



Year 9
GCSE Study
2024 -2026



Valuing Everyone
Caring for Each Other
Achieving Excellence

Contents Page

	Page
Introduction	3
• GCSE Study 2024-2026	
• The importance of English and Mathematics	
• The English Baccalaureate	
• End of course exams	
• Vocational qualifications	
• Spelling, punctuation and grammar	
• Triple or Combined Science	
 CORE SUBJECTS	
• English	9
• Mathematics	10
• Science:	
○ Triple Science	11
○ Combined Science	12
• Religious Studies	13
• Core Physical Education	14
• Personal Development	15
• Geography	16
• History	17
• Modern Foreign Languages	18
 Optional Subject	
Business and Computer Science	
• Business Studies.....	20
• Computer Science	21
 Creative Arts	
• Art and Design	23
• Drama	24
• Music	25
• Textile Design	26
 Food	
• Food Preparation and Nutrition (GCSE).....	27
• Hospitality and Catering.....	28
 Design and Technology	
• Design and Technology GCSE.....	29
○ Design Engineering Thread	
○ Product Design Thread	
• Vocational Engineering (WJEC Level 1 / 2 Award – GCSE equivalent)	30
 Physical Education	
• PE (GCSE).....	31

Introduction

GCSE Study 2024-2026

At Tapton School our mission statement is 'valuing everyone, caring for each other and achieving excellence'. Our curriculum model across all year groups supports this vision. We believe that our students have a curriculum programme in Year 10 and Year 11 that enables them to achieve both breadth and depth in their learning.

GCSE qualifications require subjects to be studied in much greater depth than in the lower part of the school and that means more time is needed for each subject. It will no longer be possible to fit in every subject that has been previously studied and therefore we must tailor the GCSE curriculum, so that it not only suits an individual's interests and future plans but also facilitates the study of the core curriculum outlined by the government. This booklet provides information about the courses on offer at GCSE and will help to make informed decisions around GCSE study.

Once we have collated the information regarding which subjects all students in Year 9 intend to study at GCSE, we will create a timetable that meets the choices of as many students as possible within our staffing and budgetary constraints. Subjects will be placed into option blocks which may create clashes for some students. In this instance we would then ask you to choose an alternative subject.

The Importance of English and Mathematics

English and Mathematics remain the keystone of success for all students. They ensure students can progress to the next level in education and in employment and have become the single most important measure of success for both schools and students. A key factor to consider is **the certainty of achieving at least a Grade 5 in English Language and a grade 4 in Mathematics** which is currently **a key entrance requirement for Tapton Sixth Form**.

The expectation that all students achieve well in both Mathematics and English is also absolutely central to our curriculum offer as this will underpin students' success after leaving Tapton. Achieving a broad range of GCSEs including both English Language and Literature and Mathematics is widely regarded as a secure foundation for future study and progression.

From 2024 the DfE will make the following a headline performance measure for schools:

- the percentage of pupils entered for Biology, Chemistry and Physics and the number of entries into Languages.

It remains the intention of the government for schools to deliver an ambitious, broad and balanced GCSE curriculum which includes the full EBacc qualification and schools are encouraged to ensure as many students as possible are entered for the full EBacc.

All teenagers who do not achieve good GCSE grades in English and Mathematics must continue studying the subjects beyond the age of 16. All students who have the potential to achieve a good GCSE grade in English and Mathematics must do so - this message is very clear.

The English Baccalaureate

The English Baccalaureate (EBacc) was introduced as a performance measure in the 2010 performance tables. It is not a qualification in itself. The measure recognises where students have secured a Grade 5 or above across a suite of academic subjects – English, Mathematics, History or Geography, the Sciences and a Modern Foreign Language. This is part of the current government's emphasis on the importance of a curriculum that is largely academic. The subjects which are included in the EBacc are designed to give students the opportunity to study a broad core of topics whilst ensuring that doors are not closed to them in terms of future progression. Some other subjects such as Religious Studies are also seen as providing good preparation for university study.

A study by the London Institute of Education and Surrey University also highlighted the positive impact that achieving success in the broad range of EBacc subjects has on access to top universities and on leading to future professional careers.

The government has stated that they expect the majority of students beginning GCSEs to follow the EBacc. We therefore expect that the majority of our students will follow the full EBacc route. This means studying both a Modern Foreign Language and either Geography or History. In exceptional circumstances there may be some students who do not pursue the EBacc owing to a specific and identified educational

need. Owing to the central importance of a broad and balanced academic curriculum ALL Tapton students must choose at least one EBACC subject.

End-of-course Exams

The changing nature of GCSE assessments has led to a significant increase in the number of examinations to be sat at the end of Year 11. For all two-year GCSE courses all external exams have to be taken at the end of the course. This means that re-sits of individual modules are not possible and in the majority of subjects there is no coursework or controlled assessment. Students who undertake Triple Science can achieve 10 GCSEs and 9 GCSEs are attainable for those students who study Combined Science. All GCSE subjects are graded with a 9-1 qualification.

Vocational Qualifications

Vocational courses offer something very different from GCSE. They are more practical, closely related to the use of the subject in people's working lives and will lead to a different type of qualification which will open up some wider progress routes post-16.

There has been a wide review of vocational qualifications both within and following the Wolf Review. Some consequences are that only high quality, rigorous vocational qualifications will count in performance tables, and they will be included on a one-for-one basis with academic qualifications, under guidance announced by the Department for Education.

Qualifications will only count if:

- they offer students proven progression into a broad range of further qualifications or careers post-16, rather than narrowing students' options.
- they are the size of a GCSE or bigger.
- they have a substantial proportion of external assessment and require students to use knowledge across their subject.
- they have grades such as 9-1 (those with simple pass or fail results will be excluded).

Most vocational courses will be awarded at grades: Level 1 (equivalent to a GCSE grade 1) and Level 2 passes at Pass, Merit and Distinction (equivalent to GCSE grades 4 to 8). All our vocational courses will be offered within school, taught by Tapton teachers and will not require attendance at college.

Spelling, Punctuation and Grammar

Marks for accurate spelling, punctuation and use of grammar are now a key part of all GCSE exams that have a sufficient written English element.

Triple or Combined Science?

Previously Tapton had a pathway system where students were guided on to the Dark Green pathway matriculating in Triple Science or the Light Green pathway matriculating in Combined Science. We are now moving away from a Pathway system to ensure that our curriculum is more inclusive and ensuring high expectations for all.

In Y10, all students will study Biology, Chemistry and Physics. After the assessment week in October of Y11, discussions will take place in school as to whether students should matriculate in Triple Science or Combined Science. This decision will be guided not decided, meaning that throughout the year we will monitor how students are progressing in the Sciences and Maths (as Maths is essential to progress in the Sciences) and advising the appropriate course to follow.

