



FRIERN BARNET SCHOOL

14-16 Pathways Guidance Booklet 2024-2026



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This booklet has been designed to inform you and your child about their Key Stage 4 Options, the next exciting stage in their education. You may have already been discussing this important step with your child for some time. It is important that your child's future learning choices are made for the right reasons. These are not decisions that should be made hastily and for this reason the options process takes place throughout the Spring term. There are a series of activities that will take place to support your child in making decisions and most of these will happen within school time, with your child having access to specialist support from subject teachers, the careers co-ordinator and their form tutor.

It is important that you and your child have time to think carefully about these choices as they will have a direct impact on later decisions about their Post 16 progression, potential Level 3 courses and apprenticeships, university routes and ultimately about the world of work.

We aim to give practical and straightforward advice that will guide and advise students to take courses that suit their abilities and aspirations.

GCSE subjects are now graded on a numerical scale from the highest 9 to the lowest grade 1. The table indicates broadly how the new system compares to the previous A*- C approach. Grade 5 is considered a 'good pass' in a subject.

New 1-9 Grade System	Old A*-G Grade System
9	A*
8	A*/ high A
7	A
6	B
5	B/ high C
4	C
3	D/E
2	E/F
1	F/G
U = ungraded	U

Our aim is for every student to get onto the right courses so that they are all able to achieve at the appropriate level and realise their potential.

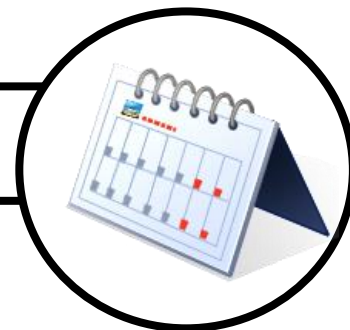
Key Stage 4 Curriculum & Options Guide

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A standard week consists of 25 learning and teaching hours and is divided up into:

- Common Core Curriculum (compulsory) = 13 hours
- Option Subject Curriculum = 12 hours

Key Dates



Monday 4 March - Launch of Pathways

Subject information and tutor sessions on the guidance process begin. Students spend time with their tutor learning about the process and the decisions that they will make, in consultation with their tutor, subject teachers and home.

Wednesday 20 March – Options Evening (6-7pm)

You will receive an invitation to attend Options Evening. Every subject (including the core subjects of English, maths and science) will have a member of staff available to talk about what is involved in studying their subject at GCSE, so you will be able to discuss a range of options possibilities with teachers and raise any questions you have.

In addition, there will be a presentation in the main hall at 6pm and repeated at 6.30, which will give an overview of the options selection process and provide an opportunity to answer any remaining questions you may have.

Friday 22 March – last date for Options Preference form to be submitted

The online form goes live on Wednesday 20 March.

There will be no advantage given to a student who hands it in early. All students who meet the deadline will be treated equally in the allocation of their preferred subjects.

Students who submit their form late will have less chance of getting their preferred choices.

Students will receive confirmation of their Key Stage 4 Options during the summer term.

Qualifications and what they mean



In addition to their options, students will also follow a core curriculum that includes personal development, citizenship education and physical education as well as the core subjects of English, mathematics and science: these subjects are studied by all students. Our aim is to secure a balance between *choice* and *breadth*.

GCSEs – things you should know:

- They cover a wide range of subjects. These include many you already study, like English, and other ones you do not, such as media studies and business studies
- All have examinations at the end of the two year course
- Good GCSE qualifications enable you to progress onto post 16 courses, giving you access to qualify for Level 3 courses such as A levels and technical qualifications as well as a route onto apprenticeships and training.

Assessment and examinations will vary according to the course and qualification.

GCSEs will all have examinations and many also have elements of NEA (Non-Examination Assessments, also referred to as controlled assessments or coursework) which are completed at various points within the two-year course.

Technical accuracy

- GCSE examinations will include marks for accurate spelling, punctuation and grammar. The total contribution to the whole subject will be greatest in those where writing is most important.
- It is therefore essential for you to continue to develop your literacy and presentation skills.

The English Baccalaureate (EBacc)

The EBacc is not a new qualification in itself. It recognises students' achievements across a core of selected academic subjects in getting good passes in GCSEs. The English Baccalaureate covers achievement in English, mathematics, sciences, a language and a humanities subject.

It is awarded to any pupil who secures good GCSE passes in all of the following:

- English
- Mathematics
- The sciences (triple sciences or double science)
- A modern foreign language (or any language listed on page 51)
- A humanity: geography or history

The measures are intended to easily show “those schools which succeed in giving their pupils a properly rounded academic education”. They are also to act as an incentive for schools to drive the take-up of individual science subjects, humanities and languages.

There can be benefits to following the Ebacc pathway if you intend to work or study abroad in the future.

Key Stage 4 Curriculum Overview



THE CORE CURRICULUM

English	All students will study both GCSE English Language and GCSE English Literature. Some identified students will be entered for the Step Up to English award.
Mathematics	All students are entered for GCSE mathematics. Some students will also complete an entry level mathematics qualification.
Science	Our students will have the opportunity of studying either GCSE combined science or triple science (GCSE biology, GCSE chemistry and GCSE physics) during Years 10 and 11. Identified students will be entered for an entry level science qualification.
Citizenship	A programme consisting of modules including careers, drugs, health, personal finance, religious studies and sex education. This is delivered in tutor time.
Physical Education	All students will take part in PE lessons, building on the foundations established at KS3. This provides an important opportunity for students to enhance their physical skills, fitness and personal development.

THE OPTIONS

Communications	Students can study business studies GCSE, computer science GCSE, film or media studies GCSE.
Languages	Students can study either French or Spanish GCSE. <i>(Some students may be studying a community language outside of school but the qualification will still count towards their GCSE outcomes at FBS. See page 51 for further information).</i>
Technology	Students can study GCSE design and technology (<u>not</u> in conjunction with art and design), GCSE textiles technology or GCSE food preparation and nutrition. Only ONE of these subjects can be studied for GCSE.
Humanities	Students can study GCSEs in geography, history and religious studies.
Creative Arts	Students can study no more than TWO of these GCSE subjects: art and design (although <u>not</u> in conjunction with design and technology), dance, drama and music.
Physical Education (PE)	Students can study GCSE physical education. (This is in addition to 1 hour of core PE a week for all students).

Key Stage 4 Pathways



The majority of students will be choosing from pathway A or B. All students will complete the common core. **Pathways C and D* are for invited students who will benefit from additional support.**

Common core (All students)	Pathway A	Science	Choose one subject from each of the boxes		Choose two subjects from the list below	
English (Language and Literature)	(English Baccalaureate or Ebacc)	Triple Sciences or Double Science (Trilogy)	French or Spanish	Geography or History	Design & Technology*~ or Textiles Technology* or Food Preparation & Nutrition* Religious Studies Geography Business Studies History Art~ Dance Drama Music PE Media Studies <u>or</u> Film Studies Computer Science	
		Pathway B	Science	Choose four subjects from the list below		
	Mathematics	Triple Sciences or Double Science (Trilogy)	Design & Technology*~ <u>or</u> Textiles Technology* <u>or</u> Food Preparation & Nutrition* French <u>or</u> Spanish Religious Studies Geography Business Studies History Art**~ Dance** Drama** Music** PE Media Studies <u>or</u> Film Studies Computer Science			
			Citizenship			
	Physical Education		*only one of the design and technology subject can be studied **a maximum of two of the creative arts can be studied ~ design and technology cannot be studied with art and design			
	Pathway C*	Double Science (Trilogy)	Choice of any three options (as shown in pathway B)		Life Skills	
	Pathway D*	Double Science (Trilogy) and/or entry level science	Choice of any two options (as shown in pathway B)		Life Skills EAL Support	

SUBJECT INFORMATION



CORE SUBJECTS

English	
Exam Board: AQA	Specification Code: English Language 8700 English Literature 8702

What will you study?

Students follow the AQA specification in English Language and English Literature, which are based upon 100% examinations. Some students may complete the ELC Step Up to English course instead/in addition to English Literature.

Overview of content

The English Language course combines the skills of reading and writing non-fiction that are examined in both papers, skills that pupils have been developing across KS3. Similarly, the English Literature course covers a variety of canonical and contemporary literature, including a Shakespeare play, a 19th-century novel, a modern prose or drama text and a variety of poetry from different eras. Again, the reading analysis skills that are examined in both terminal exams build on the skills they develop across KS3.

The ELC Step Up to English Entry Level Certificate is a nationally recognised qualification that gives students the opportunity to achieve a certified award. The gold certificate prepares students to begin the GCSE, focusing on skills of speaking and listening, reading and writing.

How is the course assessed?

