



WHAT HAPPENS NEXT?

2025 Options Booklet
Year 9 into 10

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Welcome...

Dear Year 9,

Welcome to your options! You are about to embark on one of the most important decisions you will make in your time at school. Choosing your options can be a tricky and daunting process and we aim to guide and support you in making the right decision for you and your future. The aim of this booklet is to give you, and your families all the information you will need on the subjects you can take and choices you need to make for your options.

As you will see from the options timeline, there are plenty of opportunities to explore your option choices with your families, tutors, teachers, subject leaders, pastoral staff and the leadership team. Please make the most of these opportunities to find out as much as you can about all your option choices, to help you make the right choices for you.

Later on in this booklet there are details of all the subjects on offer as part of the core and options curriculum. Our aim is to offer you a wide range of option choices and to help you make the right decisions for your KS4 curriculum to prepare you for your next steps in education and the world of work.

Good luck with this process and remember we are here to help.

Mrs Firth

Assistant Headteacher

Curriculum & Personal Development



The Options Timeline

WEEK BEGINNING 3rd MARCH

- Monday - Launch Assembly
- Wednesday - The Importance of Humanities (University of Portsmouth)
- Thursday - The Importance of Languages



WEEK BEGINNING 10th MARCH

- Options Subject Assembly Week
- You will attend a series of assemblies run by the subject leaders of all our options subjects, to give you information on the course and the areas of study and any requirements for the course.



THURSDAY 13th MARCH

- Options Evening
- An opportunity for you and your parents to come along and look at the options on offer and speak to the staff who teach these courses and pupils who are studying them. This is a good opportunity to ask any questions you have and visit the subjects on your shortlist. There will be an opportunity to get support in completing your Options Online forms at this event. There will be representatives from our local colleges to discuss pathways.



THURSDAY 27th MARCH

- Year 9 Parents Evening
- A chance to check in with all your subject teachers and see how you are doing, have discussions with them around your options choices. There will be an opportunity to get support in completing your Options Online forms at this event.



**OPTIONS DEADLINE
FRIDAY 28TH MARCH**

Core Curriculum

All pupils will study the following as their core curriculum;

Subject	GCSE equivalent	50 min sessions per fortnight	Details
English	2	10	All pupils will complete English GCSEs this will give them two grades for Literature and Language.
Maths	1	10	All pupils will complete Maths GCSE.
Double Science	2	10	All pupils will complete double science studying Biology, Chemistry & Physics, which they will gain 2 GCSE grades.
Core PE	0	4	All pupils will have two 100 minute lessons giving opportunities for working off site on a range of sports.
PSHE	0	2	All pupils will continue to cover the statutory PSHE curriculum.

Options

To go along side the core curriculum pupils then make their option choices, these will depend on the pathway that they are following. All pupils have 4 options, some of which are guided depending on their pathway.

Subject	GCSE equivalent	50 min sessions per fortnight	Details
Option 1	1	6	All pupils will choose between History or Geography for this option.
Option 2	1	6	For pupils on Purple pathway this will be Spanish. Pupils on Orange pathway will be encouraged to take Spanish. For some pupils on the Silver pathway this will be literacy support.
Option 3	1	6	Free choice for all pupils
Option 4	1	6	Free choice for all pupils

Pathways

In Year 10, all pupils will study:

- English Language and Literature GCSEs
- Mathematics GCSE
- Science GCSE
- Physical Education (non-examined course)
- Religious Education and Personal, Social and Health Education (non-examined course)

...AND 4 Option Choices

Each personalised pathway is designed to be aspirational and offer breadth of curriculum for all pupils. Pupils will be placed on one of our three pathways based on their prior attainment, experience at Mayfield so far. Our three pathways are as follows:

Option	Subject
1	History or Geography
2	Spanish or French
3	Free choice
4	Free Choice

Purple

The Purple pathway follows the EBacc route and pupils must choose a language, either History or Geography and two free choices of options from the subject list. Pupils in this pathway are able to choose triple science as an option as well as any others on the subject options list.

Orange

This is our core pathway and will be for the majority of our pupils and will include either History or Geography and three other options from the list, one of which we recommend is Spanish but does not have to be. Then two free choices of options from the list.

Option	Subject
1	History or Geography
2	Free Choice (Language recommended)
3	Free Choice
4	Free Choice

Option	Subject
1	History or Geography
2	Literacy support
3	Free Choice
4	Free Choice

Silver

This pathway will be for pupils who would benefit from an adapted curriculum, and will include additional support in literacy and numeracy as one option, and two free choices of options from the list.

Subject Options List

Art*	History
Business Studies	Music
Child Development	PE
Computer Science	Photography
Dance	Religious Studies
Drama	Sociology
Food Technology	Spanish
Geography	Textiles*
Graphics	Travel & Tourism

*These two subjects cannot be taken together.

Grading System

Students will be working towards GCSE qualifications that will be awarded within a numerical system from the highest Grade 9 to Grade 1, with the three top grades replacing the old A and A*. At present, a grade 5 is considered a 'strong' pass and a grade 4 considered a 'standard' pass.

Ofqual
Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DFE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

BTEC qualifications will give either a Level 1 grade or a Level 2 grade;

Level & Grade	Equivalent at GCSE
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

Please see the following pages for information on the individual subjects on offer.

Further information...

EBacc

The EBacc, or English Baccalaureate, is a measure for schools and student performance launched by the government in 2010 so that as many pupils as possible achieve GCSE grades in English, Maths and Science. To fulfil this requirement pupils must study a humanity (either Geography or History) and a foreign Language - we offer Spanish and French as our foreign languages.

Within our option pathways EBacc is available to any of our pupils. Pupils on our Purple pathway will all fulfil the EBacc and pupils on the Orange and Silver pathways have the option of choosing these subjects and are encouraged to do so. This ensures all pupils have the option and breadth of study in their KS4 curriculum.

By choosing the subjects which fulfil the EBacc you will be giving yourself the best options and opportunities for further education, by ensuring you have the broad base of core academic subjects that universities and colleges prefer. That said, the requirements of universities are varied. If you are considering university it is important that you consider what courses you may have an interest in following at degree level and ensure that you are choosing options that facilitate this.

The Russell Group, represents 24 leading Universities currently publish this guidance: Requirements for specific subjects.

The GCSE or other standard level entrance requirements for individual degree courses are quite varied. In some cases, a particular subject or grade is required at standard level if it isn't being offered at advanced level.

The summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It's important to check university websites for detailed requirements:

- Applicants to study Medicine, Dentistry and Veterinary Science are usually required to have very good GCSE results in Maths, Science and English.
- Applicants to study Teacher Training are required to have a minimum grade 4 in GCSE Maths, Science and English. Some universities may ask for a minimum grade 6.
- For a degree in English, universities often look for applicants to have a GCSE in a modern or classical language.
- For a Business degree, sometimes a grade 7, or more often at least a grade 6, in GCSE Maths is required.
- A grade 6 in Maths is often required for a degree in Psychology, and a grade 6 in Science may sometimes be required.
- To study a Science subject at university (including Biology, Chemistry or Physics) applicants who are not offering Maths at advanced level will often need to have achieved a minimum of a grade 4/5 in Maths at GCSE.



Further information...