An atypical GCSE Curriculum

GCSE Y10 – First Year of study

Subject	Number of Hours
English	5
Maths	4
Science (Biology, Chemistry and Physics)	6
Core PE	2
RE	1
Modern Foreign Language (French, German, Mandarin or Spanish)	2/3 (depending on Timetable block)
History/Geography	2/3 (depending on Timetable block)
Optional Subject	2/3(depending on Timetable block)

GCSE Y11 - Second Year of study

Subject	Number of Hours
English	5
Maths	3
Science (Biology, Chemistry and Physics)	6
Core PE	2
RE	1
Modern Foreign Language (French, German, Mandarin or Spanish)	2/3 (depending on Timetable block)
History/Geography	2/3 (depending on Timetable block)
Optional Subject	2/3(depending on Timetable block)

Making the Right Choice

As part of our GCSE curriculum, there is the possibility to select between History and Geography and to choose a further additional subject. It is important that you make the right choice for you so that your curriculum is bespoke to your interests and future career path.

Reasons for Choice

There are many wrong reasons for choosing a subject for example because friends have chosen it or liking the teacher. Friends come and go, and this year's teacher may not be next year's. The only sensible reasons for choosing a subject are as follows:

- **Enjoyment** - Choose a subject you really enjoy. The course will last for two years - if there is no liking for the subject in the first place it is very easy for things to go wrong. But beware... be sure that the reasons for liking the subject will still apply in two years' time and weren't just a passing phase based on one unit of work in Year 9. Once the timetable is in place it is very difficult to make changes and no changes can be made following Friday 27th September 2024.
- **Ability** - Choose a subject you excel at. It is important to choose a subject in which you are successful rather than another where you may do less well as things get harder - your Year 9 Tracking should help you decide which subject this is.
- **A Balanced Education** – A balance in your choice of subjects provides you with a wider range of opportunities. For example, balance will result in keeping open doors that over-specialisation might otherwise close and will provide a fuller, more rounded education which will develop your whole personality.
- **Career Relevance.** You may not know exactly where you are going just yet, but even if there is only a vague idea it can be worthwhile finding out which subject would be essential or useful.

How to Make the Choice

Please read all the information in this booklet provided by Subject Leaders. At the end of GCSE Study 2024-2026 Week on Friday 2nd February we will be releasing the GCSE Study 2024-2026 Form electronically, which we hope will guide you through the process of selecting. It should be completed on or before the deadline of Friday 9th February 2024. If forms are submitted early, this will help us to make sure that all students have the best chance at getting their first subject choices.

Any forms submitted after the deadline will make it more difficult to timetable as some classes may already be full.

After the Choice

As teachers, we may feel the need to get back to you for further discussion if we have reservations about the choice of subject you have made. We may also find that, as excellent as the choice may seem, we cannot fit it into the school timetable or cannot afford to run a subject if too few people have chosen it. If this is the case, we'll offer you a fresh choice from within the subjects remaining.

Who can help and advise students and parents?

Information about GCSE Study 2024-2026 will be shared in the following ways:

- Year 9 Spring Term Tracking (sent home in January)
- Year 9 GCSE Study 2024-2026 Information Evening (7.00pm Thursday 11th January 2024)
- Year 9 Progress Evening (Wednesday 17th January 2024), where you will be able to talk to teachers
- Year 9 GCSE Study 2024-2026 Week (week commencing Monday 29th January 2024)
During this time students will learn about the GCSE courses in their History, Geography, MFL, DT, Art, Drama, PE, English, Maths, Science, RE, Music and Personal Development lessons
- Personal Development lessons
- Subject Teachers,
- Form Tutors,
- Y9 Year Leader - Mr Heath
- Assistant Headteacher – Curriculum - Mrs H Morris

A Careers Advisor will be available for drop-in sessions, but meetings can also be booked for students and parents. If you are unsure about how your choice will support your career path, then this meeting may be helpful.

Your GCSE Study 2024-2026 form should be submitted by the deadline of **Friday 9th February 2024**.

Following the submission of all forms, Mrs Williams, our Curriculum Manager, will begin the mammoth task of creating a timetable for each student. Mrs Williams, Ms Grewal or Mrs Morris may need to meet with you and your parents if it is proving to be difficult to construct your bespoke timetable.

Ms Rhodes
Headteacher

Ms H Grewal
Deputy Headteacher

Mrs H Morris
Assistant Headteacher



Core Subjects

**All students will study the following
core curriculum**

English
Mathematics
Science
Religious Education
Core Physical Education (P.E)
Personal Development
History or Geography
Modern Foreign Language

English

GCSE English Language and GCSE English Literature follows the AQA 9-1 GCSE specification.

The English Department offers students the opportunity to study both English Language and English Literature at Key Stage 4 through two separate GCSE qualifications.

Basic Requirements:

English Language

- Students are assessed through two examinations at the end of Year 11.
- Paper 1: 'Explorations in Creative Reading and Writing'. Students are assessed on their ability to analyse a fiction text and create a descriptive or narrative piece of writing.
- Paper 2: 'Writer's Viewpoints and Perspectives'. Students are assessed on their ability to analyse non-fiction texts, one of which will be from the 19th Century, and create a text arguing from a specific viewpoint.
- Each paper is worth 50% of the overall GCSE.
- There is also a non-examined Spoken Language element to the course, to develop and encourage students' speaking and listening skills.

English Literature

- Students are assessed through two examinations at the end of Year 11.
- Paper 1: "Shakespeare and the 19th Century Novel". Students are assessed on their ability to write in detail about extracts from a Shakespeare play and a 19th Century Novel and the play and novel as a whole.
- Paper 2: 'Modern Prose or Drama and Poetry'. Students are assessed on their ability to analyse a modern play or novel, compare two poems they have studied and analyse a previously unseen poem.
- Paper 1 is worth 40% of the final GCSE grade; Paper 2 is worth 60%.

Entitlement

All students are given the opportunity at Key Stage 4 to study both Language and Literature, resulting in two separate GCSE qualifications.

Mathematics

**Maths follow the OCR syllabus J560.
There are two tiers of entry: foundation tier and higher tier.**

Understanding the Tier System:

Foundation Tier

- Assesses grades **5** to **1**.

Higher Tier

- Assesses grades **9** to **5**.

The Tier of study will be determined by your progress in years 7, 8 and 9.

Your final tier of entry will be determined by performance in class, outcome of homework and assessments during year 10 and 11.

Students who are on course to achieve a **grade 5** will be entered for **Foundation**.

Assessment

The final assessment for both tiers will consist of three papers of equal length with identical weightings of subject content. Each exam paper will be 1 hour and 30 minutes long. Paper 2 is non-calculator.

