

· FIT FOR LIFE ·



# 2024 Options

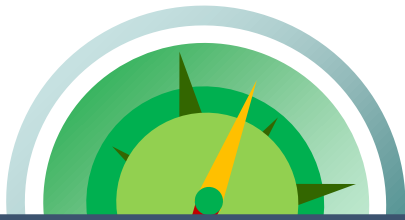
Key stage 4



· MAKING THE RIGHT CHOICES ·

  
**John Spence**  
COMMUNITY HIGH SCHOOL

· RESILIENT · SKILLED · CONSIDERATE ·



# The Options Process

## Year 9 Options Meetings

*This is an exciting time for all Year 9 Students as next year they are allowed to have some choice over their studies at GCSE. In order for you and your child to make an informed decision, students have been learning about various careers and how the subjects are delivered. This option booklet contains information on all courses offered and we advise you discuss the content with your child over the next few days.*

### View Subject Presentation

Via the school website  
from

**Friday  
9<sup>th</sup> Feb**

*Pupil reports will be  
given out at the options  
meeting on*

**29<sup>th</sup> Feb**

*to help inform students  
option choices.*

*All parents and students  
should attend an option  
meeting for advice,  
support and guidance.*

*Please book appointment  
online through*

[parents-booking.co.uk](http://parents-booking.co.uk)

  
**John Spence**  
COMMUNITY HIGH SCHOOL

**OPTION FORMS** will be  
given out at options meeting  
on **Thu 29<sup>th</sup> Feb**

## Submission Deadline

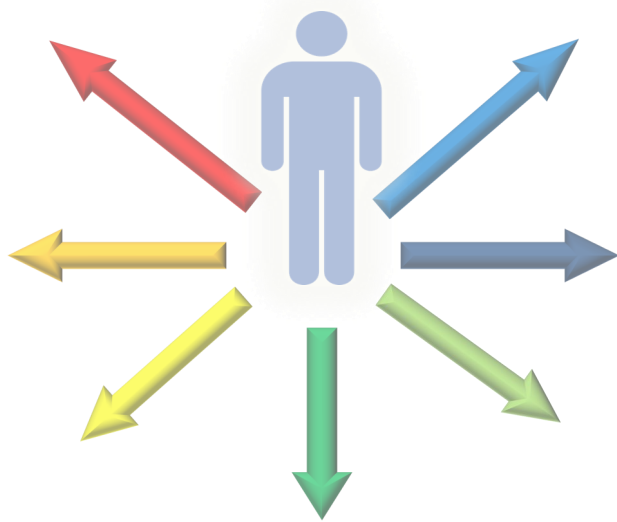
by

**Friday 1<sup>st</sup> March**

**Final date for students to submit their form  
to Mrs Clay**

*As part of the options process curriculum leads have produced a range of presentations which can be viewed via the school website. All parents and students have been invited to a consultation appointment with a senior leader in school where they will receive their child's report and recommendations for subjects to study at GCSE.*

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## Making the Right Choices

During their first three years at John Spence all students follow the same curriculum. In Key Stage 4 there is a common core of subjects that everyone continues to study, but for the first time in their school careers, students have some choices over what subjects they continue to study.

The purpose of this booklet is to help students and their parents or carers prepare for their choices, by presenting information about courses that John Spence offer and advice about the way in which these important choices should be made.

When making their option choices, students need to start thinking about the kind of experiences and qualifications which would benefit them in their future studies, the world of work and throughout their adult lives.

This is a crucial time for all Year 9 students. It is essential that students, parents/carers, and the school work together to make their remaining time at John Spence fruitful, so that they leave having achieved as much success as possible - Fit for Life!

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*The school week is divided into 25 one-hour periods and the curriculum is delivered via a 2 week timetable. Since some subjects are compulsory, and others are not, each student builds a curriculum that is personal to them.*

<b>GCSE</b>	English Language & Literature	<h2>The Core Curriculum</h2> <p>The core curriculum table (left) lists the compulsory courses that all Year 10 and 11 students must take. Colour coding throughout this booklet helps students select which subjects they can study, when completing the corresponding Option Form.</p>
<b>GCSE</b>	Mathematics	
<b>GCSE</b>	Science (Combined)	
	Physical Education	
	Philosophy & Ethics	
	Fit for Life ( <i>Inc.</i> Citizenship/ICT)	

## COURSE AWARDS

<b>GCSE</b>	General Certificate of Secondary Education
<b>GCSE</b>	English Baccalaureate · General Certificate of Secondary Education
<b>GCSE</b>	Technology · General Certificate of Secondary Education
<b>TTA</b>	Technology · Technical Award (Vocational)
<b>CAMNAT</b>	Combined National Certificate
<b>TA</b>	Technical Award (Vocational)

Throughout the 'A - Z Courses' sections of this booklet, the labels above indicate the awards gained on successful completion of each course - GCSE, BTEC First Award or Technical Award.

# Curriculum Options & New GCSE Grading

*The school tries to ensure that all students experience a broad and balanced curriculum - one which offers a wide range of opportunities without limiting post 16 choices and beyond.*

The GCSE grading system has changed significantly in recent years.

From Summer 2019 most GCSE qualifications were graded 9 - 1 instead of A\* - G.

## Option Choices

At John Spence Community High School we are dedicated to ensuring that all students achieve an all-round education which prepares them as well as possible for the next stage of their education.

In an increasingly competitive marketplace it is important that the options process is taken seriously to ensure your child selects a combination of subjects that keeps their future options open and does not disadvantage them relative to students in other schools.

In order for students to have the widest possible choice, we organise courses into option pools A, B, and C. Using a combination of subject data, external data and pastoral information, you and your child will be given personal advice from a member of the senior leadership team or Head of Year regarding the best options they should choose.

**Students choose one option from each pool.**

**All students must study either History or Geography as one of their option choices.**

For a broad academic curriculum it is advisable that students wanting to attend University **choose a Modern Foreign Language** (see page 4) in their final choices.

Students can **only select one technology course** across three pools. These courses are indicated in yellow.

## GCSE Grading 2019 - 2020

Most GCSE subjects	All other subjects
9	A*
8	A
7	B
6	C
5	D
4	E
3	F
2	G
1	
U	U

*It's very important to consider how subjects are assessed and recorded when making plans for the future. Although the majority of courses offered at Key Stage 4 lead to nationally recognised GCSE qualifications they may also combine to make EBacc.*

## GCSE COURSES

Art, Craft & Design

Design & Technology (Graphics)

Design & Technology (Textiles)

Drama

English Language & Literature

Food Preparation & Nutrition

Geography

History

Mathematics

Modern Foreign Languages

Philosophy & Ethics

Physical Education

Science (Combined)

Science (Separate)

## GCSE

**The General Certificate of Secondary Education is awarded on the basis of performance reached by each student, in relation to nationally determined standards.**

Most subjects at John Spence lead to GCSE qualifications. However we also run a range of Technical Awards and Cambridge National Certificates.

