

REDBORNE UPPER SCHOOL  
& COMMUNITY COLLEGE



# Key Stage 4 Curriculum Guide

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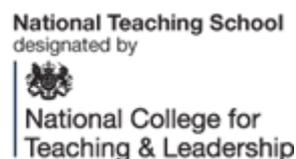
## 2024

*A guide for parents and students*

**Academic excellence**

**Shared values**

**Outstanding education**





# Foreword

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Welcome to our curriculum guide for Key Stage 4. This booklet will provide you with information about the curriculum for students which will run from June.

We are very proud of the broad and balanced curriculum that we offer at Redborne, which is amongst the most diverse of any school nationally.

In this guide, we offer you guidance on how best to make a choice so that you make the right decisions in selecting your preferred courses. We then provide specific details of the courses offered.

The consultation evening, on the 6th February, will give you the chance to meet with option subject teachers. Progress in core subjects will have discussed at the Parents' Evening the previous week. Throughout this term, students will also be given further advice about Key Stage 4 courses in option subjects.

If you have any questions regards the options process please direct these towards the following staff

<b>Mr Graeme Armstrong</b>	-	<b>Assistant Headteacher: Curriculum intent</b>
<b>Mr Tom Rance</b>	-	<b>Head of Year 9</b>
<b>Mr Karl Brooks</b>	-	<b>Assistant Head of Year 9</b>
<b>Mrs Rachael Tattersall</b>	-	<b>Assistant Head of Year 9</b>
<b>Mrs Denise Smith</b>	-	<b>Pastoral Support Officer, Year 9</b>

These are important decisions which will help to decide your future. My colleagues and I look forward to working with you to help you to make the best possible choices.

Olly Button  
Headteacher



# Key Stage 4 at Redborne



## The intent of our school's curriculum is to:

- **provide opportunities** for students of all abilities, encouraging existing talents while stimulating new interests and providing new challenges
- match courses to the student's **individual needs** so that study at Key Stage 4 is both enjoyable and successful
- allow all students to have the opportunity to study a **broad** range of subjects, choosing from over 25 different options
- ensure that all students are able to take a **balanced** range of subjects, covering different curriculum areas such as humanities, technology, languages and the arts
- provide **flexibility** and choice so that those students who do wish to follow a particular academic or vocational pathway are able to do so
- enable all students gain the required **skills and knowledge** allowing them to successfully progress to their next step be that further study, training or employment



## What next? - planning for the future

All young people are expected to stay in some form of education or training until at least the age of 18. Most of you will probably stay at Redborne, but there are a number of possible pathways you can follow:

- staying in the sixth form
- transferring to another school with a sixth form
- transferring to a further education college
- starting an apprenticeship
- finding employment with a training programme attached

Thinking about what you will be doing at 16 may seem a very long way away at the moment, but the decisions that you make now could have a big impact on your future plans. If you have ideas about future careers, check that the courses that you are choosing match with the career you are planning.

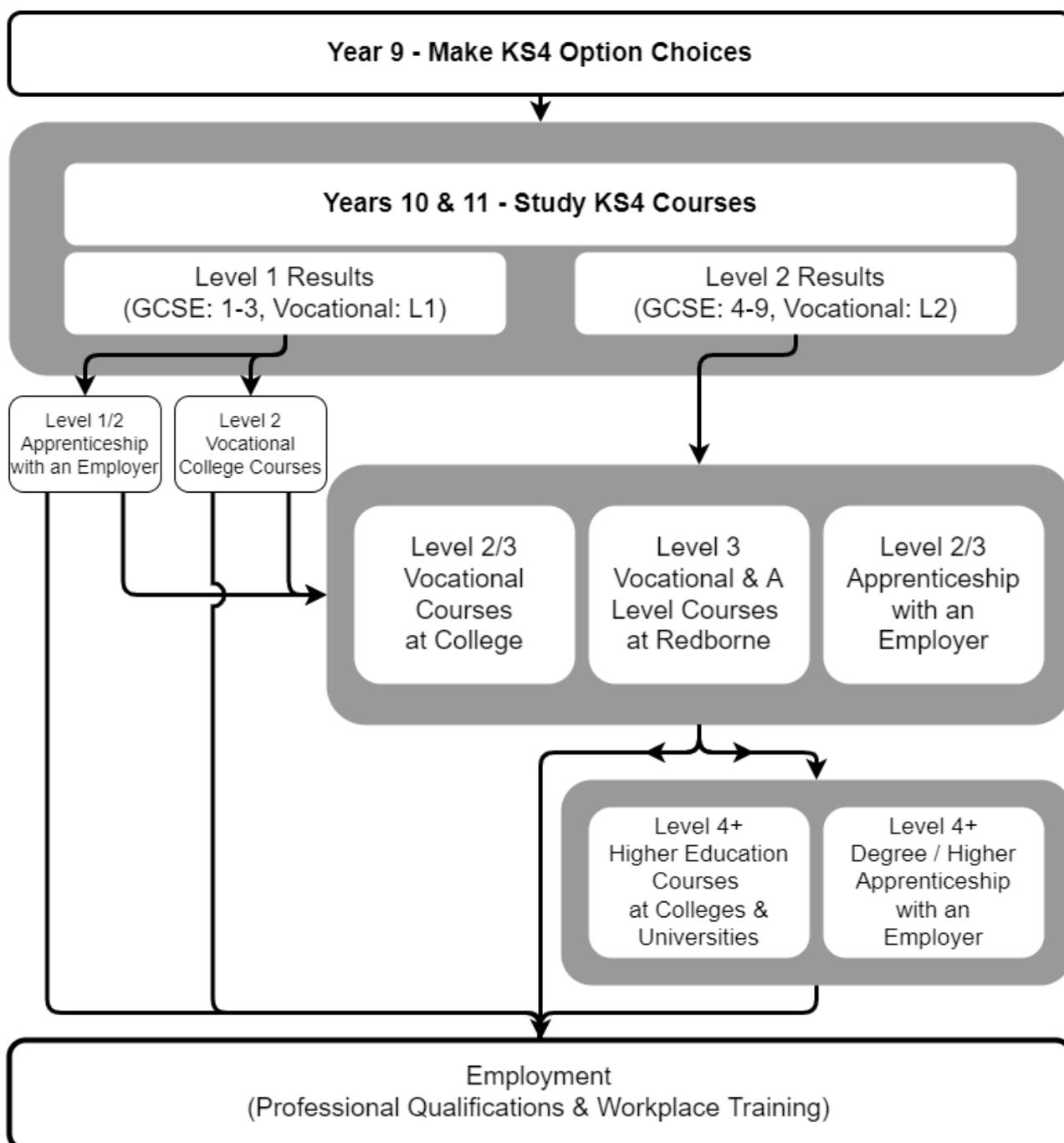
We would also strongly advise that you book an appointment with a careers advisor, Mrs Farrow, to help you make an informed decision.



# The Learning Journey



All students, regardless of the courses that they study, have a journey that ends in employment. 95% of students that completed their GCSEs in 2021 stayed in employment or education, a figure which is above the national average.



# Important dates: 2024



<b>November-January</b>	Students given guidance on KS4 courses to inform decisions of course choices.
<b>w/c 29<sup>th</sup> January</b>	Reports issued to students
<b>1<sup>st</sup> February</b>	Year 9 Parents Consultation Evening (core subjects only)
<b>6<sup>th</sup> February</b>	Key Stage 4 Options Evening
<b>16<sup>th</sup> February</b>	Deadline for students to submit options form
<b>March</b>	Individual interviews for students regarding choice of subjects (where necessary) with form tutors, year team or senior staff
<b>Early May</b>	Letter to students and parents with confirmation of option courses
<b>Late May</b>	New timetables prepared
<b>3<sup>rd</sup> June</b>	New timetable starts with year 9 students on Key Stage 4 courses
<b>19<sup>th</sup> July</b>	Final deadline for any late course changes. Students to make up any missing work over the summer holiday

# A guide to qualifications

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## GCSE (General Certificate in Secondary Education)

Most of our subjects lead to GCSE qualifications.

Students will be assessed by examinations at the end of the course and, in some cases, controlled assessment during the course. See subject pages for the precise breakdown of assessment criteria.

Some subjects have **tiered** exams: students will be entered either at the foundation tier or the higher tier. The levels of entry will be decided in year 11 by negotiation between teachers, parents and students following mock exams.

## Vocational qualifications—BTEC, WJEC, NPTC and Cambridge National Certificate courses

The course content is applied to the world of work and the assessment is more coursework based. Students are assessed mostly through a portfolio of evidence although in some subjects there may also be an examination.

Courses other than GCSEs are usually assessed as pass, merit or distinction.

- *Level 1 qualifications* are equivalent to GCSE passes at grades 3-1.
- *Level 2 passes* are roughly equivalent to GCSE grade 4.
- *Level 2 merit and distinction* is equivalent to GCSE passes at grades 9-5.

## Moving on after year 11

- *Level 2 passes* (for example a GCSE grade 4) will be needed to progress on to advanced level work at school or college.
- *Level 1 passes* (for example, a grade 3 at GCSE) lead on to a level 2 course at college.

