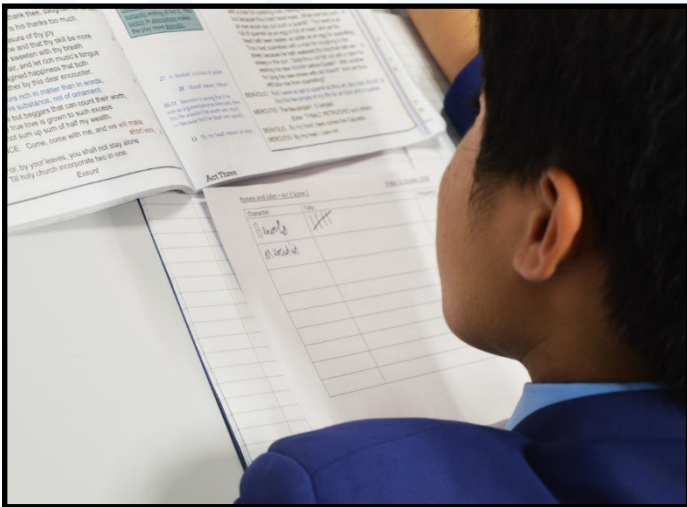




St John  
Bosco  
College

#BelieveAndAchieve



# Key Stage 4 Options Booklet 2022

## Your Choices

[www.sjbc.wandsworth.sch.uk](http://www.sjbc.wandsworth.sch.uk)

Introduction  
Curriculum Offer  
Frequently Asked Questions (FAQ) Careers  
Advice and Guidance

**Core Curriculum:**

English  
Mathematics  
Combined Science  
Triple Science  
Duke of Edinburgh Bronze Award  
Religious Education

**Options:**

Art  
Business  
Design and  
Technology  
Enterprise and  
Marketing  
Drama  
Food Preparation and Nutrition  
French  
Geography  
History  
Media Studies  
Music  
Psychology  
Physical  
Education  
Sociology  
Spanish  
Making Your Options Choices



Dear Year 9 Student,

There are important decisions to be made by you and your parents before you start your KS4 learning in September 2022. This booklet is designed to help you to choose the courses you will study in Years 10 and 11.

Please read the booklet very carefully. The next two school years are a very important part of your education. This booklet is designed to help you make the right choices for you and to achieve the best possible results in all of your subjects by the end of Year 11.

There are many people you can ask to help you with this, including your parents, teachers, and students at the school including 6<sup>th</sup> Form.

By making the right decisions now, it will ensure that you enjoy your KS4 learning, and achieve the best results you can.

Your success in Year 11 will pave the way for the next steps in your education at the age of 16.

We want you to do well, and we hope that you will leave the school feeling proud of your achievements and move on to the courses, training and careers that will enable you to realise your dreams, whatever they may be.

The staff at SJBC are looking forward to working with you to help you achieve your potential.

Miss S El-Miniawi  
Senior Leader for KS3

**Key dates**

**Tuesday 18<sup>th</sup> January-** Options Evening

**W/C Monday 24<sup>th</sup> January-** Options Selections Week

**Friday 28<sup>th</sup> January-** Options Selections Deadline



**St John  
Bosco  
College**

Dear Year 9 Parents,

The curriculum offer for students starting Year 10 at SJBC in September 2022 provides a broad and balanced programme of study and builds upon their prior learning in Years 7, 8 and 9. It will also provide them with a solid platform for further study, post-16, in our 6th Form.

All pupils will study the 'core subjects' of English Language and Literature, Mathematics, Combined Science, and, naturally in a Catholic School, Religious Education.

All pupils have the choice of three optional subjects. They should choose three subjects from the following list.

<b>Triple Science</b> <i>Students can only be <b>selected</b> to study this by the Science Department as <b>an addition</b> to their 3 option subjects.</i>	<b>BTEC Enterprise and Marketing</b>	<b>Media Studies</b>	<b>Drama</b>
<b>Physical Education</b>	<b>BTEC Food preparation and nutrition</b>	<b>Music</b>	<b>Computer Science</b>
<b>Art</b>	<b>French</b>	<b>Psychology</b>	<b>Sociology</b>
<b>Business Studies</b>	<b>Geography</b>	<b>Spanish</b>	<b>History</b>
<b>Design Technology</b>	<b>Portuguese</b>	<b>Italian</b>	<b>Polish</b>

All students must study at least one of the subjects in yellow known as the EBacc (English Baccalaureate).

The combination of courses that your child opts for will depend on a number of different factors. These include the suitability of the course, career aspirations and interest in an area of study as well as past performance in a subject. It is very important that you discuss all these factors with your child before the final choices are made.

The vast majority of students will take GCSE qualifications in the subjects that they choose. A small number of students may be directed to take a GCSE equivalent qualification where appropriate.

The following pages give more information about each of the subjects offered. These have been divided into the 'core' subjects: English, Mathematics, Science, and Religious Education, and the remaining 'optional' subjects.

Finally, I would like to stress that, although all subjects in this booklet are offered in good faith and are accurate at the time of printing, the school reserves the right to withdraw subjects in the event of unforeseen circumstances and in response to external factors in the best interests of our students.

Miss S El-Miniawi  
Senior Leader for KS3



## **Frequently asked questions**

### **Q. How many subjects do I have to choose?**

A. You should choose three subjects from the list of optional subjects.

### **Q. Will I get all of my first choices?**

A. Whilst most students do get their first choices, we do have to allocate some reserve choices, so it is important that you select reserve choices that you are willing and able to do. If you have a specific career direction or outside interest in mind, you should write it on the options form so that we can take this into account when we allocate subjects. It is important to remember that your results from the PPE tests will influence your choice allocation.

### **Q. Why do I have to study an EBacc subject?**

The EBacc subjects equip students with highly desirable skills and knowledge for many future educational and professional paths. Research shows that studying the EBacc both improves children's performance in English and Maths as well as increasing their likelihood of staying on in full-time education.

### **Q. Do I have to take a language?**

A. No. However, if you choose a language option, your language teacher will be consulted about your suitability for a language course.

### **Q. What science option will I take?**

A. Most students will achieve GCSE Science Trilogy after two years of study. This award covers all three sciences and is equivalent to two GCSEs. We offer triple science as individual GCSEs for students who show exceptional aptitude for science. Students following Triple Science will achieve GCSE Biology, GCSE Chemistry and GCSE Physics.

### **Q. When do I find out which subjects I have been given from my choices?**

A. You will find out which subjects you have been allocated towards the end of the Summer term 2020. If there are any concerns about the subjects you have chosen, we will discuss this with you.

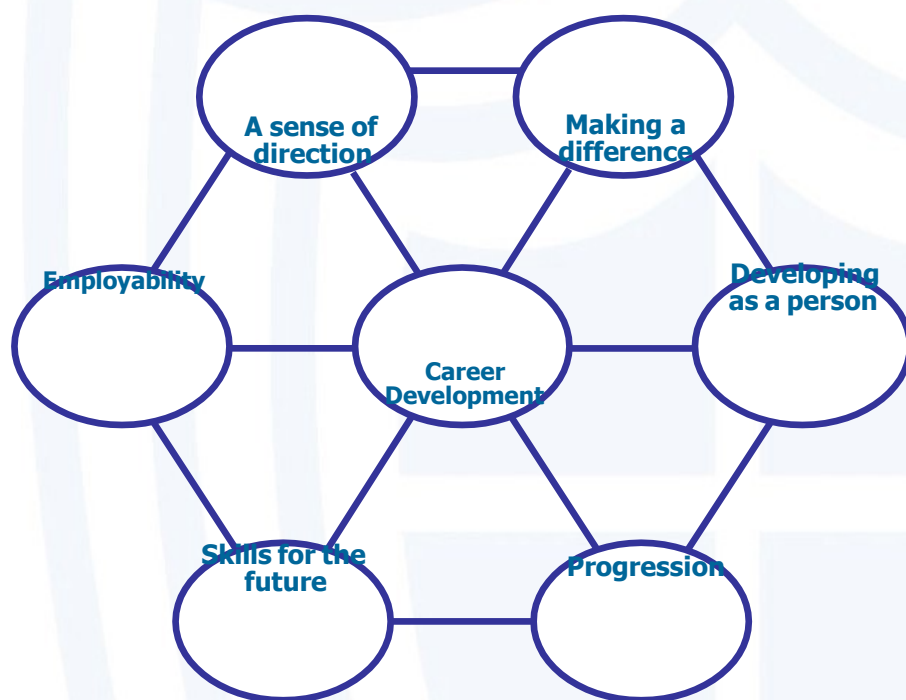
### **Q. If I start a subject and later realise that I have made a mistake, what can I do?**

A. This happens to some students every year. There are only three weeks at the start of term when we look at requests for changes and make them if we can. Sometimes subject groups are full and students are unable to move but we do our best to help. By the end of the first three weeks of the autumn term, we have to stop making any changes as you will have missed too much work to begin a new subject.

