



GLC Gateway Academy

All Different: All Equal: Together, Improving Upon Our Best

# CURRICULUM BOOKLET

FOR YEAR 10 - SEPTEMBER 2023



## IMPROVING UPON OUR BEST



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# Introduction

Dear Student

Welcome to the curriculum process for 2023.

Now that you are over the halfway point of Year 9, you are in the position to start finalising the subjects that you will take into the next stage of your education.

It is important to remember that the choices you make will influence the college courses, apprenticeships, jobs and university applications that you will aim towards in the future.

When you start Year 10, you will study the following subjects; these are known as the compulsory core subjects: English, Maths, Science, PSHE and core PE (Zone 1). You will also select at least one from Geography, History and a language (Zone 2) these are known as English Baccalaureate (EBacc) combination of subjects.

You will also continue studying at least one of your current options subjects (Zone 3). If you choose two from Geography, History or Spanish, you will continue with one of your current options subjects. If you choose one from Geography, History or Spanish, you will continue with two of your current options subjects.

I hope that you find the contents of this booklet helpful.



**Mrs G McLaughlin**  
**HEAD OF SCHOOL**

# What is the Ebacc?

## What is the English Baccalaureate (EBacc)?

The English Baccalaureate is a suite of GCSE qualifications which are highly favoured and recognised by top Sixth Form and College providers, as well as the Russell Group Universities and employers.

### The EBacc qualifications are:

- English.
- Maths.
- Science.
- Geography or History.
- A Modern Foreign Language.

For a student to achieve the EBacc, they must take the subjects listed above plus one of their current options. Students could take Geography, History and a Modern Foreign Language if they wished, but could not then continue with one of their current options subjects.

**For our current Grammar Band students, we highly recommend students choose the EBacc subjects so they have the best possible opportunity to gain places at the best Sixth Forms and Universities.**

## What are the Russell Group Universities?

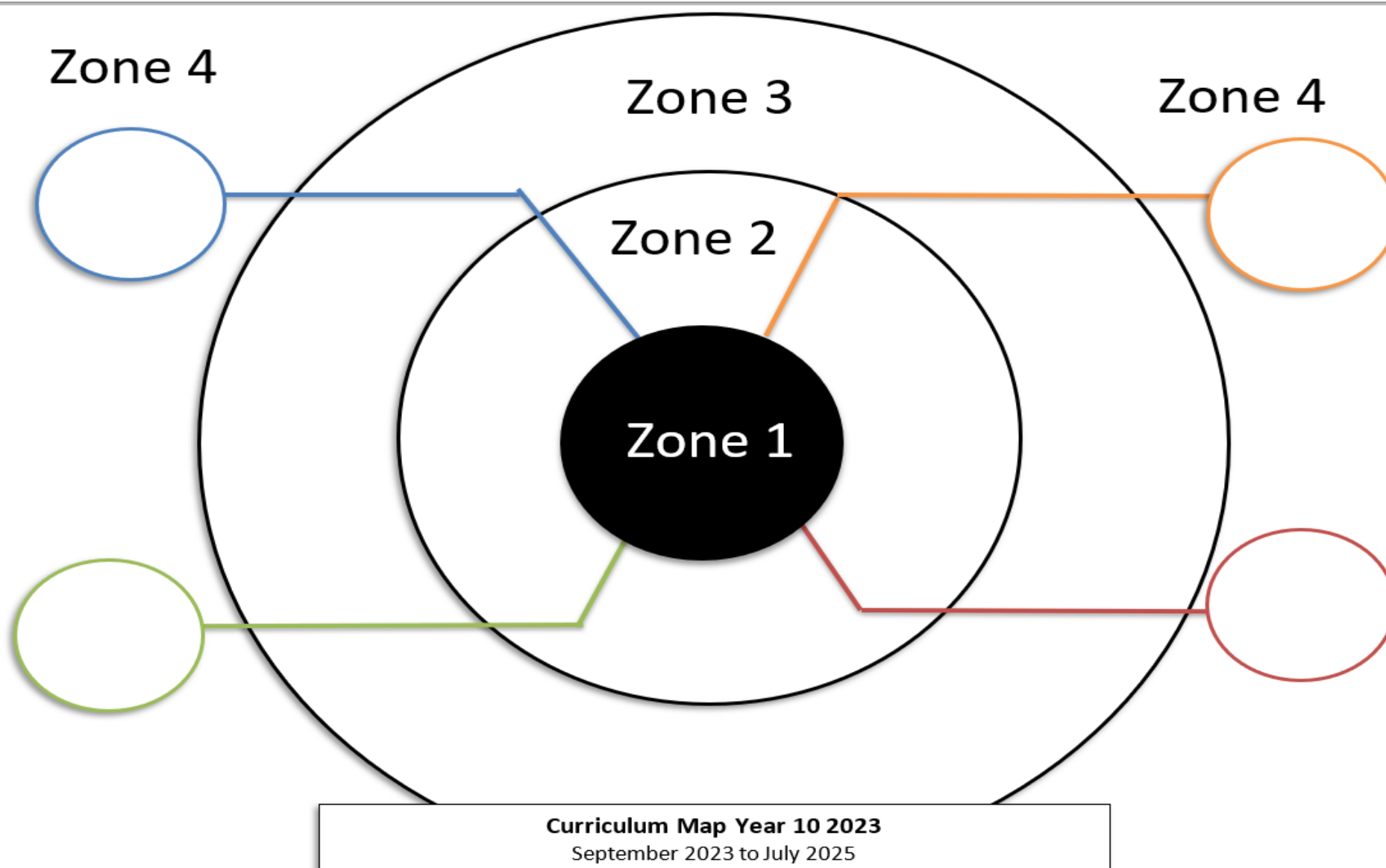
Russell Group Universities have a huge social, economic and cultural impact locally, across the UK and around the globe. They produce more than two-thirds of the world-leading research in UK universities and support more than 260,000 jobs across the country. They inject nearly £87 billion into the national economy every year.

With the Government's proposal to encourage 90% of students to study the English Baccalaureate it is worthwhile remembering that students will be competing with students with this suite of qualifications for university places/jobs. The Russell Group Universities are:

University of Birmingham  
University of Bristol  
University of Cambridge  
Cardiff University  
Durham University  
University of Edinburgh  
University of Exeter  
University of Glasgow

Imperial College London  
King's College London  
University of Leeds  
University of Liverpool  
London School of  
Economics & Political  
Science  
University of Manchester  
Newcastle University  
University of Nottingham

University of Oxford  
Queen Mary, University of  
London  
Queen's University Belfast  
University of Sheffield  
University of  
Southampton  
University College London  
University of Warwick  
University of York



### Zone 1

#### Core compulsory subjects

- English Language
- English Literature
- Maths
- Science
- Core PE and
- PSHE

### Zone 2

#### Choose from:

- Geography or History or Spanish
- Geography and History
- Geography and Spanish
- History and Spanish
- Geography, History and Spanish

### Zone 3

Depending on your choices in Zone 2, you will choose none, one or two subjects from the following list. You cannot choose a subject you have not studied in Year 9 (apart from French):