# Grades—Old and new



## How have GCSE grades changed?

The government has introduced a new system of grading at GCSE. Letter grades have been replaced by a numbered scale. There is **no exact match** between letters and numbers. The link between numbers and letters is shown in the chart below, which also shows the relationship between GCSE grades and the equivalent grades for vocational qualifications.

<b>New GCSE number grade</b>	<b>GCSE Combined Science (9-9 to 1-1)</b>	<b>Agriculture</b>	<b>Child Development, Creative iMedia, Fashion , Hospitality and catering, NCFE Technical Award in Music Technology</b>	<b>Old GCSE letter grade</b>
9	9-9	Level 2 distinction*	Level 2 distinction*	A*
8	9-8			
	7	8-8	Level 2 distinction	Level 2 distinction
8-7				
6	7-7	Level 2 merit	Level 2 merit	B
	7-6			
5	6-6	Level 2 pass	Level 2 pass	C
	6-5			
4	5-5	Level 1 distinction	Level 1 distinction	D
	5-4			
3	4-4	Level 1 merit	Level 1 merit	E
	4-3			
2	3-3	Level 1 pass	Level 1 pass	F
	3-2			
1	2-2	Level 1 pass	Level 1 pass	G
	2-1			
	1-1			

# Summary of the curriculum

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## The Core lessons

Just over half of your curriculum will consist of those subjects which are compulsory.

The core will take up **30 lessons** per fortnight.

### English (8 lessons):

- In Years 10 and 11, students will study English Language GCSE and English Literature GCSE.

### Mathematics (8 lessons):

- All students will follow a course leading to GCSE mathematics.
- Some students may also sit an additional exam such as an entry level certificate.
- Some students in higher sets might also have the opportunity to work towards a level 2 certificate in further mathematics.

### Science (9 lessons):

- All students will follow a course leading to either:
  - **two** GCSE qualifications if following the compulsory combined science route; or
  - **three** qualifications if following the triple science option courses.
- Students taking triple science as an option will study an additional 5 lessons per fortnight.
- Students who wish to take a traditional A level in the sciences are advised to take triple science (see options).

### Additional Studies:

These subjects will also be compulsory:

- Physical education (4 lessons)
- Enrichment (1 lesson)



## The option lessons

The other 20 lessons are for your optional subjects. While we try to give you as much choice as possible, we cannot guarantee that everyone will get all the preferences they wish for. We will also check your choices and talk to you if we are concerned that you may be taking on an unsuitable course of study.

Most students at age 14 do not have a clear idea about careers. We advise most students to take a balanced range of subjects so that you keep your options open for the future.

You will need to select from **four** blocks. You are *recommended* to take a balance of subjects from the different curriculum areas, but this is not compulsory.



### Key to initials

GCSE = General Certificate of Secondary Education

BTEC = Business and Technology Education Council award

CNAT = Cambridge National

NPTC = National Proficiency Tests Council

WJEC = Welsh Joint Education Committee

### Technology Faculty

Food preparation and nutrition*	GCSE
Graphic communication*	GCSE
Hospitality and catering*	WJEC
Design and technology*	GCSE
Fashion and textile design*	BTEC
Computer science	GCSE
Creative iMedia *	CNAT
Child Development*	CNAT
Art*	GCSE

### Modern Foreign Languages Faculty

French	GCSE
German	GCSE
Spanish	GCSE
Latin	GCSE

### English Faculty

Film Studies	GCSE
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## Science Faculty

Agriculture (Livestock)

NPTC

Triple Science (Physics, Chemistry and Biology)

GCSE x3



## Performing Arts Faculty

Sport\*

CNAT

Dance\*\*

GCSE

Drama\*\*

GCSE

Music

GCSE

Music Technology

NCFE

Physical Education

GCSE

## Humanities Faculty

Business Studies

GCSE

Geography

GCSE

History

GCSE

Philosophy, Ethics and Religion GCSE

\* These subjects have controlled assessment work which accounts for 50% of the marks or more. The majority of this work must take place during lesson time under teacher supervision. Students may be allowed to produce some of the work independently in line with the amount of homework that is set by other subjects.

\*\* These subjects involve individual or group performances. **Some of the homework in these subjects will take the form of after school rehearsals.**

## PLEASE NOTE...

- We will do our best to meet everybody's requests, but if this is not possible we will interview you to find an alternative.
- All courses are subject to demand – if not enough students choose a course, the subject will not be available.
- If a large number of students express a preference for a course, we will do our best to put on additional classes to meet the demand, but this may not always be possible, for reasons of staffing or specialist facilities.
- Some students will be invited to take a curriculum support option. If you would like to be considered for this option then please contact the SEND team.
- If subjects are over-subscribed, and we are unable to put on an additional class, **preference will be given to students who have returned the form by the deadline.** Other criteria may be used in particular subjects, for example homework record, or reliability in bringing kit or ingredients for practical lessons. Where this is not applicable, students names will be randomly selected.

# Understanding the guide



Each subject page has an 'at a glance' guide to help you see what is involved in the subject.

Here is an example:

This will tell you whether the grading is on the 9-1 numbered scale, or whether it's a course that's assessed using pass, merit and distinction grades (PMD).

Most courses will be GCSE, but some will be BTEC, NPTC or CNAT courses.

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (50%) C (50%)
EBacc	P

Does this course count towards the English Baccalaureate measure?

Shows the split between exams, coursework and other methods of assessment.

X = written examination

C = coursework or controlled assessments

P = practical tests or examination

T = topic tests

Choose the type of assessment that suits you best, and don't overload with project work.

## What is the English Baccalaureate (EBacc)?

- In 2010, the coalition government introduced a new measure of achievement: the English Baccalaureate (EBacc).
- This is **not** a qualification in itself, but is a performance table measure that recognises the achievements of students who achieve in six subjects from across the academic spectrum.
- The EBacc consists of English, maths, combined or triple science, geography or history and a foreign language.

# English Literature



## Content

Every student will follow the AQA GCSE course in English Literature. Students will be assessed on their reading skills. Students will be expected to write their responses using correct spelling, punctuation and grammar.

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (100%)
EBacc	✓

Students will develop skills which will enable them to:

- read texts from a range of genres and eras;
- explore how texts relate to their historical, social and literary contexts;
- analyse a play by Shakespeare and a Victorian novel;
- study texts by contemporary writers and by poets from different cultures.

There are two written papers:

### Paper 1: Shakespeare and the 19<sup>th</sup> Century novel (40%)

In this closed text exam, students will be assessed on their knowledge of a Shakespeare play and a Victorian novel. Students may be asked about characters, themes or relationships in the texts. Both sections require students to respond to an extract of the text and the text as a whole. Students will be expected to demonstrate knowledge of context in both questions.

### Paper 2: Modern Texts and Poetry (60%)

In this closed text exam, students will answer questions on either a modern novel or play that they have studied. In the poetry section of the exam, students will write about and compare unseen poems. They will also answer questions on the poetry anthology which includes poems from the literary heritage and from other cultures.

## Extended learning

Homework tasks will reflect the variety of the course. The length of assignments - and the time given for their completion - will vary according to their nature. Students will be asked to read set texts as part of their homework. Students will also be encouraged to extend their wider reading to understand the social, historical and literary context of their set texts.



# English Language



## Content

Every student will follow the AQA GCSE course in English Language. Students will be assessed on their reading and writing skills and their ability to analyse texts. Speaking and listening skills will be recorded and reported separately.

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (100%)
EBacc	✓

Students will develop skills which will enable them to:

- write for a range of purposes and audiences;
- write using standard English, with correct spelling, punctuation and grammar (SPaG);
- respond to a range of unseen literary fiction and non-fiction texts;
- compare the methods used by writers from different eras.

This qualification develops and assesses the skills required to read and write fluently in a range of contexts. Students will be assessed by two exams.

## Paper 1: Explorations in Creative Reading and Writing (50%)

In the reading section of this paper, students will be presented with one extract of literary fiction and will respond to a series of questions on the methods used by the writers at word, sentence and text level. In the writing section of this paper, students will select one from a choice of two tasks requiring extended writing. Students may be asked to describe or narrate in response to a written or visual prompt, which will connect thematically to the reading tasks.

## Paper 2: Writers' Viewpoints and Perspectives (50%)

In the reading section of this paper, students will be asked to respond to two literary non-fiction texts. Students will need to write about the language and structure of the texts both individually and through comparison. In the writing section of this paper, students will be asked to complete one piece of extended writing, which will connect thematically to the reading tasks. Students will be asked to write for a specific form, purpose and audience. Students will be marked for the content and accuracy of their writing.

## Extended learning

Homework tasks will reflect the variety of the course. The length of assignments - and the time given for their completion - will vary according to their nature. Tasks may include planning work, completing written assignments or learning key spellings. Students may also be asked to develop their reading.

Helen Manley

Head of English



# Mathematics



## Content

The specification covers number, algebra, ratio and proportion, rates of change, geometry and measures, statistics and probability. There is a demand placed on reasoning, interpretation and the ability to problem solve. Students in higher sets will be laying the foundations for further study of Mathematics at AS Level and A Level. Students are placed in sets according to ability and each set will continue to develop the work covered in Year 9 and earlier.