We hope that these FAQs help some of you. If your question isn't answered here, please speak to Miss Elm.

# Careers, education, information, advice and guidance

St John Bosco College (SJBC) is committed to providing all students with careers, education, information, advice and guidance (CEIAG) throughout their school lives, raising aspirations and tackling stereotypes. As a school we understand it is vital that we bridge the gap between academic and working life, and must equip all students with the skills, knowledge and understanding required to ensure their future success in their chosen field, which is why we include **career development** within our curriculum and enrichment programmes. The diagram below shows why career development is important to each student and how it enhances the quality of education within our school.



SJBC are committed in ensuring that our careers programme supports all students in acquiring an in-depth understanding of career options and develops a level of self-awareness to hone their decision-making skills, which will allow them to make effective transitions throughout every stage in education and careers.

Our careers programme encompasses the ethos of the school and promotes that all students must believe and achieve.

To prepare all students when choosing their GCSE options, SJBC continues to deliver the following Year 9 careers programme;

Year 9 Careers Programme		
Autumn	Spring	Summer
<p><b>Start Profile</b> (activity workshop for students to look at different jobs related to the subjects of preference and create personal profile)</p> <p><b>Duke of Edinburgh – Youth Achievement Award</b> (develops students' transferable skills)</p> <p><b>Careers Week</b> (Careers in the curriculum)</p> <p><b>Apprenticeship Week</b> (The alternative to University)</p>	<p><b>Employer visits / talks</b> (External organisation assemblies and workshops)</p> <p><b>Careers Fair</b> (Opportunities to speak to organisations about aspirations and gain further guidance)</p> <p><b>Richmond Upon Thames College</b>—CV Writing and Transferable Skills workshop</p>	<p><b>Employer visits / talks</b> (External organisation assemblies and workshops)</p> <p><b>Barclays Life Skills</b> (Preparing young people to succeed in future careers)</p> <p><b>Work Experience</b> (How do you prepare for work experience?)</p>

## Careers Team:

Miss L Bennett, 6th Form and Careers Lead

Email: [lbennett@sjbc.wandsworth.sch.uk](mailto:lbennett@sjbc.wandsworth.sch.uk)

Ms Rosemary Ennin, Independent Careers Advisor

Email: [rennin@sjbc.wandsworth.sch.uk](mailto:rennin@sjbc.wandsworth.sch.uk)

## Useful websites:

[nationalcareersservice.direct.gov.uk](http://nationalcareersservice.direct.gov.uk)

<https://www.careersbox.co.uk/>

<https://icloud.com>

# English (GCSE)

"There is no greater agony than bearing an untold story inside of you." (Maya Angelou)

## Course Information

For English Language, students will have to read and analyse both fiction and non-fiction texts, from different time periods. They will also have to write their own creative writing piece and an opinion piece. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. You will be introduced to many key figures from Britain's literary heritage. You will learn more about the nature of humanity, social and historical contexts of work, and the power of the written word whilst studying some brilliant novels, plays and poems.



### Year 10

Write effectively and coherently using Standard English appropriately.

Use grammar correctly, punctuate, and spell accurately.

Gain and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and language conventions for reading, writing and spoken language.

Listen to and understand spoken language and use spoken Standard English effectively.

Throughout the year students will also study: Power and Conflict Poetry, Romeo and Juliet, An Inspector Calls, and A Christmas Carol.

### Year 11

Read fluently and with good understanding a wide range of texts from the 19th, 20th and 21st centuries.

Read and evaluate texts critically and make comparisons between texts.

Summarise and synthesise information or ideas from texts.

Use knowledge gained from wide reading to inform and improve their own writing.

Students will also study Unseen Poetry, and Comparative Poetry.

### Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### External Assessment

English Language

Paper 1 - Explorations in creative writing and reading (50%)

Paper 2 - Writers' viewpoints and perspectives (50%)

English Literature

Paper 1 - Shakespeare and the 19th century novel (40%)

Paper 2 - Modern texts and Poetry (60%)

Course Title	Exam Board	Specification Code	Website
GCSE English Language	AQA	8700	<a href="https://www.aqa.org.uk/subjects/english/gcse/english-language-8700">https://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a>
GCSE English Literature	AQA	8702	<a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>

## Next Steps:

Achieving a passing grade in English is a prerequisite for gaining admission to many courses in schools and colleges around London. A good English grade demonstrates that you can write coherently and in an academic fashion. Courses in English Literature, law, media and many more require evidence of assured reading and writing skills. All students must continue with the study of English if they fail to attain a grade 4 at the end of Year 11

**Head of Department: Mr S Kilcullen**



# Mathematics (GCSE)

**"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." (Shakuntala Devi)**

## Course Information

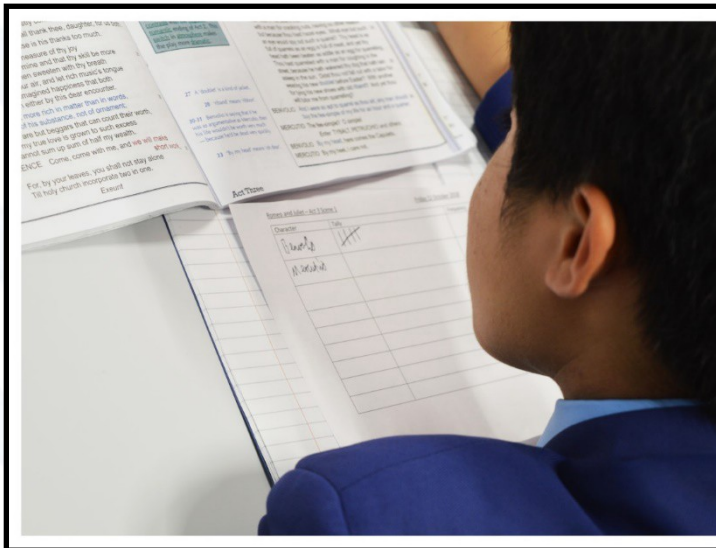
Mathematics is the engine of science and engineering. It is the set of ideas, insights and techniques that enable us to understand, analyse and solve problems.

We understand that future job prospects are heavily influenced by progress in mathematics at school and for this reason we have put in place curriculum that will prepare our students to gain the mathematical knowledge and skills needed for life in modern Britain, secure access into and success in further education and raise standards to compete in a global job market.

During GCSE Maths, pupils will explore the following areas; number, algebra, ratio, geometry, probability and statistics. All students complete one of two Mathematic courses. A pupil is assigned to a course based on their Key Stage 2 and Key Stage 3 outcomes.

**FOUNDATION** Possible grades 1 - 5

**HIGHER** Possible grades 4 – 9



### Year 10

Numbers, algebra, ratio, geometry, probability and statistics.

### Year 11

Numbers, algebra, ratio, geometry, probability and statistics. For both years, embedded into each of these strands are problem solving activities requiring pupils to apply their Mathematics to real life situations.

### Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### External Assessment

3 exam papers. 1.5 hours each. 1 paper is non-calculator, 2 papers are calculator. Pupils must ensure they have a scientific calculator.

Course Title	Exam Board	Specification Code	Website
GCSE Mathematics	Edexcel	1MA1	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf</a>

## Next Steps:

Students can go to on to study Core Maths, A level Maths and Further Maths.

Core Maths is helps to develop students' mathematical skills and thinking and supports courses such as A-level Psychology, Sciences and Geography.

