

St Albans



"100 Years Leading Learning"

Girls' School

Key Stage 4 Curriculum Choices

Learning for Life in a Community where All can Excel

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Introduction from Mr Kershaw & Mr Markou



Dear Students and Parents/Carers,

This information is to help inform you about GCSE subject choices and beyond. This is the first opportunity for our students to have a real opportunity to choose aspects of what they are learning. The focus is on preparation for life beyond school and in achieving success in public examinations.

It is vital that students become more independent learners and take responsibility for their own progress. Our role is to support and guide students as they embark on their adult learning pathway. Students need to adopt a positive attitude in class and organise their home learning time effectively. They are also expected to think for themselves and to ask questions; simply acquiring knowledge and repeating it in exams will not lead to future success. The capacity to understand, explain, interpret, evaluate and apply knowledge is much more important. These skills can only be developed if students show an interest in their work and a determination to succeed. In today's fast changing world students need to learn how to learn and to gain qualifications to demonstrate their achievements so far. They need to focus on future goals of Post 16 courses, Higher Education opportunities and career progression. For most students this will mean studying the **'English Baccalaureate' (EBacc) suite of GCSE subjects** which allow students to gain entry to the greatest range of university courses.

GCSEs provide opportunities for students to follow their interests and develop their strengths. We aim to ensure that students have opportunities to:

- Develop skills which they will need in the future e.g. literacy, numeracy, ICT capability - 21st century literacies
- Problem solving, independent thinking and team working
- Acquire knowledge and understanding which will be useful to them in the future
- Gain qualifications to allow progression to Post 16 and Higher Education
- Develop the personal qualities and attitudes required for future learning and success
- Plan for future learning so that at the end of Year 11 students progress to programmes on which they will be successful

In order to achieve these aims, students will follow a personalised learning programme to help them progress along a pathway of lifelong learning.

Every learning programme consists of:

- Core subjects – taken by all students
- Extended core – some student choice between languages and humanities
- Curriculum options – students indicate their preferred courses

The core and Curriculum Choices programmes are summarised on the following pages.

The rest of the booklet explains the courses available and how we will guide students towards programmes on which they will be happy and successful.

Mr Paul Kershaw
Head of School

Mr Charlie Markou
Associate Assistant Head: Curriculum & Timetabling

Year 10 & 11 Curriculum Summary Core Subjects



English Language and Literature (2 GCSEs)
Mathematics (1 GCSE)
Science (Separate Science 3 GCSEs)
Core PE – non-examination
Core PSHE – non-examination
Core REP (Religion, Ethics and Philosophy) – non-examination

EXTENDED CORE

French or Spanish
History or Geography

ENGLISH BACCALAUREATE

The inclusion of Languages and History and/or Geography in our extended core enables students to achieve the English Baccalaureate which is very highly regarded by universities and employers as evidence of an ambitious broad and balanced curriculum. To obtain the English Baccalaureate with a strong pass, students need to obtain Grades 9-5 in English, Maths, 2 Sciences, History or Geography and a Language. Should students wish they can opt to take both languages and/or humanities by using it as one of their choices for an optional course.

CURRICULUM OPTIONS

Art & Design
Child Development
Computer Science
Dance
Design & Technology: Product Design
Design & Technology: Textiles
Drama
Food Preparation & Nutrition
Media Studies
Music
PE
Business
French
Geography
History
Religious Studies
Sociology
Spanish

KS4 Curriculum Option Timeline 2023/2024



The KS4 Curriculum Options Timeline is planned to ensure that students are equipped with the knowledge and support to make the right choices for their futures. Our timeline has been based around the following concepts as we recognise that the following elements are what students should consider when making these choices:

- 1) Their interests, strengths and aspirations (i.e. what they like, would be prepared to work hard at and feels would be useful in the future)
- 2) The need to develop and demonstrate a range of skills. Students are encouraged to consider a variety of subjects by thinking about choosing subjects from different areas of learning
- 3) Subjects needed for future progression: students who may wish to be considered for the Russell Group Universities should ensure that they take the 'EBacc' GCSEs
- 4) Their prior attainments (e.g. National Curriculum Levels) and potential

Please refer to the detailed timeline in the letter titled 'The KS4 Curriculum Choices Process'.

Information About GCSE Exams and Assessments



EXAMS

GCSE exams are taken at the end of the course. As well as assessing understanding and application of subject content, marks for the quality of written communication (spelling, punctuation and grammar) are given in subjects such as English Literature, Geography, History and Religious Studies.

NON-EXAMINATION ASSESSMENT (NEA)

Some GCSEs include Non-Examination Assessments (NEAs). These are equivalent to coursework and form part of the final exam grade. Whilst these continue to form a significant part of some GCSEs, they are not examinations. They are classroom activities which are led and marked by the teacher, conducted under controlled examination conditions. So that teachers are sure that the work produced is of an individual student, the work is completed under the strict guidelines of the examination boards.

NEAs test different skills from those in traditional examinations with an emphasis on personal, learning and thinking skills. The percentage of the total mark assessed at GCSE varies between subjects and depends on the range of skills being assessed.

The level of supervision of NEAs varies:

- Formal supervision means that tasks are conducted under conditions similar to those in an exam. Only permitted material is allowed and a record is kept of the time and date of each assessment together with the name of the supervisor(s) and all students present.
- Informal supervision means that group work is permitted.
- Limited supervision means that students do some work without supervision or outside the classroom which may include research and data collection.

NEAs provide students with an opportunity to conduct independent research into a topic. The research may involve looking for information in published sources such as textbooks, encyclopaedias, journals, TV, radio, and on the internet. Using information from published sources (including the internet) as the basis for an assignment is a good way to demonstrate knowledge and understanding of a subject, but great care must be taken with how the material is used. A student must not copy material and claim it as their own work as this is plagiarism, which is a form of cheating, taken very seriously, so anything taken from books or the internet must be referenced.

Careers Education, Information, Advice & Guidance



There are a range of career development opportunities available to guide students into the right progression pathways for their future. We provide information, advice and guidance to all students throughout Key Stage 4 and beyond to support applications to further and higher education including individual careers interviews using Herts Services for Young People, with an independent Level 6 Careers Advisor; mentoring and coaching opportunities; work experience as well as targeted Careers Information evenings. The National Careers Service website ([National Careers Service](#)) has a section dedicated to helping young people make their subject choices for GCSE. During the Autumn Term of Year 9, students have had the opportunity to explore future paths at 16 and 18 to support them with their option choices. This discussion, which provides them with information from a range of sources about vocational, technical and academic pathways, continues throughout Key Stage 4. A range of external providers of T-Levels and other vocational courses or apprenticeship routes, are invited to school to ensure that students have all the information they need to make informed choices about their future.

