

# Denmark Road High School

## Making your choices 2021-2023



Nothing Less than Positive Progress and Well-being for all



THE SUNDAY TIMES

**SCHOOLS  
GUIDE  
2020**

**SOUTHWEST  
STATE  
SECONDARY  
SCHOOL  
OF THE YEAR**





# Making your choices

Nothing Less than Positive Progress and Well-being for all

You are about to embark upon an exciting phase of your education and you have some choices to make.

## Your Pathway, Your Choices

In Year 10 you will have the chance to build upon your interests and strengths as you choose the subjects you are going to take for GCSE. It is important to take subjects you enjoy but also to think about your future.

Making the right choice is challenging and so it is important to see this as a guided process. Your parents/carers and teachers will play an important role in helping you to make the best choice.

There are a number of ways in which DRHS will provide support and guidance:

- This booklet contains information about the option process and the subjects you can choose
- At our ONLINE KS 4 Information Evening on 2nd March 2021 you will get more information about the GCSEs from subject teachers
- There will be Subject Tasters for Economics and Sociology during pm tutorials in Term 4.
- You'll have a 1:1 pathway discussion with a member of the school's Senior Leadership Team
- You can book an appointment with our Careers Advisor [Email Mrs Harvey, Sixth Form Support [harveyl@denmarkroad.org](mailto:harveyl@denmarkroad.org)]

- You can talk to your subject teachers about it
- You can talk to your Tutor, or another member of staff, for further information or guidance.

## Important Factors

There are four important factors you will need to consider when making your choices:

1. What subjects do you enjoy the most? You will be studying these subjects for two years and it is important that you enjoy the subjects you choose
2. What are your strengths? The outcome of your GCSEs will play a very important role in your future decisions. Choosing the subjects you will be most successful in is very important.
3. What subject combinations will give you a range of skills? Universities and employers are looking for people with different skills and aptitudes.
4. What subjects are most appropriate to your Post-16 and Post-18 pathway? Your choices should support what you might want to do post-16 [e.g. sixth form, college, apprenticeship or employment and training] and post-18 [e.g. university, apprenticeship or employment and training].

If you don't know what you want to do – then choose a broad range of subjects and the ones that you enjoy the most - see 1, 2 and 3 above.

Even if you think you know exactly what you want to do – it is still important to maintain a breadth of study and keep your options open.

## The Importance of GCSE Examinations

Your GCSE results will play an important role in the pathways you will follow in the future. They will provide the first real evidence of your education and they are therefore important for Further Education, Higher Education and potential employers.

### Post-16

GCSE results play a crucial role in any application for sixth form, college, apprenticeship or employment and training. They will give a really good indication as to your suitability for A levels and other Further Education courses.

NB To give you an idea of what GCSEs (subjects and grades) are required for different A levels – go to the Sixth Form section of our website and take a look at the course information section.

### Post-18

GCSE results are also key in any application for university, apprenticeship or employment.

For example, universities use GCSE results, as well as predicted A level grades, to select candidates for specific courses. For example, where multiple candidates are predicted 3 As at A level – the university will look at their GCSE grades to see how they did.



## What subjects will I be studying?

There are a number of subjects all students will study. We provide a core curriculum that will enable you to pursue a breadth of subjects, which will ensure you will have plenty of choice in the future as well as a range of different skills.

These GCSE subjects are:

**English Language**

**English Literature**

**Mathematics\***

**Science\*\***

**Religious Studies (Year 10 only)**

**ICT (Year 10 only)**

**Mathematics\***

Some students also study Further Mathematics

**Science\*\***

All students start their GCSE study of the three sciences in Year 9. Most students will continue with three separate Sciences during Years 10 and 11 and achieve 3 separate, single GCSEs.

For some students it may be appropriate to study the sciences as a combined course or Dual Award, with slightly less content, and achieve 2 GCSEs. This will be decided in consultation with the Science Department.

There are also a number of non-examined courses that play a key role in your wider

education:

**Careers Advice and Guidance and Work Related Learning**

**Learning for LIFE - Personal, Social, Health and Education (PSHE) and Citizenship**

**Core PE**

**DISCOVER - an enrichment option in Year 11**

## What are my Option choices?

You will take four option subjects in Years 10 and 11.

So, you must choose **four options** from the list below.

**You will also need to indicate 2 reserve choices.**

Your combination of four subjects must fit with the option blocks on the timetable.

Mrs Steele, Assistant Headteacher will build the option blocks around student choice. This means that she will try to accommodate as many subject combinations as possible.

If your combination is not possible without using your reserve choices then Mrs Steele will talk to you in person about your options in Term 5.

All of the subjects are full GCSE courses:

**Art and Design - Fine Art**

**Art and Design - Textiles**

**Computer Science**

**Economics**

**Drama**

**French**

**Geography**

**German**

**History**

**Music**

**Physical Education**

**Product Design**

**Sociology**

**Spanish**

## Choosing a Language

We believe that in a global world the ability to have a language qualification is really important.

Learning a language is also highly valued by employers and universities, including the top universities in this country – known as the Russell Group. Language skills are highly regarded and one of the top eight skills required.

In addition, learning a language helps with other aspects of the curriculum – it improves how your brain works and learns, for example memory and listening skills.

<https://www.leadwithlanguages.org/why-learn-languages/top-ten-reasons-to-learn-languages/>

So, as a very high achieving grammar school, whilst not strictly compulsory, we would expect the vast majority of our students to choose to study at least one language at GCSE.



We want our students to have the competitive advantage of having a language as at least one of their GCSEs.

We offer French, Spanish and German.

You can choose to study two Languages if you wish and this is particularly important if you want to pursue the study of Languages beyond GCSE level.

This is something we will talk about during your 1:1 KS 4 Pathway discussion.

## Reducing the number of GCSEs

Sometimes there are students who have a very significant commitment to specific activities outside of school. For example, we have had students who play a particular sport at an international level and, as a result, often miss days and weeks of school to take part in competitions all over the world.

We want to be able to support these students to ensure they achieve the best possible set of GCSE results that will complement out of school achievements. In circumstances like these we appreciate that reducing the number of options can give them more time in school to catch up on missed work and for independent study.

*If relevant, this is something you can talk about during your 1:1 KS 4 Pathway discussion.*

How can I find out more information about the work involved in each subject?

The guide to subject courses in this booklet gives you some idea of what is involved in each course in Years 10 and 11. The subject teachers will give you additional information about their course.

So, make sure, before embarking on any course that you find out:

- What percentage (if any) of the marks is given for Non-Examined Assessment [coursework]
- If there is a practical exam and what percentage of the marks it is
- If there is the option of different levels of paper (Higher or Foundation)
- If there is a speaking exam
- If projects are involved
- How much practical work there is throughout the course
- If there is fieldwork involved.

## Key Dates

### Friday 12th February 2021

This booklet is available on our website and emailed to students, parents and carers.

### Monday 22nd February 2021 →

Support for the options process through the Tutorial programme: Leaders of Learning – A journey from Year 9 – Year 11.

### Wednesday 24th February 2021

Deadline for the completion of the **Google form** for subject talks at the KS4 Information evening.

### Tuesday 2nd March 2021

KS4 Information Evening – starting at **5.30 pm.**

### From 3rd March 2021

1:1 KS 4 Pathway Discussions with member of SLT.