How to Make Your Choices:

Making choices about the subjects you study at Key Stage 4 is an exciting prospect. You can choose to continue with those subjects which interest you most – but take care! Your decisions will lead to a two-year commitment and lay the foundations for what you do after Year 11, so a lot of thought and discussion is needed. Consider what you are good at, what you enjoy and what subjects you may need in the future.

DOs

- **Do** get as much advice as you can. If you don't know something, **ASK**. Talk to your parents, tutor, subject teachers, or Careers Service and especially to our Year 10/11 students.
- **Do** find out as much as possible about the courses on offer: what will you learn and how? Consider whether you prefer coursework and independent learning.
- **Do** try to choose those subjects you are good at or enjoy, since this will improve your chance of success.
- **Do** decide yourself: it is you who will be studying your chosen subjects for the next two years. It is your future you are considering.
- **Do** consider how much independent learning is required outside the classroom.

DON'Ts

- **Don't** think you are expected to know at this stage what you want to do later in life; the curriculum is constructed to keep open as many doors as possible.
- **Don't** choose a course because your friend is choosing it; you might find yourselves in different groups.
- **Don't** choose a course because you like the teacher you have now; you may have a different teacher in Year 10/11.
- **Don't** rush to complete your choices – think carefully and pick a subject for positive reasons after conducting research.
- **Don't** worry if you can't fit everything in. Some subjects can be picked up again in the Sixth Form.

IF IN DOUBT, FIND OUT!

Attendance Matters

Key Stage 4 work can be very demanding, and some subjects include coursework or controlled conditions assessments which count towards the final grade. To achieve their potential, students will have to be willing to work hard in each subject to ensure they achieve their best.

High attendance is vital. Missing any lessons has a big impact on learning, with the minimum target for each student being 96%. Attendance as low as 90% would dramatically affect a student's chance of successfully achieving their best grade in each subject.



English GCSEs

Syllabus - AQA English GCSEs in Language and Literature

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT: WRITTEN EXAMS 100%

**EXAMINATION: AQA SYLLABUS - 2
Language and 2 Literature**

Course Description

There are four written exams that are taken at the end of Year 11.

GCSE English Language 8700. Consists of two exams – each 50% of the qualification

Paper 1 : Explorations in Creative Reading and Writing (Reading: one literature fiction text. Writing: a descriptive or narrative story)

Paper 2 : Writer's Viewpoints and Perspectives (Reading: One non-fiction text and one literary non-fiction text. Writing: to present a viewpoint using the correct conventions of a given form)

GCSE English Literature 8702. Consists of two exams - Paper 1: 40% and Paper 2: 60%

Paper 1: Shakespeare and the 19th Century novel (Macbeth and A Christmas Carol)

Paper 2 : Modern Texts and Poetry (Modern Prose or Drama: An Inspector Calls. The Poetry Anthology: Power and Conflict Collection. Unseen Poetry)

Non-exam assessment guide: Spoken language endorsement (teacher assessed: Pass, Merit, Distinction)
Students are required to prepare, listen to and ask questions of in-class speeches.



For more information, please consult Miss Newell.

GCSE English builds upon the skills and knowledge that have been developed and embedded in KS3 English. It is designed to encourage and support independent and intellectual learners through its investigative nature and necessity to read widely, both in class and at home. Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. They will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. Through the analysis of texts, students are encouraged to develop their comprehension and read critically whilst commenting upon a writer's choice and intent - producing a clear and concise evaluation.

Homework

Students are supported with on-line learning, as well as physical material (texts) to assist in their engagement at home.

Resources and equipment needed

The standard equipment will be required, pen, pencil, highlighters, ruler. It would be useful to have access to a word processor and internet at home.

Careers and Further Educational Opportunities

English is a core subject and a pass in GCSE English Language is required to proceed onto the next vocational or educational step. There are limitless opportunities available for English scholars as there are many careers in fields where strong communication and written English skills are top priorities. For example, within sectors such as media, advertising, law, retail and leisure. Jobs include: journalist, copywriter, teacher, paralegal, marketing executive, editor, museum curator, freelance writer, librarian, publisher, web editor, author, social media manager, PR manager.



For more information, please consult Miss Newell.

Mathematics GCSE

Syllabus - EDEXCEL GCSE

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT: WRITTEN EXAMS: 100% EXAMINATION: Edexcel

Course Description

The ability to use mathematics is an essential life skill.

GCSE Mathematics allows you to:

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

Topics for study

We start the GCSE Mathematics course in Year 10.

There are two tiers of entry: Higher and Foundation. Over the course we cover the content of the tier appropriate to students.

The course will cover a range of topics from the areas listed below:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and Measures
- Probability
- Statistics

Homework

Homework is set using the online platform Sparx. Pupils are expected to spend at least one hour a week on homework set. The programme provides immediate feedback for pupils and adapts the questions to personalise to the pupils level.

In school support is also offered.

Resources and equipment needed

The standard equipment will be required, pen, pencil, purple pen, highlighters, ruler. Pupils will also be required to have a scientific calculator. These can be purchased via the school using ScoPay.

Careers and Further Educational Opportunities

Mathematics GCSE is an essential qualification for all types of careers. There are more specific links to careers in the financial sector, teaching, construction, engineering, plus many, many others.



For more information, please consult Mrs Denford.

Science GCSE

Syllabus - AQA Trilogy Combined Science dependent on set

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT: 100% Exam

EXAMINATION: 100% Exam - Six papers: two biology, two chemistry and two physics.

Course Description

The aim of the course is to nurture natural curiosities about the world we live in whilst developing the skills to investigate and evaluate information; and use logical thinking to seek solutions to solve problem. The course encourages pupils to be inquisitive and consider different aspects of the world they live and study past and present theories to understand how the world has changed as a result of scientific discoveries. The course begins with the study of fundamental concepts, and progressively intertwines different concepts to develop a deeper understanding of the world they live in.

Topics for study

Biology

- B1: Cell Biology (the biology of cells, microscopy and cells transport)
- B2: Organisation (animal and plant tissues and organ systems)
- B3: Infection and Response (communicable diseases, immunity and development of medicines).
- B4: Bioenergetics (photosynthesis, respiration and metabolism)
- B5: Homeostasis and Response (the roles of the nervous and hormonal systems in maintaining internal body conditions)
- B6: Inheritance, variation and evolution
- B7: Ecology (the interactions between living organisms with the environment)

Chemistry

- C1: Atomic structure and the Periodic table
- C2: Bonding, structure, and the properties of matter
- C3: Quantitative chemistry (chemical calculations)
- C4: Chemical changes (redox reactions, reactivity of metals, reactions of acids and alkalis, extraction of metals and electrolysis)
- C5: Energy changes (endothermic and exothermic reactions)
- C6: The rate and extent of chemical change (factors affecting the rate of reaction, measuring rate of reaction)
- C7: Organic chemistry (crude oil, hydrocarbons, combustion and cracking. Triple: Alcohols, carboxylic acids, esters and amino acids.
- C8: Chemical analysis (pure substances, formulations, chromatography and gas tests)
- C9: Chemistry of the atmosphere
- C10: Using resources



For more information, please consult Mr Greer.



