



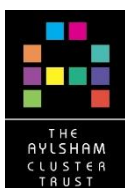
# Aylsham High School

*Part of the Aylsham Learning Federation  
It takes a Whole Community to Educate a Child*

# Options booklet

## 2024-25

**Your choices at 12/13+ and subjects to  
study in key stage 4**



**Business &  
Enterprise**



**LEADERSHIP for LEARNING**  
The Cambridge Network

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## Introduction, advice and help

Who can help you to understand the options choices you need to make?

This booklet is designed to give parents and students information about courses at GCSE, BTEC, Cambridge Nationals and Entry Level (OCN). This is an important time for all students as they progress on to key stage 4. Up until this point in their education all students have studied all parts of the curriculum but now they start to choose the option subjects that interest them.

The national curriculum stipulates the subjects which must be taught for much of the allotted time. There is, however, an element of choice involved which enables students to choose particular GCSE and vocational courses which may be suited to their abilities and interests. They should also bear in mind their possible future career although, at this stage, the aim is to keep as many options open as is possible.

We have a very broad range of option subjects which we believe will allow all students to reach their potential. When making your decision, try to talk to as many people as possible and consider subjects that interest you the most and will provide you with the best preparation for when you leave AHS.

Any of the following people will be happy to advise or help you at any time. Do not be afraid to ask; being happy with your studies is very important.

Mr D Spalding	Executive Headteacher
Mr P Brockington	Deputy Headteacher
Mr C Bridge	Deputy Headteacher
Mrs K Garnham	Deputy Headteacher, SENCo
Mr G Ravasse	Lead Practitioner for assessment and curriculum
Mr D Sweatman	Lead practitioner for inclusion and safeguarding, SENCo and Head of Nurture
Mrs Durand	Careers Guidance Advisor and Coordinator
Mrs R Nicholson	Head of Blickling House
Mr J Sexton	Head of Felbrigg House
Ms K Harris	Head of Holkham House
Mr T Allen	Head of Mannington House
Mr Duncan Bradshaw	Head of Wolterton House

**Remember, the more time you give to making your choices, the more likely you are to enjoy them.**

## How do students best succeed at GCSE?

Every year we see students that have struggled in school, up until they have started their GCSE courses, achieve levels of success they thought were beyond them. Success at GCSE level is not defined by the intelligence we were born with; it is much more closely linked to the way we work. Successful students more often than not have these 4 things in common:

1. **They try hard in lessons.** For example: they are organised, start work quickly, try and complete every task to the best of their ability and ensure that their behaviour does not affect their, or other students', learning.
2. **They ask questions when they are stuck.** This is crucial. The most successful students often ask the most questions. If you are stuck you are wasting time, if asking a question gets you working again then you are learning. Asking questions can also help the teachers to show which information has, or has not, been understood.
3. **They complete their homework to the best of their abilities.** Research has shown that students who complete more homework go on to achieve better grades.

"The amount of time students said they spent on homework predicted better academic attainment and progress (strongest effects for 2-3 hours on a typical weekday evening). Students who spent more time on homework during year 11 were almost 10 times more likely to achieve 5 grades 9-4 than those who did less homework."

There will be more homework with GCSE courses. Teachers will set your child homework and give core knowledge to learn. Your child needs to find time in their schedule to complete this. If there is no homework set then they can use the time to learn and revise core knowledge. It can work really well when parents/carers test their child at home on this core knowledge. If homework isn't being set then please contact the school.

4. **They attend school every day.** Again this has been nationally researched; last year the children that attended their schools more often got higher GCSE grades. We all get ill and we shouldn't feel bad about taking the time to get better. However, we should try and attend whenever possible. The highest grades are more often than not attained by students with over 95% attendance; national data indicates that students in the highest attendance bands can achieve nearly a whole GCSE grade higher than students whose attendance falls in to the lowest attendance band.

## What will you study from year 9 onwards?

The requirements of the national curriculum and the English Baccalaureate dictate most of what students should study at key stage 4.

- English
- Mathematics
- Combined science
- Physical education (non-examination)
- Religious studies
- PSHE (personal, social, health and economic education) and citizenship
- **Business enterprise (year 9 only)**
- **Computing (year 9 only)**
- French
- Geography or history

Together these subjects are called the **compulsory core curriculum**.

## What is the English Baccalaureate

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and helps keep options for young people open:

- English language and English literature
- Maths
- Science - combined science or 3 single sciences from biology, chemistry, physics and computer science.
- History or geography
- A language (ancient or modern)

The EBacc is not a qualification in its own right; it is a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

## EBacc future proofs your child's prospects

While your child may not have decided on their future career path yet, studying the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university the EBacc is also recommended by Britain's most prestigious universities.

At Aylsham High School we expect almost all students to carry on studying a language and humanity in year 9. Then in years 10 and 11 those students who are able (the majority) must carry on with both a language and humanity. For some students it would be wrong for them to pursue both a language and humanity to 16 and the Government recognises this. For these students, as one of their options, they must select at least one of the following subjects: geography, history, separate sciences or computer science GCSE.

Those students who have not been asked to continue with French are very welcome to continue with it if they wish. They will need to speak to a member of staff in the star office so that we can update SIMS Options to show EBacc pathway, with French as an option, for them.

## Technical terms explained

Each subject description will explain to you what you will be expected to do in the course. Some courses require you to complete controlled assessments; this is work completed during

the course that will count towards the final grade. Most require you to sit a final examination at the end of the course. You will also be told which examination board sets your tests or exams or moderates your coursework. Each exam board requires high standards, although sometimes they want different things from you, which is why different subjects choose different exam boards.

The following abbreviations also appear:

## **GCSE**

This is the exam qualification you will take in the majority of your courses. It stands for the General Certificate of Secondary Education. It tests the full range of ability and is suitable for all learners. New style reformed GCSE awards grades from 9-1 (where 9 is high and 1 low).

The amount of coursework and controlled assessment has been reducing within GCSEs in recent years to the point where many GCSEs are assessed by exam only. This means that if students are to perform at a good level there is a necessity for them to both learn **and** apply the core knowledge in each subject. Teachers have produced core knowledge questions and answers to help with this and many successful students use parents and other family members to help them learn this knowledge. Once that has been done past paper questions then need completing to ensure this knowledge can be applied correctly.

## **BTEC, Cambridge National and OCN**

These are work-related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They are recognised by many schools, colleges, universities, employers and professional bodies across the United Kingdom and in over 100 countries worldwide. They provide a practical, real-world approach to learning without sacrificing any of the essential subject theory.

BTEC courses - Level 1 and 2

Cambridge Nationals - Level 1 and 2

Level 1 courses focus on providing the skills and attributes for the world of work. These courses are all offered at the next level at our post 16 colleges. Level 1 courses are not really suitable for students that will be looking to study A level, or equivalent, courses at age 16.

It is the ***approach to learning*** which is the main difference between these qualifications and GCSEs. They currently place great emphasis on the key skills of:

- communication
- application of number
- use of information technology
- improving own learning and performance
- working with others
- problem solving

There is far more reliance on you, the student, in taking responsibility for your own target setting and learning than you will find in most single award GCSE courses. The regular assessment of your work against key criteria is another significant difference in the way in which these courses run.

This assessment model allows you to track your performance month to month to set yourself new targets for achievements and work components to complete. There is also a greater emphasis upon providing evidence of achievement in a variety of formats, using photos, video and other visual evidence, as well as the written word. There is, however, one external examination equivalent to at least 25% of your final mark in the level 2 courses.

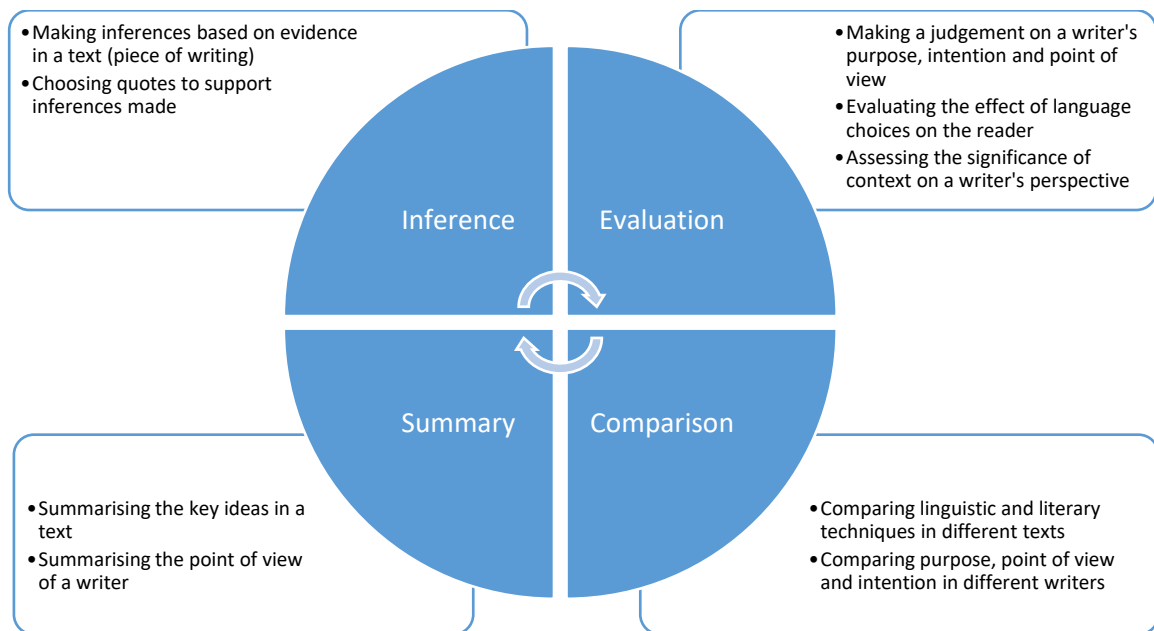
**Core subjects**

# English Language GCSE

Exam board - AQA

Mrs E Elliott (Head of English)

The English Language GCSE gives students the opportunity to use the skills they have developed in the subject over the course of key stage three. These skills are outlined below along with suggested activities to help support with revision at home.



## Activities to revise for the English Language GCSE

The most important thing any student can do to revise for the English Language GCSE is read. Students should read widely – both fiction and non-fiction – because the ability to interpret and understand language in unseen texts is essential to success. There are some activities that can be done to practice the other skills required for the examination, specifically:

Summary	Read an article from a news website and summarise the main facts in your own words; select key quotes from an article which help to convey the central message of the text or reveal the author's viewpoint; paraphrase any reading you complete at home; summarise your learning in a particular subject on a particular day; bullet point what happened in a chapter of a fiction book in the right order.
Inference	Look at the headlines on a news website and make inferences on the content of the story (research new information to help); read the first page in a fiction book and see what you can infer about the genre of the story from the language; think about the literal things that happen to a character in a book you are reading; think also about the ideas and larger messages they convey.
Evaluation	Look at an advert (print or TV) and evaluate the effect on the audience of a specific word choice; read a comment article on a newspaper website and make a judgement on the writer's point of view; find a



	description of a character in a fiction book and evaluate the effect of the language used on your understanding of the character.
Comparison	Anthology poetry work is great for this: Choose two poems from the literature anthology and compare two poets' use of language to get their point across; choose a different two poems and write a summary of each poet's point of view, drawing in context to help infer why they felt this way.

## Writing

Marks for the writing section of the examination are split into two areas, as shown in the table below. The criteria listed in each column represent the ingredients of all good writing. It is worth remembering that students will have identified and evaluated all of these criteria in the writing of others for the reading examination above; the writing section of the examination is about showing the examiner that you know how to do those things in your own writing, too.

<b>Content and organisation 24 marks</b>	<b>Spelling, punctuation, and grammar 16 marks</b>
Paragraphs – consider the purpose of a paragraph: it has a clear focus, guides the reader with a topic sentence and the other sentences provide supporting detail.	Spelling – accurate and consistent
Ideas – varied and relevant	Punctuation – varied and used for effect
Structure – showing an awareness of your reader through the structure of your piece to make your writing interesting and varied, to slowly build up to a central piece	Grammar – consistent and controlled
Vocabulary – precise and ambitious to convey a range of complex ideas, to put forward your viewpoint, or to engage with 'big ideas' (tier 2 and 3)	Sentence forms – varied and used for effect
Techniques – well-chosen and effective	

## Spoken language

Presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches.

Responding to spoken language: listening to and responding appropriately to any questions and feedback.

This is a compulsory component of the English Language GCSE that is separately marked and awarded as part of a Non Examination Assessment in school. Students are expected to take this seriously, as part of their GCSE qualification.

Spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.

## The examination

The rest of the qualification is 100% final examination. Students sit two papers that are equally weighted.

**Paper 1 – 1hr 45 mins – 80 marks**

Section A: Reading of one literature fiction text and answering 4 questions

Section B: Writing either a descriptive piece or a narrative piece.

**Paper 2 – 1hr 45 mins – 80 marks**

Section A: Reading of one non-fiction text and one literary non-fiction text linked in theme and answering 4 questions.

Section B: Writing to present a viewpoint

Spoken Language component of GCSE. Result reported separately (either Pass, Merit or Distinction). One spoke presentation to an audience with questions that follow.

## English Literature GCSE

Exam board - AQA

Mrs E Elliott (Head of English)

### Paper 1: Shakespeare and the 19<sup>th</sup> century novel

Written exam: 1hr 45 minutes - 64 marks - 40% of GCSE

#### Section A

Shakespeare – students will answer one question on the play Romeo and Juliet. They will be asked to write in detail about an extract from the play and then to write about the play as a whole.

#### Section B

The 19<sup>th</sup> Century Novel: 2024 cohort have studied either Frankenstein or A Christmas Carol, then from 2025 onwards A Christmas Carol will be studied for all students. Students will answer one question on the novel. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

### Paper 2: Modern texts and poetry

Written exam: 2hr 15 minutes - 96 marks - 60% of GCSE

#### Section A

Modern texts: students will answer one essay question from a choice of two on Lord of the Flies. This question does not have an extract so students will need to rely on their own knowledge of the text to respond well.