SOURCES OF INFORMATION

Listed below are some of the resources in the library which will help students with their choice of subjects:

- Occupations (an encyclopaedia of jobs)
- A-Z Careers and Jobs
- Apprenticeships Guide
- Good at... (A range of books that suggest careers based on subjects)
- Becoming a... (A range of books that explain how to access set career roles)
- Getting into... (A series of books looking at how to get into specific subject courses at university)
- University and Further Education Prospectuses

USEFUL WEBSITES

- The STAGS website has a Careers, Enterprise and Employability Section with detailed links to a whole variety of websites that support careers guidance.
- STAGS students use [Unifrog](#) to support their future path planning. Our parent log in to this is shared regularly.
- Hop into Hertfordshire is a website that shows all the careers opportunities across the county [Hop](#)
- Information about University Entrance is available on the UCAS website at [UCAS](#)
- Students are recommended to use the Morrisby Careers site to look at their current likes and dislikes to help them narrow down career options [Morrisby](#).
- For students who would like to know more about Apprenticeships the National Apprenticeships website is very useful [Apprenticeships](#)
- For a broad description of a range of careers visit; [Prospects](#)
- [Milkround](#) contains helpful advice on a wide range of industries and how to access them
- [Icould](#) shows lots of video clips showing the broad range of career opportunities available.

Subject Description & Qualifications Values



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English Language GCSE

Board: AQA



COURSE CONTENT

The course includes reading and examining fiction and non-fiction texts from a range of time periods and producing creative responses. The aim of the English department is not only to assist students in their understanding of the English Language, but to help create curiosity about texts and the perspectives of others. We strive to develop critical and confident thinkers.

LEARNING METHODS

Teachers use a wide variety of activities in order to engage and challenge students, such as blended learning with chromebooks and computer suites, group, paired work and drama activities. Students will also be taught how to make and deliver formal presentations which contributes to the development of independence and confidence. Understanding of spelling, punctuation and grammar is also an essential skill in the specification which will enhance accuracy in written expression.

ASSESSMENT

Exam Paper 1: Explorations in Creative Reading and Writing. 50% of English Language GCSE.

Section A, Reading (25%)

Students will study 1 literature fiction text and answer 4 exam questions based on this single text. Texts will be based on extracts from 20 or 21st century novels or short stories and focus on openings, endings, narrative perspectives and points of view, character developments, atmospheric descriptions and other appropriate narrative and descriptive approaches.

Section B, Writing (25%)

Students will be required to create a descriptive or narrative piece of writing based on 1 question. Marks will be awarded for content and organisation as well as for technical accuracy. Exam Paper 2: Writers' Viewpoints and Perspectives. 50% of total English Language GCSE Students will study 1 non-fiction text and 1 literary non-fiction text drawn from the 19th century, and either the 20th or 21st centuries depending on the time period selected for Paper 1. This will be taken from texts such as high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, reports, autobiography and biographical passages or other appropriate non-fiction and literary nonfiction forms. Students will be assessed on how they compare writers' ideas and perspectives as well as their ability to show how different ideas are conveyed across two linked texts between these texts in a range of short form and extended writing questions.

Spoken Language

This will be assessed separately by the classroom teacher. While this will no longer bear any weighting on the overall GCSE Language percentage, students will achieve one of three results: Distinction, Merit or Pass depending on ability. This will provide a valuable life skill which students will find useful in a range of subjects and life situations.

CONTACT

For more information please contact: [Miss Hall](#) - English Curriculum Leader

Exam website: [AQA](#)

Job Opportunities: Teaching, Journalism, Acting, Writer, Marketing, Editor, Public Relations

English Literature GCSE

Board: AQA



COURSE CONTENT

This course is taught jointly with English Language over a 2 year period.

The aim of the literature course is to create an atmosphere where students appreciate Literature and writing for purpose. We strive to create confident readers who have a love of Literature and an appreciation of skilful writing.

LEARNING METHODS

English Literature is taught similarly to English Language. With the use of a wide variety of activities to develop literary knowledge, students will be engaged and challenged so they can have the necessary confidence to approach the exams at the end of GCSE.

Understanding of spelling, punctuation and grammar is also an essential skill in the new specification to complement students' literary analysis.

ASSESSMENT

Paper 1:

Study of a Shakespeare text and a 19th Century Text (40%)

Section A: Shakespeare: Students will answer 1 question based on a Shakespeare text studied in class. They will be required to write about the extract from the play and then the play as a whole.

Section B: The 19th Century Novel: Students will answer a question based on an extract from a novel studied in class and then about the text as a whole.

Paper 2:

Modern Texts, Poetry, Unseen Poetry (60%)

Section A: Modern Texts: Students will answer 1 essay question based on a choice of 2 based on their studied text or drama

Section B: Poetry: 1 comparative question will be answered based on 1 named poem on the exam compared with 1 of their choice from their anthology.

Section C: Unseen Poetry: Students will answer 1 question based on an unseen poem and 1 question comparing a second poem to the first poem.

CONTACT

For more information please contact: [Miss Hall](#) - English Curriculum Leader

Exam website: [AQA](#)

Job Opportunities: Teaching, Journalism, Acting, Writer

Mathematics GCSE

Board: PEARSON EDEXCEL



COURSE CONTENT

GCSE Mathematics aims to develop fluent knowledge, skills and understanding of mathematical methods and concepts. Students will learn to select and apply mathematical techniques to solve problems. By the end of the course, students will be able to reason mathematically, make decisions to draw conclusions as well as interpret and communicate mathematical information.

Subject content will include:

- 1) Number
 - a) Structure and calculation
 - b) Fractions, decimals and percentages
 - c) Measures and accuracy
- 2) Algebra
 - a) Notation, vocabulary and manipulation
 - b) Graphs
 - c) Solving equations and inequalities
 - d) Sequences
- 3) Ratio, proportion and rates of change
- 4) Geometry and measures
 - a) Properties and constructions
 - b) Mensuration and calculation
 - c) Vectors
- 5) Probability
- 6) Statistics

LEARNING METHODS

Students will be expected to show high levels of numeracy as well as investigate and discover new areas of mathematics with the support of their teacher. They will also learn how to make efficient use of their calculator where appropriate. Throughout the course students will be introduced to Mathematical questions that feature increasing layers of richness and complexity. Home learning will usually be set twice a week and regular testing takes place throughout the course. Students will continue to experience blended learning through various online resources.

ASSESSMENT

GCSE assessment is through three terminal papers - one non-calculator and two calculator papers. All 3 papers are equally weighted, examining all of the 6 content areas, with an examination time of 1hr 30 mins each. There is no coursework element in GCSE Mathematics. There are two tiers of entry; Foundation tier can lead to any of grades 1 to 5 and Higher tier which can lead to grades 4 to 9.

CONTACT

For more information please contact: [Mr Hughes](#) - Mathematics Curriculum Leader, Miss Soler - Mathematics Deputy Curriculum Leader, Mrs Rock - GCSE Mathematics Lead Practitioner.

