



**BRENTSIDE HIGH SCHOOL**

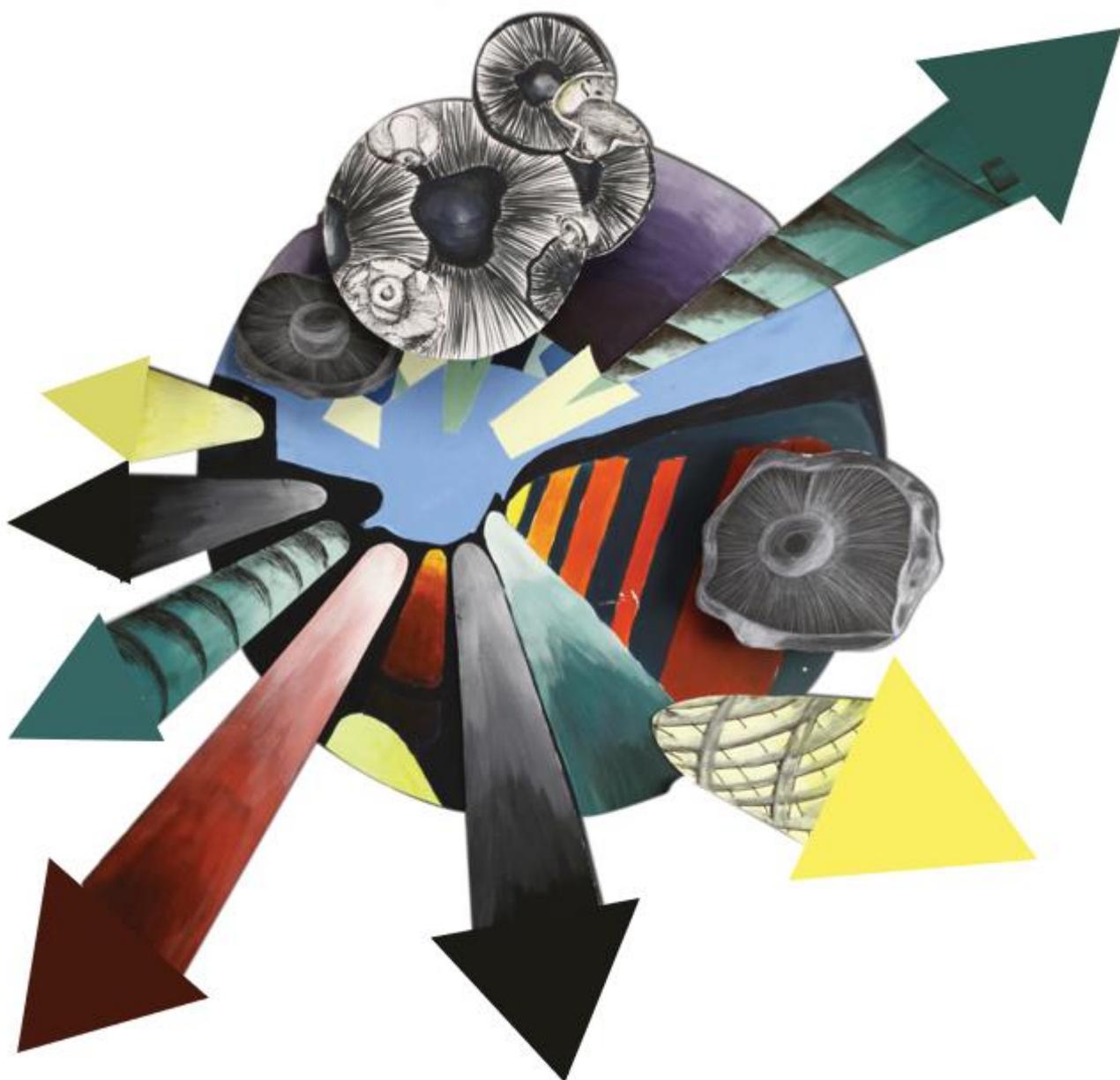
LEARNING AND ACHIEVING TOGETHER

Name:.....

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# KS4 Courses 2024-2027

## Guidance for Year 8



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# Message from our Headteacher

March 2024

## Key Stage 4 at Brentside High School

Dear Student and Parent/Carer,

This booklet is designed to provide information about the options process that our Year 8 students are currently involved in and also about the individual courses that students will study at Key Stage 4 from September 2024. It complements the assemblies that are underway as well as the information that will be shared at the Options Evening event on Thursday, 7 March 2024.

Nationally, all Key Stage 4 qualifications have changed over the last few years. The new courses have greater content and build in higher levels of challenge; grades are awarded from 9 – 1 instead of the old A\* – G, and there has been a reduction in controlled assessment or coursework for many subjects and the complete removal of such in some. This has led to an increase in the weighting of assessment in the terminal examinations. To support students in managing the increased content and challenge, at Brentside High School, we start the GCSE option courses at the start of Year 9 and staff and students value this additional time.

As part of the options process, there are some subjects that students may elect to stop studying in order to increase the time they spend on their chosen option subjects, as well as their core subjects, in Key Stage 4. Staff in all subjects design the Year 9, 10 and 11 curriculum to ensure that learning is ordered in a way that supports students, giving them access to the key skills they will need to succeed, and plenty of time to practise these skills. It also means that the more demanding content can be spread out over time and that subjects have time to build in revision at the end of the course.

This guide is intended to support students and families in the transition from Key Stage 3 to Key Stage 4. Brentside High School staff will also support during the process. Some points to consider when making choices are:

- **Ability** – students must recognise where their abilities lie and choose courses where greatest success is possible with the right amount of work.
- **Interest** – success is often related to hard work, which in turn is often related to the interest that a student has in that subject.
- **Career and qualifications** – very few students in Year 8 know exactly which career, higher or further education path they would like to embark on. Later on, certain subjects may become an essential requirement for certain careers, but at this stage, our curriculum is designed to minimise the possibility of restricting future career paths.

- **Advice** – staff will be giving as much guidance as possible to students throughout this period of decision making. However, please do not hesitate to contact your Year Leader or relevant Subject Leader if you require further assistance in making the final decision.
- **Flexibility** – be prepared to have some reserve choices because option subjects will only be timetabled if there are sufficient numbers to make a viable group size.

We are committed to personalised learning and believe that all students have:

- Some needs in common with all other students.
- Some needs in common with others in a particular group of students.
- Some needs that are individual.

When we plan the curriculum, we take into consideration:

- The Government's National Curriculum, which makes certain subjects compulsory.
- If it is appropriate for a student to follow a curriculum that covers all the requirements of the English Baccalaureate.
- Our intention to provide a 'broad and balanced' education for all students, whilst providing the opportunity for a degree of specialisation.
- Our intention to enable the individual student to progress to appropriate further study or employment.

The curriculum we offer is based on the National Curriculum, but one that can be tailored in a number of ways to meet the needs of the individual.