*The KS 4 Pathway Google Form is sent after this meeting.*

### Monday 29th March 2021

**Deadline for completing KS4 Pathway Google Form.**

The subject information sheets that now follow are arranged CORE subjects followed by OPTION subjects, alphabetically.



## Careers Advice and Guidance and Work-related Learning

In Year 10 you will receive careers information and advice through tutorial time looking at topics such as: which jobs would suit me, the world of work, applying for opportunities and employment law.

In Year 11 you will look at your skills and interests, explore all Post-16 options and prepare for the changing job market in the 21st Century. As part of this you will prepare a CV and undertake interview preparation ready for a practice interview with an external employer. You can also have a one-to-one guidance interview with a professionally trained Careers Adviser to help you prepare your own individual career plan. The aim is that by the end of Year 11 you will feel confident about making a well-informed choice about your future.

In the Sixth Form there is a full week of work experience in Year 12. You can also take up a weekly work experience to gain additional skills if you wish. Over 90% of current Sixth Formers are supported to do this.

From now on you will have access to a range of external speakers including universities, employers and specific career representatives at various career events in school, so please come along and be inspired!

## Personal, Social, Health, Citizenship and Economic Education (PSHCE Education)

The Personal, Social, Health, Citizenship and Economic Education (PSHCE) programme for Years 10 and 11 continues to provide you with opportunities to develop your knowledge, skills and awareness necessary in adult life. It enables you to develop your personal and social skills through reflective and discussion-based activities. You are encouraged to develop a sense of identity and learn to work confidently and effectively both individually and as a member of the wider society.

The Citizenship programme teaches you about how society works and encourages you to be an active citizen, making your actions felt and voices heard in a democratic society. This is taught primarily within subjects across the curriculum, but also within the tutorial programme. You will explore issues relating to the media, human rights, world conflict and terrorism.

The topics covered in PSHCE lessons include issues relating to: healthy and unhealthy relationships, sexual health, body image, sexuality, peer pressure, parenting, mental health, personality types and identity and careers.

## Tutorials and Assemblies

Tutorials and assemblies are also used to enhance students understanding of issues relating to personal well-being and safety, social networking, crime, poverty, politics and finance.

A variety of materials will be used in PSHCE and Citizenship. Parents/carers are welcome to examine lesson materials if they wish to do so, and those who wish to withdraw their daughter from Sex Education lessons should contact the school.



## Physical Education (Core)

During Key Stage 4 you will continue to participate in Physical Education for 3 hours over two weeks, one double and one single lesson. Where possible, we teach in smaller groups as this allows us greater flexibility in activity choice and use of facilities.

In Year 10, you will complete 3 different activities during Term 1 and 2. They will be a mixture of sports, such as trampolining, handball and netball, so that you get a variety of experience. You will also be given the opportunity to develop your team and leadership skills during the “Team Challenge” unit of work. Within this unit you will select and manage your own team and complete a variety of different challenges where you will win points which contribute to an overall score over the 6 weeks.

Throughout Year 11 there are options for you try something new. We provide opportunities to complete activities such as Zumba, cheer-leading, yoga and kick-boxing. In Year 11 you may also wish to use your Physical Education lessons as an opportunity to develop your leadership skills, if you are working towards the Junior Sports’ Leader Award.

### *Student’s view:*

*“Core PE is more enjoyable during the GCSE years as there’s a wider variety of sports that are offered. For example, kickboxing and cheerleading have proved to be popular choices of activities as many people enjoy them and new skills are learnt.”*



## Examination board: AQA

### Assessment

#### English Language:

Explorations in Creative Reading and Writing (50%)

Writers' Viewpoints and Perspectives (50%)

Non-examination assessment – Spoken Language (graded separately)

#### English Literature:

Shakespeare and the Nineteenth-Century novel (40%)

Romeo & Juliet and The Strange Case of Dr Jekyll & Mr Hyde

Modern texts and plays (60%)

An Inspector Calls and Power & Conflict poetry

#### Tiers of entry:

The course is single tier and will give you the opportunity to achieve GCSE grades 9-1, where 9 is the highest grade.

#### Course content:

These courses are designed to provide you with the opportunity to explore the richness of our language and literary heritage. Studying high-quality texts across a range of familiar genres and styles will support you in acquiring a love of reading and you will also be given an

opportunity to experiment in your own writing across a wide range of contexts and styles. You will have to study some modern texts as well as classic literature and there will be an emphasis on building your confidence in developing your own response to texts. Studying a range of literature, including a diverse selection of poetry, a nineteenth century novel and a play by Shakespeare, will help you in developing sophisticated skills of analysis.

In Year 9, you will begin your GCSE English Literature course with the study of the poetry. Furthermore, the skills you have learnt across Key Stage 3 will provide a secure foundation for your GCSE studies.

#### Pathways into further learning and careers:

English Literature is a motorway rather than a pathway into further learning and careers.

The study of literature not only enriches one's life but it can open up entry to a wide range of careers and professions and provides students with a degree of versatility which employers welcome. This versatility is especially important in an age in which people change career several times. The obvious career paths that lead from the study of literature are teaching, journalism, writing, publishing, advertising and law.

#### Student's view:

*"English Language and English Literature GCSEs have been very challenging but can be fun. Over the past year and a half we have faced many different tasks and completed various assessments. What I have learned over the course is that English isn't only essay writing and comprehension. We have read lots of new texts, watched the plays and films of them and discussed them in detail in class. We have done speaking and listening tasks which I have thoroughly enjoyed. We have also learned about authors' methods, their interpretations and how to extract information from what we read. Overall, I am really glad to be taking English because it has opened my mind to the world of literature and language."*





## **Microsoft Office Specialist (MOS) Qualifications**

Throughout Year 10, you will have the opportunity to take advantage of the school's status as a Microsoft Academy to achieve Microsoft Office Specialist (MOS) qualifications. These are internationally prestigious industry certifications; the world's most recognised computing qualification.

This course will enable you to gain vital skills using Microsoft Office productivity products. It will support your learning in other subjects across today's increasingly IT focussed curriculum and onwards towards

Sixth Form and university. It will also prove an invaluable asset to your CV, helping to differentiate yourself in competitive job markets and broaden your employment opportunities.

When you have developed your skills there are online examinations to sit in Word, Powerpoint, Excel, Access and Outlook and expert level examinations in Word and Excel. The qualification is graded at three levels: Specialist, Expert and Master. To achieve illustrious Microsoft Office Master status you must complete the expert qualifications in Word and Excel and pass a range of electives across the office suite.



## Examination Board: Edexcel

### Assessment:

Two x 1 hour 30 mins calculator paper 67%

One x 1 hour 30 mins non-calculator paper 33%

### Tier of entry:

Higher Tier Grades 9-4.

### Course content:

The course has five broad topic areas that are assessed in all three, equally weighted, exam papers: number; algebra; ratio; proportion and rates of change; geometry and measures and statistics and probability.

Most of the topics that are covered will build on Key Stage 3 Mathematics and extend the concepts, build on your knowledge and develop your skills.