## English Baccalaureate (EBacc)

**For a broad and balanced curriculum, students are encouraged to take at least two English Baccalaureate subjects (indicated in green), particularly if they are considering University post-16 education.**

The subjects that make EBacc are: English, Maths, Science, a Humanities subject (History or Geography), and a modern foreign Languages (French or Spanish).

Since all students take English, Maths and Science as part of their core curriculum, and must study History or Geography, they need to choose Spanish if they wish to gain EBacc.

*John Spence also offers courses that lead to Cambridge National Certificates, BTEC First Awards and Technical Awards.*

**Examinations** referred to in Assessment panels throughout the A-Z Courses section of this booklet, are externally assessed written papers, unless otherwise stated.

**Controlled Assessments** are usually graded internally under controlled conditions, but elements of the course are often assessed or moderated. See course pages for specific details.

## Cambridge National Certificate and VCERTS and Technical Awards

**Cambridge National Certificates, VCERTS and Technical Awards are vocationally focused courses which lead to nationally recognised qualifications equivalent to one GCSE pass.**

School staff have expertise in delivering high quality vocational education for 14 - 16 year olds which proves highly motivating and produces mature well-organised individuals, suited to the demands of Further Education and employment. Subjects that offer alternative GCSE qualifications are listed in the table on the right.

Engineering	CAMNAT
Hospitality and Catering	Technical Award
Business Studies	CAMNAT
ICT	CAMNAT
Music Technology	VCERT
PE	CAMNAT
Health and Social Care	CAMNAT

## Science, Engineering & Medicine

**The Triple Science option is for students considering Science, Engineering or Medicine after Key Stage 4.**

Completing a course in each of the sciences (Physics, Chemistry and Biology) at GCSE level provides a sound basis for future study in these areas, and is looked upon favourably by a number of further and higher education providers.

The school recommends if a student is looking to study a science at university, to choose a combination of subjects which allows them to take Triple Science, as well as acquiring the English Baccalaureate qualification.

Contact Mrs Owens re: Science

# Choosing The Right Courses

## 10 GOOD reasons

### To choose a course

(Balanced choices)

1. You like or find it interesting
2. You're good at it
3. It's necessary or useful for your future career
4. You can develop skills by doing it
5. You think you will do well at it
6. It brings you satisfaction
7. Your teacher thinks it's a suitable choice for you
8. It combines well with other subjects and helps your general education
9. You like the teaching and assessment methods
10. It's a subject you would like to become good at

## 10 BAD reasons

### To choose a course

(Unbalanced choices)

1. Your friends are doing it
2. You feel you should do it, even though you don't want to
3. Your parents think it's a good idea, but you don't
4. Someone who's done it, has told you it's great
5. It's considered 'cool' by your peers
6. You can't think of anything else to choose
7. You think it will be easy
8. It just sounds good even though you haven't found out about it
9. You really like your Year 9 teacher
10. You think it will impress people

*Preparation for Year 10 has already begun at John Spence. During their FFL lessons students have been engaging with Unifrog to identify their personality type and signpost them to possible careers and which subjects they need to study. They have also taken part in trial options runs to consider which subjects they might want to study at Key Stage 4.*

## Preparing to Choose

The range of courses students choose is likely to affect their career path and future opportunities, as the exclusion of particular subjects could make it difficult or even impossible for them to choose a particular career path or further education. It is therefore vitally important that they take great care in choosing by asking:

### Which subjects am I good at?

It makes sense to choose what you are good at and likely to do well in. Choose three options that will give you the highest grades but remember, you must choose History or Geography.

### Which subjects do I like?

Anyone would be more likely to make a success of a subject they like, as it's easier to work hard at something you're interested in.

### What about my career options?

Some courses may be useful, important or even essential for the type of career you'd like to do.

North Tyneside Connexions service provides career information that students can discuss further with their form tutor, or Connexions advisor: Christina Didsbury.

To get more information students can either visit the Connexions service at :- Visit [skillsnortheast.org.uk](http://skillsnortheast.org.uk) for more information or [christina.didsbury@northtyneside.gov.uk](mailto:christina.didsbury@northtyneside.gov.uk)



*Choosing wisely means gathering information about possible future options from a range of appropriate sources.*

*Parents and teachers are great sources of guidance because they want to see their children and students do well.*

*It is important to consider everything very carefully as future success and happiness can depend on decisions made now.*

### Help is All Around

Students and their parents will have a personal appointment with a member of senior staff or HOY, to discuss options and be given recommendations based on our professional opinions. Students are advised to consider these recommendations carefully.

### Option Conflicts

Every attempt is made to allow students to study all the subjects they choose; however, in a minority of cases one of the following issues could arise:

- Teachers feel that an option chosen is not best suited to the student
- Timetable constraints prevent a particular combination of courses
- The low numbers of students choosing a particular option limits the school's capacity to deliver certain courses

If any of these situations arise, parents and students are invited to discuss alternatives and resolve any issues via a follow-up phone conversation with Mrs Clay (Deputy Head Teacher) or Mr Crowe (Head of Year 9) on 0191 296 1432.

### Options Evening

## Year 9 Options

### Presentation

You are invited to view the Year 9 options presentation via the school website from

9<sup>th</sup> February  
2024

# Homework

*GCSEs are the first public examinations students will sit. For the next two years, homework will be a very important feature of every course. It will be set regularly and students are expected to study up to two hours a night on examination related work.*

## Homework at School

Opportunities for the students to remain in the school at lunchtimes and after school to pursue homework and extended study, particularly through the use of IT, are always available.

### Why do homework?

**Students who achieved the highest grades, accept their homework obligations as a natural extension of the work done in class.**

Homework can serve a number of different purposes, including:

- Practising skills learned in lesson
- Encouraging independent study
- Allowing time for individual research
- Learning important facts and formulas
- Improving reasoning, reading and writing skills
- Completing project work
- Revising for examinations

### What form does homework take?

Some homework is in the form of set tasks, to be completed in a single night. Some is in assignment form set over a period of time and some is revision for exams and assessments. The nature of the homework will vary depending on the subject and the stage reached in the course. All homework children have been set is accessible through Google Classroom or Sparx Platforms.

### Independent learning

Increasingly, we expect students to become more independent learners, to use IT, to research topics either in the local library or online and to organise themselves through a homework timetable and action plans.

