

# Guildford County School

SPECIALIST MUSIC COLLEGE

## **UPPER SCHOOL GCSE CURRICULUM**

**2020-2022**

**GIVE • CREATE • SUCCEED**

# UPPER SCHOOL GCSE CURRICULUM



In the Spring Term of Year 9 you begin the process of deciding on the courses you wish to follow in Years 10 and 11. Since there is obviously a strong link between these Option subjects and your future career, it is important that careful consideration is given to the whole process. Your parents need to be closely involved and are asked to read this booklet and engage in discussions with you and staff alike. The implications of choices made now will have an impact on what you do in the future both in terms of motivation to succeed, and future careers and education pathways.

In the pages that follow, Heads of Department describe the courses in our Upper School GCSE Programme which begins next September. The booklet contains detailed information about every course and we hope this will be helpful. We also encourage you to ask your teachers for further advice and information.

## Government Statutory Requirements

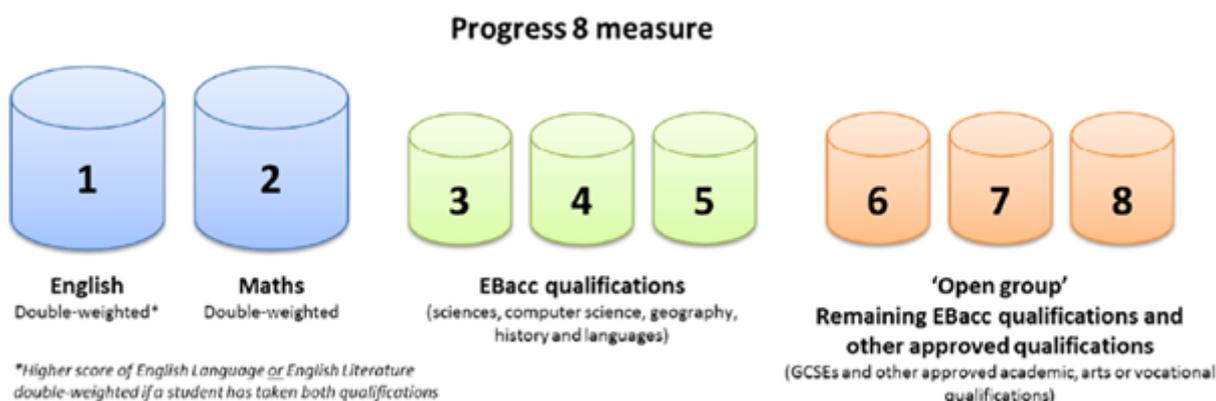
Students are required to follow a small core of compulsory courses in English, Mathematics, Science and Physical Education. Other compulsory elements which include PRE, Careers Education, Sex & Relationships & Education, Work-Related Learning and Citizenship will also be incorporated.

## English Baccalaureate

- The EBacc is not a qualification in itself but recognises students' achievements across a core of selected academic subjects, as follows: English; Maths; Science (including Computer Science), Modern and Ancient Languages and Humanities (Geography or History).
- Full grades at 9-5 will count towards the EBacc certificate.
- As a school, we suggest that students consider the significance of the EBacc pathway and on top of this, we also offer three completely free choices for GCSE study – which may be taken from further EBacc subjects, or from any other subjects that are on offer.

## Attainment 8 and Progress 8

- Since 2016 the Government has also published how well a student and school has done in 8 key subjects - known as the 'Attainment 8'.
- 'Progress 8' will show how well a student and school has attained compared to the average of schools in the country across the 8 subjects of best attainment.
- Consequently, the Government expects students to undertake a minimum of 8 qualifications to assist and prepare them for the world of work and/or further academic study. Our Upper School GCSE curriculum provides this 8 subject (plus) opportunity.





## Preferences

Beyond the EBacc subjects detailed on the previous page, we shall do our best to accommodate subject preferences for the additional three subject choices. Sometimes, however, we cannot do so, for example, because of conflicting patterns of choices or limits on class size, or if a course is chosen by a very few students so that we are not able to run that course. Whenever a difficulty of this kind occurs we shall discuss it with you and your parents but we must in the end make arrangements that work, in our judgement, as well as possible.

## Preferences Form

In due course you will receive the mauve preferences form which needs to be completed by you and your parents and returned to your Tutor by **Wednesday 4<sup>th</sup> March 2020**. Please follow carefully the instructions on the form to avoid delay in this complex procedure. When you complete the form, please give:

- 1. your preferred Humanity choice;**
- 2. three other subject choices;**
- 3. two reserve choices in case any of your courses are not available.**

Please do not omit a reserve choice in the hope of guaranteeing your preferred choices; doing so may simply delay consideration of your form.

Finally, a word of caution

- Think about what may happen in the next two years and afterwards
- Choosing a subject because your friends have chosen it is not a good reason for that choice
- Teachers change sometimes
- What do you really enjoy and succeed in?
- Have an overview of the combinations you choose
- Consider your other interests outside school

## Other Important Dates

Year 9 Parents' Evening	16.01.20
Year 9 Options Information Evening	13.02.20

## Upper School GCSE Teaching Organisation

As students move into Year 10 the whole cohort is organised by ability and pace of learning to secure best chances of success for all. Our English students will be placed in 6 broader attainment groups to meet the needs of all individuals. In Mathematics there will be 4 attainment groups, (9-6) working at pace and three groups (8-4) working more slowly, the other group is targeted towards a grade 5 minimum. In Science there will be two separate science groups (9-8), 3 combined science groups working (8-5) and another science group working towards a grade 5 minimum and at a slower pace. We shall review the work of all students in their subjects in the Summer Term of Year 9 in accordance with our normal practice and to take into account of the GCSE courses in order to select appropriate groupings. By July, we will confirm Upper School GCSE courses and in some cases give notice of changes of groupings.



## UPPER SCHOOL GCSE SUBJECT ALLOCATION

Upper School GCSE Curriculum		
Year 10 lessons per fortnight /50	Subject	Year 11 lessons per fortnight /50
7	English	7
7	Mathematics	7
10	Combined Science or Separate Sciences	10
5	Humanity	5
5	Option 1	5
5	Option 2	5
5	Option 3	5
3	PE	3
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# COMPULSORY CORE EXAMINATION COURSES



## **Subject Title: English Language**

**Examination Board: AQA**

**Tier Structure and Grades: 9-1**

### **General Statement:**

English GCSE is a vital part of your GCSE studies – that's why it's not optional! You will need a pass in English to gain entry either to college or employment in the future.

### **What will I be taught?**

You will be taught how to analyse a variety of texts, including poetry, prose and drama. The course also includes a writing element, covering a range of styles and audiences. You will also get an opportunity to air your feelings as we believe in the importance of speaking and listening.

### **How will I learn?**

You will learn using as many styles as possible. We use a range of stimulus materials from leaflets to television adverts, poems to movies. You will work on your own, in groups, as a whole class, depending on the task.