Students will sit two papers for English Language and two papers for English Literature at the end of Y11. The two language exams will each be **1hr 45mins** in length and are equally divided between reading and writing. The first of the literature exams, examining Shakespeare and the 19th-century novel, will be **1hr 45mins**. The second, which focuses on a modern text and a variety of canonical and contemporary, including unseen poetry, will be **2hrs 15mins** in length. These will be “closed book” exams. This means that students will not have access to the texts that they have studied in their exams. It is therefore vital that as we study the various texts, pupils have their own copies that they will annotate and be able to revise from. All relevant titles of texts to be studied will be shared in due course.

The ELC Step Up to English is assessed in class as an NEA.

Overview of assessment

English Language – what’s assessed at a glance:

- Reading responses to literary fiction; literary non-fiction and non-fiction
- Writing – descriptive or narrative writing; writing to present a viewpoint

English Literature – what’s assessed at a glance:

- Reading responses to a Shakespeare play; a 19th-century novel; a modern prose or drama text; a series of contemporary and canonical poems; unseen poetry

How is the course structured?

The course is structured so that both Language and Literature are taught in an integrated way. This is to exploit the frequent overlap in skills, particularly in terms of reading analysis. Across the two year course pupils will gain a detailed understanding of the various set literature texts. They will be able to analyse texts closely and critically, building on the skills that they have learned at KS3. They will also understand how the social and historical contexts of the texts add meaning. Frequent assessment will ensure that key concepts and ideas are understood and developed as

they move through the course content. Similarly, in preparation for the language papers, pupils will practise and further develop the reading and writing skills that they have been using at KS3. Again, regular assessment will identify strengths and weaknesses in their writing skills and reading responses, as well as adequately prepare them for the actual sitting of exams.

The GCSE specification is a real step up in terms of the demand placed on pupils. They need to recognise that the skills they have developed across KS3 are the very same skills that are required for success at KS4. They also need to understand that every lesson counts and that any learning missed due to absence needs to be caught up on.

Further study

Pupils can go on to study either English Language or English Literature at A-Level, or the combined English A-Level. However, good grades in either English Language or English Literature will provide pupils with the ideal foundation for studying a wide range of subjects at A-Level.

For further information, please see Ms Admoni (Head of English)

CORE SUBJECTS

English Step Up

Exam Board: AQA

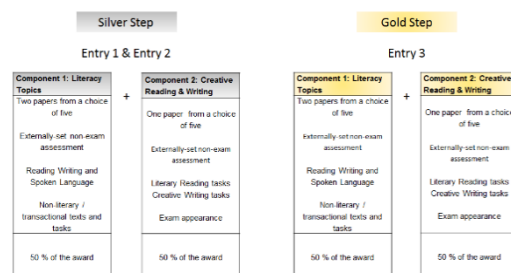
Specification Code: 5970

Some students will take the English Step Up entry level qualification, either in addition to or instead of the English Language GCSE. This qualification will be used when a student is not yet working at a literacy level that will allow them to meet the requirements of the English Language GCSE.

- Entry Level Certificates are nationally recognised qualifications that give students the opportunity to achieve a certified award.
- The qualification ensures that students develop the skills they need to read and understand a range of texts as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.
- The qualification can be tailored to students' needs through either Silver step or Gold step.
- Silver step is aimed at Entry 1 and Entry 2 students. (**Entry Level 1** is equivalent to literacy levels at age 5-7. **Entry Level 2** is equivalent to literacy levels at age 7-9.)
- Gold step is for Entry 3 students looking to progress to Functional Skills or begin a GCSE course. (**Entry Level 3** is equivalent to literacy levels at age 9-11.)
- The qualification is a non-exam assessment (NEA) and is taken when the student is ready. Students can complete assessments in their classroom, with their teacher. It is then marked by the teacher.
- Teaching throughout the course focuses on reading and comprehension, writing and spoken language; these are the skills that the qualification assesses.
- Assessment can take place at any point during the course of study.
- Tasks take place under controlled conditions and formal supervision. Students must produce work within the time stated in the assessment booklet but this time can be split up into manageable chunks.
- Students can be assessed on a given task only once. They can 'retake' but it would be with a different paper.

Specification at a glance

If students achieve the lower level of marks, they will be awarded level 1. If they achieve the higher level of marks, they will be awarded level 2.



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- So, by the end of the 2 years, students would have submitted 3 papers: two from component 1 and one from component 2.
- They also complete a speaking and listening task, which we prepare for as a group and is then marked by the teacher.
- Throughout the year, they work on the skills that the paper assesses.
- Reading, comprehension and writing practise are extremely beneficial activities that complement the teaching of this and students should be supported in doing this at home.

For further information, please see Ms Admoni (Head of English)

CORE SUBJECTS

Mathematics

Exam Board: Edexcel

Specification Code: Mathematics (1MA1)

What you will study?

Key Stage 4 mathematics aims to build on previous knowledge and understanding to prepare students for the highest possible examination grade, and to equip them for the mathematical demands of employment and further education. Students are encouraged to enjoy solving problems, and to take responsibility for their own learning. We are very pleased that an increasing number of students are achieving top grades in mathematics and are going on to study mathematics at A level.

Overview of content

The course contains work on the following areas:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics and probability

GCSE specifications in mathematics should enable students to:

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

How the course is assessed and examined?

Students will sit **3** exams of equal weighting. Each exam is **1 hour 30 minutes** in length, with the first being a non-calculator paper and the other two being calculator papers. Students will be entered at either higher (grades 4-9) or foundation (grades 1-5) tiers.

Overview of assessment

Tier	Topic area	Weighting
Foundation	Number	25%
	Algebra	20%
	Ratio, Proportion and Rates of Change	25%
	Geometry and Measures	15%
	Statistics and Probability	15%
Higher	Number	15%
	Algebra	30%
	Ratio, Proportion and Rates of Change	20%
	Geometry and Measures	20%
	Statistics and Probability	15%

How is the course structured?

Over the three year course pupils will gain a detailed understanding of all the 5 main topic areas listed above. Throughout the course, work will be linked to the 3 main assessment objectives. They are:

- (i) **Use and apply standard techniques**
- (ii) **Reason, interpret and communicate mathematically**
- (iii) **Solve problems within mathematics and in other contexts**

Further study

Students can go on to study mathematics or further mathematics at A-Level. However, the transferable skills demonstrated in mathematics GCSE are widely valued, and good grades in mathematics will provide students with the ideal foundation for studying a wide range of subjects at A-Level and beyond.

A mathematics qualification opens many doors and provides you access to numerous career paths.

For further information, please see Ms Davis (Head of Mathematics)

CORE SUBJECTS

Combined Science (Trilogy) – Double Award

Exam Board: AQA

Specification Code: 8464

What will you study?

Students studying Combined Science (Trilogy), will cover the three science disciplines in the traditional fashion, much like the traditional Core and Additional Science GCSEs.

Overview of content

Biology	Chemistry	Physics
Cell biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and Evolution Ecology	Atomic structure and The Periodic table Bonding, structures, and the properties of matter Quantitative chemistry Chemical changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Energy Electricity Particle model of matter Radioactivity (Atomic structure) Forces Waves Magnetism and electromagnetism

How the course is assessed?

The minimum exam time for Combined Science will be 7 hours.

Practical work: Students will do 16 required practical investigation over the two years and will be assessed with at least 15% of the marks coming from questions relating to practical investigations.

Maths Skills: 20% of marks will test maths skills.

Exam:

- **Six papers:** two biology, two chemistry and two physics. Each will access different topics.
- **Duration:** all the papers are 1 hour and 15 minutes
- **Tiers:** Foundation and Higher
- **Weighting:** the papers are equally weighted. Each is worth 16.7% of the grade.
- **Question Types:** multiple choice, structured, closed, short answer and open response.

Overview of assessment

Students will be awarded two GCSEs at the end of Year 11

How is the course structured?

The three sciences mentioned above will be covered over three years.

Further study

The combined science leads to A-Level pathways in all three sciences. It is highly valued by colleges and employers. It also provides an excellent preparation for study and employment in a range of fields:

Health related:	medicine, nursing, physiotherapy, childcare, genetics, sports science.
Industry related:	engineering, computing, manufacturing, architecture, energy production, telecommunications, computing, media technology (film, TV, music)
Environment related:	geology, forestry, horticulture, conservation, waste management, zoology.
Skills-based:	plumbing, gas and water installation, building, electricians, car mechanics.

Possible career paths

- Medicine
- Veterinary Science
- Dentistry
- Pharmacy
- Optometry
- Engineering
- Architecture
- Law
- Psychology
- Science teacher

For more information, contact Mrs Rahim-Miah (Head of Science) or a teacher in the Science Faculty

CORE SUBJECTS

Triple (Separate) Sciences

Exam Board: AQA

Specification Codes: Biology 8461
Chemistry 8642
Physics 8643

What will you study?