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (100%)
EBacc	✓

## Tiers of Entry

Students can achieve a good pass on both foundation and higher tier. The philosophy at Redborne is that students should have a positive experience with the subject and should be able to access the majority of questions on the papers in the examination. Final decisions about tier of entry will be made in year 11 and will ensure that the student is sitting the tier that gives them the best opportunity to maximise their grade.

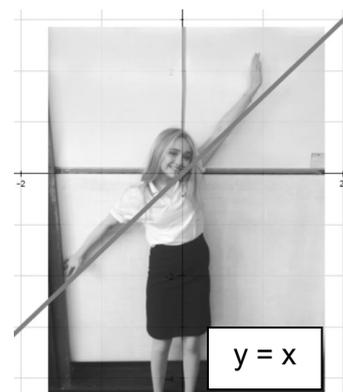
TIER	GRADES
Foundation	1,2,3,4,5
Higher	4,5,6,7,8,9



Students at both higher and foundation level will sit IMAI Pearson Edexcel papers. The course is assessed by **three** 1 hour and thirty minute written papers, one of which is non-calculator.

Students will sit the exam at the end of year 11. In recent years the most able students have also worked towards an additional qualification in further maths. Decisions about offering this extra qualification will not be made until the students start year 11.

Those students that are unable or struggle to access the GCSE curriculum will sit entry level qualifications to ensure that all students achieve some level of mathematics qualification.



## Extended learning

Students are set 2 types of homework tasks each half term: One written homework covering topics previously taught and weekly key skills questions, marked in class. In addition, the maths department Google site has additional materials for students to access to encourage independent learning.

## Other information

Every student is expected to come fully equipped to every lesson. As well as the usual pen, pencil and ruler each student should have a protractor and a pair of compasses. Also, a scientific calculator will be required for both tiers. All of this equipment can be purchased from the school shop.

Mr James Clark  
Head of Mathematics



# Combined Science



This is the course covered by those students who have not chosen triple science as an option. The course followed is the AQA Combined Science GCSE: Trilogy course (8464) and leads to two full GCSEs.

At a glance	
Course title	GCSE
Grading	9-9 to 1-1
Assessment method	X (100%)
EBacc	✓

## Content

All three sciences (Biology, Chemistry, and Physics) are studied. Topics covered include cell biology, health and disease, evolution, ecology, atoms and compounds, rates of reaction, organic chemistry, chemical analysis, forces, energy, electricity, nuclear structure, and waves.

## Assessment

This course will lead to **two** GCSE qualifications being gained. These will be combined and graded on a 17-point scale: 9-9 to 1-1.

Assessment for this course will be 100% written exams. There will be two 1 hour and 15 minute exams for each of the three sciences, with an equal weighting put on each exam.

Students will be able to sit either the higher or foundation tiered paper. Foundation tier students will be able to achieve grades from 5-5 to 1-1. Higher tier students will be able to achieve a grade from 9-9 to 4-3.

Papers will comprise a combination of multiple choice, structured, closed short answer, and open response questions. All exams will be sat in the summer of year 11.

## Extended learning

This will involve extension work from lessons, including textbook or worksheet extensions, and completion of experimental reports.

## Other information

Studying triple science is not essential for continuing with a specific science to A level, but it is desirable.

For more information about the new GCSE course and how it is assessed go to:  
<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/introduction>

Mrs Victoria Hale  
Head of Science



# Physical Education (core)



## Introduction

Core PE lessons are designed to use a variety of sports and physical activities as a vehicle to encourage a healthy and active lifestyle and equip students with the necessary life skills for post Redborne.

Continuing on from the year 9 “responsible me” all practical activities will be taught in mixed ability groups and students will participate and be introduced to a variety of sports and activities.

## Content

The aims of core PE in year 10 will focus on “resilient me”

- Emotional control (growth mindset, tolerance and co-operation)
- Aspire to do their best (self-belief, development of skills and challenging oneself)
- Determination (patience learning new skills, recover from setbacks and perseverance)
- Focus (concentration when learning, mental commitment and visualisation)

The aims of core PE in year 11 will focus on “employable me”

- Teamwork (coordination, flexibility, tolerance and respect, collaboration)
- Communication (verbal and nonverbal)
- Leadership (positive role model, motivate and influence, effective decision making)
- Organisation (planning skills, equipment and kit management, timekeeping)



## Assessment

By the end of year 11, students will have planned and led a sport/activity session. They will be assessed on the 13 competency skills valued by most employers for example leadership, verbal and nonverbal communication, organisation, planning and decision making. Feedback will be provided through their “Unifrog” account (on-line careers platform) which will help students when writing their CVs and personal statements.



## Extended learning

An extensive list of extra-curricular activities runs from September through to the summer term. These will provide students with the opportunity to develop their sport skills, play competitively and improve physical and mental fitness.

Mr Ross Maddox

Subject Leader: Core PE



# Ethical Thinking

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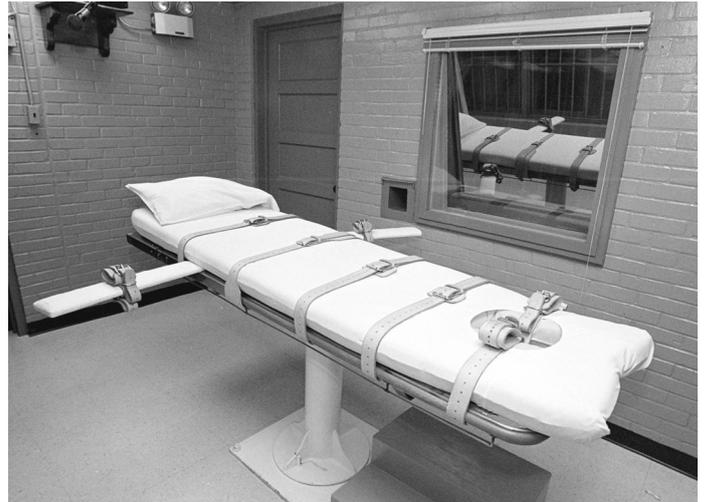


## Introduction

Ethical Thinking is taught in years 10 and 11 and aims to encourage students to engage with the big issues affecting them and the world in which they live. This course fulfils the statutory requirements of the Bedfordshire Agreed Syllabus for Religious Education for 14 to 19 year olds.

These lessons also support the school's aims:

- to develop both individual and group skills, powers of clear, creative, critical and reflective thinking, and the capacity to make informed and responsible decisions
- to develop a reasoned set of attitudes, values and beliefs, combined with an open-minded and sensitive attitude towards the ideas and view of others
- to encourage an awareness and understanding of the variety of the world's beliefs and cultures and of the interdependence of people.



The teaching for this course aims to provide learning for students which will enable them to deepen and broaden their skills, knowledge and understanding in the following areas:

## Identity, diversity and belonging

- Interpreting and analysing diverse perspectives on issues connecting personal and communal identity.
- Evaluating and analysing questions of identity, diversity and belonging in personal and communal contexts and in relation to community cohesion.

## Meaning, purpose and truth

- Analysing and synthesising insights on ultimate questions that confront humanity.
- Expressing personal and critical evaluations of questions of meaning, purpose and truth in relation to religion and beliefs.

## Values and commitments

- Synthesising evidence and arguments about ethics and morality in relation to beliefs, spirituality and experience.
- Evaluating personally and critically their own and others' values and commitments in order to make coherent and rational choices.



Miss Martha Spencer

Subject Leader: Religious Studies

# Enrichment Curriculum

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In addition to English, mathematics, science and physical education, all students study a core Enrichment curriculum to develop them personally and prepare them for their career, further study, and life in modern society.

## Enrichment Lessons, Tutor Time and Assemblies

In Enrichment lessons (1 hour per fortnight), tutor time PSHE sessions (2 x 20 mins each week) and assemblies (1 x 20 mins each week), students learn about:

## Relationships, Sex and Health Education

Following the statutory curriculum, covering topics such as:

- Mental health (stress, anxiety, depression, etc.)
- Sexual health (contraception, STIs, pregnancy, consent, etc.)
- Relationship health (families, friends, intimate relationships, etc.)
- Physical health (alcohol, drugs, smoking, vaping, etc.)
- Safety (online safety, pornography, body image, road safety, etc.)

## Citizenship, Character and British Values

Following the National Curriculum and government guidance, covering topics such as:

- Personal finance (savings, loans, credit cards, pensions, tax, etc.)
- Politics & government (parliament, parties, monarchy, elections, etc.)
- Law & justice (legal system, courts, human rights, etc.)
- Values (identity, democracy, liberty, respect, tolerance, etc.)
- Character (respect, resilience, diversity, equality, etc.)



## Religious Education

Following recommendations from the locally agreed syllabus, covering topics such as:

- World faiths (Christianity, Judaism, Buddhism etc.)
- Ethical and moral issues (What makes us human? How do we decide what "good" and "bad" is? How important is ethics with regards to technological advances? etc.)
- Philosophical questions and theories (Aristotle, Wollstonecraft, Bentham, McKibben, etc.)
- Prejudice and discrimination (Case study of Judaism, issues around protest, community respect, etc.)
- Big Questions about the Purpose of Life (happiness, religious views, secular views, etc.)
- Employability, essential skills, transferable skills and skill development.