#### Section B

Anthology Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from AQA Power and Conflict poems. Students will study 15 poems. Students should study all 15 poems in their chosen cluster and be prepared to write about any of them in the examination.

**Section C** Unseen poetry – 2 poems and 2 questions: Students will answer one question on one unseen poem and a second question comparing the first poem with the second unseen poem.

### Skills

In studying the set texts students should have the opportunity to develop the following skills:

#### **Reading comprehension and reading critically**

At the heart of English Literature is the student. By the end of the course, we would expect for all students to be confident in expressing a clear viewpoint about the text, and coming up with their own interpretations about key characters, themes and ideas, and the purposes of the text.

Students will learn what an argument is; how a thesis can be used to direct their response, and help them to build up and layer a convincing viewpoint and argument about the text. Students will be able refer closely to different parts of the text to highlight their viewpoint, sometimes directly quoting. They will be able to engage with a range of 'literary features' of a text, including character developments and changes, key differences between characters, how the use of setting conveys important information and the characteristic features of different genres. Sitting behind this understanding will be their articulation of 'why' they believe the author has done this and what messages are conveyed.

Finally, students will develop their use of vocabulary to express increasingly complex ideas, which will help them to access a range of literature texts and successfully write about them.

**Comparing texts:** comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.

#### **Writing**

Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.

**Accurate Standard English:** accurate spelling, punctuation, paragraphing and grammar.

## Mathematics GCSE

Exam board - AQA

Mr A McElwee (Head of Mathematics)



Mathematics at GCSE builds upon the foundations that have been laid down in years 7 to 9. Students will now have 7 lessons a fortnight and will revisit many of the topics they have met before, increasing their level of confidence before moving on to master the more demanding concepts and techniques they will now require.

By the end of the course students should demonstrate that they are able to:

- develop fluent knowledge, skills and understanding across a range of mathematical methods and concepts
- acquire, select and apply the correct mathematical techniques to solve a variety of problem
- reason mathematically, make deductions and inferences, draw conclusions and pass comment on the work of others
- comprehend, interpret and communicate mathematical information presented in a variety of formats appropriate to the information and context.

### Setting and assessment

Students are placed into 1 of 8 sets based upon their performance in tests throughout the previous year and teacher recommendation. Sets B1, B2, B3 and B4 will study higher tier GCSE whilst sets B5, B6, B7, A1 and A2 will study foundation tier GCSE.

There is no coursework component in GCSE maths; both tiers are assessed entirely by written examination at the end of year 11. There will be 3 papers which each carry a weighting of 33⅓%; the 2<sup>nd</sup> and 3<sup>rd</sup> papers require the use of a calculator.

### Parent/carer support

We know that parent/carer support has a major impact upon how well children do at school. Parents and carers want their children to behave in school, to try their best and to be successful; they are also keen to help their children but may be unsure about the best way to do this. We appreciate any form of parent/carer support; taking an interest helps to reinforce the partnership that should exist between home and school.

Parents and carers can take practical steps to ensure their child is prepared for their maths lessons by checking they have a scientific calculator and geometry set (available for £9.50 and £1:50 respectively from parent pay and the finance office). Parents/carers can also help by ensuring that their child is revising for assessments during the course. The YouTube channel **A Star Learning** has been created to support them with this or you can access the new website at <https://www.astarlearning.co.uk/>.

If at any stage you have any questions about this GCSE, please do not hesitate to contact your child's maths teacher.

## Combined Science GCSE

Exam board - Edexcel

Mrs C Nicholls (Head of Science)

	Combined Science	Separate Science												
<b>Accessibility</b>	All abilities can access this course	All abilities can access this course												
<b>Exam board</b>	Edexcel	Edexcel												
<b>Number of GCSE's awarded at the end of the course</b>	2	3												
<b>Exam papers</b>	<table border="1"> <tr> <td> <b>Biology 1</b>                      Paper 1                      1hr 10                      60 marks                 </td> <td> <b>Chemistry 1</b>                      Paper 3                      1hr 10                      60 marks                 </td> <td> <b>Physics 1</b>                      Paper 5                      1hr 10                      60 marks                 </td> </tr> <tr> <td> <b>Biology 2</b>                      Paper 2                      1hr 10                      60 marks                 </td> <td> <b>Chemistry 2</b>                      Paper 4                      1hr 10                      60 marks                 </td> <td> <b>Physics 2</b>                      Paper 6                      1hr 10                      60 marks                 </td> </tr> </table>	<b>Biology 1</b> Paper 1 1hr 10 60 marks	<b>Chemistry 1</b> Paper 3 1hr 10 60 marks	<b>Physics 1</b> Paper 5 1hr 10 60 marks	<b>Biology 2</b> Paper 2 1hr 10 60 marks	<b>Chemistry 2</b> Paper 4 1hr 10 60 marks	<b>Physics 2</b> Paper 6 1hr 10 60 marks	<table border="1"> <tr> <td> <b>GCSE (9-1) Biology</b>  <b>Biology 1</b>                      Paper 1                      1hr 45                      100 marks                 </td> <td> <b>GCSE (9-1) Chemistry</b>  <b>Chemistry 1</b>                      Paper 1                      1hr 45                      100 marks                 </td> <td> <b>GCSE (9-1) Physics</b>  <b>Physics 1</b>                      Paper 1                      1hr 45                      100 marks                 </td> </tr> <tr> <td> <b>Biology 2</b>                      Paper 2                      1hr 45                      100 marks                 </td> <td> <b>Chemistry 2</b>                      Paper 2                      1hr 45                      100 marks                 </td> <td> <b>Physics 2</b>                      Paper 2                      1hr 45                      100 marks                 </td> </tr> </table>	<b>GCSE (9-1) Biology</b> <b>Biology 1</b> Paper 1 1hr 45 100 marks	<b>GCSE (9-1) Chemistry</b> <b>Chemistry 1</b> Paper 1 1hr 45 100 marks	<b>GCSE (9-1) Physics</b> <b>Physics 1</b> Paper 1 1hr 45 100 marks	<b>Biology 2</b> Paper 2 1hr 45 100 marks	<b>Chemistry 2</b> Paper 2 1hr 45 100 marks	<b>Physics 2</b> Paper 2 1hr 45 100 marks
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<b>Tiers of entry</b>	You can do foundation or higher tier But you must enter all 3 subjects and all 6 exams in the same tier	You can do foundation or higher tier You can choose different tiers for each subject  But you have to have the same tier of entry for each exam within a subject (e.g. biology paper 1 and paper 2 would have to be the same tier)												
<b>Courses you can access after GCSE's</b>	All a-level sciences	All a-level sciences												

List of topics covered in the combined GCSE course

Biology	Chemistry	Physics
Microscopes Cells Enzymes Mitosis and meiosis Stem cells The nervous system DNA Inheritance Evolution Classification Genetic modification Diseases Pathogens The immune system Antibiotics Photosynthesis Transpiration and translocation Hormones Diabetes The heart and cardiovascular system Ecosystems Parasitism and Mutualism The water cycle The Carbon cycle The Nitrogen cycle	States of matter Separation techniques Atomic structure The periodic table Ionic bonds Covalent bonds Allotropes of carbon Metals Acids and alkalis and indicators Neutralisation Reactions Moles Empirical formulae Electrolysis Reactivity Ores Dynamic equilibrium The alkali metals The halogens Rates of reaction Catalysts Exothermic and endothermic reactions Hydrocarbons Fractional distillation Combustion The evolution of the atmosphere Climate change	Speed Acceleration Forces Newton's laws of motion Momentum Stopping distances Crash hazards Energy and energy efficiency Generating electricity Longitudinal and transverse waves Refraction The electromagnetic spectrum Uses and dangers of the EM radiations Radioactivity Background radiation Half-life Work Power Vector diagrams Electric circuits Current and potential difference Resistance Power Electrical safety Magnets and magnetic fields Electromagnetism Transformers and the national grid Density Changes of state Specific heat capacity Specific latent heat Gas temperatures and pressure Hook's law

## Extra information

### Tiered papers

Foundation tier papers are for candidates aiming at grades 1-5. Higher tier papers are for candidates aiming at grades 4–9. (There is an allowed grade 3 for those candidates who just miss the pass mark for the qualification, but if they miss the requirement for a grade 3, students would be awarded a U).

### Recalling equations

For physics GCSE, and the physics component of combined science, there are equations to remember and equations that candidates need to be able to apply (numbers differing depending on the route they take). There is no such requirement for chemistry or biology. Requirements, in terms of numbers of equations, are shown below.

#### Recall and apply

	Number in Combined Science	Number in Physics
Foundation	19	21
Higher	20	22

#### Apply only


	Number in Combined Science	Number in Physics
Foundation	6	7
Higher	8	11


### Mathematical skills

The breadth of mathematics to be assessed in science exams is specified by the Department of Education. This is a list of appropriate mathematical skills to be used in a science context. The level of challenge of the mathematics is specified by Ofqual as illustrated in this table:


Science exam tiers of entry	Level of challenge in mathematics skills
Foundation	KS3 level mathematics
Higher	Foundation tier level mathematics

These percentages are:

 Biology – 10%

 Physics – 30%

 Chemistry – 20%

 Combined Science – 20%

Distribution of mathematical skill questions in each paper is shown above.



### Marking of mathematical skills

Full marks are always awarded for the right answer. But marks are also given for working, including substitution and rearrangement. Credit is given where there are errors carried forward.

### Practical skills

At least 15% of marks assigned to the assessment of practical skills. This is assessment of both knowledge of core practicals, but also of the students' ability to apply that knowledge to new contexts, or to apply investigative skills to scenarios presented in the examinations.


### Grading

For **separate science**, students will achieve a whole grade for each biology, chemistry and physics. These grades are independent to each other; performance in one subject does not affect the grade in another.

For **combined science**, the marks from each paper is totaled to provide an overall mark out of 360. This then translates to a grade. In combined science you get 2 GCSE's. The grades will be transferred from a mark to the scale below.

A grade 4-4 would represent 2 grade 4's.

A grade 3-4, would represent a student achieving a grade 3 and a grade 4 in their combined science GCSE.

																	
Grade	1-1	1-2	2-2	2-3	3-3	3-4	4-4	4-5	5-5	5-6	6-6	6-7	7-7	7-8	8-8	8-9	9-9
Tier	Foundation Tier						Higher Tier										

## Physical Education

Core Curriculum

Mr S Claxton (Head of PE)

### Level of qualification

There is no qualification for compulsory core PE. You will have 4 lessons per fortnight.

### Course of study

In core PE you will develop your skills, knowledge and understanding in the traditional sports as well as having the opportunity to try new activities. In years 10 & 11 you will be able to select certain practical activities to study during the course and will be encouraged to achieve as high a standard as possible. If you select not to opt for the Aylsham High Sports Leaders Award some activities will be compulsory.

Students will also acquire strategies to strengthen their mental fitness through delivery of the RISE-UP programme.

### Personal qualities and aptitudes required

- Enthusiasm and willingness to improve your skill, knowledge and understanding of the activities
- Organisation with kit

### Usefulness of the course for further education & careers

- To develop co-operation, communication and leadership skills
- To develop your practical skills, performance and confidence
- To give you the confidence to continue a healthy, active lifestyle outside of school
- To give you give you the tools to strengthen your mental fitness

### Aylsham High Sports Leaders Award

The award will be offered to students in year 10 as an option during core PE. The teaching and assessment of the award will take approximately 1 half term. Students are required to complete volunteering hours as sports leaders to pass the course.

## Religious Studies GCSE

Exam board - AQA

Miss H Jacquet (Head of Religious Studies)

### Course of study including homework

All students will study a full course in this subject as is required by law and by the belief that religious studies' contribution to the curriculum at key stage 4 is important for student development and maturity.

This course will challenge students with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. They will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

In component 1 students will answer questions on the beliefs, teachings and practices of two religions: Christianity and Islam. In component 2 they will also answer questions about 4 of 6 possible religious, philosophical and ethical studies themes. The themes are:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

Each component is worth 50% of the GCSE and will be assessed at the end of the course in a 1 hr and 45 minutes written exam.

Students will be required to learn core-knowledge and keywords throughout the course. Therefore regular homework tasks will be set by teachers.

### Personal qualities and aptitudes useful for this course

All students can study this subject. All students will have opinions and experiences that will be useful. An open mind, a determination to complete the tasks set and to make the most of this opportunity to pick up a good grade - these are all important. The lessons are varied and aim to encourage discussion.

### Usefulness of the course for further education

Excellent preparation for further study at college in religious studies, philosophy, psychology, media studies, sociology, drama, English, health and social care as well as vocational qualifications to do with leisure and tourism or working with people of all faiths.

### Usefulness of the course for careers

Excellent preparation for careers in community work, education, carework, medicine, church and charity, travel, law, communications and the media.

**Thoughts of students who have studied GCSE religious studies:**

*'I've really enjoyed doing the religious studies full course – it's made me think about things I wouldn't otherwise have thought about.'*

*'There's always loads to debate in religious studies, so as long as you can argue, you'll be fine!'*

*'I think it's really important these days to understand more about religions like Islam because you hear so much about them'.*

## French GCSE

Exam board - AQA

Mrs Dyson (Head of Modern Foreign Languages)

<https://youtu.be/zFNn9BUOaU>



**Students that have been assigned the Ebacc pathway are required to continue with French in years 10 and 11 however students on the year 9 humanities pathway can select French if they would like to continue with it. You will be assigned your pathway at the start of the options process. If you are assigned the humanities pathway but would like to discuss taking French further please make contact with your current French teacher or Mrs Dyson, the head of department, or see a member of staff in the Star office (opposite the staff room).**

### **Course of study including homework**

The course builds on the topics begun in years 7, 8 and 9, and the emphasis is on enabling you to communicate confidently with native speakers. You will also learn to cope in a variety of situations. At key stage 3, between 30 minutes and 45 minutes should be spent on French homework per week. In years 10 and 11, it will be at least an hour. It will be a combination of written, reading or translation tasks and learning. It is also worth noting that this needn't be a single block of time. Short and regular bursts of intensive learning are often most effective using tools such as Quizlet to learn your vocabulary.