The curriculum is constantly under review and developing to reflect national requirements and the changing needs of all our students. This is particularly important as we consider the possible implication for students wishing to attend top universities in the future if they have not covered all aspects of the English Baccalaureate. We believe that it is important not to reduce their options in the future and therefore feel that studying English, mathematics, at least two science qualifications, a modern foreign language (French or Spanish) and either history or geography is essential for at least 75% of our students. Students not following the English Baccalaureate pathway will have their own individualised curriculum and this will be discussed with appropriate members of staff.

The staff and students are proud of Brentside High School. We are all high achievers, and the school gives us all the opportunity to do well. With consistent hard work by students and the high-quality teaching and support provided by staff, we are confident that our students will achieve their potential, enabling them to pursue further qualifications and training in today's highly competitive society.

Achievement at Key Stage 4 at Brentside is usually, on average, within the top 20% of schools nationally. Part of this success is supported by the collaboration between students, families, and the school. We are grateful for your ongoing communication with the school and for your continued support; working together, we are able to

support our young people to meet our core values of Respect, Excellence, Achievement, Citizenship and Happiness.

We look forward to working with you all during Key Stage 4 and will provide our students with appropriate teaching and other resources in order to support learning and therefore maximise potential.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Ms Hames', written in a cursive style.

Ms Hames  
Headteacher

## Message from the Year Leader

Dear Students,

This is an extremely important time for Year 8s in their school career. Entering Year 7 and up until now, all subjects have been chosen for you and have been compulsory. This is an exciting time for you as there are some subject choices that each of you are able to make. You will continue with all of the subjects that are statutory in schools or part of our curriculum, such as English, mathematics, science, history or geography, religious studies and citizenship and you will also make some choices, for example from the arts block (art, music, music technology or drama) and a free choice option block consisting of subjects including history, music, film studies, health and social care and computing. We are here to support you, guide you and also to advise you throughout this process to ensure you are making the right choices for you.

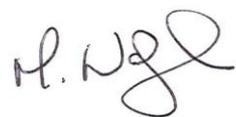
This booklet has information about every Key Stage 4 subject and gives you a detailed account of what you will be studying, the different subjects that are available to you and also subjects that you have not studied before. This booklet will ensure that you are informed of the relevant information and also help you to reach the next steps in your school life. It will also inform you of the different career paths that will be available to you depending on the options that you choose.

There will be an Options Evening on **Thursday, 7 March 2024 from 16:30 – 18:30**, when you and your parents/carers can find out more about the curriculum at Key Stage 4 by visiting subject areas and hearing key information in the presentation. In addition to the Options Evening and this booklet, you will have heard more about the process in assemblies and will have the chance to discuss ideas with your teachers and form tutor. Target Review Day on **Wednesday, 27 March 2024**, will also be an opportunity to ask any remaining questions.

Please do not hesitate to ask your tutor or myself if you or your parents or carers have any further questions.

I hope that you all enjoy the options process and the journey into your GCSE years.

Yours faithfully,



Mr Walsh  
Year Leader

# The Key Stage 4 Curriculum

All students study all the subjects in the 'core' row. They then select one from each of the next five rows.

<b>Core (all)</b>	English and Literature <b>1</b>	Mathematics <b>1</b>	Science <b>1</b>	Religious Studies <b>2</b>	Citizenship <b>2</b>	Physical Education	
<b>Languages (one of)</b>	French (if studied at KS3)	Spanish (if studied at KS3)	*Curriculum Support	*English as an Additional Language	*Learning Support		
<b>Humanities (one of)</b>	Geography	History					
<b>The Arts (one of)</b>	Art <b>3</b>	Drama	Music	Music Technology			
<b>Open Choice (one of)</b>	Art <b>3</b>	Computing	Drama	Food Technology	Geography	Health and Social Care	History
	Creative iMedia	Media Studies	Music	Physical Education	Product Design	*Additional support	Music Technology
<b>Religious Studies or Citizenship</b>				Religious Studies <b>2</b>	Citizenship <b>2</b>		
<b>Yellow shaded options do not lead to a GCSE</b>				<b>Blue shaded options lead to a GCSE</b>			

**1** The core subjects of English, mathematics and science lead to a GCSE.

**2** Students choose either religious studies **or** citizenship at GCSE **and** have a core class once per fortnight in the other subject.

**3** Within art you will work with staff from the art department in class, to select your specialism from the following list: textiles, graphic design/photography, sculpture, or fine art.

Subjects marked \* are part of our additional support and development curriculum and do not result in a GCSE or BTEC qualification but may result in an entry level qualification. Discussions will take place with the Year Team, KS3 Assistant Headteacher and those students who will be suitable for this pathway. There are also opportunities for students to achieve additional qualifications in many heritage languages.

Within each subject, there may be different routes depending on a student's aptitude for the subject, for example: some students will sit more GCSEs within a subject area than others; some subjects have tiered examinations offering Higher (9 - 4) and Foundation (5 - 1) tiers.

Students cannot select the same subject twice in different rows.

# Glossary of terms in this booklet:

Term	Explanation
GCSE	General Certificate of Secondary Education: Qualification at Levels 1 and 2 (9 – 1 grades). All GCSE courses are worth 1 GCSE.
BTEC	Business and Technology Education Council: These are applied learning qualifications related to the world of work. All BTECs are worth the equivalent of 1 GCSE.
Level 1 course	This can be a BTEC, GCSE or other recognised Level 1 qualification and is worth a 4 – 1 grade.
Level 2 course	This can be a BTEC, GCSE or other recognised Level 2 qualification and is worth a 9 – 5 grade.
16+ progression	This refers to the options students aged 16-19 have that are supported by the qualification they are taking at ages 13-16.
Tier of entry	Some subjects have two tiers of entry, and the exam papers/assessments structures are slightly different at each tier even though the content studied is usually the same. Students' grades throughout the course influence which tier they are entered for.
Higher tier	This allows students to achieve 9 – 4 grades.
Foundation tier	This allows students to achieve 5 – 1 grades.
EBacc	English Baccalaureate: This involves English language/literature, mathematics, two sciences, languages, and a humanity (history or geography). It is a measure that the government promote as a mark of quality.

## Key Dates for the Option Process:

<b>February and March:</b> Tutor guidance, subject assemblies, options assemblies, subject input
<b>March:</b> Options booklet introduction by tutors and copies to students
<b>March:</b> Tutor time use of booklets and discussion of options
<b>March 7:</b> Options Evening for students and parents/carers (16:30-18:30)
<b>March 27:</b> Target Review Day: individual conversations with students, tutors and parents/carers
<b>March 27:</b> Deadline for Options Forms to be submitted

# Grades at Key Stage 4

Students with older siblings may know that grades used to be letters from A\* to G, with A\* being the highest grade. Over the past few years, the grading system has been changed nationally at GCSE and grades are now awarded as numbers, from 9 to 1, with 9 being the highest grade.

