

# fortismere

## Key Stage 4 Options 2025-26

### A Guide for Year 9 students and their families

KEY DATES	
Wednesday 15 January (5.00pm)	Options Evening - South Wing
Thursday 23 January (Tutor Time)	New Subjects Assembly
Monday 27 January	Science Assessment to inform choices
Wednesday 29 January	Year 9 Parents Evening
Monday 3 February	Guidance Meetings and Options Submissions Open
<b>Monday 10 February (9.00am)</b>	<b>Options Form Submission Deadline</b>

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## **Welcome to Key Stage 4!**

### **Message to Year 9 students**

Embarking on your Key Stage 4 courses marks an exciting and pivotal phase in your education. Since Year 7, you have built a strong foundation across a variety of subjects, and now you have the chance to shape your learning journey by selecting subjects that align with your interests and strengths. At Fortismere, we take great pride in offering a diverse range of subjects and are committed to ensuring that all students benefit from a high-quality curriculum.

### **Choosing the Right Subjects**

It is essential to select subjects that resonate with your personal interests and academic strengths. As you enter Years 10 and 11, we expect you to demonstrate increased maturity, dedication, and motivation in your studies. To achieve your full potential, we anticipate that you will be organised, punctual, and maintain a high attendance rate of at least 97%.

The choices you make now will have a lasting impact on your future pathways, influencing your options at sixteen and eighteen—whether that leads to A Levels, BTECs, university, further education, training, or employment.

### **Discovering Your Options**

This year, in addition to our options evening, you will have the opportunity to explore all available subjects with GCSE / BTEC information in your lessons between 20th - 31st January and during an assembly on 23rd January. Each department will present information about their courses, and we encourage you to engage with your teachers and Heads of Department if you have any questions.

After considering your preferred subjects, you will have a one-to-one Guidance meeting with your tutor / Head of Year or a member of the LINC team to discuss your choices in more depth.

### **Planning for Success**

This booklet is designed to assist you and your parents/carers in planning the next two years of your education. There are exciting choices to be made that will enhance your chances of success in subjects you are passionate about and excel in. We aim to provide you with a

challenging, broad, and balanced education that ignites your desire to learn and prepares you for your future.

As you consider your options, reflect on the following questions:

- How will my choices contribute to a well-balanced timetable?
- What subjects genuinely interest me?
- What are my strengths?
- What activities do I enjoy?
- How do my choices align with my future studies or career aspirations?

All students will undertake GCSEs in English, Mathematics, and Science. You will also select additional GCSE subjects and/or vocational pathways from a comprehensive list. Students with Education, Health and Care Plans (EHCPs) will receive tailored support for their GCSEs based on their individual needs, and other students with additional requirements will benefit from Access Arrangements. These arrangements will be reviewed at Key Stage 4 to ensure all students receive appropriate support for their GCSEs and other qualifications. The Guidance Meeting will also be a valuable opportunity to discuss and identify any support you may need to inform your curriculum choices.

Due to funding limitations, it is crucial for us to maintain economically viable teaching groups. As a result, some subjects or combinations of subjects may not be timetabled based on your selections; however, our experience suggests that such instances will be rare.

### **Wishing You Success**

We wish you every success as you make these important decisions about your future. Good luck!

## **Information for Parents**

The options your child selects are crucial for their future academic journey. To help them make informed choices, it's important they gather information about the subjects that interest them. They should seek advice from the following individuals:

- 1. Form Tutor**
- 2. Parents or Carers**
- 3. Subject Teachers and Heads of Departments**
- 4. Teachers of subjects they have not yet studied but are interested in**

To ensure your child makes the most of their time in Years 10 and 11, our school offers a wide range of GCSE and BTEC subjects as well as supported learning pathways for some students. It is vital that your child chooses courses that will enable them to progress effectively, achieve strong exam results, and enjoy their learning experiences.

## **Making Informed Choices**

The Options Process is designed to help your child make informed choices that will give them a broad and balanced Key Stage 4 curriculum and also best prepare them for post 16 study and beyond.

Fortismere offers a very wide choice of subjects and we want students to be able to pursue their interests and talents in their Key Stage 4 choices. In order to ensure that they maintain a strong academic base that best prepares them for later study, we will expect the majority of students to choose at least one of the following subjects due to their widely recognised status as EBACC subjects:

- Triple Science
- History
- Geography
- French
- Spanish
- Mandarin
- Computer Science

There will, of course, be a small number of students for whom this is not appropriate. When this is the case, it will be discussed at the Guidance Meeting.

While we strive to accommodate students' preferences, we cannot guarantee that all of their choices will be possible. Therefore, it is crucial that students provide six choices in ranked order.

Reasons a student may not receive their first choice include:

- **Insufficient Numbers:** If too few students opt for a subject, it may not be economically viable for the school to run a course.
- **Timetable Conflicts:** Sometimes the best solution for the whole year group means that two subjects a student would like to take run simultaneously. Where this is the case, we will assign the higher ranked subject.
- **Oversubscription:** If more students opt for a subject than there are available spaces, we will allocate places in order to maximise the allocation of high ranked choices across the cohort. Please see information about closely related subjects below.
- **Unforeseen Staffing Changes:** Occasionally, staffing changes may necessitate the withdrawal of a subject from the options. In such cases, we will use the backup choices provided by students.
- **Late Submission of Options Form:** if the form is submitted late, courses may have already been allocated based on other students' requests. Please ensure the form is submitted by 9am on 10 February.

### **Closely related subjects**

Some subjects have very closely related content and so are unsuitable for studying together. In some cases, they are explicitly proscribed combinations and in others, staffing and managing student demand mean that it is not possible for a student to study a particular combination. In these cases, it is strongly advised that students put their preferred subject in options submission only.

Subjects where this is relevant are:

- Art and Photography
- Business Studies and Economics
- Selecting more than one Design and Technology option

### **Changes to option choices**

After Options choices have been submitted, it is very difficult to make changes as the Key Stage 4 curriculum is written based on the preferences students have requested. A short window will be made available during which changes may be requested. This will be advertised at a later date.

We will do our best to accommodate requests, but cannot guarantee that a change will be made due to how the options blocks are built. We do not go over the maximum class sizes set by the Co-Headteachers and Governors under any circumstances.

## Parents Evening

### Options Guidance Meetings - 3rd February 2025

On 3rd February there will be a Careers Advice Meeting for Year 9 students with either their form tutor or an assigned teacher.

#### **Meeting Format:**

In person meetings scheduled throughout the day - students will be at home completing online learning and should come to school with their parents to attend their meeting.

During this meeting, parents/carers and students will have the opportunity to discuss their options with their form tutor and receive essential advice and guidance to support their decision-making process.

Please note that Year 9 students will not be in school on this day but must complete their online learning and attend their scheduled meeting. After the meeting, students will need to reflect on their options and complete the options form by the specified deadline.

The Careers Advice Meeting is an excellent opportunity to ask questions about relevant courses, review attainment data, and explore future career pathways to help inform their choices.

## Examination Boards

- AQA [www.aqa.org.uk](http://www.aqa.org.uk)
- OCR [www.ocr.org.uk](http://www.ocr.org.uk)
- Edexcel [www.edexcel.com](http://www.edexcel.com)
- WJEC [www.wjec.co.uk](http://www.wjec.co.uk)

The Exam Boards studied can be found here:

<https://www.fortismere.haringey.sch.uk/page/?title=Assessment+at+Fortismere&pid=185>

**External help** - this is a very useful Government website with lots of interesting and useful facts about a wide range of careers and jobs.

- <https://nationalcareersservice.direct.gov.uk>
- Go to careers advice at the bottom of the page
- Browse job profile

## Contact us

If you require any further information or clarification, please do not hesitate to contact us. Your first port of call should be your child's Tutor, followed by the Head of Year 9. Should you still require additional support contact Mr Scott.

## **Making Good Choices**

Consider the following questions when deciding on subjects:

- What subjects do you enjoy?
- Which subjects are you excelling in?
- What career path would you like to pursue?
- What university course are you interested in?
- What college course would you like to follow?

**Avoid choosing a subject for the following reasons:**

- You like a particular teacher.
- Your friends are taking it.
- You believe it will be an easy option.

When assisting your child in making their choices, consider these guiding questions:

- Are they achieving a good balance in their selections?
- What subjects truly interest them?
- What are their strengths?
- What activities do they enjoy?
- How do their choices align with their future aspirations?

By reflecting on these factors, students can make informed decisions that align with their interests and goals.



## English

**AQA specification for English Language:**

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

**QAN code: 60142923**

**AQA specification for English Literature:**

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

**QAN code: 601/4447/6**

### **Aims of the course**

The two courses aim to develop students' abilities to:

- express their ideas clearly in speech, and to listen carefully to others, responding thoughtfully;
- read and enjoy increasingly complex literature from the English literary heritage and other cultures and traditions and, through this, develop their analytical and evaluative skills;
- compose writing that demonstrates these skills, and to construct meaning in their writing, matching style to audience and purpose;
- become increasingly aware of social, historical and cultural contexts and their influence in the study of literature.

### **Assessment**

- The content of both courses is assessed through examinations only. The only controlled assessment will be for spoken language skills which will be assessed but which will not count towards students' GCSE grades.
- There will be no tiered papers and students are not taught in sets for English. All students sitting the English GCSEs will sit the same papers.

### **English Language**

Students will be assessed on their reading and writing skills. These will each form 50% of the final grade. Spelling, punctuation and grammar are also marked within the writing assessments.

All of the texts within the English Language exam will be unseen texts (and so will not have been studied during the course). They will include texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries and texts of fiction as well as non-fiction writing.

### **English Literature**

Students will study one play by Shakespeare, one 19<sup>th</sup> century novel, a selection of poetry, and drama from the British Isles from 1914 onwards. These texts will then be assessed across two exams at the end of the course. The assessment will include an unseen text and comparison skills, and spelling, punctuation and grammar will also be marked.