Physics

P1: Energy (energy stores, work done, efficiency and energy resources)

P2: Electricity (charge, current, Potential difference, resistance, power, Circuits and domestic electricity)

P3: Particle model of matter (density, internal energy, state change and temperature change)

P4: Atomic structure (nuclear radiation, half-life, activity, background radiation and radioactive decay)

P5: Forces (scalars and vectors, key contact and non-contact forces, elasticity, acceleration, Newton's laws of motion, momentum and resolving forces)

P6: Waves (types of waves, electromagnetic radiation, uses of electromagnetic radiation, measuring infrared emission and absorption, measuring waves in ripples and solids. Measuring the speed of sound)

P7: Magnetism and electromagnetism (Magnets and magnetic field, motor effect, electromagnets)

Homework

Homework is set each week for students to reflect on classroom learning and study future topics. In Year 11, homework is set using MyGCSEScience.

Resources and equipment needed

In addition to the standard equipment required, students should bring a scientific calculator to all science lessons.

Careers and Further Educational Opportunities

This course provides a broad foundation for studying many courses and careers from health and social care, medicine, physiotherapy, sports science, dentistry, astrophysics, neuroscience, forensic science, all disciplines of engineering, airline pilot, mechanic, plumbing, electrician and many more.



For more information, please consult Mr Greer.

Languages: Spanish GCSE

Syllabus - EDEXCEL Modern Languages – Spanish

QUALIFICATION: GCSE

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT:
25%.

EXAMINATION: Listening 25%, Reading 25%, Speaking 25%, Writing

Course Description

Over the course of Spanish GCSE, pupils will develop an understanding of Spanish in a variety of contexts and will be able to communicate in Spanish by listening, reading, writing and speaking the foreign language. Skills such as spontaneous speaking and writing, and also translation, will help students to gain self-confidence. Students will have opportunities to gain awareness of countries where the language is spoken including, but not limited to, Spain and there is always the possibility of visiting Spain on a residential trip. Examinations will take place in the summer term of Year 11 and includes an exam in each element. Subject to appropriate behaviour and attitude in lessons, students will be offered the opportunity to join a residential trip to Spain during the course of their GCSE.

Topics for study

There are five themes which we delve into over the GCSE course.

- Identity and Culture: looking at who I am, relationships, technology and free time activities.
- Local area, Holiday and Travel: looking at towns and cities, foreign destinations, weather and shopping.
- School: looking at subjects, rules and pressures, success and exchanges.
- Future aspirations, Study and Work: jobs, careers and employment.
- International and Global dimension: music events, campaigns and being 'green'.

Homework

Students will be set a homework task on a weekly basis. This can also be completed after school using homework club. Students will be expected to invest extra time throughout the year, in order to revise (and perfect) skills required for examination success.

Resources and equipment needed

In addition to the standard equipment required, pupils will need a bilingual dictionary – preferably containing a grammar section with verb tables.

Careers and Further Educational Opportunities

Contrary to popular belief, languages do not limit students to careers in translating, interpreting, education or tourism industries. There are many sectors where the ability to speak a language is highly regarded, for example: in finance where banks, insurance companies and accountancy firms operate internationally; food and drink including sourcing products from around the world and negotiating with suppliers; law where many of the commercial firms in London have offices in other European capitals; sales and marketing: British companies need to export their products and international companies and organisations need people to speak foreign languages.



For more information, please consult Mrs Painter.

Languages: French GCSE

Syllabus - EDEXCEL Modern Languages – French

QUALIFICATION: GCSE

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT:
Speaking 25%, Writing 25%

EXAMINATION: Listening 25%, Reading 25%,

Course Description

Over the course of French GCSE, pupils will develop an understanding of French in a variety of contexts and will be able to communicate in French by listening, reading, writing and speaking the foreign language. Skills such as spontaneous speaking and writing, and also translation, will help students to grow in self-confidence.

Students will have opportunities to gain awareness of countries where the language is spoken including, but not limited to, France and there may be the possibility of visiting France on a residential trip.

Examinations will take place in the summer term of Year 11 and includes an exam in each element. Please note that this is an accelerated course for learning a language in only 2 years so we only recommend this for pupils who show an aptitude for foreign languages or who have a family background of French speakers.

Topics for study

There are five themes which we delve into over the GCSE course.

- Identity and Culture: looking at who I am, relationships, technology and free time activities.
- Local area, Holiday and Travel: looking at towns and cities, foreign destinations, weather and shopping.
- School: looking at subjects, rules and pressures, success and exchanges
- Future aspirations, Study and Work: jobs, careers and employment
- International & Global dimension: caring for the environment, bringing the world together, volunteering.

Homework

Students will be set a homework task on a weekly basis. This can also be completed after school using homework club. Students will be expected to invest extra time throughout the year, in order to revise (and perfect) skills required for examination success.

Resources and equipment needed

In addition to the standard equipment required, pupils will need a bilingual dictionary – preferably containing a grammar section with verb tables.

Careers and Further Educational Opportunities

Contrary to popular belief, languages do not limit students to careers in translating, interpreting, education or tourism industries. There are many sectors where the ability to speak a language is highly regarded, for example: in finance where banks, insurance companies and accountancy firms operate internationally; food and drink including sourcing products from around the world and negotiating with suppliers; law where many of the commercial firms in London have offices in other European capitals; sales and marketing: British companies need to export their products and international companies and organisations need people to speak foreign languages.



For more information, please consult Mrs Painter.

Geography GCSE

Syllabus - Geography AQA

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT:

EXAMINATION: 100%

Course Description

Studying Geography at GCSE level provides students with excellent transferrable skills and deepens their knowledge of environmental, social and political issues. The course is growing in popularity and has been updated to reflect current events around the world.

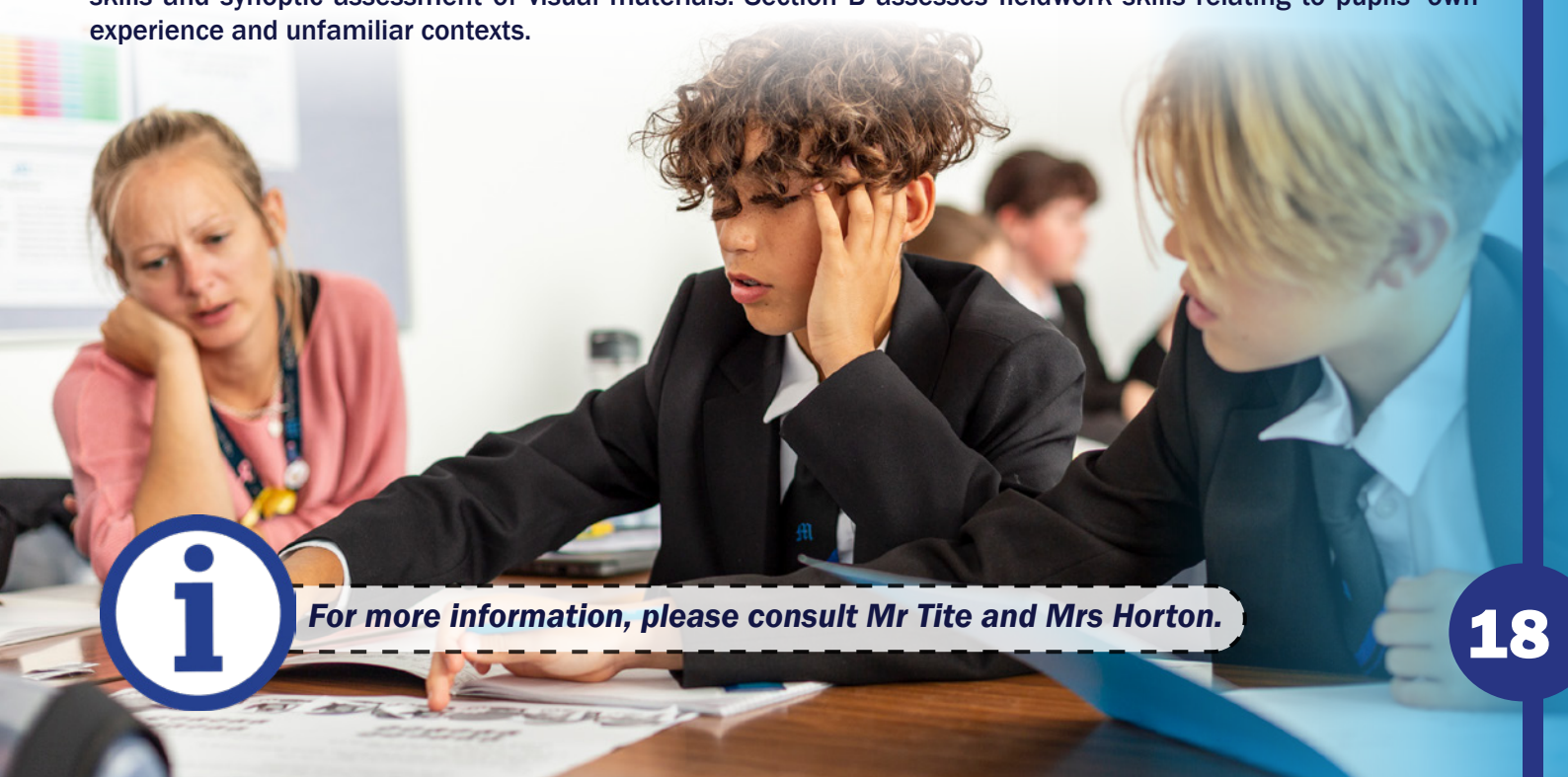
Geography has solid links to other curriculum areas and students will find this GCSE complements their work in subjects such as English, Mathematics and Science. In Year 9 students will begin work at GCSE level that will contribute to the start of the full course in Year 10.