### **What skills will I learn?**

You will learn the skills needed to communicate effectively in the world outside school.

## Subject Title: English Literature

Examination Board: AQA

Tier Structure and Grades: 9-1



### General Statement:

Along with English Language, all students complete the literature GCSE course. In this section of the course, we concentrate on responding to a variety of forms of literature.

### What will I be taught?

You will be taught close analysis of texts including drama, poetry, prose and of course, Shakespeare.

### How will I learn?

You will be encouraged to formulate your own opinions on texts, based upon what other readers think. You will use these opinions to write analytical essays on what you have studied.

### What skills will I learn?

You will learn the skills of constructing, justifying and developing an argument both orally and written.

# Subject Title: Mathematics

Examination Board: Edexcel

Tier Structure and Grades: 9-1



## General Statement:

Mathematics has been around for roughly 3000 years. There's a lot of useful stuff to learn! In your GCSE course you will build on what you've learnt in lower school to master the basics. Physicist Eugene Wigner observes in "The Unreasonable Effectiveness of Mathematics" that breakthroughs in mathematical structures precede and are, he argues, prerequisite for breakthroughs in the sciences and how we understand the world around us. Everything from GPS to multi-receiver radar, building Wembley to the design and flight of a football, Spanish influenza to DNA, barcodes to stock markets and more require mathematics to be understood at any depth. The abstract nature of Mathematics gives us a framework to discuss less tangible questions too, such as "what is the shape of the Universe" and "how long have we been here?" In an increasingly automated world, programming a computer to do something is highly likely to be a part of your job. Mathematics is an essential part of being able to programme a computer.

To equip you for your careers and to provide a strong foundation for further study in Mathematics, the aims of the course are to:

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

## What will I be taught?

- **Number** including: decimal (base 10) number system; properties of integers; arithmetic with the operations of addition, multiplication, radicals (eg squaring, cubing etc) and their inverses with integers, fractions and decimals.
- **Algebra** (generalising arithmetic) including: notation; linear and quadratic functions; set up and solve linear and quadratic equations.
- **Ratio, proportion and change** including: direct and inverse proportion; compound units such as speed, density, pressure and "rates."
- **Geometry and measures:** including: synthetic geometry (eg Circle Theorems, properties of parallel lines); mensuration; trigonometry; vectors.
- **Probability** including: tools for evaluating the outcome of independent and conditional events (Venn diagrams, tree diagrams, two-way tables).
- **Statistics** including: use and limitations of sampling, displaying data that doesn't mislead a reader, interpret and analyse data in various forms; how to be aware of misleading representations of data.

## How will I learn?

You will learn these skills using a variety of learning styles, including pair work, whole class discussion, individual presentations and through investigations. You will receive regular homework to practice and ingrain the skills and knowledge you learn in class.

## How and when will I be assessed?

Depending on which strand you follow you will either be following the Foundation or Higher Tier, both of which are linear with terminal exams after two years. The linear course is examined fully in Year 11 with three final examinations, each of 1 and a half hours each. There is no coursework.



**General Statement:**

All students will do a broad and balanced coverage of Biology, Chemistry and Physics over the two years. There will be a final examination in all three areas at the end of Year 11.

**What will I be taught?**

The Biology component includes: Cells and Organisation; Disease and Bioenergetics; Biological Responses; Genetics and Reproduction; Ecology. The Chemistry component includes: Atoms, Bonding and Moles; Chemical and Energy Changes; Rates, Equilibrium and Organic Chemistry; Analysis and the Earth's Resources. The Physics component includes: Energy and Energy Resources; Particles at Work; Forces in Action; Waves and Electromagnetism.

**How will I learn?**

Students will learn using a variety of learning styles, including pair work, whole class discussion, practical investigations and individual presentation. There will also be 21 required practicals which will be examined in the final examinations at the end of Year 11.

**What skills will I learn?**

You will learn:

- The application of scientific knowledge and how science works
- Investigative skills
- Practical skills
- Analytical skills
- Evaluation of evidence
- Research
- Presentations
- ICT skills
- Implications of Science for society

**How and when will I be assessed?**

Exams will be taken at the end of Year 11. The tier of entry (Higher or Foundation) will be decided based on student progress and teacher assessment. All three sciences must be sat at the same tier. There are no exams in Year 10 and there is no course work component.



**Subject Title: Philosophy, Religion & Ethics**

**Examination Board: AQA Religious Studies A**

**Tier Structure and Grades: 9-1**

**General Statement:**

“The unexamined life is not worth living and the un-lived life is not worth examining”.  
Come and see what Socrates was talking about and discuss where we come from, why we are here, how we should live! What could be more relevant to your own experiences of the world? Be prepared to, as Marx said “question everything!”

**What will I be taught?**

We will look at the big issues such as:-

- Is it right to go to war?
- Should people have the right to die if they have an incurable disease?
- How was the world made?
- Is there life after death?
- Does God exist?
- Should abortion be legal?
- Should we execute murderers?
- Beliefs, teachings and practices of at least two religions.

..... and a lot more!

**How will I learn?**

You will learn through discussion, debates, asking questions, visiting places, guest speakers, watching DVD’s, giving presentations, working in groups, answering structured questions.

**What skills will I learn?**

- The ability to see different sides to complex issues.
- How to put across your views and argue.
- How to research effectively and support and reject arguments.
- How to enquire, be critical and take a reflective approach to the study of religion.
- How to ask and reflect on fundamental questions, engage with them intellectually and respond personally.
- Develop their interest in important issues and relate it to the wider world.
- Reflect on and develop their own values, opinions and attitudes in light of their learning.

**How and when will I be assessed?**

Two exams at the end of Year 11 – 1hr 45 minutes per paper.

# COMPULSORY CORE NON EXAMINATION COURSES



## Subject Title: Core Physical Education

Examination Board: N/A

Tier Structure and Grades: N/A

### General Statement:

Students are required to demonstrate the factors that underpin performance, apply that within a sporting context and analyse and evaluate these factors in order to identify improvements to their own and other work. Students will embark on a curriculum of sport education, where they experience different roles in sport such as a coach, referee, manager and many more.

### What will I be taught?

You will continue with the traditional sports of Football, Netball, Basketball, Table Tennis, Fitness, Dance, Cricket and Athletics. You will also have the opportunity to choose to participate in Badminton, Trampolining, Bootcamp, 5-a side football, Circuits, Rock climbing, Lacrosse, Volleyball, Rowing, Dance and many more.

Some activities will be done offsite at the Surrey Sports Park thus engaging in a wide variety of different activities while using world-class facilities. As well as this, from September 2020, our lessons will involve using our new onsite facilities.

## Subject Title: Personal, Social, Health and Sex Education & Relationships

Examination Board: N/A

Tier Structure and Grades: N/A

### General Statement

Throughout Upper School you will cover the statutory areas Personal, Social, Health and Sex Education during tutorial sessions and will attend regular PSHE assemblies.