Students studying the separate sciences mean that they will cover more content than GCSE Combined Science. It will provide great preparation for the AS and A-level, without overlapping content.

Overview of content

Biology	Chemistry	Physics
Cell biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology	Atomic structure and the periodic table Bonding, structures, and the properties of matter Quantitative chemistry Chemical changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	Forces Energy Waves Electricity Magnetism and electromagnetism Particle model of matter Atomic structure Space physics

How the course is assessed?

The minimum exam time for Triple Science will be 10.5 hours.

Practical work: Students will do 24 required practical investigations over the two years and will be assessed with at least 15% of the marks coming from questions relating to practicals.

Maths Skills: 10% of marks will test maths skills in GCSE Biology, 20% in GCSE Chemistry, 30% in GCSE Physics

Exams:

Biology	Chemistry	Physics
<p>Two papers: each paper will access knowledge and understanding from different topics</p> <p>Duration: both papers are 1 hour and 45 minutes</p> <p>Tier: Foundation and Higher</p> <p>Weighting: the papers are equally weighted. Each is worth 50% of the grade</p> <p>Question types: multiple choice, structured, closed, short answer and open response</p>	<p>Two papers: each paper will access knowledge and understanding from different topics</p> <p>Duration: both papers are 1 hour and 45 minutes</p> <p>Tier: Foundation and Higher</p> <p>Weighting: the papers are equally weighted. Each is worth 50% of the grade</p> <p>Question types: multiple choice, structured, closed, short answer and open response</p>	<p>Two papers: each paper will access knowledge and understanding from different topics</p> <p>Duration: both papers are 1 hour and 45 minutes</p> <p>Tier: Foundation and Higher</p> <p>Weighting: the papers are equally weighted. Each is worth 50% of the grade</p> <p>Question types: multiple choice, structured, closed, short answer and open response</p>

Overview of assessment

Students will be awarded three GCSEs at the end of Year 11 in Biology, Chemistry and Physics

How is the course structured?

The three separate sciences mentioned above will be covered over three years

Further study

The combined science leads to A-Level pathways in all three sciences. It is highly valued by colleges and employers. It also provides an excellent preparation for study and employment in a range of fields:

Health related:	medicine, nursing, physiotherapy, child care, genetics, sports science
Industry related:	engineering, computing, manufacturing, architecture, energy production, telecommunications, computing, media technology (film, TV, music)
Environment related:	geology, forestry, horticulture, conservation, waste management, zoology
Skills-based:	plumbing, gas and water installation, building, electricians, car mechanics.

Possible career paths

- Medicine
- Veterinary Science
- Dentistry
- Pharmacy
- Optometry
- Engineering
- Architecture
- Law
- Psychology
- Science teacher

For more information, contact Mrs Rahim-Miah (Head of Science Faculty) or a teacher in the Science Faculty

OPTIONS SUBJECTS

Modern Foreign Languages, French or Spanish (continuation of the language studied in KS3)

Exam Board: AQA

Specification Codes: 8652 French
8692 Spanish

Aims of the course

- to develop an understanding of a language in a variety of contexts
- to develop knowledge of either French or Spanish and language learning skills
- to encourage students to communicate effectively in the chosen language
- to develop awareness of the language and its cultural context

Course content

Students will develop all four language skills – listening, reading, speaking and writing – in the context of the following 3 themes. Students will relate to their own experiences and those of the people in the countries/communities where the language is spoken.

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

Assessment and examinations

Students will be entered whether in Foundation or Higher Tier for the 4 skills.

The Listening, reading, speaking and writing papers will take place at the end of year 11. There are no more coursework, but students will have more GCSE type assessments throughout KS4 and will be expected to learn and master vocabulary, structures and verb tenses.

Paper 1 Listening - Examination – 25%

The exam last 35 minutes for the Foundation Tier and 45 minutes for the higher tier.

- ❖ Students will have to answer some questions in French and some questions in English, using full sentences.
- ❖ Students will have to write a text/ sentences from a dictation

Paper 2 Speaking - Examination – 25%

On the day of the exam, students will have 15 minutes of preparation time before completing 3 different tasks (7-9 minutes for Foundation Tier and 10-12 for Higher):

- ❖ Role play (1- 1.5 minute; 20%)
- ❖ Reading out loud + short conversation (2-3.5 minutes; 30%)
- ❖ Photo card discussion (between 4-7 minutes; 50%)

Paper 3 Reading - Examination – 25%

The exam last 45 minutes for the Foundation Tier and 60 minutes for the Higher Tier.

- ❖ Students will have to answer some questions in French and some questions in English; 80%
- ❖ Students will also have to translate a minimum of 35 words from French into English; 20%.

Paper 4 Writing - Examination – 25%

a. For the Foundation Tier, students have 1 hour 10 to complete 4 different tasks:

- ❖ Message (student produces five sentences in response to a photo; 20%)
- ❖ Short passage (student writes a piece of continuous text in response to five brief bullet points, approximately 50 words in total; 20%)

- ❖ Grammar task (students choose or write the correct form of a grammatical structure; 10%)
- ❖ Translation from English into French (minimum 35 words; 20%)
- ❖ Structured writing task (student responds to three compulsory detailed bullet points, producing approximately 90 words in total; 30%) – there is a choice from two questions

b. For the Higher Tier, students have 1 hour 15 minutes to complete 3 different tasks:

- ❖ Structured writing task (student responds to three compulsory detailed bullet points, producing approximately 90 words in total; 30%) – there is a choice from two questions.
- ❖ Open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total; 50%) – there is a choice from two questions.
- ❖ Translation from English into French (minimum 50 words; 20%)
- ❖ mdkfw

Dictionaries are NOT allowed for any preparation or exam.

Why choose this course?

❖ Careers and opportunities:

French or Spanish are important languages widely spoken and businesses or institutions are keen on employing people who speak several languages as a skill that can make the difference.

❖ Personal and cultural knowledge:

Languages give opportunities to develop a wider cultural understanding and knowledge and a greater understanding of grammar and linguistic skills. These can be applied in English or other languages. Mastering a language and its culture(s) allows students to understand different ways of thinking and helps them adapt to future challenges in life.

❖ Further education:

If students decide to study languages at A-level, they will acquire the linguistic skills and would be able to study abroad. 20 countries have French as a national or official language and 20 countries for Spanish. Business, journalism, science courses... are keen on having students speaking a foreign language as it gives the students an asset in the work market.

Results in MFL in the last 5 years:

French			Spanish	
Grades 9-4	Grades 7-9		Grades 9-4	Grades 7-9
95 %	64 %	2023	91 %	36 %
100 %	17 %	2022	96 %	39 %
90 %	70 %	2021	85 %	46 %
82 %	30 %	2020	90 %	48 %
75 %	21 %	2019	85 %	21 %

For further information please see Ms Bernardi (Head of Modern Foreign Languages)

OPTIONS SUBJECTS

Design and Technology

Food Preparation and Nutrition

Exam Board: AQA

Specification Code: 8585

What will you study?

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills – these are intended to be integrated into the six sections:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Overview of content

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

This two unit specification requires students to develop their application of knowledge and understanding when developing ideas, planning, producing products and evaluating them.

How is the course assessed?

<i>Paper 1 – Food preparation and nutrition</i> <i>50% towards final exam grade</i>	<i>Non exam assessment (NEA) – controlled assessment</i> <i>50% towards final exam grade</i>
Theoretical knowledge of food preparation and nutrition from Sections 1 to 6 above. Written exam: 1 hour 45 minutes 100 marks Questions – Eight questions each with a number of sub questions (100 marks).	Task 1: Food investigation: Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task. Task 2: Food preparation assessment

Overview of non exam assessment (NEA)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

How is the course structured?

3 single lessons each week covering all aspects of the specification. The content will be covered through practical tasks, project based work, theory and homework tasks. Students will be expected to purchase ingredients on a weekly basis for practical tasks.

Further study

A good foundation for a wide range of A' levels, vocational courses and apprenticeships at local further education colleges and sixth form colleges. Catering or Hospitality courses at College or University level.

Possible career paths

This course can lead to exciting and well-paid career opportunities such as catering, food marketing, chef, teacher, hospitality manager- restaurant and events, Health education, Environmental Health officer, product development, diet related industries and more. Food Technologists are much sought after, and it is estimated that there are three jobs for every graduate leaving university. The course will also help to develop many more important skills. These include:

- Life skills
- Teamwork
- Organisational skills
- Independence

For further information please see Ms Bravo (Food Technology teacher) or Mrs Snowball (Head of Faculty)

OPTIONS SUBJECTS

Design and Technology

Exam Board: AQA

Specification Code: 8552

What will you study?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world of design, development and product construction. Students will gain awareness and learn from wider influences on Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• new and emerging technologies• developments in new materials• systems approach to designing | <ul style="list-style-type: none">• mechanical devices• materials and their working properties |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|

Overview of content

In addition to the core technical principles above, each specialist technical principle below will be delivered through at least one material category from papers and boards, timber based materials, metal based materials, textiles and polymers.