*Students are introduced to a range of creative processes, materials and techniques in both two and three dimensions to develop their understanding of Art, Craft and Design and their own means of self-expression. They will learn to observe the world around them and take their own unique place in it.*



Assessment		GCSE
UNIT	Method	Credit
<b>1. Portfolio</b>		<b>60%</b>
The preparation and presentation of two creative projects. One which explores all of the artistic materials and techniques available and another which is lead by student's own interests from a range of potential starting points.		
<b>2. Controlled Assessment</b>		<b>40%</b>
A personal response to an externally set task. Essentially, the same as above but the starting points are selected by the exam board. This is a creative project developed over a period of preparation time before producing a final practical artwork in a supervised, timed session.		
<b>Contact · Mrs Entwisle</b>		

## Areas of Study

In order to demonstrate an understanding of the art world, current and traditional artists, craftspeople and designers will be explored alongside the materials and techniques used to create artworks. Students will be encouraged to explore their own interests and passions alongside more guided topics in the form of project briefs.

The preparation of a creative portfolio is the main focus of GCSE Art, Craft and Design. Students are expected to produce an exciting body of artistic work throughout the course which will show their skills in investigating, developing, experimenting and producing personal artwork. This will be completed using a range of sketchbooks, design sheets and digital portfolios as well as the inclusion of 3D models and sculptures.

Areas of study can include: Fine Art (drawing and painting), Printmaking, Photography, Textiles (sewing, weaving, printing, fashion), 3D Design (ceramics, modelling and sculpture), and Graphic Design and Digital Art (Photoshop, drawing tablets, image manipulation).

## Learning Outcomes

This course encourages students to actively engage in the process of art and design, in order to develop practical and creative skills, cultural knowledge, and an appreciation of the world around them. It also aims to build self-expression, confidence and imagination through reflective, experimental, and investigative approaches.

## Future Options

Art, Craft & Design is a great course for anyone, not just for students wanting a career in the creative arts. It can lead to further study in a range of subjects as AS/A level and beyond as well as provide valuable practical skills to take straight into employment.

Visit the Art website at:

<https://sites.google.com/johnspence.org.uk/jschsart/home> for more information and to view current GCSE projects as well as past examples of student work.



*This qualification is for students who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing and business.*

## Assessment

## CAMNAT

UNIT	Method	Credit
<b>1 Enterprise and Marketing Concepts</b> (1 hour 30 mins)		<b>40%</b>
<b>2 Design a Business Proposal</b> (Controlled Assessment)		<b>30%</b>
<b>3 Market and Pitch a Business Proposal</b> (Controlled Assessment)		<b>30%</b>

Contact · Miss Wilkinson

## Areas of Study

### 1. Enterprise and Marketing Concepts

By completing this unit, students will understand the main activities that need to happen to support a start-up business and what key factors need to be considered when starting up a business.

### 2. Design a Business Proposal

This unit will provide students with the skills and knowledge to design a product proposal to meet a business challenge scenario. Learners will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product.

### 3. Market and Pitch a Business Proposal

This unit will provide students with the skills and knowledge to create a brand identity and promotional plan for their product proposal (developed in the previous unit). They will be able to pitch their product proposal to an external audience after completing a practice pitch and complete a review of both their pitching skills and product proposal using their learning from this qualification, self-assessment and feedback generated. It is important that students understand that they all have to complete a 5 - 10 minute presentation as part of the assessed element of this unit.

## Learning Outcomes

Students gain the knowledge and skills needed to progress to further study of Business Studies or Marketing and Enterprise (Level 3).

## Future Options

Students may progress onto Level 3 vocational subjects or A Levels in related subjects by doing this qualification. The skills learnt in this unit would also be beneficial for those going onto employment in a variety of sectors.

The GCSE in Design & Technology with Papers and Boards offers students an exciting opportunity to study all areas of the subject in the first half of the course before developing a specialism in Graphics in Year 11. The course requires competent independent workers and problem solvers who possess a level of creativity and ability to visualise innovative design solutions.



		Assessment	GCSE	
		UNIT	Method	Credit
<h3>Areas of Study</h3> <ol style="list-style-type: none"> <li><b>Core Technical Principles</b> – This unit focuses on the wide design issues and the changing world we live in. It covers new and emerging technologies as well as modern and smart materials. Students investigate the working properties of textiles, timbers, polymers and paper. All material areas are covered in this unit.</li> <li><b>Designing and Making Principles</b> – Students gain a greater understanding of designing for the needs of others, the work of current designers, and how to generate imaginative and innovative design solutions to everyday problems.</li> <li><b>Specialist Technical Principles</b> – This unit provides students with a more in-depth knowledge of papers and boards, exploring nets, packaging, printing techniques and branding.</li> </ol> <p>In Year 11 students complete a design and make task consisting of a working prototype and a design portfolio. Tasks could include designing for the needs of disabled people or branding a high profile event.</p> <h3>Learning Outcomes</h3> <p>Students actively develop the analytical and evaluative skills to produce product ideas that fulfil the demands of a changing technological society. They gain a greater understanding of the social, moral and environmental issues affecting their design decisions, which in turn encourages empathy with the needs of users.</p> <h3>Future Options</h3> <p>Studying GCSE Design &amp; Technology with Papers and Boards can lead to an exciting career in Design, in areas such as architecture, concept design, graphics and product design. There is also a wide range of related further and higher education courses on offer.</p>	<b>1 Examination</b> (2 hours) Written and design questions relating to the material specialism.	<b>50%</b>		
		<b>2 Controlled Assessment</b> (Design & Make Task) Design a prototype and a portfolio to demonstrate problem solving, design development and practical skills.	<b>50%</b>	
	<b>Contact · Miss Armstrong/ Mrs Winder</b>			



*The GCSE in Design & Technology with Textiles offers students an opportunity to study all areas of the subject in the first half of the course before developing a specialism in textiles in Year 11. The course requires competent independent workers and problem solvers who possess a level of creativity and ability to visualise innovative design solutions.*

Assessment		GCSE
UNIT	Method	Credit
<b>1 Examination</b> (2 hours) Written and design questions relating to the material specialism.		<b>50%</b>
<b>2 Controlled Assessment</b> (Design & Make Task) Design a prototype and a portfolio to demonstrate problem solving, design development and practical skills.		<b>50%</b>

### Areas of Study

- Core Technical Principles** – This unit focuses on the wide design issues and the changing world we live in. It covers new and emerging technologies as well as modern and smart materials. Students investigate the working properties of textiles, timbers, polymers and paper. All material areas are covered in this unit.
- Designing and Making Principles** – Students gain a greater understanding of designing for the needs of others, the work of current designers, and how to generate imaginative and innovative design solutions to everyday problems.
- Specialist Technical Principles** – This unit provides students with a more in-depth knowledge of fibres and fabrics. Exploring surface decoration methods, printing techniques and garment making.