**Head of Department: Miss E Haigh**

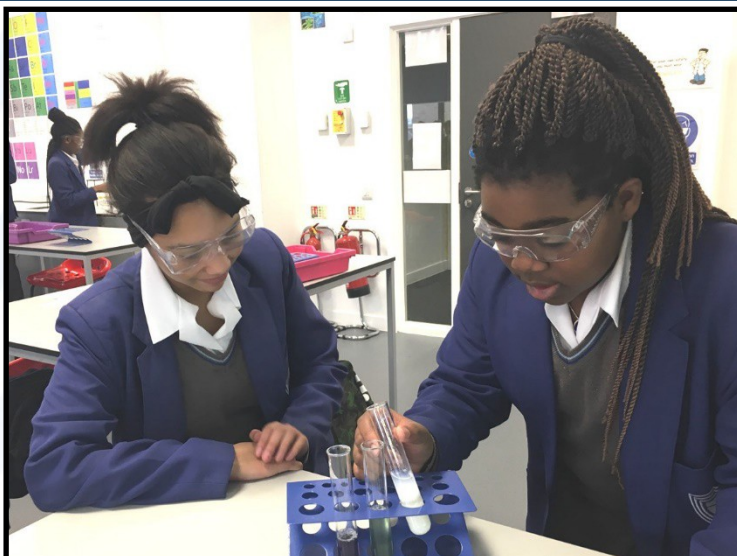
# Combined Science (GCSE)

"The science of today is the technology of tomorrow." (Edward Teller)

## Course Information

Science is a core subject that all students across the United Kingdom are expected to continue. Science is a crucial subject to excel at GCSE in as it combines analytical, mathematical and critical thinking skills that is valued in most A-level courses and University. Most students in the year group will be entered for the double

award. This would mean students have the opportunity to receive two GCSE awards for one subject.



### Year 9 & 10

Year 9 Content: Cell Biology, Organisation, Atomic structure and the periodic table, bonding, Rates of reaction, Chemistry of the atmosphere, Energy changes, Using resources and Energy.

Year 10 content: Infection and response, Bioenergetics, Homeostasis and response, Quantitative chemistry, Chemical changes, Electricity, Particle model, atomic structure, waves.

### Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### Year 11 Focuses following topics as new content:

Forces, inheritance, variation, evolution and ecology. After this you will have finished the course by December! From here we look at the weakest topics of students and reteach content that needs to be supported and stretch in stronger areas. This will change from year to year and will be different in each class. This gives everyone guided revision time to best support your progress.

### External Assessment

Biology Paper 1: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Chemistry Paper 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Physics Paper 1: Energy; Electricity; Particle model of matter; and Atomic structure.

Biology Paper 2: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics Paper 2: Forces; Waves; and Magnetism and electromagnetism

**(Each exam: 1hr 15 mins)**

Higher or Foundation Tier

Course Title	Exam Board	Specification Code	Website
GCSE Combined Science	AQA Combined: trilogy	8464	<a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>

**Next Steps:** This science qualification provides opportunities for progression: A-level Biology, A-level Chemistry, A-level Physics, BTEC Applied Sciences, BTEC Human Biology

**Head of Department: Miss T Msanide**



# Triple Science (GCSE)

“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.” (Marie Curie)

## Course Information

Based on progress, in consultation with teachers, some students may be selected for triple science in which they can receive three GCSE awards, with grades received for each of the separate sciences. Students should speak to Miss Msanide regarding this process.



### Year 9 & 10

Year 9 Content: Cell Biology, Organisation, Atomic structure and the periodic table, bonding, Rates of reaction, Chemistry of the atmosphere, Energy changes, Using resources and Energy

Year 10 content: Infection and response, Bioenergetics, Homeostasis and response, Quantitative chemistry, Chemical changes, Electricity, Particle model, atomic structure, waves, space and light.

### Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

Year 11 Focuses following topics as new content:

Forces, inheritance, variation, evolution and ecology. After this you will have finished the course by December! From here we look at the weakest topics of students and reteach content that needs to be supported and stretch in stronger areas. This will change from year to year and will be different in each class. This gives everyone guided revision time to best support your progress.

### External Assessment

Biology Paper 1: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Chemistry Paper 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Physics Paper 1: Energy; Electricity; Particle model of matter; and Atomic structure.

Biology Paper 2: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics Paper 2: Forces; Waves; Magnetism and electromagnetism; and Space physics.

**(Each exam: 1hr 15 mins)**

Higher or Foundation Tier

Course Title	Exam Board	Specification Code	Website
GCSE Triple Science	AQA Biology,	8461	<a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a> <a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a> <a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a>
	AQA Chemistry	8462	
	AQA Physics	8463	

**Next Steps:** This science qualification provides opportunities for progression: A-level Biology, A-level Chemistry, A-level Physics, BTEC Applied Sciences, BTEC Human Biology

**Head of Department: Miss T Msanide**

# Physical Education (GCSE)

“There may be people that have more talent than you, but there’s no excuse for anyone to work harder than you do.” (Serena Williams)

## Course Information

Our GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being.



### Year 10

Year 10 content: Engagement patterns of different social groups in physical activity and sports, commercialisation of physical activity and sport, ethical and social-cultural issues in physical activity and sport, sports psychology, health fitness and well being.

### Year 11

Recap: The structure and function of the skeletal system, the structure and function of the muscular system, movement analysis, the cardiovascular and respiratory systems, effects of exercise on body systems, physical training, components of fitness, applying the principles of training, preventing injury in physical activity and training.

Practical performance and mock moderation in 3 sports. AEP competition.

Revision: Year 10 content.

### Internal Assessment

Practical Moderation/Analysing and Evaluating Performance (AEP)

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### External Assessment

Applied anatomy and physiology Physical training/ Socio-cultural influences Sports psychology Health, fitness and well-being.

2x papers—60 mins for each paper

Paper 1: The structure and function of the skeletal system/ The structure and function of the muscular system/ Movement analysis/The cardiovascular and Respiratory systems/Effects of exercise on body systems/Physical Training/Components of fitness/Applying the principles of training/Preventing injury in physical activity and training.

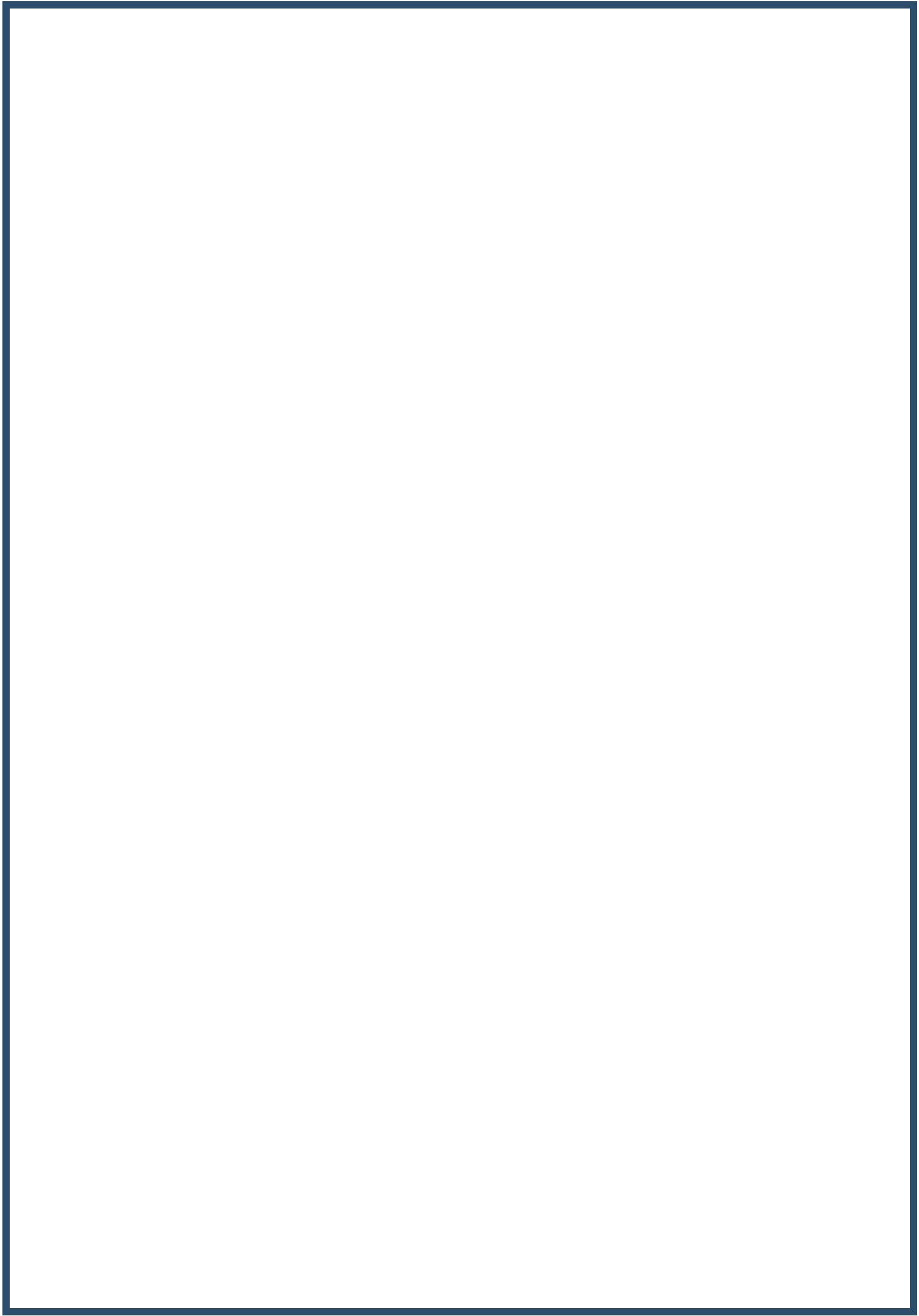
Paper 2: Engagement patterns of different social groups in physical activity and sports/Commercialisation of physical activity and sport/Ethical and social-cultural issues in physical activity and sport/Sports Psychology/Health fitness and wellbeing.