All students should develop an in-depth knowledge and understanding of the following specialist technical principles in relation to the material category:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• selection of materials or components• forces and stresses• ecological and social footprint• sources and origins• using and working with materials | <ul style="list-style-type: none">• stock forms, types and sizes• scales of production• specialist techniques and processes• surface treatments and finishes. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

How is the course assessed?

Examination 50% of final grade	Non-exam assessment 50% of final grade
2 hour exam marked out of 100 Covers questions from Core Technical Principles Core Specialist Principles Designing and Making Principles.	Students will undertake a single 'design and make' activity, which will arise from investigating one of three <i>Contextual Challenges</i> set by AQA. Sample contextual challenges: <ul style="list-style-type: none">• Supporting developing countries• Addressing the needs of people with disabilities• Encouraging a Healthy Lifestyle

Overview of assessment and examinations

Overall assessment takes the form of a single tier, covering grades 9 -1 to cater for students of all abilities, and consists of 2 parts. One is a 2 hour exam; the other is a non- exam assessment (NEA) completed in school under controlled assessment conditions.

How is the course structured?

3 single lessons each week covering all aspects of the specification. The content will be covered through practical tasks, project based work, theory and home learning tasks.

Further study

A good foundation for a wide range of A 'levels, vocational courses and apprenticeships at local further education colleges and sixth form colleges.

A range of Design and Engineering courses at degree level are suitable for Design and Technology students.

Possible career paths

Architect, civil, mechanical, chemical and other areas of engineering, car designer & developer, eco designer, robotics, set and props designer, gaming, graphics, computer programming-based careers which involve CAD CAM. designer, research engineer, industrial designer, teacher, technician, photographer, charity work, project developer. Careers in electronics, construction, materials research, mechanics etc.

For further information please see Mrs Snowball (Head of Technology) or Ms Currie-Dias (Technology Teacher)

OPTIONS SUBJECTS

Textiles Technology

Exam Board: AQA

Specification Code: 8552

What will you study?

GCSE Design and Technology – Textiles Technology will prepare students to participate confidently and successfully in an increasingly technological world of fabric design, manipulation, development and textile product construction. Students will gain awareness and learn from wider influences on Textiles Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of:

<ul style="list-style-type: none">• new and emerging technologies• developments in new materials• systems approach to designing	<ul style="list-style-type: none">• electrical and mechanical devices• materials and their working properties• product development and construction
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Overview of content

While GCSE Design and Technology covers all material areas, pupils will be specialising in Textiles as they design and make products. They will be expected to learn about the other material areas (timbers, metals, plastics, and paper & card) where they relate to what they are making. Pupils will be expected to show knowledge of these as they progress through their NEA and their exams.

All students will develop an in-depth knowledge and understanding of the following specialist technical principles in relation to Textiles with a broader knowledge of the other material areas:

<ul style="list-style-type: none">• selection of materials or components• forces and stresses• ecological and social footprint• sources and origins• using and working with materials	<ul style="list-style-type: none">• stock forms, types and sizes• scales of production• specialist techniques and processes• surface treatments and finishes.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

How is the course assessed?

Examination 50% of final grade	Non-exam assessment 50% of final grade
2 hour exam marked out of 100 Covers questions from Core Technical Principles Core Specialist Principles Designing and Making Principles.	Students will undertake a single 'design and make' activity, which will arise from investigating one of three <i>Contextual Challenges</i> set by AQA. Sample contextual challenges: <ul style="list-style-type: none">• Supporting developing countries• Addressing the needs of people with disabilities• Encouraging a Healthy Lifestyle

Overview of assessment and examinations

Overall assessment takes the form of a single tier, covering grades 9 -1 to cater for students of all abilities, and consists of 2 parts. One is a 2 hour exam; the other is a non- exam assessment (NEA) completed in school under controlled assessment conditions.

How is the course structured?

3 single lessons each week covering all aspects of the specification. The content will be covered through practical tasks, project based work, theory and home learning tasks.

Further study

A good foundation for a wide range of A 'levels, T Level (Craft & Design) and apprenticeships at local further education colleges and sixth form colleges.

A range of Design and Textiles courses at degree level are suitable for Textile Technology students.

Possible career paths

Architect, interior design, civil engineering, car designer & developer, costume designer/maker, fashion design & marketing, eco designer, set and props designer, graphics, industrial designer, teacher, technician, photographer, advertising, surgeon, retail buyer, material development & sustainability, conservation of historical textile products...

For further information please see Mrs Snowball (Head of Technology)

OPTIONS SUBJECTS	
Humanities Geography	
Exam Board: Pearson Edexcel	Specification Code: Pearson Edexcel Level 1/ Level 2 GCSE (9–1) in Geography B

What will you study?

The syllabus will provide opportunities for pupils to:

- Investigate many of the major issues that currently face today's citizens and how it may affect pupils in the future.
- Acquire knowledge and understanding of a range of places, environments and geographical patterns.
- Develop a sense of place and appreciation of the environment.
- Apply the skills and techniques needed to conduct a geographical enquiry, and build upon KS3 skills to a higher level.
- Acquire good fieldwork techniques and ICT skills through investigation.

Overview of content, structure and assessment

In Key Stage 4, pupils will follow Pearson Edexcel Geography B course. This syllabus has been designed to provide a broad and balanced geographical education.

The course consists of three externally examined Papers.

Component 1: Global Geographical Issues (*Paper 1 code: 1GB0/01)

Written examination: 1 hour and 30 minutes

37.5% of the qualification

94 marks

Content overview

- Topic 1: Hazardous Earth
- Topic 2: Development dynamics
- Topic 3: Challenges of an urbanising world

Component 2: UK Geographical Issues (*Paper 2 code: 1GB0/02)

Written examination: 1 hour and 30 minutes

37.5% of the qualification

94 marks

Content overview

- Topic 4: The UK's evolving physical landscape – including sub-topics 4A: Coastal change and conflict and 4B: River processes and pressures.
- Topic 5: The UK's evolving human landscape – including a Case Study - Dynamic UK cities.
- Topic 6: Geographical investigations – including **one** physical fieldwork investigation and **one** human fieldwork investigation linked to Topics 4 and 5.

Component 3: People and Environment Issues – Making Geographical Decisions

(*Paper 3 code: 1GB0/03)

Written examination: 1 hour and 30 minutes

25% of the qualification

64 marks

Content overview

- Topic 7: People and the biosphere
- Topic 8: Forests under threat
- Topic 9: Consuming energy resources

Fieldwork

Students are also expected to take part in two fieldwork trips. At FBS we conduct these trips during year 10. Our first trip includes river studies, in which we visit Epping Forest and observe the flood risk to the nearby town of Loughton. Secondly we visit Stratford and analyse how regeneration has changed the quality of life in the area.

Further study

Geography is a natural bridge between the arts and the sciences. We would recommend many of our GCSE Geography students go on to study Geography at A-Level. It is a Humanities subject highly regarded by universities and employers. A Geography GCSE will enable students to develop literacy skills in reading, writing and research. It also involves a range of numeracy skills and report writing skills.

Possible career paths

Geography is a broad based academic subject which is well respected by employers. For those who study at the subject at degree level, Geography graduates have one of the highest rates of graduate employment. Geographers enter a very wide range of career areas and put simply there is no such thing as a geography job, there are jobs that geographers do. Studying geography provides you with valuable skills and a firm base for life-long learning. Geography is a natural tie-in with urban or city planning. Cartography or map making is related to geography. The news media, book publishers, atlas publishers, government agencies and others look for cartographers to help produce maps. GIS or geographical information systems is a growing area of employment. Geography is also related to climatology and weather forecasting employment, transportation and careers which relate to environmental studies and impacts.

For further information please see Mr White (Head of Geography)

OPTIONS SUBJECTS

Humanities

History

Exam Board: Edexcel

Specification Code: 1H10

History GCSE at FBS aim to provide students with an understanding of our past and present that reflects its diversity and complexity. Our understanding of the past is always changing, and history is an evolving discipline; we hope that students will leave us at the end of Year 11 with a real appreciation of these intricacies.

Paper 1

Thematic study: Migrants in Britain, c800-present and Notting Hill, c1948-c1970



This thematic study will cover the experience and impact of migrants in Britain, from the Vikings right up to the present day. It will also consider the changing reasons for migration and patterns of settlement. It will provide students with the opportunity to study the changing context of British society, including a diverse range of defining moments and key people that have shaped British history. Our study of the modern period will include the British civil rights movement and an historic environment study of Notting Hill, c.1948 – c.1970. We will explore the racial tensions of the period and celebrate key individuals such as Claudia Jones, the founder of the Notting Hill Carnival.



