



GCSE Options Booklet 2022



**BRONZE
QUALITY MARK**

Awarded to
Thomas
Becket Catholic
School

Becket Way
Northampton
NN3 6HT
01604 493211

Office@tbcs.nor.olicatschools.org

CONTENTS SUMMARY

PAGE	Contents
3	Introduction
4	Curriculum overview and pathways
5	Student guide
6	Qualification explanation
7	Compulsory Element & Optional Subjects
8	FAQ
9	Notes for Students
10	Options Form
11	Religious Studies
12—13	English Language & English Literature
14—16	Biology & Chemistry & Physics
17	Mathematics
18—20	Art (Fine Art, Art Graphics, Art Textiles)
21	Business Studies
22	Computer Science
23—24	Dance
25—26	DT— Graphic Products
27—28	DT—Resistant Materials
29	Drama
30	Geography
31	Health & Social Care
32	History
33	Hospitality
34	Modern Foreign Language
35	Music
36	Photography
37	Sports Studies

CHOOSING YOUR OPTIONS

INTRODUCTION

This document is designed to provide information and guidance for students and parents/carers to make informed decisions about the subjects that they will study at GCSE. Please read it carefully, use it as a guide and look after it.

You have reached a very important stage in your education where you have to make several decisions about the subjects you will study in Years 10 and 11. This needs to be considered carefully alongside your academic report that has already been sent home previously.

Find out as much as you can about the courses by reading the information contained inside this booklet, and talking to your teachers, parents, or carers about the options that you would like to study. Think carefully about the options available as they will affect your future opportunities. As a school, we will continue to try our best to meet all your differing individual needs. We encourage all students to choose subjects that will prepare them for their future, subjects that they enjoy and are likely to be successful in.

To aid your decisions, we will be holding a face to face **Options Evening on Wednesday 23rd March 2022 from 4:30pm-6:30pm**, to enable you to discuss your options with your class teachers. The evening will open in the auditorium with a talk at **4:45pm and 5:30pm** from Mr McCa-hill, Headteacher and Mrs Oppong, Assistant Principal.

There will also be the opportunity to speak to staff representing the full range of subjects in order to answer questions and offer advice. This should give you an insight into what studying each subject is like to support your decision making.

In order to collect your responses as to the subjects that you would like to study, we will be providing you with a paper form to complete. This will be available on the evening and will need to be returned **before 30th March 2022.**

If you have any queries about the content of this booklet, please feel free to contact any of the staff named within.

KEY DATES TO REMEMBER

Options Evening: **Wednesday 23rd March 2022**

Deadline for return of Options Form: **Wednesday 30th March 2022**

Building New Horizons Through Love Faith and Excellence

At Thomas Becket Catholic School we are determined to ensure all our students have the ability to achieve excellence in as many subjects as possible whilst maintaining a broad and balanced curriculum which enables students to have as wide a choice in their future as possible.

Due to our recent growth and continuing success as a school we can now offer a broader range of subjects at Key Stage Four and we also now have the capacity to extend our successful electives programme into Years 10 and 11 enabling our students to continue to experience learning beyond the traditional curriculum; enabling them to develop and explore their passions.

The curriculum has been designed to:

- be broad and balanced
- allow for the maximum number of students to achieve to their highest potential in nationally recognised qualifications (i.e. study appropriate courses in their 'best' subjects)
- allow students to select a coherent programme of study to enable them to access a meaningful progression through to post 16 routes and beyond
- meet the requirements of the National Curriculum.

It is a requirement that all students study Religious Education, English, Mathematics, Science and Physical Education. We call this our 'compulsory curriculum'.

The English Baccalaureate (EBacc) Pathway

We offer students the opportunity to study the English Baccalaureate (EBacc). This is an academic route which means students study a broad range of core GCSEs in English, Mathematics, at least two Sciences, a Modern Foreign Language (French or Spanish) and a Humanities subject (Geography or History). Studying the full range of EBacc subjects is often beneficial when applying for university as it shows that you have a well-rounded academic background. This can be particularly important if applying to Russell Group universities such as Oxford, Cambridge or Warwick. Studying a Modern Foreign Language (French or Spanish) is particularly sought after by these universities. We would recommend that any students who may be considering university entrance in the future, seriously consider opting for subjects that follow this pathway.

As a school we recognise that all students are individuals with differing needs and we try to offer 'Personalised Pathways', tailored to each student. For the majority of students, this means studying a selection of GCSE's and/or BTEC's in non-compulsory subjects in addition to the compulsory curriculum.

For all students, the total number of courses available is limited to balance the need for breadth against the time required for each subject to attain the highest grades for each individual.

Experience has shown that all students need a substantial amount of help and advice to make decisions about their pathway at Key Stage 4. Students that require further guidance will be contacted by a member of the curriculum team and Tutors to discuss and agree choices. These conversations will begin in the week beginning 28th March 2022 during the school day. The programme of study that you will be advised to pursue will take into account:

- Your strengths, weaknesses and current performance in all subjects
- Likely future progression beyond the age of 16
- National practice in providing opportunities for all students, including recent government initiatives.

Studying at Key Stage 4 requires a considerable commitment of both time and effort. It is very important that home and school work together to support the demands of studying. In the event of any difficulties during the options process, parents should not hesitate to contact Mrs Joyce Oppong (JOppong@tbcs.nor.olicatschools.org) Our collective aim is to ensure that all students have the best possible opportunity to achieve their potential.

STUDENT GUIDE

1) READ THROUGH THE WHOLE BOOKLET. (This may seem a daunting task but is essential to make the right decisions for your future!)

- **COMPULSORY ELEMENT – THE SUBJECTS YOU HAVE TO STUDY**
- **NON-COMPULSORY ELEMENT – THE SUBJECTS WHERE YOU HAVE SOME CHOICE**

2) ATTEND THE OPTIONS EVENING on Wednesday 23rd March 2022

- **Listen to the talk in the auditorium either at 4:45pm or 5:30pm**
- **Visit the subject stalls to speak to staff representing the full range of subjects in order to answer questions and offer advice.**
- **Following the Options Evening take time to discuss your choices with your parents/Carers and complete your options form.**

3) Complete your options form by 30th March 2022

Please note it is not possible to guarantee that any specific subject will run.

In the event that the 'Agreed Choice' cannot be met, then a 'Reserve Subject' will be offered.

Should it then transpire that your option choice is not possible further discussions will take place with you to confirm this and amend your options.

Each student's final set of options choices will be assigned after careful consideration of all student choices, the number of places available on each course, suitability of the course, viability of the course and the staffing availability of the school.

QUALIFICATIONS

Many parents and carers have told us how confusing qualification names have become. The following tables are designed to help you understand the range and standard of qualifications encountered. Each subject being studied has the level clearly marked at the top of the page in this booklet.

Types of Qualification available in School

Qualification	Explanation
GCSE	General Certificate of Secondary Education Most common qualification for Year 11 Students – Grades 1 - 9
BTEC	Available at Level 2: BTEC Certificate – Pass, Merit or Distinction

Courses may be assessed in different ways. At present the main forms of assessment are:

Examinations All GCSE examinations are now taken at the end of the course at the end of Year 11. These are known as linear assessments. BTEC subjects sit exams throughout the duration of the course and there is now only one opportunity to resit BTEC exam units.

Coursework (Non-Examined Assessment – NEA) Assessed as you go through the course.

Controlled Assessments Externally set and assessed but the date is set within centre. The time can be divided over one or more sessions.

COMPULSORY ELEMENT

SUBJECT	OVERVIEW (see subject guides for detail)	GCSE VALUE
RE	All students study Religious Education to GCSE level.	1
English	All students study English Language and Literature to GCSE level.	2
Mathematics	All students study to GCSE level.	1
Science	Majority of students will work towards achieving three separate GCSEs in Biology, Chemistry and Physics. For some students it may be necessary to reduce this option and study two GCSEs in the form of the Combined Science route (Trilogy).	Minimum 2 Maximum 3
Physical Education (PE)	As part of the programme in KS4 students will participate in a range of activities including Games, and Fitness.	None

OPTIONAL SUBJECTS

SUBJECT	GCSE VALUE
GCSE Art and Design (Art, Photography or Textiles)	1
GCSE Business	1
GCSE Computer Science	1
GCSE Dance	1
GCSE Design and Technology (Graphics)	1
GCSE Design and Technology (Resistant Materials)	1
GCSE Drama	1
GCSE Geography	1
BTEC Health and Social Care	1
GCSE History	1
BTEC Hospitality and Catering	1
GCSE Modern Foreign Languages (Spanish/French)	1
GCSE Music	1
BTEC Sports Studies	1

Frequently Asked Questions

Why do I have to choose?

There isn't enough time in the curriculum to continue studying your Year 9 subjects. This means you have to choose 3 subjects that you will carry on studying until Year 11 in addition to the 5 compulsory subjects.