- Art and Design (GCSE)
- Business Studies (GCSE or BTEC)
- Child Development (OCR)
- Computer Science (GCSE)
- Dance (BTEC)
- Design and Technology (GCSE or BTEC)
- Drama (GCSE or BTEC)
- Film Studies (GCSE)
- French (GCSE)
- Geography (GCSE)
- Health and Social Care (GCSE)
- History (GCSE)
- Hospitality and Catering (BTEC)
- Physical Education (GCSE or VCERT)
- Photography (GCSE)
- Psychology (GCSE)
- Spanish (GCSE)

### Zone 4

- Sixth Form
- Apprenticeship
- College
- University
- Work

#### Job families:

**Education, training, healthcare, legal, science, social services, animal services, armed forces, emergency services.**

**Computing, financial, leisure, tourism, sports, marketing, administration, retail, security, Government.**

**Catering, hospitality, engineering, construction, manufacturing, environmental, transport, logistics, hairdressing, trades eg electrician.**

**Artistic, acting, stage, music production, media, print, publishing.**

#### How to use the map – step by step

**Does the student know the career(s) they are considering in the future? YES**

1. Students with their tutor should identify / highlight careers they are interested in from the **list on page 6**.
2. Tutors should establish which broad '**job family**' the career(s) would sit in, from the list **above** – and remember the colour code which applies to different lines on the options map (page 3).
3. Now both the student / tutor should **turn over to page 3 and use the zone map** to discuss the most appropriate options and subject choices for the future.
4. At the end of each of the **4 lines** (which relate to the job families above) there is a final destination – in this area the student should write their career choice.
5. Now work towards the centre and have a brief discussion about **university** (if applicable).
6. Continue the journey towards the centre – a brief discussion should now take place about the student's **KS5 options** and the opportunities available at this point (keep the end / final destination in mind)
7. At this stage – move straight to **Zone 1**: discuss the core subjects (English Language, English Literature, Maths, Science, Core PE and PSHE). Emphasis should be made that **Zone 1** is the start for **all routes**, all careers and it will last for Years 9, 10 & 11.
8. Moving on, students should now go into **Zone 2** (which will apply to **Years 10 and 11**) – discuss the options available in these zones. Tutors should discuss subject choices taking consideration of factors such as interest, ability, teacher / report feedback and relevance to final career choice. These subjects should be written in the **Zone 2** section. These subjects are part of performance measures and will affect entry to colleges and university.
9. Please note – subjects are related to particular routes and tutors should encourage students to plot out several subjects on several routes to see which journey suits their needs / aspirations most appropriately. There are no rules as to which subjects suit which line however History may sit more on the '**red line**' and 'Dance' may sit more appropriately on the '**orange line**.'
10. Students will now have reached **Zone 3** (their choices for **Year 10 and 11**) they should select from the available options; these options should be written in the **Zone 3** section.

**Once completed**, students / mentors should reflect on the process and selections made. Students should seek advice (with their map if necessary) from subject teachers, tutors, parents / carers and friends and bring it to options evening as well on Thursday 30 March.

**The map does not have to be perfect - it is designed to help facilitate a discussion.**

***This is not just choosing subjects – this is planning one of the most important journeys of their lives.***



### Zone 1

#### Core compulsory subjects

- English Language
- English Literature
- Maths
- Science
- Core PE and
- PSHE

### Zone 2

#### Choose from:

- Geography or History or Spanish
- Geography and History
- Geography and Spanish
- History and Spanish
- Geography, History and Spanish

### Zone 3

Depending on your choices in Zone 2, you will choose none, one or two subjects from the following list. You cannot choose a subject you have not studied in Year 9 (apart from French):

- Art and Design (GCSE)
- Business Studies (GCSE or BTEC)
- Child Development (OCR)
- Computer Science (GCSE)
- Dance (BTEC)
- Design and Technology (GCSE or BTEC)
- Drama (GCSE or BTEC)
- Film Studies (GCSE)
- French (GCSE)
- Geography (GCSE)
- Health and Social Care (GCSE)
- History (GCSE)
- Hospitality and Catering (BTEC)
- Physical Education (GCSE or VCERT)
- Photography (GCSE)
- Psychology (GCSE)
- Spanish (GCSE)

### Zone 4

- Sixth Form
- Apprenticeship
- College
- University
- Work

#### Job families:

**Education, training, healthcare, legal, science, social services, animal services, armed forces, emergency services.**

**Computing, financial, leisure, tourism, sports, marketing, administration, retail, security, Government.**

**Catering, hospitality, engineering, construction, manufacturing, environmental, transport, logistics, hairdressing, trades e.g. electrician.**

**Artistic, acting, stage, music production, media, print, publishing.**

#### How to use the map – step by step

**Does the student know the career(s) they are considering in the future? NO**

1. Students move straight to **Zone 1**, discussing the core subjects (English Language, English Literature, Maths, Science, Core PE and PSHE). Emphasis should be made that **Zone 1** is the start for all routes, all careers and it will last for **Years 10 and 11**.
2. Students and tutors should discuss which subjects from the **Zone 2** section of the map that interests them or that they are good at. As each subject is discussed, tutors could advise which '**job family**' or '**line**' the subject "**fits with.**" If a student wishes to consider this subject, they should be placed in the **Zone 2** section (which applies to **Years 10 and 11**). Also consider potential college and university courses with admission criteria which may be affected.
3. Students should now repeat step 2 when they are considering the options available in **Zone 3**.
4. Students and mentors should now identify the line / options which most suits them.

**Once completed**, students / mentors should reflect on the process and selections made. Students should seek advice (with their map if necessary) from subject teachers, tutors Progress Leaders, parents / carers and friends.

The purpose of the map is to assist students and tutors with the options process; it allows students to connect subjects to future education or career plans and to assist in having a quality discussion about their next steps.