Part 1: c.800-c.1500, Migration in Medieval England

Part 2: c.1500-c.1700, Migration in early modern England

Part 3: c.1700-c.1900 Migration in eighteenth- and nineteenth- century Britain

Part 4: c.1900-present, Migration in modern Britain

Historic environment: Notting Hill, c.1948-c.1970

Paper 2

Section A: British Depth Study

Elizabethan England, c1558-88

This option allows students to study in depth a specified period of British history, the first 30 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign, such as the various plots to overthrow her, the execution of Mary, Queen of Scots and the infamous Spanish Armada of 1588. We will also consider the Age of Exploration and its impact on Elizabethan society.



Part 1: Queen, government and religion, 1558-1569

Part 2: Challenges to Elizabeth at home and abroad, 1569-88

Part 3: Elizabethan society in the Age of Exploration, 1558-88

Section B: Period Study

British America, 1713-83: empire and revolution

This option allows students to study a specified period of global history, which for us will centre on the British colonisation of North America and its subsequent loss in the American War of Independence. We will consider reasons for and impact of the British settlement, with a particular focus on the role of slavery in the colonisation and the relationship with Native American peoples. We will also study the



significance of the War of Independence and the key figures within this, if you're a fan of *Hamilton* then watch out for him here!

Part 1: British settlement in North America, 1713-41

Part 2: A disrupted society, 1742-64

Part 3: The loss of an empire, 1765-83

Paper 3

Modern depth study: Weimar and Nazi Germany, 1918-1939



This option allows students to study in depth a specified period of modern history. We will consider the impact of the First World War on Germany and the consequent founding of the democratic Weimar Republic. We will then move on to study the demise of the Republic and the rise of Hitler and the Nazi Party, in the context of the Great Depression. Finally, we will examine the nature of Hitler's dictatorship and what it was like to live under this oppressive regime.



Part 1: The Weimar Republic, 1918-29

Part 2: Hitler's rise to power, 1919-33

Part 3: Nazi control and dictatorship, 1933-39

Career Prospects

At first glance, the subject appears to lead to a number of career opportunities – such as history teachers or museum curators, but the skills you will gain from studying the subject will prepare you well for numerous careers. Workers in the legal profession often value history students for their highly prized critical and reasoning skills and many politicians studied history at university. As well as this, employers in publishing, journalism and the media value the study of history with the subject's emphasis on written expression and research of issues proving valuable to employers in this field. People from all sorts of different professions have studied history, including the US President Joe Biden and Britain's fastest ever woman, Dina Asher-Smith, so, whatever your goals in life, history could help to get you there!

For more information and advice, please see Ms Herlihy (Head of History)

OPTIONS SUBJECTS

Humanities

Religious Studies

Exam Board: Edexcel

Specification Code: 603/0063/2

What will you study?

Students will study 2 religions in depth: Christianity and Islam. Each religion is 50% of the course. Year 10 is Christianity and Year 11 is Islam.

Half of the course focuses specifically on the two religions:

- What do Christians believe?
- What do Christians do?
- What do Muslims believe?
- What do Muslims do?

This helps you to understand people better.

The second half is about discussing religious and your views on a range of questions. For example:

- Is war ever right?
- Should we execute the worst criminals?
- Should women and men be treated differently?
- Is abortion right?
- Is there life after death?
- Can religions do more to stand up for human rights?

This develops your skills of persuasion, understanding both sides of an argument, debating, developing your own views.



You do not need to be religious to study RS GCSE! You do need to be willing to appreciate different viewpoints and learn how to effectively express your own opinions both in speech and writing.

There is a philosophical component- students develop as critical thinkers and discuss questions for which there is no set answer. It's not always the answer that matters, but how the student justifies it. This is an important skill for the future.

Christianity Units	Islam Units
<ul style="list-style-type: none"> • Christian Beliefs • Living the Christian Life • Marriage and the Family • Matters of Life and Death 	<ul style="list-style-type: none"> • Muslim Beliefs • Living the Muslim Life • Crime and Punishment • Peace and Conflict

Overview of assessment and examinations

- This course is assessed through two exams each 1hour 45 minutes each. One exam on Christianity, the other on Islam.
- There are regular assessments and exam skills are a focus throughout the course. Both RS teachers are very experienced and Mr Lee has been an examiner for this GCSE for many years.

How is the course structured?

- 3 single lessons each week covering all aspects of the specification.

Further study

- A good foundation for a wide range of A levels: Philosophy and Ethics, Psychology, Theology, Sociology and Law for example.
- This then leads well to careers in those areas, or further study in areas such as Medicine that value the ability to make ethical decisions and consider other peoples' perspectives.

Possible career paths

- Business (particularly international business)
- Counselling and Social Work
- Education
- Journalism
- Law
- Medicine
- Media
- Travel and tourism
- Hospitality
- Human rights
- Diplomatic Service
- Aid agencies/charities

Teaching philosophy

The aim of the RS teachers is for students to finish the course with high grades of course, but also to be better people, able to stand up for themselves and their beliefs in a changing world, while being respectful of the differences between us all.

For more information contact Mr Lee (Head of Humanities) or Miss Malik (PSHE Lead Practitioner/RS Teacher)

OPTIONS SUBJECTS













Physical Education	
Exam Board: Edexcel	Specification Code: GCSE Physical Education (9-1)

Aims of the course

- To develop theoretical knowledge and understanding of the factors that underpin physical activity and sport
- To understand how the physiological and psychological state affects performance in physical activity and sport
- To understand the contribution that physical activity makes to health, fitness and well-being
- To understand the key socio-cultural influences that can affect people's involvement in physical activity
- To perform effectively in 3 different sports
- To develop ability to analyse and evaluate performance in sport

Course Content GCSE

The course consists of four components, which are two externally examined papers, one practical component and one piece of coursework.

Component	Assessment	Content overview
Component 1: Fitness and Body Systems	 Written examination: 1 hour and 30 minutes  36% of the qualification	 Topic 1: Applied anatomy and physiology  Topic 2: Movement analysis  Topic 3: Physical training  Topic 4: Use of data
Component 2: Health and Performance	 Written examination: 1 hour and 15 minutes  24% of the qualification	 Topic 1: Health, fitness and well-being  Topic 2: Sport psychology  Topic 3: Socio-cultural influences  Topic 4: Use of data

Component 3: Practical Performance	Non-examined assessment: internally marked and externally moderated ⚖️ 30% of the qualification ✓ 105 marks, (35 marks per activity)	🏃 One team activity, one individual activity and a free choice from the list published by the DfE 🏃 Skills in isolation 🏃 Skills in a competitive/ formal situation
Component 4: Personal Exercise Programme (PEP)	Non-examined assessment: internally marked and externally moderated ⚖️ 10% of the qualification ✓ 20 marks	🏃 Aim and planning analysis 🏃 Carrying out and monitoring the PEP 🏃 Evaluation of the PEP

Accepted Activity List

Students can focus on a number of team and individual activities. Team activities include: Association Football, Badminton, Basketball, Cricket, Dance, Netball, Rugby League, Rugby Union, Table Tennis. Individual activities can include: Athletics – Field or Track Events, Track or Road Cycling, Gymnastics, Swimming, Trampolining.

One team activity	One individual activity	Free choice
For example, football, basketball, netball, cricket.	For example, athletics, trampolining, table tennis, dance.	For example, any sport from the previous two boxes.
Pupils must select 3 sports, one from each column.		

Assessment Procedure GCSE

- ✓ The two written exam papers are taken in May/June 2026.
- ✓ The practical assessment will take place on May 3rd (subject to slight change) 2026. Some sports will be pre-recorded (sports that are played out of school such as skiing).
- ✓ The coursework (a fitness training plan) starts in September 2024, and is written up over the duration of the course.



Why choose this course?

This is an excellent course if you enjoy physical education and are interested in sport in general. The course is a solid introduction to A-Level PE or to a level 3 BTEC sport qualification. If you are contemplating pursuing a career in the sport and/or health and fitness industry, it is an ideal stepping stone to future success. Or, if you are just looking for a qualification that is interesting, stimulating, physical and a little bit different to a 'normal' subject, GCSE PE is a great choice.

Do not choose this course if:

You think that you will be playing football every week for two years! Out of the three lessons a week, two are theoretical (classroom based) and one is practical.

Because you are assessed in three sports, we cover five different sports in depth over the two-year course. The activities are trampolining, table tennis, football, basketball and netball.

This new course now has a higher theory weighting and will be more academic than the previous GCSE in PE.

In recent years, students that are academic have achieved excellent marks in GCSE PE. This is because the two exam papers, plus the coursework, are worth 70% of the overall grade.