Why do I have to choose reserve subjects?

We will try really hard to make sure that everyone can study their first choice subjects. However, sometimes we can't offer certain combinations of subjects, or have a limited number of places. This means that it is really important that you think carefully about the order you put your choices in, as you may be studying one of your reserve choices.

What is an 'Ebacc' subject and why do I have to choose one?

The 'Ebacc' subjects include History, Geography or French/Spanish.

The Government also advises students to take at least one Ebacc subject to make sure that you have a broad and balanced set of qualifications at the end of Year 11.

Why do I only get 3 choices?

Everyone will take RE, English, Maths, Science, PSHE and Core PE. Some of you will be on the EBacc pathway where you will choose History or Geography and French/Spanish in addition to one creative subjects. Others will be on the Core pathway choosing one of History, Geography or French/Spanish and two creative subjects. Others will be on an individual pathway.

What are 'vocational qualifications' (e.g. BTECs)?

These are alternative qualifications to GCSEs that offer an alternate approach to learning. The final qualification is equivalent to a GCSE and they are usually made up of a higher percentage of 'coursework-style' assignments.

What if I change my mind?

This is very unlikely to happen as you will give us reserve choices that you are happy to study if your first choices are unavailable. We don't usually allow students to swap classes.

What if I don't know what I want to do in the future?

Don't worry, lots of people don't. All these subject offer solid foundations for further study so focus on subjects that you enjoy and are doing well in.

Notes

Please use this space to write about any conversations you have had with your parents/carers.

Which subjects am I interested in?

Why am I interested in these subjects?

DO ✓

- Choose subjects that you like and are excited about.
- Choose subjects you are doing well in.
- Listen to advice from your teachers.

DON'T X

- Choose subjects just because your friends have chosen it.
- Choose a subject because you like or don't like a certain teacher. They might not end up teaching you!

OPTIONS FORM EXAMPLE

Thomas Becket Catholic Secondary School

Key Stage 4 Courses 2022 – 2024

Name of student: **David Davis** Form: **9SD**

An example of a completed Options Form

All students will take a set of core subjects

Ensure you write your full name and Form Group as shown in the example

- GCSE Religious Education
- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Separate Sciences (Biology, Chemistry and Physics)
- PSHE – Non-Exam Course
 - Before you make a decision, discuss the options with both parents/carers and staff
- You will need to choose one option from each column - **ONE OF YOUR THREE CHOICES MUST BE A SUBJECT IN BOLD**
- Core Studies is for cohorts of students who have been signposted to choose this option by the SENDCO – a separate invitation will be sent out in relation to this
- Some Universities look for particular subjects, if you want to be considered by ALL Universities, you should follow the EBAC route which consists of; History/Geography and Spanish/French
 - Do not choose the same subject twice!
- Decisions will be on a 'first come, first served' basis, so return your form to main office as soon as possible

Circle your 3 selected subjects. At least 1 out of your 3 must be a subject in bold as shown

1 reserve must be in bold

OPTION LINE 1	OPTION LINE 2	OPTION LINE 3
GEOGRAPHY	GEOGRAPHY	GEOGRAPHY
SPANISH	SPANISH	SPANISH
HISTORY	FRENCH (French speakers only)	HISTORY
DANCE	HISTORY	ART DESIGN
LEVEL 1 & 2 HOSPITALITY and CATERING	RESISTANT MATERIALS (20)	RESISTANT MATERIALS (20)
COMPUTER SCIENCE	MUSIC	GRAPHICS
BUSINESS STUDIES	BUSINESS STUDIES	BUSINESS STUDIES
	HEALTH & SOCIAL CARE (BTEC)	HEALTH & SOCIAL CARE (BTEC)
	SPORTS STUDIES (OCR CAM NAT)	SPORTS STUDIES (OCR CAM NAT)
	PHOTOGRAPHY	DRAMA
	CORE STUDIES	CORE STUDIES
Please write down one reserve for each Option Line in each Block		
HISTORY	MUSIC	BUSINESS STUDIES

Signature of Parent/Carer: **Mr Davis**

Date TBCS received the form: **23rd March 2022**

Office signature: _____

Religious Education

Duration of course: 2 Years

Course type: GCSE

Examination Board: Edexcel

Overview:

The Religious Studies GCSE, is a challenging and engaging course that encourages students at Thomas Becket to engage with a range of concepts, beliefs and ideals. The course focus' on our Catholic faith, through exploring beliefs, teachings and practices. To support knowledge of our core Catholic beliefs our second religion of study is Judaism, through our shared history as an Abrahamic faith.

We then develop our critical thinking skill further by explore philosophical arguments link to the existence of God. Students will them explore ethical issue through the Catholic approach to family and relationships today.

Assessment Method and Component Percentages:

You will be assessed through 3 exams at the end of year 11.

Paper 1: Area of Study 1 – Study of Religion Option 1A – Catholic Christianity 50% of the qualification 102 marks

Paper 2: Area of Study 2 – Study of Second Religion Option 2F: Judaism 25% of the qualification 51 marks

Paper 3: Area of Study 3 – Philosophy and Ethics Option 3A – Catholic Christianity 25% of the qualification 51 marks

What will I learn?

Catholic Christianity: Beliefs and Teachings, Practices, Source of Wisdom and Authority and Forms of Expression and Ways of life

Judaism: Jewish beliefs and Teachings, and Jewish Practices

Philosophy and Ethics: Arguments for the Existence of God and Religious Teachings on Relationships and Families in the 21st Century

How will I learn?

During RE lessons you will have the chance to learn and participate in a range of activities over the duration of the GCSE. In RE we especially encourage pupil voice and the opportunity to discuss and debate a range of issues and beliefs. We believe that RE should encourage critical thinking throughout the lesson, culminating in development of extended writing focused on analysis and evaluation.

Career Potential:

Religious Studies can support many possible career paths. There are the obvious religion focused paths such as vocation of priesthood, RS teacher and theology lecturer. However, RS also provides a wide range of skills and knowledge that can contribute to many career paths such as, politics, media, medicine, social work, civil service and the arts. The skills that you build are critical thinking, communication, analysis and evaluation, compassion and empathy.

Future Progression routes possible:

The GCSE leads into RS A-level that covers, Philosophy, Ethics and Christianity. This will then support a variety of degree courses such as; law, philosophy, theology, education, medicine, literature and media.

Contact Person:

Mr S Flanagan—Sflanagan@tbcs.nor.olicatschools.org

English Language

Duration of course: 2 Years

Course type: GCSE

Examination Board: EDUQAS

Overview:

Throughout your study of English Language, you will be exposed to a wide variety of texts; immersed in inspirational texts, engaging with a broad range of genres, time periods, contexts and authors, from canonical classics to relevant contemporary works. The breadth and depth of these texts – both fiction and non-fiction – offers a spiritual, moral, social and cultural education: by empathising with writers, characters and contexts, students reflect on their own beliefs as well as the world around them in order to develop mutual tolerance and respect. You will be provided with the skills you need to appreciate the beauty of language and structure through the exploration of the writer's craft.

Assessment Method and Component Percentages:

Throughout the course you will be assessed through internal assessments using the exam board marking criteria for exams. Other assessments may take the form of short assessment point tasks that will test your knowledge across the academic year.

At the end of year 11 there will be 2 x external examinations:

- Component 1: 20th Century Literature Reading and Creative Prose writing (40%)
- Component 2: 19th and 21st Century Non Fiction Reading and Transactional/Persuasive writing (60%)
- You will also have a non-examined assessment in Spoken Language

What will I learn?

In your English language lessons, you will learn to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and
- linguistic conventions for reading, writing and spoken language.

How will I learn?

Your English lessons will take on a variety of learning strategies to include active reading, class discussions and opportunities for independent writing. You will also be given the opportunity to present ideas to the class in a variety of ways such as through individual presentations and will be given the opportunity to be exposed to examples of successful work for you to evaluate. You will study your course in a logical order starting from Paper 1 reading, followed by the creative writing unit. This will then lead on to your study of the non-fiction paper, where you will cover both reading and writing skills.

Career Potential:

English Language is a facilitating subject which will enable you to progress in a variety of careers such as:

- Sports Journalist
- Lawyer
- Film Director
- Public Relations Executive
- Fashion Journalist
- Author
- Newsreader
- Politician
- Actor
- Architect
- Creative Director
- Scriptwriter
- Teacher

Future Progression routes possible:

If you choose to study English further, you may decide to enrol on the following courses in the 6th Form: A Level English Language, A Level English Literature, A-Level Media

Contact Person::

Miss A Cook— AcCook@tbcs.nor.olicatschools.org

Mrs J Gough— Jgough@tbcs.nor.olicatschools.org

English Literature

Duration of course: 2 Years

Course type: GCSE

Examination Board: EDUQAS

Overview:

Throughout your study of English Literature, you will be exposed to a wide variety of texts; immersed in inspirational texts, engaging with a broad range of genres, time periods, contexts and authors, from canonical classics to relevant contemporary works. The breadth and depth of these texts – both fiction and non-fiction – offers a spiritual, moral, social and cultural education: by empathising with writers, characters and contexts, students reflect on their own beliefs as well as the world around them in order to develop mutual tolerance and respect. You will be provided with the skills you need to appreciate the beauty of language and structure through the exploration of the writer’s craft.

