GCSE Media Studies course is more academic and based on critical thinking and analytical writing skills. You need to be able to write essays in a coherent way and use the media terminology that you learn confidently. Another aspect of the GCSE is learning about media theory and applying it when you analyse a new media product. The GCSE also has one element of coursework which is worth 30% of the GCSE.

### What extra-curricular activities can I join in?

The Media and Film department have been able to offer trips and extra-curricular activities in the past, such as trips to see Bond at the local cinema, the IMAX cinema at the BFI in London and visited Suffolk New College to use their editing facilities. We also offer a Media clinic after school, which any Media student can attend to work on revision or coursework.

### Can I study both GCSE Media and GCSE Film?

Yes, it is possible to study both GCSE Media Studies and GCSE Film Studies. At both GCSE and A Level, we have many students who successfully do this. Both courses work well with each other as they use the same skills such as text analysis, understanding of representation, considering how audiences will consume a film or media product and looking at film and media industries.

## Assessment

- **External assessment:** two written exams (70%). Component 1: Exploring Media Language and Representation and Component 2: Understanding Media Forms and Products
- **Coursework assessment:** two pieces (30%). Component 3: Creating Media Products

### What can you do next with this subject?

Upon completion of the GCSE course, students might consider progression to:

- A Level Media Studies or BTEC Level 3 Creative Digital Media Production course as preparation for entry to higher education
- College courses linked to the study of media or employment and apprenticeships in some media sectors

For more information contact: Miss G Mason [gmason@kesgrave.suffolk.sch.uk](mailto:gmason@kesgrave.suffolk.sch.uk)

# Music Performance

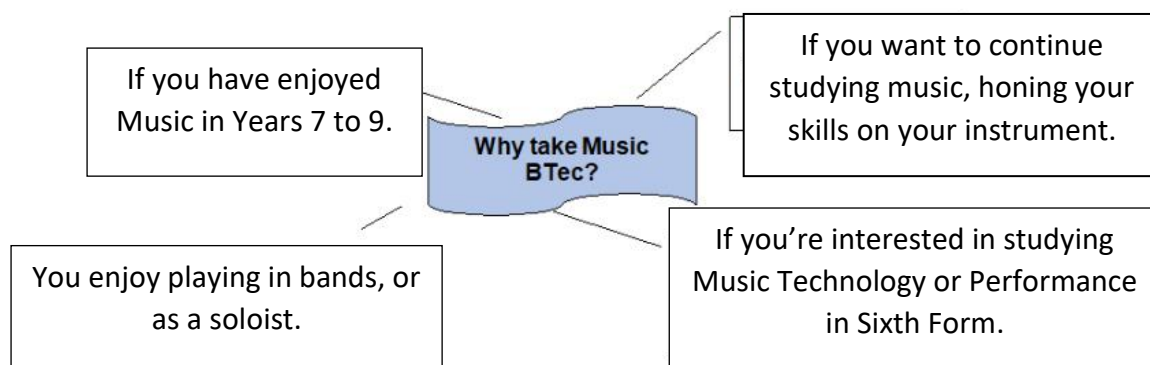


**Exam board and specification code:**  
BTec Tech Award in Music Practice

## Overview

This course provides excellent continuity from Key Stage 3 schemes for students who have enjoyed the practical projects, both individual and as a part of a band. You can be a self-taught musician for this course but having lessons will give you an advantage. You can play almost any instrument, or sing.

Students will play in bands and as soloists throughout the course. The main difference between GCSE Music and Music Performance is that Music Performance has no written paper, instead having performance projects completed under controlled conditions marked by the exam board.



## Assessment

Component 1: Exploring Music Products and Styles <b>30%</b>	Set by the exam board, completed in class, marked by the teacher.	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 <b>30%</b>	Set by the exam board, completed in class, marked by the teacher.	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 <b>40%</b>	Set by the exam board, completed in class, marked by the exam board.	Learners will be given the opportunity to develop and present music in response to a given music brief – Creating a reinvention of a song from a list provided by the exam board in a style chosen from a choice of 4.

