



Option Subjects  
Information Booklet  
**Fitzharrys School**  
2026

## What do different qualification types mean and how will they be assessed?

Most GCSE courses are entirely assessed through written examinations at the very end of the course. The others all include a majority component of examination assessment but also include some 'controlled assessment'.

For some GCSE subjects students will sit different exam papers depending on their level of achievement in that subject. These different papers are called "tiers". In other subjects every student sits the same exam.

BTEC courses are designed to give students a more vocational education in the subject – so that they can explore the subject in a context that is more applied and includes learning about how it is utilised in the world of employment. We are offering BTEC Awards in Music Practice and Performing Arts (Drama). These both involve significantly less external examination but are fully recognised qualifications alongside traditional GCSE.

All GCSE courses are now graded on a scale of 9-1. The new grade 5 is described as a 'good pass' and a grade 4 as the equivalent to an old C GCSE pass.

BTEC courses are graded differently. The table shows their fully recognised GCSE equivalent scores.

BTEC grade	GCSE (9-1) scale equivalent
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1.25

### Controlled assessment / Non-examined assessment (NEA)

This is the name for tasks completed and assessed before the final exams (the equivalent of coursework). Students undertake tasks which are completed under various levels of supervision. Their performance is normally assessed by the teacher, and the marking level moderated by the examining board. This sort of 'in course' assessment suits some students, helping to spread the assessment load more evenly through the course. Controlled assessments reinforce for all students the importance of working hard from the very start of their courses. It can contribute up to 50% of some GCSE courses, but more in BTec courses. Please read the subject pages for details.

# Possible option subjects:

Art, Craft and Design

Business

Computer Science

Design and Technology

French

Food Preparation and Nutrition

Geography

History

Music Practice (BTEC)

Performing Arts (BTEC)

Physical Education

Religious Studies

Sociology

Spanish

Statistics

Textiles

# Art, Craft and Design

## What will I learn in this subject?

- You will develop your practical skills in art and design, investigate the work of artists and refine your own ideas through experimentation with a range of different media.
- You will develop skills in a range of media including drawing, painting, print making, ceramics and mixed media.
- You will research, analyse and respond to the work of Artists throughout the course, this research is a fundamental element of the course and a common homework task.
- You will learn that art has the power to convey a message and will be encouraged to find your own voice; sharing and developing your own ideas and independence in response to the work of others.

## How will I be assessed?

The GCSE course consists of two assessed units:

1. **Coursework portfolio:** This is 60% of your final grade. It consists of a portfolio of work in a range of media where you respond to a set of themes exploring different artists and techniques.
2. **Externally set assignment (exam):** This is 40% of your final grade. The theme for the exam is set by the exam board. You will develop a portfolio of work in response to the theme (similar to the coursework). The exam runs from February – April/May of year 11. At the end of the exam period, you will sit a timed test to produce an outcome for the project; it takes place over two days (10 hours) in the art rooms.

You will build a coursework portfolio throughout year 10 and 11 demonstrating evidence and understanding of the four assessment objectives: **the focus of the work we do is portraiture.** You will receive both written and verbal feedback intended to guide you in making informed decisions to best meet the needs of the course. All work set, both at home and in class, will be assessed as part of your portfolio to determine your GCSE grade.

## Where could this subject take me?

Art will help develop many transferrable skills which can help in any career. You could go on to take A Levels, college courses and university. You may go on to careers in a creative sector such as: art or design, film making, animation, graphics, ceramics, illustration, theatre design, advertising, fashion, textiles, interior design, architecture, marketing, publishing.

## What equipment would I need?

We supply “art kits” at the start of year 10 to support with independent study. The kit contains pencils, brushes, watercolour paints, pen, sharpener, rubber, colouring pencils and a folder. We ask for a £10 contribution towards the cost of the art kit. Other equipment is available to buy at cost price such as acrylic paints and oil pastels; students can request an order form containing up to date prices for all equipment (including art kit items should they run out).

