



**Blackfen School for Girls**

Raising aspirations - releasing potential.

# **Year 9 Information Evening**

**Key Stage 4 course selection for  
September 2026**



## **Course information booklet**

Student name \_\_\_\_\_

Form group \_\_\_\_\_

# Contents Page

|  |           |
|--|-----------|
| <b>Foreword from Ms Senior</b>           | <b>3</b>  |
| <b>Introduction from Miss Hoad</b>       | <b>4</b>  |
| <b>FAQs</b>                              | <b>6</b>  |
| <b>Core Courses</b>                      | <b>8</b>  |
| <b>Business Studies</b>                  | <b>9</b>  |
| <b>Citizenship</b>                       | <b>10</b> |
| <b>Computer Science</b>                  | <b>11</b> |
| <b>Dance</b>                             | <b>12</b> |
| <b>Drama</b>                             | <b>13</b> |
| <b>English Language</b>                  | <b>14</b> |
| <b>English Literature</b>                | <b>15</b> |
| <b>Enterprise BTEC</b>                   | <b>16</b> |
| <b>Fine Art</b>                          | <b>17</b> |
| <b>Food &amp; Cookery</b>                | <b>18</b> |
| <b>French</b>                            | <b>19</b> |
| <b>Geography</b>                         | <b>20</b> |
| <b>Health and Social Care</b>            | <b>21</b> |
| <b>History</b>                           | <b>22</b> |
| <b>IT Cambridge National</b>             | <b>23</b> |
| <b>Mathematics</b>                       | <b>24</b> |
| <b>Music</b>                             | <b>25</b> |
| <b>Photography</b>                       | <b>26</b> |
| <b>Religious Studies</b>                 | <b>27</b> |
| <b>Science - Combined</b>                | <b>28</b> |
| <b>Science – Triple</b>                  | <b>29</b> |
| <b>Spanish</b>                           | <b>30</b> |
| <b>Sports Studies Cambridge National</b> | <b>31</b> |
| <b>Sports or Dance Leadership</b>        | <b>32</b> |
| <b>Statistics</b>                        | <b>33</b> |
| <b>Textiles</b>                          | <b>34</b> |
| <b>Choosing your route post 16</b>       | <b>35</b> |

**Parents and students must complete their Key Stage 4 subject selections by Wednesday 4<sup>th</sup> March 2026. Instructions will follow on how to upload this information.**



# Foreword from Ms Senior

Dear Year 9 Parents and Carers,

We have now reached the mid-point of this special academic year. For Year 9 students, it signals the start of their preparation for Key Stage 4 by selecting subjects for study in Year 10 and Year 11. The choice of Key Stage 4 subjects should be considered carefully because it will influence the selection of A Level and BTEC subjects for study in Year 12 and Year 13, and begin to shape the career paths that students may wish to follow in the future. The *right* decisions about the courses to study will ensure a smooth transition into Year 10. The *best* decisions will also ensure that students continue to fulfil their academic potential until the end of Year 13, and beyond.

There is an established course selection process at Blackfen School to help you and your daughter choose the Key Stage 4 subjects that best meet their academic potential, needs and aspirations. Since September, students have undertaken a range of subject assessments which indicate the quality of their current academic attainment and progress. Students have also attended special assemblies which have outlined other important changes associated with taking up Key Stage 4 learning and teaching.

We firmly believe that parents, carers and students working in partnership with teachers, Subject and School Leaders is the best way to build a foundation for success in Key Stage 4. So, I look forward to meeting you all during this term, and trust that your conversations and meetings with teaching staff will secure the academic pathway for your daughter in Year 10 and Year 11 that supports our on-going vision to raise their aspirations and release their potential.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Carrie Senior'.

**Carrie Senior**  
**Headteacher**



# Introduction from Miss Hoad

## Key Stage 4 course selection

**We warmly welcome** Year 9 parents, carers and students to the Key Stage 4 course selection process at Blackfen School. It seems like only yesterday that our Year 9 cohort was welcomed into Year 7. But Key Stage 3 is almost finished and Key Stage 4 is just around the corner. Keep up!

### **Advice to Year 9 parents and carers**

This term, parents, carers and Year 9 students select the Key Stage 4 qualifications that will nurture academic readiness for Key Stage 5 and beyond. We trust that the guidance in this booklet - in addition to other special Assemblies and meetings - will support your understanding of the courses on offer and enable you to be fully involved in the selection process. The second section of this booklet contains information about all of the Key Stage 4 courses which are offered. The combination of subjects which *cannot* be taken is explained on the 'Frequently Asked Questions' page, so check these details carefully.

Parents and carers should consider the kind of learning and assessment in each Key Stage 4 course and the **overall picture of learning and assessment** in the final selection of courses. Overall, how much coursework will be required during the two years of Year 10 and Year 11 *and consider the quality of your daughter's time-management skills*. Overall, how many examination papers will be taken at the end of Year 11 *and consider the quality of her independent, home-study habits*. Overall, how many of the courses assess students working together, as a group *and consider the quality of her team-working and social skills*.

Don't be fooled: there are no 'easy' Key Stage 4 courses. It is *never* the case that 'practical' subjects are any less difficult or any less challenging than subjects with no practical learning or assessment. The students who are successful in Key Stage 4 are the students who enjoy Key Stage 4. They select subjects suited to their personal way of learning and which fulfil their personal ambitions to broaden their academic experience. Most importantly, these students receive on-going, robust and reliable family support, throughout Year 10 and Year 11, which ensures that their learning at home is as effective as their learning in school.

Parents, carers and students need to know that a small number of student choices may not be supported by the school because too few or too many students select a subject or because the combination of subjects is not viable in the timetable construct or because teachers' professional judgement of assessment evidence advises that the student may not be able to complete the course. The school retains the right to make these decisions based on

professional experience and judgement. There is also no guarantee by the school that a subject offered at Key Stage 4 will also be offered at Key Stage 5 in two years' time.

## **Advice to Year 9 students**

Knowing lots of information is good. Knowing yourself as a learner and as a young person is even better. Consider the learning that holds your focus and attention: those lessons in which you participate confidently, relish the challenges, enjoy the homework and do very well. What does it tell you about subjects in which you are successful already? Perhaps these are subjects that you might study in Key Stage 4 because they will show your range of academic ability and skills.

You need to be a successful learner in Key Stage 4. Think hard about the qualities of successful learning: high-level attendance at school; high-level time management of homework completion; high-level consistency in growth mindset attitudes to challenge; high-level participation in school life. Is this you, in Year 9? Could it be you, in Year 10?

Your family and teachers want you to be successful. Take an honest look at the work completed in your books and folders, last term: do the marks and teachers' comments show that the work is of the very best quality that you could have achieved? You can still use Year 9, with the help of your families and teachers, to get into the best learning habits at home and in school.

Inevitably, the process of selecting courses feels new and different but you're not on your own: there are lots of people to help you but you must do your part. Sometimes that means changing your plans and re-thinking the subjects that fit you the best. You may discover that you must take a subject that you find quite difficult or that you're thinking about selecting a subject that is taught by a teacher that you don't know. When these things happen, there are lots of people to speak to and get advice: speak to me, your teachers, your form tutors, SSO and Head of Year. We are all here to help you.

## **Make your selection of Key Stage 4 courses**

⇒ Complete the on-line Key Stage 4 course selection form by **Wednesday 4th March 2026**  
No changes will be made to your selection of Key Stage 4 courses after the deadline date of Wednesday 4th March. Your courses cannot be changed in September.

## **Select your subjects in the right order**

- ⇒ Select **EITHER** Sports Leadership\* Level 1 **OR** Dance Leadership\* Level 1 as part of Core PE lessons which are taken by all Year 10 students. You can choose to do Core PE only.
- ⇒ Select Religious Studies **OR** Citizenship. You can choose to study *both* Religious Studies and Citizenship by making the second subject one of your three other subject choices.
- ⇒ Select the next three subjects in order of preference. '**Choice 1**' must be made from History, Geography, French, Spanish or Triple Science\*\*.
- ⇒ Select **Choice 2** and **Choice 3** from the courses on offer, remembering to list them in order of preference.

⇒ **'Choice 4'** is your reserve subject. **You must be ready to study this subject**, so select it as carefully as you select all of your other subjects.