Pupils will achieve a grade at the end of the course from Distinction, Merit or Pass.

## What can you do next with this subject?

Music is an important part of many media and entertainment industries. Job opportunities could include broadcasting, publishing, copyright, arts administration, teaching, performing, Music Therapy, composing and recording.

**For more information contact:** Mrs J Coles [jcoles@kesgrave.suffolk.sch.uk](mailto:jcoles@kesgrave.suffolk.sch.uk)

# GCSE Music



## Exam board and specification code:

WJEC Eduqas

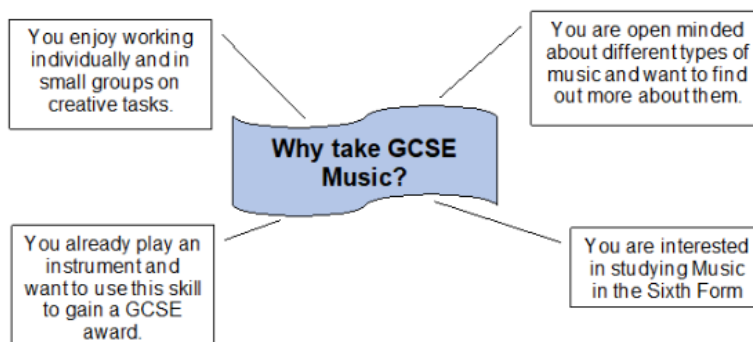
### Overview

GCSE Music continues from the work which is studied in Year 9. There are three main topics in the syllabus:

Performing (30% non-examined assessment)	Composing (30% non-examined assessment)	Listening and Appraising (40% written exam)
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The taught elements of all of the courses follow similar approaches. Students will be taught how to compose music in various styles (including rock/pop, musicals, blues and classical styles) using a number of different approaches (including musical pastiches, ICT, group and solo composition). There will be formal lessons on music theory and the various “Areas of Study” that are included in the syllabus (these include Musical Forms and Devices, Music for Ensemble, Film Music, Popular Music). These areas of study are taught through the analysis of set works – pieces that will form the basis of part of the listening and appraising exam in the summer of Year 11.

Music software such as Garage Band and Sibelius are formally taught during class times. Solo and ensemble performances are completed throughout the two years during class times.



### Assessment

For the Eduqas GCSE in Music, you will be asked to compose two pieces. One free composition and one based on a brief set by the examination board. You must also perform a solo and an ensemble piece – one piece to be linked to an area of study. Finally you complete a listening examination based on the areas of study that you have been taught during the course, this includes set works and unfamiliar. The composition and performance work are each worth 30% of the final exam and the listening exam is worth 40%. Non-examined assessments are marked by your teacher and then moderated by an external examiner. The written paper is marked externally.

### What can you do next with this subject?

There are many careers in which GCSE Music can be an integral starting point. These vary from the most obvious careers such as teaching and performing, to others such as broadcasting, publishing, copyright, arts administration, Music Therapy, composing and recording. GCSE Music provides opportunities for pupils to develop a number of personal skills that are valued by employees including team-work, dedication, analysis and creativity.

**For more information contact:** Mrs J Coles [jcoles@kesgrave.suffolk.sch.uk](mailto:jcoles@kesgrave.suffolk.sch.uk)

# GCSE PE



## Exam board and specification code:

Pearson / Edexcel 1PE0

Link to the [GCSE PE Specification](#)

## Overview

GCSE PE is an in-depth and challenging course which would suit pupils who are highly enthused, self-motivated, organised and hardworking. Although a practically focused subject, due to the weightings given to the final exams most of the work will be theory-based. Over the two-year course, pupils will have approximately two terms dedicated to practical development and 3 and a half terms to the theory. Link to [GCSE PE Yr9 information](#) page on Firefly.

**Theory** - This is the first step into the larger world of sports science, where pupils will study introductions into each component including; Anatomy and Physiology, Psychology, Sociology, Biomechanics and Kinesiology. Pupils will be challenged to apply their knowledge alongside their English language skills to communicate structured and in-depth responses to scenario-based exam questions.