## Further information

If you have further questions, please contact the Subject Lead teacher: Mr T Lee

**GCSE specification:** [Edexcel GCSE Art and Design \(2016\) | Pearson qualifications](#)

# Business

## What will I learn in this subject?

Business studies is not just a subject where you find out what businesses do, here at Fitzharrys we aim to teach you much more than that. It's a subject which prepares you for life after school and fits in with anything you choose to do later in your future. Whether you want to become a hairdresser, a builder, a vet, a solicitor or sell cars, you will need to know the basics of how businesses operate. You will also learn essential skills such as: how to work with people, how to write a CV or job application, how to be successful at an interview, what interest rates are and how they will affect you and businesses.

## How will I be assessed?

This specification requires candidates to take two written papers in year 11 both of equal weighting. You will be set termly progress checks as well as regular homework and assessment tasks.

## Where could this subject take me?

The study of business is excellent training for any career. Whether you're a budding Entrepreneur or work in a business for someone else, this subject will provide you with a sound foundation of knowledge, understanding and relevant skills to make you successful and give you the confidence you need. Students who study this subject go on to work in fields such as event management, research and development, marketing, finance, procurement, teaching, accountancy and law.

## What equipment would I need?

Writing materials, Purchase a calculation book, a vocabulary book and a calculator.

## Further information

If you have further questions, please contact the Subject Lead teacher: Mrs T Jarvis

**GCSE specification:** [Edexcel IBSO 9-1](#)

# Computer Science

## What will I learn in this subject?

Over the course you will cover the following:

- **Computer systems:** Students will be introduced to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. They will also look at ethical, legal, cultural and environmental concerns associated with computer science.
- **Computational thinking, algorithms and programming:** Students will apply their knowledge and understanding gained in Computer Systems. They will develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.
- **Practical programming:** Students will be given the opportunity to undertake a programming task(s) during their course of study which will allow them to develop their skills to design, write, test and refine programs using a high-level programming language. They will be assessed on these skills during the written examinations in Paper 2.

## How will I be assessed?

You will have two written exams.

### Paper 1

- Written exam: 1 hour 30 minutes
- 80 marks
- 50% of GCSE

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

### Paper 2

- Written exam: 1 hour 30 minutes
- 80 marks
- 50% of GCSE

This paper has two sections: Section A and Section B. Students must answer both sections. In Section B, students are assessed on their ability to write or refine algorithms.

## Where could this subject take me?

Computer Science provides you with a clear progression from GCSE to AS and A-levels, University degrees, Technical Awards, apprenticeships, or the workplace.

You will have a range of jobs to choose from such as software development, AI engineering, CAD designer, Cyber security analyst, Games developer, Clothes designer, Music data analyst, Day trader, Web content editor

## What equipment would I need?

No specialist equipment is needed but your own laptop or personal computer will be beneficial.

## Further information

If you have further questions, please contact the subject teacher: Mr Brown

**GCSE specification:** [OCR J277 Computer Science](#)

# Design and Technology

## What will I learn in this subject?

Design and Technology will help you to explore and develop both practical and theory skills in the world of design. You will build on your knowledge from KS3, learning and working with the following materials: papers and boards, timber, metal-based materials, polymers, textile-based materials, electronics, in preparation for your NEA outcome.

You create several prototypes, understanding a range of skills and techniques to determine how and why different materials are used, ready to make your own decision on which material is most suitable for your NEA design. **Your NEA is worth 50% of your final grade.**

The theory aspect of the course will consist of key topics that can be linked to crucial decision making during your NEA. You will learn, develop and implement your understanding of the following areas: New and emerging technologies, energy generation, materials and their working properties, design principles, making principles, sustainability and social footprint.