We include the table below as we think that some parents and students would like to know how the new numbers compare to the old grades.

New GCSE grading structure	Old GCSE grading structure
9	
8	A*
7	A
6	B
5 Grade 5 (a 'good pass' – DfE)	
4 Grade 4 is the equivalent of Grade C in the old system	Grade C is 'good pass' in the old system C
3	D
2	E
1	F
	G
U	U

Broadly the same proportion of students will achieve grade 4 and above as previously achieved grade C and above in the old system. Broadly the same proportion of students will achieve grade 7 and above as previously achieved grade A and above. The bottom of grade 1 is aligned with the bottom of the old grade G. BTECs continue to have the following grades:

Distinction*	Equivalent to GCSE 8.5 / A*
Distinction	Equivalent to GCSE 7 / A
Merit	Equivalent to GCSE 5.5 / B
Pass	Equivalent to GCSE 4 / C

# Core

*All students take these subjects, which are part of the statutory National Curriculum at Key Stage 4.*

<b>Subject</b>	<b>Contact</b>	<b>Page</b>
Citizenship	Ms Rosenblatt	<b>11-12</b>
English Language and Literature	Mrs Colagrossi	<b>13-17</b>
Mathematics	Ms Nagra	<b>18</b>
Physical Education Core	Mr Reynolds	<b>19</b>
Religious Studies	Ms Sarpi	<b>20-21</b>
Science	Dr Malik	<b>22-23</b>
Modern Foreign Languages	Mrs Sáenz	<b>24-25</b>

## **Modern Foreign Languages**

Most students will continue studying the foreign language studied in Years 7 and 8.



# CITIZENSHIP STUDIES

**Contact: Ms Rosenblatt**

## Course Description

All students study citizenship as part of their Key Stage 3 curriculum with approximately half of Year 8 going on to further specialise and take the course as a full, three-year GCSE which is examined at the end of Year 11. The course builds on the Year 7 and 8 curriculum and provides students with a solid platform from which to study GCSE Citizenship. Students learn about community and society, rights, power and democracy, the operation of government at the local and national level, the legal system, and the role of the UK in the wider world. They explore and learn about a range of topical issues with political, social, and ethical dimensions, and within local and global contexts.

The course content is divided into five themes:

1. Theme A: Living together in the UK
2. Theme B: Democracy at work in the UK
3. Theme C: Law and justice
4. Theme D: Power and influence
5. Theme E: Taking citizenship action

## Assessment

Paper 1: 1 hour 45 minutes (50%)  
This covers Themes A, B and C

Paper 2: 1 hour 45 minutes (50%)  
This covers Themes D and E with 15 mark synoptic questions that link several themes together.

The Theme E: Taking citizenship action unit is a project-based element of the course, where students are required to carry out an investigation and action. This is based on themes and issues arising from the course content and is centred around either a social action or raising awareness of an issue. The purpose of Theme E is to provide a useful, skills-based, experience for students to learn from trying to make a difference themselves, particularly around teamwork, research, advocacy, and evaluation; key life skills that are vital when navigating adult and working life and an ever-changing world.

## **Qualification Target**

GCSE in citizenship studies within the Edexcel 1CS0 specification.

## **16+ Progression**

The course content provides a foundation for further academic or vocational study in a wide range of areas such as government and politics, sociology, law, media, history, geography, religious studies, health and social care or business studies.

## **Careers Information**

This course develops several key skills and is extremely useful for any student wishing to progress to further education in any area requiring independent learning and research, or those entering employment that wish to further develop transferable skills such as communicating, evaluating, action planning and working with others. It provides knowledge and skills useful for a wide range of careers such as public service, politics, journalism, law, or social care. Most importantly, it provides students with the opportunity to develop additional knowledge and skills to help them as well-rounded and informed citizens, in addition to giving them a good grounding in how the core decision making structures and systems of the UK and wider world work in practice.



Students are required to complete one compulsory transactional or persuasive writing task in which they give their opinion on a 'controversial' statement.

Spoken language assessment (0%)

Students are required to produce a presentation/speech (8 – 10 minutes), including responses to questions and feedback. This is an individual task and will be video recorded as per exam board expectations.

Achievement in spoken language will be reported as part of the qualification.

### **Qualification Target**

The course will lead to a GCSE in English language.

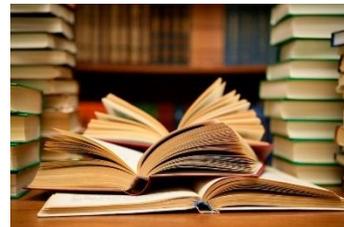
### **16+ Progression**

English language will help you in any chosen further study or career path. If you would like to continue to study English at A Level, it is a requirement that you obtain at least a 6 in both English language and English literature at GCSE.

### **Careers Information**

Succeeding in English language will open many doors in terms of your career. For any career path you choose, it will certainly be expected that you will be able to communicate with others through reading, writing, speaking and listening.

# ENGLISH LITERATURE



**Contact: Mrs Colagrossi**

## Course Description

Students will take both GCSE English literature and GCSE English language.

There are two English literature examination papers at the end of Year 11. Marks gained in the examinations constitute 100% of the total GCSE English literature marks.

Students are **not** permitted to take copies of the set texts into the examination.

The AQA GCSE in English literature encourages students to develop knowledge and skills in reading, writing and critical thinking. It provides students with opportunities to read widely for pleasure across a range of high-quality texts in the genres of prose, poetry, and drama and to develop an understanding of how literature is both rich and influential. It enables students to make connections across their reading and develop a clear understanding of literary works and also prepares them for the study of literature at a higher level.

GCSE in English literature involves:

Reading:

- literal and inferential comprehension: understanding a word, phrase or sentence in context, exploring aspects of plot, characterisation, events and settings, distinguishing between what is stated explicitly and what is implied, explaining motivation, sequence of events, and the relationship between actions or events.

Critical reading:

- identifying the theme and distinguishing between themes, supporting a point of view by referring to evidence in the text, recognising the possibility of and evaluating different responses to a text, using understanding of writers' social, historical and cultural contexts to inform evaluation, making an informed personal response that derives from analysis and evaluation of the text.

Evaluation of a writer's choice of vocabulary, grammatical and structural features:

- analysing and evaluating how language, structure, form and presentation contribute to quality and impact, using linguistic and literary terminology for such evaluation.

Comparing texts:

- comparing and contrasting texts studied, referring, where relevant, to theme, characterisation, context (where known), style and literary quality, comparing two texts critically with respect to the above.

Writing:

- producing clear and coherent text, writing effectively about literature for a range of purposes, such as, to describe, explain, summarise, argue, analyse and evaluate, discussing and maintaining a point of view, selecting and emphasising key points, using relevant quotation and using detailed textual references.

Accurate Standard English:

- accurate spelling, punctuation and grammar.