**Practical** - A range of practical options will be studied and assessed throughout the course with pupils submitting their three highest scores to contribute towards their overall grade. Within lessons, pupils will be supported in taking ownership over their own development through planning and leading drills as well as analysing competitive situations. It is expected that students also attend extra-curricular club(s) to help develop their skills. Pupils are strongly recommended to regularly participate in at least one sport outside of school, to compliment what we can offer in school time.

If a pupil performs to a high standard in an activity which is not offered at school, they can be assessed externally by submitting film evidence.

Each sport has a detailed criteria where specific skills and competitive scenarios must be performed in to achieve a mark out of 35. Previous years have indicated that a regular participant at school representative standard would score around 25/35 which has been the expected level to gain a grade 6 in the practical component.

**Project** - Each pupil will be required to complete a "Non-examined assessment" (project) to plan, perform and evaluate a Personal Exercise Programme. This project links the theory work directly to practical performance and aims to allow each pupil to make improvements to specific areas of fitness relevant to one of their chosen sports. Pupils will need to adapt to the changes of classroom-based theory lessons and homework demands and show commitment towards independent development in their own time.

## Assessment

### Theory Assessment (60% of final grade)

Consisting of two exam papers (component 1 & 2)

Theory papers will consist of multiple choice, short answer and longer answer questions.

### Practical Assessment (40% of final grade)

Consisting of 3 activity performances (component 3) = 30%.

A written project, the Personal Exercise Programme (component 4) = 10%

Please note that activities can only be assessed if they are included on the permitted list found in the current specification, (also included in the "GCSE PE Yr9 information" on Firefly).

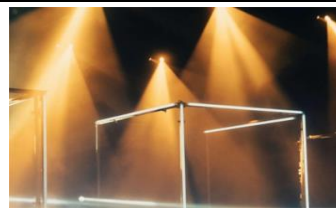
## What can you do next with this subject?

Employment opportunities where your skills will be particularly valued include; teaching, physiotherapy, nursing, fitness training, sports coaching and management.

**For more information contact:** Mr Roberts [sroberts@kesgrave.suffolk.sch.uk](mailto:sroberts@kesgrave.suffolk.sch.uk)



## Performing Arts Production (Level 2 Tech Award)



Exam board and specification code:

Pearson BTEC

Qualification No: 603/7054/3

### Overview

This course is for students with passion, enthusiasm and real interest in live theatre and an interest in the running of the Theatre as a vocation. It is **not** a performing course, but there will be a need to explore practically the styles and practitioners who make and create theatre.

We will look at technological aspects of performance with regards to learning about **props, costume, make up, sound and lighting**.

You will learn the basic **principles of production and performance styles** and then you will choose your specialist areas. You will be doing lots of practical; exploring practical performance styles, designing, using sound and lighting. It is all about the production side of Theatre, but the theory and research behind this underpins much of the learning. You must be prepared to work as hard on the practical making and designing as you do on the written tasks set.

If you love everything about the production of Theatre, then this is the course for you!

### Assessment

**The course will be divided into 3 equal parts. Each is worth a third of the overall marks.**

#### **Component 1: Exploring the Performing Arts**

You work will explore and study the practice and theory of dramatic performance styles as well as gain an understanding of how the production designers create and make within a theatrical environment. This unit is written and largely relies on your ongoing learning about Production and Style in the Theatre. You will get to try new skills in technical theatre and learn from professionals about how to plan, prepare and produce for the stage. **(Internally assessed portfolio)**

#### **Component 2: Developing Skills and Techniques in Performing Arts**

You choose ONE specialism and work as a designer learning how to navigate the rehearsal and production process pre-show (this will be seen in the form of a pitched presentation to an audience of peers where you will show research your and developed ideas for the design role chosen).

You will then demonstrate and apply your skills to the final performance. You will be assessed on your ability to reflect upon and evaluate the your design; reviewing the work you have completed and how you may improve it. You will be expected to take part in rehearsals outside of lesson time, as your production work will need close relationships built between production and performers.