**The map does not have to be perfect - it is designed to help facilitate a discussion.**

***This is not just choosing subjects – this is planning one of the most important journeys of their lives.***

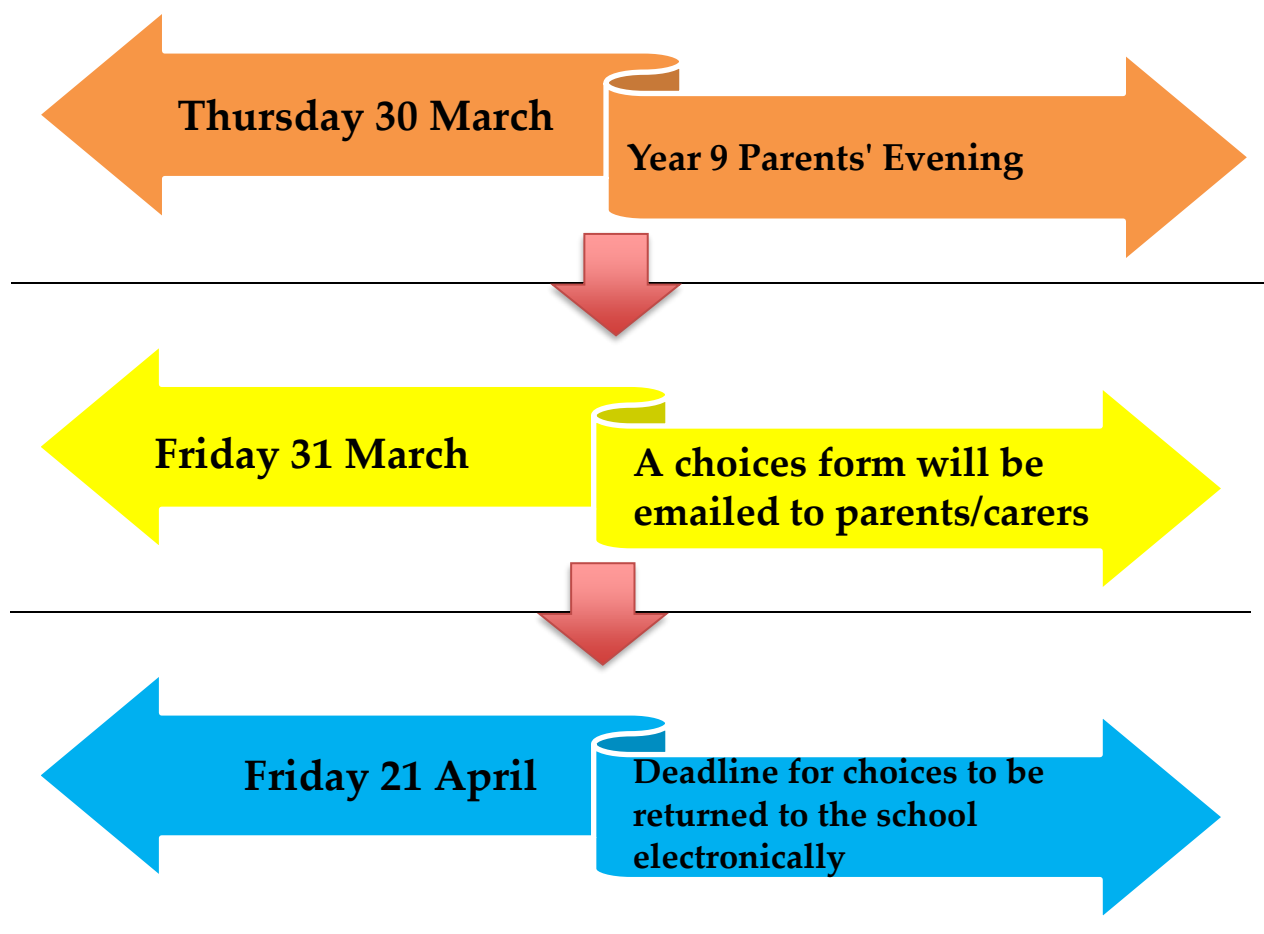
Accountant (certified/chartered/public)	Homeless worker	Architectural technologist	Public relations (PR) officer	Agricultural consultant
Aeronautical engineer	Hypnotherapist	Banker	Recruitment consultant	Agricultural manager
Aid worker/humanitarian worker	Journalist	Building services engineer	Refuse collector	Aroma therapist
Air traffic controller	Lawyer / Barrister	Cashier	Restaurant manager	Bailiff
Animal nutritionist	Learning disability nurse	Charities administrator	Retail buyer	Baker
Animal welfare / nursing	Learning mentor	Charities fundraiser	Retail manager/merchandiser	Bar tender
Archaeologist	Lecturer	Civil Service administrator	Salesperson	Beauty Consultant
Architect	Librarian	Commodity broker	Secretary	Bricklayer
Armed forces officer	Marine scientist	Computer sales support	Site engineer/manager	Bus driver
Astronaut	Media	Construction manager	Stockbroker	Butcher
Barrister	Mental health nurse	Consumer rights adviser	Tax adviser	Car sales
Barrister's clerk	Meteorologist	Credit analyst	Tax inspector	Caretaker
Benefits adviser	Microbiologist	Customs and Excise officer	Theme park manager	Cartographer
Biomedical engineer	Midwife	Database administrator	Tour operator	Catering manager
Biomedical scientist	Museum education officer	Debt/finance adviser	Tour/holiday rep	Chef
Building surveyor	Museum/gallery exhibition officer	Distribution manager		Cleaner
Care assistant	Music therapist	Dock worker	Animator	Courier/tour guide
Careers adviser/consultant	Nanny / child minder	Energy conservation officer	Artist	Delivery driver
Chemical (process) engineer	Navy	Estate agent	Art therapist	Disk jockey (DJ)
Child psychotherapist	Newspaper journalist	Exporter	Broadcasting presenter	Door supervisor
Children's nurse	Nurse	Facilities manager	Camera operator	Driver
Chiropractor	Nutritional therapist	Fast food service assistant	Ceramics/pottery designer	Driving instructor
Civil engineer	Obstetrician	Financial manager / clerk	Choreographer	Electrician
Commissioning engineer	Occupational therapist	Fitness centre manager	Community arts worker	Events organiser
Community education officer	Oceanographer	Government research officer	Dance movement therapist	Fire-fighter
Community worker	Oncologist	Health and safety adviser	Dancer	Fitness instructor
Company secretary	Optician	Helpdesk advisor	Designer	Florist
Control and instrumentation engineer	Orthodontist	Higher education administrator	Drama therapist	Gas worker / fitter
Corporate banker	Outreach worker	Higher education advice worker	Dress maker	Gravedigger
Corporate treasurer	Paramedic	Hotel manager	Fashion designer	Hairdresser
Counsellor	Pharmacist	Housing adviser	Film maker	Health and Fitness worker
Crown Prosecution Service lawyer	Physiotherapist	Housing manager/officer	Furniture conservator/restorer	Heritage manager
Curator	Police Officer	Human Resource Manager	Furniture designer	Highways agency traffic officer
Dental hygienist	Prison officer	Immigration officer	Games designer / tester	Horse groomer
Dentist	Probation officer	In store demonstrator	Gardener	Horse riding instructor
Dietician	Psychologist (clinical)	Information technology/software trainers	Glass designer/Glass blower	Horticultural therapist
Diplomatic Service	Psychologist (educational)	Insurance broker	Graphic designer	Housekeeper
Doctor (GP or hospital)	Psychotherapist	Insurance claims inspector	Illustrator	Hydrologist
Dog handler	Research scientist	Insurance risk surveyor	Industrial/product designer	Image consultant
Early years worker	Social worker	Insurance underwriter	Interior designer	Interpreter
Economist	Software engineer	Investment analyst/banker	Jewellery designer	Jockey
Editor	Solicitor	IT consultant	Magazine features editor	Joiner
Editorial assistant	Speech and language therapist	IT technical support officer	Magazine journalist	Kitchen fitter
Education Welfare Officer	Sports coach/therapist	Leisure centre manager	Make-up artist	Kitchen worker
Electrical engineer	Structural engineer	Management Consultant	Massage therapist	Laboratory technician / asst
Electronic engineer	Surveyor	Market research executive	Model	Labourer
Employment advice worker	Teacher	Marketing account manager	Multimedia programmer	Landscape architect
Engineer	Teaching/classroom assistant	Media analyst/buyer	Musician	Large goods vehicle driver
Environmental Health Officer	Town & country planner	Office junior	Novelist	Life guard
Exploration geologist	Trading standards officer	Office manager	Photographer	Maintenance engineer
Finance and tax adviser	Veterinary nurse	Personal assistant	Press photographer	Market stall trader
Food scientist	Veterinary surgeon	Personnel officer	Product designer	Mechanic
Food technologist	Youth worker	Political party agent	Television production assistant	Mechanical engineer
Forensic scientist		Port manager	Textile designer	Nail technician
Genealogist		Post person	Theatre stage manager	Pilot
Health and safety inspector	Advertising account executive	PR account executive	TV presenter	Plumber
Health visitor	Advertising copywriter	Project manager	TV/film/theatre set	Printer
Home care assistant	Airline cabin crew	Property developer	Web designer	Scene of crime officer
	Applications programmer	Public house manager	Writer	Zookeeper

**Use Unifrog to find out about jobs that you might be interested in.**

Use the box to make some notes.