The French GCSE course will be completed over two years in years 10 and 11 however the year 9 course also serves as a fundamental element of the French GCSE. Studied over 5 hours every fortnight, in years 10 and 11, it is expected that students will cover a range of core grammar, vocabulary and verbal skills that will enable them to begin the GCSE course in year 10 with solid and confident baseline language skills.

### **Assessment procedure and dates**

Listening, speaking, reading and writing will all be assessed as part of the course. Each of these skills counts for 25% of the overall grade. Although you are only externally assessed in year 11, regular mock examinations and in class assessments will be set by your French teacher to make sure you are progressing as you should through the course.

### **Usefulness of the course for further education and careers**

With a language qualification you have an advantage over other applicants when applying for college or university places, or for jobs. The English Baccalaureate, which includes a GCSE in a foreign language, will undoubtedly be required in the future by many universities and some further education providers. Nowadays, young people are competing for jobs with students from other European countries, most of whom speak at least two languages. Much of Britain's trade is with France, Germany and other EU countries and you may have the opportunity to use your language both in Britain and abroad. Studying French broadens your horizons and makes travelling to France more rewarding. You will be able to communicate effectively, meet new people and learn about a different culture. We have just started an exchange programme with year 11 students in France which allows them to start using the language to communicate with real French people!

### Requirements for this course

A love of communicating with others. You will need a fair memory for words and longer phrases; the ability to see patterns in language and start using them yourself; and the ability to organize and store work carefully during the course. Perhaps more importantly though, you will need a willingness to open yourself up to new experiences and to the enjoyment that communicating in a different language can bring.

### Materials and equipment which you might need

It is expected that you equip yourself with a suitable bilingual dictionary. The cost need not be exorbitant as perfectly good dictionaries can be acquired for as little as £4.00. Verb tables are also a good idea; we suggest either downloading the Bescherelle app on your phone or purchasing the **Bescherelle complete guide to conjugating 12,000 French verbs** from Amazon or any good online book seller. Equally, websites such as [www.wordreference.com](http://www.wordreference.com) are excellent online options to find out new words and phrases.

### Thoughts of students who have studied this course

*'I chose French because I have always held a strong interest in the language. It can be very rewarding if you work hard and put effort into learning the new words and phrases.'*

*'I chose French because it makes more sense and I understand it more easily.'*

*'I found the French course challenging and a valuable subject and think it is very worthwhile if you are willing to put effort into it.'*

### Future Pathways

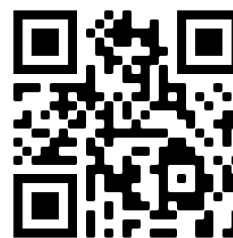
- 'A' and AS level French
- Leisure and tourism work and study
- French combined with other subjects at university e.g. law, business management, media.
- Using languages in industry – insurance, marketing, catering, hospitality, teaching, finance.
- Working in a foreign country.
- Working for foreign aid/charity organisations.

## Geography GCSE

Exam board - AQA

Mrs K Dobson (Head of Geography)

[https://youtu.be/Q\\_ToDvN5ae0](https://youtu.be/Q_ToDvN5ae0)



**All students will either take geography or history as their 2 year humanity in years 10 and 11. Students can also take the other humanity as a 1 year free choice option if they wish to.**

### What will I learn?

The world is a changing place and geography gives you the chance to learn about these changes. The AQA GCSE in geography comprises of four units:

#### Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places. The unit is split into three parts:

- Part 1: Natural hazards including tectonics, weather and climate change.
- Part 2: Ecosystems including tropical rainforests and hot deserts.
- Part 3: Physical landscapes in the UK including coasts and rivers.

This unit is assessed through a 1 hour 30-minute exam worth 35% of the final grade.

#### Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change. They are studied in a variety of places at various levels of development. The unit is split into 3 parts:

- Part 1: Urban issues and challenges including a focus on Mumbai and London
- Part 2: Changing economic world including a focus on Nigeria and the UK
- Part 3: Challenge of resource management including food, water and energy.

This unit is assessed through a 1 hour 30-minute exam worth 35% of the final grade.

#### Geographical applications

This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. This unit is split into 2 parts:

- Part 1: Evaluation of geographical issues requiring students to problem solve and think critically.
- Part 2: Fieldwork. Students will undertake 2 local geographical enquiries in contrasting environments to develop understanding of fieldwork skills and both physical and human geography.

This unit is assessed through a 1 hour 30-minute exam worth 30% of the final grade. The exam board provides pre-release materials 12 weeks prior to the exam for students to work through and understand during lessons.

### Geographical skills

Students are required to develop and demonstrate a range of skills (cartographic, graphical, numerical and statistical) throughout their study of the GCSE. These skills will be assessed in all 3 exams.

### Usefulness of the course for further education and careers

Geography is a current and important subject – many of the current global challenges are geography related and the course will help you understand our world today and how it may change in the future. Geography is a subject that links to many other subjects in the curriculum, so a GCSE in geography is a stepping stone to a whole range of opportunities and courses. Geography is a useful and relevant qualification for most careers. The skills you develop can lead you to employment opportunities in:

Journalism and the Media  
ICT  
Environmental Management  
Business Management  
Armed Services  
Accountancy Town Planning

Engineering  
Travel and Tourism  
Marketing  
Teaching Agriculture  
Cartography and Surveying  
Meteorology

In fact, geographers are everywhere!

### Personal qualities and aptitudes useful for this course

An interest in the environment and in different places. You will need to enjoy working in a variety of different ways and be organized. You should have a firm commitment to working hard both in school and at home and you will also need to have a degree of independence during the course.

### Is this the right course for me?

You will have learned a number of geographical skills and gained a body of geographical knowledge in years 7,8 and 9. This will be developed further during the GCSE course to give you a deeper understanding of the world. Much will be new, but your previous study of geography will have prepared you and helped you to think like a geographer. This is an intense course with a large amount of content to understand. It requires good literacy and numeracy skills. You must expect constant revision based homework during the course on top of examination question practice and quizzes to check understanding. There will be mock exams throughout the course to check your progress.

Before opting for this course, consider these questions as they are all important parts of the course.

- Am I curious about other places?
- Do I care about the environment?
- Can I work well in group situations and on an individual basis?
- Am I prepared to spend time learning core knowledge?
- Do I enjoy working with maps?
- Do I like making graphs, doing sketches and drawing diagrams?
- Am I prepared to work independently on fieldwork and other activities?
- Am I able to meet deadlines?
- Can I work hard under strict time limits during the course?



### Fieldwork opportunities

Geography is all about the world, so fieldwork plays an important part in the course.

There will be two local area fieldwork opportunities – both of which will provide knowledge and understanding of skills to be considered in the 3<sup>rd</sup> exam. These are compulsory trips.

There may also be an opportunity to take part in a residential fieldtrip.

### Suggested materials and equipment

- Ring binders (essential from the start of the course for revision notes)
- Atlas/world map
- Coloured pencils
- Ruler
- Calculator
- Basic writing equipment (pen/pencil)
- Revision guide – there will be an opportunity to purchase one at the start of the course

### Thoughts of students who have studied this course in the past

*‘Geography is great. You get to go on field trips and you get to learn more about the world you live in.’*

*‘A good GCSE to gain, even if you don’t want to go into it after school – it links to a variety of A-level courses and job opportunities.’*

*‘This course is based around the environment and provides students with the occasional trip. It is also based around how humans and nature have created the world around us and how the world is being changed. I personally find this course very interesting and would definitely recommend it to anyone willing to discover the world around them with enthusiasm.’*

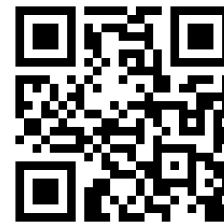
*‘It helped me understand the world today and the global challenges likely to be faced in my lifetime’*

## History GCSE

Exam board - Edexcel

Mrs S Thomas (Head of History)

[https://youtu.be/KPV\\_nDYX-2k](https://youtu.be/KPV_nDYX-2k)



**All students will either take geography or history as their 2 year humanity in years 10 and 11. Students can also take the other humanity as a 1 year free choice option if they wish to.**

### Course of Study

#### Paper 1: Thematic study and historic environment (30%)

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

#### Paper 2: Period study and British depth study (40%)

- Anglo-Saxon and Norman England, c1060–88
- Superpower relations and the Cold War, 1941–91

#### Paper 3: Modern depth study (30%)

- Weimar and Nazi Germany, 1918–39

### **Trips (to be confirmed)**

It might also be advantageous, for those students thinking of taking history at GCSE, to consider taking part in our history school trips. We normally aim to organise a visit to the World War One battlefields in France and a trip to Berlin (every 2 years) to visit a range of sites linked to Weimar and Nazi Germany and Superpower relations and The Cold War.

### **Usefulness of the course for further education and future careers**

Not all historians work in museums! It is well known that historical skills are in demand in a widespread spectrum of careers, both technical and managerial. The skills that history develops include the abilities:-

- To work independently
- To appreciate a range of views
- To form reasoned opinions and draw justified conclusions
- To analyse evidence carefully
- To use a wide variety of different types of sources
- To produce well-formed, structured and reasoned arguments
- To develop a good understanding of the causes of events
- To develop written skills

### GCSE history would be of particular use in the following fields:-

- Journalism
- Law
- Local and national government (including the Civil Service)
- Personnel
- Marketing
- Teaching
- Museum and archaeological services
- Tourism and the rapidly expanding heritage industry
- Social work.

### Personal qualities and aptitudes useful for this course

Clearly an interest in the period would be desirable but the course will aim to develop skills in assessing sources, understanding different viewpoints and developing coherent arguments about causation, significance, and change.

### Questions to consider before opting for this course

- Do I want to better understand the present?
- Am I keen to understand how other people lived in the past?
- Am I willing to think and reflect, as this is needed to achieve quality grades in history?
- Am I willing to keep working on my literacy and writing skills?
- Am I able to form and justify my own opinions on historical events?
- Am I prepared to have my assumptions challenged?
- Am I prepared to practice writing extended answers?

### Materials and equipment which you might need

None. All textbooks will be available for students use throughout the course. It would be helpful if students undertook their own wider reading and had access to the internet and word processing facilities, although this is not essential.

### Thoughts of students who have studied this course during the past

*'I never knew history could be so interesting and thought-provoking.'*

*'History is a very complex subject but with lots of effort it is very rewarding. It's not easy, you have to work hard to get good marks, but when you do, you feel very proud about the work you have done!'*

*'I can honestly say that I have thoroughly enjoyed my history course and as a result I am planning to take history at 'A' level.'*

*'Medical history is fascinating. It's interesting to look at medicine over a long period of time to see how it advances and how sometimes it goes backwards'*

*'We need to study Nazi Germany to protect our world in the future.'*

## **Business Enterprise**

Core – taught in year 9 only

Miss Wright (Head of Business and Enterprise)

You will have two enterprise lessons over the two week school timetable.

The year 9 core enterprise scheme of work builds on the work completed in both years 7 and 8. After successfully establishing a good understanding of the key enterprise skills, year 9 aims to provide a practical simulated environment in which to test and apply the enterprise skills with affect.

Core knowledge will be focused on:

- business aims
- marketing
- careers
- the economy
- banking
- personal finance

The course will involve the completion of three projects to include;

- running a business
- a job related study
- the economy and personal finance

There will be a variety of group work and independent tasks to complete. Students will be assessed related to their attitude, effort and outcome.

## Computing

Core – taught in year 9 only

Miss D Collins (Head of Computing)

The high-quality computing education provided here at Aylsham equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology and provides insights into both natural and artificial systems. The core of computing is computer science, in which students learn about the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Computing also ensures that students become digitally literate – able to use, express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

### Level of qualification

There is no qualification for core computing. You will have three lessons per two - week timetable cycle. However the year 9 course covers the national curriculum requirements for key stage 4.

### Course of study

In key stage 4 you must have the opportunity to follow examination courses which will enable you to progress to higher levels of study post 16. Our option programme offers these courses.

In the year 9 core programme you will have an opportunity to develop your capability, creativity and knowledge of computer science, digital literacy and information technology. You will develop and apply your analytical, problem-solving, design and computational thinking skills. You will also understand how changes in technology affect your safety, including ways to protect your online privacy and identity and how to identify and report concerns.

### Usefulness of the course for further education and careers

Computational thinking has been a major tool in our country's economic success. Whether or not these skills are accompanied by a formal qualification, many employers, whilst valuing ICT skills, prefer employees who are able to influence the software design process through their ability to understand abstraction, algorithms, logic and data representation.

## PSHE/RSHE & Citizenship

Core

Dr S Pooock (Lead Teacher)

### PSHE

PSHE is personal, social, health and economic education. Academic and vocational subjects prepare students for their careers beyond high school. PSHE teaches them how to manage all the other aspects of their lives: diet, exercise, sleep, mental health and emotional wellbeing, relationships and finances.

The link below outlines the Government guidance on PSHE:

[Personal, social, health and economic \(PSHE\) education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/personal-social-health-and-economic-pshe-education)

At Aylsham High School we are developing a programme based around three key themes: 'relationships', 'health and wellbeing' and 'living in the wider world'. The programme is delivered to students in several ways:

- Within other subjects as part of their schemes of work, delivered within lessons by subject teachers. For example, reproduction in science, health, diet and exercise in PE and food tech, budgeting and personal finance in enterprise and online safety in computing.
- Weekly in tutor time 'life skills' sessions. Learning objectives are taught in age-appropriate sessions that are suited to our vertical tutor groups. These sessions are delivered and overseen by form tutors.
- Some age-specific PSHE is delivered in off timetable 'drop down' sessions taught around twice per year for each year group. Examples of these sessions include first aid, RSE, drug and alcohol awareness, anti-bullying and diversity.