Exam website: [PEARSON EDEXCEL](#)

Job Opportunities: Accountant, Engineer, Actuary, Research Scientist, Data Analyst, Management

Combined Science GCSE

Board: AQA



COURSE CONTENT

This course begins with a foundation stage in Year 9 where students learn some of the fundamental concepts for GCSE Science. Students take examinations in the summer of Year 11. They will achieve two GCSE grades in Science, although they study all three Science disciplines.

Students study modules in Biology, Chemistry and Physics that build on prior learning from KS3. Students are offered a wide range of extra-curricular activities to emphasise the relevance of science in everyday life.

“Working Scientifically” teaches the skills required for research science including developing hypotheses, the analysis and interpretation of experimental data and the factors affecting the validity of conclusions drawn from experimental findings. It is embedded throughout the course to ensure students have the necessary skills for further study and can apply their knowledge in context.

LEARNING METHODS

Science is taught with a balance of theory and practical activities. IT resources are often used to support learning and encourage independent research. Students have access to online textbooks, written specifically for the AQA course as well as revision resources. Past examination materials are used for regular assessments to allow students to monitor their progress. Home learning is used to consolidate learning and to prepare for subsequent lessons.

ASSESSMENT

There are six units, two in each of Biology, Chemistry and Physics. Each unit is assessed by a 75 minute examination and all papers are equally weighted (16.7% of the grade). A variety of assessment objectives are examined including recall and application of knowledge, as well as analysis and evaluation.

Good literacy and numeracy is very important and exam papers will assess both – approximately 30% of questions in Physics will involve the use of mathematical skills; 20% in Chemistry and 10% in Biology.

There are 16 core practical activities which are completed in lessons. Questions related to these activities and the skills they underpin make up 15% of assessment in the examinations.

CONTACT

For more information please contact: [Miss Fotheringham](#) - Science Curriculum Leader, [Mr Bowyer](#) - Assistant Science Curriculum Leader.

Exam website: [AQA](#)

Job Opportunities: Perfume/Cosmetic Developer, Food Chemist, Scientific Media Consultant

Separate Science GCSE

Board: AQA



COURSE CONTENT

The Separate Sciences and Combined Science courses share common topics and as a result are both strong foundation for further science study at A Level. Separate Science content is taught to all Year 10 students in their normal Science lessons. Students who show strong performance in science by the end of Year 10 will have the opportunity to study Separate Sciences. These students will achieve GCSEs in Biology, Chemistry and Physics. They will take examinations in the summer of Year 11.

Students study modules in Biology, Chemistry and Physics that build on prior learning from KS3. Students are offered a wide range of extra-curricular activities to emphasise the relevance of science in everyday life. Students have the opportunity to gain an insight into A Level Science through taster lessons which are delivered in Year 11.

The subject content overlaps with the Combined Science course however selected topics are taught in greater depth to extend students' knowledge in each subject.

“Working Scientifically” teaches the skills required for research science including developing hypotheses, the analysis and interpretation of experimental data and the factors affecting the validity of conclusions drawn from experimental findings. It is embedded throughout the course to ensure students have the necessary skills for further study and can apply their knowledge in context.

LEARNING METHODS

Science is taught with a balance of theory and practical activities. IT resources are often used to support learning and encourage independent research. Students have access to online textbooks, written specifically for the AQA course as well as revision resources. Past examination materials are used for regular assessments to allow students to monitor their progress. Home learning is used to consolidate learning and to prepare for subsequent lessons.

ASSESSMENT

There are two units for each of Biology, Chemistry and Physics. Each unit is assessed by a 105 minute examination and each paper is equally weighted (50% of the grade). A variety of assessment objectives are examined including recall and application of knowledge, as well as analysis and evaluation. Good literacy and numeracy is very important and exam papers will assess both – approximately 30% of questions in Physics will involve the use of mathematical skills; 20% in Chemistry and 10% in Biology.

There are core practical activities for each Science which are completed in lessons. Questions related to these activities and the skills they underpin make up 15% of assessment in the examinations.

CONTACT

For more information please contact: [Miss Fotheringham](#) - Science Curriculum Leader, [Mr Bowyer](#) - Assistant Science Curriculum Leader.

Exam website: [AQA](#)

Job Opportunities: Perfume/Cosmetic Developer, Food Chemist, Scientific Media Consultant

Physical Education CORE

Board: Leadership Skills Foundation



COURSE CONTENT

Physical Education at Key Stage 4 is a continuation and development of skills and sports studied at Key Stage 3. It is essential to develop both physical fitness but also mental wellbeing and team work. It gives students the opportunity to experience new sports and activities to encourage lifelong participation beyond St Albans Girls' School.

All students continue to study core PE for 3 hours per fortnight.

In Year 10/11 students take part in a variety of new sports such as table tennis, frisbee and volleyball as well as sports studied in previous years. The focus is on developing skills but also enjoyment and game play.

Students can also opt to take the Sports Leaders Award. For Sports Leadership students gain an accredited certificate from Sports Leaders UK.

LEARNING METHODS

All students continue to study core PE for 3 hours per fortnight.

Students will work practically. They will develop their leadership skills, game play and fitness levels.

ASSESSMENT

Students will receive feedback about their progress during lessons but there is no formal accreditation of the course unless they are undertaking Sports Leadership.

CONTACT

For more information please contact: [Miss Stephens](#) - PE Curriculum Leader or any member of the PE Department.

Exam website: [Leadership Skills Foundation](#)

Job Opportunities: Physiotherapist, teacher, coach, sports psychologist, nutritionist, sports scientist

Personal, Social, Health & Education CORE



COURSE CONTENT

In PSHE students are given the time to learn about and develop the characteristics, skills and attributes that are required to enable them to be safe, healthy and thrive, now and in the future.

Over the 2 years, students study topics such as:

Year 10: Healthy Relationships - this includes lessons which teach students identifying characteristics of both healthy and unhealthy relationships

Year 10: Careers, Enterprise and Finance Education - this includes preparation for work experience in the Summer Term of Year 10 and understanding the basics of finance such as savings and debt

Year 10: Personal Safety - this includes lessons that look at risk factors such knife crime

Year 11: Careers, Enterprise and Finance Education - these lessons are looking at preparing students for their options at Post-16

Year 11: Personal Safety - this is a series of lessons looking at consent, parenthood, first aid and drugs and alcohol

LEARNING METHODS

The lessons will follow the familiar format with full use of devices in most lessons.

ASSESSMENT

There will be no examination. There is time for reflection as well as the completion of the progress tracker as the start, middle and end of each topic in order to reflect on the progress you have made.

CONTACT

For more information please contact: [Ms Jarvis](#) - PSHE Curriculum Leader.

Religion, Ethics & Philosophy

CORE



COURSE CONTENT

Core REP is completely separate, and different to, GCSE Religious Studies, which is listed below. Religion, Ethics and Philosophy (REP) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world.