- For example, in algebra you have already solved linear equations ( $2x + 7 = 5$ ) and in GCSE we will look at different ways of solving different equations such as quadratics ( $x^2 - 7x + 12 = 0$ ) and other polynomials.
- For example, in geometry and measures you will have used Pythagoras' theorem in Year 9 to find the sides of right-angled triangles and at GCSE you will use trigonometry to find sides and angles in right-angled triangles and then extend trigonometry to work for any type of triangle.

Also, there are some completely new topics that you will not have met before, such as rational and irrational numbers, algebraic proof, circle theorems and iteration.

Throughout the course, across all topic areas, we

will focus on different types of mathematical questions and problems and, like the final exams, we will assess your understanding and skills in three ways:

### Assessment objectives:

- (1) Application and use of facts – this is all about your accuracy, how well you set your work out, using the right notation and applying a method or formula correctly.
- (2) Reasoning, interpretation and communication mathematically – you need to interpret questions correctly, work out what mathematical method is required, explain what the information is telling you and justify your reasoning.
- (3) Solving problems within Mathematics and in other contexts – you'll need to be able to recognise what mathematics is required, apply different mathematical knowledge to a problem; evaluate methods and solutions and make conclusions in context.

### Pathways into further learning and careers:

#### To Infinity and Beyond ...

The most able GCSE mathematicians will have the opportunity to enter in to the UK Intermediate Maths Challenge, a national competition which encourages and develops problem solving skills. Students in sets 1a and 1b will also have the opportunity to gain an extra qualification in Maths by studying for the AQA Level 2 Certificate in Further Maths during Year 11. The obvious pathway from GCSE Mathematics is A Level Mathematics and then a degree in one or more of the different

branches of Mathematics – which, if you love Mathematics, is all really fantastic.

The GCSE course also has a lot of problem-solving elements and you will learn to apply knowledge and skills to a whole range of different subject areas and real-world scenarios. Together with the mathematical topics you will study, these skills will also help you in many other subjects including: art; biology; business; chemistry; computing; design; economics; geography; physics; politics; psychology and sociology.

Beyond school, Mathematics is an everyday tool in many jobs and the career paths that will unfold for you as a competent mathematician are both vast and diverse, such as animator; computer programmer; forensic scientist; astronaut; statistician; architect; doctor; interior designer; accountant; dentist; astronomer; business; analyst; science journalist; meteorologist; environmental consultant; criminologist; stockbroker; teacher; car designer; political scientist; aeronautical engineer ...

In summary, Mathematics really counts!

### Students' views:

“Memorable, amazing, totally helpful”.

“Maths is everywhere you look and when you understand it ...it can take you anywhere”.

“Maths is fun!”

“Mathematical problem solving opens the mind and the door to opportunities”.

**Mrs Steele's view:** “Maths is like cabbage - you know it's good for you!”



## Examination Board: AQA

This is full course Religious Studies. At the beginning of Year 9 you began your GCSE and it will finish at Easter in Year 10, in time for some revision before the exams in May/June of Year 10.

## Assessment

There is NO course work or controlled assessment for this GCSE, but there will be two 1 hour 45 minute long exams. Each exam will be worth 50% of your final grade, and will be mixture of short answer and long evaluative writing in response to a statement.

## Tiers of entry

There is a single tier of entry which will enable you access the full range of GCSE grades from 9-1, where 9 is the highest.

## Course content

### Christianity

**Beliefs and teachings of Christianity:** Key beliefs and Jesus Christ and Salvation.

**Practices:** Worship and festivals, and the role of the church in the local and wider community.

### Islam

**Beliefs and teachings of Islam:** Key beliefs and Authority.

### Practices: Worship and duties and festivals

The following topics are taught from the perspective of Christianity and one or more other religious traditions.

**Relationships and Families:** Contraception, Sexual relationships before marriage, Homosexual relationships, Sex, marriage and divorce, Families and gender equality.

**Religion and life:** Abortion, Euthanasia, Animal experimentation, The origins and value of the universe, The origins and value of human life.

**The existence of God and revelation:** Visions, Miracles, Nature as general revelation, Philosophical arguments for and against the existence of God, The nature of the divine and revelation.

**Religion, peace and conflict:** Violence, Weapons of mass destruction, Pacifism, Religion, violence, terrorism and war, Religion and belief in 21st Century conflict.

## Pathways into future learning and careers:

Religious Studies benefits your further learning by developing your communication skills by teaching you to evaluate arguments, and think for yourself. It also increases your understanding of the diversity of beliefs in Great Britain and the world. It feeds naturally into the study of A Level Religious Studies, as well as any other humanity subject, but also gives contrast to scientific study. It leads into any career, but especially careers where there are a diversity of people, or beliefs e.g. law, medicine, theology, politics, or anywhere where ethics or logical thinking counts.

## Student's view:

*"I really enjoyed full course Religious Studies as not only were the lessons fun but they were very helpful, especially when it came to exam techniques. Throughout the course we would have practice essays and tests, which were useful when we finally got to the exam (as boring as they may sound!). These also helped me to make improvements throughout the course and really boosted my confidence."*



## Examination Board: AQA

Our goal is to give the students we teach the best possible experience of our subjects that we can.

Studying Science develops a whole range of skills that will benefit you in any walk of life. We want to teach our students to become problem solvers who are challenged, resilient, curious and inspired. Above all, we want them to enjoy Science!

## Triple or Combined Science?

The vast majority of students will take Triple Science, where they will study each of the three science subjects with specialist teachers and will achieve a separate GCSE grade for each subject.

For some students, it may be suitable for them to take Combined Science. Students will still study each of the sciences with subject specialists, but will achieve two GCSE grades, which reflect their overall attainment across all three subjects. This will be considered and/or recommended on an individual basis where appropriate.

## Assessment:

For both Triple and Combined Science, two exams for each subject are taken at the end of Year 11.

## Tiers of entry:

The vast majority of students will take the higher tier, which allows students to achieve Grades 9 to 4.

For some students it may be appropriate to take the foundation tier, which allows students to achieve Grades 5 to 1.

## Course content:

Students have already begun the GCSE course for each subject as we start teaching in Year 9. Topics that have been / will be studied for each subject are:

### Biology

- Cell biology
- Infection
- Homeostasis
- Evolution
- Cellular organisation
- Bioenergetics
- Genetics
- Ecology

### Chemistry

- Atomic structure
- Chemical change
- Carbon chemistry
- The atmosphere
- Bonding
- Quantitative chemistry
- Analysis
- Resources

### Physics

- Energy
- Particle model
- Forces and motion
- Electromagnetism
- Electricity
- Atomic structure
- Waves
- Space

Practical activities will also be completed and knowledge of these will be assessed in the exams.

Pathways into future learning and careers:

Students can go on to study any of the A-Level Sciences irrespective of whether they take the Combined or Triple Science pathway.

Science GCSEs are also useful for students going on to study other related A-Level subjects such as Mathematics, PE, Computer Science, Psychology and Geography to name just a few. There are also a huge variety of worthwhile post-18 courses and

careers for which Science GCSEs are important preparation.

Some examples for future pathways for each subject are given below – see your teachers if you want to discuss any ideas!