\* Administration fees are charged for some parts of these courses

\*\* Students can select Triple Science only if recommended by their class teacher

## Frequently Asked Questions

- **Can I study History and Geography and a Modern Foreign Language?**

Yes: each year many students do two or all three of these subjects. Employers, universities and colleges look favourably on these choices.

- **Are there restrictions to students selecting a subject?**

Students can select Triple Science only if recommended by their teacher who knows that they are capable of completing this specialised course. Selecting GCSE Drama, GCSE Dance, GCSE Music and/or Cambridge National Sport Studies will involve some kind of practical performance. Selection of these courses is *not* advised if students do not enjoy or are not prepared to participate in these performance activities.

- **What subject combinations are not available?**

**One Art and Design choice only** can be selected from GCSE Art and Design: Fine Art, Photography or Textiles.

**One Business choice only** can be selected from GCSE Business and BTEC Enterprise.

- **Are there any additional costs that parents/carers should be aware of?**

There are additional costs for consumable materials and specialist equipment, particularly in Fine Art. In Year 10 PE lessons. There is an option to obtain a Level 1 Leader Award for Sports or Dance Leadership which incurs an administration cost of approx. £30. Please ask the relevant Subject Leaders for details.

- **How many subjects can students study in Key Stage 4?**

GCSE English Language

GCSE English Literature

GCSE Mathematics

GCSE Combined Science or GCSE Triple (separate) Science

GCSE Citizenship and/or RE

Sports Leadership (Level 1) or Dance Leadership (Level 1)

Plus 3 choices from the subjects listed later in this booklet

Most students will achieve 9 qualifications. Combined Science is worth two GCSE qualifications. Triple Science is worth three GCSE qualifications. Some students take an adjusted number of options to accommodate special learning needs.

- **Why are there different types of qualifications such as NCFE, BTEC and GCSE?**

NCFE, BTEC and Cambridge Nationals qualifications are vocational, 'applied' qualifications, which means that they connect to some careers and areas of employment. GCSE qualifications tend to be subject-focused and do not lead directly into specific careers. All of the Key Stage 4 courses offered are recognised qualifications that lead to further study of advanced qualifications in Key Stage 5.

• **Why do some students not get their first three choices?**

A small number of students may not get their first-choice subjects because too few or too many students select a subject or because the combination of subjects does not work in their timetable construct or because teachers' professional judgement of assessment evidence advises that the student may not be able to complete the course. The school retains the right not to allocate a subject to students in these circumstances and will make this explanation clear to the student and their parents/carers. This is why 'Choice 4', the reserve subject, must be selected very carefully.

**Planning your choices**

**The compulsory Key Stage 4 courses**

GCSE English Language **and** GCSE English Literature / GCSE Mathematics / GCSE Combined Science

or GCSE Biology, Chemistry and Physics\* (Triple Science). \*Students can select Triple Science only if recommended by their Year 9 Science teacher.

**Option subjects**

- |                           |                                    |
|---------------------------|------------------------------------|
| GCSE Business             | GCSE History                       |
| GCSE Computer Science     | ICT (Cambridge National)           |
| GCSE Dance                | GCSE Music                         |
| GCSE Drama                | GCSE Photography                   |
| BTEC Enterprise           | GCSE Science (Triple)              |
| GCSE Fine Art             | GCSE Spanish                       |
| NCFE Food and Cookery     | Sport Studies (Cambridge National) |
| GCSE French               | GCSE Statistics                    |
| GCSE Geography            | GCSE Textiles                      |
| BTEC Health & Social Care |                                    |

**Use the boxes below to think and plan your subject choices**

| <b>Curriculum offer</b>  | <b>My selection</b> |
|--|---------------------|
| <b>Core PE:</b> Select from Core PE or PE with Dance Leaders or PE with Sports Leaders             |                     |
| Religious Studies or Citizenship (You can do both)   |                     |
| <b>Option 1:</b> Must be selected from French or Geography or History or Spanish or Triple Science |                     |
| <b>Option 2:</b> My next favourite subject   |                     |
| <b>Option 3:</b> My next favourite subject   |                     |
| <b>Reserve option</b> (Option 4)   |                     |

# Core Courses

These subjects will be taken by all students:

GCSE English Language

GCSE English Literature

GCSE Mathematics

GCSE Science

---

## Core Physical Education

With the option to gain a Level 1 accredited qualification in  
Sports **Or** Dance Leadership (See Page 30)

---

GCSE Citizenship Studies

or

GCSE Religious Studies

With the option to study both subjects

# GCSE Business Studies

## What will I be studying?

### Theme 1

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

### Theme 2

- Growing the business.
- Making marketing decisions.
- Making operational decisions.
- Making financial decisions.

## How will I be assessed?

**Theme 1** Written Examination 50%  
“Investigating a small business”.

**Theme 2** Written Examination 50%  
“Building a business”.

- Each assessment will be 1 hour and 45 minutes in length with a total of 90 marks.
- The papers are divided into three sections.
- The examination papers will consist of calculations, multiple choice, short answers and extended-writing questions.

## How will the course be structured?

Students sit two examination papers at the end of Year 11. The first examination paper is based on investigating a small business and the second examination paper is based on building a business.

## What skills will I develop?

By the end of the course you will be able to:

- Apply business knowledge to case studies.
- Make and justify decisions.
- Produce a variety of business calculations.
- Research and use information.

## What can I do in the future with Business Studies?

GCSE Business teaches students how to set up and run a business and addresses the skills and knowledge required to do this. These transferrable skills are useful for any career choice but are particularly useful if you want to work in an office, or manage or start up a business be a manager or run your own business in the future.

## If I have any further questions about this course who do I speak to?

Miss Johnson — Subject Leader.

# GCSE Citizenship

## What will I be studying?

Citizenship is all about building your power as a citizen to make a difference in our community – locally, nationally and globally.

You will develop the knowledge and skills to make sense of the big issues in our lives including the law, British politics, economics, human rights and international affairs. Most importantly you will gain the skills to participate fully in our democratic society through practical application of your learning e.g. through the Citizenship Fair and trips to the UK Supreme Court, Royal Courts of Justice and UK Parliament. Students in Year 11 may also have the opportunity to visit the United Nations headquarters during the Citizenship trip to New York.

## How will I be assessed?

This course is a combination of practical Citizenship action and taught lessons.

Paper 1 and Paper 2 last 1 hour and 45 minutes each.

The examinations include an assessment of students' Citizenship practical action.

## How will the course be structured?

On this course you will learn by doing.

There will be class debates and discussions, group challenges, simulation scenarios and project work.

You will be learning about real issues and you will be taking real action to tackle these issues.

## What skills will I develop?

The skills you will develop will be vital for your future as a university student, employee and citizen.

You will develop the skills of research, group work, project management, discussion and debate, high-level thinking, time-keeping, Independent learning and campaigning skills.

## What can I do in the future with Citizenship?

Employers and universities recognize that this qualification shows you care about and understand our community, country and world.

It can lead on to A Levels, such as Law, Politics, Journalism, Sociology and History. More importantly, this course will give you the skills to be an effective citizen – someone who can make a difference.

## If I have any further questions about this course who do I speak to?

Mrs Daniels – Faculty Leader of Social Sciences.

# GCSE Computer Science

## What will I be studying?

GCSE Computer Science is an engaging and practical course, it encourages creativity and problem solving. It teaches you how computers work and how they are used. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

## How will I be assessed?

### J277/01: Computer systems

**Written paper: 1 hour and 30 minutes**

**50% of total GCSE (80 marks)**

This paper consists of multiple-choice questions, short response questions and extended response questions.

### J277/02: Computational thinking, algorithms and programming

**Written paper: 1 hour and 30 minutes**

**50% of total GCSE 80 marks**

Exam questions assess students' ability to write or refine algorithms. They must be answered using either the OCR Exam Reference Language or a familiar high-level programming language (we learn and use Python).

## What skills will I develop?

- Practical programming skills: students undertake programming tasks during their course of study in order to solve problems, including designing, writing and debugging Programs.
- Understanding fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, data representation.
- Thinking creatively, innovatively, analytically, logically and critically.
- Understanding the components that make up digital systems, and how they communicate with one another and with other systems.
- Understanding the impacts of digital technology to the individual and to wider society.
- Applying mathematical skills related to computer science.