Enrichment

To improve student understanding of a variety of sports that could be introduced in the exam paper, the PE Department offers a number of trips that GCSE students have the first option to attend. In the last 12 months the PE Faculty has organised a number of trips to watch basketball at the Copperbox, cricket at Lord's Cricket Ground, women's football at the Tottenham Hotspur stadium, and ice hockey at Alexandra Palace. At the time of writing, we are organising trips to Wimbledon to watch tennis as well as practical water sports and cycling sessions at Lea Valley.

For further information please see either Mr Soave (Head of PE) or your subject teacher

OPTIONS SUBJECTS

Creative Arts

Art and Design

Exam Board: Edexcel

Specification Code: 1AD0

What will you study?

GCSE Art & Design follows on from the KS3 Curriculum for Art. The course is broad and tailored to the skills and interests of the students. Students will develop knowledge, understanding and skills through combining practical work with the study of artists, designers and craftspeople. They will get the opportunity to engage with both traditional and new media such as CAD and photography.

Overview of content

Pupils will be given assignment briefs and within the framework of these, pupils will be expected to make choices within single or multiple themes. As the course progresses and pupils' understanding and skills develop, pupils will be given more and more ownership over their own creativity. They will develop photography skills, analytical drawing skills, artist research, their own ideas and produce a final outcome. Pupils have the opportunity to engage with historical and contemporary artists, relevant to their ideas and theme. The teacher's job is to ensure standards and objectives are met, but students are encouraged to take ownership over their own creative journey.

How is the course assessed?

Both component 1 and component 2 will be assessed using the objectives below.

Assessment Objectives		What I need to do to meet each AO	Marks
A01 Develop	Develop ideas through investigations, demonstrating critical, understanding of sources.	Research artists, write about the artwork, express your own opinion/ demonstrate your understanding off the artwork. Develop ideas in connection to the studied artwork.	/18
A02 Refine	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Experiment with a range of materials and techniques. Select the most appropriate materials and techniques to use in order to meet your intentions.	/18
A03 Record	Record ideas, observations and insights relevant to intentions as work progresses.	Take photographs, Complete a range of observational drawings. Write annotation notes which express your observations and insights	/18
A04 Present	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Plan and create a final piece that connects with various areas of your sketchbook work.	/18
Total mark out of 72:			/72

Overview of assessment

60% of the final grade comes from **component 1** which is the **portfolio of work**.

40% of the final grade comes from **component 2** which is the **externally set assignment**.

How is the course structured?

YEAR 10

Autumn Term –Spring Term 1	Spring Term 2- -Summer Term
Component 1: Supporting Studies	Component 1: Portfolio of work
1. Introductory/Skills Building Assignment	3. Mock Exam Project Preparatory Period

YEAR 11

Autumn Term Component 1: Portfolio of work	Spring Term Component 2: Externally Set Task			Summer Term Component 1: Portfolio of work
Mock Exam Project Development	In January the externally set exam paper from the exam board is issued.	Preparatory period begins	10 Hour exam takes place at the end of this time period	Final coursework deadline: Early June 4 week period to revisit coursework to improve grade

From entry in September of Year 10, through to the end of Autumn Term in Year 11, pupils will work on their portfolio of work (component 1).

In January of Year 11, pupils will be given the external exam paper (component 2) and have a series of weeks to produce preparatory work that culminates in a final outcome. This outcome is to be produced in a timed exam which must be ten hours of unaided work.

Further study

Following GCSE, Art & Design students may study AS + A2 (A Level), BTEC in art & design, graphic design, illustration, product design, media, textiles and fashion design amongst others. These routes can lead to university courses in a range of specialist fields.

Possible career paths

Art therapist, community arts worker, commercial artist, designer in many varied fields, fine artist, illustrator, printmaker, advertising account executive, arts administrator, multimedia specialist, museum/gallery curator, architect, photographer, animator, art/design/colour consultant.

Many graduate employers want to recruit people who are lateral thinkers and creative problem-solvers - natural qualities of artists and designers. Art can be a great preparation for any career that requires fine motor skills, presentation skills, an eye for aesthetics and creative skills.

For more information, contact Ms Asciak (Subject Specialist Leader) or Mr Tonaydin (GCSE Art & Design teacher).

OPTIONS SUBJECTS

Creative Arts

Dance

Exam Board: AQA

Specification Code: 8236

What will you study?

The AQA Dance course offers the opportunity to develop skills as a performer and choreographer and develop an understanding of professional works. Pupils will take practical classes with accompanying theory in order to expand their knowledge of Dance. They will learn and perform repertoire in order to develop their physical and expressive performance skills. Pupils will also develop a deeper understanding of the creative process in order to become accomplished choreographers. Evaluating professional dance works will allow pupils to understand the choreographic process, alongside developing their own reflective practice. Throughout the course, pupils will be required to assess and evaluate their progress in order to refine and develop their work. The prescribed anthology from AQA means that we study works from a variety of dance genres.

Overview of content

Component 1: Performance and choreography

What's assessed

Performance: 30% of final grade

- Learn and perform two set phrases in a solo performance (approximately one minute in duration)
 - The set phrases are prescribed by AQA.
- Duet/trio performance (three and a half minutes in duration)
 - The remaining 2 set phrases must be used within the duet/trio performance.
 - The performance must link to a clear artistic starting point/intention.

Choreography: 30% of final grade

- 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)
 - The choreography is based on a starting point set by AQA (choice of starting point from a selection)

Component 2: Dance appreciation

What is assessed?

- Knowledge and understanding of the choreographic processes and performing skills
- Critical appreciation of own work (performance and choreography tasks)
- Critical appreciation of professional works (prescribed from a set list by AQA)

How it is assessed and examined

Written exam : 1 hour 30 minutes

- 40% of final grade
- 80 marks.

Questions

Based on students' own practice in performance and choreography and the GCSE Dance anthology. Questions can be short answer and long answer (up to a maximum of 12 marks)
Pupils will be required to learn key information about the prescribed works, as well be able to describe and analyse the professional dances.

Assessment Objectives

AO1: Perform dance	Reflecting choreographic intention through physical, technical and expressive skills.
AO2: Create dance	Including movement, material and selected aural setting, to communicate choreographic intention.
AO3: Demonstrate knowledge	Knowledge and understanding of choreographic processes and performing skills.
AO4: Critical appreciation	Appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.

Assessment Objectives (AO)	Component weighting (%)		Overall weighting (%)
	Component 1	Component 2	
AO1	30%		30%
AO2	30%		30%
AO3		15%	15%
AO4		25%	25%
Overall weighting	60%	40%	100%

How is the course structured?

Pupils will learn and develop skills in performance, choreography and appreciation through different tasks every half term, with regular performance assessments supporting pupil progress. Pupils of GCSE Dance are also encouraged to attend extra-curricular dance clubs, both in and out of school, to further enhance and support their skill development. Pupils will have 2 practical and 1 theory lesson a week. **Home learning tasks will involve some written and some practical tasks.** There are regular trips and opportunities for students studying GCSE Dance.

Further study

Pupils who study Dance at GCSE will often continue to further education to study A Level Dance, or will take more vocational pathways studying Dance full time through Btec courses. GCSE Dance is a vital first step for anyone who wishes to progress further in the Arts industries, or would like to pursue a career in Dance.

Possible career paths

- Professional Dancer (Contemporary, Ballet, Urban etc.)
- Musical Theatre Performer
- Choreographer
- Community Dance Artist
- Dance Critique/Journalist
- Dance Movement Therapist
- Dance Teacher (private dance school)
- Dance Teacher (state school)
- Movement Coach
- Physiotherapist

For more information, contact Ms Andrews (Head of Dance)

OPTIONS SUBJECTS

Creative Arts

Drama

Exam Board: AQA

Specification Code: 8261

Overview of content

Students follow the AQA specification in Drama, which are based upon the three components of devising, performing from a text, and a written exam.

How is the course assessed?

GCSE Drama is assessed both theoretically and practically with students taking part in internal and externally assessed performances as well as completing a written examination at the end of Year 11.

Overview of assessment

The course is delivered in three components:

Component 1 – Understanding Drama – Written Exam

- Study of a Play Text
- Analysis and Evaluation of a Live Theatre Production
- Written Exam – 1 hour and 45 minutes (3 Sections)
- 80 marks = 40% of GCSE

Component 2 – Devising Drama – Practical Performance

- Creating, Devising and Performance of Original Drama
- Devising & Rehearsal Log
- 80 marks = 40% of GCSE

Component 3 – Texts in Practice – 2 Practical Performances

- Performance of Two Play Text Extracts
- 40 marks = 20% of GCSE

How is the course structured?