The assessment will require students to demonstrate their knowledge of the full content for their tier, draw on knowledge that they have gained from studying mathematics in earlier key stages and apply this to problem solving.

The final grade awarded to students will be derived from their performance in these three exams taken at the end of Year 11.

Students will be using Hodder Mastering Mathematics for OCR GCSE textbooks and supporting online resources.

Students are expected to have a **scientific calculator (CASIO FX85 series)** for **all Maths lessons** and will be expected to have a set of mathematical instruments – ruler, pair of compasses, protractor.

Triple Science

Triple Science OCR

These courses are in the Gateway Science Suite: OCR GCSE Biology A, OCR Chemistry A and OCR Physics A

This course leads to three separate Science GCSE qualifications (GCSE Biology, GCSE Chemistry and GCSE Physics). This means that pupil ability in the three separate branches of Science is assessed independently.

It provides students with a wide knowledge and experience of Science and is therefore the ideal preparation for progression to AS/A Level Science courses. The course offers the opportunity for in-depth study of the 3 separate Sciences.

Students have 6 periods of Science in Year 10 and Year 11.

Course Summary

Students will study the following modules of work for each of the 3 separate courses.

Biology modules	Chemistry modules	Physics modules
B1 Cell level systems	C1 Particles	P1 Matter
B2 Scaling up	C2 Elements, compounds & mixtures	P2 Forces
B3 Organism level systems	C3 Chemical reactions	P3 Electricity
B4 Community level systems	C4 Predicting & identifying reactions & products	P4 Magnetism
B5 Genes, inheritance & selection	C5 Monitoring & controlling chemical reactions	P5 Waves in matter
B6 Global challenges	C6 Global challenges	P6 Radioactivity
B7 Practical skills	C7 Practical skills	P7 Energy
		P8 Global challenges
		P9 Practical skills

External Assessment

Each GCSE is assessed by two 105-minute external examinations.

Examination	Biology	Chemistry	Physics
Paper 1 - 50 % Covering the first half of the specification (modules stated above) and practical skills	B1 B2 B3 B7	C1 C2 C3 C7	P1 P2 P3 P4 P9
Paper 2 - 50 % Covering the last half of the specification (modules stated above) and practical skills	B4 B5 B6 B7	C4 C5 C6 C7	P5 P6 P7 P8 P9

Combined Science

Combined Award OCR

OCR GCSE Combined Science A – this course is in the Gateway Science Suite of courses

This course leads to two separate grades in the GCSE qualification Combined Science. This means that pupil ability in the three separate branches of Science are assessed together.

It will appeal to students who have an interest and ability in all branches of Science. The final grades are determined on performance in all three branches of science (Biology, Chemistry and Physics). The course provides the depth and breadth of study for progression to all AS/A Level Science courses.

Students will have 6 periods of Science in Year 10 and Year 11

Course Summary

Students will study the following modules of work for the OCR GCSE Combined course

Biology	Chemistry	Physics
B1 Cell level systems	C1 Particles	P1 Matter
B2 Scaling up	C2 Elements, compounds & mixtures	P2 Forces
B3 Organism level systems	C3 Chemical reactions	P3 Electricity & magnetism
B4 Community level systems	C4 Predicting & identifying reactions & products	P4 Waves and radioactivity
B5 Interaction between systems	C5 Monitoring & controlling chemical reactions	P5 Energy
B6 Global challenges	C6 Global challenges	P6 Global challenges

External Assessment

Combined Science GCSE is assessed by six 70-minute external examinations. Each exam makes up 16.7% of the final GCSE.

	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5	Paper 6
Modules (broken down above)	B1 B2 B3	B4 B5 B6	C1 C2 C3	C4 C5 C6	P1 P2 P3	P4 P5 P6

Religious Studies

In Years 10 and 11 students continue and complete the GCSE Religious Studies course they began in Year 9. The syllabus being followed is EDEXCEL specification B - Full Course Module 1 Christianity and Module 2 Islam.

Schools have a legal responsibility to provide Religious Education for all students in Key Stage 3 and Key Stage 4. By beginning a full course in Year 9 we fulfil the legal requirements in both Key Stage 3 and Key Stage 4 with the added advantage of a full GCSE grade at the end of the course. The modules to be covered have been chosen because they maintain a balance between developing knowledge and understanding of the main beliefs of Christianity and Islam, and an examination of religious and non-religious responses to contemporary moral and philosophical issues.

The issues studied should be of interest to students because they will certainly affect everyone at some stage in their life and are regularly featured in the media. Candidates are encouraged to draw upon their own experience in order to evaluate these responses and to develop and justify their own reasoned opinions. The subject will also help students to develop analytical, interpretative and evaluation skills which will help them in other subjects.

From the point of view of qualifications, Religious Studies is at least as useful an indicator of a candidate's ability as any other subject. A qualification in Religious Studies is also extremely useful for any career which involves direct contact with people and requires some understanding of human nature, and any career which involves the use of texts. (The legal profession, banking, personnel management, teaching and the medical profession are some of the many careers which come under these headings.) It is highly regarded by universities as it requires students to display transferrable skills that will prepare them to study any other subject.

Candidates are not required to belong to any religious group and success in the subject is not measured in terms of personal faith and commitment. All that is required is an open and enquiring mind and a willingness to consider a range of responses to questions of religion, philosophy and morality.

Course Content

AREA OF STUDY 1: Religion & Ethics	AREA OF STUDY 2: Religion, Peace & Conflict
<p>Believing in God The Nature of God in Christianity (Trinity) Biblical creation stories and Christian responses Scientific theories about the origins of the universe the problem of evil and suffering including Christian responses to this.</p> <p>Marriage and Family Life The purpose of marriage and importance of family life. Gender equality and prejudice and discrimination. The role of men and women in life and the church Attitudes to sex, contraception and homosexuality Divorce and remarriage</p> <p>Living the Christian Life Prayer and Christian worship including the sacraments The role of the local church and the future of the Church in the UK Charity work and work for reconciliation and peace Pilgrimage The nature and purpose of missionary work</p> <p>Matters of Life and Death Origins and value of the universe, stewardship and dominion Christian Beliefs about life after death Non-religious arguments for and against life after death Sanctity of life, Abortion, Euthanasia</p>	<p>Belief in Allah The nature of God in Islam (Tawhid) The six beliefs and the five roots 'Usl ad-Din The nature and importance of angels and prophets and beliefs about life after death</p> <p>Crime and Punishment Causes of crime and aims of punishment and the need for justice The problem of evil and suffering Muslim beliefs about life after death and the Night of Power Capital punishment and the treatment of criminals Reconciliation and forgiveness</p> <p>Living the Muslim Life The history and purpose of Muslim holy books The Five Pillars and the ten Obligatory Acts The nature and history of Muslim festivals Jihad</p> <p>Peace and Conflict Sanctity of life Causes of Conflict The Just War Theory and the nature of Holy War Responses to terrorism and pacifism and the role of Islam in promoting peace</p>

Core PE

All students will have two hours per week of Physical Education throughout Year 10 and Year 11.