### **Progression**

GCSE English Language and GCSE English Literature are compulsory courses and are essential for progression to Further and Higher Education. Students learn many valuable skills as well as accessing a wide range of stimulating literature during the two years of the course. Students who are successful at GCSE can choose to progress to either English Literature A level or English Language & Literature A level at Fortismere School. Reading for pleasure and reading widely is fundamental to success in the English GCSE courses.

### Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Mathematics

Specification Code - 1MA1

QAN Code - 60147003

#### Weblink:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

#### **Aims of the Course**

The aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Mathematics enable students to:

- 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.

GCSE Mathematics is an invaluable qualification that is always in demand in both the employment markets and as a foundation for study in Further and Higher Education. The ability to understand logical arguments and numerical information makes a GCSE qualified mathematician greatly sought after. The GCSE Mathematics course offered at Fortismere aims to develop a positive attitude towards the subject and an appreciation of Mathematics in its numerous roles which includes seeing Mathematics as fun. These aims will be achieved through teaching and learning approaches which are enjoyable but nevertheless require hard work.

#### **Syllabus Content**

The assessments will cover the following content headings:

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

5. Probability

6. Statistics

## **Assessment**

**The content and difficulty of both the Foundation and Higher GCSEs from summer 2017, differ from those of the previous GCSE in Mathematics [1MA0]. Both tiers contain much more material and present greater challenge.**

- Two tiers are available: Foundation and Higher (content is defined for each tier).
- Each student is permitted to take assessments in either the Foundation tier or Higher tier.
- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- All three papers must be at the same tier of entry and must be completed in the same assessment series.
- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.
- The content outlined for each tier will be assessed across all three papers.
- Each paper will cover all Assessment Objectives
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.
- A formulae sheet is given at the front of each examination paper.
- Two assessment series available per year: May/June and November (subject to restrictions.)
- First assessment series: May/June 2017.
- The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.
- Foundation tier: grades 1 to 5.
- Higher tier: grades 4 to 9 (grade 3 allowed).

## **Equipment**

Students are required to have the necessary equipment for both their lessons and examinations. This consists of a pen, a pencil, a ruler, an eraser, a protractor, a pencil sharpener, and a compass. Students require a scientific calculator if they are to perform well in Mathematics.

## **Maths Workshop**

In order to encourage students further, the department runs a 'Maths Workshop' on Mondays [all year groups] and Tuesdays [KS4 & KS5]. This gives students the opportunity to ask further questions related to their course and/or to obtain help with set homework. There are also special Revision Workshops and revision days for Year 11 students.

## **Progression**

A good grounding at the GCSE level of Mathematics opens the door to career opportunities which range from financial and economic planning through management services to scientific and industrial research.

For those considering 'A' Level study, GCSE Mathematics serves as a grounding for a number of subjects that include Physics, Chemistry, Mathematics, Further Mathematics, Design Technology, Biology, Economics, Geography, Business Studies, Sociology and Psychology.

## Science

### AQA Specifications

GCSE Qualification	GCSE Combined Science: Trilogy	GCSE Biology	GCSE Chemistry	GCSE Physics
Course Code	8464	8461	8462	8463
QAN Code	601/8758/X	601/8752/9	601/8757/8	601/8751/7

GCSE Combined Science -

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

GCSE Biology - <http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

GCSE Chemistry - <http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

GCSE Physics - <http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

### Aims of the courses

GCSE Sciences will enable students to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory and in other learning environments
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

### Choosing Separate Sciences

The Separate Sciences pathway will benefit students who have aspirations to study a science at A-level or aspire to a future career related to the sciences (including medicine;

engineering; psychology; computer science; astrophysics; geology), and those students who just love science and want to learn about topics not covered in the standard National Curriculum (for example, space and The Universe; cloning).

By taking sciences separately at GCSE level you will cover more content, so you'll be better prepared if you want to take science A-levels. Pupils who take separate GCSE science are also more likely to get higher grades in A-level sciences. With the extra 'science-time' on your timetable you will have more opportunities for practical experimental work to fully develop your practical skills and enjoy science as a practical subject.

The question you'll want to ask yourself is, 'do I enjoy science?'. If you do enjoy science and are prepared to put the effort in then it is a fantastic course that will make you a better scientist and give you transferable skills to make you a better all-round student. If you don't have an interest in the subject, then separate sciences might not be worth it for you, as it requires a commitment due to the extra content.

### **What is the difference between 'Combined Science Trilogy' and 'Separate Sciences'?**

The study of science is compulsory until the end of Year 11. If you do not choose separate sciences then you will follow the Combined Science Trilogy specification. For GCSE Combined Sciences you will study and be certified with a qualification worth two GCSE grades, covering biology, chemistry and physics content.

The separate sciences option results in 3 GCSEs with individual grades in biology, chemistry and physics.

### **How many exams will you sit?**

For the Separate Science course you will sit 2 papers for each subject (Biology, Chemistry and Physics), each exam paper is out of 100 marks and each paper is worth 50% of your final grade in that subject.

For the Combined Science: Trilogy you will sit 6 papers, each exam paper is out of 70 marks and count for 16.7% of your final grade. All 6 papers count towards your grade.

Every exam paper will consist of multiple choice, structured, closed short answer and open response questions. The controlled assessment (coursework) element has been removed from the syllabus; however, if you are following the Separate Science route you will have to carry out compulsory required practicals for each subject (ten in Biology, eight in Chemistry and ten in Physics), and if you are following the Combined Science Trilogy pathway you will

have to carry out a total of 21 required practicals across all specialisms. The practical skills you gain will be assessed in your exams with at approximately 15% of the marks coming from questions relating to practical skills.

### Duration of exams

Each paper for the Separate Science course will be 1 hour and 45 minutes long and for the Combined Science Trilogy course each paper will be 1 hour and 15 minutes long. You will sit all your exams in the May/June 2026 series.

### Modules / units studied - Percentage to the whole GCSE

	Paper 1	Paper 2	Total marks
<b>Biology</b>	50%	50%	200
<b>Chemistry</b>	50%	50%	200
<b>Physics</b>	50%	50%	200

	Bio - Paper 1	Bio - Paper 2	Chem - Paper 1	Chem - Paper 2	Phys - Paper 1	Phys - Paper 2	Total marks
<b>Combined Science: Trilogy</b>	16.7%	16.7%	16.7%	16.7%	16.7%	16.7%	420

**What content will you study?** The Separate Science exams will cover the following content:

**Syllabus content: Paper 1**

<p><b>BIOLOGY</b> Cell biology Organisation Infection and response Bioenergetics</p>	<p><b>CHEMISTRY</b> Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes</p>	<p><b>PHYSICS</b> Energy Electricity Particle model of matter Atomic structure</p>
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**Syllabus content: Paper 2**

<p><b>BIOLOGY</b> Homeostasis and response Inheritance, variation and evolution Ecology</p>	<p><b>CHEMISTRY</b> The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources</p>	<p><b>PHYSICS</b> Forces Waves Magnetism and electromagnetism Space physics</p>
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The **Combined Science: Trilogy** exams will cover the following content:

<p><b>BIOLOGY Paper 1</b> Cell biology Organisation Infection and response Bioenergetics</p> <p><b>BIOLOGY, Paper 2</b> Homeostasis and response Inheritance, variation and evolution</p>	<p><b>CHEMISTRY, Paper 1</b> Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes</p> <p><b>CHEMISTRY, Paper 2</b> The rate and extent of chemical change Organic chemistry Chemical analysis</p>	<p><b>PHYSICS, Paper 1</b> Energy Electricity Particle model of matter Atomic structure</p> <p><b>PHYSICS, Paper 2</b> Forces Waves Magnetism and electromagnetism</p>
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Ecology	Chemistry of the atmosphere Using resources
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### **Progression**

There are endless possibilities for you studying the sciences: you may wish to become a chemical engineer, an immunologist, a veterinary nurse, an aeronautical engineer, a doctor or a job role in hundreds of other career paths that require a grounding in science.

If you wish to study a Science A-level at Fortismere School you will have to achieve a Grade 7 grade in the science you wish to study. If you study Combined Sciences then for chemistry and physics you will require a grade 7/6 with 6 in Maths and for biology a grade 7/6 in order to meet the entry requirements. A 7/7 ('double 7') will meet the entry criteria for any of the sciences.

## Physical Education (Non-Exam)

### Curriculum aims

Learning and undertaking activities in physical education (PE) contribute to the achievement of the curriculum aims for all young people to become:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

### The importance of Physical Education

PE develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

At Fortismere our high-quality PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully.

When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles.

Discovering what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. PE helps students develop personally and socially.

They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

### Healthy, active lifestyles

Students will develop an understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle. They should also recognise that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social well-being. [www.qca.org.uk/curriculum](http://www.qca.org.uk/curriculum) 201

## PSHE

Personal, Social and Health Education is a new statutory requirement for all students from 2020. The PSHE curriculum is available on the school website.

In Year 10 we focus on issues that particularly affect teenagers and young adults. We look at the moral implications of making certain decisions, and discuss the best way to lead a good life. The topics we cover include –

**Mental Health** – Good and bad mental health, battling stigma, developing good habits, how to get help

**The Law** – UK law on online activity, what and when to share, UK law on sexual activity

**Sex and Relationships** – Consent, healthy relationships, contraception & STDs/STIs

**Money and Finance** – Wages, bank accounts, borrowing & interest rates, saving

**Study Skills** - Reading & note taking, essay writing, study habits



## Fine Art

Syllabus: Eduqas (WJEC) C651 QS

QAN code: 601/8087/0

Specification:

[GCSE Art and Design | Eduqas \(Fine Art Endorsement\)](#)

**Modules-** Component 1 (Coursework): 60%      Component 2 (Exam): 40%

**Allocation of marks-** Each unit is assessed against the following criteria:

- **DEVELOP** ideas through investigations, demonstrating critical understanding of sources.
- **REFINE** work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- **RECORD** ideas, observations and insights relevant to intentions as work progresses.
- **PRESENT** a personal and meaningful response that realises intentions and demonstrates an understanding of visual language.