Assessment Method and Component Percentages:

Throughout the course you will be assessed through internal assessments using the exam board marking criteria for exams. Other assessments may take the form of short assessment point tasks that will test your knowledge across the academic year.

At the end of year 11 there will be 2 x external examinations:

There will be 2 x external examinations:

- Component 1: Shakespeare and Poetry (40%)
- Component 2: Post 1914 Prose/Drama, 19thc Prose and Unseen Poetry (60%)

What will I learn?

In your English literature lessons, you will learn to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often

You will specifically study the following texts:

- Macbeth
- WJEC Eduqas Poetry Anthology
- An Inspector Calls
- The Strange Case of Dr Jekyll and Mr Hyde
- Unseen Poetry

How will I learn?

Your English lessons will take on a variety of learning strategies to include active reading, class discussions and opportunities for independent writing. You will also be given the opportunity to present ideas to the class in a variety of ways such as through individual presentations and will be given the opportunity to be exposed to examples of successful work for you to evaluate. You will study your course in a logical order starting from Paper 1 poetry to Macbeth through to Paper 2 Jekyll and Hyde, An Inspector Calls and Unseen Poetry.

Career Potential:

English Literature is a facilitating subject which will enable you to progress in a variety of careers such as:

- Sports Journalist
- Lawyer
- Film Director
- Public Relations Executive
- Fashion Journalist
- Author
- Newsreader

Future Progression routes possible:

If you choose to study English further, you may decide to enrol on the following courses in the 6th Form: A Level English Language, A Level English Literature, A-Level Media

Contact Person:

Miss A Cook—AcCook@tbcs.nor.olicatschools.org

Mrs J Gough—Jgough@tbcs.nor.olicatschools.org

Biology

Duration of course: 2 Years

Course type: GCSE

Examination Board: AQA

Overview:

This Biology qualification is linear. Linear means that students will sit all their exams at the end of the course.

The subject content is presented clearly, in a logical teaching order. With guidance and signposted opportunities for skills development throughout the specification.

The subject content and required practical skills are embedded throughout the course .

Assessment Method and Component Percentages:

Paper 1:

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks

Questions

- Multiple choice, structured, closed short answer and open response.

Paper 2:

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions

- Multiple choice, structured, closed short answer and open response.

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	100	x1	100
Paper 2	100	x1	100
Total scaled mark:			200

What will I learn?

You will learn the following topics:

Paper 1 contents:- Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.

Paper 2 contents:- Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

How will I learn?

Topics in paper 1 are covered in year 10 while paper 2 contents are completed in year 11 ready for GCSE examination. At the end of each chapter you will be assessed on combination of End of Chapter (EOC) assessments which are internally marked. Practical skills will be developed along the course by completing the Required Practical Activities.

Career Potential:

Biologists study living things, like animals and plants. They look into environmental issues, genetics and the world around them. They can work in agriculture, medicine, conservation and industry.

Future Progression routes possible:

Lecturing, Health and Safety, Research and Development and Patent Work. As a biologist you could work with zoos, charities and other organisations, e.g. the Environment Agency. Some biologists work as advisors to newspapers, radio and TV.

Contact Person:

Mrs. Alaka—Aalaka@tbcs.nor.olicatschools.org

Chemistry

Duration of course: 2 Years

Course type: GCSE

Examination Board: AQA

Overview:

This Chemistry qualification is linear. Linear means that students will sit all their exams at the end of the course.

The subject content is presented clearly, in a logical teaching order. With guidance and signposted opportunities for skills development throughout the specification.

The subject content and required practical skills are embedded throughout the course.

Assessment Method and Component Percentages:

Paper 1:

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks

Questions

- Multiple choice, structured, closed short answer and open response.

Paper 2:

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks

Questions

- Multiple choice, structured, closed short answer and open response.

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	100	x1	100
Paper 2	100	x1	100
Total scaled mark:			200

What will I learn?

Paper 1 contents:- Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Paper 2 contents:- Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

How will I learn?

Topics in paper 1 are covered in year 10 while paper 2 contents are completed in year 11 ready for GCSE examination. At the end of each chapter you will be assessed on combination of End of Chapter (EOC) assessments which are internally marked. Practical skills will be developed along the course by completing the Required Practical Activities.

Career Potential:

Chemists student chemicals and materials and how they behave. An analytical chemist looks at the composition of different chemicals. They tend to work in pharmaceuticals. Medicinal chemists work on drug discovery to make more effective medicine.

Future Progression routes possible:

Lecturing, Health and Safety, Research and Development and Patent Work. You could work for a range of employers including the NHS, Research Institutes and Government Agencies .Specialities include analytical, medicinal, biochemical and lots more

Contact Person:

Mrs. Alaka—Aalaka@tbcn.olicatschools.org

Physics

Duration of course: 2 Years

Course type: GCSE

Examination Board: AQA

Overview:

This Physics qualification is linear. Linear means that students will sit all their exams at the end of the course.

The subject content is presented clearly, in a logical teaching order. With guidance and signposted opportunities for skills development throughout the specification.

The subject content and required practical skills are embedded throughout the course .

Assessment Method and Component Percentages:

Paper 1:

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions

- Multiple choice, structured, closed short answer and open response.

Paper 2:

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions

- Multiple choice, structured, closed short answer and open response.

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1	100	x1	100
Paper 2	100	x1	100
Total scaled mark:			200

What will I learn?

You will learn the following topics:

Paper 1 contents:- Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2 contents:- Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.

How will I learn?

Topics in paper 1 are covered in year 10 while paper 2 contents are completed in year 11 ready for GCSE examination. At the end of each chapter you will be assessed on combination of End of Chapter (EOC) assessments which are internally marked. Practical skills will be developed along the course by completing the Required Practical Activities.

Career Potential:

Physicists try to work out why matter behaves the way it does and how energy interacts. They work in areas like health institutes, defence, government departments including the Met office. There are also astrophysicists who specialise in space studies.

Future Progression routes possible:

Lecturing, teaching, research and development, freelance consultancy, scientific journalism.

Contact Person:

Mrs. Alaka — Aalaka@tbcs.nor.olicatschools.org

Mathematics

Duration of course: 3 years

Course type: GCSE

Examination Board: Edexcel

Overview:

“Maths is a universal language and a hallmark of success”

GCSE maths will provide you with a varied and useful ‘toolbox’ of skills with which you can understand a wide variety of mathematical problems. It will train you to be logical and systematic and see the relevance and beauty of maths in all areas of life.

Assessment Method and Component Percentages:

There will be three exams that aim to assess your mathematical competency in the summer term of year 11. Each of the 3 papers are out of 80 marks, worth one-third of the overall GCSE and 1 hour 30 minutes in length. Two of these papers will allow the use of a calculator, but the other will not – therefore requiring a higher degree of numerical acumen. GCSE mathematics is still assessed in tiered papers – meaning that some students will sit ‘Foundation’ exams, and some ‘Higher’ exams. Both tiers allow students to access a Grade 5. The weighting of mathematical content is slightly different at each tier:

<u>Mathematical Content</u>	<u>Foundation</u>	<u>Higher</u>
Number	25%	15%
Algebra	20%	30%
Ratio, Proportion and Rates of change	25%	20%
Statistics and Probability	15%	15%
Geometry and Measures	15%	20%

What will I learn?

The Edexcel mathematics GCSE will develop and test your knowledge and competency in three ways:

1. Mathematical Fluency – teaching you how to use mathematical skills and procedures on a variety of concepts; from the simple, to the more complex.
2. Problem Solving – teaching you how to approach unfamiliar multi-step questions.
3. Reasoning – teaching you how to communicate effectively and explain using mathematical ideas.

How will I learn?

Attending lessons fully equipped with a geometry set and a scientific calculator, teachers will guide students through the curriculum and test at a GCSE level for each topic. Mathswatch and Pearson ActiveLearn supports students at home to supplement what they learn in school.

Career Potential:

Mathematics underpins the world around us and a good understanding of maths will help with many everyday life activities from catching a train to managing personal finances to baking a cake!

Many other subjects have mathematical elements so GCSE Maths will help to support further studies in Science, Geography, Psychology, Economics and many more.

Students who achieve at least a Grade 7 will be encouraged to continue with A Level Maths.

Careers which require a good mathematical foundation include accountancy and finance, science and medicine, insurance, statistics, marketing, banking, education, engineering and social sciences: the opportunities are endless!