**(Internally assessed portfolio)**

#### **Component 3: Responding to a Brief** (examined and supervised)

The exam board will give you a brief to respond to as a designer (in groups of 3-5). You will explore and prepare ideas and research in preparation for an externally set, supervised examination (3 hours). Within these 3 hours, you will need to complete the final task; developing the designs as if a real performance was to be produced. You will evaluate the effectiveness of your designs, giving possible ways you might improve your designs/skills or realised ideas. **(Externally assessed through a presentation to an audience; sent to the exam board)**

### **What can you do next with this subject?**

**Great preparation for post-16 study in:** Performing Arts Courses, Apprenticeships in industry (see National Theatre/Royal Opera House/Local Theatres), backstage management course, Theatre Rep jobs, any role requiring manual work or organisation.

**This will support higher education/careers in:** Various degree courses in Stage and Production roles for performance or media or Theatre management

**For more information contact:** Mrs C Close [cclose@kesgrave.suffolk.sch.uk](mailto:cclose@kesgrave.suffolk.sch.uk)

# GCSE Photography



## Exam board and specification code:

Edexcel 1PY0

## Overview

GCSE Photography is a popular and exciting subject. On this course you will develop your creativity, imagination and knowledge through sustained projects. You will learn about a variety of photographic media, techniques and processes. You will also develop an awareness of critical analyses of other artists and photographers' work which will help you to develop your own personal ideas and outcomes.

This course is not about taking 'snaps' but exploring and developing creative and imaginative imagery through the use of a digital camera. The manipulation of imagery using photo editing software will be a central way of working. Above all you will need a keen eye and imagination. The main aim of the course is to make you look harder and better at the environment, people, places and objects around you so that you can create new images that reveal these things in new and exciting ways.

Students embarking on this course are encouraged to have their own entry level DSLR camera if possible.

## Assessment

The GCSE course is split into two parts: coursework and a final examination unit.

### Component 1: Personal Portfolio

This component is worth 60% of your GCSE. You will produce a portfolio of work based on tasks agreed with your teacher.

This will consist of themed projects; each project will be based around a broad heading, eg "Places and Spaces". You will develop each of these over a monitored period.

### Component 2: Externally Set Assignment

This component is worth 40% of your GCSE. You will produce preparatory studies and personal outcome(s) based on a theme set by Edexcel.

The conclusion of this unit is a 10-hour controlled test during which you will produce a final outcome for the unit.

Both components are internally assessed and then externally moderated by the examination board at our end of course exhibition. All your work will be marked according to how well you have met the four Assessment Objectives of Develop, Explore, Record and Present.

## What can you do next with this subject?

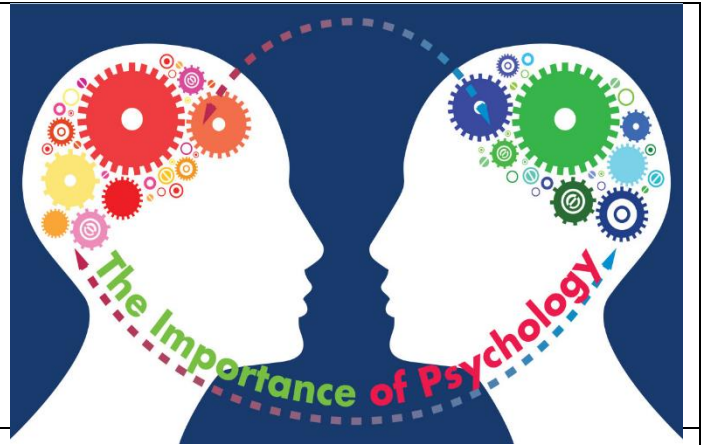
The course will provide you with skills which will open a variety of future career or educational options. The course is an excellent foundation for A Level Photography leading to a degree qualification in Photography or a Photography related field such as Fine Art, Graphic Design, Illustration, Animation, Film, Television and Media.