The GCSE course develops student understanding of tectonics, coastal processes, climate change, population dynamics, globalisation, settlements and urban change. Lessons are designed to enhance the students' understanding of issues and their knowledge of places in a local, national and global context. Students will be given the opportunity to further develop map reading skills, utilise ICT to present data, analyse photographs and video footage, develop balanced arguments, produce extended writing and visual materials such as mind maps and annotated diagrams.

The GCSE also involves practical fieldwork, looking at the Southsea flood defences and the impact of the Gunwharf Quays development.

Topics for study

- Unit 1: Living with the Physical Environment – this covers landscapes of the UK, natural hazards and the living world.
- Unit 2: Challenges in the Human Environment – urban issues and challenges, the changing economic world, the challenge of resource management.
- Unit 3: Geographical Applications – this paper is in two sections. Section A requires the use of geographical skills and synoptic assessment of visual materials. Section B assesses fieldwork skills relating to pupils' own experience and unfamiliar contexts.



For more information, please consult Mr Tite and Mrs Horton.

Homework

Homework will be set on a regular basis to extend and support the work pupils complete in lessons. This will include exam questions, revision activities and may be online using assignments through Microsoft Teams.

Resources and equipment needed

There will be a compulsory fieldtrip during Year 10 where pupils will collect data that will be used for the Unit 3 examination. This may incur a cost to parents to cover coach hire. We aim to keep the cost below £20. In addition to the standard equipment required, students will benefit from following the news and current affairs, as well as the internet for research.

Careers and Further Educational Opportunities

Geography remains a widely respected and understood qualification with higher education providers and employers. Further courses can be taken at AS, A and degree level. Most jobs will use some aspect of Geography, but it has specific application in planning, surveying, military, hydrology, civil engineering, tourism, aid work, meteorology and the environmental fields to name a few.



For more information, please consult Mr Tite and Mrs Horton.

History GCSE

Syllabus - History Eduqas

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT:

EXAMINATION: 100%

Course Description

History is a highly regarded GCSE course and has been one of the most popular GCSEs over the last few years. This year sees us launching a new exam board and some exciting new topics. The knowledge, understanding and skills that will be developed are important everyday skills and will help in many future careers. Students will be able to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present. Pupils will develop skills already studied at KS3 such as the analysis, evaluation and use of sources, analysis and evaluation of interpretations in order to reach a judgement and analysing historical events using second order concepts which include continuity, change, cause, consequence, significance, similarity and difference.

Topics for study

- Non-British depth study: Germany in Transition 1919-1939
- British depth study: The Elizabethan Age 1558-1603
- Development study: The development of the USA 1929-2000
- Thematic study: Changes in health and medicine in Britain c500-present day

For more detail about what these topics include speak to your History teacher

Examining board: Eduqas.

Exams: 2 X 2hr exam: Paper 1 is split into 2x 1hr exams, Paper 2 is split into 1x 1hr15 exam & 1 x 45min exam

Homework

A 1hr homework will be set by the class teacher per fortnight minimum. Homeworks will be in the format of revision tasks, exam practise or comprehension of the topic being studied at the time.

Resources and equipment needed

In addition to the standard equipment required, students will find highlighters useful and it is recommended that students also buy a revision guide.

Careers and Further Educational Opportunities

History is one of the most versatile options and can lead students into a career within a variety of different fields, including: tourist guide, civil servant, law, archivist, administration, museum guide, librarian, teaching or lecturing, social worker, local government officer, banking and insurance, researcher, politics and nursing and medicine.



For more information, please consult Ms Rich.

Computer Science GCSE

Syllabus - OCR GCSE Computer Science (J277)

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT: EXAMINATION: 2 x Exams (worth 50% each)

Course Description

We all use computers every day but how well do we understand how they work? This course will give you a deeper understanding of what goes on 'behind a screen' and will prepare you for further study or employment in the hardware or software industries.

Assessment for this course will comprise two exams in Year 11. They are both of equal weighting, in the first exam pupils' will be assessed on their knowledge of how computers work and will cover topics such as systems architecture, networking, software and ethical/legal implications of using computers.

Topics for study

- Programming (Python)
- Computational thinking
- Logic
- Data Representation
- Systems Architecture
- Networking
- Software