# Enrichment Curriculum (Cont'd)



## Careers Education

Following recommendations from the Gatsby benchmarks and nationally recognised best practice, covering topics such as:

- CVs and applications. Interviews and selection techniques.
- Post-16 options
- Labour market information
- Making career decisions

## Core Computing and ICT

All students study a core computing curriculum which involves learning about:

- Appropriate and professional use of ICT software such as word processors, spreadsheets, presentation software etc.
- Use of ICT in the workplace
- Online safety and privacy

Students are encouraged to develop their capability, creativity and knowledge in the field of computing in order to support higher levels of study and their career.

Students will complete cross curricular ICT/computing work across their subjects in Year 10, exploring authentic use of software and hardware in each subject domain and related workplaces. From Year 10 rollover and throughout Year 11, students will have a timetabled ICT lesson (1 hour per fortnight) where they will learn a variety of computing and ICT skills including the use of spreadsheets, web design, coding and project management.

## Extra-Curricular Opportunities

Students will continue to have a wealth of opportunities to attend extra curricular activities and visits including sports clubs, music groups, subject-specific activities, interest groups, educational visits, and the Duke of Edinburgh award scheme.



Ms Sarah Jones  
Enrichment Curriculum  
Co-ordinator



# Option blocks



## What subjects can I choose?

- There will be four option blocks.
- You will be able to choose **one** subject from each block.
- A subject will only be timetabled if enough students opt for it.
- If lots of students opt for a subject, we will try to add extra groups.
- If you want to do a combination that will not fit at the moment, let us know – we may be able to change the blocking pattern.



Do not make any final decisions yet, but use the next few weeks to come up with a short list of possible subjects. You should be in a good position to make your final choice when you have:

- received your year 9 report;
- spoken with your teachers in lessons;
- come to the consultation evening and discussed courses with your teachers.



## Subject combination restrictions

Languages studied in year 10 should be the same as those followed in year 9. Latin can be taken by any student.

GCSE PE and sport studies are considered by the DfE to be the same course with a different assessment method, the same is true for food preparation and nutrition and catering. As such, we do not allow students to pick both courses.

For the purpose of this booklet we have labelled three courses as: fashion and textile design, art and design and graphic communication. These titles accurately reflect the content being covered. However, they are actually all the same art and design course (also with differing assessment methods) with different units chosen to suit the three titles. As such, only one of these courses can be chosen.

# **Directory of optional subjects**



<b>Subject</b>	<b>Page</b>
Agriculture	21
Art and Design	22
Business	23
Child Development	24
Computer Science	25
Creative iMedia	26
Dance	27
Design and Technology	28
Drama	29
Fashion and Textile Design	30
Film Studies	31
Food Preparation and Nutrition	32
French	33
Geography	34
German	35
Graphic Communication	36
History	37
Hospitality and Catering	38
Latin	39
Music (GCSE)	40
Music Technology (NCFE)	41
Philosophy, Ethics and Religion	42
Physical Education	43
Spanish	44
Sport Studies	45
Triple Science	46

# Agriculture (double and single option)



## Content

Students who take a double option in agriculture will finish with a City and Guilds Diploma in Agriculture. Students who take the single option will finish with a City and Guilds Extended Certificate in Agriculture.

At a glance	
Course title	NPTC (City and Guilds)
Grading	D*-P
Assessment	P (50%) C (50%)
EBacc	X

The qualifications in Agriculture will provide you with a broad foundation in the relevant skills and knowledge needed when considering employment in the agricultural and associated sectors, and is a route into further education and training. It is also designed for those people who have a general interest with working practically with animals and machinery. The Animals at Redborne are kept at the highest possible standard of welfare and the students are involved in maintaining their health and well-being from regular feeding of animals and cleaning of pens to assisting in the birth of lambs and administering medicines and vaccines to animals. Students are encouraged to think carefully before choosing, what is a very practical option come rain or shine.



Both the Diploma and Extended Certificate are graded into Pass Grades (Level 2), Merit Grades and Distinction Grades . Each Grade is worth an increasing number of points which can be used to access college courses.

The department offers two qualifications at Level 2 (GCSE Level). If students decide to opt for the Single Award they will follow the Extended Certificate Course (1 GCSE equivalent) Graded from Pass –Distinction\*

If students decide to opt for the Double Award they will follow the Diploma Course (2 GCSE equivalents) Graded from Pass –Distinction\*

There are currently no courses provided by the department at Level 3 (A-Level equivalent) but the intention is that there will be a Level 3 option available from September 2025

## Work-experience

It is anticipated that those students who wish to follow the BTEC course should be strongly encouraged to arrange an agricultural work-experience in year 10 to satisfy the number of practical hours required by the BTEC qualification. All compulsory work experience for core units will be provided onsite during regular lessons.

Mr Andy Hodds, Head of Farm



# Art and Design



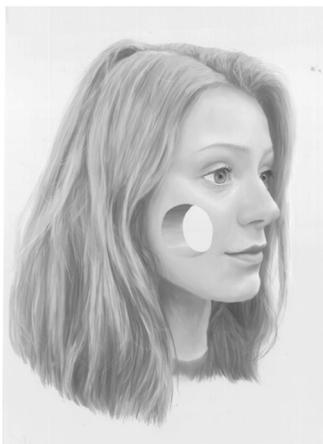
## Content

The GCSE Art and Design course comprises two key components; the personal portfolio (coursework) and the externally set assignment (exam project).

Students will learn how to use a wide range of media and will explore a variety of processes and techniques. They must demonstrate that they can work in two or more disciplines from the list below:

- Painting and drawing
- Sculpture
- Mixed media
- Photography
- Advertising
- Printmaking
- Fine art textiles
- Ceramic design
- Digital art
- Illustration

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (40%) C (60%)
EBacc	X



Digital drawing

Students will engage in the research and analysis of a number of relevant artworks from different times, places and cultures; we encourage students to explore themes and ideas that they have a personal interest in. This course is suitable for enthusiastic and hardworking students of all abilities.

## Assessment

With the exception of the examination project, all assessments are internally set, marked and standardised before being externally moderated by the exam board at the end of the course. Previous themes for coursework and exam projects include *Reflections, Past, Present and/or Future* and *Order and/or Disorder*.



Colour pencil and graphite

## Other information

The two hours of homework per fortnight is a core element of the course and enables students to practise skills that are essential to fulfil the requirements of each unit. Students will need to either ensure they have access to appropriate materials and equipment at home to complete their homework or they can attend art club at lunchtimes or on selected days after school.



*"Creativity takes courage"*

- Henri Matisse

**Please note that students taking this option cannot also take either graphic communication or fashion and textile design.**

Mrs Rebecca Budd  
Subject Leader:



# Business



## Content

Studying GCSE Business will provide you with an opportunity to learn about starting up and successfully running a business. You will learn about business organisations of all sizes, from small sole trader businesses owned and operated by one person, right up to large multinational corporations.

The course is divided into six units. Key topics covered include:

Business Activity – Types of organisation, stakeholders, aims, objectives and location.

Marketing – The 'marketing mix' elements of price, place, product and promotion.

Business Operations – Job, batch and flow production methods, stock control and the sales process.

Finance – Profit and loss accounts, break even analysis and cash flow forecasting.

Human Resources – Recruitment, training, motivation and organisational structures.

Business Influences – Ethical, legal, economic, environmental and technological influences.

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (100%)
EBacc	X

## Assessment

You will be required to sit two written exam papers at the end of the course:

Paper 1: Business Dynamics—2 hours (62.5% of the total mark). A mix of short answer and longer answer questions based on short pieces of stimulus material.

Paper 2: Business Considerations—1 hour 30 minutes (37.5% of the total mark). A mix of short and longer answer data response questions based on two extended extracts.

## Further Information

Outside of lessons, you will be expected to engage in regular study of and self-testing on key content to ensure you can recall all of the required knowledge from memory. You should be comfortable with reading long, written extracts (such as newspaper articles about businesses), writing reports (such as on recommendations for suitable business strategies a firm may pursue) and completing mathematical calculations (such as those involving percentage change and averages to analyse business data).

Students who succeed in their studies of business at GCSE can progress to study the subject further in the sixth form, or may wish to move into related disciplines such as economics.

Students who have studied the course will also be well-prepared to begin a business-based apprenticeship, such as in administration, customer service or finance.

Ms Sarah Jones

Subject Leader: Business, Economics and Finance



# Child Development



## Content

This qualification in Child Development will allow students to achieve their potential and progress to sixth form, an apprenticeship or employment. This qualification is equivalent to a GCSE in both size and in rigour.

Students will complete two coursework units with practical based tasks, as well as an examined unit covering the topics detailed below.