### Relationships and sex education

PSHE includes relationships and sex education (RSE) and health education.

RSE is statutory (required) in secondary schools in the UK health education is statutory in all UK state-funded schools.

Age-specific statutory RSE and health education is taught in class groups 4-6 times per year. These lessons are taught by a member of the PSHE team. Examples of these lessons include healthy relationships, spotting and tackling relationship abuse and sexual health.

Our RSE programme teaches the compulsory subject content in an age appropriate and developmentally appropriate way. It provides pupils with the knowledge they need of the law, and an understanding of how to keep themselves and each other safe and happy within all their relationships.

Our RSE programme is taught with an emphasis on respect for oneself and respect for others.

We aim to convey to students that adult intimate relationships should be built on the principles of honesty, communication and consent.

Sex education and human reproduction is covered in the science curriculum and within RSE. The school has an RSE policy; this can be found on the school website under the 'About AHS' heading and the 'policies and documents' section or you can click here: [Policies & Documents - Aylsham High School](#).

The statutory framework for the teaching of RSE in UK schools was updated in 2019 and the new guidance for the teaching of RSE framework came into effect in September 2020. The link below outlines the Government's statutory guidance on RSE which all schools must follow:

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

### Right of withdrawal

Parents are reminded of their right to withdraw students from sex education that is delivered as part of the RSE programme. Appropriate alternative arrangements will be made in such circumstances. Parents may not withdraw students from sex education and human reproduction that is delivered as part of the science curriculum.

### CITIZENSHIP

Like PSHE, citizenship is taught across the curriculum. Students gain knowledge and understanding about becoming informed citizens and develop their skills of enquiry, communication, participation and responsible action. Themes covered include:

- democracy, UK government and parliament,
- the legal system in the UK,
- human rights and international law,
- the diversity of UK cultural, regional, religious and ethnic identities
- being part of a community

The link below outlines the Government's statutory guidance on citizenship education in schools:

[National Curriculum - Citizenship key stages 3 and 4 \(publishing.service.gov.uk\)](#)

The school also offers opportunities for involvement in active citizenship initiatives. These initiatives include the Friendly Face scheme, Diversity Club, student involvement with the Aylsham Food Festival and the Aylsham Show, charity events, eco warriors, school council and attendance at European conferences and other similar events. We also promote global citizenship within the school through inviting the local community group Aylsham Worldwide in to school to deliver talks and raise awareness of issues in developing countries.

### Assemblies

Many of the central themes followed in the PSHE and citizenship programmes are reinforced during our assemblies. The assemblies are often timed to coincide with national and international events such as Black History Month, International Women's day, Schools' Pride Week and Holocaust Memorial day.

**Options subjects**



## Art & Design - Fine Art GCSE

Exam board - Edexcel

Miss H Homewood (Head of Art & Design)

<https://youtu.be/-0VISdMRry8>



### Course of study

The fine art course places emphasis on the processes by which artwork is produced as well as the finished work. The programme of study is presented as a means of gathering a broad understanding of art practices whilst providing the opportunity for in-depth study through thematic projects. Drawing is an **essential** part of all aspects of the course. In addition you will be expected to experiment with a variety of traditional and digital media including painting, printmaking, collage, photography and computer software to develop ideas on this course.

Taught lessons make up a large part of the course, but you will also be expected to develop your own ideas **independently** in any media which you feel is appropriate. You will also be expected to study the work of other artists and to make relevant connections with your own work.

You will be set formal homework tasks initially during the progression of each new project and later, towards the final stages of the project, you will be expected to initiate your own personal homework tasks according to your chosen research area. This will include general investigation of the theme, observational drawing and photographs, sketchbook presentation, studying the work of other artists, generating ideas and experimenting with media and techniques.

**It is essential that this personal study commitment is taken seriously as all students are expected to spend at least 3 hours per week (out of class hours) keeping their sketchbook up to date.**

**An after school club is provided once a week so that students can use the art department's facilities.**

### Course structure

#### Component 1 Coursework

Students will work on 3 thematic mini projects to build skills and understanding of GCSE assessment objectives. This is followed by a 9 week project to develop the attitudes, skills and knowledge required to successfully undertake the unit 1: personal portfolio. This culminates in a 10 hour exam which completes the coursework component: 60% of the final grade.

#### Component 2 Externally Set Assignment and Terminal examination

In February students respond to an externally set theme by the examination board for 9 weeks followed by a 10 hour exam. The externally set assignment accounts for 40% of the final grade.

### Preparatory work

This should be presented in a combination of both physical and digital sketchbooks and will be required for all projects including the externally set assignment. You will be responsible for

maintaining these sketchbooks in which you will present **detailed** evidence of your studies through each unit. **It should be noted that 75% of the total marks for unit 1 and 2 are awarded for preparatory work presented in your sketchbooks.**

### Exhibition

After the terminal examination has been completed, you will be expected to mount an exhibition of your work. Your exhibition will consist of your personal portfolio work and your externally set assignment work.

### Equipment requirements

You will need to complete three physical sketchbooks, two for the personal portfolio and one for the externally set assignment. These will need to be photographed as digital sketchbooks throughout the duration of the course. You will need an A2 portfolio to keep your work in and to transport work to and from home. Whilst working at home, you may need various media such as watercolour paints, brushes, oil pastels, acrylics and a good set of colouring pencils etc. Completed coursework units will be kept at school and stored safely, ready for final moderation and exhibition.

**There will be a charge for sketchbooks and an A2 portfolio of £25 payable to Aylsham High School at the beginning of the course. For a further £10 you can purchase a set of acrylics as an optional extra to use at home. It is anticipated that students will be taken on a trip at the start of the course in June. The cost for this will be added nearer the course start date when we can secure more accurate quotes for travel.**

### Usefulness of the course for further education and careers:

There are numerous careers which can be followed in which art and design (fine art) would be an advantage (if not essential); ranging from hairdressing to architecture, photography to web design, illustration to product design. If you hope to work in the visual arts or design industries you will almost certainly need to study at college and possibly university. To progress to this level you will need a portfolio of artwork and this course provides the best opportunity to start building this body of work. A combination of fine art, graphic communication and textile design taken during the three year option choices would be an excellent foundation for those hoping to make college applications in this area of the curriculum. It is also worth noting that this course encourages both **analytical and creative thinking skills** and would be of benefit to anyone with an interest in the subject regardless of their career pathway. Speak to Miss Homewood or Miss Porter for advice.

### Personal qualities and aptitudes useful for this course:

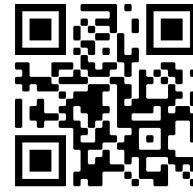
- enjoy developing your own ideas independently in response to a given theme
- enjoy recording visual information through observational drawing and photography
- show enthusiasm and a desire to improve your own skills in a variety of media
- be able to communicate your thoughts and ideas both visually and in written form
- enjoy undertaking personal research using various resources e.g. libraries, internet, books, gallery visits.
- enjoy presenting work to a high standard
- **have a strong work ethic and commitment to homework (3 hours min a week)**
- **be prepared to meet strict deadlines**

## Art & Design - Graphic Communications GCSE

Exam board - Edexcel

Miss H Homewood (Head of Art & Design)

<https://youtu.be/SsDQgibo2S0>



### Course of study

The graphic communications GCSE offers students the opportunity to develop a range of photographic and desktop publishing skills in response to a series of commercial design 'briefs'. Students will have access to digital still cameras and use Adobe software including Photoshop, Illustrator and Bridge for various printed media briefs. Traditional media such as collage, drawing and printing will also be encouraged. Key to this course is the use of visual imagery to communicate a message to an audience. Briefs will include studying advertising, illustration and typography.

Project briefs will provide opportunities for students to develop their own interests and potentially make very real links with their activities in other subjects such as design and technology, business studies, ICT, music, drama, English, food preparation and nutrition and art.

Taught lessons make up a large part of the course, but you will also be expected to develop your own ideas independently in any media which you feel is appropriate. You will also be expected to study the work of other artists and to make relevant connections with your own work.

You will be set formal homework tasks initially during the progression of each new project and later, towards the final stages of the course, you will be expected to initiate your own personal homework tasks according to your chosen research area. This will include general investigation of the theme, observational drawing and photographs, sketchbook presentation, studying the work of other artists, generating ideas and experimenting with media and techniques.

**It is essential that this personal study commitment is taken seriously as all students are expected to spend at least 3 hours per week (out of class hours) keeping their sketchbook up to date.** It is unlikely that you will have the Adobe software at home and so it is **expected that some personal study is carried out in Room 19,19a and 20 at lunchtimes or at an after school club** that will run once a week.

### Course Structure:

#### Component 1 Coursework

Students will work on three thematic mini projects to build skills and understanding of GCSE assessment objectives. This is followed by a 7 week project to develop the attitudes, skills and knowledge required to successfully undertake the unit 1: personal portfolio. This culminates in a 10 hour exam which completes the coursework component: 60% of the final grade.

#### Component 2 Externally Set Assignment and Terminal examination

In February students respond to an externally set theme for 7 weeks followed by a 10 hour exam. The externally set assignment accounts for 40% of the final grade.

#### Preparatory work

This should be presented in digital sketchbooks which will be required for all projects including the externally set assignment project. You will be responsible for providing and maintaining these sketchbooks in which you will present **detailed** evidence of your studies through each unit. **It should be noted that 75% of the total marks awarded for both coursework and the terminal examination depends on work presented in your digital sketchbooks.**

#### Exhibition

After the externally set assignment has been completed, you will be expected to mount an exhibition of your work. Your exhibition will consist of your personal portfolio work and your externally set assignment work.

#### Equipment requirements

You will need to complete two digital sketchbooks, one for the personal portfolio and one for the externally set assignment. You will also need a small physical sketchbook to sketch ideas and record notes on software skills. Whilst working at home, you would be at a distinct advantage if you have access to a digital camera as this would create greater flexibility in terms of where and when you could take photographs. It should be noted that this camera does not need to be of a high specification and if a new purchase is being made your teacher will be happy to give advice. These days, mobile phones are more than sufficient. **There will be a one off charge for 1 sketchbook, mounting board and specialist printing of £15 payable to Aylsham High School at the beginning of the course. It is anticipated that students will be taken on a trip at the start of the course in June. The cost for this will be added nearer the course start date when we can secure more accurate quotes for travel.**

#### Usefulness of the course for further education and careers:

This course is relevant to numerous careers from graphic designer, photographer, filmmaker, web designer, brand manager, art director in an advertising agency to working in any small business requiring promotional material. If you hope to work in the visual arts or design industries you will almost certainly need to study at college and possibly university. To progress to this level you will need a portfolio of artwork and this course would create an excellent opportunity to start building this body of work. Graphic communications, fine art and textiles taken over the 3 options years, would be an excellent combination for those hoping to make college applications in this area. In terms of attitude and ways of thinking this course is relevant to anyone interested in a career that involves problem solving, working in teams and communicating ideas visually. Speak to Miss Homewood or Miss Porter for advice.

### Personal qualities and aptitudes useful for this course:

If you are thinking of taking GCSE graphic communication, you should:

- enjoy developing your own ideas in response to a client's needs
- enjoy recording visual information through observational drawing and photography
- show an enthusiasm and a desire to improve your own skills in a variety of digital media
- be able to communicate your thoughts and ideas both visually and in written form
- enjoy undertaking personal research using various resources e.g. libraries, internet, books, gallery visits.
- enjoy presenting work to a high standard
- **be prepared to make a firm commitment to hard work, including 3 hours per week of homework**
- have good organizational skills
- enjoy working in teams
- **be prepared to meet strict deadlines**

It is **essential** that this personal study commitment is taken seriously as all students will be expected to spend at **least 3 hours per week** keeping their work journal up to date. It is unlikely that you will have the Adobe software at home and so it is **expected that some personal study is carried out in Room 19,19a and 20 at lunchtimes or at an after school club** that will run twice a week.

## Art & Design - Textile Design GCSE

Exam board - Edexcel

Miss Homewood (Head of Art & Design)

<https://youtu.be/Xx7NhWc22mE>



### Course of study:

The textile design GCSE involves the creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as batik, applique, heat pressing, lino printing, felting and image transfer along with learning how to use a sewing machine safely. **Drawing** is an **essential** part of all aspects of the course and you are expected to use it as a tool to develop ideas. Throughout the course you will become proficient in using the sewing machine, hand sewing, decorative techniques using wax, embellishing machines, natural and synthetic dyeing and developing heat press experiments.

Taught lessons make up a large part of the course, but you will be expected to develop your own ideas **independently** using techniques and media that you feel appropriate. You will study the work of other artists and use these studies to make relevant connections with your own work. You will learn to combine arts skills with textiles to produce beautiful themed samples and final pieces.

You will be required to demonstrate the ability to record your ideas, observations, insights and independent judgements, **visually** and through **written** annotation, using appropriate specialist vocabulary, as work progresses.

**It is essential that this personal study commitment is taken seriously as all students are expected to spend at least 3 hours per week (out of class hours) keeping their sketchbooks up to date. After school club is provided once a week so that students can use the art department's facilities.**

### Course Structure:

**Component 1:** Personal Portfolio

Students will work on three schematic mini projects to build skills and understanding of GCSE assessment objectives and textiles techniques. Student's review these projects and take forward an independent focus to explore a personal theme using previous skills acquired. This is an 8 week project that culminates in a 10hr exam to complete unit 1: personal portfolio: **60%** of the final grade.