Homework

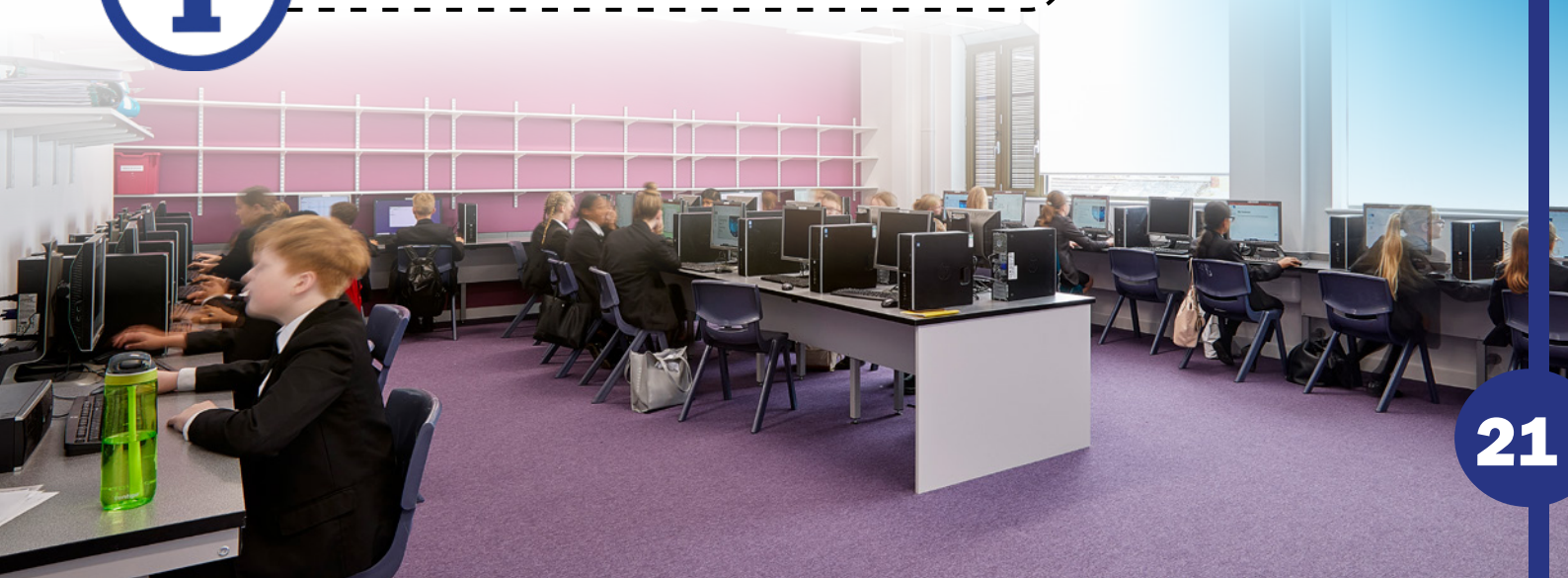
Pupils will complete weekly, 15-30 minutes of multiple choice and exam questions.

Careers and further educational opportunities

Students who succeed in this subject will be well placed to participate and succeed in any ICT/computing based course at college. Skills will be useful for careers in programming, ICT, web development, game development, engineering, business/finance, science and medicine.



For more information, please consult Mrs Bartlett.



Fine Art GCSE

Syllabus - Art and Design - Fine Art - AQA

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT:

EXAMINATION: Unit 1 (Coursework portfolio): 60%
Unit 2 (Exam): 40%

Course Description

This two-year course is designed to give students an understanding of art and design and encourages them to make a personal response to the world around them. Students are given guidance in how to explore a theme and are taught the skills necessary to express themselves visually.

Coursework portfolio (Unit 1) consists of one main project that is largely practical, with each project requiring the students to evaluate their own work and analyse the work of other artists. There is also an additional smaller project that could explore drawing techniques and/or experiments linking to an artist/ theme or technique.

The exam (Unit 2) provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to a separate project. This will be finalised through a 10-hour exam of supervised time.

Homework

Homework tasks will be linked to the work that is undertaken in lessons. You will be expected to complete at least 1 hour of Art a week at home, to practise and build up your portfolio.

Resources and equipment needed

In addition to the standard equipment required, students will also need a sketchbook and pencil as a minimum to complete homework tasks. In addition, students may use any other art materials that they have at home.

Careers and Further Educational Opportunities

Students should see their art teacher for advice and information on colleges and careers. We also have posters up in the Art rooms for you to look at whilst the Art department are happy to talk through any questions you may have.

Topics for study

Students will be encouraged to use a wide range of techniques and materials, including: painting, drawing, printing, watercolours, biro, inks, pencils, pastels, chalk, charcoal, collage, photography, mixed media and mono-printing. These techniques would need to be responding to a theme for your project to visualise your creative journey. Example themes: my surroundings, food.



For more information, please consult Mr Gardner.

Business Studies GCSE

Syllabus - GCSE Business Studies – OCR

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT:

EXAMINATION: 2 x Exams (worth 50% each)

Course Description

In this course, students will be growing their knowledge and understanding of how businesses are set up and ran both in theory and in practice. This qualification has multiple employability skill-sets embedded within, including; employability, starting and growing a business, customer service, marketing and finance. This is an exciting and academically challenging course which involves a good understanding of technical terminology and the ability to write extended evaluative answers. Case studies will be provided to guide, extended answers and allow candidates to demonstrate the skill of 'evaluation'. These case studies are important for illustrating the application of knowledge and understanding.

The specification expects you to learn and use a range of quantitative skills and apply mathematical techniques to business contexts. This includes being able to perform certain calculations such as percentage increase/decrease, averages, cash flow forecasts, gross profit margins and average rates of return. The case studies will refer to graphs, profitability ratios and other forms of data.

Topics for study

The OCR business GCSE specification is divided into two components, each divided into sections. The two components and their sections are:

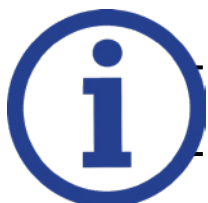
- Component one: Business activity, marketing and people
- Component Two: Operations, finance and influences on business
- The final section involves the independent nature of business and illustrates links between the different sections. This section is synoptic, which means that you will need to use content from both components

Homework

Pupils need to complete up to an hour of multiple choice or exam questions per week. This will be through the online platform, SENECA.

Resources and equipment needed

The standard equipment will be required, pen, pencil, ruler, planner and a reading book. It would also be useful if students come prepared with highlighters, colouring pen, coloured pens, ruler and calculator to get the most out of this subject.



For more information, please consult Mrs Bartlett.

Dance GCSE

Syllabus - Dance AQA

GRADE RANGE: 1 - 9

Course Description

This course offers a wide variety of approaches to the performance, choreography and analysis of dance. The course is suitable for students of all abilities and provides an opportunity for all to succeed. The basic requirement for GCSE Dance is an enthusiasm for the subject, as technique and performing skills will be developed over the two years. There is a written element which requires students to evaluate their own work and observed performances, a dance workbook/diary is kept throughout the course. Previous experience and confidence will be of benefit but it is not essential as everyone is provided with opportunities to perform in front of audiences of all sizes through sharing work, in dance shows and productions. Professional dancers and companies will work with the GCSE students through workshops and technical classes when available and appropriate and give students an insight into the profession.

Topics for study

- Dance styles: contemporary, jazz, ballet & contact work
- Choreography (dance making) in small and large groups
- 6 Professional dance works
- Solo/Duets/Trios

Homework

Homework is set in line with the school homework policy.

Extra-Curricular

Outside curriculum time, there are visits and trips to local theatres, colleges etc., to see a full range of dance work in many styles and twice a year they may get the chance to see West End musicals and occasionally attend relevant workshops in London.

Resources and equipment needed

Dance kit – Dance t-shirts available to order from school and track suit/ leggings.

Careers and Further Educational Opportunities

- Performing Arts – in further education.
- Dance careers in performing or teaching.

GCSE Dance develops confidence and self-esteem and is a positive school experience.



For more information, please consult Miss Taylor and Miss Franklin.

Drama GCSE

Syllabus - Drama OCR

QUALIFICATION: GCSE

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT:

CONTROLLED ASSESSMENT: 30%

PERFORMANCE EXAM 30%

WRITTEN EXAM: 40%

Course Description

GCSE Drama is an exciting course that combines practical exploration of scripted and devised drama with written evaluation. The course will include a written exam at the end of Year 11. The course is made up of the following components:

1. Devising (30%) - students devise a piece of theatre which they then perform. They will record the process in a portfolio made up of written responses, annotations, sketches and photographs the portfolio will be around 20 pages long and completed as homework. Pupils will be marked on the performance and their portfolio.