## **Assessment**

Paper 1: Shakespeare and the 19<sup>th</sup> century novel

Section A (20%) Shakespeare – Macbeth

One question based on the reading on a Shakespearean text. Students will be required to write a detailed essay about an extract from the play and then write about the play as a whole.

Section B (20%) 19<sup>th</sup> Century Prose – A Christmas Carol

One question based on the reading of a novel. Students will be required to write a detailed essay about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

Section A (20%) Modern Texts

Students select one essay question out of a choice of two (one will be on character the other theme) on An Inspector Calls (Priestley)

Section B (20%) Poetry

Students write a comparative poetry essay on one named poem printed on the paper and one other poem from their chosen anthology cluster – power and conflict.

Section C (20%) Unseen Poetry

One question on one unseen poem and one question comparing this poem with a second unseen poem.

## **Qualification Target**

The course will lead to a GCSE in English literature.

## **16+ Progression**

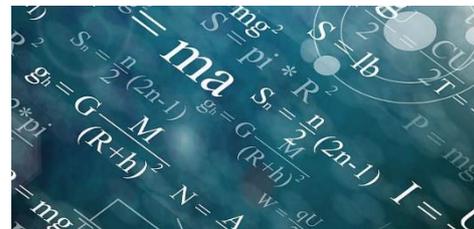
English literature will help you in any chosen course or career path. If you would like to continue to study English at A Level, it is a requirement that you obtain at least a 6 in both English literature and English language at GCSE.

## **Careers Information**

Succeeding in English literature will open many doors in terms of your career. For any career path you choose, it will certainly be expected that you will be able to communicate with others through reading, writing, speaking and listening.

# MATHEMATICS

**Contact: Ms Nagra**



## Course Description

The mathematics course follows the GCSE Edexcel syllabus. This continues naturally from the various areas of mathematics met in Key Stage 3: number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability.

## Assessment

Students' understanding is assessed through written examinations (100% of the qualification) consisting of three papers: one non-calculator paper and two calculator papers. The three papers will also assess the functional elements of mathematics.

## Qualification Target

This course leads to a GCSE in mathematics.

Levels of entry are as follows:

Higher tier                      Grades available: 9 – 4  
Foundation tier:              Grades available: 5 – 1

The level of entry will depend on the ability demonstrated by the individual student.

Set 1 will also follow the AQA Level 2 Further Mathematics GCSE qualification which will bridge the gap between GCSE and A Level mathematics. The course embeds and deepens the algebraic content.

## 16+ Progression

Provisionally, GCSE mathematics at Grade 5 or above is an essential requirement for almost any form of higher or further education. If you would like to continue with mathematics at A Level, you will need to follow the higher tier and attain a Grade 6 or above.

## Careers Information

This course will enhance many areas of study and many careers require some form of mathematical qualification. If you are considering a career in accountancy, banking or computing, you must ensure that you gain a good grade at GCSE. All A Level courses require a good grade at GCSE for entry and mathematics is valued as a key life skill.

# PHYSICAL EDUCATION: CORE



**Contact: Mr Reynolds**

## **Course Description**

Core PE will continue for all students throughout Key Stage 4. Students will receive two hours of core lessons a week that will continue in the same manner as they experienced in Years 7 and 8.

Students will participate in a full range of activities such as fitness, rugby, football, netball, basketball and athletics.

Please note that if your child has chosen GCSE PE then core PE is in addition to this, not instead of.

## **Assessment**

There is no formal examination in Core PE.

# RELIGIOUS STUDIES



**Contact: Ms Sarpi**

## Course Description

All students study Religious Studies as part of their Key Stage 3 curriculum with approximately half of Year 8 going on to further specialise and take the course as a full, three-year GCSE (AQA examination board) which is examined at the end of Year 11.

The RS GCSE course covers a wide range of issues from different perspectives. Students are made aware of common themes and points of difference across world religions and the society in which they live.

Students develop their critical thinking skills, literacy skills, tolerance, and respect for others. They are expected to explore religious facts and cultural diversity and develop their personal response to them. They are encouraged to explore and make ethical decisions for themselves. The course offers all students from a religious or non-religious background the opportunity to discuss common themes in a safe but challenging environment.

We will study the beliefs and practices of Christianity and Islam, including topics such as marriage, the roles of men and women, sexism, war, justice, abortion, euthanasia, death penalty and beliefs about God (to name just a few).

## Assessment

GCSE RS students will sit two papers.

Paper 1 focuses on Christianity and Islam.

Paper 2 focuses on themes. The themes we cover are matters pertaining to religion and life, crime and punishment, peace and conflict and relationships.

There is no coursework in RS. However, there are regular assessments in Years 9 – 11, which support the examination process. The course is assessed in the summer of Year 11, by examination only.

## Qualification Target

A GCSE in religious studies.

## 16+ Progression

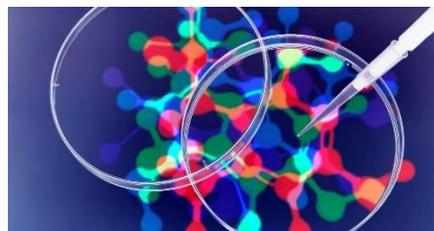
Throughout the course, students develop a range of skills which are useful in the world of work, such as critical thinking and analysis. They develop their written skills as well as their oral communication skills. A GCSE in RS is relevant to a variety of post-16

options, as the students will be working with others from a wide range of different beliefs and perspectives to their own. This develops empathy and listening skills. Students can later progress to A Level in religious studies that builds upon the GCSE qualification.

### **Careers Information**

The course in RS is an invaluable qualification for the world of work as it enables students to become more aware of the society in which they live. Great emphasis is placed on people and the diversity that exists within the workplace and the wider community. It underlines the link between the right of the individual, the law and respect. In essence, it provides students with life skills that are invaluable. Students who choose to study RS as their GCSE go on to pursue careers in Law, Medicine, Teaching, Policy Writing, Human Resources, Publishing (to name a few).

# SCIENCE



**Contact: Dr Malik**

- **COMBINED SCIENCE**
- **TRIPLE SCIENCE**

## Course Description

All students will sit six science written examination papers at the end of Year 11. Two papers in each of biology, chemistry and physics. Some students will be entered for the GCSE combined science pathway, others for separate science GCSEs in biology, chemistry and physics.

- **Combined science** – students will be awarded **two** GCSE grades.
- **Separate sciences** – students will receive **three** GCSE grades, one for each of the science disciplines: biology, chemistry and physics.

The separate science pathway is generally followed by more able students who perform well throughout the years. Provisional decisions of the pathway and tier of entry that students will follow will be made at the end of Year 10. Final decisions of pathways and tiers will be confirmed following mock examinations in Year 11.

Science homework is set three times every two weeks, once for each science discipline. Homework will consist of written tasks, research or revision and learning key facts.

## Assessment

Students following the separate science pathway will sit longer examination papers to reflect the additional content they will have studied.