During the course of Years 10 and 11 student will study various topics including:

- Religion and Media
- Secularisation
- War and Peace
- Sin and Crime
- Topical ethical debates
- Minority religion

We will also introduce philosophy, including: theoretical philosophy (metaphysics and epistemology), practical philosophy (ethics, social and political philosophy, aesthetics), logic, and history of philosophy.

LEARNING METHODS

One of the key methods we will use will be the enquiry model (see above diagram). Students should be able to critically use this model independently by the end of year 10.

Philosophy is an activity, or way of thinking, about certain subjects such as ethics, thought, existence, time, meaning and value. That 'way of thinking' involves 4 Rs: responsiveness, reflection, reason and re-evaluation. The aim is to deepen understanding. The hope is that by doing philosophy we learn to think better, to act more wisely, and thereby help to improve the quality of all our lives. Students may be expected to complete project work at various points.

ASSESSMENT

Student progress is continually assessed throughout the course, with a focus on the skills that are being developed through study.

CONTACT

For more information please contact: [Ms Wilson](#) - REP Curriculum Leader.

Job Opportunities: while it doesn't have the most obvious pathway to a career, REP will equip you with a vast amount of transferable, and desirable, skills that can be applied to any number of professions. For example, the acceptance rate for philosophy majors applying to law school is higher than all other majors (except Physics).

Art & Design GCSE

Board: AQA



COURSE CONTENT

The course provides students with the opportunity to develop visual skills and to express ideas by working through a variety of projects.

There are opportunities to experiment with different media in order to explore individual strengths and preferences. A wide range of options are available and it is possible to specialise or to work in several areas.

Knowledge of contemporary and historical art & design is acquired through work in school and by visiting galleries, museums, workshops and studios.

This course is suitable for students who are:

- keen to develop their visual skills
- committed to and love art
- creative, enthusiastic and imaginative
- able to sustain an investigation
- able to enjoy visits to galleries, museums, workshops and studios
- willing to experiment and take risks in their work
- willing to review their progress and make improvements

LEARNING METHODS

The GCSE work includes a range of projects and workshop style sessions where girls will get to develop their skills in drawing, painting, mixed media techniques, printmaking, sculpture and Art Textiles. Students produce a comprehensive portfolio of work which enables them to progress to level 3 courses such as Art and Design, Photography or BTEC Nationals.

ASSESSMENT

This Art and Design course is made up of two units.

Component 1: Personal Portfolio in Art and Design

Internally set and marked; assessed through controlled assessment.

Component 2: Externally Set Assignment in Art and Design

Externally set theme and internally marked.

Both units are assessed using four Assessment Objectives. These can be summed up as: develop, review/experiment, record and present.

CONTACT

For more information please contact: [Miss Bowman](#) - ADT Curriculum Leader or [Mrs Wakely](#), [Miss Hinman](#) and [Miss Francis](#) - Art Teachers.

Exam website: [AQA](#)

Job Opportunities: Professional artist, Art Therapist, Marketing, Visual Effects Engineer, Illustrator, Graphic Designer, Animator, Curator, Photographer, Interior Designer, Architect.

Business GCSE

Board: PEARSON EDEXCEL



COURSE CONTENT

Have you got what it takes to be the next successful young entrepreneur? You might have an interest in business and want to start your own business one day. You might want to find out how businesses are set up and how they become successful. The knowledge of how a business works will be helpful for every job. It is useful if you want to be an entrepreneur or if you would like to work in a wide variety of careers such as Advertising, Accountancy, Stock Broker, Recruitment Consultant, Events Manager etc. GCSE Business can lead on to A Levels such as Business or Economics and is also a link to a variety of degrees at University such as Law, Accountancy, Finance, Management and International Business.

What will I learn?

In GCSE Business you will study all aspects of business from the setting up of a small business to the largest companies in the world. This course gives you the opportunity to look at a variety of departments within a business including marketing, people management, production and finance. You will also look at the economy and the role of the government.

LEARNING METHODS

This course is both active and enjoyable. You will develop a number of skills including research, team work and presentation skills, evaluation, analysis and the ability to work with numbers to solve business problems.

ASSESSMENT

At the end of Year 11 students will take two written exams:

Theme 1: Investigating small business

(calculations, multiple-choice, short and extended-writing questions) - 50%

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences on business

Theme 2: Building a business

(calculations, multiple-choice, short and extended-writing questions) - 50%

- 2.1 Growing the business
- 2.2 Making marketing decisions
- 2.3 Making operational decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions

CONTACT

For more information please contact: [Mr Brown](#) - Business Curriculum Leader.

Exam website: [PEARSON EDEXCEL](#)

Job Opportunities: Accountant, Marketing/Advertising/Retail Management

Child Development

Board: OCR CAMBRIDGE NATIONAL IN CHILD DEVELOPMENT (LEVEL 1/2)



COURSE CONTENT

Level 2 qualifications are designed for students aged 14-16 years to complement your GCSE choices. They are exciting, practical vocational qualifications that can help build your future. They provide support towards your next step: A Levels, apprenticeships or a Level 3 vocational qualification such as a Cambridge Technical.

This course in Child Development will inspire and equip students with independence and confidence in using skills that are relevant to the childcare sector and more widely. It covers all aspects of child development, from conception to five years, as well as providing safe and nurturing environments.

Students will learn about the importance of both preconception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

Students will learn how to create a safe environment for children from birth to five years in childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

Students will learn the expected developmental norms for children from one to five years. They will use observation, research techniques and skills to investigate these development norms and explore their findings. Students will also learn the importance of creating plans and providing different play activities to support children in their development.

LEARNING METHODS

A variety of learning methods will be used including discussion, presentations to the class, group work and visiting speakers (if it is possible to arrange this).

ASSESSMENT

- **Written Exam (40%):** Health and well-being for child development. 1 hour 15 min.
- **NEA Coursework (30%):** Creating a safe environment and understand the nutritional needs of children from birth to five years. Approx 12-14 hours.
- **NEA Coursework (30%):** Understand the development of a child from one to five years. Approx 10-12 hours. You must have access to a child up to five years of age to study for this task and this must not be a sibling.

CONTACT

For more information please contact: [Miss Bowman](#) - ADT Curriculum Leader, [Mrs Pannell](#) - Child Development Teacher.

Exam website: [OCR](#)

Job Opportunities: Child Care Assistant, Social Worker, Child Psychologist, Teacher, etc.

Computer Science GCSE

Board: OCR



COURSE CONTENT

This qualification encourages students to develop their understanding and application of the core concepts in Computer Science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. Relevant to the modern, changing world of computing, it's designed to boost the computing skills essential for the 21st century. This course is technically demanding and requires a strong grasp of maths and logic as well as good technical literacy.

LEARNING METHODS

- Practical software exercises and problem solving with programming languages (Python)
- Technical presentations, worksheet tasks and computational thinking challenges
- Use of Google Classroom for resources, homework and independent study
- Exploring the use of computer systems and programming in the modern world through discussion, research and debate and through group activities

ASSESSMENT

GCSE Computer Science is assessed through two written examinations.