At a glance	
Course title	CNAT
Grading	D* (2*) - P1
Assessment method	X (40%) C (60%)
EBacc	X

Unit	Summary of content	Assessment	Weighting
R057	In this unit students will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. They will also learn about postnatal care and the conditions in which a child can thrive. Topics include: <ul style="list-style-type: none"> <li>• Pre-conception health and reproduction</li> <li>• Antenatal care and preparation for birth</li> <li>• Postnatal checks, postnatal care and the conditions for development</li> <li>• Childhood illnesses and a child safe environment</li> </ul>	This unit is assessed by an exam. 1 hour 15 minutes.	40%
R058	In this unit students will learn how to create a safe environment for children from birth to five years in childcare settings. They will research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs. Topics include: <ul style="list-style-type: none"> <li>• Creating a safe environment in a childcare setting</li> <li>• Choosing suitable equipment for a childcare setting</li> <li>• Nutritional needs of children from birth to five years.</li> </ul>	This unit is assessed by a set coursework assignment.	30%
R059	In this unit students will learn the physical, intellectual and social developmental norms for children from one to five years. They will understand the importance of creating plans and providing different play activities to support children in their development. The unit includes: <ul style="list-style-type: none"> <li>• Physical, intellectual and social developmental norms from one to five years</li> <li>• Stages and types of play and how play benefits development</li> <li>• Observing the development of a child aged one to five years</li> <li>• Planning and evaluating play activities for a child aged one to five years for a chosen area of development.</li> </ul>	This unit is assessed by a set coursework assignment.	30%



## Progression

This qualification will be particularly relevant to students considering a career in childcare, play therapy, teaching, speech therapy, nursing, paediatrics, midwifery or social work. In the sixth form students can progress to level 3 qualifications in Child Development and /or Health and Social Care.

Mrs Louise Hartley

Subject Leader: Child Development



# Computer Science



## Content

This course gives students a real, in-depth understanding of how computer technology works. It gives students an insight into what goes on 'behind the scenes', including computer programming. This is a course that involves looking at problems and solving these problems in a logical and structured way. A good understanding of mathematics would be an advantage. All students are given the opportunity to undertake a programming task or tasks during their course of study.

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (100%)
EBacc	✓

## Assessment

Calculators are not allowed to be used in either paper.

### **J277/01: Computer systems (exam 1 ½ hr) 50%**

This component will assess:

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



### **J277/02: Computational thinking, algorithms and programming (exam 1 ½ hr) 50%**

This component will assess:

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

## Extended Learning

Students are expected to work on their programming skills outside of lessons.

## Other information

Programs used will be free open-sourced software such as Python.

Ms Michelle Lewis

Subject Leader: ICT



# Creative iMedia



## Content

This qualification will help you to develop knowledge, and understanding relating to different sectors, products and job roles that form the media industry. You will learn how media codes and conventions are applied to create digital media products which engage audiences. You will also learn the purpose of, and reasons for legislation applicable to the media industry and what media producers must do to comply with this legislation. Completing this course will introduce the foundations for further study or a wide range of job roles within the media industry.

At a glance	
Course title	CNAT
Grading	D*-P
Assessment method	X (40%) C (60%)
EBacc	X

Written skills are an essential part of the course as students are expected to be able to use accurate punctuation, grammar and spelling in the documents that they produce. Students are expected to have a reasonable level of digital graphic skills and **MUST** be able to work independently on the NEA tasks.

## Units

### **R093 Creative iMedia in the media industry (90 mins terminal external exam, 40%)**

In this unit you will learn about the sectors, products and job roles that form the media industry. Including; legal and ethical issues, the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products.

### **R094 Visual identity and digital graphics (NEA, 25%)**

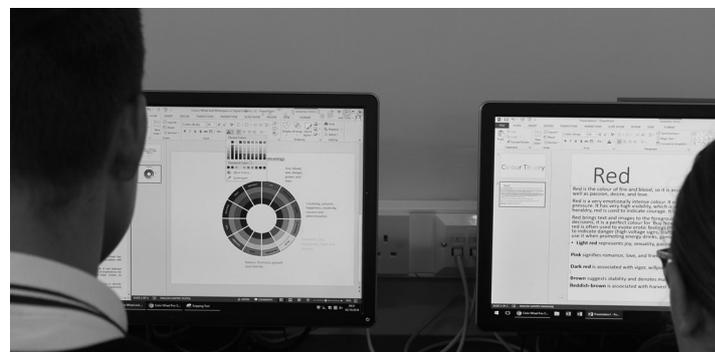
In this unit you will learn how to develop visual identities for clients (feeling and perception of a brand, product or service). You will also learn the importance of brand identity. To be completed under exam conditions in lessons only.

### **R06 Animation with audio (35%)**

In this unit you will learn to plan animations with soundtracks based on client briefs. You will learn to use a range of tools and techniques to create, edit and combine audio and animated content, export and review the product. To be completed under exam conditions in lessons only.

## Other information

Students will be expected to develop their art/graphics skills at home. Students are recommended to download the free software; Krita, Di-vinci Resolve, Blender, Pencil 2D, Audacity and Wick Editor. There is no need to buy any software to complete this course.



Ms Michelle Lewis

Subject Leader: ICT



# Dance



## Content

The GCSE dance course consists of predominantly practical lessons, where students will work on improving

their dance performance skills and knowledge as well as their understanding of choreography in the contemporary dance genre. In theory lessons they will study, in depth, a range of choreographers and six professional dance works, in order to learn the skills of appreciation. The course is both challenging

and stimulating and should appeal to anyone who has an interest in dance both performing and choreographing.

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	P (60%) X (40%)
EBacc	X

## Assessment

The course is split into two components, Performance and Choreography and Dance Appreciation. In these components students will:

- Learn two set phrases and perform as a soloist (approximately one minute)
- Perform as a duo/trio (approximately three to three and half minutes)
- Create either a solo or group choreography in response to a range of stimuli chosen by the exam board (approximately two to three mins)
- Complete a written examination appreciating their own work, the study of six professional dance works and dance performance and composition (one and a half hours)

## Other information

The course requires commitment, involving spending time during lunch and after school working on both choreography and the rehearsals of practical pieces. Workshops, dance clubs and the annual dance showcase are an intrinsic part of the course. **Students are expected to attend and be involved.**

The dance department has a uniform which must be worn for **all** practical lessons. This is a red, short-sleeved top with detailing, (which can be purchased from the school shop) and black sports trousers or dance trousers/leggings.



**Please note:** GCSE Dance is a practical course designed for students who are enthusiastic about dance. It is open to all students, although some previous experience of dance is beneficial. Students will be expected to work, perform and compose dances on their own as a soloist and in small groups as part of the assessment requirements detailed above. **Street Dance/Hip Hop is not a predominant style** studied during the GCSE course.

Mrs Emma Gentle

Subject Leader: Dance



# Design and Technology



## Introduction

This course enables students to develop their designing and making skills to produce a range of prototypes and models to satisfy a client's wants and needs. Students are given the opportunity to use a variety of new and current technologies that are similar to those found in industry.

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (50%) C (50%)
EBacc	X

## Content

Students produce design ideas in answer to given briefs and are then encouraged to prototype these in 3D form using practical workshop skills and CAD/CAM technologies including the laser cutter, plotter cutter and 3D printers. Latest updates in software also mean that students have access to the most recent version of Solidworks and 2D Design to develop successfully products on screen.

Innovation and creative thinking are developed and those who are well-organised project leaders do particularly well on the course. There is an even balance on this challenging course of theory and practical work. There is no material bias so students are encouraged to develop their understanding of the following: metals, woods, polymers, textiles and graphics materials. There is large theory specification for the 50% exam, so students who 'want to make stuff' may be disappointed with their choice!

## Extended Learning

Students will be set a variety of homework tasks related to the subject theory and coursework preparation. All non-examined assessment will be completed during lesson time, but students are expected to attend weekly support sessions should the teacher feel this necessary.

## Future thoughts

Assessment Overview		Content Overview
<b>Externally Assessed Examination:</b> <b>Principles of Design and Technology (01)</b> 2 hours written paper	50%	The exam will focus upon: 'Core' knowledge of Design and Technology principles and 'In-depth' knowledge that focuses on the key elements and technical aspects of 'Product Design'.
<b>Non Examined Assessment:</b> <b>Iterative Design Challenge (02)</b> (Internally marked and externally moderated)	50%	As an outcome of their challenge, students will produce a chronological e-portfolio and one final prototype(s).  Contextual challenges will be released on 1 June each year.

Future pathways include industrial design, interior design, product design, engineering, modern apprenticeships in industry, and design manufacture to name but a few. For higher ability students, the course provides an ideal progression to the A level Design and Technology course.



Mr Karl Brooks

Subject Leader: Design and Technology

# Drama



## Content



The GCSE drama course tests the students' performance skills as well as their ability to articulate creative decision making and evaluation in written coursework and a written examination. It involves the performance of devised work and 2 extracts from

At a glance	
Course title	GCSE
Grading	9-1
Assessment	C (40%) P ( 20%) X (40%)
EBacc	X

a play, a written examination response to the study of a full text, a written examination response to a play they have seen, and written coursework to accompany the devised performance piece.

### Component 1 – Devising (40% of GCSE)

Practical and written coursework. Students create, develop and perform a devised performance piece (15 marks), and produce a written portfolio about the process and performance (45 marks). Internally assessed, externally moderated.