## How will the course be structured?

### Computer Systems

1. Systems architecture.
2. Memory and storage.
3. Computer networks, connections and protocols.
4. Network Security.
5. Systems Software.
6. Ethical, legal, cultural and environmental impacts of digital technology.

### Computational Thinking, Algorithms and Programming

Algorithms.

1. Programming fundamentals.
2. Producing robust programs.
3. Boolean logic.
4. Programming languages and Integrated. Development Environments.

## What can I do in the future with Computer Science?

The course will enable progression to A Level Computer Science. It is a worthwhile course for students who are thinking about a career in Computer Science or in other IT-related fields (cybersecurity, game design, etc.). In addition, it allows you to apply for Apprenticeship routes in technological industries.

This course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, business financial and resource management, data analysis, science and medicine.

## If I have any further questions about this course who do I speak to?

We offer two KS4 options: GCSE Computing and Cambridge National IT. Please speak with your teacher or Ms Auvinet, Subject Leader for Computing and IT to see which option is most suitable for you.

# GCSE Dance

## What will I be studying?

Dance students will strengthen their technical and expressive skills, as well as their knowledge and understanding of dance through three key areas of assessment; Performance, Choreography and Critical Appreciation of Dance. During the two-year course, students will develop skills in a range of dance styles and will learn to choreograph dances both as soloists and in groups in response to a range of themes and ideas. In addition, they will study six professional dance works which will further enhance and broaden their theoretical understanding of dance as a creative art form. Dance students will also have various opportunities to perform at dance events both at school and within the local community. Studying Dance at KS4 can lead to further study and pathways in any sector not only within performing arts. Moreover, it enhances lifelong creative and expressive skills, raises self-esteem and can have a positive impact on overall health and well-being.

## How will I be assessed?

### Component 1:

#### Performance & Choreography 60%

##### Performance 30%.

- Set phrases in a solo.
- Duet/Trio Performance.

##### Choreography 30%.

- Solo or Group Choreography.

### Component 2:

#### Dance Appreciation 40% (Written Exam 1 hour 30 minutes)

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

## How will the course be structured?

### Year 10

- Learn four set phrases.
- Gain an understanding of the six professional works.
- Begin your Duet/Trio performance work.
- Mock Choreography.

### Year 11

- Film two set phrases (of your choice)
- Film your Duet/Trio Performance
- Continue developing your knowledge of the six professional works in preparation for the written exam.
- Develop knowledge, understanding and evaluative work.
- Complete and film your choreography.
- Complete the written exam.

## What skills will I develop?

GCSE Dance develops a wide range of skills, including **physical** skills like stamina, flexibility, and coordination; **expressive** skills such as projection, focus, and musicality; and **technical** skills like accuracy, timing, and spatial awareness. You will also develop **mental and employability skills** including confidence, creativity, communication, teamwork, and critical analysis, alongside knowledge of safe dance practices and choreography.

## What can I do in the future with Dance?

With a GCSE in Dance, you can pursue a career directly in the arts, like becoming a professional dancer, choreographer, or teacher, or use the transferable skills for **many other paths**. For further education, you can progress to A-Level or BTEC courses, or apply to university or conservatoires for vocational training. The skills developed are also valuable for roles in areas such as fitness, event management, and health-related professions like physiotherapy or mental health support.

## If I have any further questions about this course who do I speak to?

Mrs Jarman – Subject Leader of Dance and Drama, 2iC of Expressive Arts Faculty.

Mrs Magrowski - Assistant Headteacher / Teacher of Dance and Drama.

# GCSE Drama

## What will I be studying?

- The study of drama is practical so you must be prepared to perform in front of a range of audiences in either a solo, pair or group based performance. Performances feed the portfolio and written examination requirements; you will learn lines and use theatrical devices.
- You will learn how to document this practical work via careful analysis and evaluation. This can include developing some portfolio evidence that is recorded or designed.
- You will learn how to read a text, deconstruct its meaning and present it to a contemporary audience. You will learn how to write about this deconstruction and presentation process.
- You will learn how to review live theatre and write fluently about the rehearsal and performance processes used. You will read widely about theatre performances and their context.

## How will I be assessed?

**Component 1:** Devising (40%) 60 marks in total  
30 marks based on a 900-word typed document which discusses the creation and development of your devised Performance piece.

The Evaluation is worth 15 marks and will include analysis and evaluation of the final piece and will assess its impact on your chosen audience.

15 marks for the performance itself to a live chosen audience of either peers and/or family.

**Component 2:** Performance from Text (20%)  
60 marks based on two performed script extracts from a play text which must be performed in either solo, pair or group scenarios.

**Component 3:** Theatre Makers in Practice (40%)  
60 marks in total.  
Section A: 45 marks on 6 questions based on a play workshopped and rehearsed in lessons.

Section B: 15 marks on 2 questions based on a live production seen and discussed in lessons.

## What skills will I develop?

- Research and Critical Thinking.
- Analysis and Evaluation.
- Creativity and Confidence.
- Literacy and Oracy.

## How will the course be structured?

**Year 10 Term 1:** Practitioners & Mock Assessment of Component 1.

**Year 10 Term 2:** Component 1 assessment and exploration of set text for Component 3.

**Year 10 Term 3:** Component 3 continuation.

**Year 11 Term 1:** Component 2 mock assessment and preparation.  
Continuation of Component 3.

**Year 11 Term 2:** Component 2 assessment. Component 3.

**Year 11 Term 3:** Component 3.  
Theatre Makers in Practice written examination.

## What can I do in the future with Drama?

Drama will give you the critical understanding, confidence and skills to study any Arts, Humanities or English based A levels or move onto a vocational Performing Arts course. You can attend prestigious universities and into good employment with GCSE Drama on your CV as the subject develops your thinking and practice skills in tandem.

## If I have any further questions about this course, who do I speak to?

**Miss Padbury-** Subject Leader of Drama and Dance.

**Mrs Jarman** – Subject Leader of Drama and Dance / 2iC of Expressive Arts Faculty.

**Mrs Magrowski-** Assistant Headteacher / Teacher of Drama and Dance.

# GCSE English Language

## What will I be studying?

### **Paper 1: Explorations in Creative Reading and Writing**

Students are required to read, understand and analyse a literature fiction text, identifying the writer's craft and transfer these skills into their own descriptive or narrative writing.

### **Paper 2: Writers' Viewpoints and Perspectives**

Students are required to read, understand and analyse a non-fiction text and a literary non-fiction text and transfer these skills into their writing which presents a viewpoint.

### **Assessment: Spoken Language**

Students are required to complete one Spoken Language task demonstrating their communication skills and their use of Standard English.

## How will I be assessed?

**Paper 1: Explorations in Creative Reading and Writing:** 1 hour 45 minutes external examination worth 50% of GCSE English Language.

**Paper 2: Writers' Viewpoints and Perspectives:** 1 hour 45 minutes external examination worth 50% of GCSE English Language.

**Non-examination Assessment: Spoken Language:** Tasks set and marked internally by teacher.

## How will the course be structured?

Students will complete all elements of the English Language course across Year 10 and Year 11 in conjunction with the English Literature course which will run concurrently.

Students will then sit the Paper 1 and Paper 2 external examinations at the end of Year 11.

## What skills will I develop?

- Skills in reading a literary fiction text in depth as well as a range of non-fiction and literary non-fiction texts and analysing and exploring the various techniques writers use to create effects upon the reader.
- Skills in writing a range of descriptive and narrative pieces as well as writing to present various viewpoints on a range of issues and writing to explore writers' techniques.
- Skills in spoken language including presenting, responding to questions and feedback and the use of Standard English.

## What can I do in the future with English Language?

Continuing in Education you could study A Level English Language; A Level English Literature; Creative Media and Arts Diploma; BA Hons English.

Possible careers: newspaper and magazine journalism; publishing; teaching; media production. Other industries these skills would be useful for: advertising; marketing; PR; sales.

## If I have any further questions about this course who do I speak to?

Mr Love – Faculty Leader of English.

# GCSE English Literature

## What will I be studying?

### Paper 1: Shakespeare and the 19th Century Novel

Students will study a Shakespeare play and *A Christmas Carol* by Charles Dickens. Students will also study *Romeo and Juliet* by William Shakespeare.

### Paper 2: Modern Texts and Poetry

Students will study *An Inspector Calls*, the AQA Poetry Anthology as well as a range of poetry in preparation for the unseen poetry element of the examination.