Paper 1: Computer systems (50%, 90 minutes).

This paper consists of multiple choice questions, short response questions and extended response questions.

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

Paper 2: Computational thinking, algorithms and programming (50%, 90 minutes)

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

CONTACT

For more information please contact: [Mr McCarthy](#) - Computing Curriculum Leader.

Exam website: [OCR](#)

Job Opportunities: Cyber Security Analyst, Ethical Hacker, Games Developer, Software Engineer, Web Developer, AI and Machine Learning Engineer, Data Analyst.

Dance GCSE

Board: AQA



COURSE CONTENT

Students will study a range of Dance styles

- They will develop physical, technical and expressive skills
- They will develop skill, knowledge and understanding of choreography
- They will develop a critical appreciation of Dance
- Theatre visits to see live dance performance will form part of the learning process

We are very excited to be able to offer GCSE Dance at STAGS! This is a great opportunity for students to use skills, which they may have been developing outside of school for years, to gain a valuable qualification. However, it is not necessary for students to dance outside school as long as they are prepared to work hard when they get to the lessons. Although other styles of dance will be studied the course uses a modern contemporary style of dance as its basis.

Dance Uniform: Students will be expected to purchase black opaque leggings and a black leotard. There is also the option to buy a black STAGS branded GCSE Dance T-shirt and/or Hoodie to wear in lesson. Any other layers of clothing must be either STAGS PE kit or plain black with no logos.

LEARNING METHODS

The vast majority of the content of this course will be delivered in a practical setting, although there is theoretical work relating to the appreciation of professional dance works over the 2 years.

The students work on performance tasks:

- performing to an invited audience
- choreographic tasks: where they take an idea and choreograph their own solo or group dance
- technical tasks: where they learn a piece of dance and work to improve aspects of the dance

These tasks may be done individually or in small groups in order to develop the skills needed to create the assessed pieces of work nearer the end of the course.

ASSESSMENT

Component 1: Performance and Choreography

Performance - 30% of GCSE

- Set Phrases through a solo performance = 15 marks
- Duet/Trio performance (3 ½ mins duration) = 25 marks

Choreography - 30% of GCSE

- Solo or group choreography – solo (2-2 ½ mins) Group dance (3-3 ½ mins) = 40 marks
- Total Component 1 = 60%, Non-exam assessment marked by the centre and moderated by AQA.

Component 2: Dance Appreciation

- Written paper 40% of the total GCSE (1 ½ hour) = 80 marks
 - Students answer questions on 6 professional works.
 - Critical appreciation of own work
 - Critical appreciation of professional works
 - Knowledge and understanding of choreographic processes and performing skills.
-

CONTACT

For more information please contact: [Mrs Wheatley](#) - Teacher in charge of Dance.

Exam website: [AQA](#)

Job Opportunities: Production Manager, Arts Administrator, Choreographer, Performer

Design & Technology GCSE

- Product Design



Board: AQA

COURSE CONTENT

In GCSE Design and Technology students learn a range of subjects including; Timbers, Papers & Boards, Electronics, Textiles and Metals. Although students will access information on all areas, the main focus for practical work will be on Timbers, the choice of which is up to the student. GCSE Design and Technology is a practical subject which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The course helps students develop the ability to design and make products with creativity and originality, using a range of materials and techniques.

LEARNING METHODS

We try to teach as much of the theory as we can through practical work. We have excellent facilities available for students to work in, a fully equipped workshop, which creates a fantastic working space for students studying Design and Technology. Group work, PowerPoint presentations, disassembly and research are other teaching styles used in lessons. We hope to give students the opportunity to make at least one visit during the course or to hear from a visiting speaker, particularly concerning the industrial applications part of the course, but this is not always possible.

ASSESSMENT

The course is split into two sections; the NEA (non exam assessment) is worth 50% of the overall grade and the formal examination makes up the other 50% of the overall grade. The final product that is designed and made for the NEA will be completely individual to each student based on the brief given by the exam board. We are expecting the brief to fit around furniture design for example, with students developing a product such as a unique lighting solution, bespoke coffee table or a creative storage solution.

CONTACT

For more information please contact: [Miss Bowman](#) - ADT Curriculum Leader, [Mrs Draper](#) - Associate ADT Curriculum Leader, [Mrs Penn](#) - DT Teacher.

Exam website: [AQA](#)

Job Opportunities: Stage/Set Designer, Graphic Designer, Engineer, Architect, Interior Designer, Product Designer, Buyer, Furniture Designer, Construction, etc.

Design & Technology GCSE

- Textiles



Board: AQA

COURSE CONTENT

In GCSE Design and Technology students learn a range of subjects including; Timbers, Papers & Boards, Electronics, Textiles and Metals. Although students will access information on all areas, the main focus for practical work will be on Textiles. GCSE Design and Technology is a practical subject which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The course helps students develop the ability to design and make products with creativity and originality, using a range of materials and techniques.

LEARNING METHODS

We try to teach as much of the theory as we can through practical work. We have excellent facilities available for students to work in, a fully equipped textiles workshop, which creates a fantastic working space for students studying Design and Technology. Group work, PowerPoint presentations, disassembly and research are other teaching styles used in lessons. We hope to give students the opportunity to make at least one visit during the course or to hear from a visiting speaker, particularly concerning the industrial applications part of the course, but this is not always possible.

ASSESSMENT

The course is split into two sections; the NEA (non exam assessment) is worth 50% of the overall grade and the formal examination makes up the other 50% of the overall grade. The final product that is designed and made for the NEA will be completely individual to each student based on the brief given by the exam board. We are expecting the brief to fit a garment, accessory, or soft furnishing design, with the inclusion of modern, smart or recycled materials.

CONTACT

For more information please contact: [Miss Bowman](#) - ADT Curriculum Leader, [Mrs Draper](#) - Associate ADT Curriculum Leader.

Exam website: [AQA](#)

Job Opportunities: Costume Design, Stage Design, Entrepreneur, Interior Designer, Product Designer, Fashion Design, Fashion Media or Journalism, Fashion Buyer, Furniture Designer, etc.

Drama GCSE

Board: AQA



COURSE CONTENT

The GCSE Drama course is taught over 2 years and consists of 3 exciting and challenging components.

Component 1: Understanding Drama (40% of qualification, written examination)

Students will practically study one performance text (Blood Brothers) and see at least one live theatre performance, which they will use in a written examination at the end of the drama course. They will also answer multiple choice questions on stage types, positions and roles within the theatre.

Component 2: Devising (40% of qualification, internally assessed NEA)

In groups, students will use a given stimulus to devise their own piece of original drama to perform to an audience. Students can also take a design option and design costume, lighting, set or sound for the performance. Students will create a devising log documenting their creative process.

Component 3: Texts in Practice (20% of qualification, externally assessed).