### Component 2 – Performance from text (20% of GCSE)

Practical examination. Students perform in two extracts from a performance text (48 marks). Externally assessed.



### Component 3 – Theatre Makers in practice (40% of GCSE)

Written examination. Section A: *Bringing texts to life*. Short and extended written responses based on an extract from a text (45 marks). Section B: *Live Theatre Evaluation*. The analysis and evaluation of a live theatre performance (15 marks).



### Content of texts

We use a variety of drama texts for the performance exams so that we can cater for the different performance styles and abilities of our students. All of these texts deal with adult themes such as anger, conflict, and relationships. The language in many of these texts is often expressive, containing innuendo and swearing that is of a sexual and/or violent nature. Students are always offered the opportunity prior to rehearsals to inform us if they do not wish to be

involved in such texts. Please also be aware that there is also profanity in the text set by the exam board that we use for the written exam (*The Government Inspector* by Nikolai Gogol).

Mrs Tiffany Francis

Subject Leader: Drama



# Fashion and Textile Design



## Content

This diverse, practical-based course is ideal for creative and enthusiastic students with an interest in fashion and textiles design. During the course, learners will have the opportunity to develop broad knowledge and understanding of the art and design sector and relevant skills such as research, problem solving, communication, designing to a brief, and practical skills including surface decoration and garment construction techniques.

At a glance	
Course title	BTEC Tech Award
Grading	D*-P
Assessment	X (40%) C (60%)
EBacc	X

## Assessment

Assessment for this course is composed of 2 components:

### Component 1: Non-exam Internal Assessment (60%)

Having developed the necessary skills in year 10, learners complete component 1 in the Autumn term of Year 11. Students develop key research and analysis skills by exploring an externally set brief, along with the work and influences of existing designers and artists. They will experiment with a range of construction and surface decoration techniques and use them to develop a final design with supporting samples. Throughout the development process learners will further develop their practical fashion and textiles skills, they will also review and refine their ideas in order to improve their practice by making final, high quality outcomes which fulfil the requirements of the given brief.



### Component 2: Externally Set Assessment (40%)

The external component is synoptic and builds on the knowledge, understanding and skills acquired and developed in Component 1. In the Spring term of Y11 learners will be provided with an externally set client brief for which they will work through a development stage, reviewing their process and outlining their intentions, before producing a final response for a client. Work will be presented in a digital portfolio and undertaken under supervised controlled conditions.

## Extended learning

Homework tasks will reflect the variety of the course and include follow up work from lessons, drawing and skills development tasks, preparation for practical assignments and project work. Students will be expected to spend 2 hours a fortnight on homework. Fashion club is held 2-3 nights a week for students wishing to use specialist materials and equipment outside of lessons.

## Other information

Practical work is a compulsory element of the course and students will be required to provide patterns, fabrics and components for the products they will make (in some circumstances we would provide them). This course leads into our highly successful Fashion based Level 3 BTEC Art & Design Practice course.

**Please note that students taking this option cannot also take either art and design or graphic communication.**

Mrs Katie Lang  
Subject Leader: Fashion



# Film Studies



## Introduction

Film is an important part of many people's lives. Those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. They experience a powerful medium which inspires a range of responses from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise. It is not surprising that many consider film to be the major art form of the last hundred years and that many feel it important to study a medium which has such a significant influence on the way people think and feel.

## Content

The Eduqas specification in GCSE film studies aims to develop knowledge and understanding of:

- the ways in which meaning and responses are generated through film;
- a contrasting, culturally diverse range of films from different national contexts;
- film as an aesthetic medium;
- how films reflect the social, cultural and political contexts in which they are made;
- the relationship between film and film technology over time.
- screenplays and screenplay writing.

## Assessment

There are three assessed components: two exams and an NEA (a written original screenplay) which comprises 30% of the overall grade.

## Extended learning

Students will receive regular homework tasks which will include written work, an independent study scrapbook, sequence analysis and NEA preparation and completion. There will be opportunities to attend school trips such as to Warner Bros Studios in Hertfordshire and visits to the cinema. We would expect students not only to watch a range of films in their own time but also to read about them and keep up to date with film news.

## Additional information

This GCSE course is a widely recognised academic GCSE. It has no purely practical element and students are not making films. **All assessment is through writing.** Some films selected for study will be rated 15. The BBFC permits the study of films rated 15 for educational purposes. We will approach these with sensitivity and at a point in the course when most students have reached the age of 15. For more information please visit [www.bbfc.co.uk](http://www.bbfc.co.uk)

At a glance	
Course title	GCSE
Grading	9-1
Assessment	X (70%) C (30%)
EBacc	X



Mrs Sarah King

Subject Leader: Film Studies



# Food Preparation and Nutrition



## Content

This course focuses on food preparation and nutrition and gives students the opportunity to develop a wide range of practical skills. Students are required to plan, cook and evaluate recipes starting with quite simple dishes such as shortcrust pastry and soups, then progressing to more complex recipes such as choux pastry and béchamel sauce. Healthy balanced diets will be the focus for the majority of practical work. Students will also investigate the functional properties and working characteristics of the ingredients they use.

At a glance	
Course title	GCSE
Grading	9-1
Assessment	X (50%) C (50%) includes some practical aspect
EBacc	X

Theory work supports practical work and the following areas are covered:

- Food commodities
- Principles of nutrition
- Diet and good health
- Hygiene and food safety
- Where food comes from
- The science of food
- Cooking and food preparation

## Extended Learning

Homework will include research, follow up work from lessons, revision for topic tests and preparation of ingredients for practical work. Students will be expected to spend 2 – 3 hours a fortnight on homework.

## Progression

Students will have the opportunity to progress in the sixth form to the BTEC Level 3 Hospitality.

## Other Information

Students will be given the option in Year 11 of taking the examination as an online test or traditional exam paper. Practical work is a **compulsory** element of the course and students will be required to provide ingredients to cook **every week**. This requires excellent organisational and planning skills. Students are given assistance with recipes and are encouraged to find their own as they progress through the course. All students are timetabled a double lesson in Food Preparation and Nutrition once a fortnight.

Mrs Fiona McLean

Subject Leader: Food and Catering



# French



## Content

This course aims to develop the ability to understand and use French effectively for purposes of practical communication and to develop an understanding of the grammar of a foreign language and an awareness of the nature of language. It offers an insight into the culture and civilisation of Francophone countries. It encourages positive attitudes to foreign language learning and a positive approach to other cultures and civilisations.

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (100%)
EBacc	✓

Students will study the following themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

## Assessment

GCSE French follows the Pearson Edexcel course which has a Foundation tier (grades 5-1) and a Higher tier (grades 9-4). All 4 papers must be taken in the same tier. Each paper makes up 25% of the overall GCSE. The 4 papers are: Speaking, Listening, Reading and Writing. All themes will appear in each paper.



## Extended learning



Students taking languages at GCSE level need to understand how important it is to learn vocabulary on a daily basis if they are to succeed in the subject. Students who are not prepared to put in this regular effort may well struggle.

GCSE French students are encouraged to participate in the French visit to the Opal Coast.

Mrs Patrica Shaw

Subject Leader: French



# Geography



## Introduction

The world is always changing; and we must respond to those changes. Geography gives students the chance to learn about global and local issues, within a balanced framework of physical and human themes.

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (100%)
EBacc	✓

## Content

The course builds on a range of relevant skills, knowledge and understanding from Key Stage 3. Students will take part in two compulsory field trips in coastal and urban environment, collecting data and learning to present it in a variety of ways, including the use of ICT.

Students will study 6 topics:

### The physical environment

- The changing landscapes of the UK
- Weather hazards and climate change
- Ecosystems, biodiversity and management

### The human environment

- Changing cities
- Global development
- Resource management

## Assessment

Students will be assessed on their exam performance only, with all exams taking place at the end of the course. Students will take three exams, with papers divided into clear sections to help students see which part of the course they are being tested on.

**Paper 1: The physical environment-** 1h 30 written examination (37.5%)

**Paper 2: The human environment-** 1h 30 written examination (37.5%)

**Paper 3: Geographical investigations- fieldwork and UK challenges-** a 1h 30 written examination (25%)

(This will include a section on applying fieldwork knowledge and data as well as use of geographical skills to investigate a contemporary challenge for the UK).

## Extended learning

Homework will be set regularly. There will be an emphasis on geographical skills and exam question practise.

Mr Greg Buckland

Subject Leader: Geography



# German



## Content

This course will help students to understand and use a foreign language effectively for practical communication and to develop an

understanding of German grammar and an awareness of the nature of language. It offers an insight into the lifestyle and culture of people in German-speaking countries. Students will study the following themes, on which all the assessments are based:

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (100%)
EBacc	✓

Students will study the following themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

## Assessment

GCSE German follows the Edexcel course has a Foundation tier (grades 5-1) and a Higher tier (grades 9-4). All 4 papers must be taken in the same tier. Each paper makes up 25% of the overall GCSE. The 4 papers are: Listening, Speaking, Reading and Writing. All themes will appear over all assessment papers.

Students taking German at GCSE level need to understand how important it is to learn vocabulary on a daily basis if they are to succeed in the subject. Students who are not prepared to put in this regular effort will struggle to make the required progress and succeed in the examinations at the end.