During these lessons students will participate in a number of activities including basketball, netball, lacrosse, ultimate frisbee, football, hockey, fitness, table tennis, badminton, rounders, athletics and tennis.

Our aim is to give students a break from their GCSE courses and gain the benefits of regular physical activity. We also aim to inspire students to find activities they enjoy and encourage them to take these beyond the school environment, hopefully leading to a healthy and active lifestyle beyond life at Tapton.

We continue to offer a wide range of extra-curricular opportunities to students in Years 10 and 11 and everyone is encouraged to get involved in clubs and school teams.

We also encourage students to get involved in coaching and helping younger year groups.

Personal Development

In Year 10 and Year 11 students continue to study Personal Development and this is delivered via drop down mornings every half term and a 20-minute form time session every week.

At Tapton we believe children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

The aim of Personal Development lessons is to give young people the information they need to enhance their physical and emotional well-being enabling them to become active citizens by developing and discovering their interests and talents.

We have identified 10 principles that students will work on during their time at school. These are:

1. **British Values:** Democracy, individual liberty, rule of law, mutual respect and tolerance
2. **Character:** Reflect wisely, learn eagerly, behave with integrity, cooperate
3. **Confidence, Resilience and Knowledge:** Mentally healthy, physically healthy, active lifestyle, healthy relationships
4. Promoting **inclusivity** and diversity of all protected characteristics
5. Enabling pupils to recognise risks to their own **wellbeing**.
6. **Prepare** learners for future success in education, employment, and training.
7. **Spiritual development:** Able to reflect on their own beliefs.
8. **Moral development:** Recognise the difference between right and wrong.
9. **Social development:** Practise using a range of social skills in different situations.
10. **Cultural development:** Understanding the wide range of cultural influences that shape individuals.

Geography

Geography follows the OCR B specification, 'Geography for Enquiring Minds'

- Are you interested in the world around you?
- Do you care about your local area, your city, your planet?
- Do other countries, landscapes and people fascinate you?
- Do you like to learn in a variety of ways, through maps, practical fieldwork, Geographical Information Systems (GIS) and media technology as well as through teachers and textbooks?
- Do you want to study a subject with links to Arts and Science subjects, helping you to make balanced subject combinations at GCSE and A Level?
- Do you want to study a subject that will take you places?

'Geography for Enquiring Minds' consists of 8 units of work under two categories, that are taught across Years 10 and 11:

Our Natural World:

- Global Hazards, Changing Climates, Distinctive Landscapes and Sustaining Ecosystems

Human Geography:

- Urban Futures, Dynamic Development, UK in the 21st Century and Resource Resilience

For more information about the topics above look at our GCSE display board or ask for a GCSE course leaflet which describes what you will be learning about in more detail.

Fieldwork Opportunities:

There will be a field trip to the city centre during Year 10 and a visit to the East Yorkshire Coast during Year 11.

How will I be assessed?

The course is assessed 100% through exams.

- Our Natural World
 - 35% of the whole GCSE
 - 70 marks
 - 1 hour 15 minutes
 - Physical fieldwork and geographical skills are also assessed in this paper
- People and Society
 - 35% of the whole GCSE
 - 70 marks
 - 1 hour 15 minutes
 - Human fieldwork and geographical skills are also assessed in this paper
- Geographical Exploration
 - 30% of the whole GCSE
 - 60 marks in
 - 1 hour and 30 minutes
 - A decision-making exercise based on the core units above

Future Opportunities?

Geography is considered valuable in many career areas as it provides a broad and balanced education, as well as developing a wide range of skills and understanding that is relevant to modern society. Careers can range from Volcanologist to Landscape Architect, from Environmental Engineer to Travel Agent and from Town Planner to Marine Hydrologist. I will be happy to provide you with further details about career opportunities or the course in general on request.

Mr A Kennedy
Subject Leader for Geography

History

History follows the OCR B specification

History continues to be amongst the most popular options at GCSE. Students of all abilities enjoy studying History because:

- They study a broad and diverse range of people, places, and periods.
- They learn in a wide variety of ways, to suit students' different needs and learning styles.
- They are provided with the opportunity to debate and explore a range of controversial issues and events.

You will be choosing a GCSE subject that;

- Is very highly regarded by colleges, universities, and employers.
- Develops your analytical, evaluative, and critical skills; these skills will make you an effective historian and, perhaps more importantly, will also equip you for a wide range of post-16 opportunities.

If you have enjoyed History in your first three years at secondary school, you will probably enjoy it even more at GCSE level.

What will I study?

Unit 1 – The People's Health c.1250 to present – a thematic study

This thematic study will allow students to understand changes in public health and wider social change in Britain across a broad period of time. They will discover how people lived during different periods and how they responded to diseases such as the Black Death, Spanish Flu and AIDS. They will look at the changing role of government at different times.

Unit 2 – The Norman Conquest, 1065-1087 – a British depth study

This unit will enable learners to get to grips with life in Saxon and Norman England. They will explore the dramatic events of 1066 and examine how much life changed in England as a result of Norman rule after 1066.

Unit 3 – The site study

Students will visit a historical site and examine a range of sources related to the site in order to build up a detailed understanding of the historical importance of the site itself and the events that took place there.

Unit 4 – The Making of America, 1789-1900 – a non-British period study

This will chart the growth of the USA from the first President in 1789 to its position as a global power in 1900. Students will study how America expanded and how this impacted on the cultures of white Americans, African-Americans and indigenous Americans.

Unit 5 – Life under Nazi Rule, 1933-1945 – a World depth study

This unit allow students to explore the impact of the Nazi dictatorship within Germany and across occupied Europe. They will examine;

- Control and opposition; terror and propaganda
- The differing impact on men, women and the young
- The impact of the war on the German people, including the growing persecution of Jews
- The impact of occupation in eastern and western Europe

How will I be assessed?

All units will be assessed by examination. Each unit is worth 20% of the final mark. There will be three examination papers; two worth 40% of the final mark, the other worth 20%.

French, German, Mandarin & Spanish

Modern Foreign Languages follow the AQA 9-1 specification

Modern Foreign Languages are popular subjects in which many students do very well. The GCSE course in Year 10 and Year 11 in all languages continues to develop the topics, techniques and the skills acquired and practised throughout Key Stage 3. The emphasis in lessons is on listening, speaking, reading, writing and translation. Homework includes practice in all the key skill areas.

Continuing to study the GCSE course in Year 10 and Year 11 will appeal to those students who have an interest in different countries and their people, languages and cultures. The course provides the depth and breadth of study needed for progression to AS and A Level courses.

