



**FRIERN BARNET SCHOOL**

# **14-16 Pathways Guidance Booklet 2026-2028**



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. Grade 5 is considered a 'good pass' in a subject, with grade 4 considered a 'low pass'. Students who do not achieve a grade 4 or above in maths and English (language or literature) are likely to have to retake these exams at the next stage of their education, alongside their Post 16 studies.

The grades your child will require to pursue their Post 16 pathway will depend upon the course they want to pursue and their preferred education provider: for example, students will generally need higher GCSE grades to take A levels than to study a BTEC course; studying A levels at Woodhouse will require higher GCSE grades than taking the same A levels at The Compton.

**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.**

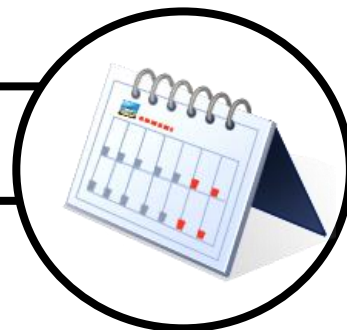
## Key Stage 4 Curriculum & Options Guide

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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



## **Thursday 5 February - 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.

## **Tuesday 17 March – Options Evening (5-6pm)**

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 5pm and repeated at 5.30, which will give an overview of the options selection process and provide an opportunity to answer any remaining questions you may have.

## **Friday 20 March – last date for Options Preference form to be submitted**

The online form goes live on Tuesday 17 March.

There will be no advantage given to a student who submits their choices 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.

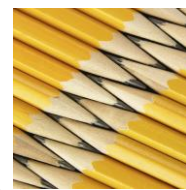
**Assessment and examinations** will vary according to the course and qualification.

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.

# Key Stage 4 Curriculum Overview



## THE CORE CURRICULUM

<b>English</b>	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.
<b>Mathematics</b>	All students are entered for GCSE mathematics. Some students will also complete an entry level mathematics qualification.
<b>Science</b>	Our students will have the opportunity of studying <b>either</b> GCSE combined science <b>or</b> 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.
<b>Citizenship / PSHE</b>	A programme consisting of modules including careers, drugs, health, personal finance, religious studies and sex education. This is delivered in tutor time.
<b>Physical Education</b>	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

<b>Communications</b>	Students can study: business studies GCSE; computer science GCSE; film studies <u>or</u> media studies GCSE.
<b>Languages</b>	Students can study either French <u>or</u> 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>
<b>Technology</b>	Students can study GCSE design and technology and GCSE food preparation and nutrition.
<b>Humanities</b>	Students can study GCSEs in geography, history and religious studies.
<b>Creative Arts</b>	Students can study art and design and usually no more than TWO of the three performing arts subjects: dance, drama and music.
<b>Physical Education (PE)</b>	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 following pathway A. All students will complete the common core. **Pathway B is for invited students who will benefit from additional support.**

Common core (All students)	Pathway A	Science	Choose four subjects from the list below	
English (Language and Literature)		Triple Sciences or Double Science (Trilogy)	Design & Technology 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	
Mathematics				
Citizenship				
*a maximum of two of the performing arts can be studied except in exceptional cases: please discuss with Ms Newey if you would like to study dance, drama and music				
Physical Education	Pathway B*	Double Science (Trilogy)	Choice of any <b>three</b> options (as shown in pathway A)	Life Skills

# SUBJECT INFORMATION





CORE SUBJECTS	
<b>English</b>	
<b>Exam Board:</b> AQA	<b>Specification Code:</b> English Language 8700 English Literature 8702 (ELC Step Up 5970)

### 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 19<sup>th</sup>-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 19<sup>th</sup>-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