## Important dates



## What are GCSE Qualifications?

GCSE stands for General Certificate of Secondary Education. They are part of the National Curriculum which is taught to students aged 14 to 16. They include exams, the results of which have a significant bearing on a student's future career.

## What are Vocational Qualifications?

BTEC, Cambridge Nationals and WJEC are types of vocational qualifications. These typically practical courses have been designed in collaboration with industries, so they can equip students with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practical learning. These qualifications are broken down into two levels: Level 1 being equivalent to GCSE grades 1 to 3. Level 2 covers equivalent GCSE grades 4 to 9. These are marked on a Pass, Merit, Distinction and Distinction\* basis.

Over the next few pages, you will find a summary of each option subject's course for year 10 and beyond. We hope you find this helpful when deciding upon your three choices for study starting in September 2023.

# GCSE Art and Design

## Examination Board:

AQA Endorsed and Unendorsed Examinations.

## Assessment:

The scheme of assessment consists of two components:

**Component 1** - 60%: A selection from two to four assignments.



**Component 2** - 40%: One assignment to be completed within four weeks of a preparatory period followed by 10 hours of supervised time.



The year 9 course has supported progression onto the GCSE in Year 10 and 11, which allows students to independently investigate, develop and experiment with artwork and present a final piece on chosen themes.

The course is aimed towards students who have enjoyed exploring their art skills and want to develop these further: for this course students must be passionate in wanting to experiment with materials and develop independent projects in Art and Design.

The nature of this course allows students to develop socially as well as artistically due to the community and supportive atmosphere that is promoted through lunchtime and after school sessions most evenings. Students will benefit from creative problem solving and expressing themselves through artistic creation.

*The Art and Design GCSE is a recognisable qualification, and it is estimated that half a million jobs are currently located within the industry, including but not limited to architectural design, animation, illustration, interior design, fashion, television, teaching, occupational therapy, photography, journalism, ceramics, and theatre design.*

# GCSE Business Studies

## Examination Board:

Edexcel

## Assessment:

The GCSE is assessed by two external examinations of 90 minutes each.

Each paper is worth 90 marks.

The GCSE in Business consists of two themes:



### Theme 1: Investigating Small Business:

- Enterprise and Entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business.

### Theme 2: Building a Business:

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

This subject allows students to actively engage in the study of business. You will develop as an independent, critical, and reflective thinker; you will develop and apply your knowledge, understanding and skills to contemporary issues in a range of local, national and global business contexts. You will learn to appreciate the range of perspectives of different business stakeholders and consider the extent to which business activity can be ethical and sustainable.

Students should be commercially minded and enterprising individuals and be curious in wanting to learn about the workings and expectations of businesses from employee, manager, and owner's perspective. Students will learn to understand the financial world and the implications it has on their future, allowing them to make good decisions. Through Business Studies students will learn how to maintain their own finances and understand what is required for their own financial security.



*Business Studies is a choice for students who are interested in pursuing any business or finance related career. These careers can range from working in accountancy to working in the field of marketing or insurance brokerage.*

# BTEC First Business

## Examination Board:

Edexcel

## Assessment – Mandatory units:

**Unit 1:** Introduction to business

**Unit 2:** Finance for business (externally assessed)

**Unit 3:** Enterprise in the business world

## Assessment – Learners will study one unit from the following:

**Unit 4:** Promoting a brand

**Unit 5:** Principles of customer service

**Unit 6:** Recruitment, selection and employment



In unit 1 students will explore how businesses operate, how market research helps a business to understand its market in and how each business uses the marketing mix (product, place, price and promotion).

Unit 2 sees the students understand the different incomes and costs associated with doing business and how these can be improved in order to maximise profits. This unit also develops a student's ability to understand how a business plan contributes to a successful business as well as identifying areas of improvement within a business.

Whilst studying unit 3, students will investigate the current business environment and understand how it impacts the business. Additionally, students will identify how new business ideas come about, and know the different ownership structures a business can be started, be it sole trader, partnership or company.

In the non-mandatory units. If opting for unit 4: Promoting a brand, students will explore the use of branding and the promotional mix in business, then develop and promote a brand for a business. If electing for unit 5: Principles of customer service, students will understand how businesses provide customer service and then demonstrate appropriate customer service skills in different situations. If students choose unit 6: Recruitment, selection and employment they will learn about the different job roles and functional areas within a business, produce documentation for specific job roles and then demonstrate interview skills and plan career development.

*Whether students want to work in finance, marketing, human resources or even start their own business, this subject is the perfect starting place to gain know and practical experience.*



# GCSE Computer Science

## Examination Board:

OCR

## Assessment:

Students will be assessed in the following areas:

- Computer Systems - Components of a Computer System,
- Networks, Data representation and Legal and Ethical Issues;
- Computational Thinking - Algorithms, Programming, Design and Testing.



## Component 1: Computer systems – examinations 50%

Components of computer systems, Networks, Data representation and Legal and Ethical issues.

## Component 2: Computational Thinking – Examination 50% Algorithms, Programming, Design and Testing.

This subject gives students an excellent opportunity to investigate how computers work, how they are used, and to develop computer programming and problem-solving skills. This course will provide students with an understanding of computer components and their role within the system, the use of networks in both local and wider senses, the legislative aspects of computing as a range of practical programming skills from basic programming to advanced algorithms and data representation.



Students will learn to develop computational thinking and creativity to become digitally literate citizens in an evolving world. They will develop skills in algorithmic thinking to create their own programs as well as a growing digital confidence with transferable skills that they will use across the curriculum and in the next stages of their lives.

*Computing is not just for people wanting a career in the IT and computing industry, the skills, and techniques you learn can be useful in any workplace.*

# GCSE Design and Technology

## Examination Board:

AQA

## Assessment:

Non Exam Assessment Design Portfolio 50%  
(Portfolio coursework relative to a design brief and specification stated by the examination board)  
Examination paper 50%

**Section A** - Core Technical Principles (20 Marks)

**Section B** - Specialist Technical Principles (30 Marks)

**Section C** - Design and Making Principles (50 Marks)



Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our course allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques, and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Students will learn to independently research, design, plan, make and evaluate. In this subject we look at core technical principles, specialist technical principles and designing and making principles. Core technical principles cover all content that will be taught throughout this course. Designing and making principles will cover aspects that the students will be preparing to design and make throughout the course duration. This will help them confidently apply the knowledge and understanding of the design process through to the final prototype they will be producing. Each principle will be taught through at least one material category or system. Students must demonstrate mathematical and scientific knowledge and understanding in relation to design and technology.



GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating, and evaluating. The majority of the specification will be delivered through the practical application of this knowledge and understanding.

*There are a wide range of jobs within the design and technology world, including sound engineer, graphic designer, interior designer, industrial designer, video game designer, web developer, civil engineer and product designer.*



# BTEC Tech Award (Design Technology)

## Examination Board:

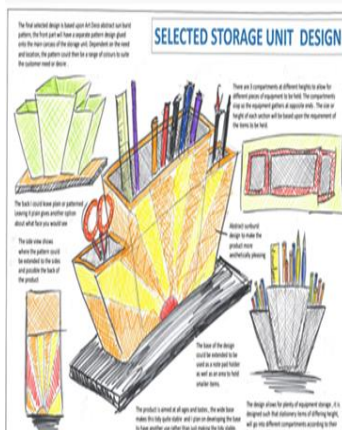
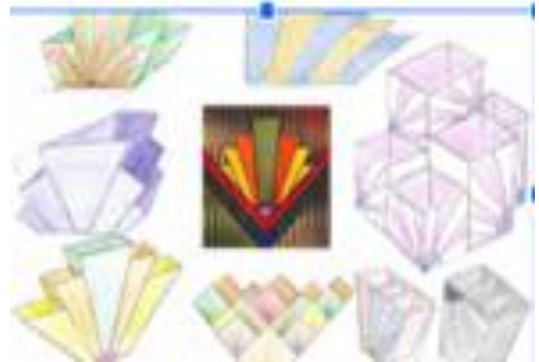
Pearson - Btec Tech Award

## Assessment:

2 components:

**Component 1:** Creative Practice in Art & Design. 60% of the overall qualification, worth 84 marks. Internal assessment with 4 tasks. Externally moderated.

**Component 2:** Responding to a Brief 48. 40% of the overall qualification, worth 60 marks, Externally set task. Externally marked.



Learners will investigate art and design practice to inform the generation and communication of ideas and will develop practical skills through exploration of specialist materials, techniques and processes.

Learners will develop and produce art and design work in response to a creative brief through the development of product design.

**This course offers a practical introduction to an exciting sector that transects multiple industries such as fashion, games, advertising, graphics and publishing, craft and product design, interior design and architecture.**

This award enables learners to develop skills across a range of art and design practices using a combination of practical exploration, experimentation and realistic vocational contexts. They will develop personal skills, such as managing creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment.



The subject content built into the components, include 3D and product design, digital and graphics, fashion and textiles, drawing and product-making.

## This course will:

- Explore what it's like to work in the sector and gain the underpinning knowledge and skills required to work in it.
- Develop key knowledge, skills and behaviours, and learn about essential tools, techniques, and equipment.
- Apply their learning to real-life contexts and vocational scenarios in both learning and assessment.

*There are a wide range of jobs within the design and technology world, including sound engineer, graphic designer, interior designer, industrial designer, video game designer, web developer, civil engineer and product designer.*

# GCSE Drama

**Examination Board:**  
Edexcel

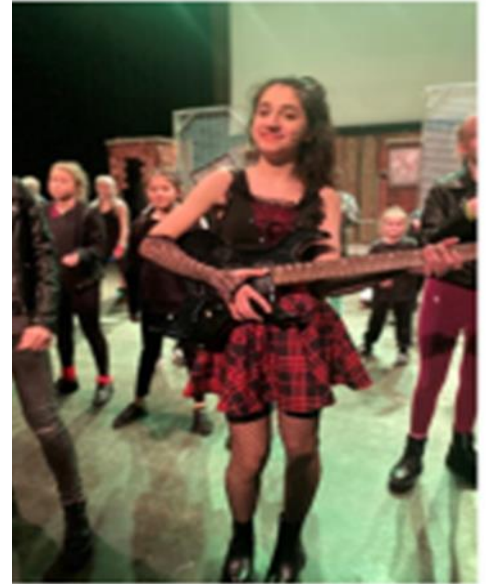
**Year 10/11 GCSE Assessment:**

**Component 1: Devising (40%)**

You will devise your own plays and perform them to a variety of audiences e.g., local primary schools.

**Component 2: Performance from Text (20%)** – You will study and perform a variety of scripts. Scripts may include *Blood Brothers* by Willy Russell and *Teechers* by John Godber.

**Component 3: Theatre Makers in Practice (40%)** – You will go and see a number of live theatre performances and will write a review. Theatre visits may include, *The Curious Incident of the Dog in the Night-Time*, *War Horse*, *The Woman in Black* and a variety of productions by The National Theatre. You will also study Drama practitioners.



You will develop a variety of skills including confidence, creativity, oracy, performance, exploration, and analytical skills. Social skills such as communication, cooperation, commitment, and concentration will also be developed. Drama will help you improve your self-esteem and prepare you to deal with a range of different situations and people. These are all transferable skills recognised by colleges and employers alike. GCSE Drama supports GCSE English very well.



Following the course, you could continue your Drama studies at sixth forms or colleges by studying many other complementary courses, including A Level Drama and Theatre studies, Level 3 BTEC in Performing Arts, English, Media, Film. Over 1000 students every year who study A Level Drama go on to Russell Group universities to study a range of subjects, not just Drama. Top Universities where you can go on to study Drama include Warwick, Bristol and Lancaster. You could make an application to continue your studies at Theatre Schools such as Mountview. You could also use the transferable skills gained for the rest of your life and indeed for ANY career.

*Drama is an excellent choice for students who would like to pursue a career in areas such as acting, broadcast presenter, community arts worker, teacher, sound, and lighting engineer, drama therapist, runner in broadcasting/film/video, theatre director and theatre stage manager.*

# BTEC Performing Arts Drama

**Examination Board:**

Edexcel

**Assessment:**

Year 10/11 BTEC Assessment:

**Component 1:** Exploring the Performing Arts

Industry (Internal) 30% of total. This unit will enable you to explore 3 different styles of theatre in a practical way and a report will be written at the end

**Component 2:** Developing skills and techniques

(Internal) 30% of total. This unit will require you to perform a scripted extract from a published play as a monologue, duologue or a group piece.

**Component 3:** Performing to a brief (External)

40% of total. This unit is set and marked by the exam board and requires you to work as a theatre company with your peers in order to respond to a brief and make your own original piece of theatre based on the style of a range of practitioners. There are 3 written exam activities in this component also that require you to write about your initial ideas, how you developed your ideas and then a final evaluation after the examined performance has taken place.

Following the course, you could continue your Drama studies at sixth forms or colleges by studying many other complementary courses, including A Level Drama and Theatre studies, Level 3 BTEC in Performing Arts, English, Media, Film. Over 1000 students every year who study A Level Drama go on to Russell Group universities to study a range of subjects, not just Drama. Top Universities where you can go on to study Drama include Warwick, Bristol and Lancaster. You could make an application to continue your studies at Theatre Schools such as Mountview. You could also use the transferable skills gained for the rest of your life and indeed for ANY career.