Future Progression routes possible:

Students who achieve at least a Grade 7 will be encouraged to continue with A Level Maths. Students wishing to pursue future mathematical careers have a wide range to choose from. Many great mathematicians go into the fields of accountancy, actuary and investment banking. Some take a more scientific root with computing, engineering sciences, statistical research, or research sciences. Mathematics is also essential for many design, building and architectural careers. There are, of course, many other roles that require a high degree of mathematical competency but are not their main component. These include medicine, politics, teaching, management and running a business. The reality is, a good mathematics GCSE is certain to make a positive difference to any student’s future study, career and employment options.

Contact Person:

Peter Baffoe—pbaffoe@tbcs.nor.olicatschools.org

GCSE Fine Art

“Every child is an artist; the problem is how to remain an artist once he grows up”

Pablo Picasso - Artist

Duration of course: 2 year GCSE course

Course type: GCSE

Examination Board: AQA

Overview:

YEAR 10

Students will complete two units of coursework which are;

Foundation Unit - Focussing on building skills and exploring materials. Students are guided through this unit. Teacher led activities allow and enable students to carry out a unit that covers all assessment objectives, knowledge of different styles and artists, whilst developing their own skills and demonstrating an understanding of working with different mediums, such as print, painting and drawing.

Portrait Unit - Refines skill learnt in unit one and allows students to develop use of acrylic and gouache paint and work independently towards the end. Additional practice working with different materials. Introduced to a different genre of art.

YEAR 11

Students will complete one unit of coursework and Examination which are;

Mock Examination - Starting points given out 2nd week in September – students are allowed 6-8 weeks to prepare. Examination to take place middle of November.

Mock examination is marked and given back to students with individual target setting. Students can refine and improve work. The mock becomes unit three of their coursework and completes their portfolio.

Externally Set Project/ Examination - Year 11 Examination paper given out and students choose a theme from the examination paper, 6-8 weeks to prepare and create a project in examination conditions. In the preparation time students will research and develop ideas for this unit. In the 10-hour examination students will create, draw, and paint their entire themed project.

HOMEWORK

Homework will be set each week. Students will be expected to complete all homework set.

Assessment Method and Component Percentages:

60% Coursework/ Portfolio and 40% Externally Set Examination

There are 3 assessment points over the course of the year that will test their skills in everything from technical use of materials to composition and artistic skills. Students will gain feedback that will help students progress their working at grade and develop their skills for the coursework and final exam.

What will I learn?

A student who is best suited to Fine Art is a person who is dedicated, self-motivated, creative, hardworking, and expressive and who enjoys the idea of drawing and painting.

The skills that students will develop will be painting, printing, drawing two-dimensional and three-dimensional work. Comparing artwork, understanding artists work and techniques that will be expressed through written work therefore brushing up on literacy skills.

How will I learn?

Teacher led activities will allow students to focus upon building skills and exploring materials and ideas. This will enable students to create a portfolio of work which covers all the assessment objectives for their coursework while preparing students for the externally set examination.

The portfolio of work can be used at interview for further education both at college and sixth form which demonstrates skills, abilities and knowledge of different styles and artists, whilst developing their own skills and demonstrating an understanding of working with different mediums, such as print, painting and drawing.

Career Potential:

Artist, Animator, Advertising, Architecture, Community Arts Worker, Artist in Residence, Art Teacher, Graphic Designer, Illustrator, Jewellery Designer, Make Up Artist, Production Designer—Theatre/Television/Film, Textile Designer, Performing Arts, Publishing, Software and Computer Games Designer, Advertising Art Director, Medical Illustrator, Art Therapist, Museum/Gallery Curator, Stylist, VFX Artist, Visual Merchandiser, Web Content Manager, Web Designer.

Future Progression routes possible:

Students can continue to A Level Fine Art and/or A Level Photography or another Level 3 Art and Design-based course.

Contact Person:

Mrs J Pick—Subject Lead of Art, Textiles and Photography. Mrs B White—Art Teacher

JPick@tbcs.nor.olicatschools.org / BWhite@tbcs.nor.olicatschools.org or visit the Art department ART1 or PG1.

GCSE Art Graphics (in the Art slot)

“Every child is an artist; the problem is how to remain an artist once he grows up”

Pablo Picasso - Artist

Duration of course: 2 year GCSE course

Course type: GCSE

Examination Board: AQA

Overview:

YEAR 10

Students will complete two units of coursework which are;

Foundation Unit - Focussing on building skills and exploring materials. Students are guided through this unit. Teacher led activities allow and enable students to carry out a unit that covers all assessment objectives, knowledge of different styles and graphic artists, whilst developing their own skills and demonstrating an understanding of working with different mediums, such as print-making and graphic drawing/animation.

Our Town Unit - Refines skill learnt in unit one and allows students to develop use of different forms of print making and work independently towards the end. Additional practice working with different materials. Introduced to a different genre of art graphics.

YEAR 11

Students will complete one unit of coursework and Examination which are;

Mock Examination - Starting points given out 2nd week in September – students are allowed 6-8 weeks to prepare. Examination to take place middle of November.

Mock examination is marked and given back to students with individual target setting. Students can refine and improve work. The mock becomes unit three of their coursework and completes their portfolio.

Externally Set Project/ Examination - Year 11 Examination paper given out and students choose a theme from the examination paper, 6-8 weeks to prepare and create a project in examination conditions. In the preparation time students will research and develop ideas for this unit. In the 10-hour examination students will create, draw, animate/printing their entire themed project.

HOMEWORK

Homework will be set each week. Students will be expected to complete all homework set.

Assessment Method and Component Percentages:

60% Coursework/ Portfolio and 40% Externally Set Examination

There are 3 assessment points over the course of the year that will test their skills in everything from technical use of materials to composition and artistic skills. Students will gain feedback that will help students progress their working at grade and develop their skills for the coursework and final exam.

What will I learn?

A student who is best suited to Art Graphics is a person who is dedicated, self-motivated, creative, hardworking, and expressive and who enjoys the idea of drawing/animate and print making products.

The skills that students will develop will be print making, drawing two-dimensional and three-dimensional work. Comparing artwork, understanding graphic artists work and techniques that will be expressed through written work therefore brushing up on literacy skills.

How will I learn?

Teacher led activities will allow students to focus upon building skills and exploring materials and ideas. This will enable students to create a portfolio of work which covers all the assessment objectives for their coursework while preparing students for the externally set examination.

The portfolio of work can be used at interview for further education both at college and sixth form which demonstrates skills, abilities and knowledge of different styles and graphic artists, whilst developing their own skills and demonstrating an understanding of working with different mediums, such as print-making and drawing.

Career Potential:

Artist, Animator, Advertising, Architecture, Community Arts Worker, Artist in Residence, Art Teacher, Graphic Designer, Illustrator, Jewellery Designer, Make Up Artist, Production Designer—Theatre/Television/Film, Performing Arts, Publishing, Software and Computer Games Designer, Advertising Art Director, Medical Illustrator, Art Therapist, Museum/Gallery Curator, Stylist, VFX Artist, Visual Merchandiser, Web Content Manager, Wed Designer.

Future Progression routes possible:

Students can continue to A Level Art Graphics and/or A Level Fine Art and/or A Level Photography or another Level 3 Art and Design-based course.

Contact Person:

Mrs J Pick—Subject Lead of Art, Textiles and Photography.

JPick@tbcs.nor.olicatschools.org or visit the Art department ART1 or PG1.

GCSE Art Textiles (in the Art slot)

“Every child is an artist; the problem is how to remain an artist once he grows up”

Pablo Picasso - Artist

Duration of course: 2 year GCSE course

Course type: GCSE

Examination Board: AQA

Overview:

YEAR 10

Students will complete two units of coursework which are;

Foundation Unit - Focussing on building skills and exploring materials. Students are guided through this unit. Teacher led activities allow and enable students to carry out a unit that covers all assessment objectives, knowledge of different styles and textile artists, whilst developing their own skills and demonstrating an understanding of working with different mediums, such as print, dyeing, free machine and hand embroidery and design drawing.

Natural and Made-mand Forms Unit - Refines skill learnt in unit one and allows students to develop use of free machine and hand embroidery and work independently towards the end. Additional practice working with different materials. Introduced to a different genre of art textiles.

YEAR 11

Students will complete one unit of coursework and Examination which are;

Mock Examination - Starting points given out 2nd week in September – students are allowed 6-8 weeks to prepare. Examination to take place middle of November.

Mock examination is marked and given back to students with individual target setting. Students can refine and improve work. The mock becomes unit three of their coursework and completes their portfolio.

Externally Set Project/ Examination - Year 11 Examination paper given out and students choose a theme from the examination paper, 6-8 weeks to prepare and create a project in examination conditions. In the preparation time students will research and develop ideas for this unit. In the 10-hour examination students will create, draw, and sew their entire themed project.