### Biology

- Biology
- Medicine
- Dentistry
- Environmental science
- Nursing
- Biochemistry
- Biomedical Science
- Veterinary Science
- Marine biology
- Midwifery
- Specific biology fields (ecology, botany, genetics, neuroscience, pathology etc)

### Chemistry

- Chemistry
- Medicine
- Chemical analysis
- Chemical engineering
- Environmental chemist
- Biochemistry
- Pharmacology
- Forensics
- Toxicologist
- Geochemist

### Physics

- Physics
- Engineering
- Energy generation
- Medicine
- Radiology/radiotherapy
- Sports science
- Astrophysics
- Architecture
- Particle physics
- Nuclear medicine
- Materials science
- Computing



## Examination Board: AQA

### Assessment:

The course has two components:

**Paper 1** - Coursework (60% of the final mark).

You are required to submit a portfolio of work completed during the two years, which demonstrates evidence of your preliminary/supporting studies and finished pieces of work.

**Paper 2** - Controlled Test: - Ten hours (40% of the final mark).

The controlled test gives you the opportunity to demonstrate your ability to respond to a given stimulus or brief within the specified period. The finished piece together with the preliminary/supporting studies are submitted for the examination.

### Tiers of entry:

The course is single tier and will give you the opportunity to achieve GCSE grades 9-1, where 9 is the highest grade.

### Course content:

Art is a popular subject at Denmark Road, this broad and exciting course allows students to actively engage in the creative process of art and design in order to develop as effective and independent learners, and as critical and

reflective thinkers. Students produce a portfolio of artwork, becoming confident in taking risks and learning from experience when exploring and experimenting with ideas, processes and a range of materials and techniques. This includes drawing, painting, 3D design, printmaking, collage, photography, digital media and sculpture. The structure of the GCSE course enables students to focus on their strengths and gives students the opportunity to develop their own outcomes through three projects with increasing independence and creativity. They develop an awareness and knowledge of art and design in historical and contemporary contexts, societies and cultures as appropriate to students' own work. Students can participate in artist workshops exploring new art techniques, attend trips and museum visits, lunchtime clubs and various internal and external competitions.

### Pathways into further learning and careers:

Students can progress from A Level Art to an Art and Design Foundation course, or a degree course in an Art related field. Beyond school, creativity is an everyday tool in many jobs and the career paths that will unfold for you as an artist and creative thinker are both vast and diverse, these include art and design; architecture; animation; fine art; curator; games design; illustration; film; fashion;

interior design; textiles; graphics; television; photography; art therapist; teaching; digital art; advertising, and many more.

### Student's view:

*"Art allows you to express your creative side and gives you the opportunity to try new and exciting techniques, such as photography, acrylic painting, printmaking. This year we have become more experimental and have been working on mixed media and collaged pieces. We go on good trips to museums and art galleries, which have allowed us to view different artists' work and use these to inspire our own work back in the classroom. It links in with other subjects, but also allows you to escape from other subjects and develop your creative and imaginative side. There are no written exams so you are able to explore learning in a completely different and personal way. The lessons are really enjoyable but at the same time they encourage you to challenge yourself and your ideas. Everyone interacts in class and helps each other out. Art is a very enjoyable subject and I would definitely recommend taking it at GCSE level."*

*To see a wide range of outstanding work from our students, resources and up to date Art department news please follow the Art Instagram Feed (@drhs.art)*



## **Examination Board: AQA**

### **Assessment:**

The course has two components, students must complete both:

**Component 1:** Portfolio (60% of GCSE - 96 marks available) you are required to submit a portfolio of work completed during the two years, which demonstrates evidence of your preliminary/supporting studies and finished pieces of work.

**Component 2:** Externally Set Assignment (ESA) - (40% of GCSE – 96 marks available) - students are required to select one starting point from the ESA and complete preparatory work prior to 10 hours of supervised time.

The externally set assignment gives you the opportunity to demonstrate your ability to respond to a given stimulus or brief within the specified period. The finished pieces together with the preliminary/supporting studies are submitted for the examination.

### **Tiers of entry:**

The syllabus will be examined by a single tier making available the full range of GCSE grades 9-1, where 9 is the highest grade.

### **Course content:**

You will be introduced to a variety of experiences employing a range of media, processes and new and innovative techniques, which will be developed and experimented with, through a

personal area of study. Techniques will include heat transfer printing, hot textiles, stitch and embellisher work, batik, dye, fabric collage and many more. Your practical outcome will be focused towards interior design or fashion/costume design, illustration, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.

You will develop knowledge of a range of art, craft, textile and design processes including two and/or three dimensions and new media technologies. You will adopt an integrated approach to the critical, practical and theoretical study of art, craft and design which includes first hand experiences of original work. You will be encouraged to progressively develop your own strengths and interests in Textiles and increasingly, follow your own lines of enquiry. You will discover how ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.

Additionally, you will be introduced to a variety of approaches and methods and the contribution of contemporary and historical practitioners from a variety of decades and cultures. You will have the opportunity to enhance your coursework through visiting existing designers and practitioners and

also international shows and exhibitions.

### **Pathways into future learning and careers:**

Many transferable skills are developed during the course: critical understanding, independence, problem solving, good communication and time management. Students can progress to A Level Art Textiles then to an Art & Design Foundation course, or a degree course in the specialised field of Art & Design, Textiles Design, Textiles Design and Business, Fashion/Textiles Buyer, Product Design, Fashion and Architecture and many more. Textile designers are hugely influential in both fashion and the design of fabric for interiors. It is they who inspire these industries and help mould the future of our clothing and both work and home environments. With this discipline students can enter a wide range of careers including studio designers, freelance designers and many more.

### **Students' view:**

Please take a look here at a former student's view on our website:

<https://www.denmarkroad.org/page/?title=Former+Art+Textiles+Students&pid=253&action=saved>



## **Board: Edexcel/Pearson 1CP2**

### **Assessment:**

The assessment of this course consists of two examinations, one written and one onscreen. The first exam assesses students' knowledge and understanding of the fundamental principles and concepts of Computer Science and their awareness of emerging trends in computing technologies. The second paper examines students' programming ability in Python through completing programming problems set as a timed examination.

### **Tiers of entry:**

The current course is single tier and gives students the opportunity to achieve GCSE grades 9-1. Computer Science is regarded as an EBacc subject.

### **Course content:**

The current Computer Science GCSE is designed to develop students' understanding of how computers do what they do rather than how to use them as a tool. It also requires students

to think creatively, innovatively, analytically, logically and critically; all skills that are transferable to other subjects and careers. The written papers require students to:

- Have an understanding of what algorithms are and how they are used.
- Understand how to develop program code and constructs.
- Know how data is represented in computer systems.
- Appreciate how new computer systems are constructed and how networks work.
- Have an awareness of the emerging trends in technology and how these impact on society and the environment.

### **Pathways into further learning and careers:**

Computer Science supports a number of pathways and could form a basis for progression into further learning, including: university courses, or employment. Pathways could include such areas as programming, computer science, systems analysis,

communications, multimedia, software systems, and project management or hardware applications.

Computer Science is very well respected academically and will be a strong support to students intending to study medicine, law, engineering, computing, foreign languages, physical sciences or maths based courses at university. As Computer Science and computational thinking pervades all aspects of study and contemporary research, this course supports a very wide range of career paths at university in addition to those listed above.