### What will I be taught?

Year Group	Health and Wellbeing – Term 1	Relationships – Term 2	Living in Wider World – Term 3
Year 10	<p><b>My Identity and Skills</b> – self-confidence and self-esteem, dealing with criticism.</p> <p><b>Emotional and Mental Health</b> – understanding different mental health conditions</p> <p><b>Healthy Lifestyle</b> – STIs, fertility, self-examination.</p>	<p><b>Safety in Relationships</b> – family, consent, building positive strong relationships.</p> <p><b>Consent, Respect &amp; Sex</b> – diversity in sexual attraction, sexuality, consent, different levels of sexual activity.</p> <p><b>Trauma and Crises</b> – domestic abuse, divorce, bereavement.</p>	<p><b>The World of Work</b> – discrimination, rights and responsibilities.</p> <p><b>Careers Advice</b> – recognising strengths, interests, skills, maximising their employability.</p>
Year 11	<p><b>My Identity and Skills</b> – body image, self-examination.</p> <p><b>Personal Safety</b> – protecting yourself in different situations.</p>	<p><b>Unintended pregnancy &amp; teenage parenthood</b> – options, consequences, myths.</p> <p><b>Media Pressure, Sex &amp; Peer Support</b> – role of sex in media, pornography, sexual ethics.</p>	<p><b>Keeping Safe at Work</b> – managing harassment.</p> <p><b>Me and My Future</b> – CVs, application forms.</p> <p><b>Me as a Consumer</b> - managing financial decisions.</p>



## Subject Title: Work Related Learning / Careers

Tier Structure and Grades: N/A

### General Statement

Throughout Upper School you will cover the statutory areas of Work Related Learning and Careers during some of their tutorial sessions.

### What will I be taught?

Work Related Learning (WRL) comprises of activities that use work as a context for learning. So, learning 'through work', on work experience for example, can help raise your attainment by improving motivation. Learning 'about work', through careers activities, can improve your understanding and knowledge. Learning 'for work', through the development of key skills, can improve your transition to adult and working life. These are valuable means of helping you as young people gain the skills, knowledge and attitudes needed in a modern economy.

Careers education supports the aims of WRL by enhancing your knowledge of the range of work opportunities available, the qualifications needed and the skills demanded.

The Upper School Citizenship topics which you will study at Upper School include:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

In addition to the discrete curriculum time dedicated to Citizenship and WRL, you will continue to be exposed to relevant topics within the subjects you study and through events and activities organised, such as Enterprise Day and Bradford Business Game (SATRO).

You will benefit from the expertise of outside speakers, other agencies and organisations such as Careers Management Consultants, the police, local council, health promotion service and local and national voluntary organisations.

These statutory elements of the Upper School curriculum can help you to:

- improve motivation and raise levels of achievement;
- develop the skills, knowledge and attitudes needed for adult and working life;
- recognise the importance of learning in school to your future lives as employees;
- broaden career aspirations;
- gain a greater understanding of the world around you.

# OPTIONAL EXAMINATION COURSES



## Subject Title: Art, Craft and Design

Examination Board: AQA

Tier Structure and Grades: 9 - 1

### General Statement:

**Art, Craft and Design** aims to stimulate interest and enjoyment in creative work. The course is broad in approach, exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. Motivation, personal initiative and commitment are essential for success.

It is not recommended that students take both Art, Craft & Design AND Photography.

### What will I be taught?

You will extend your experiences of processes and skills through a short practical foundation course, learning new skills and techniques and working in a variety of media.

You will work on at least 2 themes and explore relevant images, artefacts and resources relating to Art, Craft and Design from the past and from recent times, to inspire your investigation and making processes. Your research will be shown through practical and critical activities which demonstrate your understanding of different styles, genres and traditions in the subject. As part of the Art, Craft & Design course, you must explore and create work associated with areas of study from at least two titles listed below.

- Fine art (eg. drawing, painting, print sculpture)
- Graphic communication: (eg. illustration, package design)
- Textile design: (eg. fashion/costume design and illustration, printed/dyed textiles)
- Three-dimensional design: (architectural design, ceramics, body adornment,
- Photography

You will present your work in sketchbooks/workbooks/journals and in a portfolio.

### How will I learn?

You will learn through practical work in the following ways:-

- By experimenting and experience with various media and techniques
- By working in two and three dimensions with a variety of media
- By making art
- By analysing and interpreting artists and designers approaches and techniques
- Visits to galleries and museums
- Using ICT to research information and to develop practical work
- Through discussion and enquiry

### What skills will I learn?

You will learn to develop your personal imaginative responses and perceptual and visual skills. Design and composition/Presentation and organisational skills/ Problem solving/Developing ideas/How to analyse and annotate artwork/Evaluation/Display/Communication and group work. You will also learn to develop a unit of artwork from the initial idea to a final outcome.

### How and when will I be assessed?

You will complete two components and be assessed on the quality of work in 4 key areas: Development, Experimentation, Recording and Presenting.

#### Component 1: Portfolio is 60% of the GCSE

The portfolio must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of work undertaken during the 2 year course.

This must show explicit coverage of the four assessment objectives.

#### Component 2: Externally set assignment: 40% of the GCSE

You will respond to your chosen starting point from an externally set assignment paper. The work produced must show explicit coverage of the four assessment objectives, the 'final piece/s' or conclusion of this project will be completed during a 10 hour period of supervised time in March/April of the final term. Preparation studies for this unit are started a few weeks before the practical examination.

All artwork is marked internally and externally moderated. Assessment is ongoing using the GCSE art and design assessment criteria.

# Subject Title: Art & Design; Textiles

Examination Board: AQA

Tier Structure and Grades: 9 - 1



## General Statement:

**Art and Design Textiles** aims to stimulate interest and enjoyment in creative work. Textile design is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Students will develop and apply the knowledge, understanding and skills specified in the subject content to realise personal intentions relevant to textile design and their selected area(s) of study.

Motivation, personal initiative, persistence and commitment are essential for success.

## What will I be taught?

You will extend your experiences of processes and skills through a short practical foundation course, learning new skills and techniques and working in a variety of textile related media.

You will work on at least 2 themes and explore relevant images, artefacts and resources relating to historical and contemporary Textile Art, to inspire your investigation and making processes. Your research will be shown through practical and critical activities which demonstrate your understanding of different styles, genres and traditions in the subject.

You must explore and create work associated with areas of study from at least two listed below.

- fashion/costume design and illustration
- printed/dyed textiles
- woven and constructed textiles
- embellishment and jewellery
- digital or installation textiles.

You will present your work in sketchbooks/ workbooks/ journals and in a portfolio.