HOMEWORK

Homework will be set each week. Students will be expected to complete all homework set.

Assessment Method and Component Percentages:

60% Coursework/ Portfolio and 40% Externally Set Examination

There are 3 assessment points over the course of the year that will test students skills in everything from technical use of materials to composition and artistic skills. Students will gain feedback that will help students progress their working at grade and develop their skills for the coursework and final exam.

What will I learn?

A student who is best suited to Art Textiles is a person who is dedicated, self-motivated, creative, hardworking, and expressive and who enjoys the idea of design drawing and fashion textiles.

The skills that students will develop will be print, dyeing, free machine and hand embroidery and drawing two-dimensional and three-dimensional work. Comparing textile artwork, understanding textile artists work and techniques that will be expressed through written work therefore brushing up on literacy skills.

How will I learn?

Teacher led activities will allow students to focus upon building skills and exploring materials and ideas. This will enable students to create a portfolio of work which covers all the assessment objectives for their coursework while preparing students for the externally set examination.

The portfolio of work can be used at interview for further education both at college and sixth form which demonstrates skills, abilities and knowledge of different styles and artists, whilst developing their own skills and demonstrating an understanding of working with different mediums, such as print, dyeing, free machine and hand embroidery and drawing.

Career Potential:

Fashion Designer, Fashion Illustration, Costume Designer, Constructed Textiles, Printed and Dyed Textiles, Digital Textiles, Textiles Artist, Fashion Advertising, Community Arts Worker, Textiles Artist in Residence, Textiles Art Teacher, Jewellery Designer, Make Up Artist, Production Designer— Theatre/Television/Film, Performing Arts, Publishing, Advertising Art Director, Art Therapist, Museum/Gallery Curator, Stylist, VFX Artist, Visual Merchandiser, Web Content Manager, Web Designer.

Future Progression routes possible:

Students can continue to A Level Art Textiles and/or A Level Fine Art and/or A Level Photography or another Level 3 Art and Design-based course.

Contact Person:

Mrs J Pick—Subject Lead of Art, Textiles and Photography. Mrs B White—Art Teacher

JPick@tbcs.nor.olicatschools.org / BWhite@tbcs.nor.olicatschools.org or visit the Art department ART1 or PG1.

Business Studies

Duration of course: 2 years

Course type: GCSE

Examination Board: Edexcel

Overview:

The GCSE business course provides an introduction to the study of all aspects of business, including reasons why entrepreneurs exist, finance, operations, Human Resources and marketing.

Studying business can support in understanding the economy, consumer rights, employee rights and developing transferable skills such as:

- Quantitate skills—reading, labelling and plotting graphs, basic calculations such as average, percentage change, addition, subtraction, multiplication and division
- Data skills—being able to understand data in a variety of forms and interpret results
- Presenting arguments and making judgements and justified recommendations on the basis of the available evidence
- Critical thinking—recognising the nature of problems, solving problems and making decisions using appropriate business tools, methods and theories

Assessment Method and Component Percentages:

Two written examinations, each lasting 90 minutes

Theme 1 (50%)

Theme 2 (50%)

Both papers include a range of questions: multiple choice, calculations, short answer and extended answer questions.

Students will need to apply their knowledge to specific case studies within each paper.

What will I learn?

- Introduction to business—what is a business, their purpose, sectors, role of government
- Enterprise and entrepreneurship—dynamic nature of business, how and why ideas come about, role of enterprise and entrepreneurs
- Spotting a business opportunity—customer needs, market research, customer segmentation, impact of competition
- Putting a business into practice—setting aims, business calculations, sources of finance
- Making a business effective—ownership, location, marketing mix and writing business plans
- External influences—stakeholders, considering the impact of changes in technology, the economic environment, legalisation
- Business growth—how and why businesses grow, impact of globalisation, how and why aims change
- Marketing—building on an early unit to have an indepth understanding of price, product, promotion and place
- Finance—using ratios to calculate the performance of a business and whether investments are viable
- Operations—how businesses manage stock, the importance of quality control, working with suppliers
- Human Resources—recruitment, training and motivation of staff, organisation structures, communication

How will I learn?

Lessons will include a range of activities including note taking, individual activities, paired activities, case studies, videos.

Homework will be set at least fortnightly based on what has been studied in the previous weeks, usually including exam style questions.

Each topic will include an assessment in the same style as the final examination papers.

Career Potential:

Business careers include accountancy, Human Resources, Recruitment, retail management, working in insurance

Future Progression routes possible:

L3 BTEC Business Studies or A Level Business Studies

Apprenticeships such as insurance, accountancy and marketing

Contact Person:

Ms J Walker—jwalker@tbcs.nor.olicatschools.org

Computer Science

Duration of course: 2 years

Course type: GCSE (9-1)

Examination Board: OCR J277

Overview:

GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Assessment Method and Component Percentages:

Written paper 1: 1 hour and 30 minutes; 50% of total GCSE 80 marks.

Written paper2: 1 hour and 30 minutes; 50% of total GCSE 80 marks.

What will I learn?

Computer System,:

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

Algorithms and Programming,:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

How will I learn?

Students who are beginning a GCSE in Computer Science have followed a Key Stage 3 programme of study.

Career Potential:

What jobs can you get with a GCSE in computer science?:

- Application analyst
- Applications developer
- Cyber security analyst
- Data analyst
- Forensic computer analyst
- Game designer
- Game developer

Future Progression routes possible:

- AS Level Computer Science
- A Level Computer Science
- University
- Apprenticeship
- Employment

Contact Person: Mr Kecskemeti — Becskemeti@tbcs.nor.olicatschools.org

GCSE DANCE

Duration of course: 2 Years

Course type: GCSE

Examination Board: AQA

Overview:

Component 1: Performance and choreography

Performance

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

Choreography

-Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Component 2: Written Exam Paper

-1 hour 30 mins

Assessment Method and Component Percentages:

Component 1

(Internally marked and externally moderated)

Performance

- 30% of GCSE
- 40 marks

Choreography

- 30% of GCSE
- 40 marks

Total component 60%

Questions

Based on students' own practice in performance and choreography and the GCSE Dance anthology.

You will be assessed using the exam board marking criteria in Performance, Choreography and Dance Appreciation. Your physical performances will be internally assessed by your teacher. A recording of your physical performances is then examined by an external examiner. You will also complete practice GCSE Papers in preparation for the final written exam.

What will I learn?

Students will...

- Learn to choreograph, perform and appreciate dance as an art form.
- Use imagination, problem solving, creativity and the synthesis of ideas .
- Understanding of choreographic forms and devices.
- Explore communication of ideas, feelings, emotions, meanings and moods.
- Apply knowledge, skills and understanding of performing.
- Develop physical, technical, mental and expressive skills
- Understand how to explore a range of stimuli.
- Develop the ability of verbalising and writing about dance concepts and ideas.
- Show the ability to work as a team, share ideas and problem solve creatively.

How will I learn?

- Learning and creating dance routines.
- Through creative and practical work.
- By studying, analysing, discussing and writing about professional dance companies, practitioners and performers.
- Performing and appreciating others perform.
- Using ideas, themes, topics to create choreography.
- By choreographing, learning, directing, producing.
- Through sharing of ideas and listening to others.
- By performing as a soloist, duet and larger groups.
- Through a combination of practical and theoretical dance lessons.

Career Potential:

The skills gained from the course could enable you to pursue a career as a Dance Teacher, Community artist, Performer, Choreographer, Freelance Practitioner or Dancer.

Future Progression routes possible:

GCSE Dance provides you with the opportunity to progress further onto A Level Dance. This can then lead to a further education course within choreography, dance, performance, teaching and performing arts.

Contact Person:

Miss Sutor— Ssutor@tbcs.nor.olicatschools.org

Dance Teacher

Design & Technology—Graphic Products

Duration of course: 2 years

Course type: GCSE

Examination Board: AQA

Overview: Design Your Future World

Design & Technology is often thought of as applied science and is a STEM field of study (Science, Technology, Engineering and Maths). Along side this technical philosophy, Design & Technology is innovative and exciting in it's curriculum, addressing lots of current affairs and inventions from NASA space suit textile engineering to Norman Fosters's Milau Viaduct construction in France. Many thought provoking topics are investigated from whether the electric car is ethical to the ground breaking discoveries of Graphene, Nanotechnology and Nuclear Fusion. Students of Design & Technology are highly motivated and creative, they enjoy problem solving and inventing better future ideas, pushing the boundaries and disrupting the market, thinking about and understanding the world around them. Students of Design & Technology look at a problem or brief with scientific eyes but must also consider aesthetics , ethics and commercial viability in the real world.