Students will perform in or design for 2 key extracts from a performance text which will be performed for an examiner. Students can also complete this component as a designer.

Through Drama GCSE students learn to explore a range of issues, themes and plays with sensitivity and imagination. Participants become skilled theatre makers by exploring performing, directing and designing. As well as developing specific drama skills, individuals will also develop self-confidence, collaboration and problem solving skills. GCSE Drama will also improve communication skills and students become confident speakers who are able to address large groups of people.

Drama Uniform: There is also the option to buy a STAGS branded GCSE Drama T-shirt to wear in lessons, students are required to wear their STAGS PE leggings, skort or shorts with their T-shirt for practical lessons.

LEARNING METHODS

The subject is mainly taught through practical exploration in groups. We use a combination of improvisation, script exploration and performance development strategies. We encourage independent thinking through a problem-solving approach. In addition to this, students are given written tasks that are both reflective, analytical and evaluative in nature. Self-motivation and independent learning is important as students will need to learn lines for performances and research and revise for their written exam. Numerous opportunities for extension are available through the various clubs and trips run by the department.

ASSESSMENT

Students will be assessed on both their practical and written work. Assessments will examine their performance or design skills (30%), as well as their ability to justify choices made during the devised process in the devising log (30%). A written exam (40%) at the end of the course will assess their ability to interpret and analyse a key text as a performer, designer and evaluate live theatre as an audience member.

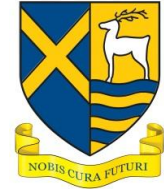
CONTACT

For more information please contact: [Mrs Georges](#) - Drama Curriculum Leader.

Exam website: [AQA](#)

Job Opportunities: Actor, Director, Stage Manager, Theatre Manager, Designer, Drama Therapist

Food Preparation & Nutrition GCSE



Board: AQA

COURSE CONTENT

This is an exciting opportunity to study food. Students will learn practical skills to make creative and delicious products that are good for the planet too. In addition to skills, students will study the fascinating science behind their cooking, explore practical solutions to develop healthy and nutritious meals and learn about where food comes from and its environmental impact.

LEARNING METHODS

Students will experience a range of learning opportunities:

- Focused practical sessions to develop new technical skills: be prepared to have ingredients every week and be prepared to wash up!
 - Investigating how different ingredients can enhance and improve products
 - Food tasting to sharpen our visual, tasting and sensory skills
 - Experimenting independently and in teams
 - Developing new recipes and menus to solve health and lifestyle challenges
-

ASSESSMENT

There is a written exam which includes a series of multiple choice questions and 5 longer questions. It is worth 50% of the GCSE.

There are two controlled assessment tasks worth 50% of the GCSE. A food investigation task (20%) and an exciting practical task (30%) where students will prepare, cook and present their own creative menu of 3 products

CONTACT

For more information please contact: [Miss Bowman](#) - ADT Curriculum Leader, [Mrs Draper](#) - Associate ADT Curriculum Leader.

Exam website: [AQA](#)

Job Opportunities: Chef, Hospitality, Food Technologist, Food and Drink Engineer, Artisan Baker, Barista, Butcher, Cake Decorator, Catering Manager, Food Inspector, Restaurant Manager.

French GCSE

Board: PEARSON EDEXCEL



COURSE CONTENT

Studying a foreign language is an excellent learning opportunity if you enjoy talking to other people, finding out how language works and learning about different countries and cultures.

During this course you will:

- build on skills in language and grammar which you gained in Years 7-9
- express and develop thoughts and ideas spontaneously and fluently
- develop a greater awareness of the culture and identity of French-speaking communities and countries

We will continue with these **common themes** for all four skills:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

LEARNING METHODS

You will practise your language skills through different topics, and in different situations. You will work with a variety of texts, to develop your fluency and spontaneity. You will have access to the eBook, and will be able to make use of Quizlet as a vocabulary revision and practice tool. You will find that you make links with English usage, and with other areas of study including Geography and History.

Teachers will use French as much as possible in the classroom, and you will find that you are able to understand more and more. There are opportunities for practising speaking, including being mentored by Year 12 French students. There are also intervention sessions for students who need more support.

ASSESSMENT

There are four exam papers in the summer of Year 11, assessing the four language skills. Each paper is worth 25% of the final grade:

- Listening (all instructions are in English)
- Speaking (examined by your teacher in Easter of Year 11; marked by the exam board)
- Reading (plus translation into English)
- Writing (short essays, plus translation into French)

You will be entered for either Higher or Foundation tier. Your teacher(s) will discuss with you which tier is most appropriate for you; a final decision is made in Spring of Year 11.

CONTACT

For more information please contact: [Mrs Buckley](#) - Languages Curriculum Leader.

Exam website: [PEARSON EDEXCEL](#)

Job Opportunities: Travel & Tourism, Education, Working for International Companies/ Abroad

Geography GCSE

Board: AQA



COURSE CONTENT

“Geography is a broad based academic subject which will open up options for you in your future. Geography helps you to make sense of the world around you. It is hands-on, it is relevant and it is fun” **RGS, 2019.**

The GCSE Geography specification focuses on the changing world. Topics of study include; climate change, tectonic hazards, poverty, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Such contemporary topics feature greatly in newspapers and on television than ever before and have become an important part of our lives.

LEARNING METHODS

Geography lessons can be very practical, with opportunities to learn new skills such as modern computer based mapping (called GIS), interpreting photographs, fieldwork skills, presenting, role play and debating techniques. Students will improve their literacy through report writing and written work and make practical use of numeracy skills when interpreting data and constructing graphs. Fieldwork, or working outside the classroom, is also a really important part of Geography. Students will inevitably develop a range of skills that will help in other subjects and in employment. Students undertake a compulsory human and physical field trip study. In lessons, students will have access to a range of textbooks that provide the basis for the specification content. These are enhanced using DVDs, video clips, internet resources and various publications.

ASSESSMENT

Students are given mock exams at the end of Year 10 and in Year 11. Each unit is also accompanied by a mid and end of unit class assessment.

Paper 1: Living with the physical environment.

1 hour 30 minutes. 35% of the GCSE.

The challenge of natural hazards, The living world and Physical landscapes in the UK.

Paper 2: Challenges in the human environment.

1 hour 30 minutes. 35% of the GCSE. Urban issues and challenges, The changing economic world and The challenge of resource management.

Paper 3: Geographical applications.

1 hour 15 minutes. 30% of the GCSE.

Issue evaluation and Fieldwork. A pre-release resources booklet is made available 12 weeks before the Paper 3 exam, which is then analysed in lessons. The examinations will include a range of multiple-choice, short answer questions and longer written answers.

CONTACT

For more information please contact: [Mr James](#) - Geography Curriculum Leader. (Mrs Isolda - maternity leave).