*Drama is an excellent choice for students who would like to pursue a career in areas such as acting, journalism, broadcast presenter, community arts worker, teacher, sound, and lighting engineer, drama therapist, runner in broadcasting/film/video, theatre director and theatre stage manager.*

# GCSE Film Studies

**Examination Board:**  
WJEC



## 1: External Assessment (70%)

Paper 1: US Films 35% (1 hour 30 minutes)

Four compulsory questions focusing on Hollywood productions as well as independent films from:

US Film 1930-60	US Film 1961-90	US Independent Film
Singin' in the Rain (1952)	Grease (1978)	Juno (2007)
Invasion of the Body Snatchers (1956)	E.T The Extra Terrestrial (1982)	The Hurt Locker (2008)

## Paper 2: Global Films 35% (1 hour 30 minutes)

Six compulsory questions on English language films produced outside the US, (one of which will be a British film), and at least one non-English language film. Questions will be based on the following film selections:

Attack the Block (2011)	Slumdog Millionaire (2008)	Let the Right One in (2008)
Skyfall (2012)	District 9 (2009)	Spirited Away (2001)

## Component 3: Controlled Assessment (30%)

Exploring and creating One genre-based film extract (either from a film or from a screenplay). One evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays.

### How will the course be assessed?

The GCSE Film Studies course consists of controlled assessment tasks (30%) and 2 written exams (70%).

Film is arguably the most globally significant art form of the past 100 years. In this course, we explore a number of different films and how this visual medium communicates meaning from what is presented on the screen.

Students are encouraged to treat the films as a reflection of the time it was made, looking at social and historical contexts as well as looking at the construction and conceptual ideas that go into film making. We also delve into careers within film and the creative industries looking at how an initial idea can be transformed into a million-dollar blockbuster movie.

### Where could Film Studies take me?

*Taking Film Studies leads into a number of different options for further education. If you are interested in a career in the creative industries, then we cover the basics you need to understand the job opportunities within the UK. Students can go on to study A-level Film at college and there are growing apprenticeships within the industry for young people to break into.*



# GCSE French

## Examination Board:

Edexcel

## Assessment:

There are two different levels of entry:  
Foundation or Higher.

## Assessment Framework:

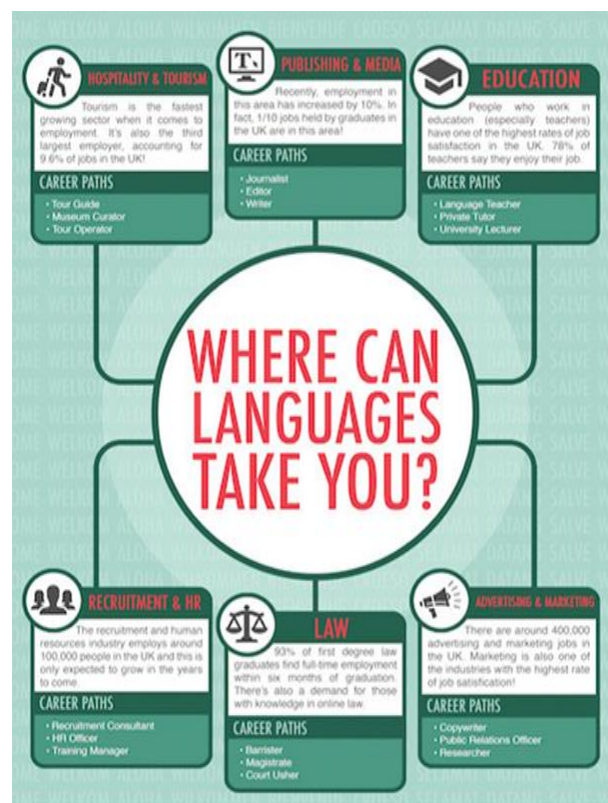
**Unit 1** – Listening

**Unit 2** – Speaking – Assessed on three allocated tasks

**Unit 3** – Reading

**Unit 4** – Writing

A01	Listening – understand and respond to different types of spoken language	25%
A02	Speaking – communicate and interact effectively in speech	25%
A03	Reading – understand and respond to different types of written language	25%
A04	Writing – communicate in writing	25%



Through developing their knowledge and understanding of one of the world's most spoken languages, students will build on their learning from years seven and eight. Their vocabulary will increase as will their confidence in speaking more fluently and for an extended period.

Year 10 covers three themes, Identity and Culture and Local Area, Holiday, and Travel and School. In year 11, students use their knowledge and skills to move onto Future Aspirations, Study and Work before completing the course with International and Global Dimensions.

Language speakers are better communicators, sharper editors and writers. Language speakers also develop a better ear for listening.

What kind of skills do you gain from language learning?

- Communication
- Problem solving
- Listening
- Developing relationships
- Translation
- Cultural understanding
- Remembering information
- Confidence
- Self-worth

Students who study foreign languages tend to score better on standardised tests than their monolingual peers.

Learning a language improves your memory. Multiple language speakers are better at remembering lists or sequences and patterns.

Did you know?

Speaking a foreign language makes your brain work quicker, it also helps coping with dementia and recovering from strokes, 20% quicker. (study from Edinburgh University)

People who speak more than one language are better drivers. Linguists also are more perceptive, which means we notice things better than others.

Using language skills makes us good multi-taskers, because we learn how to easily switch between different systems of speech, writing and structure.

The skills which are assessed are: Speaking, Listening, Reading and Writing, each carrying an equal weighting.

Studying French increases your future employability. The skills and rigour involved with studying languages are highly regarded by universities for various courses. Learning French will also enable you to open a new world of books, films, and songs as well as access to a wider cultural understanding of what it means to be a global citizen.

*Through studying French, or any language, a whole world opens up to virtually any career. Your opportunities will be enhanced if you can offer two or more languages to an employer in industries as diverse as finance, law, aviation, commerce, accountancy, banking, education, engineering and retail.*

# GCSE Geography

## Examination Board:

Edexcel B 9-1

## Assessment:

Global Geographical Issues - Exam paper 1: 37.5%

- Hazardous Earth
- Development Dynamics
- Challenges of Urbanising World.

UK Geographical Issues - Exam Paper 2: 37.5%

- The UK's Evolving Physical Landscape
- The UK's Evolving Human Landscape
- Geographical investigations- Fieldwork

People and Environment Issues - Exam Paper 3: 25%

- People and the Biosphere
- Forests Under Threat
- Consuming Energy Resources

## Examinations

Short open questions, multiple choice and extended writing.



## Course Content:

GCSE specifications for the discipline of Geography gives students the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop student's competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. Students will go on several fieldwork trips as part of the curriculum, visiting; Devon, London, Norfolk and an international location such as Iceland and/or Italy.



*Geography has many transferrable skills for your future but is a great choice if you are looking to get into the following jobs: architectural technologist, business analyst, cartographer, data analyst, environmental consultant, geographical information systems officer, marketing executive, secondary school teacher, social researcher, town planner, construction manager, landscape architect, market researcher, nature conservation officer, political risk analyst, sustainability consultant, transport planner.*



# GCSE History

## Examination Board:

Edexcel

## Assessment:

Three written examinations

## Assessment Framework:

The exams will assess students on a range of skills; recall, own knowledge, enquiry, source interpretation and analysis, evaluation and comprehension.