## How will I be assessed?

**Exam assessment (Paper 1)** – 2 hours 100 marks (50% of GCSE)

Core technical principles / specialist technical principles / designing & making principles

- **Section A:** Core technical principles (20 marks) multiple choice & short answer questions assess broad technical knowledge & understanding.
- **Section B:** Specialist technical principles (30 marks) several short answer questions (2–5 marks) & one extended response to assess a more in-depth knowledge of technical principles.
- **Section C:** Designing & making principles (50 marks) Short & extended response questions, including a 12mark design question.

• **Non-examination assessment** – 30-35 hours 100 marks (50% of GCSE)

Practical application of core technical principles / specialist technical principles / designing & making principles. Students will produce a substantial design and make task which will be assessed across five strands - investigating, designing, making, analysing and evaluating.

## Where could this subject take me?

Design and Technology supports careers across all elements of design and STEM. From interior or furniture design, to engineering and architecture. Your skills in investigation and analysis, critical thinking, creativity, making and evaluation are skills all employers want to see, and they are vital for your success in the subject. You will have the opportunity to explore ways of working with new technologies, such as 3D modelling or Computer Aided Design, which will provide you with a good basis for further study.

## What equipment would I need?

Alongside the equipment in your pencil case, including maths equipment for elements of the exam, you will also be expected to provide the material you choose for your NEA outcome at the end of year 11.

## Further information

If you have further questions, please contact the Subject Lead teacher: Mr G Miles

**GCSE specification:** [GCSE Design and Technology Specification Specification for first teaching in 2017 \(aqa.org.uk\)](https://www.aqa.org.uk/qualifications/gcse/design-and-technology/specification)

# Food Preparation and Nutrition

## What will I learn in this subject?

The course is broken down into 5 key areas. They are:

- **Food, nutrition, and health** - understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and healthy diet and health choices, sound knowledge of the nutritional content of food and drinks
- **Food science** -develop knowledge and understanding of the functional properties and chemical characteristics of food and the effect of cooking on food.
- **Food safety** - demonstrate knowledge and understanding of functional and nutritional properties, food spoilage, and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- **Food choice** -understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes, sensory qualities of food and factors effecting food choice.
- **Food provenance** - understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, and the future of farming.

## How will I be assessed?

You will be assessed through a terminal exam (1 3/4 hours) which is worth 50% of the marks. The exam will take place in the summer of year 11, the first part is multi choice and the remainder is long answer questions.

The remaining 50% of the marks are based on two internal assessments, both in year 11. The first is a 'Food Investigation Task (15%)', understanding the characteristics, function and chemical properties of food, where an electronic report of 1500-2000 words will be produced. The other is a 'Food Preparation and Cooking Assessment' (35%) where pupils will plan, prepare, cook and present a selection of dishes within a period of 3 hours. A piece of coursework of 20 pages will be produced alongside. Both tasks are set in year 11 from the exam board.

## Where could this subject take me?

This is a GCSE with links to Sport, Biology and Geography. You could go on to take A Levels, college courses and university. You may go on to careers in: The catering and hospitality industry, nutrition and dietetics, sports nutrition, food science, product development and even farming.

## What equipment would I need?

Pens, pencils, rubber, 30cm ruler etc, ingredients for cooking every week. Dates will be given in advance.

## Further information

If you have further questions, please contact the Subject Lead teacher: Mrs A. Rush, Mr G. Miles

**GCSE specification:** [AQA](#) | [Food](#) | [GCSE](#) | [Food Preparation and Nutrition](#)

# French

## What will I learn in this subject?

The syllabus covers three contexts:

- People and lifestyle
- Popular culture
- Communication and the world around us

## How will I be assessed?

Papers are set at 2 levels: Foundation and Higher

- Paper 1 – Listening – 25%
- Paper 2 – Speaking – 25% (conducted by teacher)
- Paper 3 – Reading – 25%
- Paper 4 – Writing – 25%

## Where could this subject take me?

Languages can open many doors in the world of work.