## How will I be assessed?

### Paper 1:

#### Shakespeare and the 19th Century Novel

1 hour 45 minutes external examination worth 40% of GCSE English Literature.

### Paper 2: Modern Texts and Poetry

2 hours 15 minutes external examination worth 60% of GCSE English Literature.

## How will the course be structured?

Students will complete all elements of the English Literature course across Year 10 and Year 11 in conjunction with the English Language course which will run concurrently.

Students then sit the Paper 1 and Paper 2 external examinations at the end of Year 11.

## What skills will I develop?

- Understanding influence and significance of texts from our literary heritage over time.
- Exploring how texts from different cultures and traditions and times reflect or influence values, assumptions and identity.
- Connecting ideas, themes and issues across a range of texts.
- Becoming a 'critical reader' of fiction prose, poetry and drama.

## What can I do in the future with English Literature?

Continuing in Education you could study A Level English Literature; Creative Media and Arts Diploma; BA Hons English Literature.

Possible careers: Newspaper and Magazine Journalism; Publishing, Editorial research; teaching, other industries that students might enter: Speech and Language therapist; archivist; charity administration.

## If I have any further questions about this course who do I speak to?

Mr Love – Faculty Leader of English.

# Enterprise BTEC

## What will I be studying?

- Component 1: Exploring Enterprises
- Component 2: Planning and Presenting a Micro-Enterprise Idea
- Component 3: Marketing and Finance for Enterprise

## How will I be assessed?

Component 1 and 2 are coursework tasks set by the exam board which will be assessed by your teacher.

For Component 3 you will complete an exam paper under supervised conditions.

## How will the course be structured?

Year 10 will begin with Component 1 followed by Component 2. Both are coursework units and equate to 60% of the student's overall grade.

In Year 11 students will be taught Component 3 which is an examination unit worth 40% of the student's overall grade.

## What skills will I develop?

You will learn how to:

- Work to deadlines.
- Work independently and work in a team.
- Research for specific information.
- Present information in a business like style.
- Write in a variety of styles suitable for different audiences.
- Carry out various financial calculations.
- Develop communication skills.
- Develop problem solving skills.

## What can I do in the future with Enterprise BTEC?

- Business is a subject that affects everyone, in every day of their lives. It is a very useful qualification for any career choice but will be particularly useful if you want to work in an office, be a manager or run your own business in the future.
- Further study at Level 3 for A-level or BTEC Business.

## If I have any further questions about this course who do I speak to?

Miss Johnson — Subject Leader.

# GCSE Fine Art

## What will I be studying?

**2D Visual arts** - Observational drawing, painting, collage, printmaking, ICT and photography.

**3D Visual arts** - constructing and modelling using mixed media and clay.

**Critical and contextual studies** - relating to the work of artists, designers and craft people from a range of times and cultures using specific art terminology.



## How will the course be structured?

Coursework is produced over two years.

Students are expected to document their progress within a sketchbook which is an integral part of the coursework as well as outcomes outside of the book.

Coursework consists of class work and homework.

Each project will be marked according to the **AQA Assessment Objectives**.

### AO1: Research

Develop ideas through investigations, demonstrating critical understanding of sources.

### AO2: Experimentation

Refine work by exploring ideas through selecting and experimenting using varied media, materials

### AO3: Recording

Record ideas, observations and insights relevant to intentions as work progresses and techniques.

### AO4: Final responses and outcomes

Present a personal and meaningful response that realises intentions and brings together all AO1, AO2, AO3, AO4

## How will I be assessed?

### Component 1: Coursework = 60% of the final grade

A personal portfolio of work based on themes / topics.

Coursework consists of sketchbooks, experimentation work, artist investigation and outcomes. The personal portfolio consists of 45 hours of practical work and must include a project from start to finish.

### Component 2: Exam = 40% of the final grade

An externally set assignment, with a 12-week preparation period and a 10 hour timed exam. Students will be expected to choose one theme and develop preparatory work in response.



## What projects will I study?

Natural form and Portraiture

## What skills will I develop?

How to develop practical skills and techniques using a range of media.

How to investigate and research.

Develop an understanding of Artists and the way they work.

How to collect and present information.

How to develop concepts and ideas.

How to be creative and develop a visual

## What can I do in the future with Fine Art?

Study for A Level Fine Art.

Students could progress onto a variety of vocations ranging from: artist, art teacher in various education settings, historian, set design, graphic designer, film maker, gallery curator, illustrator, product designer, architect, fashion and textile designer, art therapist and many more.



## If I have any further questions about this course who do I speak to?

Mrs. Russell –Subject Leader of Art and ASD Champion.

Mrs. Virdee – Art and Photography teacher.

Ms. Curzon—Art teacher and KS3 Coordinator.

Mrs. Wild – Art teacher and Photography Coordinator.



# Food & Cookery NCFE Level 2 Technical Award

## What will I be studying?

You will be studying various areas of Food and Cookery including:

- Nutrition and the effects of a sustained healthy diet.
- Dietary requirements and adaptation.
- Food choices and social / moral / ethical issues.
- British and international culinary traditions and food provenance.
- A wide range of culinary skills.
- Applying what you are studying to real life scenarios and making links to the wider world.

## How will I be assessed?

In Year 10 you will be assessed on both your practical *and* written work throughout the year, as well as sitting a mock exam at the end of Year 10.

In Year 11 you will sit one NEA task (non-examination assessment).  
NEA Task: Research, plan and prepare a two-course meal for a specific dietary requirement and scenario.

One theory examination (1 hour 45 minutes) taken at the end of Year 11.

## How will the course be structured?

Most of Year 10 will be spent on theory and learning the high-level culinary skills you will be assessed on in Year 11.

Your theory knowledge will be regularly assessed and you will cook every other week. You will learn techniques such as piping skills, pasta making, pastry making, dough shaping as well as making sauces and accompaniments.

Year 11 will be spent on the controlled assessment tasks. This will involve research, adapting recipes, cooking and writing up / analysing all of your work.

## What skills will I develop?

You will develop skills, knowledge and understanding in Food and Cookery by:

- Engaging in problem-solving tasks.
- Developing research skills.
- Analysing and evaluating food products and processes.
- Engaging in focused practical tasks to develop and demonstrate techniques.
- Planning and making products.

In this subject it is important to demonstrate a growth mindset in order to progress to a higher standard.

## What can I do in the future with Food and Cookery?

- Chef
- Various Roles in the Catering Industry
- Dietitian
- Environmental Health
- Teaching Health Education
- Food retail
- Culinary art Management
- Self-owned business
- Nutritionist

Food and Cookery is also a complimentary subject to science, maths and physical education.

## If I have any further questions about this course who do I speak to?

Ms V Knight – Subject Leader of Technology.

# GCSE French

## What will I be studying?

The AQA GCSE (9-1) in French covers three broad themes divided up in sub-themes:

- **People and Lifestyle** (identity and relationships with others/healthy living and lifestyle/education and work).
- **Popular Culture** (free-time activities/customs, festivals and celebrations/celebrity culture).
- **Communication and the world around us** (travel and tourism/ media and technology/the environment and where people live)

## How will I be assessed?

There will be examinations in all three MFL skills, all taking place at the end of Year 11:

**Listening** (25%) 35 min paper. (Foundation) or 45 min paper (Higher).

**Reading** (25%) 45 min paper (Foundation) or 1 hour paper (Higher).

**Writing** (25%) 1 hour 10 min paper. (Foundation) or 1 hour 15 min paper (Higher).

**Speaking** (25%) 7-9 min (Foundation) or 10-12 min (Higher) oral test + preparation time.

## What skills will I develop?

The MFL GCSE specifications aim to develop your ability to:

- Communicate confidently and coherently with native speakers in speech and writing with increasing accuracy and express and develop thoughts and ideas spontaneously and fluently.
- Listen and understand clearly articulated, standard speech at near normal speed.
- Deepen your knowledge about how language works, enrich your vocabulary in order to increase your independent use and understanding of extended language in a wide range of contexts.
- Understand and respond to authentic spoken and written material, including literary texts.
- Develop your awareness and understanding of the culture and identity of the countries where French is spoken.
- Develop language learning skills for immediate use and for use in school, higher education or in employment.