### **Student's view:**

*"It is a great experience that is fun and expands your knowledge beyond just using computers to being able to control them. It also allows you to develop your problem solving skills. It is a whole new world waiting to be explored."*

Year 10 student



## Examination Board: AQA

### Assessment:

NEA (Non Examined Assessment): 50%  
Examination: 50%

### Tiers of entry:

The syllabus will be examined by a single tier making available the full range of GCSE grades 9-1.

### Course content:

Product and Engineering Design surrounds us in every single aspect of our modern daily lives. If you are interested in being a part of that, shaping the world that we live in, making real use of your creativity, and knowing that through design you might one day help improve people's lives, then this course is for you. This well established GCSE challenges you to further your understanding of designing products for a commercial society. Good communication is important to being a good designer and there are many ways of doing this, for example, some people rely on sketching whilst others prefer making prototypes either in real life or on a computer. All ways are acceptable and this course will help you develop these communication skills. Creativity, originality, problem solving, and a business mind are all skills closely linked to the study of Design and Technology. Enthusiasm and the enjoyment of a practical way of learning are also a must.

### Controlled assessment

You will complete an independent project requiring you to design and make a product. This might be a product that focuses on aesthetics and form (e.g. perfume bottle) or a product that focuses more on function (e.g. baby buggy). The exam board will give you three different product options.

As an up and coming designer starting to develop your product, you will need to consider many factors that can influence your design solution, such as environmental, ethical, commercial and consumer needs. You will also learn how to project manage and with support from your teacher, eventually reach the prototype stage where you will use and build on the practical elements taught in Key Stage 3 to create the final product. From GCSE onwards, in addition to our laser cutting facilities, you have access to more sophisticated equipment and techniques as we are fortunate to have some of the latest technology such as rapid prototyping. This allows you to model in a virtual 3D environment, then produce a prototype directly in plastic at the touch of a button.

### Theory

Alongside the non examined assessment you will cover important theory such as product life cycles, design methodology, smart materials and processing. All this will support your

controlled assessment project whilst also preparing you for the exam.

### Pathways into future learning and careers:

This course leads very well to A Level Product Design.

At university some examples of courses you could go on to study are Design for Healthy Living, Industrial Product Design, Interior Design, Graphic Product Design, Sports Product Design, Toy Design, Architecture, Design Ergonomics and most Engineering related courses.

Looking further ahead this subject can directly lead to a whole host of Design careers. It also gives good grounding for many aspects of business which are centred on products together with their branding and marketing.

### Student's view:

*"I have always enjoyed this subject and now, in Year 11, can really appreciate how important it is to all our lives. We live in an age of technology and to be a part of those people who make changes and drive new ways of thinking and doing things is really exciting. It has so many links with other subjects and I know that being able to problem-solve and come up with solutions will help me a lot in later life."*

**Year 11 Student, 2020**





## Examination Board: Eduqas

<https://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/>

After successfully teaching Drama alongside English for many years and completing an Undergraduate Drama and English degree I am very excited at the prospect of working with our students to produce work at GCSE level.

### Component 1: Devising Theatre (40%)

Non-exam assessment: internally assessed, externally moderated. Students will be assessed on either acting or design.

Students will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by the exam board.

Students must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

### Component 2: Performing from a Text (20%)

Non-exam assessment: externally assessed by a visiting examiner. Students will be assessed on either acting or design. Students study two extracts from the same performance text, and participate in one performance using sections of text from both extracts.

### Component 3: Interpreting Theatre (40%)

Written examination: 1 hour 30 minutes

Section A: Set Text A Series of questions on one set

text from a choice of five.

Section B: Live Theatre Review - One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

#### Course Content:

The specification is designed to give students a broad and balanced experience of drama. It is designed to integrate knowledge and understanding of how drama and theatre is developed and performed across a range of dramatic activities.

Across the three components students will study:

- one complete performance text
  - two extracts from a second contrasting performance text placed within the context of the whole text
- and either
- the techniques of an influential theatre practitioner **or**
  - the characteristics of a genre of drama.

Students will have the opportunity to work practically as designers and/or performers on:

- one devised performance using the techniques or characteristics of their chosen theatre practitioner or genre
- one performance based on the second contrasting performance text using sections of text from the two extracts. In Components 1 and 2, students are given the opportunity to develop acting and/or design skills as appropriate to their interests and facilities available in the centre.

Students who do not consider themselves performers can access the assessment in a variety of other ways:

- performing
- lighting design
- sound design
- set design (including props)
- costume design (including hair and make-up).

Students may choose the **same skill** for each component, or a **different skill** for each component. Students must choose from the list above.

Whilst much of the course is practical based, there will be some weighting on classroom-based analysis of how writers create meaning (just like in English).

#### Pathways into future learning and careers:

Many transferable skills are developed during the course: forward planning, organisation, communication, time-management, collaboration, problem solving, independence, as well as the analytical skills of interpreting how a complex text creates meaning.

Skills of performance are relevant to most future careers where almost inevitably, successful adults need to be able to communicate in public and lead groups of people. Furthermore the skills of being able to work collaboratively to see a project from conception/initial ideas to polished performance are equally relevant to future careers. So, GCSE Drama is an excellent choice for any students wanting to develop these essential qualities.



## Examination Board: OCR

### Assessment:

- Paper 1: Introduction to Economics
- Paper 2: National and international economics

Both papers are composed of multiple choice, short answer and longer data response questions.

### Tiers of entry:

This course is single tier and will give you the opportunity to achieve GCSE grades 9-1, where 9 is the highest grade.

### Course content:

Economics is about people and their economic choices. This course enables learners to appreciate we are all part of the economy and that economics relates to every aspect of our lives – from the decisions of individuals or families to the structures created by governments and producers. It will develop learners' understanding of how economic issues affect choices about resources and markets and vice versa.

Students will develop the skills and confidence to explore how consumers, producers and governments interact in markets nationally and internationally. It provides a well-rounded introduction to this subject and an excellent foundation for advanced study in Economics.

Students will learn how to explain and evaluate economic problems and possible solutions, develop a logical approach to thinking and reasoning, use economic data from a range of sources, such as tables, charts and graphs, make informed judgements and to communicate in a clear and concise way. Students will be stretched using thinking hard strategies, as well as a focus on metacognition which will aid students in becoming more aware of their own learning needs.

### In Year 10 - Microeconomics:

Students will study the economic foundations such as the nature and purpose of economic activity, the factors of production and how resources are allocated using a market mechanism.

Everyday concepts will be explored such as prices, demand, supply, costs, revenue, profit and competition between firms. Students will also study the importance of labour within the economy and how money and financial markets operate.

### In Year 11 - Macroeconomics:

Students are introduced to the wider economy and will explore the significance of interest rates, Government policy, inflation, how income is distributed and the impact of our choices on others. As well as studying the UK economy,

students will also examine why countries trade and the significance of the global economy.

### Pathways into further learning and careers:

GCSE Economics is a spring board for further study in Economics, Business, Management, Accounts and Law and could lead to a future career in Accountancy, Banking, Management, Law, Retail Management or even a Broker in the City of London.

### Teachers:

Mr Edwards (Subject Leader Economics and Business)

Ms Wickson (Assistant Headteacher Learning and Teaching).