**Paper One:** Medicine in Britain 1250 to present and the British Sector of the Western Front 1914-18. Length of paper 1 - 1 hour and 15 minutes and 30% of final grade.

**Paper Two:** This paper consists of; Anglo-Saxon England 1060-1088 which is 20% and The American West 1835-1895 which is 20%. Length of paper 2 - 1 hour 45 minutes. Total 40%.

**Paper Three:** Weimar and Nazi Germany 1918-1939. Length of paper 3 - 1 hour 20 minutes. Total 30%.

## Course Content:

Medicine in Britain 1250-present day - In this unit students will look at the ways in which medicine has developed in Britain over time.

The British Sector of the Western Front, 1914-18: injuries, treatment and the trenches - In this unit students will study the conditions of the Western Front and their impact on injuries, treatments and health and medicine.

Anglo-Saxon and Norman England, c1060-88 - This unit looks back over one thousand years of the invasion of William the Conqueror and the changes it brought to England.



The American West, 1835-95 - In this unit students will look at the American West in depth. They will explore the life and culture of the Plains Indians and how their way of life was destroyed by migration, government policy and settlement.

Weimar and Nazi Germany, 1918-39 - In this unit students will explore the impact of the end of World War One on Germany. They will look at the establishment of the Weimar Republic and its successes and failures. Students will learn about the rise of Hitler and identify how Hitler rose to power and what the Nazi Party achieved whilst in authority.

*History is a great choice if you are looking to get into the following sectors: academic researcher, archivist, heritage manager, historic buildings inspector/conservation officer, museum education officer, secondary school teacher, academic librarian, archaeologist, broadcast journalist, Civil Service administrator, editorial assistant, human resources officer, information officer, marketing executive, policy officer, politician's assistant, solicitor.*

# GCSE Physical Education (non-core)

## Examination Board:

Edexcel

## Assessment:

The course is assessed by three components:

- Practical assessment: 30%
- Theory assessment: 60%
- Coursework: 10%



In GCSE PE, students will develop knowledge and understanding of key body systems and how they impact on health, fitness and performance in physical activity and sport. Students will also develop an understanding of the benefits of participating in physical activity and sport to health, fitness, and well-being. Seventy-five percent of the lessons in GCSE PE will be based in a classroom with a key focus on theory work. Students who do not compete in sports for the school or for a team outside of school could find the practical assessment significantly challenging as this course equates to 30% of the overall grade. The components we cover are:



### Component 1 - Fitness and Body System

In this component students will develop knowledge and understanding of these key body systems and how they impact on health, fitness and performance in physical activity and sport.

### Component 2 - Health and Performance

In this component students will develop an understanding of the benefits of participating in physical activity skill in a range of PE and sport to health, fitness, and well-being.

**Component 3 - Practical Performance** - This component is to test students' practical performances.

**Component 4 - Coursework element (PEP).** This component is a 1500 word independent piece of coursework designed around a 6-week training programme aimed to improve students' fitness levels in a chosen sport. Students will use information from both papers to create a well written piece of work linked to components of fitness, methods of training, principles of training and SMART targets.

*GCSE PE is a great choice if you wish to go into the sport and fitness related industries with roles such as sports scientist, PE teacher, physiotherapist, professional sportsperson, sports coach/consultant, sports policy at local and national level, diet and fitness instructor and personal trainer.*

# VCERT PE

## Examination Board:

NCFE

## Assessment:

The course is assessed by two components:

- Theory assessment: 40% - externally assessed
- Coursework: 60%

VCERT PE is a qualification designed for students who want an introduction to Health and Fitness that includes a vocational and project-based element. The qualification will appeal to students who wish to pursue a career in the Health and Fitness sector or progress onto further study. It is designed to provide students with the skills, knowledge and understanding of the applied study of good health and fitness practices and an understanding of working in the sector.

Throughout this qualification students will gain valuable knowledge of:

- The principles of training and FITT.
- How physical activities affect the body in the short and long term.
- How relevant fitness test can be used for specific health and skill components of fitness.
- Different lifestyle analysis tools and how to apply them.
- Creating a health and fitness programme.



In VCERT students will develop knowledge and understanding of key body systems including skeletal system, muscular system, respiratory system, cardiovascular system, energy systems and components of fitness. Many of these components are linked to the GCSE but are studied in a smaller aspect. These sections formulate the examination content which students have two attempts at completing.

For the coursework element, students are given two components of fitness that they then need to analyse and create a 4-week training programme for a “client” that wishes to improve their level of fitness.

*VCERT PE is a great choice if you wish to go into the sport and fitness related industries with roles such as sports scientist, PE teacher, physiotherapist, professional sportsperson, sports coach / consultant, sports policy at local and national level, diet and fitness instructor and personal trainer.*



# GCSE Photography

## Examination Board:

AQA Endorsed and Unendorsed Examinations

## Assessment:

The scheme of assessment consists of two components:

**Component 1** - 60%: A selection from two to four assignments.

**Component 2** - 40%: one assignment to be completed within four weeks of a preparatory period followed by 10 hours of supervised time.



Photography is a fantastic GCSE course that allows students to learn new techniques in camera knowledge; however, be aware that it does not just involve taking photographs; students will develop their creativity, imagination, and knowledge through sustained projects. Students will learn about a variety of photographic media, techniques and processes including hands-on experimentation with traditional and digital media.

For this course students must be enthusiastic in wanting to develop independent projects in Photography. Alongside taking photos with digital SLR cameras, students will be expected to produce research on boards and in sketchbooks that will demonstrate some analytical writing skills.



In Years 10 and 11, students independently investigate, develop and experiment with photography exploring different themes. This allows students to develop socially as well as artistically due to the community and supportive atmosphere that is promoted through after school sessions in the evenings.

*There are many Photography related careers including advertising, fashion, journalism, graphic design, film, video, commercial and wildlife photography, and freelance work.*

# GCSE Psychology

## Examination Board:

Edexcel

## Assessment:

GCSE Psychology consists of a selection of compulsory and optional units which are designed to be not only up to date, but also engaging for the students.

The assessment is comprised of two exam papers which are:

### Exam Paper 1: 1 hour and 45 minutes

- Development
- Memory
- Psychological problems
- The brain and neuropsychology
- How do others affect you? (Social influence)



### Exam Paper 2: 1 hour 20 minutes

- Criminal psychology
- Sleep and dreaming
- Research methods



Psychology is a fascinating subject which covers so many different aspects of human behaviour, including learning about the structure of the brain and neuropsychology as this is where much of the contemporary research is occurring.

Students studying Psychology get to look at some of the wider issues in life and carry out small scale investigations. They will need to be open minded and willing to discuss and debate issues from lots of different angles.

There are many different opportunities for people who study Psychology as it is not only an excellent subject but will give you the skills to help you understand your own behaviour and that of those around you.

*These are some of the career pathways that Psychology has to offer: medicine, especially psychiatry and mental health nursing; counselling; teaching; corporate training; human resources; social care; forensic psychology and clinical psychology.*

# GCSE Spanish

**Examination Board:**

Edexcel

## Assessment:

There are two different levels of entry:  
Foundation or Higher.