**For more information contact:** Ms F Clarke [fclarke@kesgrave.suffolk.sch.uk](mailto:fclarke@kesgrave.suffolk.sch.uk)

# GCSE Psychology

## Exam board and specification code:

Pearson Edexcel 1PS0



## Overview

Psychology is the study of behaviour and the mental processes that cause this behaviour to happen. In GCSE Psychology we study two papers which cover a wide variety of topics.

At GCSE level you study some of the following themes.

- *Development – how did you develop? Piaget’s theory of development and growth mind-sets*
- *Memory – how your memory works.*
- *Psychological Problems – mental health problems of unipolar depression and addiction*
- *The Brain and Neuropsychology – parts of the brain and how they work*
- *Social influence – why you behave differently when in a group; the influence of obedience and conformity on behaviour.*
- *Two Applications: Criminal Psychology which explores causes of criminality and treatments. Sleep & Dreaming which explores why we need sleep and whether dreams are meaningful.*

Psychology is the subject for you if you enjoy looking into the many reasons why individuals behave the way they do. It is, however, important to understand that Psychology is a very technical and broad ranging subject, demanding a great range of skills such as analysis and evaluation as well as demonstrating knowledge of psychological theories. Psychology is a science so will therefore involve scientific skills as well as some human biology.

Psychology will help you to develop your evaluative and interpretive skills as well as giving you an awareness of the many applications and implications of Psychology in everyday life. A genuine interest in scientific enquiry will also help you if you want to study Psychology. When making the decision to take Psychology, don’t dismiss the subject as difficult, no matter what your ability, you will develop useful skills and maybe surprise yourself.

## Assessment

You will be assessed through two external exams at the end of Year 11.

- Paper 1 is 1 hour 45 minutes and is worth 55% of your final mark
- Paper 2 is 1 hour 20 minutes and is worth 45% of your final mark.
- The exams have a variety of multiple-choice, short-answer and extended open-response questions, and there is no tiering - all students will sit the same examination.
- All examination papers will be taken in the summer of Year 11.
- Grades will be awarded on a scale of 9 to 1.

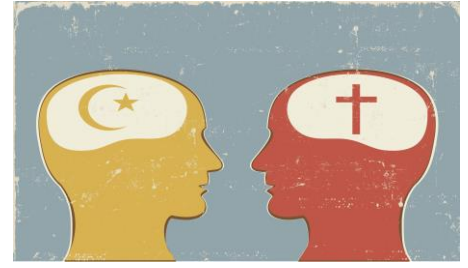
There is no coursework for GCSE Psychology, but you will be required to complete a number of short practical investigations throughout the course which will be internally assessed, helping you to develop skills to apply in the exam.

## What can you do next with this subject?

Psychology allows you to understand individual behaviour and as a result is excellent for any career path which involves working with people. However, there are direct careers into the Psychology profession, such as Forensic Psychology, Child Psychology, Clinical Psychology, Health Psychology, Educational Psychology and Counselling/Therapy.

**For more information contact:** Mrs L Hands [lhands@kesgrave.suffolk.sch.uk](mailto:lhands@kesgrave.suffolk.sch.uk)

# GCSE Religious Studies



## Exam board and specification code:

Edexcel 1RB0

### Overview

This course allows you to study two world religions: Christianity and Islam. Both religions have a massive impact on the world we live in. Throughout the course you will: develop your knowledge and understanding of the beliefs, values and traditions of the chosen religions; consider religious responses to moral issues and investigate the fundamental questions of life raised by religion and human experience. You will also look at a non-religious response and develop your own opinions on many topics which affect us all today.

Although the course is looking at two particular religions, it is set up so that you study what they say through different topics so it is not expected that you should have any prior knowledge of either religion.

### Year 10

#### Religion and Ethics- Christianity

- **Beliefs**- core Christian beliefs such as the trinity and salvation.
- **Marriage and Family**- debate around family both religious and societal views.
- **Living the Religious Life**- how Christians put their beliefs in practice such as worship.
- **Matters of Life and Death**- ethical and moral issues around abortion, euthanasia and life after death.