In Year 11 students complete a design and make task consisting of a working prototype and a design portfolio. Tasks could include developing a product that enhances everyday life or modernising an existing product.

### Learning Outcomes

Students actively develop the analytical and evaluative skills to produce product ideas that fulfil the demands of a changing technological society. They gain a greater understanding of the social, moral and environmental issues affecting their design decisions, which in turn encourages empathy with the needs of users.

### Future Options

Studying GCSE Design & Technology with Textiles can lead to an exciting career in Design, in areas such as fashion, textiles design and trend prediction. There is also a wide range of related further and higher education courses on offer.

*Students develop an interest in Drama and why it matters. They explore the impact of social, historical and cultural influences on texts and activities; they learn to demonstrate a competence in a range of practical, creative and performance skills and engage collaboratively in the process of dramatic study to communicate ideas creatively.*



## Areas of Study

- Devising Drama** – Students work in groups creating and developing ideas to devise a piece of drama, recording the creative process throughout in a portfolio. Stimuli chosen by the teacher helps students develop understanding of the central aspects of dramatic exploration and appreciate how drama is used to communicate meaning.
- Presenting and Performing Texts** – Students study a play and apply a range of theatrical skills, showcasing two extracts from the set text.
- Performance and Response** – Students practically explore a performance text to demonstrate their knowledge and understanding of drama. They sit (two-part) examinations on i) a study of a performance text and ii) a live theatre evaluation.

Students are expected to spend time rehearsing outside of lessons and take part in extra-curricular activities in order to gain the experience required to build effective performance skills.

Over the two year course students study a range of texts, playwrights and theories as well as explore a number of issues and themes using a range of stimuli. Some of the playwrights and topics covered include Brecht, Artaud, Berkoff's 'Metamorphosis', Blood Brothers, Billy Elliot, Staging, Lighting, Design, John Godber's 'Bouncers' and Denis Kelly's 'DNA'.

## Learning Outcomes

Students develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds, working imaginatively and creatively in collaborative contexts.

## Future Options

The course helps students build a solid foundation for progression onto Post - 16 courses in drama, performing arts and theatre studies.

Assessment		GCSE
UNIT	Method	Credit
<b>1 Controlled Assessment</b>		<b>30%</b>
i) Devise and perform a piece of drama. ii) Prepare and present a portfolio which records the creative process.		
<b>2 Drama Performance</b>		<b>30%</b>
Using two extracts from the set text. Externally moderated.		
<b>3 Examination</b>		<b>40%</b>
(1 hour 30 mins)		
i) A practical exploration of the set text. ii) Questions on a live theatre performance.		
<b>Contact · Mrs Patrick</b>		



Students follow two linear courses: English Language and English Literature. Both are taught concurrently and lead to two separate GCSE grades. Students develop skills in critical reading and analytical writing through the study of literature ranging from the Elizabethan era to present day. Exploration of fiction and non-fiction texts acts as a stimulus for creating and crafting students' own narrative, descriptive and non-fiction writing.

## Assessment

GCSE

UNIT	Method	Credit
<b>English Language</b>		
<b>1 20th Century Literature Reading and Creative Prose Writing.</b>		<b>40%</b>
(1 hour 45 mins)	80 marks	
<b>2 19th and 21st Century Non-Fiction Reading and Transactional /Persuasive Writing</b>		<b>60%</b>
(1 hour 45 mins)	80 marks	
<b>English Literature</b>		
<b>1 Shakespeare and the Post 1914 Text.</b>		<b>50%</b>
(1 hour 45 mins)	80 marks	
Students study two whole literary texts and are required to write in detail about the printed extracts and texts as a whole.		
<b>2 19th Century Text and Poetry</b>		<b>50%</b>
(2 hours 15 mins)	80 marks	
Students explore one whole Victorian text and a cluster of 15 thematically linked poems, as well as unseen poetry.		
<b>NEA: Spoken Language</b>		<b>0%</b>
Present ideas and views; Respond to questions; use Standard English.		

Contact · Mrs Hennessey

## Areas of Study

Students study a range of texts and genres in order to develop skills required for the four external exams at the end of Year 11.

### GCSE English Language - EDUQAS

#### Exam Component 1

**Section A:-** Students read one previously unseen literature text and answer questions worth 40 marks.

**Section B:-** Students write one extended narrative task from a choice of 4 titles worth 40 marks.

#### Exam Component 2

**Section A:-** Students read two previously unseen non-fiction texts and answer questions worth 40 marks.

**Section B:-** Students write two pieces of persuasive/transactional writing worth 40 marks.

### GCSE English Literature - EXEXCEL

**Exam Component 1:** Shakespeare and the post 1914 text – requires students to study two whole literary texts. They will be required to write in detail about both texts, and the Shakespeare question will have an extract.

**Exam Component 2:** Exploring modern literary texts and a 19th century text (with extract). Studying a poetry anthology as well as unseen poems.

## Learning Outcomes

Students develop the skills they need to read, understand and analyse a wide range of different texts. They also develop the skills to write clearly, effectively and imaginatively, and communicate confidently.

## Future Options

The course provides students with a solid foundation for all subjects at Further and Higher Education or the workplace.



*Fit for Life is the name given to a collection of lessons where all personal, social, health, economic and civic elements of Key Stage 4 statutory education are taught as part of the compulsory National Curriculum requirement.*



### Assessment

## Areas of Study

Making students 'Fit for Life' is a guiding principle at John Spence. As the school motto, it is a concept that all students are familiar with, and encouraged to consider throughout their time at school.

The Fit for Life programme covers the main topics that are important to our young people:

- Relationship and Sex Education (RSE) and health education
- Spiritual, moral and cultural (SMSC) education
- Careers and Finance
- Mental Health

In year 10, students learn post 16 options, careers, and relationships.

In year 11, they learn about health, how to manage stress and develop the skills and revision techniques that will help provide a foundation for their next steps' and a secure future.

Fit for Life puts students in touch with themselves and the world around them. They learn about concepts such as stereotyping, British values and community cohesion and they develop skills such as tolerance, collaborative working and negotiation.

## Learning Outcomes

The course teaches students to think more widely than their own immediate circumstances and gives them an understanding of western citizenship, democracy and diversity as well as developing more practical life and study skills.

## Future Options

Most elements of the Fit for Life programme are defined by Ofsted to help students develop fully as individuals and as members of families and of social and economic communities. It equips them with the knowledge and understanding, as well as the attitudes and practical skills required to live healthily, safely, productively and responsibly as they approach adulthood.

There is no assessment because this programme is not accredited.