**Assessment:** Summative assessment takes place at the end of each project. Formative assessment is ongoing and supports students as they develop their ideas. The course culminates in a display of students' coursework and exam project. This is assessed and standardised by Art teachers. Marks are then moderated by an external moderator.

**Aims of the course:** The Fine Art Course is designed to broaden each students' approach to the subject, their control of media and their understanding of the work of arts practitioners. We hope that by the end of the course each child will be a well-rounded creative individual, able to convey complex concepts in a visual way and demonstrate a breadth of art skills.

**Content –**

### **Coursework Project 1: Movement**

A teacher-led, introductory project directed at developing pupils' understanding of the formal elements, media and processes. The final outcomes are determined by each individual teacher however, there are still opportunities for pupils to have a personal response to the project theme.

### **Coursework Project 2: Protest and Survive**

Pupils' work is based around an issue they feel strongly about. The outcome is determined by the teacher (eg. Ceramics and mixed media pots in the style of Grayson Perry) however, the concept and final appearance will be individual to each pupil. Opportunities to explore issues will form part of independent student outcomes as the project progresses.

### **Coursework Project 3: Past, Present & Future**

An independent project in response to a theme. Students follow teacher led, skills workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks

### **Exam Project**

An independent project in response to the theme set by the exam board. Students follow teacher led, skills workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks. The final piece is produced in 10 hours under controlled conditions over two days at the end of the project.

Students also visit two exhibitions over the course of two years. One of these is specifically to support the exam unit.

### **Main skills covered –**

- Working in two and three dimensions in a range of media
- Exploring materials and determining the appropriateness for specific tasks
- Working in a gallery context
- Analysing the work of others
- Developing ideas to a final outcome that conveys their intentions

**Progression** – In addition to providing students with the opportunity to balance their range of studies at 14-16, the Fine Art course is excellent preparation for a wide number of future options. The ability to respond personally, creatively and analytically within a complex and diverse world is valued at all post-16 destinations. Students can proceed from the course to AS and A Level Fine Art and Photography courses at Fortismere School. This is an ideal stepping stone to Further and Higher Education Courses in all aspects of Art and Design and

the Visual Arts, opening the way to careers in such areas as Photography, Film, New Media, Fashion, Interior Design, 3D Design, Textiles, Graphics, and Fine Art etc.

## Photography

Syllabus: Eduqas (WJEC) C656 QS

QAN code: 601/8087/0

Specification:

[GCSE Art and Design | Eduqas](#) (Photography Endorsement)

**Modules-** Component 1 (Coursework): 60%      Component 2 (Exam): 40%

**Allocation of marks-** Each unit is assessed against the following criteria:

- **DEVELOP** ideas through investigations, demonstrating critical understanding of sources.
- **REFINE** work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- **RECORD** ideas, observations and insights relevant to intentions as work progresses.
- **PRESENT** a personal and meaningful response that realises intentions and demonstrates an understanding of visual language.

**Assessment** – Summative assessment takes place at the end of each project. Formative assessment is ongoing and supports students as they develop their ideas. The course culminates in a display of students' coursework and exam project. This is assessed by Photography teachers then moderated by an external moderator.

**Aims of the course** – Students will undergo a programme of study to equip them with the technical skills and control of the photographic medium in order to be able to realise their creative intentions. Critical awareness and appreciation will also play a major part in the course. In the initial stages, students will be introduced to the basic principles of photography through a Foundation Skills stage, before working on independent projects set by the department known as the Coursework Unit.

**Content** –

### **Coursework Project 1: Toolkit**

A teacher-led, introductory project directed at developing pupils understanding of the history of photography and basic, practical skills in digital photography and post production.

### **Coursework Project 2: Environment.**

An independent project in response to Landscape Photography. Students follow teacher led workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks.

### **Coursework Project 3: Force**

An independent project in response to the theme, Force. Students follow teacher led, skills workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks.

### **Coursework Project 4: Fragments**

An independent project in response to past exam theme, Fragments. Students follow teacher led, workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks.

### **Exam Project**

An independent project in response to the theme set by the exam board. Students follow teacher led, skills workshops until they are prepared to embark on more independent ideas. Teachers support the development of the project through a series of negotiated tasks. The final piece is produced in 10 hours under controlled conditions over two days at the end of the project.

Students also visit two to three exhibitions over the course of two years. One of these is specifically to support the exam unit.

### **Main skills covered –**

- Working in digital and analogue photography
- Learning Photoshop and traditional darkroom techniques
- Exploring materials and determining the appropriateness for specific tasks
- Working in a gallery context
- Analysing the work of others
- Developing ideas to a final outcome that conveys their intentions

**Progression** – In addition to providing students with the opportunity to balance their range of studies at 14-16, the Photography course is excellent preparation for a wide number of

future options. The ability to respond personally, creatively and analytically within a complex and diverse world is valued at all post-16 destinations. Students can proceed from the course to AS and A Level Photography courses at Fortismere School. This is an ideal stepping stone to Further and Higher Education Courses in all aspects of Art and Design and the Visual Arts, opening the way to careers in such areas as Photography, Film, New Media, Fashion, Interior Design, 3D Design, Textiles, Graphics, and Fine Art etc.

## Business

OCR syllabus: J204

QAN code: 603/0295/1

**Aims of the 9-1 course:** You will learn about business concepts, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. You will develop and apply quantitative skills relevant to business, including using and interpreting data.

Unit title and description	Assessment	Weighting
<p><b>Business 1 (code: 01) – Business activity, Marketing and People</b></p> <p>This Unit contains 3 sections:</p> <ol style="list-style-type: none"> <li>1. Business activity <ul style="list-style-type: none"> <li>● The role of business enterprise and entrepreneurship</li> <li>● Business planning</li> <li>● Business ownership</li> <li>● Business aims and objectives</li> <li>● Stakeholders in business</li> <li>● Business growth</li> </ul> </li> <li>2. Marketing People <ul style="list-style-type: none"> <li>● Market research</li> <li>● Market segmentation</li> <li>● The marketing mix</li> </ul> </li> <li>3. People <ul style="list-style-type: none"> <li>● The role of human resources</li> <li>● Organisational structures and different ways of working</li> <li>● Communication in business</li> </ul> </li> </ol>	<p><b>Written paper June 2027</b></p> <p>Paper 1: 50% weighting</p> <p>90 minutes</p> <p>80 marks, of which:</p> <p>15 marks are multiple choice questions</p>	<p><b>50%</b></p>

<ul style="list-style-type: none"> <li>● Recruitment and selection</li> <li>● Motivation and retention</li> <li>● Training and development</li> <li>● Employment law</li> </ul>		
<p><b>Business 2 (code: 02) – Operations, Finance and Influences on business</b></p> <p>4. Operations</p> <ul style="list-style-type: none"> <li>● Production processes</li> <li>● Quality of goods and services</li> <li>● The sales process and customer service</li> <li>● Consumer law</li> <li>● Business location</li> <li>● Working with suppliers</li> </ul> <p>5. Finance</p> <ul style="list-style-type: none"> <li>● The role of the Finance function</li> <li>● Sources of finance</li> <li>● Revenues, costs, profit and loss</li> <li>● Break-even</li> <li>● Cash and cash flow</li> </ul> <p>6. Influences on Business</p> <ul style="list-style-type: none"> <li>● Ethical and environmental considerations</li> <li>● The economic climate</li> <li>● Globalisation</li> </ul>	<p><b>Written paper June 2027</b></p> <p>Paper 2: 50% weighting</p> <p>90 minutes</p> <p>80 marks, of which:</p> <p>15 marks are multiple choice questions</p>	<p><b>50%</b></p>

### **Skills Covered**

Knowledge and understanding of contemporary business issues and to different types and sizes of businesses in local, national and global contexts

Problem-solving and the interpretation of data (including calculation of percentage changes)

Investigate and analyse real business opportunities and issues to construct well-argued, well-evidence, balanced and structured arguments

**Progression** This course is ideal for progression to A Level Business and for a subsequent Business related degree, including Marketing, Human Resources, Finance and Accounting, Leisure and Tourism. Students achieving grade 6 in the Business course can study A level Economics at Fortismere.

GCSE 9-1 Requirement: Prospective Business students **must** have or quickly develop an active interest in business **and** be prepared to contribute actively and positively in their lessons via their regular and **prior** reading of a business section of a daily (online) paper. There is **NO** controlled assessment.

Have the opportunity to develop a wide range of transferable skills. Become skilled in:

- making decisions
- being creative
- solving problems
- understanding finance
- analysing data
- working as part of a team.

## [Specification and code: Pearson Edexcel \(1CP2\)](#)

**QAN Code: 601/8058/4**

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Computer Science consists of two externally-examined papers. Paper 1 is a written examination and Paper 2 is a practical onscreen assessment

### **Assessment overview**

Component	Marks	Duration	Weighting	
Paper 1: Principles of Computer Science (1CP2/01)	75	1 hour 30 mins	50%	Written examination
Paper 2: Application of Computational Thinking (1CP2/02)	75	2 hours	50%	On Screen examination

### **Content overview**

#### **Paper 1: Principles of Computer Science (1CP2/01)**

**This paper will assess Topics 1 to 5**

- Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- Topic 2: Data – understanding of binary, data representation, data storage and compression.
- Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.

- Topic 4: Networks – understanding of computer networks and network security.
- Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

### **Assessment overview**

This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open response, tabular and diagrammatic items.

### **Paper 2: Application of Computational Thinking (1CP2/02)**

#### **Content overview**

This paper will assess Topic 6: Problem solving with programming.

The main focus of this paper is:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs.

#### **Assessment overview**

This practical paper requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice.

They will be provided with:

- coding files
- a hard copy of the question paper
- the Programming Language Subset (PLS) – as an insert in the question paper and in electronic format.

Students should then answer the questions onscreen using Python 3.

This assessment consists of six compulsory questions.