## How will I learn?

You will learn through practical work in the following ways: -

- By experimenting and experience with various media and techniques
- By working in two and three dimensions with a variety of media
- By making textiles
- By analysing and interpreting artists and designers' approaches and techniques
- Visits to galleries and museums
- Using ICT to research information and to develop practical work
- Through discussion and enquiry

## What skills will I learn?

You will learn to develop your personal imaginative responses and perceptual and visual skills.

Design and composition/Presentation and organisational skills/ Problem solving/Developing ideas/How to analyse and annotate artwork/Evaluation/Display/Communication and group work.

You will also learn to develop a unit of artwork from the initial idea to a final outcome.

## How and when will I be assessed?

You will complete two components and be assessed on the quality of work in 4 key areas:

Development, Experimentation, Recording and Presenting.

### Component 1: Portfolio is 60% of the GCSE

The portfolio must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of work undertaken during the 2-year course.

This must show explicit coverage of the four assessment objectives.

### Component 2: Externally set assignment: 40% of the GCSE

You will respond to your chosen starting point from an externally set assignment paper. The work produced must show explicit coverage of the four assessment objectives, the 'final piece/s' or conclusion of this project will be completed during a 10-hour period of supervised time in March/April of the final term. Preparation studies for this unit are started a few weeks before the practical examination.

All artwork is marked internally and externally moderated. Assessment is ongoing using the GCSE art and design assessment criteria.



**General Statement:**

Whatever you end up doing in life you will be in business. You might run your own, manage someone else's, work for one or simply buy from many. This course will help you develop real business skills you can use throughout your life.

**What will I be taught?**

**Unit 1: Business activity, marketing and people**

This unit introduces students to the purpose, objectives, structure and stakeholders who influence businesses as they start and as they grow, focussing on the concept of enterprise. The unit also looks at marketing (how businesses identify customer needs and provide the right products in the right place at the right price to satisfy them) and human resources (how businesses recruit the right people and get the best out of them)

**Unit 2: Operations, Finance and influences on business**

This unit looks at how businesses actually produce their goods and services (identifying efficient processes, managing quality and providing customer service). Finance (raising finance, calculating and forecasting profit and cash flow) as well as the external factors affecting business performance (such as ethics, the economy and globalisation)

**How will I learn?**

You will learn in a variety of ways. There is a strong focus on learning by doing: taking part in role play activities in quality assurance, customer service and recruitment, playing business games to develop operations and accounting skills as well as mock planning application debates to develop logical chains of argument. You will look at a number of case studies from real businesses (through reading news articles, watching video, and listening to visiting speakers), analysing what makes them successful. You will also learn to solve problems creatively, using a range of skills and techniques

**What skills will I learn?**

You will learn problem-solving skills, including reading comprehension, analytical mathematics techniques, using these to logically identify specific issues, propose solutions and evaluate the best solution for the business in its present situation. You will develop a precise, concise business-like writing style. Through learning by doing, you will develop team skills (leadership, reliability, negotiation and co-operation) as well as personal presentation skills.

**How and when will I be assessed?**

Two 90-minute exams at the end of Year 11:

Unit 1: Business activity, marketing and people (50%)

Unit 2: Operations, Finance and influences on business (50%)

# Subject Title: Computer Science

Examination Board: OCR

Tier Structure and Grades: GCSE 9 - 1



## General Statement:

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself is growing rapidly as an 'underpinning' subject across Science, Technology, Maths, and Engineering. Businesses today require an ever-increasing number of technologically-aware individuals. This is particularly important in the gaming, mobile and web related industries as well as those seeking to study Maths and Science in Higher Education which will require knowledge of programming. This course has been designed with this in mind.

## What will I be taught?

Students will learn how to create their own applications, create simple computer programs, gain an understanding of the fundamental concepts around creating software applications and have opportunities to work collaboratively to gain experience as working as part of a development team. Students will additionally learn networking, database programming such as SQL, algorithm design and the fundamentals of high level programming. Students will learn how computers work, and the role of each component required to make it work.

## How will I learn?

Learning will be in the form of practical activities, problem solving, class discussion and frequent demonstrations with examples before attempting the task themselves. Independence is encouraged and tracked to help prepare students for higher education, equipping them with the required skills to be successful in their future careers. An interactive improvement log with electronic feedback has been created to support students in their learning by tracking their understanding of each topic, ensuring students are aware of how they can improve throughout their journey. Students will have access to a dedicated Microsoft Teams area for their class, with individualised Class Notebooks that can be accessed from anywhere with any device.

## What skills will I learn?

Problem Solving, Programming, Algorithm Design, Team Working, How a Computer Works, Hardware Components and Computer Networks.

## How and when will I be assessed?

50% Computer Systems:

1 ½ Hour Exam assessed externally.

50% Computational Thinking, Algorithms and Programming:

1 ½ Hour Exam assessed externally.

20 Hour non-assessed programming project, internally monitored and externally moderated.



**General Statement:**

Drama is a fun, academic challenging option at GCSE. It is a chance for you to explore your imagination and take on the role of a performer or designer, producing varied pieces of drama, set and stage design, costume and make-up.

**What will I be taught?**

You will be taught how to perform a variety of different forms of drama, from scripted work to creating your own pieces of theatre. You will also be taught how to analyse live theatre seen. The option to develop your technical and design skills is also a feature of GCSE Drama; learning through the use of costume, set, lighting and sound.

**How will I learn?**

You will learn mainly through practical workshops, discussions and evaluations. There will also be many opportunities of seeing live theatre productions, from local shows to The West End. You must be fully committed to the course, as your spare time will be called upon for rehearsals. You will also learn by working as a team member: you must be able to work with anyone!

**What skills will I learn?**

The course shows that you are able to cope with the demands of a practical subject, as well as having the skill and commitment needed to work in a team. You will gain a developed analytical skill and a greater understanding of the world of live theatre.

**How and when will I be assessed?**

40% Written Exam  
Set Play and Live Theatre Production  
1 Hour 30 mins

60% Non-exam material  
Devising Drama  
Texts in Practice

# Subject Title: Design and Technology

Examination Board: AQA

Tier Structure and Grades: 9-1



## General Statement

Design and Technology is a practical and theoretical subject which requires the application of knowledge and understanding when planning and developing ideas that are then produced and evaluated.

## What will I be taught?

Students will study a core base of technical principles and develop an in-depth understanding of:-

- New and emerging technologies.
- Energy, Materials, Systems and devices.
- Materials and their working properties
- Common & Specialist technical principles including; Timbers, Metals, Paper & Boards, Electronic systems
- Designing Principles
- Making Principles

Students will be able to combine skills and techniques from Resistant Materials and Graphics to form their response to a chosen contextual challenge. This non-exam assessment (NEA) is 50% of the final grade. The NEA is the large project section formerly known as the controlled assessment and is where students design and make a product that is guided by one of the three contextual challenges set by AQA each academic year prior to its submission.