Why study a foreign language?

There are now closer European and Worldwide links both in leisure activities and in business. The ability to understand and speak a second language is essential in today's global world. Continuing to study a modern foreign language ensures a rich and diverse secondary education and it is a highly regarded and desirable qualification which is often sought by high profile universities and employers especially with the introduction of the English Baccalaureate. Linguists develop many useful and transferable skills which complement the study of many other subjects.

There is now a wide range of university and vocational courses which include the study of another language. Many university courses now include an optional or obligatory language module both in Arts and Science degrees. Some now even require a language GCSE to access specific courses.

What will I study?

The GCSE French, German, Mandarin and Spanish courses follow the AQA specification and consist of three themes which are taught across years 10 and 11:

Theme One	Theme Two	Theme Three
Identity & Relationships	Free time activities	Travel & Tourism
Healthy living & lifestyles	Customs, festivals & celebrations	Media & Technology
Education & work	Celebrity culture	Environment & where people live

How will I be assessed?

The GCSE course has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier:

- **Paper 1 – Listening** (25% of the overall grade awarded) 35 minutes (Foundation), 45 minutes (Higher)
Questions in English, to be answered in English or non-verbally & a dictation in the foreign language
- **Paper 2 – Speaking** (25% of the overall grade awarded) 7–9 minutes (Foundation) 10–12 minutes (Higher)
The exam comprises of a role play, reading aloud in the target language, describing two photos and conversation generated by the topics of those photographs.
- **Paper 3 – Reading** (25% of the overall grade awarded) 45 minutes (Foundation), 1 hour (Higher)
Questions in English, to be answered in English or non-verbally and a translation from target language into English.
- **Paper 4 – Writing** (25% of the overall grade awarded) 1 hour (Foundation), 1 hour 15 minutes (Higher)
Varying lengths of written responses required in the target language including translation, short statements in response to stimuli, open ended writing tasks and structured writing tasks.



Option Subject

All students can choose one of the following subjects as part of their GCSE curriculum

Business Studies

Computer Science

Art and Design

Drama

Music

Food Preparation and Nutrition

Level 1 or 2 Hospitality and Catering

Design and Technology: Design Engineering and Product Design

Vocational Engineering

Textile Design

Physical Education

Business Studies

Business Studies follows the Edexcel 9-1 GCSE specification

A GCSE in Business offers an opportunity to study a business qualification that is engaging and inspiring, and which reflects the demands of a truly modern and evolving business environment. The qualification will enable students to develop as commercially minded and enterprising individuals and helps them to succeed in their chosen business career. The course will consider all the major departments of a business and their importance to the success of an organisation.

The qualification will enable students to gain experiences of practical and engaging case studies and allow real and relevant business examples to enter the classroom to engage students.

The main strands of the course are:

Theme 1: Investigating small businesses

- Enterprise and Entrepreneurship
- Options for small businesses
- Aims and Objectives
- Spotting a business opportunity
- Putting a business idea in to practice
- External Influences

Theme 2: Building a business

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

The GCSE in Business is assessed by way of a written exam for each of the two themes above.

The exams are 1 hour 45 minutes in length and examinations will consist of a combination of multiple choice and longer data response style questions.

Computer Science

Computer Science follow the GCSE OCR Computer Science (9-1) J277 specification

Computer Science is changing our world at an ever-increasing rate – why not drive the future?

Computer Science is changing every aspect of our lives. It is changing the way we work in every area from medicine and fashion to engineering and economics. Computing shapes how objects are designed, how we do business, how we communicate, how we entertain ourselves and how we understand our world.

Equip yourself for success in this ever-changing world with GCSE Computer Science

Computer Science skills are the second most in demand skills in the UK in 2018 (source data: Financial Times, 9th November 2018). It is one of the best routes into entrepreneurship, of the top 10 wealthiest people in the world, notice how many started in Computer Science. Computer Science helps you develop problem solving, numeracy, creativity, logical thinking, ethical awareness and legal acumen. These are 21st century workplace skills that are in high demand across job sectors.

Computer Science benefits our society – take part in transforming the world for good

We don't hear enough about the humane/unselfish side of computer science and the work professionals in this field do to make the world a better place. If you're looking to leverage your love of technology to make a difference, then rest assured computer science is an incredible career choice for someone who wants to change the world.

"We need bright and ethical people to understand our best and most powerful technologies to ensure they are used for good."

Computer Science is about problem solving, it is creative and collaborative

Our GCSE in Computer Science is engaging and practical; encouraging creativity and problem solving. We encourage students to analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. We encourage collaboration using approaches such as paired programming and team challenges.

In this GCSE you will:

- Experience programming and making new software
- Learn how computers and networks work
- Learn how networks allow computers to communicate locally and globally
- Discover how cyber-attacks happen and how hackers attack computers
- Solve computing maths problems
- Solve logical problems
- Think about ethical issues

GCSE Computer Science will enable you to:

- Develop understanding of current and emerging technologies, understanding how they work and how to apply this knowledge and understanding in a range of contexts
- Acquire and apply a knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming
- Develop computer programs to solve problems
- Acquire and apply creative and technical skills, knowledge and understanding of computers in a range of contexts
- Use their knowledge and understanding of computer technology to become independent and discerning users of computers, able to make informed decisions about the use and implications of different technologies
- Develop skills working with others through collaboration and problem solving.

The course prepares you for assessment in 2 units

Learners take Component 01 and Component 02 to be awarded the OCR GCSE (9–1) in Computer Science.

Content Overview	Assessment Overview	
<p>Computer systems</p> <ul style="list-style-type: none"> • Systems architecture • Memory and storage • Computer networks • Connections and protocols • Network security • Systems software • Ethical, legal, cultural and environmental impacts of digital technology 	<p>J277/01 Computer systems 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)</p>	<p>50% of total GCSE</p>
<p>Computational thinking, algorithms and programming</p> <ul style="list-style-type: none"> • Algorithms • Programming fundamentals • • Producing robust programs • Boolean logic • Programming languages and Integrated Development Environments 	<p>J277/02 Computational thinking, algorithms and programming 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)</p>	<p>50% of total GCSE</p>
<p>Practical Programming All students will be given the opportunity to undertake a programming task, to solve a problem or problems, during their course of study.</p> <p>Practical programming consolidates the learning across the specification through practical activity.</p>		<p>Formal Exam Board requirement</p>

Students should be advised that they must be prepared to undertake some mathematical work during this course and will require competence in this area.

Looking to the Future

If you want to go on to higher study and employment in the field of Computer Science, you will find that this course provides a superb steppingstone. Students who have taken a Computer Science GCSE and who then progress to study the subject at A Level or university will have a sound underpinning knowledge of this subject area.