<b>English Language – what’s assessed at a glance:</b>	
	<ul style="list-style-type: none"> <li>• Reading responses to literary fiction; literary non-fiction and non-fiction</li> <li>• Writing – descriptive or narrative writing; writing to present a viewpoint</li> </ul>
<b>English Literature – what’s assessed at a glance:</b>	
	<ul style="list-style-type: none"> <li>• Reading responses to a Shakespeare play; a 19<sup>th</sup>-century novel; a modern prose or drama text; a series of contemporary and canonical poems; unseen poetry</li> </ul>

### 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.

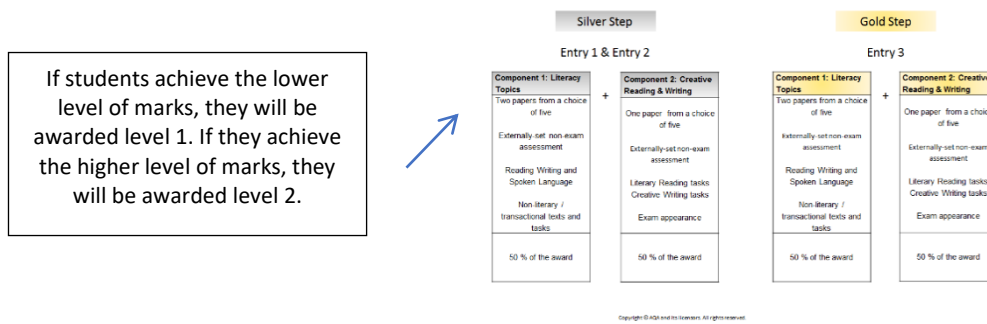
***For further information, please see Ms Admoni (Head of English)***

CORE SUBJECTS	
<b>English Step Up</b>	
<b>Exam Board:</b> AQA	<b>Specification Code:</b> 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



- 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	
<b>Mathematics</b>	
<b>Exam Board:</b> Edexcel	<b>Specification Code:</b> Mathematics (1MA1)

### What will you 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 is the course 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 Faculty)***

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 subjects.

### 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 is the course 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 assess 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 Faculty) 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 is the course 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 practical investigations.

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

Entry Level Certificate science	
Entry level Single and Double Award	
Exam Board: AQA	Specification Code: 5960

Some students will take the Science Entry Level qualification in addition to the Double Award Science GCSE. This qualification will be used when a student is working below GCSE level; this would allow them to build on their scientific literacy to meet the requirements of the Science GCSE.

### Duration of study

Entry Level Science is a course for students working below GCSE level. It covers all the three Sciences, and the period of study is for two years which is from year 10 to the end of year 11.

### Overview of content

Biology	Chemistry	Physics
3.1 Component 1 – The human body	3.3 Component 3 – Elements, mixture and compounds	3.5 Component 5 – Energy, forces and the structure of matter
3.2 Component 2 – Environment, Evolution and Inheritance	3.4 Component 4 – Chemistry in our world	3.6 Component 6 – Electricity, Magnetism and waves

### How is the course assessed?

- Single award requires 3 externally set assessments or ESAs (exams) and 3 TDAs (Teachers' Devised Assessment)
- These can be any three from components 1 to 6, the only requirement is that there is 1 from components 1 or 2 (Biology), 1 from components 3 or 4 (Chemistry) and 1 from components 5 or 6 (Physics)
- Double award requires an exam from each of the 6 components. TDAs from each of the 6 components is also required.
- Pupils can sit as many of the exam papers (ESAs) as they wish. Just the highest score for each component is submitted. They can also do multiple TDAs of the same component and again the write up with the highest mark is submitted.

**Practical work:** TDAs are adapted to meet the specification. Students would develop their practical skills as they progress in the course. Skills area which are assessed are:

1. Experimental design
2. Working safely and making measurements or observation
3. Recording data
4. Presenting data
5. Identifying patterns and relationships

**Exam:**

- **Externally Set Assessment (ESAs)** which are 45 minutes long
- **Teachers Devise Assignment (TDA)** done at appropriate points in the curriculum
- **Question Types:** multiple choice and short answer questions.