Across the two year course pupils will gain a detailed understanding of the set literature text, *Noughts and Crosses*. They will be able to analyse and evaluate texts and show awareness of both acting and design skills. GCSE Drama is designed to develop your understanding and awareness of live theatrical work, developing them into theatre makers who can create, respond, perform meaningful pieces of Drama. They will develop skills required for performing in front of a live audience and you will learn how to prepare both devised and scripted work for performance. They will study a range of styles as well as having the opportunity to experience as much live theatre as possible.

Students will enjoy this course if you want to study a subject that is practical and creative whilst giving you the opportunity to study different theatrical styles and different play texts. They may be

an experienced performer; or have always wanted to devise and direct their own performance material – the important thing is that they are passionate about live theatre and performance. The GCSE specification is ambitious and is challenging, as a result is a natural progression from the skills and knowledge acquired in KS3. Students need to recognise that these transferable skills they have developed across KS3 are applicable to this and other subjects, and that if committed and dedicated they will be successful by the end of Year 11.

Further study

Students can go on to study either Drama and Theatre Studies at A-Level, as well as providing them with the ideal foundation for studying a wide range of subjects at A-Level, such as English Language/ Literature, Media, Performance, and Film Studies.

Possible career paths

- Professional Actor
- Musical Theatre Performer
- LAMDA Teacher
- Drama Therapist
- Drama Teacher (private school)
- Drama Teacher (state school)
- Playwright
- Director
- Lighting designer
- Sound designer
- Set designer
- Costume designer

For more information contact Mr Merry (Head of Drama)

OPTIONS SUBJECTS

Creative Arts

Music

Exam Board: OCR

Specification Code: J536

What will you study?

GCSE Music builds on many of the skills developed in KS3 music. It is a broad course encompassing range of musical skills such as performing, composing and listening. Students will be able to explore and develop skills on their voice or chosen instrument and will also learn composing skills and how music technology can be used to realise their creative ideas. Students will study a wide range of musical styles and genres, and will develop an understanding of the features of music and the language used to describe how music works.

Overview of content

Pupils have 3 components to the course; an integrated portfolio, a practical component and a listening and appraising exam.

Integrated portfolio Performance on the learners chosen instrument or voice Free Composition	30% of total GCSE	Coursework that is internally assessed, then externally moderated
Practical component Ensemble performance Composition to a set brief	30% of total GCSE	Coursework that is internally assessed, then externally moderated
Listening and appraising A written paper answering questions about music that you hear from within the areas of study 2, 3, 4 & 5.	40% of total GCSE	Exam 1hour 30minutes

Areas of Study

There are 5 areas of study in total.

Area of study 1 - My Music

Comprises of building skills and knowledge on their own instrument and/ or voice and applying this to their performances. *Students will need to be able to perform on an instrument or their voice to approximately grade 3 or equivalent to achieve in this area of study.

Area of study 2 – The Concerto Through Time

Students will study the concerto and its development from 1650 to 1910. This area is focused on the ‘western classical tradition’ and the different musical eras.

Area of study 3 – Rhythms of The World

Learners will study the traditional rhythmic roots from four geographical regions of the world:

India and the Punjab, Eastern Mediterranean and Middle East, Africa and Central and South America.

Area of Study 4 – Film Music

Students will explore a range of music used for films and video games, developing an understanding of how to convey moods or emotions, characters and music for dramatic effect.

Area of Study 5 – Conventions of Pop

Learners will study a range of popular music from the 1950's to the present day with a focus on: Rock n Roll of the 50's and 60's. Rock Anthems of the 70's and 80's. Pop Ballads of the 70's 80's and 90's. Solo Artists from the 90's to the present day.

Further study

Following GCSE, Music students may study A level Music or Music Technology. BTEC courses with pathways such as; performance, and composition, production or technology. Music degree courses include performance, composition, composing for film and video games, music technology and production, ethnomusicology, music teaching, music journalism, music history etc...

Possible career paths

Performer, Session Musician, Composer, Lyricist, Musical theatre, Recording and Production, Sound technician, Music Business, Record labels, Music Management, Music Promotion, Music Critic, Music Journalist, Music Education, Music and Health & Therapy, Sound Design, Music for film and T.V, Radio and broadcasting, Entertainment attorney, Music Publisher etc...

“Music graduates are more employable than you might think. With unique skills and a broad range of graduate jobs on offer, music students have better prospects than people imagine. In 2011, the Confederation of British Industry outlined the seven skills that define employability: self-management, team work, business and customer awareness, problem solving, communication, numeracy, and IT skills. Adlington says that music students develop all seven of these. By this measure, music graduates are among the most employable of all.”

The Guardian 2013

For more information contact Ms Westwood (Head of Music)

OPTIONS SUBJECTS

Business

Exam Board: Edexcel

Specification Code: 1BS0

What will you study?

From the outset the Business course encourages students to be proactive in understanding the world we live in by taking an investigative approach towards current business affairs and applying theory to situations, thereby imitating, and learning the roles of a business analyst, marketer, accountant, and Entrepreneur. Updated, real world examples and case-studies are used throughout the course to ensure it is continually relevant to the dynamic world of business.

Students will study two themes, taking students from how Entrepreneurs start businesses through to Multinational companies. There are two equally weighted exams papers that are sat at the end of year 11.

Paper 1: Investigating a small business and Paper 2: Building a business.

Paper one: concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts of setting up a business through the lens of an entrepreneur.

Paper two: examines how a business develops beyond the start-up phase. It focuses on Multinational and transnational corporations with emphasis on environmental, technological, and ethical considerations.

Overview of content

Theme 1- Paper one	Theme 2- Paper 2
-Enterprise and Entrepreneurship	-Growing the business
-Spotting a business opportunity	-Making marketing decisions
-Putting a business idea into practice	-Making operational decisions
-Making the business effective	-Making financial decisions
-Understanding external influences on business	-Making human resource decisions

Overview of assessment and examinations

Exam: 2 written examinations 1 hour and 45 minutes each (90 marks per paper)

This course is assessed through two exams. Each paper consists of subtopics that students learn over a two-year period. The papers consist of calculations, multiple-choice, short responses, and extended writing questions. Section A is worth 35 marks and is based on knowledge retrieval. Section B (30 marks) and C (25marks) are unseen case studies. Students are encouraged to implement learnt business Strategies to cater to differing business needs.

How is the course structured?

3 single lessons each week covering all aspects of the specification.

Further study

A good foundation for a wide range of A levels. Students have continued their studies through following A level Business, Economics, Applied Business and Accounting.

Possible career paths:

- Accounting
- ICT
- Art and design
- Business
- Media studies
- Communication studies
- Music technology
- Design technology
- Performing arts
- Photography
- Film studies
- Health and social care
- Travel and tourism
- Education
- Law

For more information please see Ms Laxmidas (Business Teacher)

OPTIONS SUBJECTS

Computer Science

Exam Board: OCR

Specification Code: J277

What will you study?

- The principles and concepts of computer science
- Computational thinking skills to analyse problems and design solutions
- Designing, writing, and testing computer programmes using Python programming
- The course is designed to boost computing skills essential for the 21st century

Overview of content

The course is 100% exam, where you are assessed by 2 papers at the end of year 11. (Component 01 and Component 02). There is also a practical programming project that is not assessed, but helps you develop your coding skills with this field for the future. Below is more information on the content:

Component 01: Computer Systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical Programming

Students are to be given the opportunity to undertake a programming project during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02

How is the course assessed?

Two exams, each worth 50% (each done at the end of year 11).

Overview of assessment and examinations:

Exams (Components)	Marks	Duration	Weighting	
Computer systems (01)	80	1 hour 30 mins	50%	Calculators not allowed
Computational thinking, algorithms and programming (02)	80	1 hour 30 mins	50%	Calculators not allowed

How is the course structured?

The course is split into many topic areas:

<u>Computer Systems</u>	<u>Computational thinking, algorithms, and programming</u>
Systems architecture Memory and storage Computer networks, connections and protocols Network security Systems software Ethical, legal, cultural and environmental impacts of digital technology	Algorithms Programming fundamentals Producing robust programs Boolean logic Programming languages and integrated development environments

Students will learn to programme in Python and will be using this language to undertake a programming project during their course of study

Further study

Progress to: A/AS Level Computer Science; Cambridge Technicals in Digital Media; Cambridge Technicals in IT or Level 2/Level 3 apprenticeship. It would support A Level mathematics, engineering and science. A good foundation for university courses in medicine, law, physical sciences, engineering, computing or maths based courses.

Possible career paths

Business Analyst, Technology Officer, Computer Forensics Investigator, Games Developer, IT Project Manager, Malware analyst, Multimedia Producer, programmer, Software Engineer, Tech Support, Tech Consultant, Web Developer, Systems Analyst.

For more information please see Mr Egemensoy (Computer Science Teacher)

OPTIONS SUBJECTS

Film Studies	
Exam Board: WJEC Eduqas	Specification Code: 603/0889/8

What will you study?