Knowledge of a foreign language is not just another GCSE grade – it is a concrete and demonstrable life skill, like being able to drive a car or touch-type, and it is a skill very highly valued by employers.

Today there is a global market for jobs. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer. Knowing how to meet and greet people from other countries and cultures is a valued skill.

The range of combined degrees and further education courses involving a language is limitless – from Accountancy with Russian to Theatre Studies with Italian.

## What equipment would I need?

A French-English dictionary is very useful and you can also purchase a revision guide at a reduced cost through the school.

You will have access to the textbook with Kerboodle.

## Further information

If you have further questions, please contact the Subject Lead teacher: Mrs M Philbin

**GCSE specification: French 8652**

[AQA](#) | [French](#) | [GCSE](#) | [GCSE French](#)

# Geography

## What will I learn in this subject?

Geography is split into two main areas: physical and human geography.

The physical topics cover:

- **Global hazards** – extreme weather events and plate tectonics
- **Distinctive landscapes** – What the UK's landscapes and what forms them?
- **Sustaining ecosystems** - tropical rainforests and polar environments
- **Changing climate** – what evidence is there for it existing, and potential human causes?

The human topics cover:

- **Urban futures** – where do people live and what challenges do they face?
- **Dynamic development** – why are some nations poor and why can't they change this?
- **UK in the 21st century** – our economy, people and global influence
- **Resource reliance** – can we supply and feed 8 billion people?

### Fieldwork

Everyone will carry out two separate days of fieldwork investigation to collect data to enable you to answer aspects from the human and physical exam papers. **There isn't any controlled assessment.** The fieldwork skills are tested as part of papers 1 and 2.

## How will I be assessed?

The course is split into 3 papers:

- The physical topics account for 35% of the GCSE in paper 1
- The human topics also account for 35% of the GCSE in paper 2
- A third paper, worth 30% of the GCSE, is called the decision-making exercise. In this exam students are given several resources to interpret and use the skills developed within lessons to make a decision on a real-world event. The topic area is chosen randomly from the topics above.

## Where could this subject take me?

Geography is an academic subject and so it opens many doors, as it provides excellent training for most careers. This is because it involves communicating ideas and developing skills. It encourages you to write and express yourself clearly, develop specific skills such as map reading, interpreting satellite images, analysis, presenting ideas & debates.

### What jobs are available if you study Geography?

Students who study geography can go on to seek a career in journalism, advertising, volcanology, environmental work, aid agencies (OXFAM, UNICEF, etc.), meteorology, oceanography, town planning, the military, tourism & travel, coastal engineering... the possibilities are endless. Geography opens doors!

## What equipment would I need?

There is no specific equipment beyond what is normally needed for school, but a ruler and calculator are often needed in lessons. You could also have your own set square, protractor and set of compasses for graphs and charts.

## Further information

If you have further questions, please contact the Subject teachers: Miss Dyer, Miss Wintle-Gregory & Mr Clelland

GCSE specification: [OCR B](#)

# History

## What will I learn in this subject?

The course is designed to allow you to study history in at least two different ways - in outline and in depth. Over the course you will be trained to describe, analyse, argue and interpret various events in history in preparation for your examinations. You will use a variety of different resources to enhance your learning, with frequent visits to the library and IT suites. You will go on at least one history visit.

### **Paper 1: Thematic study and historic environment**

*Migrants in Britain, c800-present and Notting Hill, c1948-1970*

The module allows us to investigate when and why groups of people migrated to Britain over time and to what extent their characteristics are linked with the key features of society in Britain.

### **Paper 2: Period study and British depth study**

*Early Elizabethan England, 1558–88 and Superpower relations and the Cold War, 1941-1991.*

This module will look at what England was like under the rule of Elizabeth I, focusing on power, religion and society. The module then moves onto the period study of the Cold war. The Cold War course explores the origins, key events, and consequences of the ideological conflict between the USA and USSR from 1945 to 1991, focusing on tensions, crises, and the eventual collapse of Soviet power.