**Component 2:** Terminal examination

In February students respond to an externally set theme for 8 weeks followed by a 10 hour exam. The externally set assignment accounts for **40%** of the final grade.

### Preparatory work

This should be presented in a combination of both physical and digital sketchbooks and will be required for all projects including the externally set assignment. You will be responsible for maintaining these sketchbooks in which you will present **detailed** evidence of your studies through each unit. **It should be noted that 75% of the total marks for unit 1 and 2 are**

**awarded for preparatory work presented in your digital sketchbooks.**

### **Exhibition**

After the terminal examination has been completed, you will be expected to mount an exhibition of your work. Your exhibition will consist of your personal portfolio work and your externally set assignment work.

### **Equipment requirements**

You will need to complete 3 sketchbooks, two for the personal portfolio and one for the externally set assignment. These will hold any handmade studies and experiments. You will also need to record your work in digital sketchbooks throughout the course, one for the personal portfolio and one for the externally set assignment. You will need an A2 portfolio to keep your work in and to transport work to and from home.

We hold a wide variety of materials to support your textiles work in school, but there might be an occasion where you want something specific and this will need to be provided by yourself.

**There will be a one off charge for sketchbooks an A2 portfolio and a contribution to materials of £25 payable to Aylsham High School at the beginning of the course. It is anticipated that students will be taken on a trip at the start of the course in June. The cost for this will be added nearer the course start date when we can secure more accurate quotes for travel.**

### **Usefulness of the course for further education and careers:**

From taking textile GCSE there are many opportunities to study further at College and University, which can lead into a future career in:

Textile design/Fashion design/Interior design/ICT Textile researcher  
Fashion buyer/Industrial based work through to management  
Garment technologist/Preproduction and production management.

Speak to Miss Tartt, Miss Porter and Miss Homewood for advice.

### **Personal qualities and aptitudes useful for this course:**

If you are thinking of taking GCSE textile design, you should:

- enjoy developing your own ideas independently in response to a given theme
- enjoy recording visual information through observational drawing and photography
- show enthusiasm and a desire to improve your own skills in a variety of media
- be able to communicate your thoughts and ideas both visually and in written form
- enjoy undertaking personal research using various resources e.g. libraries, internet, books, gallery visits.
- enjoy presenting work to a high standard
- **have a strong work ethic and commitment to homework (3 hours min a week)**
- **be prepared to meet strict deadlines**

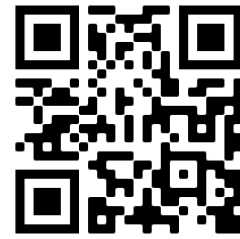
**Health and Safety** - You must adhere to the health and safety rules at all times in the textiles workshop and have a mind for safe working practices.

## Business GCSE

Exam board: OCR

Miss Wright (Head of Business and Enterprise)

<https://youtu.be/qLe75EQV6-U>



### About the qualification

OCR's GCSE (9–1) in business is an up-to-date and engaging qualification that is relevant to the world of business today. This qualification equips students with the skills and confidence to explore how different business situations affect business decisions. The qualification will encourage students to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware. It will give you the broad foundation of business theory that will adequately prepare you for further study at A-Level and beyond.

### Key skills

The GCSE actively engages you in the study of business in order to develop as effective and independent students and as critical and reflective thinkers. Using an enquiring, critical approach to analysing facts and opinions, you will build arguments and make informed judgements. You will develop your knowledge, understanding and skills to a range of business contexts, at home and abroad. Also looking at the extent to which business activity can be ethical and sustainable. 10% of the overall marks awarded will test a student's mathematical ability.

### Unit and description

#### Business 01: Business activity, marketing and people

Students are introduced to business concepts and issues concerning the activities of a business. They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources. In this section you will learn about the legal structure of business, the impact and effect of stakeholders and the positive and negative effects of entrepreneurship.

#### Business 02: Operations, finance and influences on business

Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow. There will be calculations and formulas you need to learn in order to analyse the financial position of a business, which will justify your recommendations.

They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.



Assessment overview

Examination paper	Marks	Duration	Weighting
<b>Business 01: Business activity, marketing and people</b>	80	1 hour 30 minutes	50%
<b>Business 02: Operations, finance and influences on business</b>	80	1 hour 30 minutes	50%

Frequently asked questions

<b>Is this a 1 year or 2 year GCSE course?</b>	1 year
<b>How many exams are there?</b>	2, each worth 50% towards your final outcome.
<b>How are the exams structured?</b>	<p>Each examination paper has two sections.</p> <p>Section A consists of multiple choice questions, testing knowledge and mathematical ability.</p> <p>Section B holds three case studies on real businesses. The questions will ask you to demonstrate your subject knowledge and apply it to the context of the business in the case study, analysing and evaluating your recommendations.</p>
<b>Is there coursework?</b>	No, the qualification is fully assessed through external examination papers.
<b>What do you do in lessons?</b>	An array of activities you will complete in order to learn the subject knowledge to be able to answer the exam questions. These tasks are a mixture of research, debate, problem solving, reading and calculations. As well as essential exam practice.
<b>Is there homework?</b>	Yes, learning the subject knowledge, recall of knowledge and exam practice.
<b>What skills do I need?</b>	You need to be organised and have a good level of interest in how businesses run, what is going on in the world and how it affects businesses. You need to work to deadlines, to ensure you hand your in on time. You need communication to work

## Option subjects

	with your teacher and ask for help when needed.
<b>Will this course teach me to set up a business?</b>	No, it will not teach you how to set up a business. That is in the scheme of work for key stage 3 enterprise. This course is about helping you become a business consultant. Being able to recommend to businesses what they should do in certain contexts and justifying your ideas. It will give you valuable knowledge about how businesses are run.
<b>Is this course like KS3 Enterprise lessons?</b>	No, this is business GCSE. Although some content of the business GCSE course has been included in the KS3 scheme of work this is a different subject and is examined very differently.
<b>What opportunities does taking this course give me?</b>	You will be able to progress on to A-Level business and it is a great foundation for a business related degree course. As you will learn the key functions of a business, it will help with deepening your knowledge of how businesses operate which can help with getting a job.
<b>What are the pre-requisites to be able to choose this course?</b>	You need to have a good standard of literacy and numeracy as there is a lot of writing and language that you have to learn. You need to be organised to ensure you meet deadlines. You need to have a good level of mathematical ability, the exam board recommends to the end of key stage 3. You need to be aware of what is going on in the world and our economy.
<b>Is this course fun?</b>	If you enjoy and are intrigued about the world and society, seeing how businesses impact on daily lives on a local, national and international scale, then 100% yes. If you enjoy learning about the modern world, then this course will be really enjoyable.
<b>What are the barriers to learning?</b>	The biggest barriers to learning are non attendance, not completing your homework on time, not asking for help when needed and not putting in the required amount of effort.

## Computer Science GCSE

Exam board – OCR for GCSE in years 10/11 students only

Miss D Collins (Head of Computing)

<https://youtu.be/is2sRd1q4DA>



### The subject

Computing is increasingly changing the way we work. 85% of current jobs require a good level of computing skills and this figure is even higher for newly created jobs. The courses on offer at Aylsham enable all students to choose an appropriate course to their individual needs.

During years 7 and 8 all students follow a programme of computing covering computer science, communicating, modelling and handling data. These programmes provide a sound basis for year 9 where all students follow a computing programme delivering the key stage 4 national curriculum in computing

**This GCSE is offered to year 10 and 11 students only as year 9 students study computing as one of their core subjects.**

**GCSE Computer science will encourage students to:**

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

### The assessment

Assessment for this subject is through:

Two written papers, each lasting 1.5 hours and carrying equal weighting of 50%; the first of which covers the theory of computing systems and the second which deals with computational thinking, algorithms and programming.

There is no examined practical element to this course but there are many practical activities in the teaching and learning materials. In addition it is a stipulation of the exam board that students undertake a non examined assessment called computing programming project. Whilst this does not carry forward any marks to the final grade it is a compulsory unit which is monitored by the exam board. The programming project has an assessment time of 20 hours. This activity is an essential element in preparing for paper 2- computational thinking.

### Entry requirements

No prior knowledge of this subject is required and there are no prior qualifications required in

order for students to enter for a GCSE (9–1) in computer science. However, students taking this course will benefit by having had success in following a key stage 3 programme of study in both computing and mathematics.

In addition, having access to a computer in the home environment will support preparation for the project.

### **How could this help in the future?**

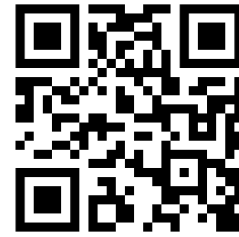
If you take a GCSE in computer science and then go on to study the subject at A Level or university you'll have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there will be growing demand for professionals who are qualified in this field. The course is also an excellent preparation if you want to study or work in areas that rely on the skills you will develop, especially where they are applied to technology.

## Creative iMedia Cambridge National

Exam board – OCR Levels 1 and 2

Miss D Collins (Head of Computing)

<https://youtu.be/iOFrMw4avMw>



This is a level 2 course awarded at distinction\*, distinction, merit and pass, or level 1 at distinction, merit and pass equivalent to grades 1-9 in GCSE. This qualification is for students who wish to develop knowledge and practical skills in creating digital media products. The course content includes media pre-production skills, understanding and developing brand identity, characters and storylines in a comic strip. The course is a mixture of theory and practical hands-on learning which covers a range of media including film, print publishing, computer games and interactive media. Cambridge Nationals courses deliver skills across a range of learning styles, engaging and inspiring students of all abilities.

The course consists of three units: two are mandatory and the third is selected by teaching staff. The first unit, **Creative iMedia in the Media Industry**, focuses on the theory of digital media and involves 48 guided learning hours. This unit is externally assessed through a written examination which is worth 40% of the final grade. Students learn how to plan pre-production and use a range of key documents such as mood boards, mind maps, visualisation diagrams and storyboards. Students learn about planning techniques, computer hardware and software, legislation used in media settings, research skills and practical software skills. The knowledge in this unit is required to help students develop their own media products.

The second unit, **Visual Identity and Digital Graphics**, is a coursework unit. It focuses on the skills needed to develop a visual identity for a brand. Students design and create a logo and a graphic product using skills learned in this unit and the theory unit. The 30 hours of guided learning includes content about graphic design principles and colour theory. Students must work independently and have 10-12 hours to complete this coursework element, which is worth 50 points. All coursework is marked by their teacher before submission to OCR.

The third unit, **Characters and Comics**, is a coursework unit. It involves the planning, creation and review of a character and a comic strip. Students will create a comic character and storyline which will be developed into a storyboard. Previous skills learned in the first two units will be applied as they convert the storyboard into a graphic comic using Adobe Photoshop and Comic Life software. Students must work independently and have 15-20 hours to complete this coursework element, which is worth 70 points. All coursework is marked by their teacher before submission to OCR.

Students spend the final few weeks of the course reviewing their learning before the exam in June, which is 70 marks. Their final grade is based on the combined scores of all three units.

**Progression opportunities:** The Cambridge Nationals Certificate in Creative iMedia leads to a wide range of general and vocational qualifications including:

- Other level 2 vocational qualifications in graphics or media.
- Level 3 qualifications, such as IT, Graphic Design or media apprenticeships.
- Employment in IT or other creative industries, such as computer animation or graphic design. iMedia course details can be found here: [Computing/iMedia - Aylsham High School](#)

## Design and Technology GCSE

Exam board - Edexcel

Mrs B Sadler (Head of Design and Technology)

<https://youtu.be/AurDEKBKyYE>



All students will study a **core content** across all material areas and will also be able to **specialise** in their chosen material from the list below:

- Metal
- Timber

**You can only take this GCSE in one specialism during your time at Aylsham High School.**

### Qualification at a glance

#### Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Design and Technology consists of one externally-examined paper and one non-examined assessment component. Students must complete all assessments in May/June in any single year.

#### Component 1

##### Written examination: 1 hour and 45 minutes

Written examination: 50% of the qualification (20% Core including 10 marks of calculation questions and 30% Material Categories including 5 marks of calculation questions) - 100 marks.

#### Content overview

Core content

Plus any one from the following material categories: metals or timbers

#### Assessment overview

The written paper consists of two sections. Section A is assessed on the core content and section B is assessed on the material category students have chosen. Calculators may be used in the examination.

#### Section A: Core

This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in section A.

#### Section B: Material categories

This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in section B.

#### Component 2

Non-examined assessment: 50% of the qualification (8% Investigate, 21% Design, 18% Make and 3% Evaluation) - 100 marks.

### Content overview

Students will undertake a project as part of their non-examination assessment. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product that will allow them to apply the skills they have acquired and developed throughout their study. The exam board will provide three themes, each with two contextual challenges. Students are required to choose one of these challenges and analyse it on an individual basis. Having selected a contextual challenge to work within, students should develop a range of potential ideas and then realise one through practical making activities. The project must allow students to apply knowledge and understanding in a product development process to investigate, design, make and evaluate their prototype.

There are four parts to the assessment:

1 – Investigate (16 marks). This includes investigation of needs and research, and a product specification

2 – Design (42 marks). This includes producing different design ideas, review of initial ideas, and development of design ideas into a chosen design, communication of design ideas and review of the chosen design

3 – Make (36 marks). This includes manufacture, and quality and accuracy

4 – Evaluate (6 marks). This includes testing and evaluation.

### Assessment overview

- Students will undertake a project based on a contextual challenge released by Edexcel a year before certification.
- This will be released on 1st June and will be available on the Edexcel website.
- The project will test students' skills in investigating, designing, making and evaluating a prototype of a product.
- The task will be internally assessed and externally moderated.