## How will I learn?

Through designing and making products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities possible. You shall also visit the design museum, and create personal resources that enable you to retain and recall information.

## What skills will I learn?

Students will be taught to:-

- Select and use tools and appropriate equipment to produce quality products.
- Problem solve technical problems as an integral part of the design process.
- Use tools and equipment safely with regard to themselves and others.
- Work accurately and efficiently in terms of time, materials and components.
- Manufacture products applying quality control checks and procedures.
- Use CAD/CAM.
- Use science and maths to work out the quantity of materials needed and used.
- Develop their work using the iterative process that is fully justified.

## How and when will I be assessed?

NEA (coursework design and make project)	50%
Written exam	50%

# Subject Title: Food Preparation and Nutrition

Examination Board: WJEC

Tier Structure and Grades: 9-1



## General Statement:

The Food Preparation and Nutritional GCSE would appeal to anyone interested in Food. It will enable students to apply their knowledge, understanding and skills required to cook and apply it to the principles of food science, nutrition and healthy eating. It encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and in later life.

## What will I be taught?

- Economic, environmental, ethical and socio-cultural influences on food availability.
- Health, safety and hygiene.
- Food preparation, cooking and presentation.
- Nutrition and menu planning.
- Costing and portion control.
- Functional and nutritional properties of food.
- Explore a range of ingredients and processes from different culinary traditions to inspire new Ideas or modify existing ones.

## How will I learn?

You will learn through practical sessions, experimenting and making comparisons between products. Through discussion and enquiry you will develop a deeper understanding of food preparation techniques and the importance of nutrition. You shall also create personal resources that enable you to retain and recall information for assessments.

## What skills will I learn?

You will be taught a wide variety of food preparation skills. You will learn to present and serve food. You will use databases to analyse the nutritional content of dishes and spread sheets to work out cost of foods.

## How and when will I be assessed?

Assessment is through 2 assessments and a written examination.

- |                  |                         |           |         |
|------------------|-------------------------|-----------|---------|
| 1. Assessment 1  | Food Investigation Task | 15% marks | year 11 |
| 2. Assessment 2  | Practical assessment    | 35% marks | Year 11 |
| 3. Written paper | 1 hour 45minutes        | 50% marks |         |

# Subject Title: Geography

Examination Board: AQA

**Tier Structure and Grades** All students will sit the same papers and be graded from 9 to 1, where 9 is the highest grade



## General Statement

Geography is everywhere and through doing this course you will develop the sense of “awe and wonder” that will allow you to fully appreciate and learn from the world around you. You will gain an understanding of the physical and human processes that shape our world, and how these produce changes over time. You will learn to appreciate the interaction and the interdependence of the physical and human environments, and the need for sustainable management of both. The course will give you an understanding of alternative futures and an awareness of the possibilities for involvement in planning and creating for the future.

## What will I be taught?

### Paper 1: Living with the Physical Environment

The topics in this unit include:

- The Challenge of Natural Hazards; Physical Landscapes in the UK; The Living World

### Paper 2: Challenges in the Human Environment

The topics in this unit include:

- Urban Issues and Challenges; The Changing Economic World; The Challenge Resource Management

### Paper 3: Geographical Applications

This paper will include:

An Issue Evaluation (with pre-release material); Fieldwork; Geographical Skills

## How will I learn?

You will learn about the world in which you live in a variety of ways. You will learn on your own, and you will learn in small groups. You will learn through the use of books and maps, ICT (including GIS – Geographical Information Systems) and fieldwork. You will learn through whole class discussion, and you will learn by thinking, empathising, and asking questions. You will learn through looking, listening and doing!

## What skills will I learn?

Throughout the GCSE course you will develop a wide range of skills, many of which will prove useful beyond Geography. These include: communication skills; graphical and cartographical skills; technological skills (including ICT and GIS); interpersonal skills through debate and discussion; literacy and numeracy; problem solving skills; and entrepreneurial skills and awareness of career possibilities.

In addition, you will be encouraged to learn independently, and to develop your ability to ask questions through enquiry based learning.

## How and when will I be assessed?

### Paper 1: Living with the Physical Environment

This makes up 35% of the total GCSE, and it is assessed in a 1 hour 30 minute examination

### Paper 2: Challenges in the Human Environment

This makes up 35% of the total GCSE, and it is assessed in a 1 hour 30 minute examination

### Paper 3: Geographical Applications

This makes up 30% of the GCSE, and it is assessed in a 1 hour examination. It will include the use of pre-release resources.



**General Statement:**

This new GCSE course offers a broad range of historical topics and will appeal to all students who have enjoyed History at Lower School. It combines medieval and modern units, focussing on the development of Britain from 1066, as well as how medicine has evolved in this time. The course also includes European and world history and a study on the development of the USA in the 20<sup>th</sup> Century.

**What will I be taught?**

You will study the following units:

- America 1920-1973: Opportunity and Equality. This unit investigates the boom and bust years of the 1920s and 30s, and the development of the Civil Rights movement in the USA.
- Conflict and tension 1918-1939. Students will focus on the inter-war years, studying the impact of the Treaty of Versailles on international relations and the steps to the Second World War.
- Britain: Health and the people c1000 to the present. This unit will focus on the development of medicine across time, including a focus on surgery.
- Norman England c1066-c1100. Students will learn how Britain was shaped following the Battle of Hastings, and how this impacts modern methods of ruling.

**What skills will I learn?**

You will be taught how to communicate through discussion and presentations, and regularly use sources to test their usefulness. You will be able to interpret and evaluate information and learn how to analyse situations and events. Explaining your ideas and using historical evidence to support these is an important element of the course.

**How will I learn?**

You will need to write short essays and produce your own notes, with support from your teacher. You will work alone and with others to research using a variety of formats including textbooks, ICT and DVDs. The History GCSE includes plenty of class discussion as well as individual study.

**How and when will I be assessed?**

Two written examinations at the end of Year 11

Paper 1: Understanding the Modern World  
USA and Inter War units (2 hours, 50% of GCSE)

Paper 2: Shaping the Nation  
Medicine and 1066 units (2 hours, 50% of GCSE)



**General Statement:**

The course is available to all those who have studied Latin during Year 9.

**What will I be taught?**

You will learn to develop and deploy your knowledge of vocabulary, morphology and syntax in order to read, understand and interpret Latin. You will also learn to develop your knowledge and understanding of ancient literature, values and society through the study of original texts.

**How will I learn?**

During Year 10 we will continue to use the Cambridge Latin Course for language work and study of the cultural topics. We will look at some of the shorter verse texts from the OCR Latin Anthology in Year 10 and complete the study of set texts in Year 11.

**What skills will I learn?**

You will learn linguistic and problem solving skills. You will also learn skills of literary and cultural evaluation.

**How and when will I be assessed?**

OCR's GCSE (9-1) in Latin consists of three components that are externally assessed at the end of the course. You must sit the language component. You will also sit a prose literature component and a verse literature component.