2. Performance from text (30%) - performance of two extracts from the same text performed to a visiting examiner. To go along with this, they complete a concept Proforma which consists of 4 questions to answer around 350 words per question.

3. Theatre makers in practice (40%) written exam 1 hour 30 mins - answering questions about a set text *Blood Brothers* which has been explored practically and evaluating a piece of live theatre they have seen.

Please note there is a large amount of written work and good literacy is essential.

Students who do not feel comfortable performing in front of others should be discouraged from opting for this subject as they will have to complete a solo performance at one stage of the course. Students will also be required to read and learn scripts for performances including the practical part of the examination.

Topics for study

Practitioners, Brecht, Stanislavski, Artaud, improvisation, devising, monologue, theatre in education, physical theatre, script work.

Homework

There will be regular homework in the way of written evaluations to prepare for the exam. After school rehearsals take place regularly for assessed pieces of work and the written portfolio assessment is set as homework tasks.

Resources and equipment needed

The standard equipment will be required, pen, pencil, planner and a reading book.

Careers and Further Educational Opportunities

Drama is a versatile option that encourages creativity and confidence in young people and can lead to careers such as: an actor, teacher, social worker, youth worker or in the media such as radio and television. It can benefit students in any career working with people as it is excellent at encouraging team work and communicating confidently.



For more information, please consult Mrs Firth.

BTEC Tech Award - Music

Syllabus - Pearson

GRADE RANGE: L1 Pass – Distinction*

WEIGHTING OF ASSESSMENT:

CONTROLLED ASSESSMENT: 100%

QUALIFICATION: BTEC Tech Award in Music Practice
(Pass - Distinction *)

GRADE RANGE: Level 1

Course Description

The course offers students the opportunity to develop their knowledge and understanding of different music styles and genres from across the decades and across the world. All of this new knowledge is then put to the test when the students have to behave as if they were working within the current industry and create music to specific briefs from recording companies and music producers. There is opportunity for students to create their music through multiple different ways from writing original songs to creating digital music workstations.

Options or Topics for study

- Component One - exploring music products and styles from the roaring 20's to present day
- Component Two - music skills development including instruments and recording on industry standard software
- Component Three - responding to a music brief which realistically reflects the current industry

Resources and equipment needed

In addition to the standard equipment required, it is preferable for students to own, or have access to, an instrument of their own.

Careers and Further Educational Opportunities

Music is a creative and technical option. It links well to courses available at South Downs College, or an 'A' level in music, as well as careers as a sound engineer or professional musician.



For more information, please consult Ms Nation.

Photography GCSE

Syllabus - AQA GCSE Art and Design - Photography

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT:

EXAMINATION: Unit 1 (Coursework portfolio): 60%
Unit 2 (Exam): 40%

Course Description

This two-year course is designed to give students an understanding of Photography and encourages them to make a personal response to the world around them. Students are given guidance in how to explore a theme and are taught the skills necessary to express themselves visually. Photography at Mayfield is a digital based course and prepares students with the skills and knowledge to express themselves creatively and visually through digital means.

Topics for study

Coursework (called 'Portfolio of Work') consists of one main project that is largely practical, with each project requiring the students to evaluate their own work and analyse the work of other artists. There is also a side project that could explore separate camera/Photoshop techniques.

The exam provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to a separate project. This will be finalised through a 10-hour exam of supervised time.

In lessons, students will be expected to research photographer techniques, take their own photographs and experiment and learn how to use Adobe Photoshop with their own photography.

Resources and equipment needed and Homework

Students will need access to the internet and a camera for independent homework tasks. This could be a camera on a phone.

Careers and Further Educational Opportunities

Students should see their art teacher for advice and information on colleges and careers. We also have posters up in the Photography room for you to look at whilst the Photography teachers are happy to talk through any questions you may have.



For more information, please consult Mr Gardner.

Religious Studies GCSE

Syllabus - AQA Religious Studies

GRADE RANGE: 1-9

WEIGHTING OF ASSESSMENT: 100% Examination 2x 1hr 45 exams (50% each)

Course Description

This GCSE allows students to develop their awareness of the wider world and to gain a better understanding of the increasingly diverse society we live in. It requires students to explore and ask questions of the different beliefs and values of others and the ways this can impact lives. Through this, students will develop their own attitudes to towards religious and social issues and will learn to communicate with, and tolerate, people with views different to their own.

Topics for study

Component 1: The study of religions: beliefs, teaching and practices. (50%)
The two religions studied will be Christianity and Islam

Component 2: Thematic studies: 4 themes will be studied (50%)

- Relationships and family
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

Homework

Homework will be set by the class teacher and will involve research, comprehension tasks, exam technique and revision based activities. Homework will be set every 1 - 2 weeks.

Resources and equipment needed

Pupils will need the basic school equipment but will also find it useful to have highlighters and a folder in order to keep revision materials.

Careers and Further Educational Opportunities

Pupils will develop skills such as tolerance, understanding, relationships in the workplace, literacy and oracy skills which are valuable skills in all jobs and careers. It can also help with careers in the field of law, psychology, politics and many more.



For more information, please consult Ms Rich.

Sports Studies - OCR

National Level 2 Distinction

Syllabus - Cambridge National Sports Studies

GRADE RANGE: Level 1 Pass – Level 2 Distinction

WEIGHTING OF ASSESSMENT: 1 x Exam (Unit 1 – 40% / 2 x coursework units with Practical Assessments)

Course Description

Sport Studies - This course has a 60% theory to practical ratio of lessons with the pupils assessed in both practical activities and their written understanding of PE themes. This course is appropriate for pupils who are interested in sport, following it in the media and who regularly attend Extra-Curricular Clubs at school and participate in weekend sports activities.

Topics for study

On this course pupils will complete two coursework units and one exam:

Unit 1 – Contemporary Issues in Sport (Exam 1 hour 15 mins) Focusing on sporting behaviour, performance enhancing drugs, hosting national sporting events, sports technology, and governing bodies.

Unit 2 – Core Unit – Practical and Leadership Unit – Focus on assessment in two sports and the planning and leading of a sports activity session.

Unit 3 – Option Unit – Pupils will study the impact of media coverage and its relationship with sport or a completion of an outdoor adventure activity, including the planning and evaluation.

Homework

Homework is assigned on a weekly basis to provide pupils with opportunities for improvement and, if needed, to complete unfinished lesson content.

Resources and equipment needed

Pupils must come prepared with their PE kit for all practical lessons. They should be ready to participate in a variety of activities, both indoors and outdoors, and should bring appropriate clothing suitable for all weather conditions.

Careers and Further Educational Opportunities

GCSE PE serves as a valuable stepping stone for pupils interested in sports. It offers a vocational qualification with a hands-on approach, providing practical skills and knowledge applicable to real-world settings.



For more information, please consult Mr Reid.

PE GCSE

Syllabus - Cambridge National Sports Studies

GRADE RANGE: Level 1 Pass – Level 2 Distinction

WEIGHTING OF ASSESSMENT: 1 x Exam (Unit 1 – 40% / 2 x coursework units with Practical Assessments)

Course Description

The course is designed to develop pupils understanding of key concepts and principles related to physical education, as well as their practical skills in a range of physical activities. Pupils will engage in activities such as athletics, team sports, and individual sports, allowing them to apply theoretical knowledge in practical contexts and develop competence and confidence in a variety of movement skills.