Scientific investigations and practical work are an essential component of all GCSE science qualifications and students will undertake a number of core practicals during the course. These are important and are assessed through written papers.

Students on both pathways will sit either foundation tier which covers grades 5 – 1, or higher tier which covers grades 9 – 4.

## Qualification Target

The combined science award results in two GCSE grades. Separate science students will achieve three GCSE grades, one in each science discipline.

## **16+ Progression**

If you would like to continue to study science at A Level, it is a requirement that, in addition to at least grade 5 in English and grade 6 in mathematics, you obtain at least a high grade 6 in the separate science discipline that you wish to pursue or a high 6-6 grade in combined science.

## **Careers Information**

A good grade in science is increasingly becoming an essential requirement for many careers. GCSE science at grade 4 or 5 is required to become a nurse or a primary school teacher. A Level chemistry or biology is usually required for entry to courses relating to healthcare including medicine and pharmacy. A Level physics is usually required for entry to engineering-related courses. Careers such as law and journalism consider a science background to be an advantage, due to the requirement for a combination of highly developed literacy, numeracy, analytical and problem-solving skills.

# MODERN FOREIGN LANGUAGES: FRENCH & SPANISH



**Contact: Mrs Sáenz – Subject Leader**

## Course Description

The majority of students at Brentside High School are expected to continue studying the foreign language which they began in Year 7 through to GCSE level, in order to achieve the English Baccalaureate qualification. This is a nationally recognised suite of qualifications that many universities look for as an entry requirement for Degree courses. Our aim at Brentside is for students to develop competency in the four skills: listening, speaking, reading and writing, alongside teaching essential grammatical enhancement, translation skills and an enriching cultural background of the countries where the language is spoken.

- The world is clearly more international – it is increasingly easy and widespread to work in another country – where you will need to use a different language in everyday life.
- A GCSE qualification in a language shows that you have a wealth of transferable skills and that you can master one of the more academic GCSE subjects on offer.
- At Brentside, we are extremely close to major international airports and London is a major tourist and commercial centre. We need an ever-diverse body of linguists!
- If you are considering going on to university, there are many interesting courses which combine a language with another subject as well as language courses which offer the possibilities of travel and work abroad. Some university courses still require a GCSE language qualification as part of the entry requirement.

## Assessment

We carefully create our curriculum based on the Pearson Edexcel GCSE course. Students are assessed in four separate skills: listening, speaking, reading, and writing; each worth 25% of the final grade. All examinations occur at the end of Year 11 and entry is either at Foundation Tier (GCSE Grades available 1 – 4) or Higher Tier (Grades 5 – 9).

## Qualification Target

Both the French and Spanish courses lead to a full GCSE qualification at the end of Year 11.

## **16+ Progression**

The Sixth Form at Brentside offers A Level courses in both French and Spanish for students who wish to follow a further academic course of study post GCSE on the Pearson Edexcel A Level course.

## **Careers Information**

Your chances of getting many professional jobs will be increased if you can offer your employer a recognised GCSE qualification in a modern foreign language. A wide range of areas including travel and tourism, the hotel trade, catering, retail and marketing in all fields, as well as professions such as medicine, law and teaching; all need people who can offer extra languages.

## **Heritage Languages**

If you can speak, read, and write another language at home, and would like the chance to gain an additional qualification, please look at the 'Heritage Languages' section on the Additional Support page and speak to Mrs Sáenz about this separately as she will be able to organise this for your child when they are in Year 11.

# Selection within pathways

<b>Subject</b>	<b>Contact</b>	<b>Page</b>
Art, Design and Technology	Miss Naeem	<b>27</b>
Computer Science	Mr Fruzza	<b>28-29</b>
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# ART, DESIGN AND TECHNOLOGY

**Contact: Miss Naeem**

## Course Description

Students will have the opportunity to choose an area of art and design to specialise in. Students study options are fine art, sculpture, textiles, graphic design/photography.

During this course, students will work to practical briefs in their chosen discipline.

Students will be expected to demonstrate practical skills in the context of specific chosen areas of study.

## Assessment

GCSE art and design consists of two units of controlled assessment/portfolio which aim to develop the skills essential to the subject whilst fully meeting the four assessment objectives.

Unit 1: Personal portfolio in art and design (60%) coursework

Unit 2: Externally set assignment in art and design (40%) consisting of preparatory studies developing work in sketchbooks and a practical exam of 10 hours.

## Qualification Target

The course will lead to a GCSE in art and design.

## 16+ Progression

Those students wishing to progress to A Level or Level 3 National Diploma courses in art and design will require a minimum of a grade 5 in GCSE art and design.

## Careers Information

There are an increasingly wide range of courses at universities that offer not only traditional art and design courses such as graphic communications design, fashion and textiles, product design and fine art, but also those combining practical skills with business application including broadcasting, communication training, advertising and business promotion.

# COMPUTER SCIENCE



**Contact: Mr Fruzza**

## Course Description

This is an OCR GCSE Computer Science course. This is a technical course and is mostly suitable for students in sets 1-3 mathematics and science with a keen interest in computer programming.

GCSE in computer science will enable students to:

- Develop their understanding of current and emerging technologies and how they work and apply this knowledge and understanding in a range of contexts.
- Understand the use of algorithms in computer programs to solve problems using programming.
- Use their knowledge and understanding of computer technology to become independent and make informed decisions about the use and the implications of different technologies.
- Develop computer programs to solve problems.
- Evaluate the effectiveness of computer programs.

## Assessment

Component 1: Computer systems (1 hour 30-minutes, worth 50% of total GCSE)

Includes: systems architecture, memory, storage, wired and wireless networks, network topologies, protocols and layers, network security, systems software, moral, social, legal, cultural and environmental concerns

Component 2: Computational thinking, algorithms and programming (1 hour 30-minutes, worth 50% of total GCSE)

Includes: translators and facilities of languages, algorithms, high and low-level programming, computational logic and data representation

Programming project (not assessed): Programming

Includes: programming techniques, design, development, effectiveness and efficiency, technical understanding, testing, evaluation and conclusion

## Qualification Target

This course leads to a GCSE in computer science.

The written papers will have a total weighting of 100%.

Upon completion of the course, students will receive a GCSE grade (9-1).

## 16+ Progression

The course can lead, with further development, to an A Level in computing.

## **Careers Information**

Web development, computer animation, game development, computer programmer and software developing.

# CREATIVE IMEDIA



**Contact: Mr Fruzza**

## Course Description

Cambridge Nationals Level 1/2 National Certificate in Creative iMedia.

The Cambridge National in Creative iMedia will equip students with a range of creative media skills and provide opportunities to develop, in context, desirable and transferable skills such as research, planning and review, working with others and communicating creative concepts effectively. This qualification will also challenge all students, including high attaining students, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the national curriculum.