## **Progression**

Skills in Computer Science provide a wide range of career options, as well as a route into further and higher education.

## **Creative Media Production**

### **[Pearson Edexcel BTEC Level 1/2 Tech Award in Creative Media Production](#)**

**QAN Code: 603/7053/1**

## **Overview**

This qualification will help you acquire knowledge, understanding and technical skills through work-related contexts as part of their Key Stage 4 learning.

The qualification is equivalent to and compliments GCSEs to help develop work-related skills in the creative sector. It will help broaden your experience and understanding of where your studies can take you in the future.

## **What kind of things will I study?**

Areas you will cover include:

### **Exploring Media Products**

Aim: learn about the sector and investigate media products across the following sub-sectors: • audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts) • publishing (newspapers, magazines, books, e-magazines, comics) • interactive (websites, mobile applications, mobile games, video games, online games).

Assessment: internally assessed assignments

### **Developing Digital Media Production Skills**

Aim: develop technical skills and techniques in the chosen discipline(s) of audio/moving image, publishing and interactive.

Assessment: internally assessed assignments

### **Create a Media Product in Response to a Brief**

Aim: apply digital skills and techniques by responding to a digital media brief. Assessment: externally assessed task where students respond to a brief to create a media product.

### **Where will this qualification take me?**

After completing your BTEC Tech Award, you will be in a great position to continue study.

You can go on to further academic study such as A-levels, or further Level 3 vocational subjects such as the BTEC Level 3 National in Creative Media Production.

## Design and Technology

### Specification AQA GCSE Design and Technology

Specification code: 8552

QAN code: 603/0984/2

There are two separate GCSE Design & Technology courses specialising in different material areas

**GCSE Design & Technology: Timber, Metal-Based Materials & Polymers (Product Design)**

**GCSE Design & Technology: Textiles**

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

*This is a new specification which replaces subject options such as Graphic Products, Textiles and Resistant Materials.*

Students taking this subject will learn common core Design and Technology content but will specialise in specific material areas.

Students will develop and apply the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. Students will also need to demonstrate mathematical and scientific knowledge and understanding in relation to design and technology.

Unit title and description	Assessment	Weighting
<ul style="list-style-type: none"><li><b>Paper 1</b></li></ul> <p><b>Section A – Core technical principles (20 marks)</b> A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p><b>Section B – Specialist technical principles (30 marks)</b></p>	<p><b>Written paper</b></p> <p>2 hours</p>	<p><b>50%</b></p>

<p>Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p> <p><b>Section C – Designing and making principles (50 marks)</b></p> <p>A mixture of short answer and extended response questions including a 12 mark design question.</p>		
<ul style="list-style-type: none"> <li>● <b>Non-examined assessment</b></li> </ul> <p>Practical application of core technical, specialist technical and designing &amp; making principles (<b>100 marks</b>)</p>	<p><b>Design &amp; Make project</b></p> <p>30-35 hours</p>	<p><b>50%</b></p>

Core technical principles	Specialist technical principles – delivered through one material area	Designing & making principles
<ul style="list-style-type: none"> <li>• New &amp; emerging technologies</li> <li>• Energy storage &amp; generation</li> <li>• Modern &amp; smart materials</li> <li>• Systems approach to designing</li> <li>• Mechanical devices</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of material or components</li> <li>• Forces &amp; stresses</li> <li>• Scales of production</li> <li>• Sources &amp; origins</li> <li>• Using &amp; working with materials</li> <li>• Stock forms, types &amp; sizes</li> <li>• Specialist techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation, primary &amp; secondary data</li> <li>• Environmental, social and economic challenge</li> <li>• The work of others</li> <li>• Design strategies</li> <li>• Communication of design ideas</li> <li>• Prototype development</li> <li>• Selection of materials and components</li> </ul>

<ul style="list-style-type: none"> <li>• Materials &amp; their working properties</li> </ul>	<ul style="list-style-type: none"> <li>• Surface treatments &amp; finishes</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerances</li> <li>• Material management</li> <li>• Tools &amp; equipment</li> <li>• Techniques &amp; processes</li> </ul>
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## Subject Content

### Course Aims

- demonstrate understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine ideas whilst designing and making
- communicate design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in designing
- develop decision making skills, including the planning and organisation of time and resources when managing project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products

### Progression

The subject provides a route into a number of level 3 courses, but is particularly suited to A-level Product Design.

Design Technology supports a wide range of career paths: Engineering, Architecture, Interior Design, Surveying, Product Design, Furniture Design, Graphic Design, Art, Illustration, Media Studies, Transport Design, Advertising, and Urban Design.

# Drama

**Exam Board: AQA**

**Specification code: 8261**

**QAN code: 601/8575/2**

## What does GCSE Drama involve?

It involves studying different theatre styles and genres, scripts and live theatre. It also involves scripting and devising your own work. You will participate in workshops and complete written work to support the theoretical side of Drama. You will watch and write about live theatre and learn about Theatre Practitioners, Directors and Companies.

## Is it all practical?

No, you will face a written exam at the end of the year and will also complete some written coursework – a performance log. You need to do practice writing about your performances along the way. Why? It improves your acting ability. The written work allows you to reflect on your skills and evaluate what you have made– as you would at A-level and degree level.

## Why study Drama?

Britain's biggest ever cultural export is still a playwright. The Creative Industries in the UK continue to grow and employ millions of people. There are numerous different careers related to Drama – not just acting!

## What do I need to study the course?

Ideally you will have a love of Drama and enjoy performing. You need to be willing to work with a variety of people and be prepared to work outside of school hours for evening and weekend rehearsals. As the written exam counts for 40% percent of your overall grade, it is useful, although not essential, if you enjoy English and write well.

This qualification is linear meaning students undertake all non-exam assessment in the certification year and sit the written exam at the end of the course.



## Content

The subject content for GCSE Drama is divided into **three components**:

1. Understanding drama
2. Devising drama
3. Texts in practice

### **Component 1: Understanding drama**

What is it?

- Knowledge and understanding of drama and theatre.
- Students study one set play from a choice of six.
- Analysis and evaluation of the work of live theatre makers.

### **How it's assessed**

Written exam: 1 hour and 45 minutes

Open book

80 marks

40% of GCSE

### **Questions**

Section A: multiple choice (4 marks)

Section B: four questions on a given extract from the set play chosen (46 marks)

Section C: one two-part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks)

### **Component 2: Devising drama (practical)**

What is it?

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

**How it's assessed** (marked by teachers and moderated by AQA.)

Devising log (60 marks)

Devised performance (20 marks)

80 marks in total

40% of GCSE

### **Component 3: Texts in practice (practical)**

What is it?

Performance of two extracts from one play (students may contribute as performer or designer)

Free choice of play but it must contrast with the set play chosen for Component 1.

**How it's assessed** (marked by AQA)

- Performance of Extract 1 (25 marks) **and** Extract 2 (25 marks)
- 50 marks in total
- 20% of GCSE

### **Who should pick this subject?**

Pick Drama if you love live theatre and performance. Be prepared for some writing but this is a practical course and you will be working on your feet most lessons.

Be prepared to work with anyone and everyone as collaboration is key in this GCSE. This is one of the only GCSEs where your exam is done in a group so you need to enjoy working together as a team.

You can also choose this subject if you love Design, Sound, Dance and set building as you can also be examined on these aspects of theatre as well as performance.

## Engineering

### Specification AQA GCSE Engineering

**Specification code: 8852**

**QAN code: 603/0719/5**

The subject content is split into six sections. This subject content should be taught within a range of realistic contexts based around the major themes in the specification. To gain the most from the specification, sections will benefit from being taught holistically. For example, the properties of particular materials could be taught in a practical environment.

The subject content is presented in three columns. The left-hand column contains the specification content that all students must cover, and that is assessed in the written papers and/or NEA. The central column gives additional information that teachers require ensuring that their students study the topic in appropriate depth and, where appropriate, gives teachers the parameters in which the subject will be assessed.

Students must also demonstrate mathematical knowledge and understanding, in relation to engineering. The right-hand column throughout this section illustrates where the maths skills and knowledge can be applied to the wider engineering content.

<http://filestore.aqa.org.uk/resources/engineering/specifications/AQA-8852-SP-2017.PDF>

Students will also need to demonstrate mathematical and scientific knowledge and understanding in relation to design and technology.

<b>Course content</b>	
<b>Engineering materials</b>	Materials & their properties Metals & Alloys Polymers Composites Other materials Materials cost & supply Factors influencing design of solution
<b>Engineering manufacturing processes</b>	Additive manufacturing

	Material removal Shaping Casting & moulding Joining & assembly Heat & chemical treatment Surface finishing
<b>Systems</b>	Mechanical systems Electrical systems Electronic systems Structural systems Pneumatic systems
<b>Testing and investigation</b>	Modelling & calculating Testing Aerodynamics
<b>The impact of modern technologies</b>	
<b>Practical engineering skills</b>	

## Assessments

### What's assessed

Sections 1–6 from the subject content.

Though the 'Practical engineering skills' section will predominantly be assessed through the NEA, some questions in the written exam will relate to practical contexts and students will need to apply their understanding within these contexts.

### How it's assessed

- Written exam: 2 hours
- 120 marks
- 60% of GCSE

### Questions

- Multiple choice questions assessing breadth of knowledge.
- Short answer questions assessing in depth knowledge, including calculations.
- Multiple choice questions related to the application of practical engineering skills.

- Extended response questions drawing together elements of the specification.

### **Progression**

The subject provides a route into a number of level 3 courses, but is particularly suited to A-level Product Design.

Engineering supports a wide range of educational and career paths: Aerospace, Automotive, Civil, Mechanical Engineering, and Product Design & Architecture.

### WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award)

**Specification code: 5409**

**QAN code: 603/7022/1**

<https://www.wjec.co.uk/qualifications/hospitality-and-catering/>

This award has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

#### **This Qualifications aims to:**

Develop knowledge, skills and understanding through tasks that have many of the characteristics of real work in the sector.