Topics for study

Topic Area 1 (exam 1 - 1hr 15min) - The Human body and movement in physical activity and sport

Topic Area 2 (exam 2 – 1hr 15min) - Socio-cultural influences and well being in sport

Non-exam assessment – 3 different practical performance in sport.

Homework

Homework is assigned on a weekly basis to provide pupils with opportunities for improvement and, if needed, to complete unfinished lesson content.

Resources and equipment needed

Pupils must come prepared with their PE kit for all practical lessons. They should be ready to participate in a variety of activities, both indoors and outdoors, and should bring appropriate clothing suitable for all weather conditions.

Careers and Further Educational Opportunities

GCSE PE serves as a valuable stepping stone for pupils interested in sports. It offers a vocational qualification with a hands-on approach, providing practical skills and knowledge applicable to real-world settings.



For more information, please consult Mr Reid.

Textiles GCSE

Syllabus - AQA GCSE Art and Design - Textiles

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT:

EXAMINATION: Unit 1: Coursework portfolio: 60%
Unit 2: Exam: 40%

Course Description

This two-year course is designed to give students an understanding of art textiles and encourages them to make a personal response to a theme provided. Students are given guidance in how to explore a theme and are taught the skills necessary to express themselves visually.

Coursework portfolio (unit 1) consists of one main project that is largely practical, with each project requiring the students to evaluate their own work and analyse the work of other artists/designers, whilst also making their own response through experiments and outcomes. There is also an additional smaller project that could explore experimental techniques linking to an artist and theme.

The exam (unit 2) provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to a separate project. This will be finalised through a 10 - hour exam of supervised time.

Topics for study

Students will be encouraged to use a wide range of techniques and experiments which could range from any of the following: using a sewing machine, free machine embroidery, batik, printmaking onto fabric, creating patterns, using a heat gun to create texture, applique and reverse applique, fabric manipulation, tie dye, quilting, mark-making techniques onto fabric and hand embroidery.

Homework

Homework tasks will be linked to the work that is undertaken in lessons. You will be expected to complete at least 1 hour of textiles a week at home, to practise and build up your portfolio.

Resources and equipment needed

In addition to the standard equipment required, students will also need a sketchbook and pencil as a minimum to complete homework tasks. students may use any other art and textile materials that they have at home.

Careers and Further Educational Opportunities

Students should see their art or textiles teacher for advice and information on colleges and careers. we also have posters up in the rooms for you to look at whilst the Art and Technology department are happy to talk through any questions you may have.



For more information, please consult Mr Gardner.

BTEC Tech Award - Travel and Tourism

Syllabus - Pearson BTEC Tech Award in Travel and Tourism

WEIGHTING OF ASSESSMENT: 2 Internally assessed components (60%)
1 Externally assessed component (40%)

EXAMINATION: 1 written paper of 2 hours in length

Course Description

You will learn about:

- the travel and tourism sector and tourist destinations
- the importance of travel and tourism to the uk
- the type and purpose of different travel and tourism organisations
- different types of holidays and reasons for travel
- factors influencing the travel and tourism industry
- sustainability and destination management
- the impact of global tourism on local communities, the economy and the environment
- tourism development
- how travel and tourism organisations use research to identify customer needs
- the range of products offered by travel and tourism organisations
- how organisations respond to market trends to meet customer needs
- how to plan a holiday to meet customer needs and preferences

Topics for study

Component 1 - travel and tourism organisations and destinations

Component 2 - customer needs in travel and tourism

Component 3 - influences on global travel and tourism

Homework

This will be set as and when required by the classroom teacher.

Resources and equipment needed

Access to ICT, atlas

Careers and Further Educational Opportunities

A levels as preparation for entry to higher education in a range of subjects. Study of a vocational qualification at level 3, such as a BTEC national in travel and tourism, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.



For more information, please consult Mrs Horton.

Food Preparation and Nutrition GCSE

Syllabus - OCR Food Preparation and Nutrition

WEIGHTING OF ASSESSMENT: Written Examination 1 hour 30 minutes- 50%
Food Investigation Task (non-examined assessment) - 15%
Food Preparation task (non-examined assessment) - 35%

QUALIFICATION: GCSE

GRADE: 1 - 9

Course Description

This two year course is designed to give pupils an in depth knowledge into food through nutrition, food source/ supply and food science. The theory that is learned will be embedded by practical cooking tasks in year 10. An example cycle of lessons for year 10 would be 1 lesson learning a theory based task in food e.g. proteins in food, one lesson planning a cook based on the theory, one lesson cooking and the following lesson evaluating the cook.

It should be noted that in year 11 there is no practical cooking aside from the 3 hour assessed cook for the non-examined assessment 2, and the scientific investigation for the non examined assessment 1. Both assessments are based on research and investigation. The written examination at the end of the course is worth 50% of the overall grade, therefore a very small part of the GCSE is obtained through practical tasks. An integral part of the course is embedding the theoretical knowledge of food and nutrition and the ability to demonstrate that knowledge in an examination.

This course endeavours to provide pupils with the knowledge and skills to lead a healthy and well rounded lifestyle and lead into a number of different career paths.

Topics for study

Section A - Nutrition: the relationship between diet and health, nutrition and dietary needs of different groups of people, nutritional needs when selecting recipes for different groups of people, energy balance, protein, fats, carbohydrates, vitamins, minerals, water, nutrients in foods.

Section B - Food: food source and supply, food processing and production,, food security, technological developments to support better health and food production, development of culinary traditions, factors influencing food choice.

Section C - Food Science, sensory properties, food safety

Section D - Knife skills, preparation and techniques, cooking methods, sauces, set a mixture, raising agents, dough, judge and manipulate

Non-examined assessment 1 (worth 15%) - This is a science based investigation into a theme provided by OCR- the investigation will be concluded with a practical experiment e.g. different rising agents in foods.



For more information, please consult Mr Gardner.

Non-examined assessment 2 (worth 35%) - pupils are provided with a theme e.g. protein in foods. They complete a 20 page research project investigating the theme and planning a 3 course menu based on the research- this menu takes into account nutrients, timings and cost. In a 3 hour controlled assessment pupils are then expected to make their menu.

Written examination (worth 50%) - This exam will be taken at the end of the course and will assess all of the knowledge from the topics listed above.

Homework

Pupils will be set revision tasks from the OCR exam booklet in order to secure knowledge taught in lessons- this should be at least an hour a week. For the practical element in Year 11, pupils will need to attend workshops outside of lessons and where possible practice certain cooks at home.

Resources and equipment needed

Pupils will be expected to purchase ingredients for practical cooking lessons. Pupils and parents will be notified via ClassCharts a week in advance of a cook. If there is any issues in relation to this it should be discussed with the classroom teacher and head of department prior to a cook.

Careers and Further Educational Opportunities

- Public health
- Clinical nutrition/dietetics
- Food/industry
- Academia, research and lecturing
- Teaching
- Sports and exercise nutrition
- Animal nutrition
- Catering industry

Please discuss further with your class teacher.



For more information, please consult Mr Gardner.

BTEC Tech Award in Performing Arts - Drama

Syllabus - Pearson BTEC

Why choose this course?