Both the digital world of the internet and digital products such as smartphones are growing and evolving. New and creative designs are constantly emerging. A good understanding of digital media products and tools will be an advantage in understanding the way societies interact with the digital world.

## Assessment

Written paper: Understanding about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. (1 hour 30 minutes external examination, worth 40% of the qualification).

Centre-assessed controlled task: Understanding the planning and implementation of digital graphics in creating a business identity, product, or brand. Understanding that visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. (Controlled assessment which is externally moderated, worth 25% of the qualification).

Optional centre-assessment controlled tasks: Understanding that animation is used in a wide range of applications in the media industry. Gaming technologies, mobile phones, film making, interactive media and websites all use digital animation to enhance applications, entertain and inform the viewer. (Controlled assessment which is internally assessed, worth 35% of the qualification).

## Qualification Target

The Cambridge National Certificate is an award and is equivalent to one GCSE.

## **16+ Progression**

The course can lead to an A Level in digital media and design or a Level 3 vocational qualification in creative and digital media.

## **Careers Information**

The course can lead, with further development at Level 3 and beyond, to careers in digital media design and computer games design.

# DESIGN TECHNOLOGY – PRODUCT DESIGN

**Contact: Miss Naeem**

## **Course Description**

In this course, students will study materials and processes in wood, plastic, paper and board materials to design and make 3D products.

Students will have a choice of working from a number of product design categories including storage, furniture, lighting, toys and decorative objects.

Design outcomes can range from large storage units, decorative jewellery boxes and bird tables, to mood lighting units and educational toys.

In the first half of the course, students undertake a range of design and make projects to develop knowledge and understanding. Processes including designing using a range of CAD software and making use of CAD/CAM equipment including a laser cutter, as well as using machine and hand tools.

In the second half of the course, students concentrate on a personal project of 35 guided learning hours (GLHs).

## **Assessment**

### **Coursework (50%)**

A folder of work and a final product demonstrating knowledge of core technical principles, specialist technical principles and designing and making principles.

### **Final examination (50%)**

A written examination of two hours at the end of the course.

## **Qualification Target**

The course will lead to a GCSE in Design and Technology – Product Design.

## **16+ Progression**

Those students wishing to progress to A Level or Level 3 courses in product design will require a minimum of a grade 6 in GCSE design technology.

## **Careers Information**

Those thinking of pursuing a career either in the design or engineering sectors or in the craft or construction industries would be well advised to take this course. Product design including CAD, engineering, spatial design and architecture are areas of study that former students of this course have gone on to study at university.

# DRAMA



**Contact: Ms Northcott**

## Course Description

GCSE drama follows on from the Key Stage 3 curriculum. Students will have the opportunity to develop their drama skills in order to explore, create, perform, analyse and evaluate drama. A love of working collaboratively with peers is essential for all aspects of the course; students will frequently work in groups, however, they will also work individually. Drama is an academic, as well as a practical subject, and the development of knowledge and skills through written work is integral to the journey through the course.

### Component 1: Devising Theatre

- Create, develop and rehearse a devised piece from a stimulus, in groups.
- Perform this devised piece.
- Analyse and evaluate both the devising process and performance, through a written portfolio and evaluation

### Component 2: Performing from a Text

- Perform two extracts from a performance text for a visiting examiner.
- Write a short statement of dramatic intentions about each performance piece.

### Component 3: Interpreting Theatre

- Practical exploration and study of one complete performance text.
- Developing detailed ideas and notes on how you would perform, direct and design for the different roles and scenes across the text.
- Analyse and evaluate live and digital theatre productions.

## Assessment

Component 1: 60 marks (40%) - practical and written coursework

Component 2: 60 marks (20%)

Component 3: 1 hour 30 minutes written examination – 60 marks (40%)

## Qualification Target

The course will lead to a GCSE (9 – 1) in drama, following the EDUQAS specification.

## 16+ Progression

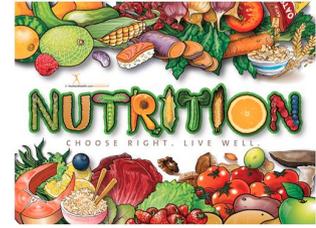
The course provides a clear progression route to study post-16 A Level Drama and Theatre studies, which is offered at Brentside High School.

## **Careers Information**

Drama is a vibrant and exciting subject that complements the study of any other subject due to the extensive range of skills developed. These will prepare students for careers in diverse fields, including management, journalism, law, teaching and health careers, including medicine.

Drama-specific career paths can be found in the industries of theatre, film, TV, training providers, events and computer entertainment. Some of these are actors, writers, directors, producers, radio presenters, TV presenters, sound designers, advertisement voiceovers, lighting designers, newsreaders, stage managers, make-up artists, costume designers, artistic directors of theatre companies or festivals.

Studying Drama enables students to develop key transferable skills in written and spoken communication, alongside problem solving and teamwork skills.



# FOOD PREPARATION AND NUTRITION

**Contact: Miss Naeem**

## Course Description

Do you enjoy preparing, cooking and tasting food? Are you interested in learning about different ingredients and food products? Do you want to know where our food comes from? If so, this could be the subject for you.

This course will enable you to discover the essentials of food science, build strong and practical cookery skills and gain a good understanding of nutrition. Work in food and nutrition also provides practical opportunities to develop research, ICT, analytical, design and practical skills. Practical work plays an integral part in class work and coursework – which is a bonus!

The food preparation and nutrition GCSE is an exciting and creative course developed by OCR which focuses on knowledge and practical cooking skills. This GCSE course builds on work introduced in Key Stage 3. The course will ensure students develop an understanding of nutrition, food provenance and the working characteristics of food materials. Students will also learn about British and international culinary traditions, food security and food safety. At the heart of the qualification is a focus on developing practical cookery skills and a strong understanding of nutrition.

The specification will encourage students to develop a broad range of knowledge, understanding and technical skills related to food preparation and nutrition. The emphasis is upon enabling students to make connections between theory and practice and apply understanding of food and nutrition when preparing and cooking food. The specification will cover the following topics:

Nutrition:

- Students develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks. Students understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.

Food: food provenance and food choice:

- Students understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, and diet and health choices.

Cooking and food preparation:

- Students demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.

Skill requirements: preparation and cooking techniques:

- Students demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment. Students understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

Students will need to provide their own ingredients and will be cooking on a regular basis.

## **Assessment**

The final GCSE grade is comprised of 50% written exam and 50% non-exam assessment (formally known as controlled assessment).

The written exam is sat at the end of Year 11. It is composed of 10 questions varying in styles.

The non-exam assessment should be completed in Year 11. This will be made up of two tasks:

Task 1: The food investigation (15%)

This will be a scientific experiment. The title will be set by the exam board.

Task 2: The food preparation assessment (35%)

This task will involve planning, preparing, cooking and presenting food. Again, a title will be released by the exam board in Year 11. 70 of the 105 marks will come from preparing, cooking and presenting a menu of three dishes in a three-hour cooking exam. Students will be expected to plan in advance how this will be achieved.