Units of the course are devised around the concept of a 'plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories.

This approach mirrors many work related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification is designed to provide learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training.

This approach also enables learners to learn in such a way that they develop:

Skills required for independent learning and development

A range of generic and transferable skills

The ability to solve problems

The skills of project based research, development and presentation

The fundamental ability to work alongside other professionals, in a professional environment

Unit	Assessment	Weighting
Unit 1	The Hospitality and Catering Industry – Onscreen assessment	External
Unit 2	Hospitality and Catering in Action	Internal

## Economics

### Aims of the 9-1 course

### Syllabus: OCR J205

### QAN code: 603/0143/0

The GCSE Economics course uses basic economic concepts to enable learners to develop the ability to apply this knowledge to real-life situations in a range of local, national and global contexts, whilst at the same time understanding the perspectives of different economic stakeholders. The course is taught using teacher-led discussion, case studies, newspaper articles and extracts from current affairs programmes.

Unit title and description	Assessment	Weighting
<p><b>01: Introduction to Economics</b></p> <p><i>Introduction to Economics topics include:</i></p> <ul style="list-style-type: none"> <li>● Main economic groups and factors of production</li> <li>● The basic economic problem</li> </ul> <p><i>The role of markets and money topics include:</i></p>	<p><b>Written paper May / June 2026</b></p> <p>90 minutes</p> <p><b>80 marks, of which:</b></p>	<p><b>50%</b></p>

<ul style="list-style-type: none"> <li>● The role of markets: primary, secondary, tertiary, factor and product markets</li> <li>● Demand (curve) and elasticity of demand</li> <li>● Supply and elasticity of supply</li> <li>● (Equilibrium) Price and quantity (diagrams) and their interpretation</li> <li>● Competition in a market economy (including how, monopoly and oligopoly differ from competitive markets)</li> <li>● Production including calculation of costs, revenues, profit and loss</li> <li>● The labour market (including calculations of gross and net pay)</li> <li>● The role of financial markets including the role of banks, building societies and insurance companies and how interest rates affect the levels of saving, borrowing and investment</li> </ul>	<p>20 marks are multiple choice questions (MCQs)</p> <p>The rest  (60 marks) are:</p> <p>Short case studies with related short and medium response questions, <b>as well as 6 extended writing / mini essays</b> (6 x 6 mark questions).</p>	
<p><b>UNIT 02: National and International Economics</b></p> <p><i>Economic objectives and the role of government topics include:</i></p> <ul style="list-style-type: none"> <li>● Economic growth (measurement, causes, benefits / costs)</li> <li>● Low unemployment (types of unemployment / causes and consequences of unemployment)</li> <li>● Fair distribution of income (including calculating income and wealth)</li> <li>● Price stability (measurement of inflation, its causes and consequences and analysing historical data)</li> <li>● Fiscal policy (government spending and taxation and redistribution policies)</li> </ul>	<p><b>Written paper May / June 2026</b></p> <p>90 minutes</p> <p>80 marks, of which:</p>	<p><b>50%</b></p>

<ul style="list-style-type: none"> <li>● Monetary policy (impact on policy objectives and on economic indicators)</li> <li>● Supply-side policies (including how to help meet government objectives and its benefits / costs)</li> <li>● Limitations of markets (market failure and possible solutions)</li> </ul> <p><i>International trade and the global economy</i> topics include:</p> <ul style="list-style-type: none"> <li>● Importance of international trade (including the EU)</li> <li>● Balance of payments (including the importance of the current account to the UK economy)</li> <li>● Exchange rates (including drawing diagrams to analyse supply and demand changes)</li> <li>● Globalisation (including how development is measured and its impact on developed and developing countries)</li> </ul>	<p>20 marks are multiple choice questions (MCQs)</p> <p>Short case studies with related short and medium response questions, as well as extended writing (6 mark questions)</p> <p>Some numeracy required and mini-essays amount to 36/80. If you are good at English / enjoy writing, then the subject is for you!</p>	
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### **Skills Covered**

Knowledge and understanding of real life daily / world economic problems and issues –you will learn how to explain and evaluate economic problems and possible solutions to local / national problems.

Understand how markets operate and the roles of consumers, producers or workers within markets

Problem-solving and the interpretation of economic data (including calculation of percentage changes)

Build economic arguments, making informed judgements by using economic concepts and quantitative evidence through the use, application and interpretation of data. Consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity

## **Progression**

The course is ideal for progression to AS and A Level OCR Economics and for an Oxbridge related Economics degree. It is also good preparation for other social science courses such as Business, Government and Politics, History or Sociology. It links well with Maths /Geography too. Possible careers include: accountancy, law, banking (economist), finance, retail management, HR, advertising and politics.

- Curiosity about how the world works
- Analytical thinkers
- Logical decision-makers
- Interest in public policy and social issues
- Interest in national / global issues
- People who enjoy intellectual challenges
- Communicators and persuaders
- Interest in career flexibility

## Geography

Syllabus Link:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.htm>

Exam Board: Edexcel

Specification code: EDEXCEL Geography GCSE specification B (1GB0)

QAN code: 601/8135/7

Assessment	Form	Weighting
Global Geographical Issues	<p>1 hour 30 minute written paper with three 30-mark sections.</p> <p>The exam includes multiple-choice questions, short open, open response, calculations and 6-mark and 8-mark extended writing questions.</p>	37.5%
UK Geographical Issues	<p>1 hour 30 minute written paper with three 30-mark sections.</p> <p>The exam includes multiple-choice questions, short open, open response, calculations and 6-mark and 8-mark extended writing questions.</p>	37.5%
People & Environment Issues, Making Geographical Decisions.	<p>1 hour 15 minute written paper</p> <p>Section A: People and the biosphere</p> <p>Section B: Forests under threat</p> <p>Section C: Consuming energy resources</p> <p>Section D: Making a geographical decision</p> <p>The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 6-mark extended writing questions and Section D will offer a choice of one from</p>	25%

	three decisions assessed through a 12-mark extended writing question.	
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## Aims

Geography GCSE gives students the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

## Content

### Global Geographical Issues

**Topic 1:** Hazardous Earth – An overview of the global circulation of the atmosphere and changing climate. Plus, two depth studies of extreme weather hazards (tropical cyclones) and tectonic hazards at contrasting locations.

**Topic 2:** Development dynamics – an overview of the scale of global inequality. Plus, a depth study of how one emerging country (India) is developing and the consequences for people, environment and the country's relationship with the wider world

**Topic 3:** Challenges of an urbanising world – an overview of the causes and challenges of rapid urbanisation across the world. Plus, one depth study of a megacity (Mumbai) in a developing or emerging country.

### UK Geographical Issues

**Topic 4:** The UK's evolving physical landscape: 2 studies of coastal and river landscapes including coastal change & conflict and river processes & pressures.

**Topic 5:** The UK's evolving human landscape: 2 studies of Dynamic inner-cities and Changing rural settlements.

**Topic 6:** Geographical investigations – including one human fieldwork task (Kings Cross, London) linked to either Inner cities or rural settlements and one physical fieldwork task linked to coasts (Walton-on-the-Naze, Essex)

### **People & Environment Issues**

**Topic 7:** People and the biosphere – an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human well-being and how humans use and modify it in order to obtain resources.

**Topic 8:** Forests under threat – a detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management.

**Topic 9:** Consuming energy resources – a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management.

All three topics will form the basis of the decision-making context. Students will be expected to draw across their conceptual knowledge and understanding from the whole course

**SKILLS:** The study of Geography at GCSE develops and examines the following skills:

Numeric, graphic and cartographic skills. Data and information research skills. Statistical analysis.

Critical and reflective thinking. Decision making.

Geographical investigations, the experience of fieldwork help students to develop new geographical insight.

Students must carry out two investigations in Topic 6, comprising one human and one physical study.

### **Progression**

Geography is a truly multifaceted subject it has clear and valuable links with both the Humanities and

Science subjects. It is a valued subject by higher education institutions and many key professions. It is an EBACC subject. This course provides an excellent basis for study at A Level and Tertiary Level.

## History

Exam Board: Edexcel ([weblink](#))

Specification code: 1HI0

QAN code: 601/8092/4

### Assessment

Content	Assessment	Weighting
<b>Paper 1: Thematic study and historic environment</b> <ul style="list-style-type: none"><li>• Migrants in Britain, c800-present and Notting Hill, c1948-1970</li></ul>	Written exam 1 hour 15 minutes	<b>30%</b>
<b>Paper 2: Period study and British depth study</b> <ul style="list-style-type: none"><li>• Anglo-Saxon and Norman England, c. 1060-c.1088</li><li>• Superpower relations and the Cold War, 1941-1991</li></ul>	Written exam 1 hour 45 minutes	<b>40%</b>
<b>Paper 3: Modern depth study</b> <ul style="list-style-type: none"><li>• Weimar and Nazi Germany, 1918-1939</li></ul>	Written exam 1 hour 20 minutes	<b>30%</b>

### Aims of the course

The course is designed to stimulate an interest in, and an enthusiasm for, the study of the past. This syllabus introduces students to the history of different time periods and cultures throughout the world. By the end of the course, students will be equipped with detailed knowledge and understanding of the different topics studied as well as a wide range of important transferable skills. We hope the study of this course will make the present day more understandable and enable students to carry that understanding and interest into their future lives.

### Units studied

*Anglo-Saxon and Norman England, c. 1060-1088:* Includes the study of the key features of Anglo-Saxon England, the events and impact of the Norman Conquest, the methods by which William the Conqueror secured his power over England, and life and society in Norman England.

*Migrants in Britain, c800-present and Notting Hill, c1948-1970* The Migration option includes a wide variety of case studies from around Britain s • The city of York under the Vikings • Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy • The experience of Huguenots in seventeenth century England • Liverpool in the nineteenth century: its role in migration and the experiences of migrants, including Irish migrants • The experience of Jewish migrants in the East End of London in late nineteenth century • Bristol in the mid-twentieth century: the experiences of migrants and their impact on society • The experience of Asian migrants in Leicester from 1945.