### Year 11

#### Religion, Peace and conflict- Islam

- **Beliefs**- core Islamic beliefs looking at both Sunni and Shi'a Islam.
- **Crime and Punishment**- the ethics and aims of punishment in religion and society, including looking at capital punishment.
- **Living the Religious Life**- how Muslims put their faith in practice looking at the five pillars of Islam.
- **Peace and Conflict**- looking at the ethics of war, can it ever be justified and if pacifism is the correct view?

Link to complete specification-

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html>

Link to example materials- click on sample assessment material and then GCSE full course

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

### Assessment

This is a 100% examination-based course, there is NO coursework

You will be taking both examinations in Year 11 during the summer examinations. Each examination is 50% of your overall grade.

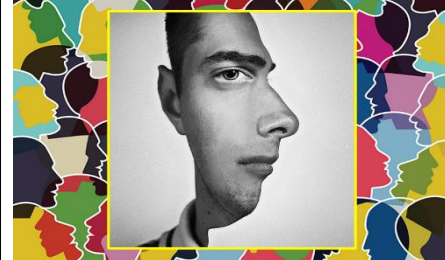
### What can you do next with this subject?

Religious Studies is designed to help you develop your knowledge but also to gain skills in expressing a variety of opinions, understanding different concepts and ideas, encourage debating skills and encourage the ability to write a clear and coherent argument. It is a subject that can lead to many A Level options within humanities and is useful for jobs which involved working with the public as you have an understanding of the variety of viewpoints people hold. Religious studies is a subject which can be applied to jobs such as the public sector or law, as examples.

**For more information contact:** Mrs K Korbani [kkorbani@kesgrave.suffolk.sch.uk](mailto:kkorbani@kesgrave.suffolk.sch.uk)

# GCSE Sociology

GCSE Sociology @ KHS



**Exam board and specification code:**

[Eduqas - C200QS](#)

## Overview

Sociology is the study of society and the way it shapes people's behaviour, beliefs and identities. It enables us to make better sense of a rapidly changing world and gives us the opportunity to question things we may currently take for granted. Moreover, it helps us better understand ourselves and how the way we think, behave and live are the result of our social environments. Key themes that run throughout GCSE Sociology focus on power, inequality, culture and identity; and these are considered in terms of how they intersect with issues such as class, gender, ethnicity and age. Still confused? [Listen to Mr Hewitson explain it](#) during an interview on *The Sociology Show* podcast.

[A variety of topics are covered at GCSE level.](#) These can be categorised and broadly summarised as:

- Key concepts and processes – identity, socialisation and culture
- Families – structures and patterns, sociological theory, social change, equality in relationships
- Education – sociological theory, processes within education, patterns of achievement
- Sociological research methods – methodologies, sampling, practicalities, ethics, analysis
- Stratification and differentiation – power, inequality and classic and modern sociological theory
- Crime and deviance – social control, sociological theory, data sources, crime and social groups
- Applied methods of sociological enquiry – research processes, data interpretation

Throughout studying GCSE Sociology you can expect to enjoy a variety of lesson styles that include teacher-led instruction, independent research, writing skills, group work, presentations and the occasional video.

Sociology is an engaging subject but one that is heavily essay-based. As such, we do not recommend Sociology for students who do not enjoy extended pieces of writing. However, if you are someone who doesn't necessarily follow the crowd (but are fascinated by their behaviour) and who enjoys finding out about what's really going on in the world, then Sociology will be for you!

## Assessment

The GCSE Sociology course is 'linear', meaning you are assessed entirely on the examinations taken at the end of Year 11. There are two examinations, each worth 50% of the final mark and each lasting 1 hour 45 minutes.

[Exam 1](#): covers key concepts and processes, families, education, and sociological research methods.

[Exam 2](#): covers social stratification and differentiation, crime & deviance, and applied methods.

## What can you do next with this subject?

Sociology particularly complements other GCSE subjects that are based around reading and writing. Specifically, it helps students develop key [transferable skills](#) such as written and verbal communication, critical analysis, empathy and independent thinking - all highly desirable skills in the contemporary labour market.

Sociology provides a firm grounding for a wide range of careers including those within the legal, political, marketing and teaching professions. It is also useful for those interested in social work, the emergency services and the media.