Course Title	Exam Board	Specification Code	Website
GCSE Physical Education	OCR	J587	<a href="https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/">https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/</a>

### Next Steps:

GCSE PE provides students with the knowledge and skills to progress onto KS5, and gives students the necessary grounding to embark upon a career in the sports industry, for example teaching, physiotherapy, healthcare, sports analyst, coaching, sports leadership.

**Subject Leader: Mr Grinell-Parke**





# Drama (GCSE)

**"All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances,  
And one man in his time plays many parts,  
His acts being seven ages."**

## Course Information

GCSE Drama will help you gain confidence, work in a group and develop your leadership skills. Drama is highly regarded by universities and employers as a subject that gives students, the creativity, problem-solving, and teamwork skills that are so highly sought after. Within the course, we explore different styles of Drama and the process of creating works of theatre. It is broken into three units, a written exam, a devised piece of group work, and a performance of a published piece of work.



### Year 10:

Students will begin the course, developing the key vocabulary needed for the written exam and portfolio. Students will start working on their set text unit, working towards the written exam. This will be a mixture of both practical exploration and theoretical work. Towards the spring and summer terms. Students will explore different styles of theatre, and how practitioners create theatre. This will lead to their group devising unit. Where groups will devise a piece of work based on a chosen stimulus. Students will develop skills in group work, research, and negotiation, while also developing creativity, performance, and design skills. Students will consider the impact that they can make on an audience, as they develop the ideas that they want to communicate. These ideas will be tracked in a project portfolio that will be submitted with the performance.

### Year 11:

Students will start the year working on their performance work. In this unit, students will choose 2 extracts, a monologue/ duologue, and a group scene to perform to an external examiner. These will be worked on at the beginning of the year and directed by the teacher, with the input of the students. The rest of the year will be focusing on completing coursework and focusing on the written exam. Students will write an exam, which they will prepare for across the two years that will include: - An evaluation of a live play that we will go and see - A directorial vision of how to use Drama to put on scenes of a play studied in class.

### Internal assessment:

throughout the year students will be assessed by the teacher, on factors that mirror the real assessments.  
Component 1: Devising (\*Component code: 1DR0/01)  
Non-examination assessment 40% of the qualification – 60 marks  
(The devised performance will be assessed internally.)

### External assessment:

Component 2: Performance from Text (\*Component code: 1DR0/02)  
20% of the qualification – 48 marks – Assessed by an external live examiner.  
Component 3: Theatre Makers in Practice (\*Paper code: 1DR0/3A or 3B)  
Written examination: 1 hour 45 minutes 40% of the qualification – 60 marks

### Course Title

GCSE Drama

### Exam Board

Edexcel

### Specification Code

N/A

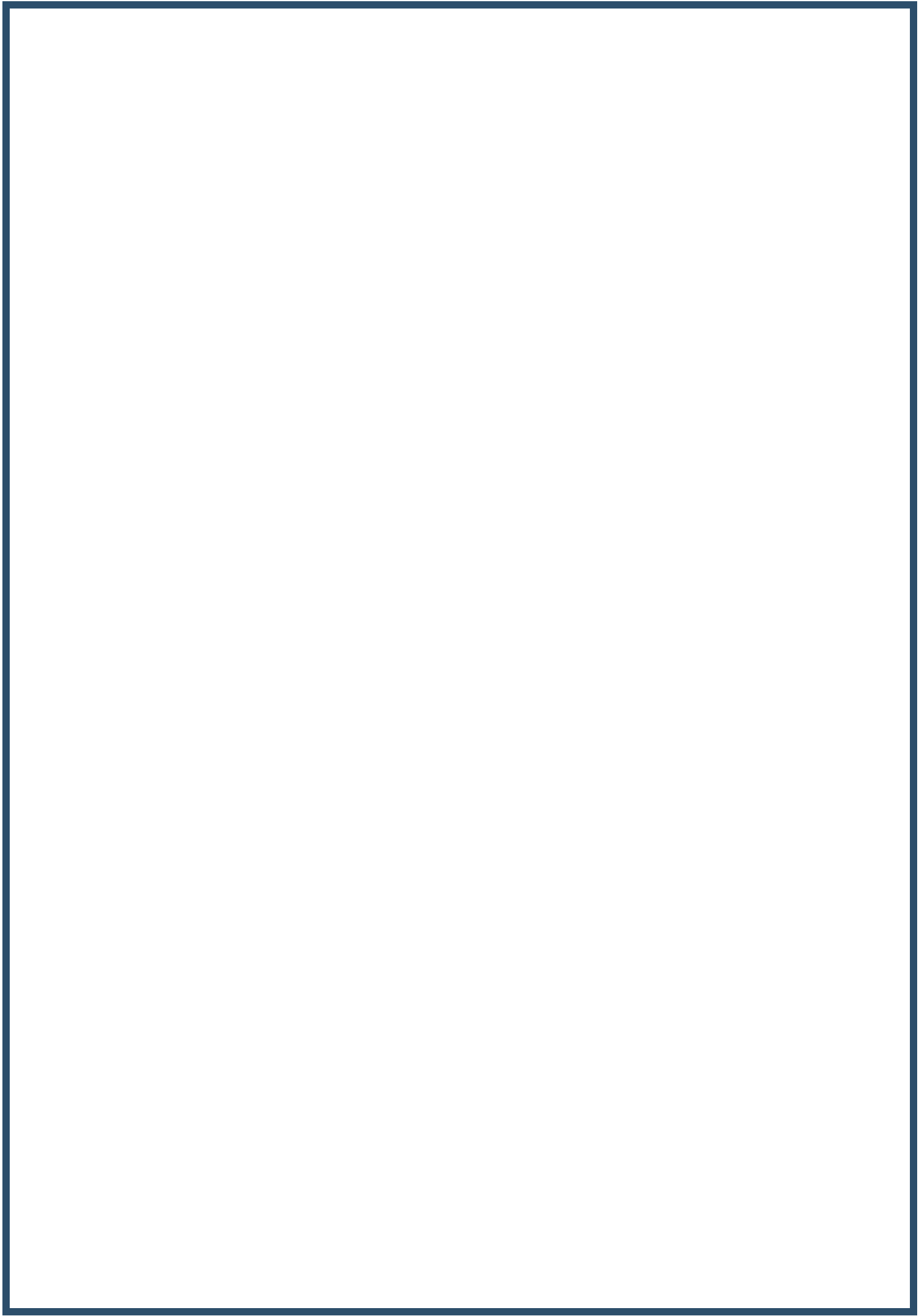
### Website

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

### Next Steps

Drama GCSE is useful for a range of careers including Acting, Directing, anything within the Performing Arts, Teaching, and Journalism. Drama can be continued at A-level and degree. This GCSE will support students who choose to study GCSE or A level qualifications in English, Music, MFL, Media, or PE.

**Subject Leader: Ms Burrows**



# Religious Education (GCSE)

**"Everyone is made in the image of God."**

## Course Information

The RE course examines Catholic beliefs, both what Catholics believe and the reasons for their beliefs. The course looks at the ways in which Catholics are expected to live their lives and what impact this has on the world. It reminds students of the intrinsic value of life and the need to cherish and value their own life and those of others, and in this way, it emphasises the need for respect and dignity for all. In addition to Catholic Christianity, the course also examines Judaism in detail, thereby giving students a wider perspective when studying issues of faith.



### Year 10

Students will study what exactly Catholics believe such as the belief in just one God, the Incarnation, Eschatology so that they are able to have a broad understanding of the Catholic faith. This will be developed by looking at how Catholics live out their faith both in liturgy and in the private practice of their faith.

A study of where Catholics draw their inspiration and beliefs from will form a separate section of study and this section will be completed by the study of Christian art and music.

The teaching and beliefs of Judaism will be the second faith to be studied. As with the study of Catholicism, students will be required to understand how Jews live out their faith in public and in private.