## How will the course be structured?

All skills will be covered from the start of Year 10 and these topic areas covered:

**Year 10:** *Identity and Relationships*  
*Media and Technology*  
*Celebrity Culture*  
*Free time activities*  
*Customs, festivals and Celebration*

**Year 11:** *Healthy living and lifestyle*  
*Education and work*  
*Where people live*  
*Travel and tourism*  
*The environment*

## What can I do in the future with French?

- Language qualifications are highly sought after by prospective employers and also give you an edge when applying to university.
- A French GCSE on your CV will open doors in careers in a range of fields such as business, law, education, travel and tourism, fashion, journalism, governmental and international positions.
- Successful completion of this course could lead to A Level French.

## If I have any further questions about this course, who do I speak to?

Ms Carter—Subject Leader of MFL, Mrs Rates – French Teacher, Mrs Koomson – French Teacher.

# GCSE Geography

## What will I be studying?

**The Physical Environment Unit 1:** The Challenge of Natural Hazards, the Living World and the Changing Coastal and River Landscape of the UK.

**The Human Environment Unit 2:** Urban Environments, Economic World and Resource Management focussing on water.

**Geographical Applications Unit 3:** Compulsory trip to Folkestone; collecting primary data in an urban and coastal setting, Geographical Skills and Data response questions.

## How will I be assessed?

- Living with the Physical Environment Unit 1: 1.5 hours (35%).
- Challenges in the Human Environment Unit 2: 1.5 hours (35%).
- Geographical Investigations Unit 3: 1.5 hours (30%).

## What skills will I develop?

Geography is highly regarded by employers and universities due to the range of skills students learn, such as:

- Data presentation through maps and graphs.
- Data analysis and interpretation using statistics.
- Understanding of physical and human processes that are reshaping our world.

## If I have any further questions about this course who do I speak to?

Ms Bland – Subject Leader of Geography.

## How will the course be structured?

Geography GCSE is taught in six hours per fortnight, with additional revision sessions where necessary. All students will sit the three examinations at the end of Year 11. The Human and Physical topics are spread evenly throughout Year 10 and 11 to build links and themes through the topics.

Students will regularly complete practice exam questions, as well as Pre-Public Exams in June of Year 10, as well as in November of Year 11 and again in February, primarily for exam practice, but also as an accurate and realistic way for teachers to monitor student progress throughout the course.

## What can I do in the future with Geography?

Geography is a highly regarded subject due to the range and depth of the content and the numerical and literacy skills that it requires students to develop. GCSE Geography provides a useful base for future Level 3 and Level 4 qualifications.

# Health and Social Care BTEC

## What will I be studying?

You will study:

- The stages and patterns of human growth and development.
- The major changes and how people deal with them.
- The different factors that affect human growth.
- Health and Social Care values.
- Health and well-being improvement plans.

**Please note: This course is NOT Childcare or Child Development and you will NOT cover these subjects!**

## How will I be assessed?

Component 1: Human life span development (examination board set assignment) (30%).

Component 2: Health and Social Care services and values examination board set assignment (30%).

Component 3: Health and wellbeing – written examination (40%).

## How will the course be structured?

Students complete component examination board set assignments in Year 10 and complete the written examination in Year 11.

## What skills will I develop?

By the end of the course you will be able to:

- Complete research independently.
- Apply relevant subject knowledge to a case study.
- Develop a specialist vocabulary for use in the Health and Social Care work sector.
- Work to deadlines.

## What can I do in the future with Health and Social Care?

Take this course if you are interested in all areas of Health and Social Care and if you want to pursue a career in nursing, midwifery or teaching.

Successful completion of the course can lead to BTEC Level 3.

## If I have any further questions about this course who do I speak to?

Miss Morris – Subject Leader of Health and Social Care.

# GCSE History – OCR B

## What will I be studying?

### Thematic Study and British Depth Study

The People's Health c1250 to present **and**  
The Elizabethans 1580-1603

### History Around Us

A case study of a Historical site.  
Options are Dover Castle **or**  
Eltham Palace (TBC)

### Period Study and World Depth Study

The Making of America, 1789-  
1900 **and** Living under Nazi  
Rule, 1933-1945

## How will I be assessed?

**Thematic Study and British Depth Study:** Written exam worth 40%, 1 hour and 45 minutes.

**History Around Us:** Written exam worth 20%, 1 hour.

**Period Study and World Depth Study:** Written exam worth 40%, 1 hour and 45 minutes.

In all three papers, students will answer a variety of questions; some compulsory and some which they are able to choose. All questions will assess their factual recall, knowledge and understanding of key significant historic events and people, use and interpretation of sources, as well as some extended questions that evaluate cause and consequence and the process, nature, extent, patterns and impact of change.

## What can I do in the future with History?

A successful result in History is a good foundation for many A-Levels, including History, Philosophy and Ethics (RS), English, Government and Politics and Sociology. It is also useful for reading History at university or to go into any history-based career. It is also beneficial for careers in Journalism, Law, Civil Service, Personnel, Banking, Travel and Tourism, Leisure Services, Nursing and Teaching. For any career based on dealing with information, or interacting with the public, a history qualification helps you to handle information quickly and 'think on your feet'.

## If I have any further questions about this course who do I speak to?

Mrs Allam — Subject Leader of History.

## How will the course be?

### structured?

History GCSE is taught in six hours per fortnight, with additional revision sessions where necessary. There is **NO** Controlled Assessment. All students will sit the three examinations at the end of Year 11. Students will regularly complete practice exam questions, as well as Pre-Public Exams in Year 10 and Year 11, primarily for exam practice, but also as an accurate and realistic way for teachers to monitor student progress throughout the course.

## What skills will I develop?

Through History GCSE, students will have the opportunity to develop a number of transferrable skills, which will equip them with the skills needed to face the demands of further and higher education, as well as being essential for the vast employment market and life in general.

History is a literary subject and as such it will develop students' reading and writing skills and will help them gain wider general knowledge. Students will develop many analytical skills and will enjoy this course if they want to study a subject that involves learning how to put forward a well-developed point of view about the events that have shaped today's world.

Students will develop a more reflective approach to studying historic events, alongside the ability to question, debate, discuss, research, interpret and present a variety of different historical ideas. Essay writing, time management and independent learning are also key skills learnt throughout this course.

# IT Cambridge National OCR Level 1/Level 2

## What will I be studying?

We deliver the latest specification of the Cambridge National Level 1/2 Certificate in Information Technologies. It has been redeveloped to provide new content about digital technology, increasingly used by many industry sectors, such as the development of Augmented Reality (AR) software.

It is designed for students who want to develop applied knowledge about IT in the digital world and practical skills for use within the IT sector and/or the modern world of work, which has itself become very reliant on the use of IT technology inside the workplace.

The knowledge and skills developed will help progression onto a range of academic, technical and applied post-16 study in IT, computer science and related fields.

## How will I be assessed?

**Unit R050 - IT in the digital world** leads to an external examination in Year 11 (1 hour 30 minutes) worth 40% of the overall qualification grade.

And two skill-based coursework units assessed internally, each worth 30% of the overall qualification grade:

- **Unit R060 on data manipulation using spreadsheets**
- **Unit R070: Using augmented reality to present information**



4 examples of AR apps



Using an AR Mirror app for trying clothes on

## How will the course be structured?

The topics studied during the course consist of three compulsory units, studied across two years:

### **R050 IT in the digital world:**

- Design Tools.
- Human Computer Interface in everyday life.
- Data and Testing.
- Cyber-security and legislation.
- Digital communications.
- Internet of Everything (IoE).

**R060 Data manipulation using Spreadsheets:** Planning, designing, creating, testing and evaluating a spreadsheet solution.

**R070 Using Augmented Reality (AR) to present information:** Designing, creating, testing and reviewing an AR model prototype.

## What skills will I develop?

- The qualification will raise students' confidence in using Microsoft Office applications, including spreadsheets, plugging potential gaps in digital skills and knowledge not covered by studying computing.
- Students will also learn the basics of augmented reality (AR) and will create a model prototype for a specific audience.

## What can I do in the future with IT?

Students will develop skills, knowledge and understanding through this qualification which are relevant to both work and further study. It will support students in a range of subject areas such as A Levels or a BTEC in IT, Business or IT based courses in Further Education. It will also support progression into employment through apprenticeships.

## If I have any further questions about this course, who do I speak to?

Your teacher or Ms Auvinet—Subject Leader for Computing and IT.