### Extra-curricular opportunities:

Students will also have the opportunity to take part in the Tenner Challenge, Student Investor Challenge and a visit to Cadbury World, as well as the opportunity to take part in a European visit.

### Student's view:

*"Economics is a good subject to take because it helps you understand about money, savings, banks and how the economy works. This gives you the knowledge you need to understand the world of business, especially when going to university and getting a job."*



## Examination Board: AQA

### Assessment:

There are four exams sat at the end of Year 11 covering listening (paper 1), speaking (paper 2), reading (paper 3) and writing (paper 4). Each component has a weighting of 25% of the overall GCSE.

### Tiers of entry:

The papers can be sat at either Higher or Foundation Tier, thus giving you the chance to be tested in the way most suited to your ability. However, you must enter at the same tier for all four skills. Grades 9-1 are possible, although entry at Foundation Tier limits the maximum grade to 5. We would expect the majority of our students to enter at Higher Tier.

### Course content:

Lesson content is predominantly interactive and you are expected to play an active part in dialogues, role-plays and presentations to improve your pronunciation and fluency. Topics covered in the GCSE course are listed below:

#### Theme 1: Identity and Culture

- Topic 1: Me, my family and friends
- Topic 2: Technology
- Topic 3: Free-time activities
- Topic 4: Customs and festivals in French-speaking countries/communities

#### Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
- Topic 3: Global issues
- Topic 4: Travel and tourism

#### Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education Post-16
- Topic 4: Jobs, career choices and ambitions

We strive to stretch our students with a wide range of challenging grammar, which sets students up well for A Level French, where they consistently achieve outstanding results.

We encourage students to develop themselves independently through the use of ICT and other resources.

#### Pathways into further learning and careers:

An A Level in a foreign language allows you to study the subject at university, either as a course in its own right, or as an ancillary subject. There are many degree combinations with French and the employment rates for students who have studied a language at university are among the highest.

A foreign language offers many career paths:

aside from the obvious fields of translation, interpretation and teaching. Students of French at university often attain careers working in: law, business and management, advertising, publishing, media, computing, diplomacy, biological sciences and engineering. Notably, language graduates not only find work relatively quickly, on the whole they are also paid more than graduates of most other university courses.

#### Student's view:

*"There are so many reasons why French is an excellent option to take at GCSE Level. French is in demand, so by having French on your CV you are already enhancing your chances of getting a really well-paid job. On average, jobs using modern foreign languages are paid 8% more than jobs without languages, which I am sure you will agree is a lot!". Also, you get so many great opportunities by taking French at GCSE level and A Level. You can go on exciting trips and have the opportunity to travel to France. I love French because it is a really beautiful language which is surprisingly easy to understand and learn. You get a lot of help and support from your teachers. I think it is really interesting and not complicated at all. I would definitely recommend taking French as a GCSE option, as it opens so many doors and it is a really interesting and fun language to learn."*



## Examination Board: AQA (8035)

### Assessment:

**Paper 1:** Living with the Physical environment

Written exam: 1 hour 30 minutes (35% of GCSE)

**Paper 2:** Challenges in the Human environment

Written exam: 1 hour 30 minutes (35% of GCSE)

**Paper 3:** Geographical applications

Written exam: 1 hour 15 minutes (30% of GCSE)

All three papers will offer the following types of questions: multiple-choice, short answers, level of response and extended prose.

### Tiers of entry:

The syllabus will be examined by a single tier making available the full range of GCSE grades 9-1, where 9 is the highest grade.

### Course content:

At GCSE students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Students will also develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in

different environments which is closely linked to previous topics studied at Key Stage 3. The recent addition of Ipads has allowed Geography to become more interactive and accessible, using apps such as Google Earth, Globe, World Explorer, Disaster Alert and iGeology.

**Paper 1:** Physical Geography – students will study - Living with the Physical environment. This will include: The challenge of natural hazards, Physical landscapes in the UK and The living world.

**Paper 2:** Human Geography – students will study - Challenges in the Human environment. This will include: Urban issues and challenges, The changing economic world, The challenge of resource management.

Students will also complete fieldwork which will develop skills of data collection, analysis and presentation. This will prepare the students for the section of the course (Paper 3) Geographical applications which includes Issue evaluation and Fieldwork. There is no coursework for the new Geography GCSE.

### Co-curricular activities:

Fieldwork is required to be undertaken for 2 days throughout the GCSE course, in relation to both physical and human geography subject matter.

## Pathways into further learning and careers:

Geography is a subject that bridges the social and physical sciences. It is a broad based academic degree which is well respected by employers. Geography graduates have one of the highest rates of graduate employment. Geographers enter a very wide range of career areas. There is no such thing as a geography job, there are jobs that geographers do (engineering, global development, tourism industry and meteorology for example). Studying Geography provides you with valuable skills and a firm base for life-long learning ([www.rgs.org](http://www.rgs.org)).

### Student's view:

*“Geography is never boring and an opportunity to study life-long adaptable skills, a highly recommended GCSE qualification! For someone who is interested in how the world works, why volcanoes erupt, how Old Harry was formed, and what could wipe out the whole human race in a matter of days, it's great! You will learn why things happen, and the effect they have on people's lives all over the world, by reading real life case studies, witnessing live disasters happening around the globe in the classroom on the Ipads, researching about events, from the Kobe earthquake in Japan, to the Gloucestershire floods of 2007... G1 and G2 are the place to be!”* **Year 11 student**



## Examination Board: AQA

### Assessment:

There are four exams sat at the end of Year 11 covering listening (paper 1), speaking (paper 2), reading (paper 3) and writing (paper 4). Each component has a weighting of 25% of the overall GCSE.

### Tiers of entry:

The papers can be sat at either Higher or Foundation Tier, thus giving you the chance to be tested in the way most suited to your ability. However, you must enter at the same tier for all four skills. Grades 9-1 are possible, although entry at Foundation Tier limits the maximum grade to 5. We would expect the majority of our students to enter at Higher Tier.

### Course content:

Lesson content is predominantly interactive and you are expected to play an active part in dialogues, role-plays and presentations to improve your pronunciation and fluency. Much of the Year 10 course is designed to prepare you for the exchange visit to our partner school in Göttingen, Germany. Topics covered in the GCSE course are listed below:

#### Theme 1: Identity and Culture

Topic 1: Me, my family and friends

Topic 2: Technology

Topic 3: Free-time activities

Topic 4: Customs and festivals in German-speaking countries/communities

#### Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

#### Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Students are stretched throughout the GCSE course, which acts as an excellent springboard for studying German to A Level and beyond.

Teachers use a wide variety of resources, including a range of language apps, to enhance learning.

#### Pathways into further learning and careers:

An A Level in a foreign language allows you to study the subject at university, either as a course in its own right, or as an ancillary subject. There are many degree combinations with German and the employment rates for students who have studied a language at university are among the highest.

A foreign language offers many career paths: aside from the obvious fields of translation, interpretation and teaching, students of German at university often attain careers working in: business, advertising, publishing, research, media and diplomacy. Notably, language graduates not only find work relatively quickly, they are also on the whole paid more than graduates of most university courses (8% according to recent studies).