Computer Science GCSE can be highly relevant to a student studying other subjects at A level or for a degree, as computing skills can enhance and overlap areas as diverse as computer-aided design and molecular modelling. The ability to understand technologies, such as data analysis, is in ever growing demand in academia, research and industry. Computer Science GCSE starts you on the steps to building these highly in demand skills.

Art and Design

Art and design follows the AQA 9-1 Specification

Have you enjoyed Art at Key Stage 3?
Are you interested in developing your skills in a range of media?
Are you creative, independent and enthusiastic?

In GCSE Art, Craft and Design you will have the opportunity to explore a range of exciting new media and techniques as well as embedding skills learnt and developed in Key Stage 3. These skills include ceramics, painting, observing in pencil and colour, 3D modelling and architecture, etching, print making, felting, silk painting, textiles and fashion, photography, ICT design and many more.

When you begin the course, you will take part in a series of workshops, including all of the above techniques as well as personalised workshops designed to build on your previous experiences in art and your own interests.

During the course you will have the opportunity to create your own projects, mixing your own ideas with ideas inspired by artists you have an interest in. You will be required to work from primary sources (objects that are in front of you), contextual sources (looking at the work of artists, designers, and craftspeople) and other sources to develop your ideas. The emphasis is on your personal response and development towards this point, using your research to develop exciting and interesting outcomes that demonstrate your skill and creativity. The portfolio element of the course is about learning to develop ideas, practising techniques, and responding in a creative and personal way covering 4 assessment objectives which are an extension of the ones used at Key Stage 3:

AO1: Context and research

AO3: Recording

AO2: Development and experimentation

AO4: Personal response

You will have the opportunity to visit the galleries and museums in a city renowned for their links to art and design, along with visiting the Yorkshire Sculpture Park as a starting point for your first and second projects. You will gain an understanding of how artwork is displayed, see work from a range of art and design movements and use this in the synthesis of ideas when back in school.

The GCSE comprises of 2 units which you will exhibit in May of year 11.

All the work you do in the classroom over two years, and for homework, is assessed as the coursework component. Unit 2, (from January of Year 11) is an externally set exam which offers you a range of briefs to explore in class with a controlled final piece over 10 hours.

Unit One: PORTFOLIO Coursework completed between September Year 10 and January Year 11 <ul style="list-style-type: none">• 2 or more completed project assignments (preparation / research / development / final piece)• Portfolio of work from the course (study sheets / homework book / experimental and workshop pieces)	60%
Unit Two: EXAM Externally Set Task in January Year 11 <ul style="list-style-type: none">• Question Papers from AQA issued from January 1st, preparation for exam• 10 hours supervised time (exam) to complete a final piece (early March)	40%

Please be aware that you will not be able to study both Art and Textiles at GCSE as they fall under the same qualification

If you are interested, creative, and enjoy developing your own ideas and responses, then this could be the course for you!

Mrs K Pilarek
Subject Leader of Art and Design

Drama

Drama follows the Eduqas (WJEC) GCSE specification

Drama is an active, enjoyable, creative subject, for people who like throwing themselves into things but who also have the maturity to think about other people and the way they would react in different circumstances. Students should be prepared to challenge themselves through practical exploration in a group workshop environment and have the good sense and understanding to be able to watch other people's performances, comment thoughtfully on the successes & also provide constructive critical feedback. Drama is for people who are outward going and yet have the wisdom to look closely and critically at themselves. It is a subject which stretches the most able, intellectually, and creatively, making them think on their feet and cooperate with others.

It is enjoyable and is different from other subjects as it encourages people to work with others as a team. It can lead to professional training or 'A' level Theatre Studies but is equally valuable in many careers involving working with people and thinking creatively to solve problems, from journalism to teaching, from nursing and social work to business management, in fact anything to do with people.

The GCSE Drama course involves performance, both scripted and improvised but that doesn't mean that everyone has to be assessed on their acting ability, because theatre is also about design - of set and costume - about the making of props and the application of make-up - and about technical skills in lighting and sound. Everyone will find out about these skills and have the opportunity of taking them further, if they wish, for their GCSE. Everyone will also have the opportunity of going out to theatres and experiencing professional productions.

To succeed in GCSE Drama you need three things:

1. Commitment.
2. Enthusiasm.
3. Willingness to try things you may not have done before.

Drama builds self-confidence, sensitivity, creativity, and the ability to work with others. Students who start off shy really develop by the end of the course. People who are really pushy learn how to work in a group. Everyone learns to think about others. If you'd like to do this, and you're prepared to work at it, join us.

Course Content: The Drama course consists of one coursework component, one performance and one written examined paper.

Component 1: Devising Theatre - Coursework – 40% (*Marked by your teacher & moderated externally*)

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 the exam board. 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: Performing from a text - Coursework – 20% (*This component is marked by a visiting examiner.*)

Learners will be assessed on **either** acting **or** design. Learners are required to participate in a performance from a text and will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions. Learners participate in **one** performance using sections from **two** extracts.

Component 3: Interpreting Theatre - 1 hr 30 mins written examination – 40% (*This component is marked externally*)

• **Section A: Set text**

- A series of questions on **one** set text. Learners will study one text and will approach the study practically as an actor, designer, and director. Learners must consider how the text is constructed and how performances create meaning through different characteristics of performance.

• **Section B: Live Theatre Review**

- **One** question from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Music

Music GCSE follow AQA specification

Do you love listening to, performing, or creating your own music? If so, this is the course for you!

GCSE music caters for every pupil with a passion for music of any genre. Over the two years of the course, you will develop the skills learnt in Key Stage 3, concentrating on the three main areas of performing, composing, and listening. You will either choose to specialise on an instrument/voice, or you may decide to go down the music technology route and perform through sequencing. The great thing about this course is that you can tailor your performing and composing coursework (60% overall) to your specific style. A typical GCSE group may include classical or folk musicians, guitarists or drummers who read tab or drum notation, students who already play an instrument and have lessons either in school or privately, students who currently don't have instrumental or singing lessons but have shown natural ability and aptitude in music lessons in school, and students who enjoy producing music electronically. It is highly recommended (but not compulsory) that students have tuition on their chosen instrument/voice and we have an excellent team of visiting instrumental tutors at Tapton across a wide range of specialisms. Financial support is available for Pupil Premium students to access these lessons.

Unit 1: Understanding Music (40%): During the course, students will listen to, and study, music from the three main areas of study: Western Classical Music, Popular Music and Traditional music. You will learn to identify important musical features using DR P SMITH (dynamics, rhythm, pitch, style/structure, melody, instruments, texture/tonality, harmony) plus you will study two set works in detail. The set works for starting to study in 2023 are Paul Simon's Graceland, and the Rondo from Mozart's Clarinet Concerto. At the end of the course there is a listening exam that includes a range of music from all genres and will include general questions based around identifying the main musical elements that you can hear. The exam will last 1 hour and 30 minutes.