Both non-exam assessments will be completed in Year 11. Deadlines will be set throughout the year to ensure these are completed by the April of Year 11.

## **Qualification Target**

The course will lead to a GCSE in food preparation and nutrition.

## **16+ Progression**

Students may wish to consider a college-based vocational course or an apprenticeship within the catering or hospitality industries.

## **Careers Information**

In addition to developing the organisational and practical skills we all need in everyday life; this subject would obviously be useful for those who want to progress to careers within the food industry. It also appeals to those who are interested in working in careers linked to food and nutrition, such as sports nutrition, health related jobs and possibly even marketing and advertising. The content of this course overlaps with some other subjects like science and PE. This could be helpful when revising for exams.



# GEOGRAPHY

**Contact: Ms Shah**

***‘Geography is all around us. Where we come from, what we do, what we eat, how we move about and how we shape our future are all the concern of the geographer’ – Michael Palin, journalist, traveller, comedian, broadcaster.***

## Course Description

Are you interested in studying geography further? You should be, because geography tackles the big issues:

- Our links with other countries
- Environmental responsibility
- Improving living standards
- Cultural understanding

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why and helps students to prepare for those changes. The skills that geography fosters will also help in future employment. Geography encourages flexible thinking, and as it is less likely that we will spend all our lives in one job, flexible thinking is a great advantage.

GCSE geography builds on the knowledge and skills that students learn in Key Stage 3. It is an enjoyable subject where students can voice their opinions, have frequent debates on current issues and make decisions to solve local and global problems. They will have the opportunity to use ICT for internet work and map work as well as going on field trips.

We study:

- Physical geography: The challenges of the natural hazards (Tectonic and Hydro-metrological), The living world (Ecosystem), Physical landscape of the UK (Coasts and rivers)
- Human geography: Urban issues and challenges in the developing (Nigeria) and developed world (UK), The challenges of the economic world, The challenges of the resource management (Water)

## Assessment

Paper 1: Living with the physical environment (35% of total mark)

Paper 2: Challenges in the human environment (35% of total mark)

Paper 3: Geographical applications and skills (30% of total mark)

## **Qualification Target**

The course will lead to a GCSE in geography.

## **16+ Progression**

Geography offers all sorts of knowledge and skills that are useful in the world of work whatever you do. You can continue to study geography at A Level and then at university.

## **Careers Information**

Geography graduates from university are among the most employable and highest paid. Possible careers include working in TV, journalism, travel agent, estate agent, surveyor, accountant, management, finance, law, geographical information systems work and much more. The skills that you learn in geography will be good for any type of job. These include working with others, debating, working alone, researching, fieldwork, ICT skills, numeracy skills, literacy skills and analysing information.



# HEALTH AND SOCIAL CARE

**Contact: Ms Lane**

## Course Description

Students will cover three units.

### Unit 1: Human lifespan and development

How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners. Students will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

### Unit 2: Health and social care services and values

At some point in your life, you will need health care. It is likely that you have already had an appointment with a doctor. If you did, you are described as a 'service user'. That means you have been given health care from a person who was trained to give you care – they are called 'service providers'. You might know someone who needs social care. This is different from health care, although both types of care are very closely linked. People who need social care are not always ill – they may be unable to do everyday activities, like getting dressed, or feeding themselves, or need help with their day-to-day lives. Students study and practically explore health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

### Unit 3: Health and wellbeing

What does being healthy actually mean? It can mean different things to different people. You might think 'healthy' is not having to visit the doctor, but an older person might consider it being mobile and able to get out and about, being happy and having friends. Students will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan.

## Assessment

This qualification is modular and is split into three units. One is an externally assessed unit under examination conditions and the other two are internally assessed.

## **Qualification Target**

The course is a BTEC Technical Award Level 1/2 and is equivalent to one GCSE in Health and Social Care and is examined by the Pearson examination board.

A Technical Award is a Key Stage 4 qualification to be taken alongside GCSEs. It is the same size as a GCSE and has the same value as a GCSE. It counts in the DfE performance tables and offers an equivalent level of rigour and challenge as a traditional GCSE. The Technical Awards give students insight into the professional sector and develop transferable skills that will be useful for further study whilst also recognising their achievements and efforts at all levels.

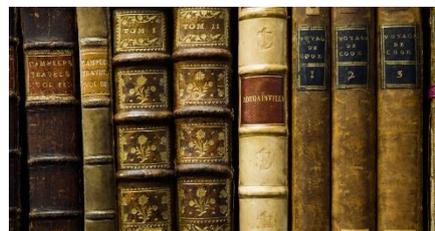
## **16+ Progression**

A Level options including health and social care, psychology, sociology and other humanities subjects (requires five 9 – 4 GCSE grades including English and maths).  
Level 3 BTEC/CTEC course (requires four 9 – 4 GCSE grades).

## **Careers Information**

Students that have completed similar courses have pursued higher education to become nurses, midwives, mental health workers, teachers and counsellors.

# HISTORY



**Contact: Mr Kamoga**

*'If you want to understand today, you have to search yesterday'* – Pearl Buck, *Civil Rights and Women's Rights Activist.*

## Course Description

Following the Edexcel History GCSE syllabus, students will study: Medicine in Britain, c. 1250 – present *and* The British Sector of the Western Front, 1914-18: Injuries, Treatment and the Trenches, Superpower Relations and the Cold War, 1941-91: Weimar and Nazi Germany, 1918-39 and Henry VIII and his Ministers 1509-40.

These options allow students to gain a wide-ranging understanding of different societies and periods in history. Students will learn how medicine progressed from operations without anaesthetics to our modern-day, high-tech world; how Hitler was able to gain power legally in Germany: the intrigues of the Tudor Court; the development of the Cold War and the ensuing tensions between the United States and the Soviet Union.

## Assessment

Paper 1: 1 hour 15-minute written examination (30% of total mark)

Paper 2: 1 hour 45-minute written examination (40% of total mark)

Paper 3: 1 hour 20-minute written examination (30% of total mark)

Examinations will be a mixture of knowledge and source-based questions.

## Qualification Target

The course will lead to a GCSE in history.

## 16+ Progression

History is an excellent choice for those wishing to stay on for further study after Year 11. It is good preparation for A Level history, sociology, geography, classical civilisation and English literature. It also provides a good background for those wishing to study the sciences as it demonstrates the ability to consider different opinions.

## Careers Information

History is a highly regarded subject by both employers and universities. It shows the ability to understand social, political, and economic issues, relate to the lives of others, analyse evidence and put forward a well-supported argument. History is very good preparation for all careers, especially in law, management, the Civil Service, local and

national government, journalism and business. For those wishing to follow careers in medicine and science, the skills developed throughout the course are very useful, for example, doctors need to be able to read medical studies and journals and judge how trustworthy the information is; a skill developed in GCSE history.