Students of Design & Technology are pioneers and must be willing to bring ideas to the course, to enjoy designing and drawing, using computers and making products from their own invention. Students are expected to analyse and evaluate their ideas in depth, writing about their work. All coursework in Y11 is accompanied by detailed hand written annotation or typed up report writing.

Assessment Method and Component Percentages:

What will I have to do:- 50% Theory test written exam, 50% NEA Coursework

Year 10.

Term 1—Technical Drawing & CAD Skills Recall

This term is used to recall and embed drawing skills on paper and in Computer Aided Design. Topics covered are isometric projection, orthographic projection, one and two point perspective, using a drawing board and drawing to scale, Adobe Creative Suite & Sketch Up.

END OF TERM TEST: Drawing skills

Term 2— Graphic Products Design Introduction & Theory

Theory topics taught alongside a design and manufacture project, where technical knowledge and creative freedom empower students to be inventive and scientific in their academic outcomes. Design & Make either: packaging, modelling of a product, 3D marketing material, merchandise and branding

Project Focus— Context and Research, Industry and the History of Design, Innovation

Theory Overview—Industry & Enterprise, Sustainability & Environment New and emerging technologies, automation, conditions of work, virtual retail, cooperatives and Fairtrade, Life cycle assessment, waste disposal, Kaizen theory, market pull/technology push, fashion and trends, faith and belief, design for specific users

END OF TERM TEST: Relevant Theory

Terms 3 & 4— Graphic Products Design Planning and Development & Theory

Project Focus— Creative thinking, Technical thinking, commercial viability, drawing of ideas, CAD, modelling, evaluating

Theory Overview—Production techniques & systems, power generation Automation, CAD/CAM, flexible manufacturing systems, just in time production, planned obsolescence, fossil fuels and renewable energy, fracking, wind, solar and hydro power, biofuels and nuclear power, kinetic energy, pneumatics, hydraulics, flywheels and history of battery power

END OF TERM TEST: Relevant Theory

Term 5 & 6—Graphic Products Design Realisation and Evaluation & Theory

Project Focus— manufacturing, areas of evaluative correction, analysing future areas for development

Theory Overview - Biopolymers, nanomaterials, modern materials, smart and self-healing materials, technical textiles, electronic systems, mechanical devices and linkages, papers and boards, timbres, polymers, metals and alloys, sources of origin, forces and stress, reinforcement and product improvement, ecological and social footprints, the six 'r's, scales of production, existing company case studies: Dyson, Tesla, Bauhaus, Alessi

END OF TERM TEST: Relevant Theory

Year 11.

Students will complete their NEAs and focus on exam revision. Theory lessons and coursework lessons are the focus during this year as well as exam preparation. Theory is taught through practical activities, lessons and discussion.

What will I learn?

Problem-solving, drawing, writing, organisation, literacy, numeracy, computer use, machinery use and most importantly you will learn to be inventive. You will learn to think creatively with commercial viability in mind.

How will I learn?

Theory & Coursework Lessons

Career Potential:

All CAD and Design fields: graphic design, interior design, product design, architecture, fashion design, photography

All professional fields that include project work and organisation: marketing teams, research and development teams.

All Engineering fields: building, construction, engineering, aviation, carpentry

Future Progression routes possible:

BTEC Graphic Design

Contact Person:

Ms C Timperley — Ctimperley@tbcs.nor.olicatschools.org

Head of Design Technology

Mrs E McGuire — Emcguire@tbcs.nor.olicatschools.org

Teacher of Design Technology

Ms M Shaw — Mshaw@tbcs.nor.olicatschools.org

Teacher of Design & Technology

Design & Technology—Resistant Materials

Duration of course: 2 years

Course type: GCSE

Examination Board: AQA

Overview: Design Your Future World

Design & Technology is often thought of as applied science and is a STEM field of study (Science, Technology, Engineering and Maths). Along side this technical philosophy, Design & Technology is innovative and exciting in it's curriculum, addressing lots of current affairs and inventions from NASA space suit textile engineering to Norman Fosters's Milau Viaduct construction in France. Many thought provoking topics are investigated from whether the electric car is ethical to the ground breaking discoveries of Graphene, Nanotechnology and Nuclear Fusion. Students of Design & Technology are highly motivated and creative, they enjoy problem solving and inventing better future ideas, pushing the boundaries and disrupting the market, thinking about and understanding the world around them. Students of Design & Technology look at a problem or brief with scientific eyes but must also consider aesthetics , ethics and commercial viability in the real world.

Students of Design & Technology are pioneers and must be willing to bring ideas to the course, to enjoy designing and drawing, using computers and making products from their own invention. Students are expected to analyse and evaluate their ideas in depth, writing about their work. All coursework in Y11 is accompanied by detailed hand written annotation or typed up report writing.

Assessment Method and Component Percentages:

What will I have to do:- 50% Theory test written exam, 50% NEA Coursework

Year 10.

Term 1—Technical Drawing & CAD Skills Recall

This term is used to recall and embed drawing skills on paper and in Computer Aided Design. Topics covered are isometric projection, orthographic projection, one and two point perspective, using a drawing board and drawing to scale, Adobe Creative Suite & Sketch Up.

END OF TERM TEST: Drawing skills

Term 2— Resistant Material Design Introduction & Theory

Theory topics taught alongside a design and manufacture project, where technical knowledge and creative freedom empower students to be inventive and scientific in their academic outcomes. Design & Make either: packaging, modelling of a product, 3D marketing material, merchandise and branding

Project Focus— Context and Research, Industry and the History of Design, Innovation

Theory Overview—Industry & Enterprise, Sustainability & Environment New and emerging technologies, automation, conditions of work, virtual retail, cooperatives and Fairtrade, Life cycle assessment, waste disposal, Kaizen theory, market pull/technology push, fashion and trends, faith and belief, design for specific users

END OF TERM TEST: Relevant Theory

Terms 3 & 4— Resistant Material Design Planning and Development & Theory

Project Focus— Creative thinking, Technical thinking, commercial viability, drawing of ideas, CAD, modelling, evaluating

Theory Overview—Production techniques & systems, power generation Automation, CAD/CAM, flexible manufacturing systems, just in time production, planned obsolescence, fossil fuels and renewable energy, fracking, wind, solar and hydro power, biofuels and nuclear power, kinetic energy, pneumatics, hydraulics, flywheels and history of battery power

END OF TERM TEST: Relevant Theory

Term 5 & 6—Resistant Material Design Realisation and Evaluation & Theory

Project Focus— manufacturing, areas of evaluative correction, analysing future areas for development

Theory Overview - Biopolymers, nanomaterials, modern materials, smart and self-healing materials, technical textiles, electronic systems, mechanical devices and linkages, papers and boards, timbres, polymers, metals and alloys, sources of origin, forces and stress, reinforcement and product improvement, ecological and social footprints, the six 'r's, scales of production, existing company case studies: Dyson, Tesla, Bauhaus, Alessi

END OF TERM TEST: Relevant Theory

Year 11.

Students will complete their NEAs and focus on exam revision. Theory lessons and coursework lessons are the focus during this year as well as exam preparation. Theory is taught through practical activities, lessons and discussion.

What will I learn?

Problem-solving, drawing, writing, organisation, literacy, numeracy, computer use, machinery use and most importantly you will learn to be inventive. You will learn to think creatively with commercial viability in mind.

How will I learn?

Theory & Coursework Lessons

Career Potential:

All CAD and Design fields: graphic design, interior design, product design, architecture, fashion design, photography

All professional fields that include project work and organisation: marketing teams, research and development teams.

All Engineering fields: building, construction, engineering, aviation, carpentry

Future Progression routes possible:

BTEC Graphic Design

Contact Person:

Ms C Timperley — Ctimperley@tbcs.nor.olicatschools.org

Head of Design Technology

Mrs E McGuire — Emcguire@tbcs.nor.olicatschools.org

Teacher of Design Technology

Ms M Shaw — Mshaw@tbcs.nor.olicatschools.org

Teacher of Design & Technology

Drama

Duration of course: 2 Years

Course type: GCSE

Examination Board: OCR

Overview:

Drama gives students the opportunity to explore the subject from a range of perspectives by devising their own, original work; by bringing to life the work of a playwright; as theatre reviewers, developing their own thoughts on what makes drama and theatre successful; and as creative artists building a bringing a character to life through exploration and rehearsal.

Assessment Method and Component Percentages:

The qualification is made up of three components. There are two non-exam assessments (60% of the overall qualification) and one exam assessment (40% of the overall qualification).

Component 1: Devising Drama 30% of overall GCSE

- Creation of a devised performance based on a stimulus given by the exam board—**20 Marks**
- Supporting portfolio documenting rehearsal process and development—**40 Marks**

Component 2: Text Performance 30% of overall GCSE

- Students will take a part in two performances of two extracts from the text. **20 Marks**
- Interpretation of the text and creating an intention for performance —**40 Marks**

Exam assessment (40% of qualification) 40% of overall GCSE

- **Section A:** Questions on technical and performance related topics on set text— Blood Brothers —**50 Marks**
- **Section B:** Review a performance you have seen during the course—**30 Marks**

What will I learn?