### Subject content and assessment information

The GCSE in design and technology will require students to follow an iterative design process rather than a linear process requiring them to continually test, evaluate and refine ideas. The content and assessment criteria are set out in a linear format to show what is required at each stage of the total project, but following an iterative process students will do work on different stages at a variety of points throughout their project. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

Students will acquire subject knowledge in design and technology that builds on key stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They should develop an awareness of practices from the creative, engineering and manufacturing industries. Through the Critique of the outcomes of design and technology activity, both historic and present day,

students should develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and wellbeing of the nation and the global community.

A final prototype could be a highly-finished product, made as proof of concept before manufacture, or working scale models of a system where a full-size product would be impractical.

### **Qualification aims and objectives**

The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world. It helps students to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The aims and objectives of this qualification are to enable students to:

- demonstrate their understanding that all design and technological activity takes place in 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 their own ideas while designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- demonstrate safe working practices in design and technology
- Use key design and technology terminology, including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

### **Mathematics**

Math's skills are fundamental to design and technology. These skills will be embedded in the examination for this qualification.

### **Scientific skills, knowledge and understanding**

Science skills, knowledge and understanding underpin the theory and practice of design and technology. These skills will be embedded in the examination for this qualification.

### **Links to other relevant subjects**

In addition to math's and science, the GCSE in design and technology embeds knowledge, techniques and practices from a wide range of subjects, including art and design, business, computer science and geography.

### **Coursework requirements and important target dates**

To complete a series of smaller projects at the beginning of the course and one substantial project of your choice based upon resistant materials in the second part of the course. The prototype will be completed by February half term.



### Usefulness of the course for further education and careers

Both the design and manufacturing industries employ a large number of people in a wide range of professions. With this GCSE you will have gained an insight into the following careers:

Engineer	Interior Designer
Product Designer	Jewelry / Designer/Maker
Product Manufacture	Wood/Metal work crafts
Architect	Model Maker
Teacher/Lecturer	Construction Industry/carpenter/metalworker
Concept Designer	Furniture Designer/Maker
Fashion designer	Textiles engineer
Level 3 Engineering	Motor vehicle industry – F1
Electrical engineer	Energy sector
Marine Engineer	Aeronautic engineer
Apprentice Engineer	

### Personal qualities and aptitudes useful for this course

You will need to be very organized, keeping to deadlines and bringing the correct work to lessons. You must have an eye for design and also practical ability. You must have a mind for safe working practices in a workshop setting.

### Questions to consider before opting for this course

Am I prepared to put extra time in after school? Do I enjoy designing and making?  
Can I follow health and safety rules in a workshop?

### Materials and equipment which you might need

A set of graded pencils, coloured pencils, 30cm ruler, good quality rubber, A3 folder and a tape measure.

**Please note that you will need to be able to finance/resource materials for your final coursework product.**

### Homework

Homework will be between 1 – 2 hours per fortnight. Homework may include any of the following activities: practical exercises, research and theory assignments, reading, reinforcing understanding gained in lessons by working through examples, extending tasks begun in lessons, learning/revising, using quizlet and/or BBC Bitesize.

### What is GCSE drama all about?

GCSE drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different imaginary situations. You will have the opportunity to create your own work as well as look at, and perform, plays written by other people.

## Drama GCSE

Exam board - AQA

Mrs T Mitton (Head of Drama)

[https://youtu.be/EA\\_0DqBpso0](https://youtu.be/EA_0DqBpso0)



### Course of study

The course is in three components:

#### Component 1: understanding drama – (written exam)

Through practical and study lessons we gain a strong understanding of a published play (Blood Brothers). This will help us to answer questions on one play text in the written exam. We will also visit live theatre to further our knowledge of evaluation and professional theatre work. You will be assessed on:

- Drama/theatre core knowledge
- Understanding of set text and approach to this as an actor, designer, technician and director
- Analysis and evaluation of live theatre (Billy Elliott)

**Component 1 is worth 40% of the overall grade**

### Devising a group piece

#### Component 2: devising drama

You will create your own performance on any topic you like (you will be provided with stimuli to develop your ideas from), for this devised exam. It is your own choice of style and theme. You will be assessed on:

- Process of creating devised drama
- Performance of devised drama
- Analysis and evaluation of work

**Component 2 is worth 40% overall grade: 10% performance in devised piece, 30% written essays about the process of developing your performance piece.**

### Acting

#### Component 3: performance from a text (practical)

The school has a free choice of play text for students in this topic. We will choose a play to suit the students and their strengths. This is a completely practical exam and a visiting examiner will assess your work. You will be assessed on:

- Performance of two extracts from the same play.

**Component 3 is worth 20% of the overall grade**

### Will I enjoy this course?

You will enjoy this course if you want to study a subject that is both practical, creative and written. You may have done some acting before or helped out backstage on a production. You may have always wanted to have a go at making a play, performing and writing about the art

of the theatre. You will enjoy this course if you enjoy working as part of a team as drama involves a lot of group work.

### **How does it follow on from what I have learned before?**

GCSE drama follows on from drama work that you will have done at key stage 3 (years 7 – 8). You will develop your improvisation and acting skills to a higher level. You will also look at plays in more detail and look at different ways of bringing a script alive on stage. You can achieve grades 1 to 9 (9 being the highest) in GCSE drama. The final grade is reported in August. You will also be given the opportunity to go to watch live theatre productions.

### **What other skills might I develop?**

As well as learning about drama students will also develop the following skills:

- Confidence
- Creative thinking
- Work under pressure and to deadlines
- Team working skills
- Presentation, communication and problems solving skills
- Writing about and evaluating plays and performances

### **Topics covered in the course are:**

- Physical theatre – this involves physical contact with other drama students
- Character development (vocal, physical, motivation)
- Devising original pieces of theatre
- Theatre design (props, costume, lighting, sound, SFX, set, staging)
- Various roles within theatre (director, manager, performance etc)
- Different practitioners (Brecht, Stan, Berkoff, Artaud)
- Exploring different play texts
- Characteristics of works (genres, style, content, structure)
- Dramatic conventions and techniques
- Social, historical and cultural influences of performances

### **Is there homework?**

Yes approximately 1 hr per week, or 2 hrs per fortnight is expected. Home work will include:

- Component 1 – written exam preparation and revision, in addition to lesson time.
- Component 2 – Research and rehearsal time in addition to lesson time. Plus 3 written essays (course work) approx. 800 words each essay: 2500 words in total.
- Component 3 – Research and rehearsal in addition to lesson time.

Drama students learn physical theatre and need to be able to move freely. They wear GCSE drama T-shirts, which can be ordered at the start of the course, and purchased for £8 via parent pay. Black leggings or joggers should also be worn: no shorts or skirts. Students are permitted to wear their drama clothes for drama lessons and during form and break times. **They must travel to and from school in their school uniform.**

## Food Preparation and Nutrition GCSE

Exam board – Eduqas (WJEC)

Mr Bridgeman (Head of Department)

<https://youtu.be/FIDyqmBKVbU>



### Key employability skills

Hospitality is the UK's third largest private employer, providing more than 3.2 million jobs – twice that of financial services, and bigger than automotive, pharmaceuticals and aerospace combined. Those jobs are spread across the nation and, with 1 in 6 net new jobs - half a million - being in hospitality, employment in the sector has increased by 24% in a decade. Hospitality creates £130 billion in economic activity, invests £10bn and generates £39 billion in tax receipts per year for the Exchequer each year: enough to service the country's entire defence budget or social care bill. Productivity growth, at 2.5%, exceeds that of the overall economy (*UKHospitality,2022*).

The course will concentrate on food science, nutrition, food production, sustainability, and food provenance as an introduction to the food industry, all while learning valuable life skills. We encourage our students to think about traditional catering careers such as chefs and waiters, but also to think about working in product development, sports science, food technology and nutritional therapy. Students will be given the opportunity to learn about careers in the Royal Navy whilst working with some of their top chefs in a cooking challenge.

The department's success has generated demand for 'event catering', including the Aylsham Slow Food Festival, Rotary events, Aylsham Town Council and school receptions. These events require the provision of food items or food and drink, often with students producing and serving the refreshments outside the normal school day. The students get the opportunity to work with professional chefs and front of house managers.

Our students are also encouraged to enter catering/cooking competitions and we have had great successes at both the national Springboard UK 'Future Chef' and Rotary 'Young Chef' competitions at regional and national levels. These involve students having to cook and prepare meals in college kitchens and being mentored by professional chefs. These achievements build self-confidence and organisational skills and enable students to make worthwhile connections with employers and colleges.

### The course

The course we offer is the Eduqas (WJEC) GCSE in food preparation and nutrition. It will equip learners with the knowledge, understanding and skills required to cook at a higher level and to apply the principles of food science, nutrition and healthy eating.

The course covers a wide range of topics relating to food, including the production of food commodities, food preparation, diet and nutrition, food science and health and safety in food preparation. It equips learners with the knowhow to make informed decisions about food and nutrition, to feed themselves and others affordably and nutritiously, now and later in life. It will allow the students to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

## Areas of content

1. **Food commodities** - the value in the diet and working characteristics of different food commodities, such as cereals, fruit and vegetables, sugars, dairy, fats, meat, fish and vegetarian alternatives.
2. **Principles of nutrition** - the role of the main nutrients in the diet, their sources, function and deficiency diseases.
3. **Diet and good health** – the current recommendations for a healthy diet and the effect of age, lifestyle and specific dietary needs. They will learn how to plan diets for a range of different individuals.
4. **The science of food** – the scientific principles underlying the safe, nutritional preparation and cooking of food.
5. **Where food comes from** – the provenance of food and the environmental effect of food production and the importance of food sustainability and security.
6. **Cooking and food preparation** - students will cook a wide range of dishes including main meal dishes, vegetable dishes, pastries, cakes, sauces, dishes for special diets, starters, desserts etc.

## Assessment of the course

**COMPONENT 1:** Principles of food preparation and nutrition

Written examination (50% of qualification) to be taken at the end of key stage 4, comprising of short and extended answers

**COMPONENT 2:** Two controlled assessment (50% of qualification), to be undertaken in one year, to include:

1. The food investigation assessment, worth 15%, to take approximately 8 hours. Students plan and carry out an investigation into an aspect of the food science underlying the preparation and cooking of food, e.g. find the most suitable ingredients to produce a crisp pastry. A report of 1500 - 2000 words will be produced.

2. A food preparation assessment worth 35% (12 hours) Plan, prepare, cook and evaluate three dishes and accompaniments to a particular brief, such as to suit a specific dietary need such as the cuisine of another country or a special diet such as vegetarianism. Duration of the practical will be 3 hours, together with a report that will be produced of 15 sides of A4.

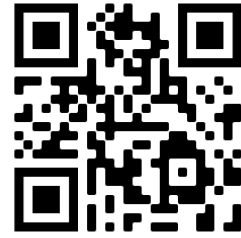
**It is expected that students will cook every week in order to develop their practical skills and to produce a wide range of high quality dishes. This may amount to an average of £2 a week across the first two terms, payable termly by ParentPay. It is generally expected that students will opt to purchase a uniform and course handbook, total price around £25, although nearly new uniforms may be borrowed on an individual basis.**

## Geography GCSE

Exam board - AQA

Mrs K Dobson (Head of Geography)

[https://youtu.be/Q\\_ToDvN5ae0](https://youtu.be/Q_ToDvN5ae0)



**All students will either take geography or history as their 2 year humanity in years 10 and 11. Students can also take the other humanity as a 1 year free choice option if they wish to.**

### What will I learn?

The world is a changing place and geography gives you the chance to learn about these changes. The AQA GCSE in geography comprises of four units:

#### Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places. The unit is split into three parts:

- Part 1: Natural hazards including tectonics, weather and climate change.
- Part 2: Ecosystems including tropical rainforests and hot deserts.
- Part 3: Physical landscapes in the UK including coasts and rivers.

This unit is assessed through a 1 hour 30-minute exam worth 35% of the final grade.

#### Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change. They are studied in a variety of places at various levels of development. The unit is split into 3 parts:

- Part 1: Urban issues and challenges including a focus on Mumbai and London
- Part 2: Changing economic world including a focus on Nigeria and the UK
- Part 3: Challenge of resource management including food, water and energy.

This unit is assessed through a 1 hour 30-minute exam worth 35% of the final grade.

#### Geographical applications

This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. This unit is split into 2 parts:

- Part 1: Evaluation of geographical issues requiring students to problem solve and think critically.
- Part 2: Fieldwork. Students will undertake 2 local geographical enquiries in contrasting environments to develop understanding of fieldwork skills and both physical and human geography.

This unit is assessed through a 1 hour 30-minute exam worth 30% of the final grade. The exam board provides pre-release materials 12 weeks prior to the exam for students to work through and understand during lessons.

### Geographical skills

Students are required to develop and demonstrate a range of skills (cartographic, graphical, numerical and statistical) throughout their study of the GCSE. These skills will be assessed in all 3 exams.

### Usefulness of the course for further education and careers

Geography is a current and important subject – many of the current global challenges are geography related and the course will help you understand our world today and how it may change in the future. Geography is a subject that links to many other subjects in the curriculum, so a GCSE in geography is a stepping stone to a whole range of opportunities and courses. Geography is a useful and relevant qualification for most careers. The skills you develop can lead you to employment opportunities in:

Journalism and the Media  
ICT  
Environmental Management  
Business Management  
Armed Services  
Accountancy Town Planning

Engineering  
Travel and Tourism  
Marketing  
Teaching Agriculture  
Cartography and Surveying  
Meteorology

In fact, geographers are everywhere!

### Personal qualities and aptitudes useful for this course

An interest in the environment and in different places. You will need to enjoy working in a variety of different ways and be organized. You should have a firm commitment to working hard both in school and at home and you will also need to have a degree of independence during the course.

### Is this the right course for me?

You will have learned a number of geographical skills and gained a body of geographical knowledge in years 7,8 and 9. This will be developed further during the GCSE course to give you a deeper understanding of the world. Much will be new, but your previous study of geography will have prepared you and helped you to think like a geographer. This is an intense course with a large amount of content to understand. It requires good literacy and numeracy skills. You must expect constant revision based homework during the course on top of examination question practice and quizzes to check understanding. There will be mock exams throughout the course to check your progress.