Students are encouraged to take part in the German Exchange to see their language learning in an everyday context.

Taking GCSE German at Redborne has many benefits:

- Germany is our largest non-English speaking trading partner. Taking a language improves your job prospects and earning power.
- Language qualifications are highly prized by employers and universities alike. Not many English schools still offer German, so you will definitely stand out.
- Your English is likely to improve as you begin to understand how languages work.

Mrs Hannah Esler

Subject Leader: German



# Graphic Communication



## Introduction

This is a GCSE course from AQA. It allows students to specialise in Graphics and Visual Communication.

Students will learn techniques to create packaging and promotional products in a practical and imaginative way.

Students will complete a variety of projects over the two year course such as designing and prototyping packaging, logo and typography design, responding to designers and exploring media. Students will be given the opportunity to use a variety of new and current CAD/CAM technologies including the laser cutter, vacuum forming and printing technologies.

Students will have access to industry-standard software packages such as Photoshop, Illustrator and 2D Design to help them refine their work. The course strikes a balance between exploring students' creative design, thinking and practical skills to make their ideas a reality.

## Content

The key areas of this course:

- Communication graphics
- Design for print
- Advertising and branding
- Illustration
- Package design
- Typography
- Signage
- Exhibition graphics
- Digital editing
- Finishing techniques
- CAD/CAM
- Drawing and sketching in 2D and 3D
- Multi-media

## Assessment

The course is assessed through 2 areas:

- A portfolio worth 60% that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.
- A 10 hour externally set assignment where students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

## Extended learning

All coursework units will be completed as controlled assessment tasks. Students will be set a variety of homework tasks related to the subject theory and coursework preparation.

**Please note that students taking this option cannot also take either art and design or fashion and textile design.**

Mrs Rachael Lloyd

Subject Leader: Graphics



At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (40%) C (60%)
EBacc	X

# History



The course is designed to build upon the skills and experiences acquired during Key Stage 3, with transferable skills for other subjects. It will provide students with the opportunity to develop and extend their knowledge and understanding of key events; periods and societies in Britain and the wider world. To engage in historical enquiry to develop as independent learners and develop an awareness of why people and events have been given historical significance; why there have been different interpretations about these events; and to organise and communicate their historical understanding

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (100%)
EBacc	✓

## Content



Year 10 we will be looking at America (1920 – 1974), Opportunity and Inequality. This topic looks at the boom experienced by America after the Great War and then the Great Depression following the Wall Street Crash. The final part of this topic looks at Civil Rights after the Second World War. The second part of the course in Year 10 will look at Conflict and Tension

between the East and the West (1945 – 1972). This will focus on the causes and development of the Cold War.

In Year 11 we will be looking at we move on to look at Elizabethan England, with focus on explorers, the Spanish Armada as well as Elizabeth's issues with Mary, Queen of Scots. We then move onto Power and the People, from the Magna Carta and the first parliament to the Great Reform Act and worker's rights.



## Assessment

Students will sit two formal written papers at the end of Year 11. There is only one level of paper for history. All students will sit the same papers irrespective of ability.



## Extended learning

Students can expect to receive homework on a regular basis. Students will be assessed at strategic times throughout the course, using past examination questions and will be expected to revise regularly throughout the two years.



Mrs Alison Carlton

Subject Leader: History

# Hospitality and Catering



## Content

What you need to know about this course:

- Organisation is crucial - you will need to prepare ingredients for practical work every week
- It is not all just cooking - there are theory lessons and written work every week
- You will learn about this vocational sector and develop an understanding of hospitality and catering providers, how they operate and what they have to take into consideration to be successful
- You will develop food preparation and complex cooking skills, learning to present dishes to a high standard as well as developing knowledge of nutrition and food safety

At a glance	
Course title	WJEC level 1/2
Grading	D*-P
Assessment method	X (40%) C (60%) includes some practical
EBacc	X

The course covers a wide range of topics:

- The hospitality and catering industry including hotels, guest houses and restaurants
- The dietary needs of individuals
- Food hygiene and safety
- Menu planning
- The preparation and serving of food for different occasions

## Assessment

Unit 1 - The Hospitality and Catering Industry

- 90 minute written examination
- Can be completed as an e-assessment (answered on the computer)

Unit 2 - Hospitality and Catering in Action

- Written portfolio based on a given brief (to be issued by the exam board) to include:
  - Planning a menu (e.g. factors to consider, suitability for customer needs)
  - Nutritional analysis of chosen dishes
  - Environmental impact of chosen dishes
  - Plan production of dishes
- 3 hour practical examination - making at least three skilled dishes, presenting dishes to a high standard and evaluating the dish produced



## Progression

Students will have the opportunity to progress in the sixth form to the BTEC Level 3 Hospitality course.

Mrs Fiona McLean

Subject Leader: Food and Catering



# Latin



Latin is the main building block of European languages: it is both absorbing to study in its own right and extremely useful to a complement any foreign language.

A knowledge of Latin can make you look erudite and fascinating (well possibly not, but at least you'll know that both words come from Latin roots!)

At a glance	
Course title	GCSE
Grading	9-1
Assessment	X (100%)
EBacc	✓

## Aims

The course provides a foundation in linguistic and cultural competence, enabling students to gain knowledge and understanding of the Roman world through reading and responding to its language and literature. In doing so, students will develop research and analytical skills which will empower them to become independent students and enquirers, equipping them for further study in arts, humanities and sciences.

## Content

Students will study three components, which complement one another:

1. The Latin grammar and vocabulary required to confidently translate modern compositions and historical writing from Latin into English.
2. A set of original literary texts grouped by theme (for example, superstition and magic).
3. Roman social history - there will be a set topic for each year, usually revolving around Roman leisure activities (chariot racing, gladiators, public bathing, theatre) or their broader daily lives.

## Assessment

Assessment will consist of three formal written examinations to be taken at the end of year 11. The first paper (1 hours and 30 minutes, 50%) assesses language; paper 2 (1 hour and 15 minutes, 30%) assesses literature; and paper 3 (1 hour, 20%) assesses Roman history.

## Extended learning

Students can expect to receive homework on a regular basis. The format will vary according to what is being studied at any given time, but will include the regular learning of vocabulary and revision of grammar points.

## Educational visits

There will be an opportunity for any students in years 10 and 11 currently studying GCSE Latin, to take part in a four day visit to Rome, Pompeii and Herculaneum.

Helen Manley

Subject Leader: Latin



# Music (GCSE)



This course is suitable for you if you enjoy performing as a singer or instrumentalist and would like to take your academic study of music further, whilst also building practical skills such as composition. The course has 3 strands:

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	C (60%) X (40%)
EBacc	X

**Performing music (30%)** - Students will deliver two assessed performances in year 11, one solo and one ensemble. There will be opportunities for practice performances in year 10.

**Composing music (30%)** - Students compose two compositions, of at least three minutes combined duration. One composition is written to a brief, set by the exam board. The other is a free composition, to a brief set by the school.

**Listening and appraising examination (40%)** - Questions on: the eight set works, melodic and rhythmic dictation, and wider listening as well as one extended essay response comparing a set work with an unfamiliar piece.

**Progression to A Level** – the content allows students to develop their knowledge and skills of music, enabling them to progress into the A Level qualification in Music.

## Extended learning

This will be mostly composition exercises, but could include working on a part for an ensemble or a solo performance. Students will be expected to undertake regular practice on their chosen instrument.



## Other information

Where possible, and if required, students will be provided with peripatetic lessons. The cost of these lessons will be refunded to parents provided that students have fulfilled the termly attendance criteria for both lessons and specified extra-curricular activities.

Future careers include: arts administration, performing, publishing, teaching, therapy, sound recording and many more.

If students are considering taking Music A Level, they will need to take this course and it will provide a good introduction for the Music Tech A Level as well.

Mr Jonathan Price

Subject Leader: Music



# Music (BTEC)



## Content

NCFE Music Technology is a vocational qualification with an emphasis on understanding the modern music business. This course is specifically designed to include the key skills of understanding how to create musical products, as well as understanding music technology including sequencing and multi-track recording.

At a glance	
Course title	NCFE Technical award in Music Technology
Grading	D*-P
Assessment method	C (60%) X (40%)
EBacc	X

## The course is split into five content area:

- introduction to music technology and the music business
- The digital audio workstation (DAW)
- Musical elements, musical style and music technology
- Sound creation
- Multitrack recording



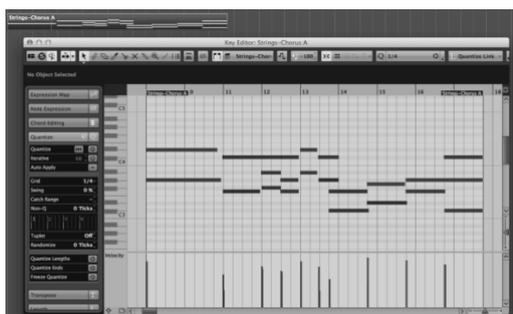
## Extended learning

This will mostly be written research and preparation for project work, as well as listening research and widening your understanding of different musical styles. You will also need to learn songs/tracks

to record and you may be offered out of lesson recording sessions on occasions.