### **Paper 3: Modern depth study**

*Weimar and Nazi Germany, 1918–39.*

This module looks at how Germany coped after the First World War under its new democratic direction of the Weimar Republic. This will lead onto the key reasons why Hitler came to power in 1933 and how he established his dictatorship. The module will also look at what life was like for the people of Germany under the Nazi regime.

## How will I be assessed?

You will study all units over the course of two years – an in-depth study, a development study, a thematic study. You will sit three written examinations before completing the course. The units are worth the following- Paper 1- 30%, Paper 2- 40% and Paper 3- 30% of the full GCSE.

## Where could this subject take me?

History is an excellent training for any career which involves communicating ideas to other people. It trains you to write and explain yourself clearly and persuasively. Historical skills are of particular value to those seeking a **career in law, administration, journalism, teaching, advertising or media**. History will give you an insight into the world in which we live today.

## What equipment would I need?

Just the basics- pens, pencils, etc. And access to the internet will come in very handy.

## Further information

If you have further questions, please contact:, Mr A Nobbs, Ms G Kitto, Mr O Dutton Sedman or Ms A Wilkins

**GCSE specification:** [Edexcel History \(9-1\) 2016](#)

# Music Practice

## What will I learn in this subject?

The course is set up to teach you how to be an effective musician in today's music making world. The music industry is always changing, and musicians must learn how to be adaptable to change to ever changing work environments.

You will learn about different music styles and genres, you will learn about industry practices, you will learn and develop your personal and professional skills; but most of all you will develop your skills as a musician.

You do not need to read Western Classical music notation to be able to access the course.

You do not need to play a Western Classical instrument to be able to access the course. What you do need to do is to be ready to learn and develop as a musician.

## How will I be assessed?

You will complete and be assessed in 3 Components:

1. Component 1- Exploring Music Products and styles: This is internally assessed and verified by the exam board. It is made up of a portfolio of different recordings and two logbooks
2. Component 2- Music Skills Development: This is internally assessed and verified by the exam board. It is made up of a portfolio of different recordings and two logbooks
3. Component 3- Responding to a Commercial Music Brief: This is the exam. You are given a set list of 10 pieces of music and 4 different styles- you have to choose which piece of music to work on to create a version that is in a different style or genre. You create a music product and complete an exam paper which is externally assessed by the exam board.

## Where could this subject take me?

The Music industry contributed £5.2 billion to the UK economy in 2018 (Music by Numbers report, 2019). It is a huge sector for employment and jobs. The skills you learn on the course will enable you to access other jobs involving other creative avenues.

Most importantly, you will have a greater understanding of Music that will contribute to a lifelong understanding and enjoyment of Music.

## What equipment would I need?

All the equipment needed will be provided on the course. A key piece of technology used on the course is an app called 'Soundtrap.' All pupils on the course are signed up for a subscription; this will enable them to be able to compose, create and record music from wherever they may be by using an app on their mobile phone, tablet, laptop or desktop computer. Music is a technology subject, and in learning to be musicians for tomorrow, pupils learn to be flexible and adaptable to the demands of a contemporary career.

## Further information

If you have further questions, please contact the Subject Lead teacher: Mr L Adam

**BTEC specification:** BTEC Music Practice - [Music Practice \(2022\)](#) | [BTEC Tech Awards](#) | [Pearson qualifications](#)

# Performing Arts

## What will I learn in this subject?

You will learn the techniques of performing arts as well as being taught important and transferable skills for life. This includes effective ways of working in the Performing Arts industry, such as the development of your creative ideas, rehearsal techniques and opportunities for performance. You will also focus on developing your roles and responsibilities as an actor and improve on your personal communication, your creative response, and your teamwork skills.