Before opting for this course, consider these questions as they are all important parts of the course.

- Am I curious about other places?
- Do I care about the environment?
- Can I work well in group situations and on an individual basis?
- Am I prepared to spend time learning core knowledge?
- Do I enjoy working with maps?
- Do I like making graphs, doing sketches and drawing diagrams?
- Am I prepared to work independently on fieldwork and other activities?
- Am I able to meet deadlines?
- Can I work hard under strict time limits during the course?

### Fieldwork opportunities

Geography is all about the world, so fieldwork plays an important part in the course.

There will be two local area fieldwork opportunities – both of which will provide knowledge and understanding of skills to be considered in the 3<sup>rd</sup> exam. These are compulsory trips.

There may also be an opportunity to take part in a residential fieldtrip.

### Suggested materials and equipment

- Ring binders (essential from the start of the course for revision notes)
- Atlas/world map
- Coloured pencils
- Ruler
- Calculator
- Basic writing equipment (pen/pencil)
- Revision guide – there will be an opportunity to purchase one at the start of the course

### Thoughts of students who have studied this course in the past

*'Geography is great. You get to go on field trips and you get to learn more about the world you live in.'*

*'A good GCSE to gain, even if you don't want to go into it after school – it links to a variety of A-level courses and job opportunities.'*

*'This course is based around the environment and provides students with the occasional trip. It is also based around how humans and nature have created the world around us and how the world is being changed. I personally find this course very interesting and would definitely recommend it to anyone willing to discover the world around them with enthusiasm.'*

*'It helped me understand the world today and the global challenges likely to be faced in my lifetime'*



## Health and Social Care Cambridge National

Exam board – OCR – Level 1/2 course

Mrs T Wiseman (Head of Health and Social Care)

<https://youtu.be/tHgXlb0nJmg>



Health and social care is an engaging qualification where you will use your learning in practical, real-life situations, such as:

- valuable communication skills that are extremely attractive in the modern workplace
- an understanding of the rights of individuals and person-centred values and how to apply these when working with individuals
- vital knowledge and understanding of how to protect individuals through infection prevention, safeguarding and safety and security measures
- an understanding of growth and development through the life stages
- an understanding of life events and how to support individuals through them
- optional units to suit you
- transferable skills, such as evaluation, planning, presentation/delivery, and research skills

### Course structure

There are three units to be assessed:

- Two mandatory units and one optional unit to be chosen
- Three units must be completed to achieve the qualification

### Course grading

The qualification grades are awarded on the following scales:

#### Level 2

- Distinction\* (\*2) equivalent to GCSE grade 8.5
- Distinction (D2) equivalent to GCSE grade 7
- Merit (M2) equivalent to GCSE grade 5.5
- Pass (P2) equivalent to GCSE grade 4

#### Level 1

- Distinction (D1) equivalent to GCSE grade 3
- Merit (M1) equivalent to GCSE grade 2
- Pass (P1) equivalent to GCSE grade 1.25
- Unclassified (U)

Assessments	Unit(s)
<p>RO32 Exam Unit Topic Area 1 Only 1 Hour 15mins 70 Marks</p> <p>OCR-set and marked in June of examination year</p>	<p><b><u>RO32: Principles of care in health and social care settings (Exam)</u></b>  <b>Topic Area 1: The rights of service users in health and social care settings</b>            1.1 Types of care settings            1.2 The rights of service users            1.3 The benefits to service users' health and wellbeing when their rights are maintained</p>
<p>RO34 NEA 60 marks</p> <p>Optional NEA OCR-set assignment</p> <p>Centre assessed and moderated by OCR 11-12 hours assignment.</p>	<p><b><u>RO34: Creative and Therapeutic Activities</u></b>  <b>Topic Area 1: Types of therapies used in Health and social care</b>            1.1 Types of therapies to include : Sensory, Cognitive ,Expressive and Physical            1.2 Types of therapies used in Health and Social care            1.3 The physical intellectual emotional and social (PIES)</p> <p><b><u>RO34: Creative and Therapeutic Activities</u></b>  <b>Topic Area 2: Types of creative activities and their benefits</b>            2.1 Types of creative activities            2.2 The benefits of creative activities</p> <p><b><u>RO34: Creative and Therapeutic Activities</u></b>  <b>Topic Area 3: Factors that affect the selection of a creativity activity</b>            3.1 Factors that affect the selection of a creative activity            3.2 How to plan a creative activity to meet individual abilities</p> <p><b><u>RO34 : Creative and Therapeutic Activities</u></b>  <b>Topic Area 4: Deliver a creative activity and evaluate your own performance</b>            4.1 The skills and personal qualities required to encourage participation            4.2 How to do deliver a creative activity with a group or an individual            4.3 How to evaluate your own performance</p>
<p>RO32 Exam Unit Topic Area 2 Only</p>	<p><b><u>RO32: Principles of care in health and social care settings (Exam)</u></b>  <b>Topic Area 2: Principles of care in health and social care settings</b>            2.1 Person-centred values and how they are applied by service providers            2.2 Benefits of applying the person-centred values            2.3 Effects on service users' health and wellbeing if person-centred values are not applied</p>
<p>RO33 NEA 60 Marks</p>	<p><b><u>RO33: Supporting individuals through life events (NEA)</u></b>  <b>Topic Area 1: Life stages</b>            1.1 Life stages and development</p>

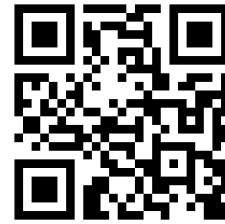
Assessments	Unit(s)
<p>Mandatory NEA OCR-set assignment.</p> <p>Centre assessed and moderated by OCR 11-12 hours assignment.</p>	<p><u>RO33: Supporting individuals through life events (NEA)</u> Topic Area 2: Impacts of life events 2.1 Life events and their impacts on individuals</p> <p><u>RO33: Supporting individuals through life events (NEA)</u> Topic Area 3: Sources of support 3.1 Sources of support that meet individual needs</p>
<p>RO32 Exam Unit Topic Areas 3 &amp; 4 1 hour 15 Mins</p>	<p><u>RO32: Principles of care in health and social care settings (Exam)</u> Topic Area 3: Effective communication in health and social care settings 3.1 The importance of verbal communication skills in health and social care settings 3.2 The importance of non-verbal communication skills in health and social care settings 3.3 The importance of active listening in health and social care settings</p> <p><u>RO32: Principles of care in health and social care settings (Exam)</u> Topic Area 4: Protecting service users and service providers in health and social care settings 4.1 Safeguarding 4.2 Infection prevention 4.3 Safety procedures and measures 4.4 How security measures protect service users and staff</p>

## History GCSE

Exam board - Edexcel

Mrs S Thomas (Head of History)

[https://youtu.be/KPV\\_nDYX-2k](https://youtu.be/KPV_nDYX-2k)



All students will either take geography or history as their 2 year humanity in years 10 and 11. Students can also take the other humanity as a 1 year free choice option if they wish to.

### Course of Study

#### Paper 1: Thematic study and historic environment (30%)

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

#### Paper 2: Period study and British depth study (40%)

- Anglo-Saxon and Norman England, c1060–88
- Superpower relations and the Cold War, 1941–91

#### Paper 3: Modern depth study (30%)

- Weimar and Nazi Germany, 1918–39

### Trips (to be confirmed)

It might also be advantageous, for those students thinking of taking history at GCSE, to consider taking part in our history school trips. We normally aim to organise a visit to the World War One battlefields in France and a trip to Berlin (every 2 years) to visit a range of sites linked to Weimar and Nazi Germany and Superpower relations and The Cold War.

### Usefulness of the course for further education and future careers

Not all historians work in museums! It is well known that historical skills are in demand in a widespread spectrum of careers, both technical and managerial. The skills that history develops include the abilities:-

- To work independently
- To appreciate a range of views
- To form reasoned opinions and draw justified conclusions
- To analyse evidence carefully
- To use a wide variety of different types of sources
- To produce well-formed, structured and reasoned arguments
- To develop a good understanding of the causes of events
- To develop written skills

### **GCSE history would be of particular use in the following fields:-**

- Journalism
- Law
- Local and national government (including the Civil Service)
- Personnel
- Marketing
- Teaching
- Museum and archaeological services
- Tourism and the rapidly expanding heritage industry
- Social work.

### **Personal qualities and aptitudes useful for this course**

Clearly an interest in the period would be desirable but the course will aim to develop skills in assessing sources, understanding different viewpoints and developing coherent arguments about causation, significance, and change.

### **Questions to consider before opting for this course**

- Do I want to better understand the present?
- Am I keen to understand how other people lived in the past?
- Am I willing to think and reflect, as this is needed to achieve quality grades in history?
- Am I willing to keep working on my literacy and writing skills?
- Am I able to form and justify my own opinions on historical events?
- Am I prepared to have my assumptions challenged?
- Am I prepared to practice writing extended answers?

### **Materials and equipment which you might need**

None. All textbooks will be available for students use throughout the course. It would be helpful if students undertook their own wider reading and had access to the internet and word processing facilities, although this is not essential.

### **Thoughts of students who have studied this course during the past**

*'I never knew history could be so interesting and thought-provoking.'*

*'History is a very complex subject but with lots of effort it is very rewarding. It's not easy, you have to work hard to get good marks, but when you do, you feel very proud about the work you have done!'*

*'I can honestly say that I have thoroughly enjoyed my history course and as a result I am planning to take history at 'A' level.'*

*'Medical history is fascinating. It's interesting to look at medicine over a long period of time to see how it advances and how sometimes it goes backwards'*

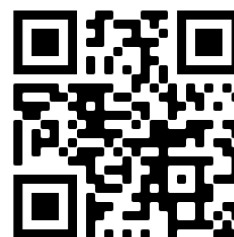
*'We need to study Nazi Germany to protect our world in the future.'*

## Music GCSE

Exam board - Edexcel

Ms L Allan (Head of Music)

<https://youtu.be/ZrIWdEbg3VM>



**Currently music GCSE and BTEC are taught in alternate years. You can select both as options but you may not be able to take them in the years that you specifically request.**

Component	Requirement	Assessment
Performing – coursework 30%	<p>Solo performance – 15%</p> <p>Ensemble performance (group performance) – 15%</p> <p><b>Students must be able to play an instrument/sing to a high enough standard to achieve a high grade in this section.</b></p> <p>An original score or recording must be provided for marking purposes.</p>	<p>Coursework will be internally assessed and externally moderated.</p> <p>Each piece will be marked out of 30.</p> <p>Each piece will be marked on accuracy, level of expression and technical control of instrument.</p>
Composing – coursework 30%	<p>Two pieces worth 15% each.</p> <p>Each piece composed to a given brief.</p>	<p>Coursework will be internally assessed and externally moderated.</p> <p>Each piece will be marked out of 30.</p> <p>Each piece will be marked on development of musical ideas, technical control of instruments used and structure of the piece.</p>
Listening/appraising – exam 40%	<p>Students will be required to learn about set works within 4 areas of study and compare these to similar pieces.</p> <ul style="list-style-type: none"> <li>• Instrumental music 1700-1820</li> <li>• Vocal music</li> <li>• Music for stage and screen</li> <li>• Fusions</li> </ul>	<p>Externally assessed exam at end of course.</p> <p>Exam lasting 1hr 45mins.</p> <p>Marked out of 80</p> <p>Will include listening, theory and essay writing skills.</p>

Area of study	Set works
Instrumental music 1700–1820	<ul style="list-style-type: none"> <li>• J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major</li> <li>• L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'</li> </ul>
Vocal music	<ul style="list-style-type: none"> <li>• H Purcell: Music for a While</li> <li>• Queen: Killer Queen (from the album 'Sheer Heart Attack')</li> </ul>
Music for stage and screen	<ul style="list-style-type: none"> <li>• S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)</li> <li>• J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)</li> </ul>
Fusions	<ul style="list-style-type: none"> <li>• Afro Celt Sound System: Release (from the album 'Volume 2: Release')</li> <li>• Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')</li> </ul>

**Personal qualities and aptitudes useful for this course:**

**You must be able to play an instrument, or sing, and will need to perform to an audience.**

- You should already enjoy music and must already be competent at playing an instrument/singing if you expect to attain a high grade.

**Students at music grade 4 level or above will be able to access higher music GCSE grades due to the greater complexity of pieces they can play/sing.**

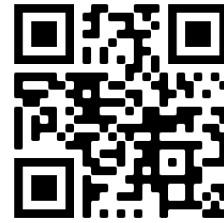
- It is strongly advised that you have lessons on your main instrument/voice outside of GCSE music lessons.
- You will be expected to practice your chosen instrument/voice and work on practical coursework elements outside of school.
- You will need to be able to organise yourself to meet deadlines related to the practical coursework.
- You will be open to listening to many different genres of music.
- You will need to have an understanding of at least basic music theory/notation.
- You will need to be ready to learn new music vocabulary.

## Music BTEC

Exam board – Edexcel – level 2 award

Ms L Allan (Head of Music)

<https://youtu.be/ZrIWdEbg3VM>



**Currently music GCSE and BTEC are taught in alternate years. You can select both as options but you may not be able to take them in the years that you specifically request.**

### Course of study

The BTEC level 2 award in music offers students the opportunity to study the subject of music through a number of different topics. It is an introduction to the issues surrounding music and the various careers available.