# GCSE Spanish

(New specification first teaching 2024)

Exam board and specification code:

Edexcel / 1SP0



## Overview

Learning Spanish will enable you to communicate effectively in a rapidly changing global society whilst also learning to appreciate the diverse culture and customs of others. The GCSE for Spanish aims to develop in all students the ability to use language effectively for the purposes of practical communication in the four main skills areas. These mirror the development of the languages in Years 8 and 9.

The course involves the detailed study of a range of topics that deal with everyday life both in the UK and the countries in which Spanish is spoken. These include My Personal World, Lifestyle and Wellbeing, My Neighbourhood, Media and Technology, Studying and My Future, and Travel and Tourism. These are topics that you have already touched upon at KS3, so you already have a lot of the skills needed to succeed. You will also practise transactional language that you could use abroad on holidays or at work, as well as learning about the culture of Hispanic countries.

Language learning is skills-based; use of verbal and non-verbal communication, thinking on your feet, problem solving, using gist and inference and multi-tasking are just a few skills that you will develop every lesson in order to overcome language barriers. These are also exceptionally transferrable skills highly sought after by employers.

## Assessment

The study of these topics will be divided up over the 2-year course. Assessment will take place in the four skills of LISTENING, SPEAKING, READING AND WRITING with each skill having an equal 25% weighting. All skills are assessed by final examinations in Year 11.

There are tiers of entry for all four exams, however students have to be entered at the same tier for all skills. The speaking exam is conducted by the class teacher and sent off for marking.

There is a core vocabulary list consisting of 1200 words for Foundation and 1700 (the 1200 from Foundation plus an extra 500) for Higher, and all listening and reading tasks will select only from this list, some of which pupils have already covered extensively in their KS3 studies.

## What can you do next with this subject?

- A level 2 pass is a component of the “English Baccalaureate” and thus a benchmark of a more rigorous programme of academic study.
- Future employers will require those with “all-round” qualifications, not just specialists in one area, so language skills are advantageous as they provide you with a range of cross-curricular skills and knowledge.
- A GCSE in a language is a highly valued skill, desirable for entry to some universities and an essential tool for study of a language at A Level.
- Most employers are not looking for employees to be fluent in a foreign language, but to have conversational ability, which will give a good impression, help to build relationships and make new contacts. The GCSE course is perfect for this.

## Did you know?

Spanish is the second most spoken language in the world in terms of numbers of native speakers. Being able to speak and communicate in Spanish is therefore a skill which is highly valued by employers, particularly when combined with another skill area. The course includes the four skills of listening, speaking, reading and writing as well as translation skills. It will also improve your social skills, give you a sense of achievement, and the language skills that you develop could be a valuable tool when you travel abroad for either business or pleasure. With more than 30% of UK businesses wanting people specifically for their language skills and 77% of British exporters believing that they lose business because they can't speak other languages (exporters with language skills achieve on average 45% more sales), plus 8 out of 10 companies worrying that cultural differences affect their work, language skills are an essential part of the future.

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# BTEC Sport



Exam board and Specification code  
Pearson BTEC QAN Code – 603/7068/3  
Tech Award Level 1 / 2 in Sport  
Link to [BTEC Sport Specification](#)    [Link To Yr 9 BTEC Sport Firefly page](#)

## Overview

### What's great about this course?

This will be an ideal choice for someone who would prefer to complete coursework throughout the two years with grades being banked as you progress through the course. Only one of the three assessments is examination-based. Within this course there will be a mixture of classroom theory lessons and occasional practical sessions in which pupils will need to learn information which will be used to complete assignments or prepare for the examination. The amount of theory within the course is similar to that within GCSE PE, but pupils will need to produce assignments and complete an examination at the end of the two years.

### This is not the course for you if you do not have a passion and interest in Sport!

Your examination will be studying the different types of fitness and how to train and test them. Your written assignments will focus on how to prepare participants for physical activity, as well as the role and responsibility of officials in sport.