Contact · Mrs Winder and  
Miss Howard

# Food Preparation & Nutrition

*GCSE Food Preparation and Nutrition is an exciting course focused on nurturing and developing students' knowledge of the working characteristics and science of food ingredients. It allows students to develop a range of culinary techniques and a knowledge of safe working practices.*



## Areas of Study

The course aims to develop the knowledge, understanding and skills required to cook and also to apply the principles of food science, nutrition and healthy eating. It aims to equip students with an array of culinary techniques, knowledge of food traditions, and kitchen safety.

Food preparation skills are integrated into five core topics:

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

For the practical investigation, students develop an understanding of the working characteristics as well as the functional and chemical properties of ingredients.

For the preparation assessment, students plan in advance, prepare, cook and present a final menu of three dishes within a single 3 hour period.

Students are expected to have excellent analytical, literacy and evaluation skills in order to write reports on their own investigations.

There is also a final written examination at the end of Year 11 worth 50% of the final grade.

## Learning Outcomes

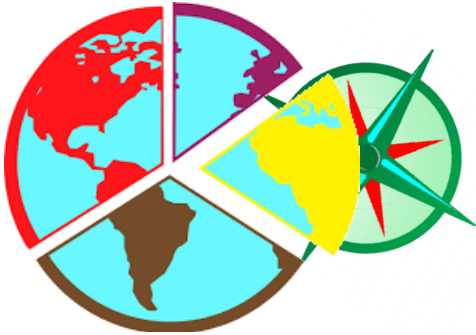
Students develop excellent practical skills and are able to carry out food investigations with good understanding of the science and theory behind cooking.

## Future Options

Upon successful completion of this course students are qualified to access further study, with the aim of progressing in food science or in the health and nutrition industry.

Assessment		GCSE
UNIT	Method	Credit
1 Examination		50%
(2 hours)		
Theoretical knowledge of food preparation and nutrition.		
2 Written reports		50%
i) on the practical investigation		
ii) on the preparation assessment of the three final dishes.		

Contact · Miss Armstrong



*Students travel the world from the classroom, exploring UK case studies, newly emerging economies and lower income countries. Topics include climate change, tectonic hazards, changing economic world and the challenge of sustainable resources. Students are encouraged to understand their role in society, by considering different viewpoints, values and attitudes.*

## Assessment

## GCSE

UNIT	Method	Credit
<b>1 Examination</b> (1 hour 30 mins) Living with the physical environment.		<b>33%</b>
<b>2 Examination</b> (1 hour 30 mins) Challenges in the human environment.		<b>33%</b>
<b>3 Examination</b> (1 hour 30 mins) Geographical applications.		<b>33%</b>

Contact · Miss Howard

## Areas of Study

### 1. Living with the Physical Environment

Students study 3 units of physical geography in which they cover The Challenge of Natural Hazards (Tectonics + Weather), The Living World and Physical Landscapes in the UK.

### 2. Challenges in the Human Environment

Students study 3 units of human geography covering Living in Urban Environments. Using case studies, they identify the challenges and opportunities of a Changing Economic World and investigate the issues of Managing Resources.

### 3. Geographical Applications

Students carry out physical and human fieldwork activities gaining skills in data collection and interpretation of their results. They also investigate an issue from the exam board and research this during lesson time.

## Learning Outcomes

Students improve their literacy, numeracy and problem solving skills as well as developing their competence in graphical, cartographical and map reading, in order to help them understand local, national and global environments.

## Future Options

This course lays a firm foundation for studying Geography at A level and beyond. It also develops entrepreneurial skills and builds awareness of the career possibilities in rural and urban planning, environmental industries and international development.

*A Cambridge National is suitable for students who want a vocationally focused introduction to Health & Social Care. It enables them to gain an understanding of the sector, as they learn the essential skills needed to support people with varying needs – from the very young to the very old.*



## Areas of Study

The Cambridge National in Social Care course awards a qualification equivalent to one GCSE. Students explore physical, intellectual, emotional and social areas of human development from birth to death, and examine factors and life events that can affect development, as well as learning the skills needed to work in all care settings.

The vocational course is assessed for the most part through written work. Students research all areas of Health and Social Care, developing the communication and organisational skills required to complete the variety of demanding course assignments.

Students cover three units:

- Principles of Care in health and social care settings
- Supporting Individuals through Life Events
- Creative and Therapeutic Activities

Units RO33 and RO34 each contribute 30% of the final grade and Unit RO32 contributes 40%. Students gain Pass, Merit or Distinction for their work.

## Learning Outcomes

Students acquire theoretical knowledge about a variety of Health & Social Care settings and practises, and develop the transferable skills of collaborative practice and communication needed to work in these settings.

## Future Options

Students gain essential skills, knowledge and understanding to develop careers in the care sector. They can make very valuable contributions in neighbourhoods and communities in jobs such as youth workers, centre managers, care workers and health visitors.

Students achieving the Cambridge National are equipped for entry into Further Education programmes in the field of Health and Social Care.

### Assessment

### CAMNAT

UNIT	Method	Credit
<b>RO32 Examination</b>		<b>40%</b>
Principles of Care in Health and Social Care settings.		
<b>RO33 Controlled Assessment</b>		<b>30%</b>
(Coursework)		
Supporting Individuals through life events.		
<b>RO34 Controlled Assessment</b>		<b>30%</b>
(Coursework)		
Creative and Therapeutic Activities.		

Contact · Ms V Carr



*GCSE History helps students develop an understanding of the past within the contexts of the historic environment, Modern British and World History.*

*‘Anyone who closes his eyes to the past is blind to the present.’*

*Richard von Weizsäcker, West German President, 1984 - 94.*

**Assessment** **GCSE**

UNIT	Method	Credit
<b>1 Examination</b> (2 hours) Understanding the Modern World.		<b>50%</b>
<b>2 Examination</b> (2 hours) Shaping the Nation.		<b>50%</b>

**Areas of Study**

Students choosing GCSE History should note that there is a strong emphasis on reading and comprehending source material and on extended writing. It is a rigorous and rewarding study.

The course consists of two units, which themselves are sub-divided into two.

**1. Understanding the Modern World**

This unit involves studying two topics; American West 1840-1895 and the Cold War.

**2. Shaping the Nation**

This unit involves two aspects of British history; Health and the People and the reign of Edward I.

**Learning Outcomes**

The study of History GCSE should inspire students to deepen their understanding of people, periods and events, and enable them to develop the skills of investigation, argument formulation, oral and written debate, informed decision making and critical judgement.

Knowledge of the past helps students understand their own and others' identities, and significant aspects of the world they live in.

**Future Options**

GCSE History is advantageous for further study in many subjects, and can prove a useful foundation for careers in law, journalism, teaching, library and museum work, in fact, any job that requires a good level of literacy and well developed writing skills.