## How will I be assessed?

You will be assessed through a combination of internally assessed coursework assignments, both written and practical as well as in an externally examined unit in Year 11. The exam component will ask you to research, develop and perform an original play linked to a brief set by the exam board. In addition to the rehearsal and performance of your devised piece, you will also sit three controlled assessment tasks linked to the assignment.

The two internally assessed components- Component One and Component Two are taught and assessed at Fitzharrys in Year 10. The results are then Internally Verified by another Performing Arts teacher at another school.

Component Three is the external unit assessed by the exam board and the preparation and delivery of this unit takes place during Year 11. There are opportunities throughout the year to improve grades achieved in Components One and Two.

## Where could this subject take me?

Once you complete your Level Two qualification in Performing Arts, you could consider progressing on to:

- A Levels as preparation for entry into Higher Education in a range of subjects.
- The study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in Performing Arts or Production Arts areas.
- The study of Performing Arts post-16 through the study of a technical certificate. This could ultimately lead to employment in the performing arts sector.

## What equipment would I need?

Performing Arts asks that you bring yourselves to each lesson, ready for practical work in the Drama Studio. You will also need to have a memory stick to work on your coursework, as you will write your Drama Logbook both at home as part of your personal study and during class time. You will need to make sure that you look after any scripts that you are given and can bring them to class for each rehearsal.

## Further information

If you have further questions, please contact the Subject Lead teacher: Ms M Lancaster

**BTEC specification:** [Performing Arts | Pearson qualifications](#)

# Physical Education

## What will I learn in this subject?

Theoretical aspects of sport and physical activity make up 70% of the GCSE course, 4 out of 5 lessons a fortnight are classroom based. You will study:

1. Anatomy and Physiology
2. Anaerobic and Aerobic exercise
3. Movement analysis.
4. Physical Training
5. Sport psychology
6. Socio-cultural influences
7. Commercialism and ethical issues in sport
8. Health and Fitness

Practical Performance in sport and activity (30%) Practical 1 out 5 lessons a fortnight.

## How will I be assessed?

There are two theory exams that assess your theory knowledge. These exams are 75 minutes each. One is based on physiology theory and the other is based on the sports psychology and cultural issues that you will study.

There are also practical exams which we prepare you for during the course. You will be assessed in your 'top' three activities. They must include a team activity as well as an individual one. Note that a 'team' activity could be Badminton doubles as opposed to singles.

## Where could this subject take me?

GCSE PE could lead on to further study at Level 3 (A Level or BTec Level 3). There is also a long list of possible future pathways where having PE GCSE would be advantageous; Armed services, Sports Journalism, Sports broadcasting, Health promotion, Sports coaching, Outdoor pursuits, Teaching, Physiotherapy, Sports Science, Sports Medicine, Fitness instructing, Community Sports projects, Sports Centre management, Police, Physiology, Firefighting, Personal Training, Travel and Tourism, Professional Sport, Sports Administration.

## What equipment would I need?

Full PE kit when required.

For theory work all the normal classroom requirements.

Note - It is strongly recommended that students stay committed to outside clubs as their experience and expertise can be assessed within an outside organisation. For example, swimming, golf, dance and the like can be assessed practically even though not taught in school.

## Further information

If you have further questions, please contact the Subject Lead teacher: Mr P Rees

**GCSE specification:** [AQA Physical Education 8582](#)

# Religious Studies

## What will I learn in this subject?

This course gives you the opportunity to explore some of life's biggest questions and understand how beliefs shape individuals, communities and societies. You will study two major world religions and ethical issues such as justice, peace and the value of life.

Religious Studies requires you to think deeply, question ideas and develop your own views. You will learn to interpret texts, analyse arguments and consider different perspectives, including non-religious views such as Humanism and atheism. These skills will help you to construct well-informed, balanced arguments.

The course will also help you understand the role of religion in today's world, from ethical debates to global conflicts, and give you an appreciation of diversity in modern society.