# GCSE Mathematics

## What will I be studying?

The topics studied at GCSE Mathematics are:

1. Number.
2. Algebra.
3. Ratio, proportion and rates of change.
4. Geometry and measures.
5. Probability.
6. Statistics.

## How will I be assessed?

By exam only in June of Year 11 consisting of 3 papers; a non-calculator and two calculator papers. All papers are worth 33.33% of the course and are one hour and 30 minutes each.

Higher Tier papers assess Grades 4-9 and 30% of each paper will assess problem solving within mathematics and in other contexts.

Foundation papers assess Grades 1-5 and 25% of each paper will assess problem solving within Mathematics and in other contexts.

## How will the course be structured?

Over the 2 years students will learn a mixture of topics and will be tested every half term.

At the end of the year the students will have an end of year exam which will be used to set for the next year.

## What skills will I develop?

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## What can I do in the future with Mathematics?

Many jobs require Maths or have a mathematical element such as:

Accountancy, Banking, Stock Market, Teaching, Retail, Engineering, Animator, Sports Announcer, Pilot, Photographer, Life Management, Interior Design, Hotel Management.

## If I have any further questions about this course who do I speak to?

Mrs McMahon – Faculty Leader of Mathematics.  
Miss Cole – 2iC of Mathematics.

# GCSE Music

## What will I be studying?

- You will study music from four areas of study; **The Concerto Through Time, Rhythms of the World, Film Music and Conventions of Pop.**  
You will learn to recognise different instruments, say specific things about the way they are used and about structures and techniques that are used to compose the music they play. You will learn musical theory to support your composition and questions in your final exam. Your final listening examination will contain questions based on Units from the four Areas of Study.
- You will perform two pieces of around grade 3-5 standard, one solo performance and one ensemble piece.
- You will compose two compositions: one of your own choice and one set to a brief from the exam board.

## How will I be assessed?

You will be assessed over 3 areas.

- **Component 1– 30%** non-exam assessment  
Performance on your chosen instrument/voice  
Composition of your own choice.
- **Component 2 – 30%** non-exam assessment  
Ensemble/group performance  
Composition to an OCR set brief.
- **Component 3: 40% Appraisal exam**  
1hr 30 mins

### Four Areas of Study:

The Concerto through Time  
Rhythms of the World  
Film Music  
Conventions of Pop

## How will the course be structured?

You will complete two compositions, one of which must be in response to a brief set by the exam board, in September of year 2. Learners will choose one brief from a choice of four, each one linked to a different area of study.

You will do two performances; one solo performance and one Ensemble piece.

You will sit a 1 hour 30-minute listening exam in year two based on the 4 areas of study you have learned.

## What skills will I develop?

You will be required to work on your own, in groups, in workrooms and in whole class situations. You will be able to use the Practice Rooms for some of this time and have access to the Recording Studio.

You will be expected to work to deadlines and to research topics on your own as well as practice your instrument every day.

You will develop your musical skills in composition, performance skills and techniques and develop your aural and appraising skills.

## What can I do in the future with Music?

- Post 16 education in any subject.
- A-level and Level 3 Music courses.
- Entry level industry jobs/Apprenticeships.
- University.
- Stage/Theatre work/Artist/Management.
- Recording industry work.
- Music journalism/TV/ Radio.
- Advertising.
- Teaching.
- Contracts Lawyer.
- Film Music Composition.
- Song writer.

## If I have any further questions about this course, who do I speak to?

Mrs Linaker– Faculty Leader of Expressive Arts and Subject Leader of Music.  
Ms Lopez – Teacher of Music.

# GCSE Photography

## What will I be studying?

Our main focus is to master the DSLR camera settings: ISO/SHUTTERSPEED/ APERTURE. You will explore depth of field, composition, lighting techniques, light drawings, movement photography, and editing skills using postproduction techniques in Photoshop. Critical and contextual studies relating to the work of artists, designer's illustrators from a range of times and cultures.

## How will the course be structured?

Coursework is produced mainly in year 10 and the first term of year 11. Students are expected to document their progress within a digital sketchbook which is an integral part of the coursework. Coursework consists of class work with independent study. Homework is mixture researching, evaluating images and conducting practical shoots.

## What skills will I develop?

- Practical techniques within digital photography.
- How to investigate and research.
- An understanding of photographers/Artists and the way they work.
- How to collect and present information.
- How to develop concepts and ideas.
- How to be creative and develop visual language.
- Organising time effectively.
- Working with peers.
- Organise props and resources.
- Be responsible and respectful for equipment.

## What can I do in the future with Photography?

Study for an A Level Fine Art or Photography.

Students could progress onto a variety of vocations ranging from: Animator, Education, Set design, Photographer (fashion), Photographer (food), photographer (forensics) Gallery curator, Illustration, Photographers assistant, Photography technician, Studio technician, Motion graphics, Photographer, Journalist, Media, fashion.

## If I have any further questions about this course, who do I speak to?

Mrs. Wild - Subject Coordinator of Photography  
Mrs Russell – Subject Leader of Art –ASD Champion  
Mrs Virdee – Art and Photography teacher  
Ms. Curzon – Art and Photography teacher

## How will I be assessed?

### COMPONENT 1 (*coursework*) = 60%

A personal portfolio of work based on themes / topics. Coursework consists of PowerPoint sketchbooks, experimentation work, artist investigation and outcomes.

The personal portfolio consists of 45 hours of practical work and must include projects from start to finish that realises intentions.

### Project themes *student images*

Formal Elements



Still Life



Personal Investigation



### COMPONENT 2 (*Exam*) = 40%

An externally set assignment, with a preparation period of 12 weeks and a 10-hour exam. Students will be expected to choose one theme out of seven and develop preparatory work in response.

### Assessment Objectives

Students will be assessed on four areas according to the AQA Assessment Objectives.

AO1: Research.

AO2: Experimentation.

AO3: Recording.

AO4: Final response and outcomes.

# GCSE Religious Studies

## What will I be studying? Religious Studies B - Beliefs in Action

### Paper 1: Religion and Ethics (50%)

A study of Christianity, covering four key areas, to gain an understanding of Christian beliefs and teaching in the 21st Century.

- Belief in God
- Marriage and the Family
- Living the Religious Life
- Matters of Life and Death

### Paper 2: Religion, Peace and Conflict (50%)

A study of Islam, covering four key areas, to gain an understanding of Muslim beliefs and teaching in the 21st Century.

- Belief in God
- Crime and Punishment
- Living the Religious Life
- Peace and Conflict

### How will I be assessed?

100% exam based. At the end of Year 11 students sit two examinations, with each exam for 1 hour and 45 minutes (one exam per paper above).

The two exams combine to give students an overall GCSE grade, based on the 9-1 grading. Students are asked a variety of questions, including short answer, mini-essay and evaluative style questions, about differing perspectives on key issues.

### How will the course be structured?

Religious Studies GCSE is currently taught in five hours per fortnight.

Students regularly complete practice GCSE exam Questions, as well as Pre-Public Exams (PPEs) in both Year 10 and Year 11. This is primarily for exam practice, but also as an accurate and realistic way for teachers to monitor student progress throughout the course.

### What can I do in the future with Religious Studies?

Sixth Forms, universities and employers recognise having a GCSE in RS shows that students are interested in the world around them and that they understand and appreciate the role they play within society. Additionally, skills learnt throughout the course indicate their ability to think and communicate effectively.

GCSE RS is a good foundation for many A-Level subjects, including Philosophy, Ethics and Religion (RS/Philosophy), English, Sociology, Law, Government and Politics, History, and Psychology, to name but a few. It is hugely beneficial for a wide variety of careers, including Social or Charity work, Government or Politics, Law, Medicine, Education, and Journalism.

Most importantly though, RS GCSE gives students the tools to start making decisions and developing their own ideas and opinions about what really matters, enabling them to make a difference.

### What skills will I develop?

This GCSE RS course is taught with many opportunities for students to learn and develop a wealth of transferrable skills, which enable young people to face the demands of further and higher education, as well as being an essential component within the workplace and life in general.

These skills include expert thinking and creativity, decision making and reasoning, critical and high-level thinking, computer literacy, verbal and non-verbal communication and relationship-building and collaborative problem solving.