Single award /105	Double award /210
Level 1 = 26	Level 1 = 52
Level 2 = 45	Level 2 = 90
Level 3 = 67	Level 3 = 134

**Overview of assessment**

Students will be awarded either a Single or Double Award at the end of Year 11.

**How is the course structured?**

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

***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 is no 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%)

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
100%	78%	2024	90%	62%
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 Faculty for 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?

<b><i>Paper 1 – Food preparation and nutrition 50% towards final exam grade</i></b>	<b><i>Non exam assessment (NEA) – controlled assessment  50% towards final exam grade</i></b>
<p>Theoretical knowledge of food preparation and nutrition from Sections 1 to 6 above.</p> <p style="padding-left: 40px;">Written exam: 1 hour 45 minutes</p> <p style="padding-left: 40px;">100 marks</p> <p><b>Questions</b> – Eight questions each with several sub questions (100 marks).</p>	<p><b>Task 1:</b> Food investigation: Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p><b>Practical investigations are a compulsory element of this NEA task.</b></p> <p><b>Task 2:</b> Food preparation assessment</p>

## **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 (Head of Food Technology)***



## OPTIONS SUBJECTS

### Design and Technology

**Exam Board:** AQA

**Specification Code:** 8552

#### What will you study?

GCSE Design and Technology aims to prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences within Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing, manufacturing and applying technical and practical skills.

#### Overview of content

Students taking this subject will learn common core Design and Technology content and will specialise in specific material areas (either boards & cardboard, polymers or timber). Students will develop and apply the knowledge, understanding and skills of designing and making principles to undertake the iterative design process - exploring, creating and evaluating – required to complete the NEA project. Students will also need to demonstrate mathematical and scientific knowledge and understanding in relation to design and technology.

Core technical principles	Specialist technical principles	Designing and making principles
<ul style="list-style-type: none"> <li>• New and emerging technologies</li> <li>• Energy storage and generation</li> <li>• Modern and Smart materials</li> <li>• Systems approach to designing</li> <li>• Mechanical devices</li> <li>• Materials and their properties</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of materials or components</li> <li>• Forces and stresses</li> <li>• Scales of production</li> <li>• Sources and origins</li> <li>• Using and working with materials</li> <li>• Stock forms, types and sizes</li> <li>• Specialist techniques</li> <li>• Surface treatments and finishes</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation, primary and secondary data</li> <li>• Environmental, social and economic challenge</li> <li>• The work of others</li> <li>• Design strategies</li> <li>• Communication of design ideas</li> <li>• Prototype development</li> <li>• Selection of materials and components</li> <li>• Tolerances</li> <li>• Material management</li> <li>• Tools and equipment</li> <li>• Techniques and processes</li> </ul>

### How is the course assessed?

Unit title and description	Assessment	Weighting
<b>Paper 1</b> <b>Section A – Core technical principles (20 marks)</b> A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.  <b>Section B – Specialist technical principles (30 marks)</b> Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.  <b>Section C – Designing and making principles (50 marks)</b> A mixture of short answer and extended response questions including a 12 mark design question.	<b>Written paper</b>  2 hours	<b>50%</b>
<b>Non-examined assessment (NEA)</b>  Practical application of core technical, specialist technical and designing & making principles <b>(100 marks)</b>	<b>Design &amp; Make project</b>  30-35 hours	<b>50%</b>

### Skills and Qualities Required for Success:

- A natural ability and or a keen interest in design.
- Inquisitive, enjoys investigating and solving problems.
- Able to work independently and direct their own time to ensure deadlines for project completion are met.
- Enjoys experimenting with a variety of materials and practical skills.
- Can work confidently in a busy environment in groups and independently and forward plan.
- A positive work ethic!

### Further study

The subject provides an excellent route into level 3 courses but is particularly suited to A-level D&T: Product Design or Design Engineering. It is also a good foundation for a wide range of vocational courses and apprenticeships at local further education colleges and sixth form colleges.