## Paper 1: Religion and Ethics - Christianity

*Christian Beliefs, Marriage and the Family, Living the Christian Life, Matters of Life and Death*

This area of study comprises a study in depth of Christianity as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically within families, and with regard to matters of life and death. We will look at Christian attitudes towards evil, suffering, charity, gender roles, equality, and ethical issues such as abortion and euthanasia.

## Paper 2: Religion, Peace and Conflict - Islam

*Muslim Beliefs, Crime and Punishment, Living the Muslim Life, Peace and Conflict*

This paper involves an in-depth study of Islam as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically about the issues of peace and conflict, and crime and punishment. We will look at Muslim attitudes towards, war, weapons, peace, punishment and crime and a variety of other topics relating to this area of philosophy.

## How will I be assessed?

You will study both units over the course of two years. You will sit two written examinations before completing the course. Each paper is 1 hour 45 minutes and worth 50% of the full GCSE. Both papers include short and extended writing questions, and 5% of marks are awarded for spelling, punctuation and grammar.

## Where could this subject take me?

Religious Studies is an excellent training for any career which involves communicating ideas to other people. It trains you to write and explain yourself clearly and persuasively. These skills are of particular value to those seeking a career in law, administration, journalism, teaching, counselling or social work. Religious Studies will give you an insight into the beliefs and values that shape our world today.

## What equipment would I need?

Just the basics- pens, pencils, etc. And access to the internet will come in very handy. A copy of The Bible is also very helpful – but there are great online versions!

## Further information

If you have further questions, please contact: Ms T White,

**GCSE specification:** [Edexcel GCSE \(9-1\) Religious Studies B: Specification Issue 2](#)

# Sociology

## What will I learn in this subject?

GCSE Sociology is a fascinating area of study that focuses on the complexities and behaviours within human society.

Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

It can focus on the tribal nature of humanity and – thanks to our multi-layered society – how we can be part of multiple tribes at once. Sociology also attempts to understand how human action and consciousness shape and are shaped by surrounding cultural and social structures.

Studying GCSE sociology is a fantastic way of introducing yourself to the key principles and theories of this rich area of study. As well as learning how they can be applied to your own local community and the wider society.

GCSE Sociology aims to broaden your mind by helping you to see the world from multiple points of view. This will give you a different perspective on human society and challenge you to examine and analyse society in new and thought-provoking ways.

## How will I be assessed?

This specification requires candidates to take two written papers in year 11, both of equal weighting. You will be set termly progress checks as well as regular homework and assessment tasks. The papers themselves are largely 2, 3 & 4 mark questions with two 12 mark questions per topic. They last 1hr45.

### GCSE papers

- Paper 1: The sociology of families and education
- Paper 2: The sociology of crime and deviance and social stratification

## Where could this subject take me?

Students who have studied sociology will have a better understanding of why people think or act the way they do, making them ideal for any jobs that involve interacting with members of the public, such as teaching, social work, counselling or policing. The critical thinking, analytical and communication skills students develop will also help those interested in a career in law, business or journalism.

## What equipment would I need?

Writing materials, revision guide or copy of the textbook.

## Further information

If you have further questions, please contact the Subject Lead teacher: Mr A Nobbs

**GCSE specification:** [AQA Sociology 8192](#)

# Spanish

## What will I learn in this subject?

The syllabus covers three contexts:

- People and lifestyle
- Popular culture
- Communication and the world around us

## How will I be assessed?

Papers are set at 2 levels: Foundation and Higher

- Paper 1 – Listening – 25%
- Paper 2 – Speaking – 25% (conducted by teacher)
- Paper 3 – Reading – 25%
- Paper 4 – Writing – 25%

## Where could this subject take me?

Languages can open many doors in the world of work.

Knowledge of a foreign language is not just another GCSE grade – it is a concrete and demonstrable life skill, like being able to drive a car or touch-type, and it is a skill very highly valued by employers.