Enrichment: All students experience a live performance during the course. In recent years these have included trips to the Royal Opera House, Covent Garden, The Palace Theatre, and The Bridgewater Hall in Manchester.

Unit 2: Performing Music (30%): In this unit students will complete one solo and one ensemble performance, both of which must be assessed during Y11. The performances are recorded and can be re-recorded where needed. The minimum number of minutes for both performances combined is 4 minutes. For a high mark in performance students should remember that the emphasis is very much on how accurately, fluently and musically the piece is performed rather than the difficulty level. As a rough guideline, pieces/songs between grade 3 and grade 5 standard are suitable for GCSE. Any instrument is acceptable, and students can also opt for sequencing, DJing or rapping. For the sequencing/music technology option, pupils choose existing tracks to recreate electronically using Soundtrap or the software of their choice.

Enrichment: All students are encouraged to take part in the many extra-curricular instrumental and vocal groups at Tapton. There are 4 concerts held throughout the year, with regular solo performance opportunities.

Composing (30%): In this unit students compose two different pieces of music, one in response to an externally set brief and the other a free composition in any style or genre. At the beginning of Year 10, we teach students how to use the computer software programmes Sibelius and Soundtrap and most students go on to use one of these for producing their final pieces. Students are permitted to use other music software that they are familiar with. The combined duration of the compositions must be at least 3 minutes.

The GCSE Music course is extremely practical, creative and fun! It suits any student who has an interest or flair for creating and performing music. The music staff will be happy to discuss further details about the course with individual students or parents – please do get in touch. It's not a prerequisite to have taken music in Year 9, but if this is the case you must have some interest in performing or creating music and have had experience of doing this in your own time throughout Y9.

Mrs G Page
Subject Leader for Music

Textile Design

Textile Design follows the Edexcel Specification

Textile Design is a creative and versatile subject that involves the use of fabric and textiles in the designing, creation and production of a textile product. Fashion design and illustration, surface decoration techniques and development of garments and other creative products will be explored. As well as the manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create designs and products.

In GCSE Textile Design students will develop the knowledge, understanding and skills required to build a portfolio of work that demonstrates the use of observation skills to record from sources, an awareness of the characteristics of materials and their functionality, how colour is used and can be applied to fabrics and how fabric can be developed in 2D and 3D ways. Students will explore the work of designers, artists, cultures, costume design, film and theatre and use this information to inform their work, as well as taking inspiration from a range of other sources.

Students will work in many ways to explore textiles which are suitable for the use in Fashion, Costume and theatre, Interiors and soft furnishings, printed fabrics and Textile Art and installations. Pattern cutting and construction skills also form a section of the course.

This course is an Art and Design course specialising in Fashion and textile design and art.

Course Overview:

Edexcel GCSE: Art and Design: Textiles Design		
Component Title	Assessment	%
Component 1: Personal portfolio	Internal	60
Component 2: Externally set assignment	External	40

Year 10

During year 10 you complete a number of projects which develop skills and techniques in a range of textile areas, all work completed forms part of your coursework and is assessed in May of year 11. The projects include fashion design inspired by natural form, focusing on a range of decorative techniques. Current affairs, resulting in a piece of textile art and Fantasy costume or design, taking inspiration from film, tv, theatre, books, art to produce an extended piece of coursework resulting in a final piece. Fantasy costume and design runs into year 11 and culminates in December.

Year 11

In year 11 you will complete your extended personal project producing a final outcome which demonstrates both design and making skills, as well as covering all 4 assessment objectives throughout your portfolio.

AO1: Research and context

AO2: Experimentation of a range of materials and techniques

AO3: Recording and drawing from observation and designs and fashion illustrations.

AO4: Final personal response to a brief

In January of Year 11 you will begin your externally set assignment responding independently to a brief set by the exam board. This concludes in a 10-hour final piece. All work from both components is exhibited and assessed in May of Year 11.

If you are creative and enjoy developing your own ideas and responses in textiles and materials, then this could be the course for you!

Mrs K Pilarek
Subject leader of Art and Design

Food Preparation and Nutrition

Food Preparation and Nutrition follow the AQA Specification

Overview

The focus of this syllabus is to use food as a tool to explore, investigate and understand as a material with unique properties. The course offers students opportunities to look at the physical, chemical and sensory properties of food, to learn about the nature of food and understand how this affects the products that we make.

The syllabus allows for the full range of making skills to be demonstrated, particularly higher level making skills; however the course also requires extensive theoretical knowledge and enquiry. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Course Content:

The course breaks down into five major areas of study. Students will be expected to complete a lever arch folder of detailed information covering all aspects of the course content:

1. Food, Nutrition and Health
2. Food Science
3. Food Choice
4. Food Safety
5. Food Provenance

All of these areas of study are assessed through an examination in Year 11 which provides 50% of the final GCSE grade.

GCSE Non-Examination Assessments are broken down into two projects which provide 50% of the final GCSE grade. Students will need to be independent, inquisitive and well organised in their approach; self-motivation and the ability to write coherently are important skills.

Task 1 Year 11: Food investigation – Electronic report (1500-2000 words) including photographic evidence of the practical investigation will demonstrate students understanding of the working scientific characteristics, functional and chemical properties of ingredients.

Task 2 Year 11: Food preparation assessment - Electronic portfolio including photographic evidence of the three final dishes must be included. This portfolio will demonstrate students understanding of applied nutrition. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours.

The Future

Students can now study Food Science and Nutrition to Level 3 Diploma in sixth form, which then provides a basis for further study and training in a wide range of professions including:

- Food Marketing and Retail
- Health Care Professions
- Dietetics
- Food Manufacture
- Food Design and Product Development
- Food Technologist
- Home Economist

Level 1 or 2 Hospitality and Catering

Level 1 or 2 Hospitality and Catering follow the Eduqas Specification

Overview

The structure of this course has been designed to develop learner's knowledge and understanding related to a range of hospitality and catering providers. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Course Content:

This course is made up of two mandatory units:

- **Unit 1: The Hospitality and Catering Industry**
 - LO1 Understand the environment in which hospitality and catering providers operate
 - LO2 Understand how hospitality and catering provisions operate
 - LO3 Understand how hospitality and catering provision meets health and safety requirements
 - LO4 Know how food can cause ill health
 - LO5 Be able to propose hospitality and catering provision to meet specific requirements

The theoretical knowledge gained through Unit 1 is assessed through an examination which provides 40% of the final grade.