Exam website: [AQA Geography](#)

Job Opportunities: Human Rights Officer, Climate Change Analyst, Town Planner

History GCSE

Board: EDEXCEL



COURSE CONTENT

A study of History will allow you to understand how the world we live in was shaped and the various elements that have influenced today's society. It will equip you with a sound, research based understanding of the past, as well as the crucial skills of analysis, argument and extended writing. History is known as a 'facilitating' subject, meaning that it is recognised by all Universities as rigorous preparation for degree courses and employment. History can open many doors for you and may launch you into a career in the business world, law, journalism, politics or archaeology to name but a few possibilities.

The course is comprised of four exciting units and covers a range of both World History and British topics; both in overview and depth. Students are asked to consider the big questions of the 20th century: through units on Weimar and Nazi Germany and the Cold War period. For our British depth study you will investigate the Anglo-Saxons and Norman Conquest of England in 1066 and for our breadth study we look at the development of modern medicine from Greek times to the creation of the modern day NHS.

LEARNING METHODS

Lessons are centred on developing the skills needed at History GCSE: knowledge and understanding, explanation and analysis of historical events and periods, contemporary sources and interpretations of the past. Lessons are taught using a variety of methods and resources, including plenty of discussion and debate, as well access to wider reading and e-revision materials through use of devices in lessons. Learning outside of the classroom is very important in History, and there is likely to be an opportunity for students to travel to the First World War battlefields in Belgium and France, or a visit to Berlin, to visit sites of Historical interest.

ASSESSMENT

There is no controlled assessment: all student knowledge and understanding will be assessed through examination. The 4 examined modules will be tested in the May/June of Year 11 in three examinations, lasting between 1 hour 15 and 1 hour 45 minutes. Internal tests and mock exams will be carried out in order to monitor students' progress and provide feedback on their attainment and exam technique.

CONTACT

For more information please contact: [Miss Cardani](#) - History Curriculum Leader.

Exam website: [EDEXCEL History](#)

Job opportunities: Law, Journalism, Politics...and many more!

Media Studies GCSE

Board: EDUQAS/WJEC



COURSE CONTENT

The media industry is the largest industry for employment in the world. From billboard advertising to streaming platforms, rolling mainstream news coverage to independent vloggers and influencers, we are surrounded by media communication every day. Exciting jobs are available such as being a journalist, director, camera operator, marketing executive, editor and many more. Not only is Media Studies interesting and relevant, it gives you valuable skills to help understand the world around you. The course aims to take students on a journey from a passive spectator to an active critic and participant, who can mediate media as a life skill, as well as a career path.

LEARNING METHODS

- This study asks students to analyse media language and codes and conventions of advertising (Quality Street, This Girl Can), film marketing (The Man With The Golden Gun, No Time To Die), magazines (GQ, Vogue), and newspapers (The Guardian, The Sun).
- Four case studies with a focus on industry and audiences as applicable to the film (Bond franchise), newspapers (The Sun), radio (The Archers) and video games (Fortnite).
- Analysis of the codes and conventions of Crime Drama and exploration of media language and representation through 2 case studies (Luther, The Sweeney).
- Analysis of the codes and conventions of Music videos (Lizzo - Good as Hell, Stormzy - Superheroes, Duran Duran - Rio), websites (official sites for Lizzo and Stormzy) and social media platforms through three case studies.

ASSESSMENT

Component 1: 'Exploring the Media' is a written examination:

1 hour 30 minutes (40% of qualification).

In Section A students study media language and representation in relation to print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

In Section B of the paper, students explore 'Media Industries and Audiences'. This section assesses two of the following media forms: film, newspapers, radio, video games.

Component 2: 'Understanding Media Forms and Products' is a written examination:

1 hour 30 minutes (30% of qualification).

This paper assesses all areas of the theoretical framework and contexts of the media:

Section A features Television (two case study crime dramas are studied).

Section B includes Music (three case study music videos and the websites and social media platforms for two music artists, are studied).

Component 3: This is an independently led project (coursework) with a focus on creating media products. The non-exam assessment is worth 30% of the qualification. Students are given the opportunity to create an individual media production in response to a choice of briefs. Previously, briefs have included: Designing the front cover and double page spread for a Lifestyle magazine, designing a DVD cover and/or creating the opening sequence for a short film. All briefs require students to be able to apply knowledge and understanding of media language and representation and an ability to work with iMovie and Adobe products.

CONTACT

For more information please contact: [Mr Cole](#) - Film & Media Studies Curriculum Leader.

Exam website: [EDUQAS](#)

Job opportunities: Journalist, Marketing Executive, TV Producer, Screenwriter, Editor, Photographer

Music GCSE

Board: EDUQAS/WJEC



COURSE CONTENT

Component 1: Performance (coursework NEA)

You will record at least two performances to your teacher of approximately 4 minutes total. One must be an ensemble piece with other people.

Component 2: Composition (coursework NEA)

You will write two pieces of music (compose) totalling approximately 4 minutes. One will be free choice and the other is to a brief set in year 11.

Component 3: Listening & appraising examination (1hr 15 mins) based on listening extracts from two set works from the following areas of study:

- Musical Forms and devices
- Music for Ensemble
- Film Music
- Popular Music

LEARNING METHODS

- Listening to and performing various styles of music
- Teacher-led, independent and group analysis of music
- Whole class performances of Set Works
- Performing on one or more instruments
- Performing in an ensemble
- Composing (to a brief and free choice)
- Composing with others and on your own
- Participation in extracurricular ensemble(s)

ASSESSMENT

Coursework is marked both on an interim and then, at the end of the course, a final basis. Other informal assessments take place throughout the course in the form of listening tests. Students will complete analysis questions and homework throughout the year to check their understanding of musical genres and the two set works. There is a final listening examination at the end of the course based on listening extracts. Performance is examined through a final privately recorded performance of an ensemble piece and either a solo or a second ensemble piece.

- Performing coursework = 30%
- Composition coursework = 30%
- Listening exam = 40%

CONTACT

For more information please contact: [Mrs Cooper](#) - Music Curriculum Leader.

Exam website: [EDUQAS Music](#)

Job Opportunities: Music Therapist, Music Producer, Music Management (Orchestra/Band/Artist Manager), Sound Engineer, Studio Musician, Performer, Composer, Sound Technician, Teacher.

Physical Education GCSE

Board: OCR



COURSE CONTENT

The GCSE PE course has been designed to allow students to study Physical Education in an academic setting.

We look in depth at the many body systems such as the skeletal; muscular and cardio-respiratory system as well analysing and evaluating sporting performances.

The theory section also gives students an insight into sports psychology and the socio-cultural influences of sport.

The course also allows students to perform and showcase their skills practically in 3 sports.

LEARNING METHODS

Students will experience a mixture of practical sessions and theory lessons.

We offer practical lessons in the major school sports such as netball, trampolining and badminton. However, it is possible for students to be assessed in many other activities including horse riding, skiing and rock climbing.

Students will be required to make their own notes and complete home learning tasks during the course. They will learn to apply their theoretical knowledge to practical situations and will be required to gain footage of themselves performing in their chosen activities.