*Weimar and Nazi Germany, 1918-1939:* Includes the study of the impact of the First World War on Germany, the founding of the Weimar Republic, Hitler's rise to power, the methods and means of Nazi control and dictatorship, and life in Nazi Germany in the lead up to the Second World War.

*Superpower relations and the Cold War, 1941-91:* Includes the study of the origins of the Cold War in the years following the Second World War, key crises in the European Cold War across the middle of the 20<sup>th</sup> century, and the decline of Soviet power leading to the end of the Cold War.

### **Main skills covered**

Students will gain historical knowledge and understanding, and be able to communicate it clearly and effectively. They will be able to understand and evaluate a range of historical evidence. They will understand and be able to explain how the events of the past have helped to shape the present.

### **Progression**

History is a useful general qualification which is acceptable for a full range of A Level and vocational qualifications. It is valued not only in terms of the understanding it provides students but also important transferable skills, useful in any career choice.

## Calendar of study

<b>Year 10</b>	Anglo-Saxon and Norman England, c. 1060-c.1088	Migrants in Britain, c800-present and Notting Hill, c1948-1970
<b>Year 11</b>	Weimar and Nazi Germany, 1918-1939	Superpower relations and the Cold War, 1941-1991

## BTEC Tech Award - Health and Social Care

Exam board Pearsons

QAN code: 603/0395/5

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf>

### Who is the qualification for?

This course is available to anyone who is considering a career in the health or social care industry and is also for anyone who is interested in the topics covered in the components.

### What does the qualification cover?

You study these three components over the course of two years

Component	Outcomes	What you will study
<b>Component 1 - Human Lifespan Development.</b>	<p>Understand human growth and development across life stages from infancy to adulthood.</p> <p>Understand how individuals cope with life events.</p>	<p>How do people grow and develop through their lives?</p> <p>How can factors such as lifestyle choices and relationships affect this?</p> <p>Understanding the impact that different sources and types of support can have with assisting an individual to adapt to life events.</p>
<b>Component 2 - Health and Social Care Services and Values</b>	<p>Understand the different types of health and social care services and barriers to accessing them.</p> <p>Understand the skills, attributes and values required to give care.</p>	<p>At some point in life everyone will need health care. It is likely that you have been given health care from a person who was trained to give you care.</p> <p>You will explore a range of healthcare conditions and how they can be managed by the individual and the</p>

		<p>different healthcare services that are available.</p> <p>You will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.</p>
<p><b>Component 3 - Health and Wellbeing</b></p>	<p>Knowledge of health and wellbeing</p> <p>Understanding of health and wellbeing</p> <p>Applying knowledge and understanding of health and wellbeing</p> <p>Making connections between aspects of health and wellbeing</p>	<p>What does being healthy actually mean? It can mean different things to different people: you might think 'healthy' is not having to visit the doctor but an older person might consider it being mobile and able to get out and about, being happy and having friends.</p> <p>You will explore the factors that affect health and wellbeing, learn about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.</p>

## The Assessment Process

This is a BTEC, which at Key Stage 4 means you will work towards a Level 2 qualification. This BTEC is recognised as an equivalent of any other Key Stage 4 qualification and you get the same amount of hours for this qualification as you do for a GCSE. BTEC's are vocational qualifications and are slightly different to traditional GCSE's and it just means that if you want to pursue this in Key Stage 5, then you would be working towards a Level 3 qualification.

It also means that your final award will be in the form of

- Pass
- Merit

- Distinction

There are two controlled assessments (called PSA or Pearson Set Assignments) and one exam which is taken in year 11. 60% of the final grade will be based on controlled assessments, and 40% on a final exam.

	September to January	February to April	May to July
<b>Year 10</b>	Learn content of component 1	Pearson releases their set assignment and students complete a report according to the brief given.	Learn content of component 2
		The report is worth 30% of the final grade and it is completed in class over 6 supervised hours	

	September	October to December	January to April	May / June
<b>Year 11</b>	Learn content of component 2	Pearson releases their set assignment and students complete a report according to the brief given.	Learn content of component 3	Exam for component 3
		The report is worth 30% of the final grade and it is completed in class over 6 supervised hours		This will be an exam paper that will be worth 40% of the final grade

**What can the qualification lead to?**

This is a vocational qualification which means its content relates directly to an occupation or employment. There are a great deal of jobs and employment in the NHS and in social care related to this qualification.

You can go on to do A Levels after doing this BTEC

You can go on to do a Level 3 in Health and Social Care

This qualification is designed to lead into work and to progress into employment via apprenticeships.

Health and social care is a good option for anyone who has aspirations of working in the health and social care field in the future, from a radiologist to a speech and language therapist. Students will begin to understand the value of the holistic approach to health and wellbeing while developing greater understanding of individuals physical, intellectual, emotional and social needs. The course also provides students with a good basis for them to go onto a more advanced work related qualification.

## **Media Studies**

<http://www.eduqas.co.uk/qualifications/media-studies/gcse/>

QAN Code: C680QS

**Aims of the course:**

Learners study a range of media forms including: newspapers, television, music video and online, social and participatory media in order to understand how the world of the media affects us in our daily lives.

### **Main skills covered:**

Media Studies covers a range of skills that students will have encountered in KS3 including, written analysis, evaluation and creativity. There are also many new skills such as learning to use design programmes such as Photoshop; Media Studies is a multi-disciplined subject where elements of design, photography and writing are brought together to create texts and to analyse their meaning and effectiveness.

### **Component 1: Exploring the Media**

Written examination: 1 hour 30 minutes

40% of qualification

#### **Section A: Exploring Media Language and Representation**

This section assesses media language and representation in relation to two of the following print

media forms: magazines, marketing (film posters), newspapers, or print advertisements.

There are

two questions in this section:

- one question assessing media language in relation to one set product (reference to relevant contexts may be required)

- one two-part question assessing representation in relation to one set product and one

unseen resource in the same media form.

Part (a) is based on media contexts. Part (b)

requires comparison through an extended response.

#### **Section B: Exploring Media Industries and Audiences**

This section assesses two of the following media forms: film, newspapers, radio, video games.

It includes:

- one stepped question on media industries

- one stepped question on audiences.

## **Component 2: Understanding Media Forms and Products**

Written examination: 1 hour 30 minutes

30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

### **Section A: Television, Crime Drama**

 one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)

 one question on media industries, audiences or media contexts.

### **Section B: Music (music videos and online media)**

 one question on either media language or representation (reference to relevant contexts may be required)

 one question on media industries, audiences or media contexts.

## **Component 3: Creating Media Products**

Non-exam assessment

30% of qualification

For this units students are given a brief (which changes each year) and have to create a fully functioning and realistic media product that appeals to a particular audience. Students may be asked to create a website, magazine cover, video or audio product.

This linear qualification will be available for assessment in May/June each year. It will be awarded for the first time in summer 2019.

### **Progression**

Students often opt to study Film Studies, Media Studies or Photography at A Level. Many students progress onto careers in journalism, film making and work in the creative media industries after Media GCSE.

## Modern Languages

The DfE announced in early 2022 that GCSE exams in French, Spanish and German will be changing for the 2026 cohort. Next year's year 10 will see the first teaching towards the new GCSEs. We have yet to confirm which exam board we will use. The below are for AQA, which we have been using since 2016. Mandarin is unaffected by the changes.

### **French Specification Code: 8652**

QAN Code: 610/2790/X

### **Spanish Specification Code: 8692**

QAN Code: 610/3530/0

### **Mandarin Specification Code: 8673**

QAN Code: 603/1210/6

We offer three languages at Key Stage 4 for those already studying them in year 9: French, Spanish and Mandarin. Each language will be in a separate options column, so for students currently doing two languages this means that they can choose both languages for GCSE, with an equal timetable allocation of 5 lessons per fortnight. Alternatively they can choose their first language and not their second, or vice versa. Students studying one language are encouraged to continue with the subject for GCSE, when they will also have 5 lessons per fortnight.

If you are on the Mandarin Excellence Programme you must choose this as one of your options. You will do GCSE as well as the MEP assessments and qualifications.

The exam board we will likely use for all three languages is AQA. Specifications and sample exam papers can be found at the following links:

[French Specification](#)

[Spanish Specification](#)

[Mandarin Specification](#)

We intend to arrange trips to France and Spain in year 10, and there will also most likely be an MEP year 10 trip to China.

**Aims of the course:** to enable students to

- develop ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

### **Assessment:**

Assessment will be by four externally examined papers at the end of the course in year 11. Listening, Speaking, Reading and Writing will each be examined and will each contribute 25% to the overall grade. More details on each component are available in the specifications, linked above. Speaking exams are conducted by teachers and marked by AQA.

Assessment for the new French and Spanish GCSEs is set in the context of these three themes.

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

These themes apply to all four question papers. Passages in the Listening and Reading assessments will be set in the context of the target language countries and communities. In the Speaking and Writing assessments, students will be able to respond according to their own interests and experiences.

### **Progression:**

Not only do languages open your eyes to other cultures and give you a deeper understanding of your own language, they also equip you with many transferable skills that are useful for further study and in the workplace. Language qualifications are highly respected by top universities and provide a platform for entry into a range of professions.

Information about home languages can be found at the end of this document.

## **Music**

**Exam Board: Edexcel**

**Specification code: 1MUO**

**QAN code: 601/8204/0**

**Allocation of marks & units studied: 60% Coursework = Practical 30% & Composition 30%**

### **Assessment:**

- Practical exams (30%) are recorded in the school recording studios at specified times through the 2-year course. Final completion **February**.
- Composition Coursework (30%) is submitted to teachers at specified times through the 2 year course for marking and moderation. Final completion **February**.
- Written paper (40%) 1hour 45 minute paper based on a cd (not tiered) sat in **May/June**.