Contact · Miss Greenwood



*This Technical Award in Hospitality & Catering focuses on the whole of the hospitality industry from hotels to cafés. Core practical skills include pastry making, food presentation and producing a menu plan. Students are expected to demonstrate a wide range of technical making skills whilst creating complex meal combinations, for a specific establishment.*

Assessment	TTA
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UNIT	Method	Credit
<b>Unit 1: Hospitality and Catering Industry Examination</b> (1 hour 20 mins) Short and extended answers to questions based around applied situations. Students will be required to use stimulus material presented in different formats to respond to questions.		40%
<b>Unit 2: Hospitality and Catering in Action Examination</b> (12 hours) Students respond to a brief to produce written and practical work.		60%

### Areas of Study

#### Unit 1 - The Hospitality and Catering Industry

Students will look at all aspects of the hospitality industry including job roles, types of food service, who supplies the ingredients, types of décor and what makes an establishment appeal to customers. They will look at how the kitchen and front of house operate together in order to provide a good service. Students will then design their own hotel and decide how to decorate it and which food they will serve.

#### Unit 2 - Hospitality and Catering in Action

Students will develop their skills to safely prepare, cook and present nutritional dishes. They will look at the nutritional needs of their customers and the different methods of cooking food. Students will learn food safety and the laws that protect their customers. They will be given a design brief a menu and cook several dishes that are suitable.

### Learning Outcomes

Students develop excellent practical skills and menu planning as well as demonstrating and understanding of ingredients and how to combine them.

### Future Options

Upon completion of this course students are qualified to go on to further study, embark on an apprenticeship or a career in catering or food for example, as a chef or catering manager.

Contact · Miss Armstrong

*The Cambridge National in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, review and working with others to communicating creative concepts effectively. Through use of these skills, learners will ultimately be creating fit-for purpose creative media products.*



## Areas of Study

The ICT qualification is ideal for students who want to acquire a broad understanding of the creative industries, and an ability to apply that knowledge in a particular context. The course consists of three units.

1. **RO93: Creative iMedia in the media industry (written exam 40% of the final grade)** In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products.
2. **RO94: Visual identity and digital graphics (controlled assessment)** In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphics design to create original digital graphics which incorporate their visual identity to engage a target audience.
3. **RO97: Interactive digital media (controlled assessment)** In this unit students will learn to design and create interactive digital media products for chosen platforms. They will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.

## Learning Outcomes

Students gain the knowledge and skills needed to progress to further study of ICT or creative media subjects at Level 3.

## Future Options

Students may progress on to Level 3 vocational subjects or A levels in related subjects by doing this qualification. The skills learned in this unit would also be beneficial for those going onto employment in a variety of sectors.

## Assessment

## CAMNAT

UNIT	Method	Credit
1	<b>Examination</b> (1 hours 30 mins) Creative iMedia in the media industry. (Paper based exam)	<b>40%</b>
2	<b>Controlled Assessment</b> Based on units 2 + 3.	<b>60%</b>

Contact · Miss Wilkinson



*The Manufacturing Design (Engineering Design) Cambridge National offers students a chance to refine their manufacturing, modelling and creative skills. They are expected to design and make a range of products, prototypes and samples, applying technical and practical expertise to ensure products are fit for purpose. Learners use both traditional skills and modern technologies.*

## Assessment

TTA

UNIT	Method	Credit
<b>1 Exam Theory</b>		<b>40%</b>
<b>Principles of Engineering Design</b>		
(1 Hour 15 mins)		
Design strategies, specifications and wider		
<b>2 Communicating Designs NEA.</b>		<b>30%</b>
Engineering drawing techniques by hand and using computer aided design software to communicate design ideas.		
<b>3 Manufacturing Prototypes and Evaluation</b>		<b>30%</b>
Making and disassembling prototypes and evaluate the success of them.		

All units are graded Pass, Merit or Distinction.

## Areas of Study

Students cover the practical principles of form, function and material use. They use CAD/CAM technology, and learn about materials and their properties, quality control and health & safety.

To be successful in this qualification students must demonstrate a knowledge of how products are manufactured, health and safety in the workshop and risk assessment as well as problem solving.

**Unit 1**, Exam theory is taught through some practical activities in the workshop.

**Unit 2**, A drawing based report through which students learn technical drawing skills and use CAD software to communicate design ideas and problem solve.

**Unit 3**, This is a practical based report, to show understanding of safe working practices in the workshop when making prototypes of products from set designs and evaluating them. Students will disassemble a range of products to understand materials, components and how it is manufactured.

## Learning Outcomes

The course helps students to refine practical skills and develop solutions to design and manufacturing problems, through evaluation and existing products and design of new ones. They are able to develop and use design briefs and specifications for product development, and select and use equipment and processes to produce quality prototypes, safely.

## Future Options

Manufacturing Design is a mix of practical, designing and investigative activities. It builds awareness of pathways into skilled trades such as carpentry, joinery, metal work, plastics and acrylics. Learned problem solving and making skills benefit those considering careers in engineering. Developed design capabilities can lead to courses and careers in furniture design, construction and fabrication.





*Quite simply the world would not be recognisable to us if mathematics hadn't been invented. It helps us to trade goods at one end of the spectrum and explore the universe and the laws that hold it all together at the other. In fact it is so useful in the real world that achieving the best qualification possible in maths will enhance a student's life chances greatly.*

Assessment		GCSE
UNIT	Method	Credit
<b>1 Examination</b>		<b>33.33%</b>
(1 hour 30 mins)		
Calculator allowed.		
<b>2 Examination</b>		<b>33.33%</b>
(1 hour 30 mins)		
No Calculator allowed.		
<b>3 Examination</b>		<b>33.33%</b>
(1 hour 30 mins)		
Calculator allowed.		
<b>Contact · Mr Malkin</b>		

### Areas of Study

The course enables students to engage with, explore and enjoy maths, improving their ability to use what they have learned in a range of situations. They are assessed in number, algebra, ratio, proportion, rates of change, geometry and measures, probability and statistics.

There are 2 different levels of paper. Foundation tier maths grades from 1-5 and higher tier from 4 to 9 (see page 3). Students are permitted to take assessments in either tier via 3 exams (from the same tier and assessment series) at the end of year 11. Students will be entered for the tier that gives them the best chance of achieving the best grade.

Students are required to memorise more formulae for exams and the volume of course content has increased to match demand, with greater emphasis on problem solving and mathematical reasoning.

### Learning Outcomes

Students develop confidence in mathematical concepts, can acquire, select and apply mathematical methods and techniques to solve real-world problems, and are able to interpret, make inferences, draw logical conclusions and communicate mathematically.