The BTEC Tech Award in Performing Arts Drama is an exciting, hands-on course designed for students with a passion for Drama. It provides an excellent foundation for those looking to develop their performance skills, creativity, and understanding of the performing arts industry.

What will you study?

The course is divided into three components:

Component 1: Exploring the Performing Arts

- Study professional works and explore different performance styles.
- Learn about the roles, responsibilities, and processes involved in the performing arts industry.
- Analyse and evaluate professional performances.

Component 2: Developing Skills and Techniques in the Performing Arts

- Develop your own performance skills in Drama.
- Participate in practical workshops, rehearsals, and performances.
- Reflect on your progress and set targets for improvement.

Component 3: Responding to a Brief (Externally Assessed)

- Create and perform an original piece based on a set brief.
- Work collaboratively as a group to develop ideas and bring a performance to life.
- Showcase creativity, teamwork, and problem-solving skills.

How will you be assessed?

- Components 1 & 2: Internally assessed through practical work, written coursework, and evaluations.
- Component 3: Externally assessed performance task set by Pearson.

Who is this course for?

This course is ideal for students who:

- ✓ Enjoy performing and want to develop their skills further.
- ✓ Have an interest in the creative industries and potential careers in performing arts.
- ✓ Want to build confidence, communication, and teamwork skills.

Future pathways

BTEC Performing Arts provides a strong foundation for further study at Level 3, including A-Level Drama, BTEC Level 3 Performing Arts, or Dance courses. It also supports careers in acting, dance, theatre production, teaching, and other creative industries.



For more information, please consult Mrs Firth.

Graphics GCSE

Syllabus - Graphic Communication AQA

Graphic communication is a 2 year course with component 1 (coursework) forming 60% of the overall grade and component 2 (exam project) forming 40% of the overall grade. Graphics follows the same structure as the other Art based courses (Fine Art, Textiles, Photography) but is more focused on the skills which are listed below.

Graphic communication is defined as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of graphic communication.

Skills

Within the context of graphic communication, students must demonstrate the ability to use graphic communication techniques and processes, appropriate to students' personal intentions, for example:

- Typography
- Illustration
- Digital and/or non-digital photography
- Hand rendered working methods
- Digital working methods

And to use media and materials, as appropriate to students' personal intentions, for example:

- Pencil, pen and ink, pen and wash, crayon, and other graphic media
- Watercolour, gouache and acrylic paint
- Layout materials
- Digital media
- Printmaking
- Mixed media



For more information, please consult Mr Gardner.

Knowledge, understanding and skills

The following aspects of knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to graphic communication.

The way sources inspire the development of ideas relevant to graphic communication including:

- How sources relate to a given or self-defined brief which might, for example, have a commercial, social or environmental focus or be concerned with other aspects specific to the creative industries
- How ideas, themes, forms, issues and needs can provide the stimulus for creative, imaginative, thoughtful and appropriately focused responses that are fit for a specific intended purpose.

The ways in which meanings, ideas and intentions relevant to graphic communication can be communicated include the use of:

- Different forms of representation, brand identity, intended message, target audience and working within parameters determined by client and/or audience expectations and requirements.

Careers and Further Educational Opportunities

Students should see their art teacher for advice and information on colleges and careers. We also have posters up in the Art rooms for you to look at whilst the Art department are happy to talk through any questions you may have.



For more information, please consult Mr Gardner.

Child Development GCSE

Syllabus - OCR Cambridge National Child Development

Why choose this course?

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Preparing a feed or meal for a child
- Choosing suitable equipment to use in a childcare setting
- Planning suitable play activities
- Helping to prevent accidents in a childcare setting.

This will help you to develop independence and confidence in using skills that would be relevant to the childcare sector.

What will you study?

This qualification has three mandatory units:

- Unit R057: Health and well-being for child development

This is assessed by an exam. In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive.

Topics include:

- o Pre-conception health and reproduction
- o Antenatal care and preparation for birth
- o Postnatal checks, postnatal care and the conditions for development
- o Childhood illnesses and a child safe environment.

- Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years

This is assessed by a set assignment. In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs. Topics include:

- o Creating a safe environment in a childcare setting
- o Choosing suitable equipment for a childcare setting
- o Nutritional needs of children from birth to five years.

- Unit R059: Understand the development of a child from one to five years

This is assessed by a set assignment. In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development.



For more information, please consult Miss Hutchinson.

Topics include:

- o Physical, intellectual and social developmental norms from one to five years
- o Stages and types of play and how play benefits development
- o Observe the development of a child aged one to five years
- o Plan and evaluate play activities for a child aged one to five years for a chosen area of development

Working as a childcare professional needs an understanding of the care needs for children of all ages. This qualification will help you to develop knowledge, understanding and skills that will allow you to help and support those in your care, starting from pre conception through to children aged birth to five years.

Future pathways

A job in early years and childcare is unique and rewarding. You get to be part of a child's early education and help to shape their future. No matter what the day brings, you'll feel joy in seeing children grow, learn and flourish. And there are lots of different types of roles from an Early Years Teacher, Nursery worker to a Family Support Worker.



For more information, please consult Miss Hutchinson.

Sociology GCSE

Syllabus - Eduqas

GRADE RANGE: 1 - 9

WEIGHTING OF ASSESSMENT:

EXAMINATION: 100%

Course Description

New for 2025! GCSE Sociology is an engaging and thought-provoking subject that explores human society, social structures, and how individuals and groups interact. This course is ideal for students who are curious about society, enjoy discussing social issues and want to gain a deeper understanding of society and current issues. Students will be encouraged to discuss and debate modern social issues, helping them to question common beliefs and think more deeply about how society works. This course provides students with the skills to critically analyse social issues, understand different perspectives, interpret data, research and investigate, debate and evaluate evidence-based arguments.

Topics for study

Paper 1:

- Key concepts and processes of cultural transmission: norms & values, how we acquire identity, nature/nurture and processes of socialisation.
- Families : family diversity, structures, relationships and the role of family.
- Education: the role of education, processes within schools, patterns of achievement, factors affecting achievement.
- Sociological research : types of data, methods of research, practical and ethical issues affecting research.

Paper 2:

- Social differentiation and stratification: different theories of stratification, different sources of power and authority, inequality and poverty as a social issue.
- Crime and deviance : what is crime, formal and informal control, patterns of deviant behaviour, theories on deviant behaviour.
- Applied methods of sociological enquiry : process of research and interpreting data.

Examining board: Eduqas.

Exams: 2 X 1 hr 45 written exams. These exams include multiple-choice, short-answer, and extended-response questions to test knowledge and analytical skills.

Homework

A 1hr homework will be set by the class teacher per fortnight minimum. Homeworks will be in the format of revision tasks, exam practise or comprehension of the topic being studied at the time.

Resources and equipment needed

In addition to the standard equipment required, students will find highlighters useful. It is recommended that students buy a revision guide.

Careers and Further Educational Opportunities

In addition to the standard equipment required, students will find highlighters useful. It is recommended that students buy a revision guide.

What Makes A Good Sociology Student?

You need to be open minded. Some things that you “know” are not always accurate. You will need to be able to analyse the information given to you and make decisions about its accuracy and representativeness. You will need to be able to view society from many different perspectives – and accept that different people see the same concept in different ways. You will also be able to listen to and accept the views of others – even if you do not agree with them.



For more information, please consult Ms Rich.