### **Remember:**

- Students must **sing or play one instrument** and maintain **weekly instrumental or vocal lessons** (either in school or privately). We would expect playing or singing to reach at least grade 3-5 by the end of Year 11, although the graded examination does

not have to have been taken. We appreciate that some students may be more advanced than this at the start of the course, and some may be at an earlier stage of learning. Performance marks are scaled according to the difficulty level.

- **It is expected that all students support one extra – curricular music group each week within school to develop their ensemble skills, broaden their repertoire and rehearsal/ performance experiences.**
- The demands of composition coursework will require additional time spent beyond the lesson time
- **Students will need to be able to read music, or show a willingness to learn, in order to cope with the written paper which analyses 8 set works, some from a notated score.**

#### **Aims of the course:**

- Designed for students with an active interest in music and music making across all styles of music; classical, jazz, popular and world fusion.
- Students who learn a second instrument may demonstrate this through composition coursework (30%) and ensemble performance (15%).
- Haringey Music and Performing Arts Centre subsidise the cost of termly instrumental / vocal lessons for GCSE music students to the value of £28 per 10 lessons and offer cheap hire of orchestral instruments.
- Opportunities to attend concerts, workshops, music tours etc. are arranged by the music department. These are to broaden students' musical experience and although helpful to the course, are not compulsory. In addition, we aim to provide opportunities for students to work with professional musicians e.g. collaborations with West End professionals, performance workshops, and composer – in – residence.
- Classes are mixed ability and usually have approximately 16 students in each.

#### **Content:**

- Work independently and collaboratively with other students on learning new music, preparing for live performances in class and concerts
- Performance & recording skills; how to engage an audience, and how best to practise
- Compositional skills and techniques; creating 2 minute pieces
- Increase your knowledge of the software Logic Pro and Sibelius 6 following on from Year 9
- Analyse 8 set works; what do professional composers do (past and present)
- Strengthen the way we can talk about, discuss and explain in a formal writing style and using extensive music vocabulary.

**Main skills covered:**

- Performance (solo & ensemble)
- Composition (Logic Pro and Sibelius programs using iMacs)
- Written analysis (essay writing and listening with discrimination)
- Expansive music vocabulary and theory

**Progression:**

- Music develops many key skills sought by employers e.g. creativity and thinking skills, collaboration, ICT, improving own learning and performance, listening, communication, leadership and self-discipline.
- Students who achieve Grade B or above at GCSE level could progress on to the AS music or Music Technology course. Related music courses include Performing Arts and Media/Theatre Studies.

**Controlled assignments calendar and percentage:**

60% Coursework: Practical exams 30% & Composition 30%

- End of Y10 exams – Summer term Y10
- Year 11 Mock exams – Autumn term Y11
- Final practical exams – Spring term Y11

## **BTEC Level 1/2 Tech Award in Music Practice (Technology)**

**Exam Board: Pearson**

**QAN code: 603/7055/5**

**Assessment** – Students are assessed on three pieces of coursework.

**Aims of the course** – The BTEC course offers a technology based music option at KS4. Each unit is taught with an emphasis on real-world music industry situations. The course focuses on using technology to complete all the musical tasks.

1 Exploring Music Products and Styles

2 Music Skills Development

3 Responding to a Music Brief

### **Content:**

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance:

- Development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques.
- Processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a music brief.
- Attitudes that are considered most important in the music sector, including personal management and communication.
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles.

This Tech Award complements the learning in GCSE programmes by broadening experience and skills participation in different types of musical techniques for different musical styles. The Tech Award gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles.

**Progression** – Students could progress to a Level 3 BTEC in Music Technology or A Level Music Technology

### **Who should pick this subject?**

The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice (603/7055/5) is for learners who want to acquire sector-specific applied knowledge and technical skills through vocational contexts by studying and developing their musical skills and techniques, and by responding to a music industry brief as part of their Key Stage 4 learning. The qualification enables learners to develop their skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

## GCSE Physical Education

Exam Board-AQA

Course Code: 8582

Qualification number: 601/8279/9

### Paper 1: The human body and movement in physical activity and sport

#### What's assessed

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

#### How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

#### Questions

- Answer all questions.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

### Paper 2: Socio-cultural influences and well-being in physical activity and sport

#### What's assessed

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

#### How it's assessed

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

#### Questions

- Answer all questions.
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Non-exam assessment: Practical performance in physical activity and sport
<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</li> <li>• Analysis and evaluation of performance to bring about improvement in one activity.</li> </ul>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Assessed by teachers</li> <li>• Moderated by AQA</li> <li>• 100 marks</li> <li>• 40% of GCSE</li> </ul>
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).</li> <li>• Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</li> </ul>

### **Aims of the Course;**

- To develop knowledge and practical skills in a wide range of activities
- To examine the effects of exercise and how training can improve performance
- To discover ways to improve your own performance
- To gain an understanding of the scientific principles of sports performance

### **Theory Topics:**

Anatomy & Physiology, Movement Analysis, Physical Training, Use of Data, Health Fitness & Wellbeing, Sport Psychology, Socio-Cultural Influences on Sporting participation,

### **Practical Topics:**

Students will perform a wide range of sports to develop their technical and tactical ability. Other sports not offered in school may also be considered for assessment (e.g. Skiing)

### **Progression;**

- AS and A Level PE
- BTEC Level 3 Sport and Exercise Sciences
- Coaching and officiating opportunities
- Science based courses (notably Biology)
- Psychology & Sociology based courses

### **Controlled Assessments;**

- Practical Activities are assessed throughout the year and moderated externally in Easter of Year 11
- Coursework controlled assessments take place in December / January of Year 11

### **Who should pick this subject?**

- It's important that students choosing GCSE PE have a keen interest in playing competitive sport and have ideally played regularly outside of school.
- Students interested in studying a sports based course beyond KS4 and of course those considering a career in the sports industry.

## BTEC Level 1/Level 2 Tech Award in Sport (2022) in Sport

Qualification Number: 603/7068/3

### What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- **Preparing Participants to take part in Sport and Physical activity** - this includes the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers. Equipment and technology required to take part in sport is also included. Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warm up to prepare participants to take part in sport and physical activity.
- **Taking part and improving other participants' sporting performance** - this includes the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants sporting performance through planning and delivery of sports drills and conditioned practices.
- **Developing Fitness to improve other participants' performance in sport and physical activity** - this covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance.

### How will I be assessed?

The Pearson BTEC Level 1/Level 2 First Award in Sport includes one externally assessed unit. This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment. This approach will also assist learners in developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts. The remaining units are internally assessed. Internal assessment enables learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including written work, practical performance and verbal presentations.

## **Synoptic assessment**

There is one internal unit, Unit 3, which provides the main synoptic assessment for the qualification. Unit 3 builds directly on Units 1 and 2 and enables learning to be brought together and related to a real-life situation. The assessment will be completed in 1.5 hours within the period timetabled by Pearson. 60 marks.

## **Where will this take me?**

If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above, and developed through studying this qualification, will give you a strong foundation for academic or vocational study at level 3, including apprenticeships.

## **What other subjects go well with sport?**

This qualification is designed to be taken as part of a broad and balanced curriculum at Key Stage 4. It will go particularly well alongside GCSEs in EBacc subjects (including biology), GCSEs in creative subjects (such as drama, music and art) and/or other Technical Awards (e.g. BTEC Health and Social Care, BTEC Business or Tech Award DIT) to provide both curriculum

**Qualification structure:** This qualification is taught over 120 guided learning hours (GLH).

## **Who should pick this subject?**

- Students with a keen interest in sport, exercise and training.
- Students who enjoy a practical, hands-on assessment approach.
- Those who would benefit from coursework based learning above exam based learning.
- Those looking to choose a sports related course beyond KS4 and those interested in a career in the sports industry.

## Religious Studies

### Religious Studies GCSE - EXAM BOARD AQA – SPEC A

**QAN code: 601/8400/0**

**Specification code: 8062**

Religious Studies GCSE gives you the chance to study the major world religions, what their followers believe, and how these beliefs affect people's lives. It also explores the philosophical ideas behind these beliefs, and the ethical implications of following religious rules. As such, it is the perfect GCSE for those who enjoyed Philosophy, Religion and Ethics (PRE) in Years 7-9.

You will be challenged with questions about belief, values, meaning, purpose and truth, enabling you to develop your own attitudes towards religious issues. You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. You will develop analytical and critical thinking skills, the ability to work with abstract ideas, evaluative and research skills. All of these will help prepare you for a range of options after your GCSEs – although it is not a necessary requirement, Religious Studies GCSE is a very good way to prepare yourself for Philosophy A Level. It will also equip you for further study in many related A Level subjects including Politics, Sociology, History, English and Classical Civilisation.

The GCSE is taught in two equal parts –

#### **Component 1 - Religion**

We study **Buddhism** and **Christianity**. You will learn about the founders of each religion, and the teachings on an afterlife, and the existence (or not) of God. You will read and analyse scriptures from both religions, and then look at how these teachings can be applied in modern British society.

#### **Component 2 - Philosophy and Ethics**

We study Philosophy and Ethics through four topics, using beliefs from Christianity, Buddhism and Humanism.

**The Existence of God and Revelation** – philosophical arguments for and against the existence of God, the characteristics of God and knowledge of God.

**Religion and Life** – the origins and value of the universe and the origins and value of human life. Religious teachings and beliefs about animals, the environment, abortion, euthanasia and death.

**Religion, Crime and Punishment** – the causes of crime, and attitudes towards punishment.

**Religion, Human Rights and Social Justice** – Knowledge of human rights, justice, equality and freedom of expression. Attitudes towards prejudice and discrimination and wealth and poverty.

### **The main skills you will gain in Religious Studies GCSE include...**

Learning about and analysing the key teachings of two religious traditions

Gaining an understanding of religious and non-religious attitudes towards contemporary ethical issues

Critical analysis of how relevant religious beliefs and values are to these ethical issues

Evaluating philosophical ideas about the origin of the universe and life on earth

Exploring and evaluating a wide range of religious and non-religious views on the nature of society

Textual analysis and ability to identify different interpretations of scripture and religious writing

Expressing and developing your own views using reasoned arguments.