### Year 11

Students will study Catholicism from a far more challenging aspect this year. They will be expected to engage with deep philosophical questions that examine arguments for and against the existence of God. They will be expected to tackle the thorny issue of the problem of evil and ask themselves whether or not this challenges the goodness of God.

The RE syllabus will conclude with a study of ethical issues ranging from topical issues such as marriage and divorce to prejudice and discrimination. Running through all our study will be the understanding that every human being is created in the image of God and is therefore loved and valued for who they are.

### Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### External Assessment

Paper One: Catholic Christianity - 1 hour 45 minutes

Catholic beliefs and teachings; Catholic practices; Catholic wisdom and authority; Catholic way of life.

Paper Two: Judaism - 50 mins

Beliefs and teachings in Judaism; practices in Judaism.

Paper Three: Catholic Philosophy and Ethics - 50 mins

Catholic philosophy in respect of arguments for and against the existence of God; Catholic ethics.

Course Title	Exam Board	Specification Code	Website
GCSE Religious Education	Edexcel	Edexcel 1RA0 ZS 60308904	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-education.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-</a>

## Next Steps:

GCSE RE provides an excellent route to study beyond the age of 16, both for philosophy and religious studies A level as well as other post-16 qualifications. A qualification in religious studies is valuable for a wide range of careers, such as, law, medicine, business, care and social work, journalism, the civil service, the police force and teaching.

**Head of Department: Fr. A Ebrahim**

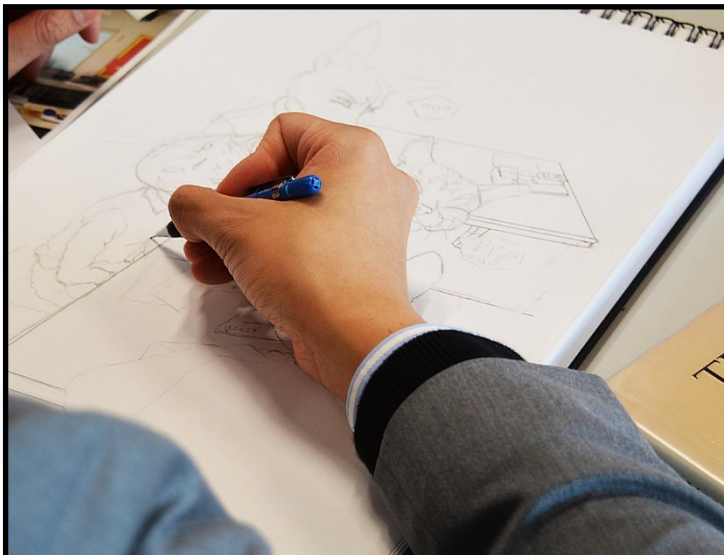


# Art (GCSE)

“Creativity takes courage” (Henri Matisse)

## Course Information

The GCSE in Art and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions.



### Year 10

Students will begin their GCSE course by building on observations skills. They will look at how we record through drawings and photography. They will work on basic techniques learnt in KS3 and begin to try more complex techniques with materials. They will use individual artists and start to analyse and critic the work and make connections between themes and their own work to develop their ideas from the beginning to the end.

### Internal Assessment

**Personal Portfolio** Students will develop a portfolio of work demonstrating a range of skills, techniques, processes and techniques. This should be a visual journey demonstrating the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials. This body of work is worth 60% of their overall grade.

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### Year 11

Students will continue to work on coursework, building up a strong portfolio of work based on the four assessment objectives, Develop, Refine, Record and Present. They will work on an exam project, picking a starting point and creating a project using a range of media before choosing their strongest material and idea to work on for their 10 hour exam which will see them create an individual outcome depending on starting points.

### External Assessment

**Externally Set Assignment** Students will produce a project in response to an externally set question paper. Following the preparatory period, students must complete 10 hours of unaided, supervised time to produce an outcome linked to their theme. This body of work is worth 40% of their overall grade.

Course Title	Exam Board	Specification Code	Website
GCSE in Art and Design	AQA	8202	<a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/fine-art">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/fine-art</a>

## Next Steps:

A Level Art and Design, Fine Art, Photography, Textiles, Graphics, 3D Design BTEC Art & Design. Careers Leading to a range of opportunities. It is particularly useful for employment in the Creative industries.

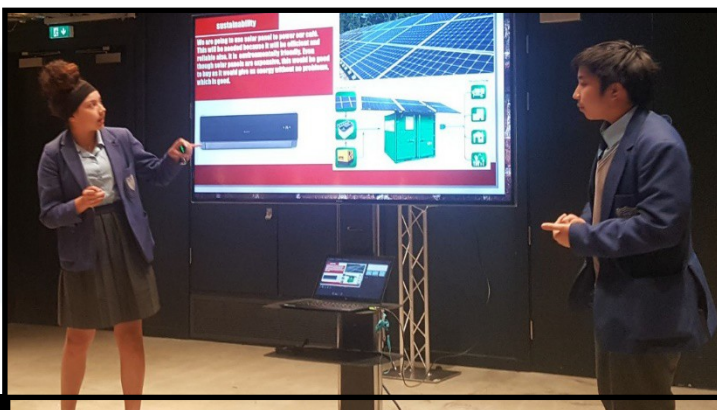
**Subject Leader: Ms Sharp**

# Business Studies (GCSE)

"Success is not final; failure is not fatal: It is the courage to continue that counts." (Winston Churchill)

## Course Information

GCSE Business is an engaging and inspiring course that looks at the modern and evolving business environment. This course is for enterprising individuals who are driven to succeed in their chosen pathway.



### Year 10

Topic 1.1 Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.

Topic 1.2 Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.

Topic 1.3 Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.

Topic 1.4 Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.

Topic 1.5 Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

### Year 11

Topic 2.1 Growing the business – methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.

Topic 2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.

Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply quality and sales decisions a business makes.

Topic 2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.

Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

### Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### External Assessment—2 papers

Theme 1 - 50 % of qualification 90 marks - 1.5 hrs

Theme 2 - 50 % of qualification 90 marks - 1.5 hrs

Paper 1 & 2 is divided into three sections: Section A: 35 marks, Section B: 30 marks, Section C: 25 marks.

Section A will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Sections B and C will be based on business contexts given in the paper.

Calculators may be used in the examination

Course Title	Exam Board	Specification Code	Website
GCSE Business (9-1)	EdExcel		<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html</a>

**Next Steps:** Business, Accounting, Marketing, Finance, Project Management, International Management, Economics

**SubjectLeader: Ms Persaud**



# Design and Technology (GCSE)

"I made 5,127 prototypes of my vacuum before I got it right. There were 5,126 failures. But I learned from each one. So I don't mind failure." (James Dyson)

## Course Information

Course information: The new Design and Technology Curriculum has been designed to support and enhance the experience of designing, focusing on the use of new technologies and processes such as Laser Cutting, CNC Machines, 3D Printing and CAD/CAM processes.



### Year 10

Substantial design and make task

Assessment criteria:

Identifying and investigating design possibilities

Producing a design brief and specification

Generating design ideas / Developing design ideas

Making a final product and testing with target audience

In the spirit of the iterative design process, the above will be explored through contextual challenges set by AQA

Students will produce a prototype and a portfolio of evidence

Work will be marked by teachers and moderated by AQA

### Year 11

Section A – Core technical principles - A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles - Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles - A mixture of short answer and extended response questions.

### Internal Assessment

50% NEA – Non-Exam Assessment (Coursework)

Practical application of:

Core technical principles Specialist technical principles

Designing and making principles

Assessment criteria:

Identifying and investigating design possibilities

Producing a design brief and specification

Generating design ideas / Developing design ideas

Realising design ideas / Analysing & evaluating

### External Assessment

50% Examination

Theoretical application of:

Core technical principles

Specialist technical principles

Designing and making principles

Examination broken down into following sections:

Section A – Core technical principles (20 marks)

Section B – Specialist technical principles (30 marks)

Section C – Designing and making principles (50 marks)

Course Title	Exam Board	Specification Code	Website
GCSE Design and Technology	AQA	8552	<a href="https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552">https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</a>

### Next Steps:

Post 16 you can explore apprenticeships such as engineering, plumbing, electricians etc. as well as A-level Design & Technology and following this you can explore a variation of degrees in many fields such as engineering, product design, fashion, architecture, graphic design, chef, teaching.

**Head of Department: Mr H Singh**



# Enterprise and Marketing (BTEC)

"The road to success and the road to failure are almost exactly the same." (Colin R. Davis)

## Course Information

This qualification is for someone who wishes to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare you to further study qualifications in enterprise, marketing or business.