#### Student's view:

*"I highly recommend taking German for GCSE. During GCSE German you can develop your confidence in speaking through weekly sessions with our native speaker. You cover useful topics such as healthy living, holidays and free time, jobs and work experience. In Year 10 there is also the opportunity to participate in the German Exchange to Goettingen which is a great way to meet people from another culture and practise your speaking and listening skills. German is a highly useful subject as it will allow you to talk to a wider range of people which could be useful in many careers, including business. We do more business with Germany than any country in the EU."*



## **Examination Board: OCR Syllabus A: Explaining the Modern World**

### **Assessment:**

The syllabus consists of 3 written papers. Most questions require short answers of one or two paragraphs. GCSE History is NOT an “essay subject”!

### **Paper 1: 50%, 1 hour 45 mins**

International relations 1918-2001

What caused WW2?

What was the Cold War – why did it begin and end?

Terrorism, Al Qaeda and 9/11

Germany 1925-55

The Rise of Hitler

Nazi Germany

The Aftermath of WW2

### **Paper 2: 25%, 1 hour**

Power in Britain 1000-2014 AD

Kings, Queens, Executions, Wars, Protest

### **Paper 3: 25%, 1 hour 15 mins**

The Tudor Reformation 1520-1550

Henry VIII, Rebellion, Execution

Castles 1066-1750

Why were they built, how were they defended, how were they attacked?

### **Tiers of entry:**

The syllabus will be examined by a single tier making available the full range of GCSE grades 9-1, where 9 is the highest grade.

### **Course content:**

The most important reasons for studying History are because it explains why the world is like it is today, and because it gives you the transferable skills to succeed in all walks of life. History at the High School

is very focused on achieving these aims. The GCSE course covers the 20th century and the events that shaped it. Using textbooks, videos, cartoons, photographs and documentary evidence, you will consider, in depth and breadth, events which are so relevant to us today. The syllabus reaches 2001 and explores topics such as the origins of the Second World War, the Nuclear Arms Race, War in Vietnam and Terrorism in the 20th and 21st Centuries. Our in-depth study gives students the opportunity to investigate how and why Hitler achieved power in Germany, what life was like under the Nazis and how Germany fared in WW2 and after.

We also study how Britain has evolved through wars, executions and revolts in the past few hundred years in order to understand why our country is like it is today.

Activities are varied and there is opportunity for discussion, group work, presentations and personal investigation.

### **Extra Curricular Activities:**

We visit Berlin with Year 10 in order to provide background for our studies on Nazi Germany and the Cold War. We visit the remains of the Berlin Wall, Sachsenhausen concentration camp and many other sites in and around the city. We also visit Kenilworth Castle as part of our Castles module. Furthermore, we have established links with the local museums and archaeology service and are often able to provide work experience opportunities in this field.

### **Pathways into further learning and careers:**

History is one of the most popular subjects for High School students to study at A Level and university,

and we have been consistently successful at helping students to gain places at Oxbridge and other top universities over the years. History students are in demand for a variety of careers in business, government, finance, the media and law because of the skills you possess:

- to sift information and decide what is reliable;
- to reach informed judgements about major issues;
- to present your ideas coherently both in writing and orally.

Also, many universities value History as a qualification for students wishing to study Medicine, as the above qualities allied to excellence in Science help to make you an effective communicator and team-worker.

### **Student’s view:**

*“History is a fantastic subject to study at GCSE as you learn about really interesting topics in a variety of ways. Teachers make lessons fun, by using different methods to teach us, such as worksheets, role plays, watching videos and class discussions. Before taking History I was worried about the amount of essays I would have to write, but an exam answer is normally between half a side to a side long, meaning no long essays. Outside of the classroom, we visit museums and places of historical interest, my favourite was visiting the Somme Battlefields at the end of Year 10, as I learnt in more depth about my previous studies. These trips enable us to use our knowledge and skills, in a practical way and help us to understand some of the atrocities of history. History is one of my favourite subjects and I would highly recommend it, to anyone, at GCSE level”. Year 11 Student*



## Examination Board: Edexcel

### Assessment:

Component 1: Performing 30% (controlled assessment)

Component 2: Composing 30% (controlled assessment)

Component 3: Appraising 40% (exam)

### Tiers of entry:

The syllabus will be examined by a single tier making available the full range of GCSE grades 9-1, where 9 is the highest grade.

### Course content:

If you enjoy performing music and are learning an instrument or having singing lessons, then this is a good subject to choose as it is largely practical. Students should be having peripatetic instrumental lessons (either in school or outside) and be approximately grade 3 on one instrument/voice at the start of the course.

If you like to create music of your own, by singing, using instruments or computers, then composing will give you this opportunity. If you want to broaden your knowledge of all types of music, including classical, popular and world, then this exciting course will give you an appreciation of the diversity of musical styles that exist today!

You will learn how to improve your performing skills and through your work in composing you will gain an insight into how music is constructed from initial ideas through to the finished product. You will also learn how to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years.

You will be assessed in the following ways:

**Performing:** You will perform at least two pieces, one of which must be an ensemble. The minimum performance time is 4 minutes. Recordings must be completed in Year 11. Difficulty should be approximately grade 4 or equivalent.

**Composing:** You will produce two compositions one to a set brief and one free composition. Both pieces should be no less than three minutes long.

**Appraising:** You will answer questions in the exam based on set works from four areas of study:

- i) Instrumental music.
- ii) Vocal music.
- iii) Music for stage and screen.
- iv) Fusions.

In the exam there will also be questions on music you have not necessarily studied, but you will draw similarities and differences to the pieces that you know.

### Pathways into further learning and careers:

- Professional musician (performer/ conductor).
- Music industry (performing, song writing, producers, sound engineers, A+R manager).
- Teacher: schools, colleges, university lecturers, private instrumental teacher.
- Music therapist, voice therapist.
- Examiners – ABRSM, Trinity, Guildhall.
- Administration role for Orchestra/Venue/ Festival etc.
- Radio and television, producer, DJ, session musician.
- Music journalist.

### Student's view:

*“Music GCSE will broaden your knowledge of the subject greatly, both practically and theoretically. You will study a wide range of set pieces; varying from the Baroque era right up to 20th Century music. During the course you will also refine your composition skills, producing two pieces of different genres. In addition, you will have the opportunity to perform as a soloist, and also in an ensemble. Anyone who has a passion for the subject should consider this option as it is a fantastic opportunity to develop your musical skills further.”*



## Examination Board: AQA

### Assessment:

Examined at the end of Year 11.

**Paper 1** – 1 hour 15 minute exam worth 30% of GCSE Grade

- Applied anatomy and physiology.
- Movement analysis (Biomechanics).
- Physical Training.
- Use of data.

Question style within the exam will be a combination of multiple choice, objective test questions, short and extended answer questions.

**Paper 2** – 1 hour 15 minute exam worth 30% of GCSE Grade

- Sports Psychology.
- Socio-cultural influences.
- Health, fitness and well-being.
- Use of data.

Question style within the exam will be a combination of multiple choice, objective test questions, short and extended answer questions.

**Non-exam assessment** – Practical performance in a physical activity or sport – worth 40% of final grade.

Practical performance in three different physical activities (one team, one individual and a third

in either a team or individual activity. Only the activities from the exam board list can be assessed).

In this area of assessment you will also need to complete a written analysis of performance.