The course is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences, through films which have been important in the development of film and film technology.

Overview of content

Module 1 = Key Developments in US Film History

Module 2 = Global Film Industry

Module 3 = Film Production

How is the course assessed?

Examination 70% of final grade	Non exam assessment (NEA) 30% of final grade
<p>2 written exam papers. 35% towards final grade. Assessment consists of four questions on one pair of US mainstream films and one US independent film.</p> <p>Paper 1 – 1 hour and 30 minutes The Development of the Film Industry in the US</p> <p>Paper 2 – 1 hour and 30 minutes Global Films and Cultures</p>	<p>1 creative project, including research, planning and evaluative evidence</p> <p>A genre based film extract or screenplay</p> <p>Research & development portfolio</p> <p>Evaluative commentary</p>

Overview of assessment

Overall assessment takes the form of a single tier, covering grades 9 -1 to cater for students of all abilities, and consists of 3 parts: two written exams and one piece of extended coursework.

How is the course structured?

Students study 3 hours (single hour lessons) each week covering all aspects of the specification. The content will be covered through exam skills tasks, project based work, theory and homework tasks.

Further study

The course could lead onto Level 3 qualifications including A Level or BTEC Film or Media Studies. It would support further study in Business Studies, Sociology, English, English Literature, Psychology, Communications and Media. It would be a good foundation for further study in any creative, English Language or Social Science course at university.

Possible career paths

Events manager, promotions, Media planner, Programme researcher, Broadcasting / film / video, Public relations officer, Television/film/video producer, Advertising account executive, Broadcast journalist, Editorial assistant, Event organiser, Information officer, Magazine journalist, Market researcher, Writer.

For more information, please see Mrs Arrowsmith (Film Studies Teacher)

OPTIONS SUBJECTS

Media Studies

Exam Board: Eduqas

Specification Code: 603/1115/0

What will you study?

Media is a contemporary and interactive subject which encourages students to develop their creative, analytical, research, and communication skills, through exploring a range of media forms and perspectives.

Overview of content

Students are required to study media products from all of the following media forms:

- **Audio-visual** forms (TV, film, radio, advertising and marketing, video games and music video)
- **Online** forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing)
- **Print** forms (newspapers, magazines, advertising and marketing)

How is the course assessed?

Examination 70%	Coursework 30%
<p>2 written exam papers, each worth 35% of final grade</p> <p>Paper 1 Questions will focus on magazines, advertising, newspapers, film promotion, radio drama and online gaming</p> <p>Paper 2 Questions will focus on television crime drama and popular music promotion</p>	<p>1 creative project, including research, planning and evaluative evidence</p> <p>Either</p> <p>Website –3 linked pages with at least 1 minute of audio or video content created by the student.</p> <p>Magazine – 3 pages of a genre-based magazine set by the exam board</p>

Overview of assessment and examinations

Overall assessment takes the form of a single tier, covering grades 9 -1 to cater for students of all abilities, and consists of 3 parts: two written exams and one piece of extended coursework.

How is the course structured?

3 single lessons each week covering all aspects of the specification. The content will be covered through exam skills tasks, project based work, theory and homework tasks.

Further study

The course would lead onto level 3 qualifications including A Level or BTEC Media Studies. It would support further study in Business Studies, Sociology, Product Design, Psychology, English, Computing, Communications and Film. It would be a good foundation for further study in any creative, English language or social science course at university.

Possible career paths

Media planner, multimedia specialist, programme researcher, broadcasting/film/video, Public relations officer, social media manager, television/film/video producer, advertising account executive, broadcast journalist, editorial assistant, event organiser, information officer, magazine journalist, market researcher, writer.

For more information, please see Mrs Arrowsmith (Media Studies Teacher)

PATHWAY C

Life Skills

Exam Board: not applicable

Specification Code: not applicable

Please note: this course cannot be selected as an option subject. The head of year, SENCO and EAL coordinator will identify students who could benefit from this course of study. These students and their parents will be contacted by the head of year prior to option choices being made.

What will you study?

Students in the Life Skills group will participate in a wide variety of flexible and engaging challenges, empowering young people to take control of their learning, discover themselves, and build respectful and inclusive relationships. Students will study a variety of life skills that will help their personal development as well as embedding effective study skills and preparing them for further education.

Overview of content

Students will complete a range of projects relating to areas including beliefs and values; international links; the environment; independent living; expressive arts; science and technology; sport and leisure and other areas. The content of the course will be adapted to the interests of the students undertaking it. In year 11 there will be a close focus on developing study and exam skills in order to help students to succeed in all of their subjects.

How is the course assessed?

Work will be marked regularly by teachers and students will be guided as to how to improve and develop their skills. However students are not formally assessed for this course and it does not result in a qualification.

Further study

The course will help students to develop a range of study skills that will benefit them at college.

For more information contact Ms Newey (Assistant Head Teacher) or Miss Kane (Head of Year 9)

Frequently Asked Questions



Q. What do I need to know?

A. It is very important to read this booklet carefully so that you understand what each course is offering. It is also important that you have a realistic view of your:

- i) interests
- ii) self
- iii) abilities
- iv) career intentions

In your lessons you will have already received help on many aspects of the above areas.

Q. Do I have to study some subjects?

A. Yes – these subjects are called the common core and include English, mathematics and science which are essential for most careers. We believe it is important that all students study these subjects. It is also a good idea to choose a wide selection of subjects covering a variety of skill and knowledge areas.

Q. Where can I get help and advice from?

A. There are many sources of help and advice. The following list may be useful:

- Subject teachers and subject leaders
- Form Tutor
- Head of Year – Miss Kane
- Head of Careers– Ms Baterip
- Family and friends
- Morrisby careers website for guidance and advice
- Senior Leaders can all help point you in the right direction for information and guidance

It is each student's responsibility to find out information and ask the right people questions.

Q. Is it important that I know what career I want to follow?

A. No, not at this stage. Young people often change their minds - this is a natural process because as you develop as an individual, so do your career intentions. It is important to keep as many doors open as possible and to aim high! However, if you do have a serious career idea you should check if any subjects are essential or desirable.

Q. Can I change my subject preferences at a later date?

A. You should consider the option preferences that you make as final. After Easter it will become more difficult to change your decisions. Let us know, as soon as possible, about any changes or concerns you may have about a subject. **CHANGES ARE NOT USUALLY ALLOWED AFTER THE START OF JUNE AND CANNOT BE MADE IN Y10 AT ALL.**

Q. Will all courses be on the timetable next year?

A. In the past we have run most of the courses on offer. You need to be aware that although we do try very hard to make everything fit for everyone this is a very difficult target to achieve. Occasionally, some students will be allocated to another subject. Any student in this position will be spoken to individually by Ms Newey (Assistant Head Teacher) or Miss Kane (Head of Year).

Q. Will my Year 9 assessment results affect my choices?

A. You will be guided based on your predicted teacher assessment/examination results. If you do not achieve the expected results, you may be guided on to another pathway that reflects the level you are working at. This will mean that you are guided onto a more appropriate course.

Q. What qualifications do I need to achieve to progress to post 16 A level courses?

A. You will need the equivalent of seven good GCSE qualifications (grade 5 or above) in order to progress to Level 3 (Advanced qualifications: A levels or Level 3 BTEC courses). Students will need to attain at least a grade 6 in their option subject to study it at A level. Some sixth form colleges are requesting students achieve a grade 7 in their option subject in order to start A levels. Progression to university involves gaining three level 3 qualifications (Advanced level or equivalent).

Planning ahead...

It is important that you reach your potential in Years 10 and 11 so that you can have a range of opportunities available to you at Post 16 for further education, employment or training.

For all types of employment, students will need to demonstrate excellent attendance, a consistently good attitude to learning and good qualifications in English, mathematics and at least five other subjects.

Community Languages



Many students at Friern Barnet School can speak a home language, often referred to as a community language. We encourage students to develop language acquisition and for many this includes attending additional language lessons after school and at weekends. We encourage the development of reading and writing in a student's home language and are able to provide support and guidance for any student interested in being examined in their chosen language if it appears on the list below. (Unfortunately not all languages are available as a GCSE community language exam.)

If your son/daughter would like to take a GCSE in a language from the list below, he/she must complete an application form, which will be available from October. The completed form needs to be returned to the Exams Officer by the beginning of December. Further information about the process may be obtained from Mrs L Bunn by emailing her at l.bunn@friern.barnet.sch.uk

Students must be able to read, speak and write in the chosen language and also be able to read and understand English as most of the questions are in English.

GCSE community (home) language offer*
Arabic
Chinese
French
German
Gujarati
Italian
Japanese
Modern Greek
Modern Hebrew
Persian (Farsi)
Polish
Portuguese
Russian
Spanish
Turkish

*** Community Languages are subject to change**