Since 60% of the final grade is assessed through written assignments, the course places importance on literary skills therefore having a strength in English is desirable.

### It is important that pupils understand there will be many classroom and computer room-based lessons.

BTEC Sport is a unit-based qualification, with all pupils having to complete 3 units to pass the qualification.

The students who will be most successful on this course are the ones who show:

- An interest and commitment towards sport
- Enthusiasm for theory lessons
- Strong essay writing skills
- Ability to work independently to meet deadlines

## Assessment

It is mandatory for pupils to complete all three units. Components 1 and 2 are worth 30% of the overall grade, with the exam being worth 40% of the overall grade.

Core Units	Key Tasks
COMPONENT 1 Preparing participants to take part in sport and physical activity. <b>Internal Assignments – 30%</b>	<b>Explore:</b> type and provision of sport and physical activity, for different types of participants. Examine equipment and technology required to take part. To be able to prepare participants to take part in sport.
COMPONENT 2 Taking part and improving other participants sporting performance. <b>Internal Assignments – 30%</b>	<b>Understand:</b> Different components of fitness. Be able to participate in sport and understand the role and responsibilities of officials. Demonstrate ways to improve sporting techniques.
COMPONENT 3 Developing fitness to improve other participants performance in sport and physical activity. <b>1.5hour 60-mark exam – 40%</b>	<b>Explore:</b> fitness, fitness testing, training methods and fitness programming in order to improve sports performance.

Within the assignments, to progress from a Pass through to a Distinction, pupils must complete more written work in terms of quantity and detail showing an increasing level of understanding and analysis. The examination unit is assessed through a 60-mark examination which includes short and long written answers.

### What can you do next with this subject?

This course directly leads to BTEC Level 3 Sport. It can also lead to A Level PE. Sport is a very varied and wide field of study and has many career paths. This course will provide pupils with leadership skills, literacy skills and an understanding of personal training and testing. Many of our past pupils have gone on to complete additional officiating and coaching qualifications in various sports as a result of their enjoyment of BTEC Sport.

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# GCSE Textiles

**Exam board and specification code:**  
AQA GCSE Art and **Design** (Textile Design) 8204



## Overview

During the course you will explore a wide range of subject specific skills and techniques, building upon those you have developed in Year 7-9 and learning new techniques and processes. Textile specific workshops in class will include *pattern cutting and garment construction, including draping and modelling which will then be developed with surface techniques such as fabric dyes and paints, screen printing, stencilling, sublimation printing, batik, machine and hand embroidery, applique and embellishing.*

AQA Art and Design: Textile Design is a vibrant, dynamic course which allows you to explore contemporary fashion and textile designers, a range of practical processes across two and three dimensions and explore your own personal interests. A passion for the tactile nature of materials, techniques and surfaces is essential to the course along with good visual skills. However, enthusiasm is also vital: skills and techniques will be taught in lesson workshops, it is practice and commitment that will bring positive results.

During Years 10 and 11 students complete a number of coursework projects, this is called the 'Portfolio' which accounts for 60% of your final GCSE grade. Each of the coursework projects is based around a broad heading such as 'Structures', enabling students to develop their skills and understanding of textile techniques, whilst also giving the students creative freedom to explore their own ideas.

## Assessment

The GCSE Textile Design course is split into two parts: coursework projects and a final examination project. You will produce an examination project during the Spring Term of Year 11 which accounts for 40% of your final grade. The theme is set by the examination board and you will choose appropriate textile artists/designers, explore materials and techniques and personal ideas for your work. This will lead to the 10-hour practical examination under controlled conditions, during which you will produce the final piece.

## What can you do next with this subject?

The Textile Design course will develop your visual communication, creative and practical skills. The course will equip you with the skills and understanding to pursue a range of careers within the fashion, textiles and creative industries. The course provides an excellent foundation for A Level courses leading to apprenticeships or a degree in fashion and costume design, fashion branding and marketing, Garment technologist, Fashion illustrator, Personal stylist/personal shopper, Visual merchandiser, Fashion writer, Fashion blogger/vlogger, Fashion photographer/filmmaker

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