### Possible career paths

Design Technology supports a wide range of career paths: Engineering, Architecture, Interior Design, Surveying, Product Design, Furniture Design, Graphic Design, Art, Illustration, Media Studies, Transport Design, Advertising, and Urban Design.

***For further information, please see Ms Moore (Head of Design and Technology Faculty) or Ms Currie-Dias (Design and Technology teacher)***

OPTIONS SUBJECTS	
<b>Humanities</b> Geography	
<b>Exam Board:</b> Pearson Edexcel	<b>Specification Code:</b> 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- mandatory. Average cost across both trips is approx £17

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, cost £32. Secondly we visit Stratford and analyse how regeneration has changed the quality of life in the area, voluntary contribution £2.

### 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 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 former 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, 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"> <li>• Christian Beliefs</li> <li>• Living the Christian Life</li> <li>• Marriage and the Family</li> <li>• Matters of Life and Death</li> </ul>	<ul style="list-style-type: none"> <li>• Muslim Beliefs</li> <li>• Living the Muslim Life</li> <li>• Crime and Punishment</li> <li>• Peace and Conflict</li> </ul>

### **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, please see Mr Lee (Head of Humanities) or Miss Malik (RE Teacher/PSHE Lead Practitioner))***















OPTIONS SUBJECTS	
<b>Physical Education</b>	
<b>Exam Board:</b> Edexcel	<b>Specification Code:</b> 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
<b>Component 1:</b> 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
<b>Component 2:</b> 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

<b>Component 3:</b> 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
<b>Component 4:</b> 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.
<b>Pupils must select 3 sports, one from each column.</b>		

### Assessment Procedure GCSE

- ✓ The two written exam papers are taken at the end of the two-year course.
- ✓ The practical assessment will take place in May at the end of year 11. Some sports will be pre-recorded (sports that are played out of school such as skiing).
- ✓ The coursework (a fitness training plan) starts in from September of year 10 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 Faculty) or your subject teacher.***

OPTIONS SUBJECTS	
<b>Creative Arts</b> Art and Design	
<b>Exam Board:</b> Edexcel	<b>Specification Code:</b> 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	<b>Develop</b> 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	<b>Refine</b> 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	<b>Record</b> 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	<b>Present</b> 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
<b>Component 1: Supporting Studies</b>	<b>Component 1: Portfolio of work</b>
1. Introductory/Skills Building Assignment	3. Mock Exam Project Preparatory Period

### YEAR 11

Autumn Term <b>Component 1: Portfolio of work</b>	Spring Term <b>Component 2: Externally Set Task</b>			Summer Term <b>Component 1: Portfolio of work</b>
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	4 week period to revisit coursework to improve grade Final  coursework deadline: Early June

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, please see Ms Asciak (Subject Specialist Leader) or Mr Tonaydin (GCSE Art & Design teacher).***

OPTIONS SUBJECTS	
<b>Creative Arts</b>	
Dance	
<b>Exam Board:</b> AQA	<b>Specification Code:</b> 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
<b>What's assessed</b> <u>Performance: 30% of final grade</u> <ul style="list-style-type: none"> <li>Learn and perform two set phrases in a solo performance (approximately one minute in duration) <ul style="list-style-type: none"> <li>The set phrases are prescribed by AQA.</li> </ul> </li> <li>Duet/trio performance (three and a half minutes in duration) <ul style="list-style-type: none"> <li>The remaining 2 set phrases must be used within the duet/trio performance.</li> <li>The performance must link to a clear artistic starting point/intention.</li> </ul> </li> </ul> <u>Choreography: 30% of final grade</u> <ul style="list-style-type: none"> <li>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) <ul style="list-style-type: none"> <li>The choreography is based on a starting point set by AQA (choice of starting point from a selection)</li> </ul> </li> </ul>
Component 2: Dance appreciation
<b>What is assessed?</b> <ul style="list-style-type: none"> <li>Knowledge and understanding of the choreographic processes and performing skills</li> <li>Critical appreciation of own work (performance and choreography tasks)</li> <li>Critical appreciation of professional works (prescribed from a set list by AQA)</li> </ul>
<b>How it is assessed and examined</b> <b>Written exam</b> : 1 hour 30 minutes <ul style="list-style-type: none"> <li>40% of final grade</li> <li>80 marks.</li> </ul>
<b>Questions</b> 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, please see Ms Andrews (Head of Dance)***