### Year 10

#### Unit 1 - Enterprise & Marketing Concepts

Exam based unit which will be sat in June of year 10 with the option to resit the exam in January of year 11

Students will understand the main activities that they will need to happen to support a start-up business and what the key factors are to consider when starting up a business. Students will understand how and why customer segmentation is used and how to target a customer market as well as develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.

LO1: Understand how to target a market

LO2: Understand what makes a product or service financially viable

LO3: Understand product development

LO4: Understand how to attract and retain customers

LO5: Understand factors for consideration when starting up a business

LO6: Understand different functional activities needed to support a business startup.

### Internal Assessment Coursework – 60%

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### Year 10 cont:

#### Unit 2 - Design a business proposal

This unit will provide students with the skills and knowledge to design a product proposal to meet a business challenge scenario. Students will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product. Their research outcomes will help to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. Students will complete financial calculations to select a pricing strategy and determine whether their proposal is viable

### Year 11

#### Unit 3 - Market and pitch a business proposal

This unit will provide students with the skills and knowledge to create a brand identity and promotional plan for their product proposal, which was developed in Unit 2. They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal. Students will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. They will gain the crucial skills of professionally pitching to an unknown audience. This will help to prepare them both for employment situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner.

### External Assessment

Exam: Enterprise and marketing concepts (40%) - 1 hr 30 mins.

#### Course Title

Cambridge National in Enterprise and Marketing

#### Exam Board

OCR

#### Specification Code

J819

#### Website

<https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/>

**Next Steps:** You can progress onto OCR's Level 3 Cambridge Technicals in Business, Introductory Certificates in Marketing or A Levels in related subjects.

**Subject Leader: Ms Persaud**

# Food Preparation and Nutrition (GCSE)

"To eat is a necessity, but to eat intelligently is an art."

(François de la Rochefoucauld)

## Course Information

Our fresh and exciting GCSE Food Preparation and Nutrition specification equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.



### Year 10

Students will focus on upskilling during practical lessons. During theory lessons students will improve their knowledge and understanding of Food, Nutrition and Health, as well as the science behind food, the safety involved and needed and the importance of food choice and food provenance.

### Year 11

Will start the Non-Examined assessment (NEA) and will consist of:

Task 1: Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Following the NEA, students will be covering subject knowledge in preparation for their written exam - Theoretical Knowledge of Food Preparation and Nutrition.

### Internal Assessment

Non-Examined assessment (NEA) – 50% GCSE

Task 1: Food investigation (30 marks)

Task 2: Food preparation assessment (70 marks)

### External Assessment

Written Examination – 50% GCSE (1hr 45mins) 100 marks

Multiple choice questions (20 marks) & five questions each with a number of sub questions (80 marks)

Theoretical knowledge of food preparation and nutrition from:

Food, nutrition and health / Food science / Food safety

Food choice / Food provenance

### Course Title

GCSE Food Preparation and Nutrition

### Exam Board

AQA

### Specification Code

8585

### Website

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/>

### Next Steps:

Students could pursue careers in the food industry such as restaurant manager, craft brewer, food lawyer, food stylist, holistic health coach, molecular gastronomist, mycologist, restaurant designer, urban farmer.

**Head of Department: Mr H Singh**



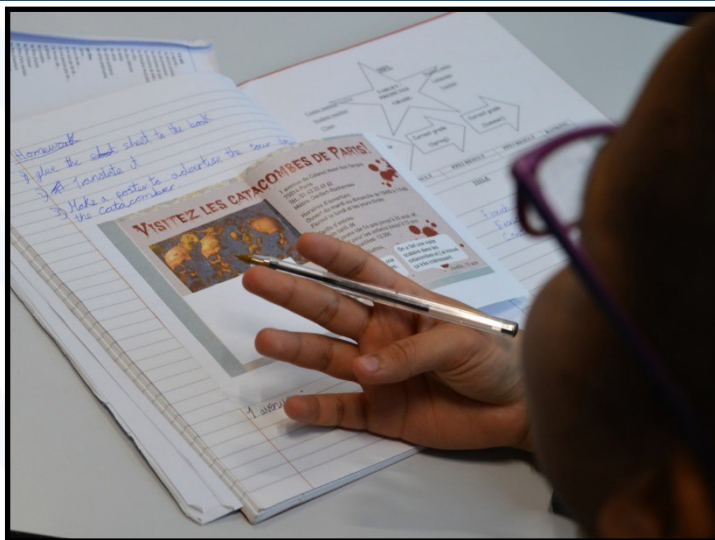
# French (GCSE)

“With languages, you are at home anywhere”

(Edmund de Waal)

## Course Information

The range of topics within the specification aims to inspire students who are interested in French culture and French-speaking countries. Students will be able to develop their French language skills to be able to communicate with confidence in a variety of contexts. Languages are a skill for life and studying French will bring a myriad of benefits to all students who will choose this subject.



### Year 10

#### Theme 1: Identity and culture

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

Topic 4: Customs and festivals in French-speaking countries/communities

#### Theme 2: Local, national, international and global areas of interest

Topic 1: Global Issues

Topic 2: Social issues

Topic 3: Health

Topic 4: Travel and tourism

#### Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school / college

### Year 11

#### Theme 3: Current and future study and employment

Topic 1: Education post-16

Topic 2: Jobs, career choices and ambitions

+

Revisions

### Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### External Assessment

3 papers: 1. Listening (Foundation = 35 minutes, Higher = 45 minutes); Reading + Translation (Foundation = 45 minutes, Higher = 1 hour), Writing + Translation (Foundation = 1 hour, Higher = 1 hour 15) and one Speaking exam (Foundation = 7-9 minutes + preparation time, Higher = 10-12 minutes + preparation time)

#### Course Title

GCSE French

#### Exam Board

AQA

#### Specification Code

8658

#### Website

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

### Next Steps:

A GCSE in any language is a good stepping stone to studying at A-level as well as lending itself well to a number of other subjects such as Business, English History and Geography.

**Head of Department: Miss M Tharsis**



# Geography (GCSE)

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?” (Michael Palin)

## Course Information

Geography GCSE is an exciting course, based on a balanced framework of physical and human geography. It allows students to investigate the links between the two themes and approach and examine the battles between the man-made and natural worlds.

There is no better time to study Geography. Everything we see on the news; migration, resources, renewables, climate change, Corona virus, globalization, trade—has roots in Geography, and because everything is Geography, Geography is everything.



### Year 9

Resource Management (end of Year 9)

The Living World (end of Year 9)

### Year 10

Urban Issues and Challenges

The Challenge of Natural Hazards

UK Physical Landscapes (and fieldwork)

### Year 11

Changing Economic World

Pre-release Paper

Revision and Exam Preparation (throughout)

## Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

## External Assessment

Paper 1 Living with the Physical Environment (35%)- 1hr 30mins

Paper 2 Challenges in the Human Environment (35%)- 1hr 30mins

Paper 3 Geographical Applications (30%)- 1 hr 15mins

### Course Title

GCSE Geography

### Exam Board

AQA

### Specification Code

8035

### Website

<https://www.aqa.org.uk/subjects/geography/gcse>

## Next Steps:

Geography allows students to develop a wide range of skills including research, critical evaluation, developing reasoned arguments, the collection and analysis of data, teamwork, problem solving, IT skills and communication skills. All of these provide an excellent intellectual base for study at A level, degree level and future employment in a variety of fields. With Climate Change high up on the world's agenda, the stage is set for a myriad of jobs in the green and renewables sectors over the next 10 to 15 years. Don't get left behind and don't be lost without Geography.

**Subject Leader: Ms A Villa**

# History (GCSE)

“Human history is a history not only of cruelty, but also of compassion, sacrifice, courage, kindness. What we choose to emphasise in this complex history will determine our lives.” Howard Zinn

## Course Information

The History GCSE course will build on the skills and knowledge that you have learned in KS3; this includes the ability to analyse texts, formulate arguments and think critically. Although some topics will be familiar, you will study new areas such as the history of medicine and the Cold War which will broaden your knowledge of the past.

GCSE History is an excellent choice for anyone wanting to

take an academic option. It is a steppingstone for many essay-based A-level courses and university degrees.



### Year 10

Autumn Term: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Spring Term: Superpower relations and the Cold War, 1941–91

Summer Term: Early Elizabethan England, 1558–88.