Component weightings are as follows:

Language            50%  
Prose Literature 25%  
Verse Literature 25%

# Subject Title: French/German/Spanish

Examination Board: AQA

Tier Structure and Grades: Higher (grades 9-4) Foundation (grades 5-1)



## General Statement

Bienvenue!

Willkommen!

Bienvenido!

## What will I be taught?

You will learn how to understand and respond to different types of spoken and written language, communicate and interact effectively in speech for a variety of purposes and communicate effectively in writing.

## How will I learn?

Learning a language involves listening, speaking, reading and writing. You will use ICT, research skills, group and pair work, drama and language learning games. You have a textbook, supplemented by online material, and you will be expected to participate fully in all aspects of the course.

## What skills will I learn?

You will develop your presentation, debating, research, organisation, translation, problem solving and evaluative skills. You will develop your ability to work with others and learn to evaluate your own work and progress.

## How and when will I be assessed?

You will be assessed in all four skill areas. Students must take all four question papers at the same tier. Reading, Listening and Writing are assessed in the form of an examination. Speaking is a non-exam assessment conducted by the teacher and marked by an AQA examiner. The qualification is linear which means you will sit all your exams at the end of the course. Skill weightings are as follows:

Listening 25%

Speaking 25%

Reading 25%

Writing 25%

# Subject Title: Media Studies

Examination Board: AQA

Tier structure and grades: 9-1



## General statement:

Media Studies is the study of the ways in which the media affects and shapes all aspects of our lives today. It considers not only how media products are created but also the ways in which audiences are influenced by their consumption.

## What will I be taught?

Media Studies engages you in the in depth study of media products in relation to four areas:

- media language
- media representation
- media industries
- media audiences.

You will study media products from all of the following media forms:

- audio-visual forms (TV, film, radio, advertising and marketing, video games and music video)
- online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing)
- print forms (newspapers, magazines, advertising and marketing).

## How will I learn?

You will learn using as many styles as possible. We use a range of stimulus materials from newspapers to television adverts, social media to video games. You will work on your own, in groups, as a whole class, depending on the task.

## What skills will I learn?

You will learn to understand the ways in which the media works and how it impacts upon its audiences. You will also learn how to create media products, focusing on practical, technical and creative skills.

## How will I be assessed?

The course is linear and will be examined at the end of Year 11:

Written exam 1 - Industries, audiences and representation: 1 hour 30 minutes - 35% of GCSE.

Written exam 2 - Media language and contexts of the media: 1 hour 30 minutes – 35% of GCSE.

Non-exam assessment – Creating a media product – 30% of GCSE. Assessed by teachers and moderated by AQA.



**General Statement:**

“Music is life”... Your talent and potential will be nurtured in the areas of performance, composition and listening. You need to be able to play an instrument or to sing and it is advisable that you have or start individual lessons on an instrument or voice. If you love music, then this is the course for you!

**What will I be taught?**

**The listening paper** covers music from Symphonies to Samba; Club Dance to Film Music, The Blues through to Musical Theatre.

These are covered via 3 areas of study:

- The Western Classical Tradition
- Popular Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries
- World Music & Traditional Music

**Composition** skills range from song writing to quartets and students are asked to link their compositions to an area of study, so this provides a very flexible and individualised opportunity to compose according to your musical strengths and interests. You may present your work on acoustic instruments or via the use of music technology. You are required to write **2** pieces.

**Performance** – One solo piece and one ensemble. Minimum time length is 4 minutes across both performances.

**How will I learn?**

We cover a range of learning styles. Aural, visual, analysis, theoretical via written practical and workshops.

Our home Learning is individually set, so that you progress at the rate that is appropriate for you.

We also regularly ask our GCSE students to attend feeder schools to help with our community status work so that our students can transfer and cement their understanding of their own skills.

**What skills will I learn?**

You will learn about composition – how to develop original ideas, effective melody writing, accompaniments and arrangement. Performing develops your deliberate practice and nurtures individual talent, expression, confidence and your ability to cope under pressure.

Listening makes use of organisation, research, analysis and aural skills.

**How and when will I be assessed?**

Unit 1 – Understanding Music – Written Paper 1½ hour – 96 marks 40%

Unit 2 – Performing Music – Controlled Assessment – 72 marks 30%

Unit 3 - Composing Music - Controlled Assessment – 72 marks 30%

All deadlines are in May of Year 11



## **Subject Title: Music**

### **RSL Level 2 Certificate in Technology and Composition**

#### **General Statement:**

Through this course students will learn how technology can be utilised in order to make music. The course teaches this with a particular focus on popular music styles (pop, rock, dance, hip-hop, etc) The work on this course is predominantly practical and students will learn how to record using microphones, mix and compose using industry standard software (Logic Pro X) and approaches to analysing popular music. A basic understanding of how music is made, recorded or performed is essential. The course is split into three modules and each of these are assessed through the completion of a coursework task, one coursework task is externally assessed and the others are marked internally.

#### **What will I be taught?**

Theory:

Students would need to have studied some music before and be familiar with the very basics of music theory which. Theory is taught in relation to listening and applied through sequencing and composing on the computer. For the theory based module by the end of the course students need to be able to:

Listen to a piece (or pieces) of music, recognising and discussing at least 4 of the following musical elements:

1. Tonality
2. Tempo
3. Instrumentation
4. Lyrical content (where applicable)
5. Production Techniques

#### **How will I learn?**

We cover a range of learning styles. Aural, visual, analysis, theoretical via written practical and workshops.

Our home Learning is individually set, so that you progress at the rate that is appropriate for you.

#### **What skills will I learn?**

Composition; Analysing; Theory; Recording techniques.

#### **How and when will I be assessed?**

A system of credits are awarded for each module and are either internally or externally assessed.

**External Core Unit : Music Performance via Sequencing and Production - 8 Credits**

**Internal Core Unit: Musical Knowledge - 8 Credits**

**Internal Optional Unit - 4 Credits**

86%–100% Distinction  65%–85% Merit  50%–64% Pass

# Subject Title: Photography

Examination Board: AQA

Tier Structure and Grades: 9 - 1



## General Statement:

**Photography:** lens-based and light-based media aims to stimulate interest and enjoyment in creative photography. During the course students are required to work in one or more area(s) of photography, for example; portraiture, location, studio, experimental imagery, installation, documentary, photo-journalism, fashion photography. It is possible to explore overlapping areas and combinations. Motivation, personal initiative, persistence and commitment are essential for success.

## What will I be taught?

You will be introduced to a variety of experiences exploring a range of digital and darkroom techniques and processes in a short foundation course. You will work on at least 2 themes over the 2 years and research relevant images, artefacts and resources relating to photography from the past and from recent times to inspire your investigations and ideas. Your research will be shown through practical and critical activities which demonstrate your understanding of different styles, genres and traditions in photography. Your written annotations will help to explain your ideas, research and project development. Work will be presented in sketchbooks/ workbooks/journals and in a portfolio.