Additionally, throughout the course, students will further develop:

- Reflective approaches to studying religious and non-religious teachings, beliefs, and practices.
- Abilities to consider and formulate their own views and opinions, exploring spiritual and moral understanding of themselves and the world around them.
- Confidence to ask questions, debate, discuss, research, and present views in a variety of ways.
- Essay writing style and written communication, independent learning and time management.

### GCSE Trip

To link with the course, we have previously taken GCSE students on a trip to Rome, which helps students understand elements of early Christianity and puts some of their classroom-based learning into context.

We are currently exploring other trip opportunities for the future and GCSE RS students will have the option to participate in these trips.

### If I have any further questions about this course, who do I speak to?

Mrs Doyle, Ms Davies or Mrs van der Gulik or check out the information shared in your Year 9 SPCS Team on Teams.

# GCSE Combined Science - AQA

## What will I be studying?

### Biology subject

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### Physics subject content

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Using resources

### Chemistry subject

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

## How will I be assessed?

You will take six final examinations in May/June of Year 11. You will sit two papers in Biology, Chemistry and Physics. Each paper is worth 16.7% of the overall GCSE Combined Science grade.

## How will the course be structured?

You will be taught lessons in Biology, Chemistry and Physics throughout the two years. During these lessons you will practise the skills and develop your subject knowledge for the written exams.

## What skills will I develop?

- Problem solving skills.
- Working as part of a team.
- Planning skills.
- Observational skills.
- How to analyse and evaluate data.
- Applying numeracy and literacy skills to Science practical skills.

## What can I do in the future with Combined Science?

Combined Science will then allow you to study A levels or Level 3 BTEC. Lots of interesting jobs require or may use Science.

Here are a few:  
Veterinary work, Engineering, Food Science Medicine, Forensics and Photography.

## If I have any further questions about this course, who do I speak to?

Mr Kisnay — Faculty Leader of Science.

Mr Dawson – Second in Charge.

Miss Reid – KS3 coordinator.

# GCSE Triple Science - AQA

## What will I be studying?

### Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics (physics only)

### Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

## How will I be assessed?

You will take two written exams for each subject in May/June of Year 11 for Biology, Chemistry and Physics. Each exam is worth 50% of the GCSE.

You will gain three separate Science GCSEs in Biology, Chemistry and Physics.

## How will the course be structured?

You will have separate lessons in Biology, Chemistry or Physics. During these lessons you will develop your subject knowledge as well as practise the skills required to be able to take the final written examinations.

## What skills will I develop?

- Problem solving skills.
- Working as part of a team.
- Planning skills.
- Observational skills.
- How to analyse and evaluate data.
- Applying numeracy and literacy skills to Science.
- Practical skills.

## What can I do in the future with Triple Science?

Triple science offers an excellent foundation for further scientific study at A Level and beyond. Lots of interesting jobs require or may use Science. The list below shows just a few examples:

Veterinary work, Engineering, Journalism, Teaching, Medicine, Forensic Science, Sports Science and Photography.

## If I have any further questions about this course, who do I speak to?

Mr Kisnay — Faculty Leader of Science.

Mr Dawson – Second in Charge.

Miss Reid – KS3 coordinator.

# GCSE Spanish

## What will I be studying?

The AQA GCSE (9-1) in Spanish covers three broad themes divided up in sub-themes:

- **People and Lifestyle** (identity and relationships with others/healthy living and lifestyle/education and work).
- **Popular Culture** (free-time activities/customs, festivals and celebrations/celebrity culture).
- **Communication and the world around us** (travel and tourism/ media and technology/the environment and where people live).

## How will I be assessed?

There will be examinations in all three MFL skills, all taking place at the end of Year 11:

**Listening** (25%) 35-minute paper. (Foundation) or 45 min paper (Higher).

**Reading** (25%) 45-minute paper (Foundation) or 1-hour paper (Higher).

**Writing** (25%) 1 hour 10-minute paper. (Foundation) or 1 hour 15-minute paper (Higher).

**Speaking** (25%) 7-9 minute (Foundation) or 10-12 min (Higher) oral test + preparation time.

## What skills will I develop?

The MFL GCSE specifications aim to develop your ability to:

- Communicate confidently and coherently with native speakers in speech and writing with increasing accuracy and express and develop thoughts and ideas spontaneously and fluently.
- Listen and understand clearly articulated, standard speech at near normal speed.
- Deepen your knowledge about how language works, enrich your vocabulary in order to increase your independent use and understanding of extended language in a wide range of contexts.
- Understand and respond to authentic spoken and written material, including literary texts.
- Develop your awareness and understanding of the culture and identity of the countries where Spanish is spoken.
- Develop language learning skills for immediate use and for use in school, higher education or in employment.

## How will the course be structured?

All skills will be covered from the start of Year 10 and these topic areas covered:

**Year 10:** *Identity and Relationships.  
Media and Technology.  
Celebrity Culture.  
Free time activities.  
Customs, festivals and  
Celebration.*

**Year 11:** *Healthy living and lifestyle.  
Education and work.  
Where people live.  
Travel and tourism.  
The environment.*

## What can I do in the future with Spanish?

- Language qualifications are highly sought after by prospective employers and also give you an edge when applying to university.
- A Spanish GCSE on your CV will open doors in careers in a range of fields such as business, law, education, travel and tourism, fashion, journalism, governmental and international positions.
- Successful completion of this course could lead to A Level Spanish.

## If I have any further questions about this course, who do I speak to?

Ms Carter — Subject Leader of MFL, Mr Feito – Spanish Teacher.

# Sport Studies OCR Cambridge National

## Level 1 / 2

### What will I be studying?

The Cambridge Nationals in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes.

The Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport or the media.

### How will I be assessed?

The course is assessed through a mix of internally assessed assignments (worth 60% of the final grade) and an externally assessed written examination (worth 40% of the final grade). The grades that can be awarded are: Level 2 Distinction\* (equivalent to an A\* or approximately a Grade 8 in GCSE grades).

Students will study 3 units (listed below) during the two years. Each one offers students different opportunities to develop their knowledge and understanding of the practice and theory behind the modern-day sporting world. One of the units is externally examined. In the other x 2 units students are assessed through a variety of methods including presentations, written coursework, practical demonstrations and leadership.

-Contemporary Issues (Externally Examined).

-Developing Sports Skills (Practical Unit - x2 sports).

-Media In Sport (Written Coursework).

### What skills will I develop?

The course aims to:

- Encourage personal development through sports and exercise.
- Develop knowledge of media in sport
- Improve people, communication, planning and team-working skills.
- Enhance time-management, interpreting and presentation skills.

### What can I do in the future OCR Level 1/Level 2 Cambridge National in Sport Studies

Further and higher education courses exist progress on to A Levels, a Cambridge Technical in Sport and Physical Activity, an apprenticeship or university.

You may also wish to go straight into employment in the leisure & recreation industry or use your excellent people & team member skills in other avenues.

### If I have any further questions about this course who do I speak to?

Mr Momodu - Subject Leader for Physical Education.

# Sports or Dance Leadership Level 1

(An opportunity within Core PE lessons\*)

## Sports/Dance Leadership

- A Nationally Recognised Accredited Level 1 Qualification – please see below regards administration fee.

### Skills:

Developing knowledge of a range of Skills in Sport or Dance.

How to plan, organise and lead sessions for younger pupils.

## How will the course be structured?

One lesson a week within Core PE. Building practical skills in Sport or Dance as well as theoretical knowledge on planning and evaluation sessions as a young leader.

Units include teacher-led sessions to demonstrate the learning outcomes and then you will be expected to plan and lead various sessions throughout the course to peers and younger students in KS3 and Primary.

## How will I be assessed?

There are no exams. We assess through practical tasks such as:

- Leadership tasks in lessons.
- Demonstrating knowledge and planning and evaluating sessions.
- Organising and leading of sessions for younger pupils in school.

There are also occasional theoretic tasks such writing evidence reports and evaluations. We assess through the Leadership Skills Foundation learning objectives.



## What skills will I develop?

- Leadership skills in a practical environment.
- Organisation and planning skills.
- Communication skills.
- Teamwork and co-operation.
- Social skills working with new people.

A positive attitude, willingness to volunteer and PE Kit are the basic requirements.

## What can I do in the future with Sport/Dance Leadership Award?

You may go on to complete the Community Sports Leader Award which we offer in the 6th form or at most colleges.