### Year 11

Autumn Term: Early Elizabethan England, 1558–88 (continued)

Spring Term: Weimar and Nazi Germany, 1918–39

Summer Term: Revision

### Internal Assessment

Y10: 3 PPE exams in November, March and June and fortnightly knowledge tests

Y11: 2 PPE exams in November and March and fortnightly knowledge tests

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### External Assessment

Paper 1: Medicine 1 hr 15 mins

(30 % Option 11)

Paper 2: Cold War and Elizabeth 1 hr 45 mins

(40% Option 2R/P4)

Paper 3: Weimar and Nazi Germany 1 hr 20 mins

(30% Option 31)

Course Title	Exam Board	Specification Code	Website
GCSE History	Edexcel	1H10	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a>

### Next Steps:

If you want to study History A-level you must take it at GCSE. It is also a good subject to prepare you for any essay based A-level subject such as English and foreign languages. As a highly academic subject, it is respected by universities and employers; History trains you to comprehend complex texts, think critically and articulate yourself in a sophisticated way both verbally and in writing.

**Subject Leader: Ms R Read**



# Media Studies (GCSE)

“Today we are beginning to notice that the new media are not just mechanical gimmicks for creating worlds of illusion, but new languages with new and unique powers of expression.” (Marshall McLuhan)

## Course Information

In a world dominated by ‘fake news’ GCSE Media Studies is the subject that helps you discover the truth. This is an interactive and engaging course which aims to widen students’ minds to the power of the media and how it affects their lives. Students will study a range of media forms and understand all aspects of the media providing them with in-depth understanding of how media represents the world.

Media Studies GCSE is an academic course with 70% based on two final written exams which involve analysing and responding to questions based on the key concepts. The remaining 30% of the qualification consists of non-examined, internally assessed, work (coursework). For this, students will use ICT programs such as Photoshop, providing them with a valuable new skill in an increasingly digital world.



### Year 10

Exploring Media Language and Representation & Exploring Media Industries and Audiences

Analysis of texts set by the exam board. These texts include magazines, film marketing, advertising and radio.

### Year 11

Component 3 – Creating Media Products

Students respond to a brief set by the exam board and produce their own original media text for a specific audience demographic. Students also analyse media forms such as television and music.

### Internal Assessment

Three termly formal assessments and fortnightly summative assessments

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### External Assessment

Component 1 – Exploring the Media

Written Exam - 1 hr 30 mins - 40%

Component 2 – Understanding Media Forms and Products

Written Exam – 1 hr 30 mins – 30%

Component 3 – Creating Media Products

Non-exam assessment – 30%

Course Title	Exam Board	Specification Code	Website
GCSE Media Studies	Eduqas	WJEC Eduqas C680QS	<a href="https://www.eduqas.co.uk">https://www.eduqas.co.uk</a>

## Next Steps:

During the GCSE Media course you'll develop and practice a range of skills which will equip you for progression to A Level study. They will also help you hugely in other areas such as Film, English, Humanities and Social Sciences. Looking further ahead, over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. There is a huge array of career opportunities in the media, such as, TV and film production, advertising, journalism, interactive media, and digital marketing, technical production, special effects, web design and post-production. If you are interested in the idea of a career in the above opportunities then studying Media at GCSE level is a great place to start.

**Subject Leader: Mr S Kilcullen**



# Music (GCSE)

“Without music, life would be a mistake”

(Friedrich Nietzsche)

## Course Information

All employers and universities appreciate the level of commitment that is required for musical endeavours. Studying music gives you the transferable skills you need to succeed in the future. Music is an exciting, creative and versatile subject: one which all universities and employers regard highly. Studying music supports holistic cognitive development which drives academic achievement across the board. Music GCSE builds upon the skills and knowledge developed throughout KS3, both practically and in the written exam.



### Year 10

Area of study 1: My music

Area of study 2: The concerto through time

Area of study 3: Rhythms of the world

Area of study 5: Conventions of pop

### Year 11

Area of study 4: Film music

Recap of Year 10 learning

Completing of internal assessment

### Internal Assessment

Performance on the learner's chosen instrument (15%)

Ensemble performance (in a group) (15%)

Composition to a brief set by the exam board (15%)

Free composition (directed by the student) (15%)

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

### External Assessment

Listening appraising (40%), 1hr 30mins

Course Title	Exam Board	Specification Code	Website
GCSE Music	OCR	Code: J536	<a href="https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/">https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/</a>

### Next Steps:

Music GCSE leads to a number of different career paths, both in and outside of the music industry, and will also support study in all futures that require 'out of the box' thinking and creativity. Music is an exciting, creative and versatile subject: one which all universities and employers regard highly. Studying music supports holistic cognitive development which drives academic achievement across the board. It is an incredibly unique subject, in that it is both creative and academic.

**Subject Leader: Mr W Dallman**

# Psychology (GCSE)

“Like all science, psychology is knowledge; and like science again, it is knowledge of a definite thing, the mind.” (James Mark Baldwin)

## Course Information

Psychology is an academic subject that is deeply insightful and exciting. Psychology will help students hone their analytical and organisational skills and learn about scientific research methods, including collecting and working with data. Learning about human behaviour can also help to build communication skills and improve teamwork and leadership skills.



## Year 10

Students will explore four topics in year 10, these are Memory, Perception, Developmental Psychology and Research Methods this will be underpinned by an understanding of cognition and behaviour.

## Year 11

Students will explore four topics in year 11, these are Social influence, Language, thought and communication, Brain and Neuropsychology and Psychological problems. This will be underpinned by an understanding of social context and behaviour.

## Internal Assessment

Throughout Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through low stakes knowledge tests and essay practice.

## External Assessment

Final examinations will be externally assessed and students will sit two papers.

- Paper 1: Cognition and behaviour - 1 hour 45 minutes written exam. Total mark out of 100.

- Paper 2: Social context and behaviour - 1 hour 45 minutes written. Total mark out of 100.

Both papers are of equal weighting and account for 50% of final marks.

Course Title	Exam Board	Specification Code	Website
GCSE Psychology	AQA	8182	<a href="https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182">https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182</a>

## Next Steps:

Psychology at GCSE is useful for a range of careers, some of these include research, education, health care, legal work, business, counselling, law and careers requiring good communication skills. Psychology can be continued at A-level and degree. This GCSE will support students who choose to study GCSE or A level qualifications in Biology, Sociology, English Literature, History or Law.

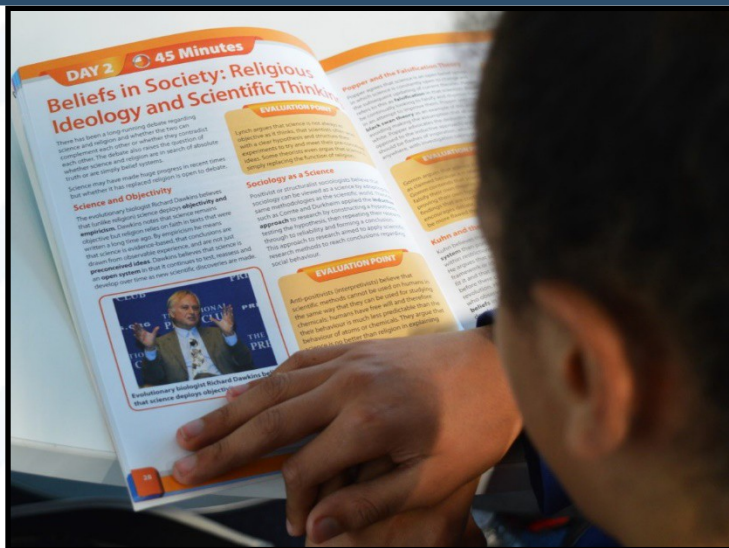
**Subject Leader: Mr B Davison**

# Sociology (GCSE)

“The ability to read, write, and analyse; the confidence to stand up and demand justice and equality; the qualifications and connections to get your foot in that door and take your seat at that table – all of that starts with education.” (Former First Lady, Michelle Obama)

## Course Information

Sociology is an academic subject, which is thought-provoking and relevant to today's society. Sociology is the study of human behaviour and society. It is a Social Science with its own set of guiding principles which are used to question, research and explain our social world. Students will learn how values, beliefs and/or your social background can influence behaviour in society.



## Year 10

The growing popularity of Sociology as an academic subject has extended to the study of the subject at GCSE level. Students will begin the course learning the foundations of Sociology and gaining knowledge and understanding of key social structures, processes and issues through the study of society, families and education.

## Year 11

In year 11, students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. The core topics in year 11 are Crime and Deviance, and Social Stratification, which in previous years students have found the most fascinating.

## Internal Assessment

Throughout Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through low stakes knowledge tests and essay practice.

## External Assessment

Final examinations will be externally assessed and students will sit two papers.