## How will I learn?

You will learn through practical work in the following ways:-

- By experimenting and experience with digital and cameraless/darkroom skills
- By developing skills in photography and Photoshop
- By studying and analysing artists and designers approaches and techniques
- Visits to galleries and museums
- Using ICT to research information and to develop practical work
- Through discussion and enquiry
- By making 'art'

## What skills will I learn?

Within the context of photography, you will develop the ability to use photographic techniques and processes, appropriate to your personal intentions, for example: lighting, viewpoint, shutter speed and movement as well as some darkroom techniques and Photoshop skills. You will also learn to develop a project from the initial idea to a final outcome and learn the ways in which meanings, ideas and intentions relevant to photography can be communicated. Broader learning includes: Presentation and organisational skills/ Problem solving/How to develop ideas/How to interpret, analyse and annotate artwork/ Evaluation/visual, written and verbal communication skills.

## How and when will I be assessed?

You will complete two components and be assessed on the quality of work in 4 key areas: Development, Experimentation, Recording and Presenting.

### Component 1: Portfolio is 60% of the GCSE

The portfolio will include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of work undertaken during the 2 year course. This must show explicit coverage of the four assessment objectives.

### Component 2: Externally set assignment: 40% of the GCSE

Students respond to their chosen starting point from an externally set assignment paper. The work produced must show explicit coverage of the four assessment objectives, the 'final piece/s' or conclusion of this project will be completed during a 10 hour period of supervised time.

In both components, you must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation

- Practical examination - 40% Students produce a final artwork response within a ten hour period during March/April of the final term. Preparation studies for this unit are started a few weeks before the practical examination.

All artwork is marked internally and externally moderated. Assessment is ongoing using the GCSE art and design assessment criteria.

# Subject Title: Physical Education

Examination Board: OCR

Tier Structure and Grades: 9-1



## General Statement:

Are you passionate about sport? Do you like learning new sports? Would you like to be rewarded for playing the sports you enjoy? Are you excellent at individual and team sports? If the answer is YES to these questions, then you would enjoy the GCSE Physical Education course. Physical Education is for those students who excel in a sporting environment and for those who are passionate about sport, health and exercise. The GCSE PE course develops knowledge and understanding through practical application. Students are required to demonstrate the factors that underpin performance, apply that within a sporting context and analyse and evaluate these factors in order to identify improvements to their own and other work.

## What will I be taught?

The course is split into 2 parts, theory (60%) and practical (40%).

Component 1 –

- Fitness and body systems – applied anatomy and physiology, movement analysis and physical training

Component 2

- Health and Performance – health fitness and well-being, sport psychology and socio-cultural influences

Component 3

- Practical performance – skills during individual and team activities

Component 4

- Analyse and Evaluate performance – analyse and evaluate performance (AEP)

## How will I learn?

You will learn in a variety of ways. In practical activities, you will learn through demonstrations and performances. You will also apply the theory you have learnt during your practical lessons with the overall aim of becoming a master of three activities. Theory lessons will be computer based, involve written work, group discussions and debates. We attempt to build knowledge with as much practical application as possible throughout the course. The PE teachers want you to enjoy the course, so we will always find a way to teach you in a fun, purposeful and rewarding environment.

## What skills will I learn?

You will learn how to develop and apply advanced skills in a range of sports. You will be able to develop tactics and strategies use these against your opponents. You will learn a variety of roles such as performer, coach and referee. You will also learn how to test and develop your own level of fitness. We will cover as many sports as possible in order to get all students 3 activities (1 team, 1 individual and 1 of any of your choice). We will complete these at school and at the Surrey Sports Park.

### Team sports

Acrobatic gymnastics	Gaelic football	Rugby league
Association football	Handball	Rugby union
Badminton	Hockey	Sailing
Basketball	Hurling	Sculling
Camogie	Ice hockey	Squash
Cricket	Inline roller hockey	Table tennis
Dance	Lacrosse	Tennis g
Figure skating	Netball	Volleyball
Futsal	Rowing	Water polo
Cycling Track, road or BMX	Kayaking	Table Tennis
Dance	Rock climbing	Tennis
Diving	Sailing	Trampolining
Platform diving	Sculling	Windsurfing

- Paper 1 - 60 minutes – Applied Anatomy and physiology. Physical Training – End of year 11
- Paper 2 - 60 minutes – Socio-cultural influences– End of year 11
- Practical performance – throughout the two year course putting forward three for assessment
- Analysing and Evaluating performance– controlled assessment in Year 11



## **Subject Title: Separate Sciences – Biology, Chemistry and Physics (Triple Award)**

**Examination Board: AQA**

**Tier Structure and Grades: Higher 9-4, Foundation 5-1**

### **General Statement:**

Students will be selected to follow three Sciences on the basis of end of Lower School assessments and their performance throughout Years 7, 8 and 9.

At the end of Year 11, they will achieve separate GCSEs in Biology, Chemistry and Physics.

### **What will I be taught?**

You will cover the same topics as Combined Science: Trilogy; however, the topics will be covered in more depth. For example, Biology will also include looking at hormones in action; Chemistry will also include specific analytical tests and techniques; Physics will include a topic on Space when studying waves and electromagnetism.

### **How will I learn?**

You will be taught by specialist Science teachers for Biology, Chemistry and Physics. There will also be 8-10 required practicals per subject which will be examined in the final examinations at the end of Year 11.

### **What skills will I learn?**

You will learn:

- The application of scientific knowledge and how science works
- Investigative skills
- Practical skills
- Analytical skills
- Evaluation of evidence
- Research
- Presentations
- ICT skills
- Implications of Science for society

### **How and when will I be assessed?**

Exams will be taken at the end of Year 11. The tier of entry (Higher or Foundation) will be decided based on student progress and teacher assessment. All three sciences must be sat at the same tier. There are no exams in Year 10 and there is no course work component.

# UPPER SCHOOL GCSE CURRICULUM



## COMPULSORY CORE EXAMINATION COURSES

English Language  
English Literature  
Mathematics  
Science - Combined Science  
Philosophy, Religion & Ethics

## COMPULSORY CORE NON EXAMINATION COURSES

Physical Education

## COMPULSORY NON EXAMINATION ELEMENTS

Work Related Learning  
Careers Guidance  
Citizenship  
Sex and Relationships Education  
Personal, Social, Health Education

## OPTIONS SUBJECTS

ASDAN  
Art and Design - Textiles  
Computer Science  
Drama  
French  
Geography  
Latin  
Music  
Physical Education  
Spanish

Art and Design  
Business Studies  
Design Technology  
Food Preparation and Nutrition  
German  
History  
Media Studies  
Photography  
Separate Science (Triple Award)



## POSSIBLE CAREER PATHS

One of the most common questions asked by students (and sometimes parents) is what careers could taking a particular subject offer to an individual? Consequently, we have added a couple of pages to help you with your decision making.