### **Assessment**

You will sit two exams at the end of Year 11, one on component 1 and one on component 2. Each one is one hour and three quarters. You will be tested on your knowledge and understanding, and also your skills of analysis and evaluation.

Religious Studies students have often commented that this is their favourite GCSE subject. It will challenge your existing beliefs, even if you think you don't have any, and it will provide you with new ways of thinking about the world. Lessons always include the opportunity to debate and discuss ideas, and many of the issues we discuss will have a real and lasting effect on how you live your life.

### **Sample exam questions**

#### **2 mark questions**

Give two religious beliefs about eating meat.

Give two examples of what religious people could do to protect the environment

Give two religious beliefs about how people might experience God's presence through the natural world.

#### **4 mark questions**

Explain two similar religious beliefs about the sanctity of life.

Explain two different religious beliefs about how the human race began.

Explain two similar religious beliefs about what happens after death.

Explain two ways in which the Buddha's enlightenment influences Buddhists today.

#### **5 mark questions**

Explain 2 Christian beliefs about salvation. Refer to scripture or sacred writings in your answer

Explain 2 ways that Christian charities help the poor in less economically developed countries. Refer to Christian teachings in your answer.

Explain 2 of the Buddha's teachings about the three marks of existence

#### **12 mark questions (essay question)**

'Euthanasia can be the most compassionate way to help someone who is terminally ill'

"Capital Punishment should never be used"

"The Crucifixion is more important to Christians than the resurrection"

'Jesus' teaching about wealth has no relevance for Christians today.'

"Compassion is more important in Buddhism than meditation"

The stories of the Buddha have no relevance for Buddhists today"

Evaluate this statement - Your answer should include the following: religious arguments that support the statement, religious arguments that disagree with the statement, an evaluation of the best argument and your conclusion. You can also include non-religious points of view in your answer.

#### **Who should pick this subject?**

Anyone who enjoyed Philosophy, Religion and Ethics (PRE) in Years 7-9

Anyone who thinks they might want to take Philosophy at A Level (although Religious Studies is not a requirement for the A Level, it would be useful)

Anyone who enjoys debating the 'big' questions about the meaning of life, God, and existence

Anyone interested in learning different views on the environment, abortion, euthanasia, crime, punishment, justice, equality, discrimination and wealth and poverty.

## Sociology

Exam board AQA (8192)

QAN code: 603/0798/5

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

### What is Sociology?

Sociology is a highly engaging but challenging subject at GCSE. Students will learn many new concepts and key terminology that they will be able to apply to numerous issues in society through extended writing.

### What does the qualification cover?

Paper 1 (Year 10)	Paper 2 (Year 11)
Families Education Research Methods	Social Stratification Crime and Deviance Research Methods
<b>1 hour and 45 minute written exam in year 11</b> 100 marks 50 % of GCSE	<b>1 hour and 45 minute written exam in year 11</b> 100 marks 50 % of GCSE
<b>The structure of the exam paper in year 10</b>  4 X 1 mark multiple choice questions 2 X 2 mark questions on research methods 4 X 3 mark questions on topic 8 X 4 mark questions on theory and research 4 x 12 mark essay questions	<b>The structure of the exam paper in year 11</b>  4 X 1 mark multiple choice questions 2 X 2 mark questions on research methods 4 X 3 mark questions on topic 8 X 4 mark questions on theory and research 4 x 12 mark essay questions

### Integral elements

Below are the integral parts of the study of each topic area,

Theory	Conflict, Consensus, Social Structure, Social Action, Role of Values
Perspectives	Functionalism, Marxism, Feminism, New Right

Research	The design of research, the use of data, strengths and weaknesses of different methods and designs					
Core Themes	Socialisation	Culture	Identity	Social differentiation	Power	Stratification

The central focus of study in this specification should be on UK society today and where relevant, UK society within its globalised context.

### Progression

The natural progression for students taking the Sociology GCSE is the very popular Sociology A Level. This GCSE will equip students for further study in many related A Level subjects including, Geography, Government and Politics, Psychology, Philosophy, History, English and Media.

### Who should pick this subject?

- If you enjoyed Philosophy, Religion and Ethics (PRE) in Years 7-9
- If you may want to go into Law
- If you like reading non-fiction books and documentaries about people
- If you are doing well in English and enjoy extended writing
- If you are interested in political debates around racism, sexism and homophobia
- If you would like to know more about inequalities between rich and poor.

### Example exam questions

Identify and describe one consequence of divorce for family members.[3 marks]

Identify and describe one factor that may have led to an increase in the number of lone parent families in Britain. [3 marks]

Identify one ethical issue you would need to consider when investigating youth crime and explain how you would deal with this issue in your investigation. [4 marks]

Discuss how far sociologists would agree that people commit crime due to a lack of opportunities in society [12 marks]

Discuss how far sociologists would agree that poverty remains an issue in Britain today. [12 marks]



## Home Languages

Should you want to do a home language you can sit the qualifications below at Fortismere. We do not provide any tuition or support but act as an exam centre for all papers, including arranging for an examiner for the speaking exam component. As of 2022, these exams can only be taken in Year 11. If you are interested contact [exams@fortismere.org.uk](mailto:exams@fortismere.org.uk) before the end of December in Year 11.

<b>LANGUAGE</b>	<b>EXAMINING BOARD</b>
<b>Arabic</b>	<b>Pearson Edexcel Level1/Level 2 GCSE</b>
<b>Chinese (spoken Mandarin/spoken Cantonese)</b>	<b>AQA Level1/Level 2 GCSE</b>
<b>French</b>	<b>AQA Level1/Level 2 GCSE</b>
<b>German</b>	<b>AQA Level1/Level 2 GCSE</b>
<b>Greek</b>	<b>Pearson Edexcel Level1/Level 2 GCSE</b>
<b>Gujarati</b>	<b>Pearson Edexcel Level1/Level 2 GCSE</b>
<b>Italian</b>	<b>Pearson Edexcel Level1/Level 2 GCSE</b>
<b>Japanese</b>	<b>Pearson Edexcel Level1/Level 2 GCSE</b>
<b>Latin</b>	<b>WJEC Eduqas Level 1/Level 2 GCSE OCR Level1/Level 2 GCSE</b>
<b>Modern Hebrew</b>	<b>AQA Level1/Level 2 GCSE</b>
<b>Punjabi</b>	<b>AQA Level1/Level 2 GCSE</b>
<b>Persian</b>	<b>Pearson Edexcel Level1/Level 2 GCSE</b>
<b>Polish</b>	<b>AQA Level1/Level 2 GCSE</b>
<b>Portuguese</b>	<b>Pearson Edexcel Level1/Level 2 GCSE</b>
<b>Russian</b>	<b>Pearson Edexcel Level1/Level 2 GCSE</b>

<b>Spanish</b>	<b>AQA Level1/Level 2 GCSE</b>
<b>Turkish</b>	<b>Pearson Edexcel Level1/Level 2 GCSE</b>
<b>Urdu</b>	<b>Pearson Edexcel Level1/Level 2 GCSE</b> <b>AQA Level1/Level 2 GCSE</b>

# ASDAN Certificate Of Personal Effectiveness (Cope)

**Exam board:** ASDAN

**Course code/specification number:** CoPE level 1 or 2

**Level of qualification:** Level 1 or 2

## **Who is ASDAN?**

ASDAN is an awarding organisation whose curriculum programmes and qualifications help young people develop knowledge and skills for learning, work and life. Our programmes and qualifications are delivered by over 3,000 secondary schools, special schools, colleges, alternative education providers and youth organisations across the UK and in more than 30 countries and territories overseas.

## **What will students learn about?**

The Certificate of Personal Effectiveness is a nationally recognised qualification outcome of the ASDAN programmes. The qualifications offer imaginative ways of accrediting young people's activities. They promote and allow centres to record a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.

The CoPE Student Book comprises 12 modules, each of which is divided into three sections. Each section should take 10 hours, which is worth one credit. Students will need 12 credits to gain the Certificate of Personal Effectiveness. For CoPE Level 1, challenges can come from Section A, B or C; for CoPE Level 2, at least six of the credits must be chosen from the longer challenges of Sections B and C.

## **What skills will students develop and demonstrate?**

By building a Portfolio of Evidence as they complete various challenges, students must demonstrate competence at Level 1 or 2 in the following skills: Introduction to Working with Others, Introduction to Improving own Learning and Performance, Introduction to Problem Solving, Planning and Carrying out a Piece of Research, Communication through Discussion and Planning and Giving an Oral Presentation.

## **What grades can students access?**

Level 1 is worth 25 points. Students will work towards a level 1 Pass or a Level 2 pass initially.

### **How will students' learning be assessed?**

After students' portfolios have been internally moderated, centres must register candidates' names for external moderation - at least four weeks before a regional moderation meeting. ASDAN will issue certificates following successful external moderation.

### **What can students' progress on after completing this course?**

Students completing a Level 2 qualification could go on to work towards CoPE Level 3 qualifications.

### **What are the benefits?**

CoPE enables students to:

- develop and demonstrate a range of personal, key and employability skills
  - broaden their experience
  - manage their learning in a variety of real-life contexts
- The qualification is practical, engaging and flexible. The content of the course can be personalised, therefore the student has control of their own learning. There is no need to support your student with revision as there are no exams. Students who achieve CoPE level 3 will further benefit from earning 16 UCAS points.

## **LINC Courses**

A small number of students will be targeted and directed to attend some additional intervention classes in the place of a GCSE option. The purpose of these sessions is to provide some specific targeted support and additional teaching in key areas that will reinforce and expedite progress. Students cannot choose these courses. Students will be chosen based on their academic performance over Key Stage 3 (Year 7-9) and in consultation with SEND department, LINC.

**MEB - Maths and English Booster**

**EAL - Additional English support**

**LINC KS4 Support - Additional academic support that is tailored and responsive to the particular needs of the student**