## Other information

Students, having followed this course, will have a good understanding of recording techniques, will listen to music in a new, less superficial way, and will be able to invent and develop music with confidence. They will have developed social skills through working closely with others in their class, accuracy through having to organise and plan projects, self-confidence and awareness of others through recording sessions. Careers include: arts administration, performing, publishing, teaching,



music therapy, sound recording and many more. If students are considering taking A Level Music Technology they are strongly advised to complete the NCFE music technology course first.

Mr Jonathan Price

Subject Leader: Music



# Philosophy, Ethics and Religion



## Content

This Religious Studies GCSE focuses on philosophy, ethics and two religions.

The diverse course will encourage learners to develop their knowledge and understanding of religious and non-religious worldviews, encouraging them to engage in debate and discussion about life in our ever-changing, modern, multi-faith society.

The course will also develop many transferable skills including analysis of texts, evaluation of ideas, critical thinking and reasoning, all of which are vital for future careers.

## Assessment

There are two written exams of 1 hour 45 minutes, each worth 50% of the GCSE, on the two component groups.

### Component Group 1 – The study of Religions: Beliefs and teachings and practices

Learners are required to study two major world religions. The focus of study for each religion is on 'Beliefs and teachings' and 'Practices'. These religions will be Christianity and Buddhism.

Learners are required to study two major world religions. The focus of study for each religion is on 'Beliefs and teachings' and 'Practices'. These religions will be Christianity and Buddhism.

### Component Group 2 – Thematic studies

Learners will study four religious, philosophical and ethical studies themes from a choice of six:

- Relationships and families
- The existence of God and revelation
- Religion, crime and punishment
- Religion and life
- Religion, peace and conflict
- Religion, human rights and social justice

## Extended Learning

Homework will be set regularly, as appropriate and include follow up work from lessons, usually focussing on exam practice.

## Educational visit

The department offers year 10 pupils the opportunity to travel to Poland to visit the concentration camp at Auschwitz in conjunction with their studies on prejudice and equality.

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (100%)
EBacc	X



Miss Martha Spencer

Subject Leader: Religious Studies

# Physical Education



## Introduction

GCSE PE is an extension of the core programme and is suitable for good performers in PE or anyone with a keen interest in Physical Education and Sport. It is a practical course and full involvement and participation is a must.

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (60%) P (40%)
EBacc	X

## Assessment

**Written examinations**— Students will also be externally assessed in two written examinations weighting 60% of their final grade. The examinations will be assessed in May/June and include multiple-choice, short answer and long answer questions. They measure the students' understanding of fitness and the body systems and their relationships with health and performance.

**Practical element**— Their work includes an assessment of three practical activities in the role of a performer and also includes an analysis and evaluation of their highest performance (40%). One assessment must be in a team sport/activity, one assessment must be in an individual sport/activity and a third can be from either a team or an individual sport/activity.

## Extended learning

Some practical activities will have to take place outside of the school curriculum due to facilities and logistics. For activities assessed outside of the centre video evidence is required and students are expected to take responsibility for this with the support and guidance of their subject teacher. Students will be expected to commit themselves to school sport as well as in the community. Homework will be set based on the theory of participation and performances.

## Other information

There is an expectation that students will participate in all of the sporting activities that are offered and become / remain involved in sport outside of lessons. Students should be willing to participate in extra-curricular opportunities that are available to them and represent the school in sporting fixtures and compete regularly to a high level outside of school.

**Please note that students cannot take the GCSE PE course alongside the sport studies option.**

Mr Ross Maddox

Subject Leader: GCSE PE



# Spanish



## Introduction

This course aims to develop the ability to understand and use Spanish effectively for purposes of practical communication and to develop an understanding of the grammar of a foreign language and an awareness of the nature of language. It offers an insight into the culture and civilisation of Hispanic-speaking countries. It encourages positive attitudes to foreign language learning and a positive approach to other cultures and civilisations.

## Content

Students will study the following themes:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

## Assessment

GCSE Spanish has a Foundation tier (grades 5-1) and a Higher tier (grades 9-4). All 4 papers must be taken in the same tier. Each paper makes up 25% of the overall GCSE. There are 4 papers in total: listening, speaking, reading and writing. Each skill involves a variety of tasks such as multiple-response questions, questions and answers in English, translations both in English and Spanish and some extended writing tasks. All instructions to questions will be set in English. In the listening exam students will hear the extract three times and there is a dictation task with a gap fill exercise and sentences to write in Spanish based on what is heard. In the speaking there is a read aloud task, along with a role play and a photo card and conversation. The role-play scenarios will be based on a prescribed 10 role play settings. Students will be able to choose in advance a theme for the photo card and be able to choose from 2 pictures which one they wish to describe in the exam. There will be one speaking test conducted in April or May of Year 11.

## Extended learning



Students taking Spanish at GCSE level need to understand how important it is to learn vocabulary on a daily basis if they are to succeed in the subject. Students who are not prepared to put in this regular effort may well struggle.

Studying for a GCSE in Spanish at Redborne has many benefits including the following:

- Spanish is the third most widely spoken language in the world.
- You can participate in the Spanish immersion visit.
- Language qualifications are highly prized by employers and universities alike.
- Students who know a foreign language have better literacy skills and vocabulary in their own language.

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (100%)
EBacc	✓



Miss Helena Bennett

Subject Leader: Spanish



# Sport Studies



## Content

This vocational qualification is suitable for students across the ability range. It is well suited to students who are successful with coursework as the focus of two of the units is on producing portfolios for assessment.

There is, however, one compulsory examined unit which is taken at the end of year 11. Practical work will be completed alongside the theory throughout year 10 and it is anticipated that at least 2 of the 5 Sport lessons will be practical in nature. The exam contributes 40% to the overall qualification, the mandatory coursework unit is another 40% and the final coursework unit makes up the remaining 20%. Points given for each assignment will determine whether students gain a Level 1 or Level 2 qualification.

At a glance	
Course title	CNAT
Grading	D*-P
Assessment method	X (40%) C (60%)
EBacc	X

Students will follow 3 units:

- Contemporary Issues in Sport (examined - mandatory)
- Performance and Leadership in Sports Activities (coursework - mandatory)  
And one of these optional units
- Sport and the Media (coursework)
- Increasing awareness of Outdoor and Adventurous Activities\* (coursework)

## Extended learning

Homework will be set regularly contributing to their coursework. The course is very demanding on students' time and they will be expected to work hard from the start, manage their time effectively and complete tasks on time.

## Other information

Not only will Sport Studies develop core subject knowledge it will also help students gain practical skills that can be applied to real-life contexts and work situations such as Analytical, Creative thinking, Digital presentation, Leadership, Planning, Problem solving, Research, Team working and Verbal Communication/Presentation

There may also be an opportunity to gain extra qualifications while following this course such as coaching awards and there may be some volunteering opportunities. There may be a small cost involved for some qualifications but it will give the students greater employability and help them with their assignments. However, they are not a compulsory part of the course and it will not affect their overall grade if students choose not to take them.

\* Students who complete this unit will enjoy a visit to an outdoor activity centre. This excellent opportunity will allow students to choose between 'Sport and the Media' and 'Increasing awareness of Outdoor and Adventurous Activities' to achieve the best final grade for their Sport qualification.

**Please note that students cannot take this sport studies course alongside the GCSE PE option.**

Mrs Rachel Grainger  
Subject Leader: Sport



# Triple Science



The units taught in year 9 form part of the assessment for both the triple and combined science courses. Students opting for triple science will gain three GCSE qualifications, one in each of the three separate sciences. The courses followed are AQA Biology (8461), AQA Chemistry (8462) and AQA Physics (8463).

At a glance	
Course title	GCSE
Grading	9-1
Assessment method	X (100%)
EBacc	✓

## Content

Modules to be studied are listed below:

**Biology:** Cell biology; organisation; infection and response; Bioenergetics; homeostasis and response; inheritance, variation and evolution; ecology

**Chemistry:** Atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry; chemical analysis, chemistry of the atmosphere; using resources

**Physics:** Forces; energy; waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure; space



## Assessment

This course will lead to three GCSE qualifications being gained at grades 9-1; assessment will be 100% written terminal exams. There will be two 1 hour and 45 minute exams for each qualification, with an equal weighting put on each exam. Students will be able to sit either the higher or foundation tiered paper. Foundation tier students will be able to achieve grades 5-1; higher tier students will be able to achieve a grade from 9-4. The papers will comprise a combination of multiple choice, structured, closed short answer, and open response questions. All exams will be sat in the summer of year 11.

## Extended learning

This will involve extension work from lessons, including textbook or worksheet extensions, and completion of experimental reports.

## Other information

While the full range of GCSE grades is available, we are expecting most students who follow this option to take the higher paper, and therefore it will be particularly suitable for students who have indicator grades of 5 or above.



Mrs Victoria Hale  
Head of Science

# Subject shortlist

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List the subjects that you are thinking of doing next year and make sure that you go and see all of these subjects on the options evening.

My short list:

1.

2.

3.

4.

5.

6.

7.

8.

# Notes

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