### Art and Design

Art can be great preparation for any career that requires fine motor-skills, creative thinking, visual literacy, presentation skills, problem solving and an eye for aesthetics.

More specific careers include:

Architect, potter, jeweller, glass artist, costume designer, art critic, interior designer, animator, display/exhibition planner, courtroom artist, botanical artist, art dealer, art therapist, art teacher, fine artist, illustrator, printmaker, art historian, curator, prop maker, theatre set designer, ceramicist, art conservationist, tattoo artist, fashion designer, textile designer, public artist

### Business Studies

- Running your own business, whatever your passion.
- Working for a business, exploiting your skills

### Computer Science

Computing jobs are among the most lucrative and in surveys consistently have the highest job satisfaction.

Programmer (Games/Applications/Systems)  
Scientist  
Engineer  
Database Administrator  
Network Manager  
Actuary  
Web Developer  
and many, many more!



Computing is one field where there are more jobs than qualified people to fill them!

### Design Technology

Careers that can be followed with a GCSE in Design Technology (Textiles/Graphics/Resistant Materials and Catering):

#### Designers-

Product design  
Automotive design  
Textile design  
Fabric design within various industries  
Technical development/ space/medical /military  
Hospitality- Hotel industry/holiday firms  
Catering large or small scale  
Project managers  
Site manager  
Carpenter  
Set designer-Theatre  
Exhibition designers/events managements  
Prop makers



Illustrators  
Special effects stylists  
Visual merchandising  
Cabinet making  
Building and construction 3  
Engineering  
Architecture



## **Drama**

GCSE Drama could lead on to further study in Drama, Theatre Studies, Performing Arts and Expressive Arts at A-level and above, or other related subjects such as English, Music, Dance, Art and Design.

Career opportunities for students who study Drama at a higher level include: the media, theatre, television, radio, the film industry, arts administration, drama therapy, education, law, events management, the leisure and tourism industries.

## **English**

Journalism  
Teaching  
Publishing  
Medicine  
Politics  
Law



## **Geography**

Geography is a broad based subject which is well respected by employers. Geography graduates have one of the highest rates of graduate employment. Geographers enter a very wide range of career areas and put simply there is no such thing as a geography job, there are jobs that geographers do. Studying geography provides you with valuable skills and a firm base for life-long learning.

Just a few jobs that geographers do:

Discover new places! Travel Agent, Tourism Officer, Eco-Tourism Advisor, Tour Guide, Media Researcher.

Enjoy being in the landscape? Hydrologist, Coastal Manager, Geologist, Civil Engineer, Soil Conservationist.

Interested in weather? Weather Presenter, Disaster Manager, Flood Prevention Officer, Risk Assessment, Water Supply Co-ordinator

Care about the Plant? Estate Manager, Forestry Ranger, Environmental Consultant, Pollution Analyst, Conservation Officer.

Fascinated by Maps? GIS Specialist, Cartographer, Utilities Manager, Remote Sensing Analyst

Interested in human behaviour? Planner, Social Worker, Market Researcher, Housing Officer, Estate Agent.

Want to know why people work where they do? Economic Developer, Location Analyst, Retailor, Regional Developer, Transport Manager.

Interested in world events? Aid Worker, Diplomat, Refugee Advisor, Charity Co-ordinator.

Famous geographers – Matthew Pinsent and James Cracknell, Amy MacDonald, Anita Roddick, Iain Stewart, Mother Teresa, Prince William, Ben Fogle, Steve Irwin, Nicholas Hodgson, Michael Jordan, Rob Andrew, Kurt Angel, Gethin Jones, Theresa May

## **History**

Studying History at exam level can lead to a number of different careers. Students who enjoy the study of the different periods of History often consider teaching, museum work or archaeology. However, the majority of History students follow different paths, using the analytical and written skills they develop to follow careers in law, journalism, public relations and politics, among others.

## **Mathematics**

Mathematics is a great basis for many jobs especially:

Actuary  
Accountant  
Analyst  
Banker  
Chemist  
Computer programmer  
Doctor  
Engineer  
Economist  
Statistician  
Teacher



## **Media Studies**

An engaging and up-to-date qualification that seeks to train students in the skills needed to interpret and analysis media in its myriad forms. From looking more closely at the front cover of your favourite magazine, to considering marketing approaches through social media.

When you have acquired these new skills many career options will be open to you:

Marketing  
PR  
Journalism  
Film & TV  
Advertising .....to name but a few.



## **Music**

Music works well alongside: English; History; Media: Graphics; Art; Physics and Maths, offering the potential to follow a variety of career paths:

Performing – soloists, orchestras, bands, session work.  
Composing – multimedia; Film; TV  
Music Administration – Concerts, Theatre Festivals & Events  
Journalism  
Law  
Medicine - especially music therapy.  
Teaching - class and instrumental  
Architecture – awareness of acoustics and space.



## **Languages**

Pick a foreign language, any foreign language. No matter what language it is, the beauty of having a language is that there is no one given career path. Language skills are in demand and can open up opportunities in areas that you may never even have thought to look. Teaching, translating and interpreting are obvious career options, but languages can be used in almost any career, particularly within businesses that trade internationally. Marketing, the Diplomatic Service, Broadcasting, Civil Service, Editing and Publishing are also popular career paths.

## **Religious Education**

The ability to understand other people's viewpoints and be a good listener are invaluable skills if you intend working with people.

Specific careers include:

United Nations, charity work, social work, law, police, teaching to name but a few careers.

## **Photography**

Photography can be great preparation for any career that requires creative thinking, visual literacy, presentation skills, problem solving and an eye for aesthetic.

More specific careers include:

Advertising photographer, fashion photographer, photo-journalist, food photographer, portrait photographer, wedding photographer, documentary photographer, fine art photographer, wildlife photographer

## **Physical Education**

GCSE is a fun, engaging and challenging GCSE that not only tests your sporting ability, but students' knowledge of World sport past and present, in addition to the anatomy and physiology topics which make up the majority of the syllabus. For this reason, student's career paths would include occupations where there is a mix between physical activity and science. This would include Physiotherapy, sports coaching, sport analysts, statisticians, teaching or even working closely with elite sports men and women. Taking GCSE PE, would naturally lead into taking A level PE followed up with a degree in sports science. As the sporting industry is ever changing and advancing year by year, who know what jobs will be around in 8 years' time. That is why Sport and PE is so exciting!

## **Science**

Just a few of the jobs related to studying science:

Doctor  
Veterinarian  
Pharmacist  
Dentist  
Electrician  
Engineer  
Physiotherapist  
Dietician  
Audio/video technician  
Pilot  
Animal trainer  
Sport scientist  
Forensic scientist  
And not forgetting Astronaut!