- **Unit 2: Hospitality and Catering in Action (internally assessed 60% of the course)**
 - LO1 Understand the importance of nutrition when planning menus
 - LO2 Understand menu planning
 - LO3 Be able to cook dishes

Unit 2 is internally assessed which provides 60% of the final GCSE grade.

Students will need to be independent and well organised in their approach; self-motivation and the ability to write coherently are important skills.

The Future

This course is equivalent to a GCSE so students studying this course will be able to apply for Sixth Forms and Colleges as normal.

Students can now study Food Science and Nutrition to Level 3 Diploma in sixth form, which then provides a basis for further study and training in a wide range of professions including:

- Food Marketing and Retail
- Health Care Professions
- Dietetics
- Food Manufacture
- Food Design and Product Development
- Food Technologist
- Home Economist

If students would prefer a more vocational route then this course complements vocational qualifications including areas such as baking, pastry-making and butchery at level 1, 2 and beyond.

Design and Technology

Design and Technology follow the OCR Specification

This is GCSE Design and Technology, in which you choose one strand from **Product Design** or **Design Engineering**. Students opting for this subject will cover an essential core of topics, however, they will also choose a specialism from '**Product Design**' or '**Design Engineering**'. This specialism will be delivered by a specialist teacher.

Through Design and Technology, students learn to think and intervene creatively to improve our lives. They become autonomous and creative problem solvers, who look for needs and opportunities and respond to them by developing a range of ideas. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices.

If you enjoy: Thinking creatively, problem solving, sketching, model making, designing, CAD, CAM, working independently, then GCSE Design and Technology is the ideal subject for you.

Content

OCR GCSE: Design and Technology		
Component Title	Assessment	%
Principles of Design and Technology (Exam)	External	50
Iterative Design Challenge (Non-Examined Assessment / Coursework)	Internal	50

Core	In-Depth Specialisms (you will choose one from....)
Design Requirements	Product Design (Timbers) Design Engineering (Mechanics and Electronics) There is a significant amount of maths.
Existing Products and Practice	
Wider Issues (impacts and sustainability)	
Thinking and Communication Skills	
Materials	
Electronics and Mechanics	
New and Emerging Technologies	

Year 10: We aim to give you the skills and knowledge that you will need to complete your GCSE successfully. We do this through focused practical tasks, mini design projects and construction kits across the in-depth areas of study. GCSE Non-Examined Assessment (NEA Coursework) begins in June of Year 10 which is a large design and make project.

Year 11: You will continue with your Non-Examined Assessment (NEA), which is in three parts

- Explore: Researching and making decisions on what worked or didn't
- Create: Trialling different ideas and producing a final prototype.
- Evaluate: Reviewing ideas as you go along.

The Future

- University courses: Engineering (Including Electrical, Mechanical etc) Product Design, Architecture, Automotive Design, Engineering, Environmental Design, Theatre Design, Jewellery Design, Marketing and Business, and many other creative or technical courses.
- Vocations: Post 16 Apprenticeships, Higher apprenticeships and Degree Apprenticeships in Engineering, Construction or other areas that will pay you. Level 3 Vocational Awards.
- Other possibilities are Design Management, Brand Design, Ergonomics, Furniture Design, Industrial Design, Packaging, Transport Design, Lighting Design.

More information can be found at: www.ocr.org.uk/qualifications/gcse-design-and-technology-j310-from-2017/

Mr T Priest
Subject Leader for Design and Technology

Vocational Engineering

Vocational Engineering follows the WJEC Specification

Do you enjoy practical work with your hands?
Would you like to learn industry standard methods of designing and making?

The Level 2 Award in Engineering provides a more practical alternative and is equivalent to GCSE. The qualification is based around the world of engineering and aims to introduce students to the various strands available within the field. It offers students the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts.

A superb option for those that are good at making and working precisely.

Problem solving is critical to working in engineering. Finding solutions to problems to ensure a product is fit for purpose involves:

- Learning about materials
- Design processes using Engineering Drawing techniques
- Engineering processes (mostly using metals)
- Safe use of tools and equipment
- Maths used by Engineers

Content

The qualification structure is:

WJEC Level 2 Award in Engineering			
Unit number	Unit title	Assessment	%
1	Manufacturing Engineering Products	Internal	40
2	Designing Engineering Products	Internal	20
3	Solving Engineering Problems	External	40

Grading	GCSE Equivalent
Distinction *	8-9
Distinction	7
Merit	5-6
Pass 2	4-5
Pass 1	1-3

Learning is based around a “Plan, Do, Review” approach and includes a good deal of use of practical skills and engineering drawing (mostly using Computer Aided Design)

Year 10:

- Developing the skills and knowledge, mostly through practical work, and some Computer Aided Design.

Year 11:

- Two terms on the two internally assessed units and the final term preparing for the exam.

The Future

The successful completion of this qualification, together with other equivalent qualifications, such as maths and sciences, could provide the learner with opportunities to access a range of qualifications including apprenticeships, vocationally related and occupational qualifications and A-Levels. These include:

- Diplomas in Engineering
- Apprenticeships in Engineering (for Example through AMRC)
- GCEs (A-Levels) in Physics or D and T

More information can be found at: <http://www.wjec.co.uk/qualifications/engineering/>

Mr T Priest.
Subject Leader for Design and Technology

GCSE Physical Education

GCSE P.E follows the AQA Specification

Do you enjoy your PE lessons and take part in at least one sport outside of school?
Do you find how your body and mind works in relation to sporting performance interesting?
Are you interested in learning about how sport has developed over time?

Then this course is for you!

Overview

GCSE PE explores a variety of different aspects of sport and physical activity in both practical and theoretical settings.

The written paper offers students the opportunity to learn about physiology, physical training, sports psychology, and sport in society and is an interesting and varied course.

A large range of practical activities will be taught and assessed in school across Y10 and Y11. Students will be assessed in all of the taught activities and their 3 best performances will be used for their final mark. It is worth noting that there is an expectation that students will be taking part in regular sport outside of lessons.

The final part of the course is an analysis and evaluation task of one of the sports students are assessed in. This is a piece of written coursework that will test students' ability to reflect on their own performance, identify strengths and weaknesses and decide how the weaknesses could be improved.

Course breakdown

Component	Assessment	%
Theory: Paper 1: <ul style="list-style-type: none">Applied anatomy and physiologyMovement analysisPhysical trainingUse of data Paper 2: <ul style="list-style-type: none">Sports psychologySocio-cultural influencesHealth, fitness, and well-being	Examination – 1 hr 15mins Examination – 1 hr 15mins	30% 30%
Practical: Three sports: 1 team sport 1 individual sport 1 additional sport either individual or team <i>(these sports must be chosen from a published AQA list)</i>	Practical assessment of skill and game / performance.	10% per sport – 30% in total
Coursework: Analysis and Evaluation of performance	Written coursework	10%