OPTIONS SUBJECTS	
<b>Creative Arts</b> Drama	
<b>Exam Board:</b> AQA	<b>Specification Code:</b> 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: *Noughts and Crosses*
- 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, please see Mr Merry (Head of Drama)***

OPTIONS SUBJECTS	
<b>Creative Arts</b> Music	
<b>Exam Board:</b> OCR	<b>Specification Code:</b> 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.

<b>Integrated portfolio</b> Performance on the learners chosen instrument or voice Free Composition	30% of total GCSE	Coursework that is internally assessed, then externally moderated
<b>Practical component</b> Ensemble performance Composition to a set brief	30% of total GCSE	Coursework that is internally assessed, then externally moderated
<b>Listening and appraising</b> 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.

<b>Area of study 1 - My Music</b> 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.
<b>Area of study 2 – The Concerto Through Time</b> 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.
<b>Area of study 3 – Rhythms of The World</b> 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.

<p><b>Area of Study 4 – Film Music</b></p> <p>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.</p>
<p><b>Area of Study 5 – Conventions of Pop</b></p> <p>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.</p>

### **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, please see Ms Westwood (Head of Music)***

OPTIONS SUBJECTS	
<b>Business</b>	
<b>Exam Board:</b> Edexcel	<b>Specification Code:</b> 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
<ul style="list-style-type: none"> <li>-Enterprise and Entrepreneurship</li> <li>-Spotting a business opportunity</li> <li>-Putting a business idea into practice</li> <li>-Making the business effective</li> <li>-Understanding external influences on business</li> </ul>	<ul style="list-style-type: none"> <li>-Growing the business</li> <li>-Making marketing decisions</li> <li>-Making operational decisions</li> <li>-Making financial decisions</li> <li>-Making human resource decisions</li> </ul>

### 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	
<b>Computer Science</b>	
<b>Exam Board: OCR</b>	<b>Specification Code: J277</b>

### 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 21<sup>st</sup> 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	
<b>Exam Board:</b> WJEC Eduqas	<b>Specification Code:</b> 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><b>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.</b></p> <p><b>Paper 1 – 1 hour and 30 minutes</b> The Development of the Film Industry in the US</p> <p><b>Paper 2 – 1 hour and 30 minutes</b> Global Films and Cultures</p>	<p><b>1 creative project, including research, planning and evaluative evidence</b></p> <p>A genre based film extract or screenplay</p> <p>Research &amp; 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%
<b>2 written exam papers, each worth 35% of final grade</b>  <b>Paper 1</b> Questions will focus on magazines, advertising, newspapers, film promotion, radio drama and online gaming <b>Paper 2</b> Questions will focus on television crime drama and popular music promotion	<b>1 creative project, including research, planning and evaluative evidence</b>  Either Website –3 linked pages with at least 1 minute of audio or video content created by the student.  Magazine – 3 pages of a genre-based magazine set by the exam board

### 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 B	
Life Skills	
<b>Exam Board:</b> not applicable	<b>Specification Code:</b> 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, please contact Ms Newey***

# 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 – Mr Tonaydin
- 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. Most students get their original options choices, but after the timetable is created at Easter it will become much more difficult to change your decisions. Let us know, as soon as possible, about any changes or concerns you may have about a subject.

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

A. In the past we have run most or all 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 Mr Tonaydin (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, or even higher, 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](mailto: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**

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