### Future Options

This course provides a strong foundation for students progressing on to AS/A Level maths, undergraduate courses in maths or other disciplines, such as Biology, Physics, Geography and Psychology where the understanding and application of mathematics is crucial.

*A GCSE in Modern Foreign Languages aims to equip students with the knowledge and understanding of Spanish. It develops their linguistic skills through the exploration of a variety of inspiring and motivating topics.*



## Areas of Study

At Key Stage 4, Year 9 students can continue to study the language they have been studying since year 7.

The material and topics studied in Year 10 cover many linguistic skills including speaking, translation and transcribing, role play and photo description.

There are many opportunities to develop communication through listening, speaking, reading and writing in another language. Students write about and discuss media and culture, sports and leisure, travel and tourism, business and employment in the language of their choice.

Teamwork and self-confidence improves through learning to co-operate and contribute in class. Students exercise creative skills through role play and drama. Extra-curricular and cultural experiences as well as conversational classes are encouraged in order to enrich language acquisition.

The course helps develop transferrable skills in problem solving, critical thinking, communication, relationship building (teamwork and trust), collaboration, adaptability, self management and self development.

## Learning Outcomes

Learning a modern foreign language gives students the opportunity to initiate and develop conversations, speaking confidently and coherently, read original and authentic materials and listen to a variety of spoken language.

## Future Options

Studying a foreign language has great advantages for Post-16 study and speaking a second or third language has obvious competitive advantages in the multinational jobs market.

### Assessment

### GCSE

UNIT	Method	Credit
<b>1 Examination</b>		<b>25%</b>
(45/60 mins)		
Listening.		
<b>2 Examination</b>		<b>25%</b>
(20 mins)		
Speaking.		
<b>3 Examination</b>		<b>25%</b>
(45/60 mins)		
Reading.		
<b>4 Examination</b>		<b>25%</b>
(1 hour 105mins)		
Writing.		

Contact · Mrs Tose



*The Technical Award in Music Technology course enables students to develop skills, knowledge and understanding of the Music Technology industry. Suitable for learners motivated and challenged by learning through hands-on experiences, students can gain practical skills creating music using technology. A genuine interest in music technology is expected, and a willingness to work independently on the DAW outside school is strongly advised.*

## Assessment

TA

UNIT	Method	Credit
<b>1 Non-Exam Assessment</b>		<b>60%</b>
The Brief is externally set. It is then externally marked, and externally moderated.		
<b>Task 1</b> - Responding to the Brief.		
<b>Task 2</b> - Planning for Production.		
<b>Task 3</b> - Production of the Piece.		
<b>Task 4</b> - Mixing.		
<b>Task 5</b> - Summative evaluation of the piece of music.		
<b>2 Examination</b>		<b>40%</b>
Externally-set and externally marked:		
Written exam		
(1 hour 30 minutes)		

## Areas of Study

**Introduction to music technology and music business** - Understand roles and responsibilities within the music business, and developments in music technology, and understand how music technology has developed over time and how this has affected creative practice, music production and consumer access.

**The Digital audio workstation (DAW)** - Understand how hardware and software work in combination as a digital audio workstation (DAW)

**Musical elements, style and musical technology** - Understand how music is stylistically composed using musical elements.

**Sound Creation** - Understand how sound creation is used in media and how to apply sound creation to their own work.

**Multitrack recording** - Understand the recording studio environment, how to use it safely, and how to plan, record and mix musical elements.

## Learning Outcomes

The qualification helps students to use technology in the creative arts and media sector.

## Future Options

The Music Technology Award presents opportunities for those wanting a career using technology in the creative industries. Students could become sound engineers or technicians working in recording studios or theatres. For those wishing to progress on to further education there are a number of music-related courses offered including, digital media studies, music technology, performance, arrangement, production and management.



*Students learn about inspirational leaders, places of worship, religious art and symbolism, and the rules and beliefs of the six main religions. They discuss and debate different religious, moral and scientific arguments surrounding the existence of God and the creation of the universe.*

Assessment	GCSE
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UNIT	Method	Credit
<b>1 Examination</b> (1 hour 45 mins) Religious beliefs, teachings and practices.		<b>50%</b>
<b>2 Examination</b> (1 hour 45 mins) Thematic studies.		<b>50%</b>

### Areas of Study

All students study a form of RE in accordance with the North Tyneside agreed syllabus. Students are encouraged to ask questions, debate theories and develop opinions.

Those opting for GCSE Philosophy and Ethics follow the AQA specification, consisting of two units:

#### 1. Study of Two Religions

Students study Christianity and Islam - exploring the beliefs, teachings and practices of each.

#### 2. Thematic Studies

Students study four religious, philosophical and ethical themes from; relationships and families - religion and life - the existence of God and revelation - religion, peace and conflict - religion, crime and punishment - religion, human rights and social justice.

All themes must be studied with reference to Christianity, the main religious tradition in Britain, or one or more other religious traditions.

### Learning Outcomes

Both units include relevant and current issues, offering excellent opportunities for students to develop social skills required for everyday life. In its entirety it allows students to express their own opinions in an informed manner, and encourage deeper spiritual and moral understanding.

### Future Options

With GCSE in Philosophy and Ethics students can continue to study the subject at A level. The skills learned are useful and welcomed in any number of areas including police work, teaching, youth work, journalism, the civil service and government.

Contact · Mrs Wyllie

# Physical Education (PE)

*On this course students develop an understanding of how physical activity combines with diet, work and rest for a healthy lifestyle. Those opting for this course should have consistently demonstrated a good level of sporting ability and a commitment to active participation in sport.*



## Areas of Study

The course splits into 3 units - 2 examined and 1 assessed practical.

**Unit 1** introduces students to the human body and movement in physical activity and sport. It covers applied anatomy and physiology, movement analysis and physical training.

**Unit 2** is based around socio-cultural issues (e.g. sports, psychology, drugs in sport, health, fitness and wellbeing).

In both units there is considerable use of data so it is helpful if students understand how to plot basic bar charts and line graphs, as well as being able to interpret data presented in various formats.

**Unit 3** is based on practical performance. Students choose 3 sporting activities, which must include at least one team sport and one individual sport. They are moderated under exam conditions on how they use skills in progressive drills and later in the full context of the sport. Performance in the full context of the sport has a greater overall weighting.

## Learning Outcomes

On completion of the course, students know how to demonstrate, analyse, evaluate and apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

They should also be able to demonstrate and apply relevant skills and techniques in physical activity and sport as well as analyse and evaluate performance.

## Future Options

This course provides a good foundation for students going on to study A levels, particularly AS and A level PE but it also dovetails into BTEC Sports Level 3 courses.