- Paper 1: The sociology of families and education - 1 hour 45 minutes written exam. Total mark out of 100.
- Paper 2: The sociology of crime and deviance and social stratification - 1 hour 45 minutes written exam. Total mark out of 100.

Both papers are of equal weighting and account for 50% of final marks.

Course Title	Exam Board	Specification Code	Website
GCSE Sociology	AQA	8192	<a href="https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192">https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192</a>

## Next Steps:

Sociology at GCSE is useful for a range of careers including Journalism, Health Care, Law, Teaching, Social Work, Politics, Social Research and careers requiring good communication skills. Sociology can be continued at A-level and degree. This GCSE will support students who choose to study GCSE or A level qualifications in Business, Economics, Government & Politics, History, Geography, Law, Media, or Psychology.

**Subject Leader: Mr B Davison**



# Spanish (GCSE)

"The limits of my language mean the limits of my world." (Ludwig Wittgenstein)

## Course Information

The range of topics within the specification aims to inspire students who are interested in Spanish culture and Spanish-speaking countries. Students will be able to develop their Spanish language skills so that they are able to confidently communicate in a wide variety of contexts. Spanish will bring a myriad of benefits to all students who will choose this subject.

### Year 10

#### Theme 1: Identity and culture

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

#### Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Travel and tourism

#### Theme 3: Current and future study and employment

Topic 1: My Studies

Topic 2: Life at school / college

Topic 3: Jobs, careers choices and ambitions

ST JOHN BOSCO COLLEGE  
BATTERSEA

**Mi tiempo libre**  
L.O.: to talk about my hobbies and use present verbs for opinions and routines

**Conecta las frases:**

1. Navegar por Internet	A. To read
2. Salir con mis amigos	B. To rest at home
3. Bailar salsa	C. To dance salsa
4. Jugar a la videoconsola	D. To go out with my friends
5. Practicar deportes	E. To do sports
6. Ver la tele	F. To navigate the internet
7. Leer	G. To play videogames
8. Descansar en casa	H. To watch TV
9. Chatear con el móvil	I. To listen to music
10. Escuchar música	J. To chat on the phone

**CHALLENGE**  
Can you write a short paragraph using the sentences on the left for describe your hobbies?

Little dictionary  
Spanish Dictionary

### Year 11

#### Theme 1: Identity and Culture

Topic 1: Customs and festivals in Spanish-speaking countries / communities

#### Theme 2: Local, national, international and global areas of interest

Topic 1: Social issues

Topic 2: Global issues

+

Revisions

## Internal Assessment

During the course of Key Stage 4, students will undertake assessments which mirror their final exams at the end of Year 11 in order to best prepare them and to monitor their progress. In addition to this they will be tested through fortnightly knowledge tests.

## External Assessment

3 papers:

1. Listening (Foundation = 35 minutes, Higher = 45 minutes); Reading + Translation (Foundation = 45 minutes, Higher = 1 hour), Writing + Translation (Foundation = 1 hour, Higher = 1 hour 15) and one Speaking exam (Foundation = 7-9 minutes + preparation time, Higher = 10-12 minutes + preparation time)

Course Title	Exam Board	Specification Code	Website
GCSE Spanish	AQA	8698	<a href="https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698">https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698</a>

## Next Steps:

A-Level Spanish working hand-in-hand with Business/History/Geography studies, just to mention a few.

**Head of Department: Ms M Tharsis**

# Making Your Option Choices

## **Step 1- Research your options.**

Identify which options are the most suitable for you after researching your choices, and consulting with your parents

For some subjects it is essential that you have reached an appropriate level by the end of Key Stage Three if you are to follow a GCSE course successfully.

If you are in any doubt about this please speak to Miss Elm, your Form tutor or the subject leader who can give you further advice.

## **Step 2- Choose three option subjects**

You should choose three subjects from the list of optional subjects. At least one should be from the list below:

- History
- Geography
- French
- Spanish
- Computer Science

You can choose two or three from these subjects if you wish and are academically suited.

## **Reserve Choice**

It is necessary to choose one reserve option from the list of optional subjects in case the combination of first choice subjects cannot be accommodated on the timetable.

## **Home language**

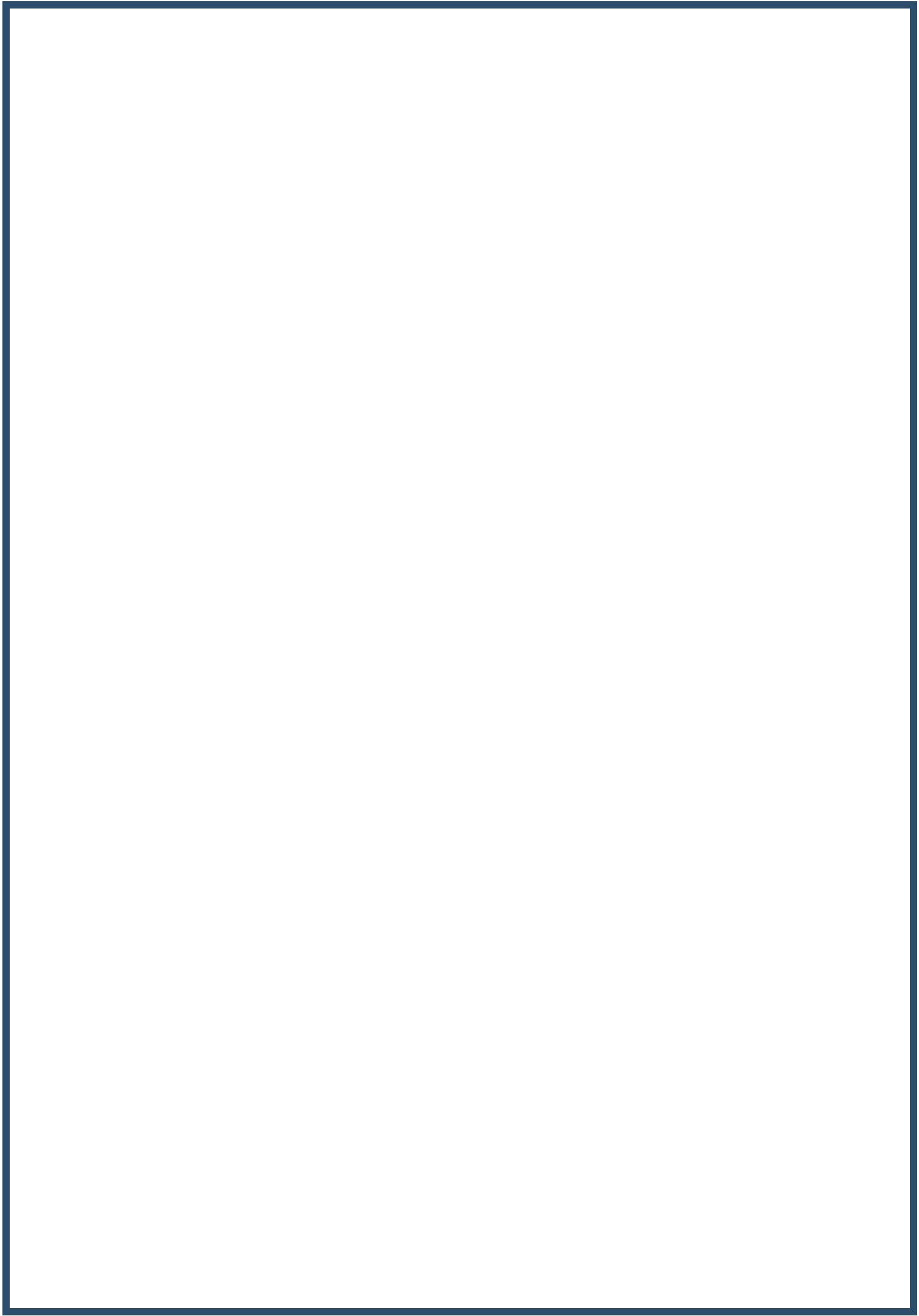
If you wish to take an additional GCSE in your home language of Italian, Polish or Portuguese, please speak to Miss Elm.

## **Step 3-Make your options selections.**

You will meet with your form tutor to make your final option selections. All selections must be made by **Friday 28<sup>th</sup> January**.

If you have any questions, please speak to Miss Elm.







# Key Stage 4 Options Booklet 2021

## Your Choices

[www.sjbc.wandsworth.sch.uk](http://www.sjbc.wandsworth.sch.uk)

St John Bosco College  
Parkham Street  
Battersea  
SW11 3DQ

Tel: 0207 924 8310  
E-mail: [info@sjbc.wandsworth.sch.uk](mailto:info@sjbc.wandsworth.sch.uk)  
Twitter: @SJBC\_London