The award is an excellent grounding for developing good generic leadership skills and confident communication which are both invaluable for any individuals' career path. This is an excellent qualification to have in addition to your GCSEs and BTECs.

## If I have any further questions about this course who do I speak to?

Mr Momodu or Ms Norris. \*Please note, this opportunity, to achieve a Level 1 qualification, sits within weekly core PE lessons and there will be an option on the selection form for students to opt into this and choose either Dance or Sport as their main focus for leadership. As this is accredited by the Leadership Skills Foundation, **there will be an administration cost of approx £30 for this nationally recognised qualification.** For further information, you may wish to visit [www.sportsleaders.org](http://www.sportsleaders.org).

**Should you not want your daughter to opt into this, they will continue with the Core PE National Curriculum lesson once a week.**

# GCSE Statistics

## What will I be studying?

The GCSE Statistics course contains:

- Planning and data collection.
- Processing, representing and analysing data.
- Reasoning, interpreting and discussing results.
- Probability.

## How will I be assessed?

Two written papers lasting 1 hour 30 minutes each, worth 50% each of the GCSE:

- 80 Marks per exam paper.
- Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle.
- Contains short answer and long answer questions.

## How will the course be structured?

Students will study the Statistics course during Year 10 and 11 and be examined in June of Year 11.

## What skills will I develop?

- Acquire and use problem-solving strategies.
- Select and apply statistical techniques and methods in mathematical, every day and real-world situations.
- Reason mathematically, make deductions and inferences and draw conclusions.

## What can I do in the future with Statistics?

Many jobs require Statistics or have a mathematical element:

Accountancy, Banking, Stock Market, Teaching, Retail, Engineering, Animator, Sports Announcer, Pilot, Photographer.

## If I have any further questions about this course who do I speak to?

Mrs McMahon – Faculty Leader of Mathematics.

# GCSE - Textiles

## What will I be studying?

The Textiles syllabus requires a variety of textile processes to be explored, such as:

- Constructed Textiles (knit, weave, embroidery, appliqué, felting, fabric manufacture)
- Printed Textiles (Screen printing, Lino-cutting, Computer aided design)
- Fine Art Textiles (experimental effects)
- Dyed Textiles (batik, silk painting, dyeing processes)
- Fashion Textiles (Pattern cutting, accessory design, garment design, illustration)

You will also study conceptual and historical textiles and fashion designers.

You will keep a visual record of your ideas and progress in a sketchbook. Communication about ideas will be verbal, visual and written and media plus many others related to utilising the design process skills.

## How will I be assessed?

In Year 10 you will complete skills-based projects in order to master the various textiles practices and techniques needed for your assessed piece of work.

For these projects you will need a sketchbook and you will make a physical piece by the end of it, drawing on your research of historical and contemporary artists/ designs and themes.

In Year 11 you will be given a theme/ task as set out by AQA of which you will base your work on. Again, you will keep a sketchbook of your research, designs and experiments and construct a final piece based on this.

## How will the course be structured?

You will start by recapping your skills from Key Stage 3 before building on and developing new skills to ensure you are prepared for the units you will undertake.

For each unit you will be given a design brief. Your teacher will guide you through a series of tasks to enable you to research the context, produce a range of development work in a sketchbook and work through to a final conclusion. Much of your work will need to be done with a degree of independence.

## What skills will I develop?

You will acquire abilities in investigation, analysis, experimentation, refinement and problem-solving.

You will also expand your understanding of past and present artists, designers and craftspeople.

You will develop practical skills such as:

- Batik
- Tie dye
- Applique and reverse applique
- Hand and machined embroidery
- Silk screen printing and block printing
- Felting
- Fabric manipulation
- Experimental design techniques

## What can I do in the future with GCSE Textiles?

You could progress onto further education to study A Level or BTEC Level 3.

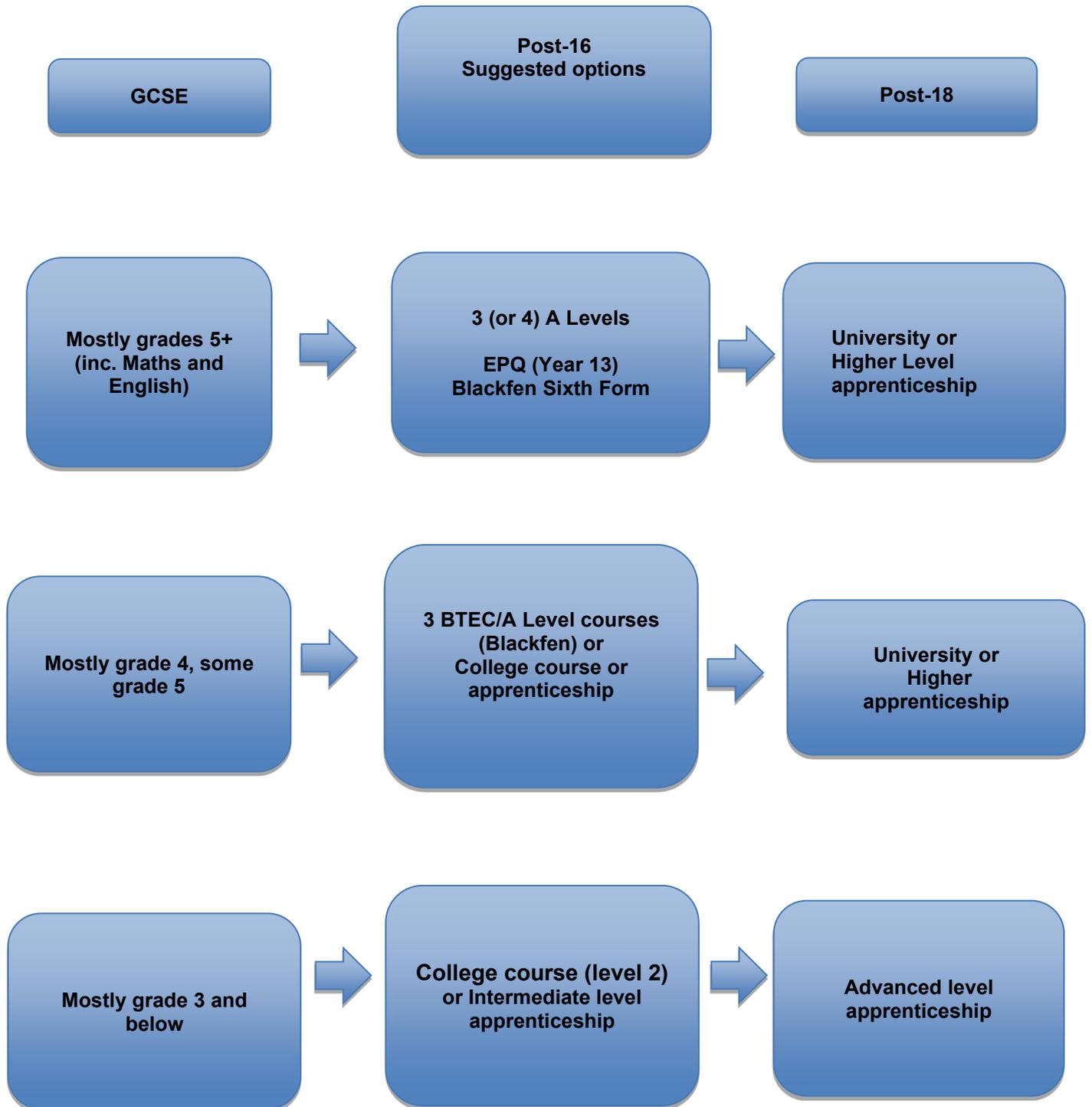
There are many careers in the field of Textiles such as:

- Interior design
- Textile manufacture
- Costume and theatre design
- Fashion illustration & design
- Fashion marketing
- Fashion design in footwear
- Millinery
- Knitwear
- Graphics
- Fashion photography
- Publishing

## If I have any further questions about this course who do I speak to?

Ms V Knight — Subject Leader of Technology.

# Choosing your route at Post 16





# **Blackfen School for Girls**

Raising aspirations - releasing potential

**Blackfen School for Girls**

**Blackfen Road**

**Sidcup**

**Kent**

**DA15 9NU**

**Tel: 0208 303 1887**

**[www.blackfenschoolforgirls.co.uk](http://www.blackfenschoolforgirls.co.uk)**