Today there is a global market for jobs. It is not necessary to be completely fluent in a foreign language to be an asset to any potential employer. Knowing how to meet and greet people from other countries and cultures is a valued skill.

The range of combined degrees and further education courses involving a language is limitless – from Accountancy with Russian to Theatre Studies with Italian.

## What equipment would I need?

A Spanish-English dictionary is very useful and you can also purchase a revision guide at a reduced cost through the school.

You will have access to the textbook with Kerboodle.

## Further information

If you have further questions, please contact the Subject Lead teacher: Mrs M Philbin

**GCSE specification: Spanish 8692**

[AQA](#) | [Spanish](#) | [GCSE](#) | [GCSE Spanish](#)

# Statistics

## What will I learn in this subject?

Studying statistics will give you the skills to collect, analyse, interpret, and present data. Understanding statistics is important because we live in a world of information and being able to use this information, as well as being aware of how it can be manipulated, will allow you to make informed decisions, both in your work life and your personal life. You will learn the importance of collecting, recording, and processing data accurately to answer a question or hypothesis. You will be able to display your data as well as using statistical analysis to justify any conclusions.

## How will I be assessed?

You will sit two written exams at the end of the course:

### Paper 1

- Written exam: 1 hour 30 minutes
- 80 marks
- 50% of GCSE

### Paper 2

- Written exam: 1 hour 30 minutes
- 80 marks
- 50% of GCSE

### Questions

The papers consist of multiple-choice questions, short answer questions and a Statistical Enquiry Cycle (SEC) question.

## Where could this subject take me?

Studying Statistics GCSE will support many of your other GCSE subjects as well as A level and college courses you may take in sixth form. These include Biology, Psychology, Geography, Business, Economics and of course Maths! Statistics can lead to a wide range of careers including weather forecasting, insurance, epidemiology, medical research, as well as careers in the financial industries such as accountants and actuaries.

## What equipment would I need?

Writing materials and a calculator.

## Further information

If you have further questions, please contact the Subject Lead teacher: Mrs K Payne

**GCSE specification:** [Edexcel Statistics GCSE Specification](#)

# Textiles

## What will I learn in this subject?

You will develop skills in the following areas across each coursework project, building on your skills and knowledge from KS3 to create each project throughout the GCSE:

- The use of formal elements and visual communication through a variety of approaches.
- The use of observational skill to record from sources and communicate ideas.
- Characteristics of materials such as natural and synthetic, functionality, recyclability and sustainability.
- Properties of colour, texture and light.
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media
- The use of digital and/or non-digital applications

## How will I be assessed?

The course is 100% coursework based, split into two sections:

1. **Coursework portfolio:** This is 60% of your final grade. It will consist of 3 coursework projects from September in year 10 to January in year 11. You will be given a title and guided through the research, designing, developing, experimenting and making process through means of drawing, photographs, stitch work, machine work, printing, fabric manipulation and many more Textiles techniques.
2. **Externally set assignment (exam):** This is 40% of your final grade. The exam board will give you a topic and you have a few months to research, design, experiment and develop that topic and then you will sit a 10-hour practical exam creating your final outcome in May/June of year 11.

It is vital that you keep up to date and enjoy being creative. Each piece of work, both in class and at home will be assessed.

## Where could this subject take me?

Textile designers also play an important role in the world of fashion, theatre, performance and retail. Your skills in research, design, experimentation, development and creativity will open doors to a wide range of career paths, not just directly linked to Textiles. Time and project management will be vital for your success in the GCSE and is a skill lots of employers want.

## What equipment would I need?

Most equipment will be provided by the school. If there are any sets or equipment, we don't have you may need to look at purchasing this for yourself.

## Further information

If you have further questions, please contact the Subject Lead teacher: Mrs K Wilson, or Mr G Miles

**GCSE specification:** [Edexcel GCSE Art and Design \(2016\) | Pearson qualifications](#)