## Assessment Framework:

A01	Listening – understand and respond to different types of spoken language	25%
A02	Speaking – communicate and interact effectively in speech	25%
A03	Reading – understand and respond to different types of written language	25%
A04	Writing – communicate in writing	25%

Language speakers are better communicators, sharper editors and writers. Language speakers also develop a better ear for listening.

What kind of skills do you gain from language learning?

- Communication
- Problem solving
- Creativity
- Developing relationships
- Translation
- Cultural understanding
- Memorising information
- Confidence
- Team work

Students who study foreign languages tend to score better on standardised tests than their monolingual peers.

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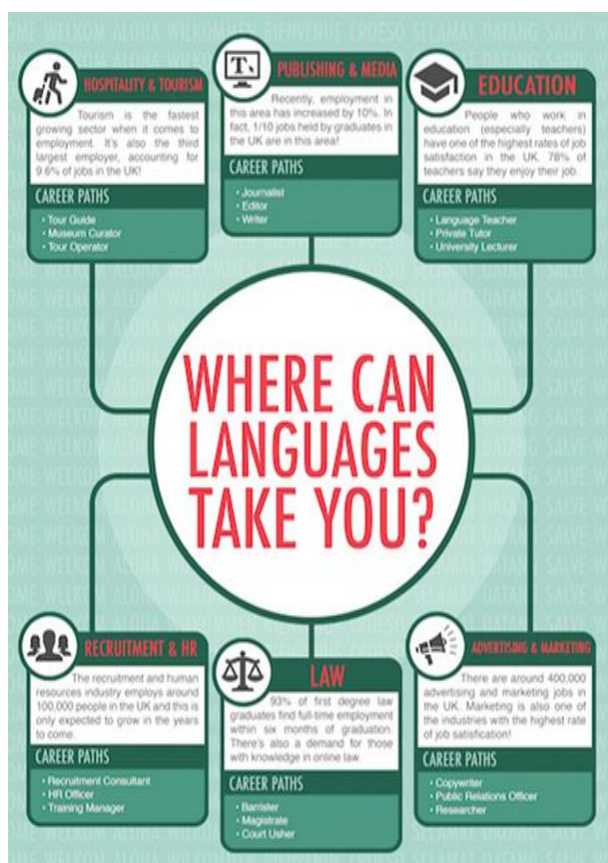
People who speak more than one language are better drivers. Linguists also are more perceptive, which means we notice things better than others.

Using language skills makes us good multi-taskers, because we learn how to easily switch between different systems of speech, writing and structure.

Through developing their knowledge and understanding of one of the world's most spoken languages, students will build on their learning from years seven and eight. Their vocabulary will increase as will their confidence in speaking more fluently and for an extended period.

In year 10, students build on their knowledge of Identity and Culture and Local Area, Holiday and Travel and use their knowledge and skills to move onto School, Future Aspirations, Study and Work before completing the course in with International and Global Dimensions. The skills which are assessed are: Speaking, listening, reading, and writing, each carrying an equal weighting.

Studying Spanish increases your future employability. The skills and rigour involved with studying languages are highly regarded by universities for various courses. Learning Spanish will also enable you to open a new world of books, films, and songs as well as access to a wider cultural understanding of what it means to be a global citizen.



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# Cambridge Nationals Level 2 Child Development

**Examination Board:**  
OCR

**Assessment:**

Examination: 50% Coursework: 50% This qualification is 120 guided learning hours.



This qualification is aimed at students who wish to develop applied knowledge and practical skills in child development. Students will expand their transferable skills which can be of benefit to future employment in this career sector. Learning about how children develop is based very much on real life and is an excellent choice for students wishing to work in a career with children in future.

In Child Development, students learn life skills which include the understanding of preconception health, the process of pregnancy and labour and how to recognise and treat a range of common childhood illnesses and accidents; if they continue with the subject in year 10, students will have an opportunity to work within a childcare placement.



The areas of study are:

- Health and wellbeing for child development
- Understand the equipment and nutritional needs of children from birth to 5 years old
- Understand the development of a child from birth to 5 years old

*Child Development is a good choice for students who are interested in working in the following areas: Nursery worker/supervisors, nursery nurses, nursery teaching assistants, foster care, early years workers/assistants, nursery practitioners, classroom assistants, care workers/assistants, assistant youth supporters.*

# BTEC Tech Award in Dance

## Examination Board:

Edexcel

## Assessment:

**Component 1:** Exploring the Performing Arts Industry (Internal) 30% of total.

**Component 2:** Developing skills and techniques (Internal) 30% of total.

**Component 3:** Performing to a brief (External) 40% of total



In years 10 and 11, students will learn a range of dance styles including street dance, commercial, contemporary, and jazz. They will learn professional repertoire and explore choreographic techniques in preparation for them to create their own performances.

During this course students will have the opportunity to perform in the Gateway's annual Dance Show, as well as many other prestigious locations, including The Royal Opera House.



Students will also be part of the Trailblazer project where they will have professional companies and dancers coming in to deliver workshops and performances. They will learn a wide range of transferable skills that will be used and applied to other subjects as well as their future, for example, confidence, motivation, teamwork, and leadership. Students will also have the opportunity to attend a range of trips to support their own use of performance skills.

*Whether students want to be a teacher, dancer, choreographer, dance therapist, to name but a few, Dance is the perfect starting place where they will gain knowledge and experience in both the practical and theoretical sides of dance.*

# BTEC Tech Award Health and Social Care

## Examination Board:

Edexcel

## Assessment:

Students will be assessed by a combination of coursework and examination. The three-block structure, explore, develop, and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.



The course content is:

**Component 1** (30% of total course) - Human Lifespan Development. Students will be exploring how individuals develop physically, emotionally, socially and intellectually over time and investigate how various factors, events and choices impact individuals' growth and development.

**Component 2** (30% of total course) - Health and Social Care Services and Values. Students will be learning which health and social care services are available. Students will be identifying why people might need to use these services. They will also discover who is involved in providing these services and exploring what might stop people from accessing the services they need.

**Component 3** (40% of total course) - Health and Wellbeing. Students will be learning what 'being healthy' means to different people. Exploring the different factors that might influence health and wellbeing. To identify key health indicators and how to interpret them and assess an individual's health using what they've learned.



Students will be exploring how individuals develop physically, emotionally, socially and intellectually over time and investigate how various factors, events and choices impact individuals' growth and development. They will also be learning which health and social care services are available. Students will be identifying why people might need to use these services. They will also discover who is involved in providing these services and exploring what might stop people from accessing the services they need.

*Health and Social Care is a good choice for students considering a career as an adult nurse, care worker, community development worker, counsellor, health promotion specialist, occupational therapist, social worker or youth worker.*

# WJEC Level 1 / 2 Award Hospitality and Catering

## Examination Board:

Eduqas (WJEC)

## Assessment:

**Unit 1:** The Hospitality and Catering Industry (48 learning hours) 40%

**Unit 2:** Hospitality and Catering in Action (72 learning hours) 60%



According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups.



The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Vocational Award in Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing, and cooking a variety of dishes.

*Jobs in hospitality and catering involve food, drink and hotels and can take students all over the world. The hospitality industry is worth billions of pounds with hundreds of different roles available ranging from chef to nutritionist and dietician to small business owner in the local and wider area.*