ASSESSMENT

Students will be assessed in three sports as a performer. One of these sports must be a team sport; one sport must be in an individual sport; with the third sport being from either a team or individual sport of their choice.

Students will also complete an Analysing and Evaluating Performance task. These two marks combined count for 40% of the final grade.

There are two written exams which cover the theory content of the specification and include a variety of question types including multiple choice, single mark, short answer and extended response. This accounts for 60% of the final grade at GCSE.

CONTACT

For more information please contact: [Miss Stephens](#) - PE Curriculum Leader or any member of the PE Department.

Exam website: [OCR Physical Education](#)

Job Opportunities: Physiotherapist, teacher, coach, sports psychologist, nutritionist, sports scientist

Religious Studies GCSE

Board: EDUQAS/WJEC



COURSE CONTENT

GCSE Religious Studies Eduqas Route A: Christianity and Islam

RS at STAGS is a popular course choice for students who wish to dig deeper into some of society's cultural and social issues. It is also a preferred subject at A Level for those who continue their studies.

Component 1: Religious, Philosophical and Ethical Studies in the Modern World

Issues of Relationships, Issues Life and Death, Issues of Good and Evil, Issues of Human Rights

Component 1: 2hr exam

Component 2: A Study of Christianity

An in-depth study of Christianity. You will look at Christian beliefs, teachings and practices and the impact they have on communities and individual believers.

Component 2: 1hr exam

Component 3: A Study of Islam

We will study the beliefs and teachings of Islam. We will consider the diversity within Islam. We will then investigate the practices of Islam in Britain and elsewhere.

Component 2: 1hr exam

LEARNING METHODS

- Gain an understanding of the beliefs, teachings and practices of Islam and Christianity
 - Explore secular opinions and convictions. Explore ultimate questions such as:
 - Was the Universe created?
 - Does human life have purpose?
 - If God exists, why does evil exist?
 - Are some actions always wrong?
 - Is there a life after death?
 - Improve your understanding of the many ethical and religious issues that arise in societies across the world
 - Improve your philosophical and critical thinking skills and your ability to think conceptually
 - Improve your extended writing skills and your ability to explain in depth and to present arguments and counter arguments in a logical, coherent and intelligent way
-

ASSESSMENT

For the GCSE assessment students sit 3 exams at the end of Year 11.

- Component 1 will be worth 50% of the GCSE
- Components 2 and 3 will be worth 25% of the GCSE per exam.

There is no coursework.

CONTACT

For more information please contact: [Ms Wilson](#) - REP Curriculum Leader or any Religious Studies teacher.

Exam website: [EDUQAS Religious Studies](#)

Job Opportunities: Religious Studies graduates work in the NHS; the Civil Service; Youth and Social Work, Advertising, Investment and Banking, Law, Politics, Business, the creative industries, the charity sector and NGOs, Publishing and Journalism, and Education.

Studying medical ethics can also be very useful for those looking to enter a career in healthcare.

Sociology GCSE

Board: AQA



COURSE CONTENT

Sociology helps students to develop a wide range of knowledge and understanding about society. Sociology is an engaging and thought provoking subject that is evident all around us, and as Sociologists, you will study societal structures, processes and issues. This helps students to develop their critical thinking, citizenship and empathy skills.

During the GCSE students will study:

Paper 1 (studied in Year 10): The Sociology of Families & Education. These units focus on what society is and how it shapes us within the institutions of the family and education. Students have the opportunity to investigate and explore the impact these institutions can have depending on class, gender and ethnicity, combined with many other sociological factors.

Paper 2 (studied in Year 11): Crime and Deviance & Social Stratification. Students explore the meaning and reasons behind crime in contemporary British society, as well as investigating the role the Criminal Justice System (courts, police, prisons) plays in ensuring justice for all regardless of class, gender, ethnicity, etc. Social stratification allows students to understand the impact that poverty, welfare, inequality and the Government can have on our life chances. These units are designed to broaden student understanding of how power is distributed within our society.

Throughout the course students also study and regularly apply knowledge of different Sociological perspectives (such as Marxism and feminism), and of research methods, considering for example the different ways that Sociologists conduct research to evidence their views.

LEARNING METHODS

Sociology is studied through a variety of methods in and outside of the classroom, for example through classroom discussions, group activities, research tasks, use of news articles and documentary clips. The department has a wide range of resources to complement and support learning, including resources to help further develop student interest in the subject, to help students revise and recall previous learning, and to support exam writing. There is a weekly drop in Study Support session offered to all students to provide additional help outside of the classroom, as and when students need it.

ASSESSMENT

Students complete TWO papers at the end of the course. Each paper is worth 50% of the final grade. Internal tests and mock exams will be carried out in order to monitor students' progress and provide feedback on their attainment and exam technique.

Paper 1: The Sociology of Families & Education

Paper 2: Crime and Deviance & Social Stratification

CONTACT

For more information please contact: [Ms Lamb](#) - Sociology Curriculum Leader.

Exam website: [AQA Sociology](#)

Job Opportunities: Social Worker, Journalist, Researcher, Police Officer, Prison Officer, Lawyer, Advertising, and many more.

Spanish GCSE

Board: PEARSON EDEXCEL



COURSE CONTENT

Studying a foreign language is an excellent learning opportunity if you enjoy talking to other people, finding out how language works and learning about different countries and cultures.

During this course you will:

- build on skills in language and grammar which you gained in Years 7-9
- express and develop thoughts and ideas spontaneously and fluently
- develop a greater awareness of the culture and identity of Spanish-speaking countries

We will continue with these common themes for all four skills:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

LEARNING METHODS

In Spanish you will:

- practise your language skills through different topics, and in different situations.
- work with a variety of texts, to develop your fluency and spontaneity.
- have access to the eBook and be able to use Quizlet as a vocabulary revision and practice tool.
- make links with English usage, and with other areas of study including Geography and History.
- be able to hear your teachers using Spanish as much as possible in the classroom, and you will find that you are able to understand more and more.
- be given opportunities to practise speaking including being mentored by Year 12 Spanish students.
- be offered study support sessions, if you need any additional support.

ASSESSMENT

There are four exam papers in the summer of Year 11, assessing the four language skills. Each paper is worth 25% of the final grade:

- Listening (all instructions are in English)
- Speaking (examined by your teacher in Easter of Year 11; marked by the exam board)
- Reading (plus translation into English)
- Writing (short essays, plus translation into Spanish)

You will be entered for either Higher or Foundation tier. Your teacher(s) will discuss with you which tier is the most appropriate for you; a final decision is made in Spring of Year 11.

CONTACT

For more information please contact: [Mrs Buckley](#) - Languages Curriculum Leader, [Mrs Benekou](#) - GCSE Spanish Curriculum Leader.

Exam website: [PEARSON EDEXCEL Spanish](#)

Job Opportunities: Travel & Tourism, Education, Working for International Companies/Abroad



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