Assessment		GCSE
UNIT	Method	Credit
<b>1 Examination</b> (1 hour 15 mins)	Human body and movement in physical activity and sport.	<b>30%</b>
<b>2 Examination</b> (1 hour 15 mins)	Sociocultural factors, health, fitness and wellbeing.	<b>30%</b>
<b>3 Controlled Assessment</b>	Under exam conditions, perform skills and apply to the whole sport in three activities.	<b>40%</b>

Contact · Mr Douglas

## PE Sports Technical Award

*Cambridge National in Sport studies has a career based focus. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics, role models and the media. Learners will understand the different ways of being involved in sport and how this shapes the sports industry.*



### Areas of Study

#### R184: Contemporary Issues in Sport

Learners explore a range of issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies.

#### R185: Performance and Leadership in Sports Activities

Learners develop their skills, techniques and use of tactics/strategies in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity in order to develop their performance.

They develop knowledge, understanding and practical skills required to be an effective sports leader in order to plan, deliver and review, safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery.

#### R186: Sports and the Media

Learners will develop their knowledge and understanding of the relationship between sports and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media.

### Learning Outcomes

The Cambridge National in Sport Science offers learners the opportunity to study both the theoretical and practical aspects of the sports industry. There is opportunities for practical linking into sports skills development and sports coaching as well developing and understanding of how sports works both locally and nationally.

### Future Options

This course provides a strong base for progression to a range of level 3 qualifications in Further education or apprenticeship in a sports based work situation.

Assessment		CAMNAT
UNIT	Method	Credit
1	Written Exam (R184) (1 hour15 mins)	40%
2 Coursework Units (collectively worth 60%)		
	R185 (Mandatory)	40%
	R186	20%

Contact · Mr Douglas

## Science (Combined)



*All students study Biology. Chemistry and Physics as part of a combined Science and receive 2 GCSE grades at the end of the course*

### Assessment GCSE

UNIT	Method	Credit
<b>1 Examination</b>		<b>16.67%</b>
(1 hour 10 mins)		
Biology written paper 1		
<b>2 Examination</b>		<b>16.67%</b>
(1 hour 10 mins)		
Chemistry written paper 1		
<b>3 Examination</b>		<b>16.67%</b>
(1 hour 10 mins)		
Physics written paper 1		
<b>4 Examination</b>		<b>16.67%</b>
(1 hour 10 mins)		
Biology written paper 2		
<b>5 Examination</b>		<b>16.67%</b>
(1 hour 10 mins)		
Chemistry written paper 2		
<b>6 Examination</b>		<b>16.67%</b>
(1 hour 10 mins)		
Physics written paper 2		

### Areas of Study

Students study topics from the three science disciplines:

**Biology** · Key Concepts, cells and control, genetics, natural selection and genetic modification, ecosystems and material cycles, plants, homeostasis, health, disease and medicine.

**Chemistry** · Atomic structure and bonding, periodic tables, mass calculations, states of matter, separating substances, electrolysis, acids, using metals, fuels, reactions and earth science.

**Physics** · Forces and motion, electromagnetic spectrum and waves, radioactivity, energy, electricity and magnetism.

All three sciences are assessed through written examinations at the end of Year 11. Regular in class assessed work and mock exams allow teachers to monitor progress of students throughout the course in order to decide which tier (H or F) is most suitable for each student.

The practical knowledge and skills students gain from their experimental work is assessed via examinations, as there are no longer any coursework units in the new GCSE science qualifications. This practical knowledge contributes 20% of their final examination level, as part of the final exam questions.

### Learning Outcomes

Each science discipline encourages students to:

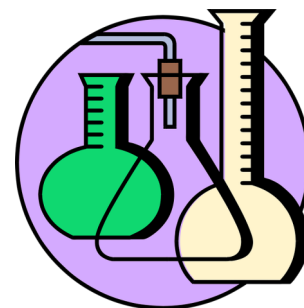
- Develop interest and enthusiasm in Science
- Develop a critical approach to scientific evidence and methodology
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society.

### Future Options

Combined Science can be used as a pre-requisite for a wide range of apprenticeships within science, or for careers in nursing, mechanics, electronics and animal welfare.

Contact · Mrs Owens

*In addition to the Combined Science course, students can also opt for the Separate Science GCSE course which includes more challenging units from the three science disciplines. The course results in students gaining three GCSEs; Biology, Chemistry and Physics.*



## Areas of Study

It is a pre-requisite that students reach at least Mastered level in KS3 work by the end of Y9 in order to manage the rigorous demands of the course.

Students will study 14 hours of Science per fortnight. Students study the same content as the combined science course, as well as some extra topics eg, astronomy, human kidney and eye, titrations and flame tests. All three sciences are assessed through written examinations at the end of Year 11.

As with Combined Science, students will need to sit regular in class assessed work and various mock exams in order for teachers to best assess whether F or H tier will be best for each student.

Experimental skills are also part of the course and contribute towards 20% of the final examination level, as part of the final exam.

## Learning Outcomes

This course encourages students to:

- Develop interest and enthusiasm in Science
- Develop a critical approach to scientific evidence and methodology
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society.

## Future Options

Students considering progression to A/AS level science are strongly advised to study Separate Science to ensure they have a solid foundation in all three disciplines. Those looking to go to university to study science, engineering or branches of medicine can progress on to be doctors, midwives, vets, engineers, physicists, chemists or pharmacists.

Assessment		GCSE
UNIT	Method	Credit
<b>1 Examination</b>		<b>16.67%</b>
(1 hour 45 mins)	Biology written paper 1	
<b>2 Examination</b>		<b>16.67%</b>
(1 hour 45 mins)	Chemistry written paper 1	
<b>3 Examination</b>		<b>16.67%</b>
(1 hour 45 mins)	Physics written paper 1	
<b>4 Examination</b>		<b>16.67%</b>
(1 hour 45 mins)	Biology written paper 2	
<b>5 Examination</b>		<b>16.67%</b>
(1 hour 45 mins)	Chemistry written paper 2	
<b>6 Examination</b>		<b>16.67%</b>
(1 hour 45 mins)	Physics written paper 2	

Contact · Mrs Owens









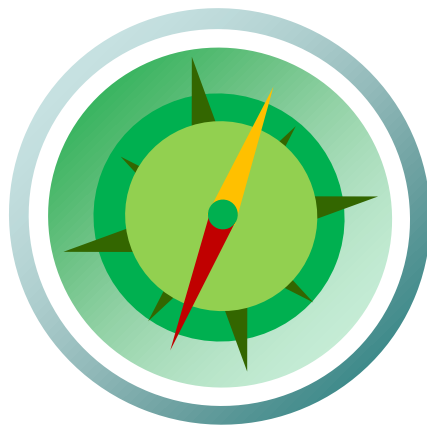


# John Spence

COMMUNITY HIGH SCHOOL



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