- Work collaboratively to create, develop, perform and evaluate your own piece of devised drama as performers.
- How performance texts can be presented to an audience
- The intention of the playwright • Theatrical conventions • How to interpret character through voice, movement and language • performance space • Semiotics
- How to plan, create and structure drama
- How to communicate meaning to an audience through engaging drama.
- How to examine in detail the process of creating drama and measure the impact on a live audience

How will I learn?

- Exploration of practitioners work
- Theatre visits
- Devising and developing your own performances'
- Working with script
- Documenting and evidence performance processes.

Career Potential:

Future Progression routes possible:

A 'Level, BTEC, further study

Contact Person:

Miss M Wilkinson - Mwilkinson@tbc.nor.olicatschools.org

Geography

Duration of course: 2 years

Course type: GCSE

Examination Board: AQA

Overview:

Human geography concerns the understanding of the dynamics of cultures, societies and economies, and physical geography concerns the understanding of the dynamics of landscapes and the environment.

Geography puts this understanding of social and physical processes within the context of place - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them. Understanding the causes of differences and inequalities between places and social groups underlie much of the newer developments in human geography.

Geography provides an ideal framework for relating other fields of knowledge. It is not surprising that those trained as geographers often contribute substantially to the applied management of resources and environments.

- Geography is, in the broadest sense, an education for life and for living. Learning through geography – whether gained through formal learning or experientially through taught lessons and fieldwork helps us all to be more socially and environmentally sensitive, better informed, and more responsible as citizens and employees.

Assessment Method and Component Percentages:

There are 3 examination papers;

Unit 1: Physical geography – Living with the physical environment

Unit 2: Human Geography – Challenges in the Human environment

Unit 3 Geographical applications- where you apply geographical skills to a geographical based enquiry question and answer questions on familiar and unfamiliar fieldwork.

Paper 1;

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE

Paper 2;

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

Paper 3;

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE. Pre-release resources booklet made available 12 weeks before Paper 3 exam

What will I learn?

- The challenge of Natural Hazards e.g. tectonic hazards, tropical storms, extreme weather and climate change.
- Coastal landscapes in the UK and River landscapes in the UK
- The 'living world' to including Ecosystems, Tropical rainforests and Hot Deserts.
- Urban issues and challenges - Urbanisation and its impact on Rio de Janeiro and Bristol.
- The changing economic world - global development and the UK economy
- The challenge of resource management and a closer study of food as a resource

How will I learn?

A range of different resources are used to deliver the subject specification in lessons. Learning is supported with the online learning platform 'Seneca learning'.

Career Potential:

For the full range of potential jobs please visit;

<https://www.rgs.org/iamageographer/>

Future Progression routes possible:

A level geography leading to a geographical degree at a university.

Contact Person:

Mr K Polley – Kpolley@tbcs.nor.olicatschools.org

That geography rocks!

Health & Social Care

Duration of course: 2 years

Course type: Tech Award

Examination Board: BTec

Overview:

This qualification provides students with the opportunity to gain vocational experience and gain the knowledge, understanding needed when considering entering employment in the health and social care sector.

Students will gain grounding in the essential skills and broad fundamentals crucial to this area of study, giving them the opportunity to build on these afterwards, or to enter into their first job within this sector.

This BTEC level 2 qualification is a practical, work-related course that is equivalent to a GCSE at grades A to C but awarded as a Distinction, Merit or Pass. Students study topics that are based upon realistic workplace situations, activities and demands.

Assessment Method and Component Percentages:

You will complete three components:

Human Lifespan Development (see below) (Internal Coursework– Year 10 worth 30% of overall grade)

Health and Social Care services and care values (Coursework— Year 10 worth 30% of overall grade)

Health and well-being (External Exam in Year 11 worth 40% of overall grade)

What will I learn?

In Component 1 , you will learn about growth and development across the life stages and the factors that affect growth and development.

In Component 2, you will learn all about various health and social care services and how they meet the needs of service users. You will also learn about care values for professionals working in Health and Social care services.

In Component 3, we will focus on the factors which affect health and well-being and learn how to construct health and well-being improvement plans in order to improve service users health.

How will I learn?

During your Health & Social Care lessons, you will have the opportunity to practice coursework tasks, engage in debates and discussions about important issues related to health, listen and ask questions to guest speakers who work within a health and social care setting, and engage in role plays to demonstrate care values.

Career Potential:

Many of our students progress to university to join fantastic careers within Health and Social Care such as Nursing, Midwifery and Social Work.

Future Progression routes possible:

This qualification can lead to further study within Sixth Form Level 3 Health and Social care.

Contact Person:

Miss Anna Captainino — ACaptainino@tbcs.nor.olicatschools.org

History

Duration of course: 2 years

Course type: GCSE

Examination Board: AQA

Overview:

GCSE history will teach you to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Assessment Method and Component Percentages:

The course will be assessed in two written exams completed at the end of Y11.

Paper 1 International History—50%

Paper 2 British History—50%

Each paper consist of two topics which are worth 25% each

What will I learn?

Conflict and Tension— The Cold War in Asia 1950—75 (The Korean and Vietnam War)

Depth Study—USA 1920-72 Inequality and Opportunity

Breadth Study—Migration, Empires and Peoples 793-Present Day

British Study—Elizabethan England 1568-1603

How will I learn?

In history we learn through a range of different methods that engage and will inspire you to achieve. The range in topics taught mean that you will always be learning something new.

We use booklets to help organise your work and aid in revision.

Homework is an important tool in making sure that you fully understand the complex issues and events that we analyse.

Career Potential:

History offers a range of exciting career possibilities due to the skills that the subject contains. These careers can involve law, journalism, education, management, politics and much more.

Future Progression routes possible:

A-Level History, Sociology, Politics, Law. History at University.

Contact Person:

Mr J Brothers — Jbrothers@tbcs.nor.olicatschools.org

Level 1&2 Hospitality and Catering

Duration of course: 2 Years

Course type: GCSE

Examination Board: WJEC

Overview:

The Level 1&2 Hospitality and Catering offers a unique opportunity for candidate to develop their knowledge and extend their skills within hospitality and catering in a vocational context. The course has been designed to support students who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

Additionally, the course will equip students with knowledge, understanding and skills required to cook and apply principles of food science, nutrition, and healthy eating. This will enable students to make informed decisions about a wide range of career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritionally and later in life.

Assessment Method and Component Percentages: You will be assessed in two units.

Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes 40% of qualification .Questions requiring short and extended answers, based around applied situations. You will be required to use stimulus material to respond to questions.

Unit 2: Hospitality and catering in action Controlled assessment: approximately 12 hours 60% of qualification .An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.

What will I learn? You will study the following under both units

Unit 1 : Hospitality and catering provision, How hospitality and catering providers operate , Health and safety in hospitality and catering, and Food safety in hospitality and catering.

Unit 2: The importance of nutrition , Menu planning , The skills and techniques of preparation, cooking and presentation of dishes, and Evaluating cooking skills.

How will I learn?

The course is primarily designed to offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

Career Potential:

Dietician, Nutritionist, and Food Researchers and Scientist graduates are in short supply so a career in Hospitality and Catering could bring many rewarding opportunities. Other employment opportunities can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains.

Progression Routes:

This course will support entry to qualifications that develop specific skills for work in hospitality and catering such as:

Level 2 Diploma in Professional Cookery or Hospitality and Catering Principles (professional cookery)

WJEC Level 3 Food, Science and Nutrition.