### Tiers of entry:

The syllabus will be examined by a single tier making available the full range of GCSE grades 9-1, where 9 is the highest grade.

### Course content:

#### Theory

Anyone with an interest in sport will find this course stimulating, challenging and rewarding. The course covers aspects of sport and elite performance from a variety of different angles. The course will allow students to explore human performance through physiology, psychology and biomechanics. Alongside this students will also develop a thorough knowledge of health, fitness and well-being, as well as developing an understanding of what motivates people to participate in sport and physical activity. By the end of the course you will have a greatly enhanced perspective of your own and others' performance in sport.

#### Practical

You will be assessed in a variety of practical activities in the role of the performer. The practical element of the course will be built

around the strengths of the group, and therefore each cohort may experience different practical activities. Students will be expected to make some commitment to lunch time clubs, and after school fixtures in order to offer a full range of assessed activities for the GCSE course.

### Pathways into further learning and careers:

The sport and leisure industry has been one of the largest growth industries over the last five years. Physical Education has developed as a subject, and is now regarded as rigorously academic by universities. Recently, students have gone on to study medicine, physiotherapy, sport and exercise science, sports therapy as well as Physical Education.

### Student's view:

*"I've been studying GCSE PE for the past two years and it's definitely been one of my favourite subjects. I've always enjoyed doing sport, so the practical side for me was great, but I have also learnt many new skills. I've, as a result, gained more confidence through advancing my leadership and officiating ability. I have, however, also loved the theory of PE too, and really appreciated learning about the body and various factors that affect participation. Personally, I would highly recommend GCSE PE."*





## Examination Board: AQA

### Assessment:

**Paper 1:** The Sociology of Families and Education (50% of GCSE)

Written exam: 1 hour 45 minutes

**Paper 2:** The Sociology of Crime and Deviance and Social Stratification (50% of GCSE)

Written exam: 1 hour 45 minutes

Each paper is divided into a section A and section B. Both sections contain two multiple choice questions followed by a range of short and extended responses.

### Tiers of entry:

There is a single tier of entry which will give you access to the full range of grades.

### Course content:

Sociology is the science of society, social behaviour and social problems. In lessons we study how different people live, how our society works and the way it can affect the way that we think and act. It is an interesting subject because each topic is relevant to your life.

Sociology makes comparisons with other cultures and periods in time. It examines social institutions such as the family and the education system, and asks you to analyse

social inequalities in relation to class, ethnicity, gender and age. Sociology is about having the confidence to question and uncover truths about the society you live in.

### The Sociology of Families and Education:

The family topic explores the functions of families, family forms, marital role relationships, changing relationships within families, sociological criticisms of families and divorce.

The education topic examines the roles and functions of education, the relationship between education and capitalism, educational achievement and processes within schools.

Within both topics students also learn about the research methods used to investigate these aspects of social life.

The sociology of crime and deviance and social stratification:

The crime and deviance topic focuses on the social construction of crime and deviance; the nature of social control; criminal and deviant behaviour in relation to class, gender, age and ethnicity; and an analysis of data on patterns of crime.

The social stratification topic examines the functionalist theory of social inequality; the

characteristics of social class; the relationship between social experiences and opportunities; the nature and impact of poverty, issues of power and authority within society; and the dynamics of power relationships between social groups.

Again, within both topics students will learn about the research methods used to investigate these aspects of social life.

GCSE Sociology will stand you in very good stead for an A Level in this subject and it is particularly effective in supporting the study of Psychology, Philosophy and Ethics and Politics.

### Student's view:

*"Taking Sociology at GCSE will introduce you to a new subject which explores a variety of interesting topics, including cultures, mass media, sociological experiments and feral children. Sociology is a highly engaging subject that allows you to reflect upon everyday life and our society. It inspires you to view life from a different perspective. I encourage you to consider taking Sociology as it will benefit most careers, especially when working with people, and it will definitely be a worthwhile decision."*



## Examination Board: AQA

### Assessment:

There are four exams sat at the end of Year 11 covering listening (paper 1), speaking (paper 2), reading (paper 3) and writing (paper 4). Each component has a weighting of 25% of the overall GCSE.

### Tiers of entry:

The papers can be sat at either Higher or Foundation Tier, thus giving you the chance to be tested in the way most suited to your ability. However, you must enter at the same tier for all four skills. Grades 9-1 are possible, although entry at Foundation Tier limits the maximum grade to 5. We would expect the vast majority of our students to enter at Higher Tier.

### Course content:

GCSE Spanish lessons place a similar emphasis on all four skill areas: listening, speaking, reading and writing. Oral spontaneity is key to the work and the students' competency in this area very much benefits from the exchange visit in Year 10 to our partner school in Madrid, Spain. This new GCSE covers themes very important to young people in our society.

The students will find the level of their language develops quickly throughout the course and that it prepares them very well for AS and A Level Spanish.

The Spanish department is very well resourced, with access to new course books and a set of computers, all of which should enable the students to become more independent and confident linguists. The topics covered are listed below:

### Theme 1: Identity and Culture

Topic 1: Me, my family and friends

Topic 2: Technology

Topic 3: Free-time activities

Topic 4: Customs and festivals in Spanish-speaking countries/communities

### Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

### Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education Post-16

Topic 4: Jobs, career choices and ambitions

We strive to stretch our students with a wide range of challenging grammar, which sets students up well for A Level Spanish, where students regularly achieve outstanding results.

We encourage students to develop themselves independently through the use of ICT, for instance with the app Memrise.

### Pathways into further learning and careers:

An A Level in a foreign language allows you to study the subject at university, either as a course in its own right, or as an ancillary subject. There are many degree combinations with Spanish and the employment rates for students who have studied a language at university are among the highest.

A foreign language offers many career paths: aside from the obvious fields of translation, interpretation and teaching, students of Spanish at university often attain careers working in: business, advertising,

publishing, research, media and diplomacy. Notably, language graduates not only find work relatively quickly, they are also on the whole paid more than graduates of most university courses (8% according to recent studies).

### Pathways into future learning and careers:

An A Level in a foreign language allows you to study the subject at university, either as a course in its own right, or as an ancillary subject. There are many degree combinations with Spanish and the employment rates for students who have studied a language at university are among the highest.

A foreign language offers many career paths: aside from the obvious fields of translation, interpretation and teaching, students of Spanish at university often attain careers working in: business, advertising, publishing, research, media and diplomacy. Notably, language graduates not only find work relatively quickly, they are also on the whole paid more than graduates of most university courses (8% according to recent studies).

### Student's view:

*"Studying Spanish is useful in a variety of ways outside of lessons. You can talk to people abroad, on exchanges and holidays. Thrown into a foreign country, you have the tools to communicate with locals there, making a real impact. The lessons are great fun as well; we sing, dance, practise talking to each other, and can see our improvement from lesson to lesson."*

*There are lots of opportunities and trips, notably the Spanish exchange to Galapagar near Madrid in Year 10, which is a brilliant experience recommended by all.*



**Denmark Road High School**

Denmark Road

Gloucester

GL1 3JN

Telephone: 01452 543335

Email: [office@denmarkroad.org](mailto:office@denmarkroad.org)

Website: [www.denmarkroad.org](http://www.denmarkroad.org)

**Discover Realise Honour Shape**