The course comprises two compulsory units; 'The Music Industry' where students will research the various roles within the music industry, not just performer, and 'Managing A Music Product' where students will begin to understand the process of putting on a live music event. **As one of the other units is introducing music performance you must therefore be able to sing or play an instrument to a reasonable standard.**

### What topics are covered?

The music industry	60 min exam
Managing a music product – concert/CD	coursework
Introducing music performance	coursework
Introducing live sound – recording equipment	coursework

### How is it assessed?

This course is mostly made up of assignments completed throughout the year which show evidence that you have met the specification criteria. Coursework will take the form of note books, logbooks, tutor observation, peer observation, witness statements, audio and video. Coursework is internally assessed and externally moderated. In addition to this students will have to sit a 1hour externally assessed exam based on the topic 'The Music Industry'.

**Certification** - All individual units are graded as pass, merit or distinction at level 2.

### What sort of person should study this course?

- The sort of student who plays an instrument or sings but perhaps does not read or write traditional musical notation.
- The type of students who is interested in music but is put off by the level of theory or listening required in the more traditional GCSE music.
- Students interested in a career in the music profession.

**This course is for those students interested in performing, music technology, researching music careers and the all-round musician.**



## Physical Education GCSE

Exam board - Edexcel

Mr S Claxton (Head of PE)

[https://youtu.be/U7HfU\\_qhv-s](https://youtu.be/U7HfU_qhv-s)



### Course of study including homework

GCSE PE is a 1 year course which includes practical and theoretical elements. The practical component is designed to develop skill, knowledge and understanding within a range of activities. Students will be encouraged and expected to attend extra-curricular clubs for their selected sports in order to improve their performance. The theoretical element of the course requires students to study sports psychology, sports science and the factors which effect a healthy active lifestyle. Students will be given homework each week.

### Practical component (40% of overall mark):

10% assessed within an 'analysing & evaluating performance' written assessment in 1 selected sport.

30% assessed through performance in 3 sports; one team sport, one individual sport and one free choice.

### Individual

Amateur boxing, athletics, badminton, BMX cycling, canoeing, cycling, dance, diving, figure skating, golf, gymnastics, equestrian, kayaking, rock climbing, sailing, sculling, skiing, snowboarding, squash, swimming, table tennis, tennis, trampolining and windsurfing.

### Team

Acrobatic gymnastics, association football, badminton, basketball, cricket, dance, futsal, handball, hockey, ice hockey, in-line/roller hockey, lacrosse, netball, rowing, rugby league, rugby union, sailing, sculling, squash, table tennis, tennis, volleyball and water polo.

### Theory component (60% of overall mark):

Made up of written exam which includes multiple choice, short and essay style questions. Students will study and need to apply their knowledge and understanding in the following areas:

- Applied anatomy and physiology
- Physical training
- Movement analysis
- Sports psychology
- Socio-cultural influences on sport
- Health, fitness and well-being

### **Assessment procedures & dates (approximately)**

Written analysing & evaluating performance assessment – November/December

Practical exams – these are held throughout the course of the year

Written exams - May

### **Usefulness of the course for further education & careers**

- To develop practical skills and performance
- To develop knowledge base to be able to assess sports courses in further education
- To gain work within the sports industry

### **Personal qualities and aptitudes required:**

- Enthusiasm and willingness to study and revise for the theory components of the course
- Commitment to attend extra-curricular clubs for assessed sports
- Organisation with kit

## Separate Sciences GCSE

Exam board - Edexcel

Mrs C Nicholls (Head of Science)

<https://youtu.be/TXA3w5XcY2Q>



	Combined Science	Separate Science															
<b>Accessibility</b>	All abilities can access this course	All abilities can access this course															
<b>Exam board</b>	Edexcel	Edexcel															
<b>Number of GCSE's awarded at the end of the course</b>	2	3															
<b>Exam papers</b>	<table border="1"> <tr> <td> <b>Biology 1</b> Paper 1 1hr 10 60 marks                 </td> <td> <b>Chemistry 1</b> Paper 3 1hr 10 60 marks                 </td> <td> <b>Physics 1</b> Paper 5 1hr 10 60 marks                 </td> </tr> <tr> <td> <b>Biology 2</b> Paper 2 1hr 10 60 marks                 </td> <td> <b>Chemistry 2</b> Paper 4 1hr 10 60 marks                 </td> <td> <b>Physics 2</b> Paper 6 1hr 10 60 marks                 </td> </tr> </table>	<b>Biology 1</b> Paper 1 1hr 10 60 marks	<b>Chemistry 1</b> Paper 3 1hr 10 60 marks	<b>Physics 1</b> Paper 5 1hr 10 60 marks	<b>Biology 2</b> Paper 2 1hr 10 60 marks	<b>Chemistry 2</b> Paper 4 1hr 10 60 marks	<b>Physics 2</b> Paper 6 1hr 10 60 marks	<table border="1"> <tr> <td> <b>GCSE (9-1) Biology</b> </td> <td> <b>GCSE (9-1) Chemistry</b> </td> <td> <b>GCSE (9-1) Physics</b> </td> </tr> <tr> <td> <b>Biology 1</b> Paper 1 1hr 45 100 marks                 </td> <td> <b>Chemistry 1</b> Paper 1 1hr 45 100 marks                 </td> <td> <b>Physics 1</b> Paper 1 1hr 45 100 marks                 </td> </tr> <tr> <td> <b>Biology 2</b> Paper 2 1hr 45 100 marks                 </td> <td> <b>Chemistry 2</b> Paper 2 1hr 45 100 marks                 </td> <td> <b>Physics 2</b> Paper 2 1hr 45 100 marks                 </td> </tr> </table>	<b>GCSE (9-1) Biology</b>	<b>GCSE (9-1) Chemistry</b>	<b>GCSE (9-1) Physics</b>	<b>Biology 1</b> Paper 1 1hr 45 100 marks	<b>Chemistry 1</b> Paper 1 1hr 45 100 marks	<b>Physics 1</b> Paper 1 1hr 45 100 marks	<b>Biology 2</b> Paper 2 1hr 45 100 marks	<b>Chemistry 2</b> Paper 2 1hr 45 100 marks	<b>Physics 2</b> Paper 2 1hr 45 100 marks
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<b>Tiers of entry</b>	<p>You can do foundation or higher tier</p> <p>But you must enter all 3 subjects and all 6 exams in the same tier</p>	<p>You can do foundation or higher tier</p> <p>You can choose different tiers for each subject</p> <p>But you have to have the same tier of entry for each exam within a subject (e.g. biology paper 1 and paper 2 would have to be the same tier)</p>															
<b>Courses you can access after GCSE's</b>	All a-level sciences	All a-level sciences															

**List of topics covered in the separate GCSE course**

Topics will be the same as the combined science (see page 15) with the following topics as well.

Biology	Chemistry	Physics
Energy in food Food tests The brain The eye Sexual and asexual reproduction Amino acid and protein synthesis Application of inheritance with blood groups and sex Development of the theory of evolution Tissue culture Advantages and disadvantages of genetic modification Viruses Plant defenses against disease Immunisation Culturing microorganisms The production of monoclonal antibodies More detailed plant adaptations Plant hormones Homeostasis Kidneys Energy in ecosystems Food security Indicator species Decomposition	Transition metals Rusting Electroplating Alloys Quantitative analysis Yields More detailed moles More detailed dynamic equilibria Chemical cells and fuel cells Testing for ions More detailed hydrocarbons Polymers Alcohols and carboxylic acids Bulk and surface properties of matter including nanoparticles	Work done in crash scenarios Wave behaviour Ultrasound and infrasound Colour Temperature maintenance Uses of radioactivity Nuclear fission and fusion The structure of our solar system The evolution of stars Big bang and evidence for the theory Red-shift Moments Static electricity Uses and dangers of static electricity Motors and magnetic fields Electromagnetic induction Gases Fluids and pressure

**Extra information****Tiered papers**

Foundation tier papers are for candidates aiming at grades 1-5. Higher tier papers are for candidates aiming at grades 4–9. (There is an allowed grade 3 for those candidates who just miss the pass mark for the qualification, but if they miss the requirement for a grade 3, students would be awarded a U).

**Recalling equations**

For physics GCSE and the physics component of combined science, there are equations to remember and equations candidates need to be able to apply, numbers differing depending on the route they take. There is no such requirement for chemistry or biology. Requirements, in terms of numbers of equations, are shown below.

**Recall and apply**

	Number in Combined Science	Number in Physics
Foundation	19	21
Higher	20	22

**Apply only**

	Number in Combined Science	Number in Physics
Foundation	6	7
Higher	8	11

**Mathematical skills**

The breadth of mathematics to be assessed in science exams is specified by the Department of Education. This is a list of appropriate mathematical skills to be used in a science context. The level of challenge of the mathematics is specified by Ofqual as illustrated in this table:

Science exam tiers of entry	Level of challenge in mathematics skills
Foundation	KS3 level mathematics
Higher	Foundation tier level mathematics

These percentages are:

- 🔬 Biology – 10%
- 🔬 Physics – 30%
- 🔬 Chemistry – 20%
- 🔬 Combined Science – 20%

Distribution of mathematical skill questions in each paper is shown above.

**Marking of mathematical skills**

Full marks are always awarded for the right answer. But marks are also given for working, including substitution and rearrangement. Credit is given where there are errors carried forward.

**Practical skills**

At least 15% of marks assigned to the assessment of practical skills. This is assessment of both knowledge of core practicals, but also of the students’ ability to apply that knowledge to new contexts, or to apply investigative skills to scenarios presented in the examinations.

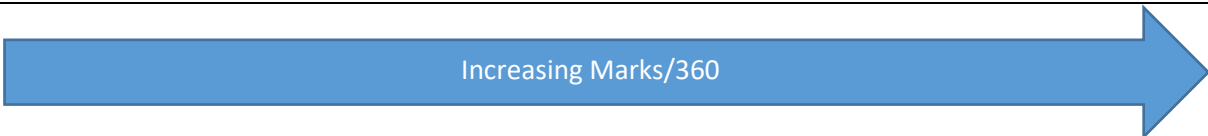
**Grading**

For **separate science**, students will achieve a whole grade for each biology, chemistry and physics. These grades are independent to each other; performance in one subject does not affect the grade in another.

For **combined science**, the marks from each paper is totaled to provide an overall mark out of 360. This then translates to a grade. In combined science you get 2 GCSE’s. The grades will be transferred from a mark to the scale below.

A grade 4-4 would represent 2 grade 4’s.

A grade 3-4, would represent a student achieving a grade 3 and a grade 4 in their combined science GCSE.

																	
Grade	1-1	1-2	2-2	2-3	3-3	3-4	4-4	4-5	5-5	5-6	6-6	6-7	7-7	7-8	8-8	8-9	9-9
Tier	Foundation Tier						Higher Tier										

## **Work related courses/foundation learning programme**

For some students in key stage 4 taking a full portfolio of GCSE, or level 2, courses can be very daunting. Some students are just not ready for the intensity of GCSE, with its terminal examinations, and will be identified as benefitting from a foundation programme

Foundation learners are defined as students who are likely to be more successful on a range of courses covering entry level, level 1 and level 2. Whilst the curriculum content of these courses is similar, the assessment methods are different. Continuous assessment, with work completed in small units with immediate assessment, is a characteristic of applied learning programmes along with a more practical approach and less written work. Examinations usually play a less significant role than in GCSE subjects.

For year 9 students we are able to offer an I.C.E course (independence, confidence and employability) leading to OCN qualifications at entry level. This course is based at Aylsham High School and more details can be found below.

We have an on-site building and construction course studied in both years 10 and 11 (one option choice per year). Suitability for this course will need to be assessed by Mr Sweatman before we can consider a student for this course. Further details for both these courses are below.

## **I.C.E Course**

Independence, confidence and employability – year 9 only

Mr Bradshaw (Lead Teacher)

[https://youtu.be/lfFQ0ppIV\\_w](https://youtu.be/lfFQ0ppIV_w)

This is a year 9 course, for foundation learners, aiming to work on key skills to support our young people in developing independence, confidence, communication and employability skills.

Students will develop their teamwork and communication skills through bush craft, horticulture, getting out and about and partnership working with the National Trust, The Papillon Project and other local organisations. Students will also complete a travel training course which will give them the opportunity to be proficient in independent road safety travel skills.

In addition to this we have extended our course to include work within the community, ensuring that students have an appreciation for what it means to be a good citizen and support the local community across a range of projects and initiatives.

This course is for you if...

- you want the chance to develop your communication and employability skills
- you like a more practical approach to learning
- you would like to improve your literacy skills in a fun and engaging way
- you want to develop a higher level of confidence, independence and self-esteem and be better prepared for years 10 and 11
- you like learning in an outdoor environment
- enjoy working on improving your local community

The course is run by a number of experienced teachers and volunteers in a variety of environments – utilising the school's own mini forest, allotment and grounds as well as working in and around Aylsham to support the local community.



## **Gateway qualifications entry level certificate in building and construction (entry 3)**

Mr Hood (Lead Teacher) and Mrs Eves

Mrs B Sadler (Head of Construction)

<https://youtu.be/7PGiqQwZ9wE>



### **Building and construction**

At Aylsham High School we offer an entry level option; a 2 year course over years 10 and 11, called building and construction. The course covers a wide range of elements ranging from construction, timber work, health and safety and painting and decorating. With purpose built premises and modern resources we are able to offer this introductory course to our foundation learners.

The qualification is intended to provide learners with a broad introduction to the construction sector, equipping learners with underpinning knowledge and skills specific to the sector alongside a range of transferable employability skills. They are designed to support progression to further learning and ultimately to work in construction or other related sectors.

The course will cover timber construction, painting skills, health and safety, working as a team and general building using a range of materials – giving them the opportunity to build both their confidence and skills; handling and working with a variety of tools and machinery.

Our students will work towards accredited certificates; building an evidence portfolio during the course which can be used to help develop their future CVs.

Students will also select a second option for both years 10 and 11 which will take place in school alongside this course.

**If students are interested in this course they should speak to Mr Sweatman, in the first instance, to gain more information.**

**Students will only be able to select this course as an option if this has been approved by Mr Sweatman.**