GCE in Home Economics / Design and Technology (Food Technology)

Level 3 Diploma in Hospitality and Tourism Management (VRQ)

Level 3 Diploma in Hospitality, Supervision and Leadership principles (QCF)

Level 3 Certificate in Hospitality and Catering Principles (professional cookery)

Level 3 Award in Practical Food Safety Supervision for Catering (QCF)

Contact Person:

Ms N. Niikoi - Nniikoi@tbcs.nor.olicatschools.org

(Subject Lead for Food)

<u>Modern Foreign Languages</u>	
<u>Duration of course:</u> 2 years	
<u>Course type:</u> GCSE	<u>Examination Board:</u> AQA
<p><u>Overview:</u></p> <p>At Thomas Becket we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. Our objective is to enable students of all abilities to develop their modern foreign language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.</p>	
<p><u>Assessment Method and Component Percentages:</u></p> <p>GCSE Spanish/French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.</p> <p>Listening What is assessed Understanding and responding to different types of spoken language. How it is assessed</p> <ul style="list-style-type: none"> Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) <p>25% of GCSE</p> <p>Speaking What is assessed Communicating and interacting effectively in speech for a variety of purposes How it is assessed</p> <ul style="list-style-type: none"> Non-exam assessment 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time <p>25% of GCSE</p> <p>Reading What is assessed Understanding and responding to different types of written language How it is assessed</p> <ul style="list-style-type: none"> Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) <p>25% of GCSE</p> <p>Writing What is assessed Communicating effectively in writing for a variety of purposes How it is assessed</p> <ul style="list-style-type: none"> Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) <p>25% of GCSE</p>	
<p><u>What will I learn?</u></p> <p>The themes to be covered are: Identity and culture, National, International and global areas of interest, Current and future studies and employment.</p>	
<p><u>How will I learn?</u></p> <p>The content will be delivered during a two years course and there will be 5 classes fortnightly. Most of the lessons are created with exam skills support so that you develop confident exam skills and be confident during you final exams. The lessons are engulfing speaking, reading, writing and listening skills as well as grammar.</p>	
<p><u>Career Potential:</u></p> <p>Some of these careers would make direct use of your language skills: charities administrator, commissioning editor, consultant, human resources officer, interpreter, investment analyst, journalist, logistics/distribution manager, management accountant, marketing manager (social media), public relations officer, secondary school teacher, solicitor, tourism officer, tourist information manager, translator.</p>	
<p><u>Future Progression routes possible:</u></p> <p>You will gain and develop interpersonal skills, develop analytical skills, team skills (working and talking to others) and gain a qualification which employers and universities value highly.</p>	
<p><u>Contact Person:</u> Mr A Dumitru — Adumitru@tbcs.nor.olicatschools.org Mrs D Budulean — Dbudulean@tbcs.nor.olicatschools.org Mrs N Romero — Nromero@tbcs.nor.olicatschools.org</p>	

Music	
Duration of course: 2 years	
Course type: GCSE	Examination Board: OCR
<p>Overview:</p> <p>GCSE Music is the perfect choice for the budding young musician. The course is an exciting journey of discovery, in which students will broaden their musical understanding as well as honing their existing musical skills. As the course is 30% performance, it is important that students wishing to study this course either play an instrument or sing. Those who can read/understand sheet music will have an advantage, although these skills can easily be taught to those who are able to perform.</p>	
<p>Assessment Method and Component Percentages:</p> <p>During the course, you will be assessed using the exam board marking criteria in performance, composition and listening skills. The final assessment is 60% coursework, completed before sitting the written paper.</p> <p>30%: 2 Performances: 1 solo performance and 1 ensemble performance. 30%: 2 Compositions: 1 free choice composition and 1 composition to a brief. 40% Listening and Appraising exam: 1 hour 30 minute exam with questions based on music heard during the exam.</p>	
<p>What will I learn?</p> <p>You will continue to develop your performance skills on your chosen instrument or voice, as well as being introduced to composition: the ability to write your own music. These compositions will be written using computer software that will not only produce scores of your work, but also recordings you can submit. You will be introduced to a wide range of musical genre and boost your understanding of even the music that you listen to daily.</p>	
<p>How will I learn?</p> <p>You will develop your musical vocabulary and listening skills which will, in turn, deepen your understanding and application of compositional technique and performance skills. Lessons will be a mixture of these three elements with lots of opportunity for further study and research into your own interests.</p>	
<p>Career Potential:</p> <p>Your practical skills could lead you in the direction of being a professional musician, performer or composer.</p>	
<p>Future Progression routes possible:</p> <p>GCSE Music gives the perfect foundation for the skills required for A Level Music or Music Technology. It is also well respected by top universities.</p>	
<p>Contact Person:</p> <p>Mr Matt White — Mwhite@tbcn.nor.olicatschools.org</p>	

Photography

“Every child is an artist; the problem is how to remain an artist once he grows up”

Pablo Picasso - Artist

Duration of course: Two year GCSE course

Course type: GCSE

Examination Board: AQA

Overview:

YEAR 10

Students will complete two units of coursework which are;

Foundation Unit - Focussing on building skills and exploring materials. Students are guided through this unit. Teacher led activities allow and enable students to carry out a unit that covers all assessment objectives, control a digital camera in various settings, develop skills on how digital images are created in camera, developed, and manipulated and edited in Photoshop.

Portrait Unit - Refines skill learnt in unit one and allows students to develop use of Photoshop and work independently towards the end, producing a sketchbook of coursework.

Additional practice working with Photoshop. Introduced to another genre of photography.

YEAR 11

Students will complete one unit of coursework and Examination which are;

Mock Examination - Starting points given out 2nd week in September – students are allowed 6-8 weeks to prepare. Examination to take place middle of November.

Mock examination is marked and given back to students with individual target setting. Students can refine and improve work. The mock becomes unit three of their coursework and completes their portfolio.

Externally Set Project/ Examination - Year 11 Examination paper given out and students choose a theme from the examination paper, 6-8 weeks to prepare and create a project in examination conditions. In the preparation time students will research and develop ideas for this unit. In the 10-hour examination students will create, edit, and print their entire themed project.

HOMEWORK

Homework will be set each week. Students will be expected to complete all homework set.

Assessment Method and Component Percentages:

60% Coursework/ Portfolio and 40% Externally Set Examination

There are 3 assessment points over the course of the year that will test their skills in everything from technical use of the camera to composition and editing skills. Students will gain feedback that will help students progress their working at grade and develop their skills for the coursework and final exam.

What will I learn?

A student who is best suited to photography is a person who is dedicated, self-motivated, creative, hardworking, expressive and who enjoys the idea of image making.

The skills that students will develop will be using a camera in various modes and settings, understanding those settings and how they work to create digital images. Composition, use of studio/ artificial/ natural lighting. Editing skills in Adobe Photoshop CS6.

How will I learn?

Teacher led activities will allow students to focus upon building skills and exploring materials and ideas. This will enable students to create a portfolio of work which covers all the assessment objectives for their coursework while preparing students for the externally set examination.

The portfolio of work can be used at interview for further education both at college and sixth form which demonstrates skills, abilities and understanding of controlling a digital camera in various settings, digitally creating images with a camera and manipulating and editing digital images in Photoshop.

Career Potential:

Advertising Art Director, Film/Video Editor, Graphic Designer, Magazine Features Editor, Medical Illustrator, Photographer, Press Photographer, Television Camera Operator, Art and Photography Teacher, Art Therapist, Digital Marketer, Media Planner, Multimedia Specialist, Museum/Gallery Curator, Stylist, VFX Artist, Visual Merchandiser, Web Content Manager, Web Designer.

Future Progression routes possible:

Students can continue to A Level Photography and/or A Level Art or another Level 3 Art and Design-based course.

Contact Person:

Mrs J Pick—Subject Lead of Art, Textiles and Photography.

JPick@tbcsc.nor.olicatschools.org or visit the Art department ART1 or PG1.

Sport Studies

Duration of course: 2 years

Course type: Cambridge Nationals

Examination Board: OCR

Overview:

Sport Studies takes a more sector-based focus, whilst also encompassing Sport/Physical Education themes. Students will have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance.

Assessment Method and Component Percentages:

Attendance at school/club practices and matches can give you more assessment opportunities. You will be expected to take part in all practical sessions, in correct kit.

Sports Leadership 25% Non-Exam Assessment

Contemporary Issues in Sport 25% Examined Theory

Developing Sports Skills 25% Non-Exam Assessment

Sport and Media 25% Non-Exam Assessment

What will I learn?

In Year 10 students will be introduced to Sports Leadership, which is coursework and practical based. Students will learn the key roles, responsibilities, personal qualities and leadership styles in sport, plan and deliver a successful sports session.

In the second unit students complete, Contemporary Issues in Sport, which is a 60-minute exam. This unit sets the context of sport within the wider environment and how it reflects society and its values. Students will explore a range of topical and contemporary issues in sport, as well as the promotion of values and ethical behaviour through sport. Students will also learn about the role of high-profile sporting events and national governing bodies in advancing sports attempts to positively impact upon society.

How will I learn?

In Year 11 students will complete Developing Sports Skills unit, which is coursework based. The assessments for this unit include practical performance in one team and one individual sport, refereeing or umpiring a sport of choice and students' knowledge and understanding of coaching through assessing their own performance and developing a specific action plan in order to improve their own level of ability.

The final unit students complete in Y11 is Media and Sport, which is coursework based. Students learn about the variety of media sources that cover sport and how they influence sport in both a positive and negative way.

Career Potential:

These courses then lead to the opportunity to study higher education in PE. Alternatively start a sports related career opportunity, such as coaching, refereeing, sport development, sports events organisation, professional sports performer etc.

Future Progression routes possible:

Students who study Sports Studies are able to use the underpinning skills and knowledge to enable them to study at college (Post-16) A-level PE, Cambridge Technical qualifications, and/or Diplomas.

Contact Person:

Mr J Giling — Jgiling@tbcs.nor.olicatschools.org

Head of PE