# MEDIA STUDIES



**Contact: Miss Naeem**

## Course Description

The Film and Media Studies Department offers a wide range of learning experiences. Students will have the opportunity to study 9 different mediums including TV, Games, Online media, Newspapers and more; looking at how they are constructed, sold, how and why? The course has a large practical element to it with 30% set aside for practical assessment and in Y9 you will get to experience all of the 9 mediums available before choosing your course work focus in Y10.

Students should be creative and critical thinkers with English skills and historical knowledge. This is not a course to waste time and watch films; this is English, with media instead of books. All of us that have consumed media have some understanding of it. This course will give you the language to explain, the knowledge to analyse, the skills to evaluate and the tools to create.

The practical skills you will develop on this course are camera & video camera operation, editing skills for images & video, as well as, design and planning skills.

At the end of the course, students will be effective critical thinkers and communicators, skilled in the development, analysis and production of 21st century media texts. The GCSE is comprised of nine close study products and five areas of study:

## Media Theoretical Framework (MTF)

- Media Language – How media texts are designed and made such as camera work and editing.
- Media Industries – How the industry has progressed to its current state and how it is regulated.
- Media Audiences – Why different audiences watch and consume media as well as the different ways they react and are targeted.
- Media Representation – How various groups of people are represented such as gender and ethnicity.
- Context – How the state of the world, at the time a media text is made, influences the text. We look at this for all nine close study products.

## Close Study Products (CSPs)

- TV – Doctor Who & His Dark Materials: looking at all areas of the MTF.
- Online – Studying the various online sites for Marcus Rashford & Kim Kardashian under all areas of the MTF.

- Games – Looking at Kim Kardashian: Hollywood and Lara Croft Go under all areas of the MTF.
- Newspapers - We study 2 newspapers looking at all areas of the MTF.
- Magazines – Heat & Tatler magazines looking at media language and representation.
- Radio – Radio 1 launch day & Kiss Breakfast, looking at industry, audiences & context.
- Advertisements - We study 3 adverts looking at language, representation & context.
- Music videos - We study BlackPink (How you like that) & Arctic Monkeys (I bet that you look good on the dance floor) looking at the industry, audiences & context.
- Film - We study Black Widow and I, Daniel Blake looking at the film industry.

### **Assessment**

Paper 1: 84 marks, 90 mins	35%
Paper 2: 84 marks, 90 mins	35%
NEA Coursework Production: 60 marks	30%

### **Qualification Target**

This course leads to a GCSE in Media Studies.

### **16+ Progression**

Students can go on to study either A Level Media Studies or A Level Film Studies. The course also supports an English, Business, Psychology or History degree.

### **Careers Information**

An A Level will allow students to follow a wide range of courses at university, both theoretical and practical in nature. If they choose to embark on a media or film career and enter employment in that field, the practical experience they will have gained and their knowledge and familiarity with real-world production strategies will be highly valued by employers.

# MUSIC



**Contact: Mrs Reddaway**

## Course Description

GCSE music covers performing on your chosen voice or instrument, composing and listening to a wide variety of musical styles – popular music, world music, film music and classical music. There are regular opportunities to compose your own music and perform, whilst learning about a variety of styles and types of music. The course builds on the performing, composing and listening skills developed in Key Stage 3.

You will enjoy this course if you want to study a subject that:

- Involves performing and composing music in a wide range of styles.
- Involves listening to different styles of music from throughout history.
- Gives you the opportunity to perform music with others.

## Assessment

Exam board: AQA

### Performing (30%)

You will perform two pieces on any instrument or voice, from any style of music. One is a solo and the other is a group (or ensemble) performance. The required standard is the equivalent of Grade 4 instrumental grade examinations. You do not need to have sat a practical exam. You do need to be at this grade at the start of this course. This component is internally assessed and externally moderated.

### Composing (30%)

You will have to compose two pieces of music:

1. Free composition – based on a brief agreed with your teachers.
2. Set brief composition – based on a brief set by the exam board.

This component is internally assessed and externally moderated.

### Listening (40%)

You will sit a listening paper on styles of music studied during the course, from a list of set works published by the exam board. You will study two set works from classical music and popular music and learn to listen to unfamiliar music from a wide range of styles and genres.

## Qualification Target

This course leads to a GCSE (9 – 1) in music.

## **16+ Progression**

GCSE music is good preparation for further musical study and a solid foundation for Level 3 qualifications: A Level music and BTEC music technology.

## **Careers Information**

Studying music can lead to a career working in the music industry, publishing, entertainment, teaching or any job which involves communication and expressive skills. Music is highly valued by the Russell Group of top research-intensive universities, including Oxford and Cambridge.

# MUSIC TECHNOLOGY



**Contact: Mrs Reddaway**

## Course Description

The NCFE Technical Award in music technology enables students to develop skills, knowledge and understanding of the music technology industry. It is suitable for those students who are motivated by learning through hands-on experiences. Students will gain practical skills in creating music using technology. This course does not require the ability to play a musical instrument.

You will enjoy this course if you want to study a subject that:

- Involves using software to record and create your own music.
- Offers opportunities to record using the recording studio.

## Assessment

Exam board: NCFE

Content Area 1 – Introduction to music technology and the music business
1.1 Understand roles and responsibilities within the music business, and developments in music technology. 1.2 Understand how music technology has developed over time and how this has affected creative practice, music production and consumer access. 1.3 Understand common features of the music industry as a business.
Content Area 2 – The digital audio workstation (DAW)
2.1 Understand the function of the following hardware as part of a DAW and how hardware is used for the recording and editing of audio and MIDI. 2.2 Know and understand how to use DAW software functions.
Content Area 3 – Musical elements, musical style and music technology
3.1 Understand how music is stylistically composed using musical elements. 3.2 Understand how musical elements relate to musical styles and developments in technology from the 1950s onwards.
Content Area 4 – Sound creation
4.1 Understand how sound creation is used in media and how to apply sound creation to work.
Content Area 5 – Multitrack recording
5.1 Understand the recording studio environment, how to use it safely, and how to plan, record and mix a multi-track recording. 5.2 Understand how to plan and undertake multitrack recording sessions and produce mixdowns. Understand how to mixdown and export to stereo audio files.

## **Qualification Target**

This course leads to a VCERT Level 1 or 2 Technical Award in music technology. This is worth the equivalent of one GCSE qualification.

## **16+ Progression**

Students who achieve this qualification would be able to progress onto further Level 3 qualifications, such as A Level music technology and BTEC Level 3 qualifications in music technology. The course may also be useful to those studying qualifications in film studies, media studies, music, computing, economics and business, science and maths.

## **Careers Information**

Studying music can lead to a career working in the music industry (e.g., as a recording or sound engineer), publishing, entertainment, teaching or any job which involves communication and technical skills.

# PHYSICAL EDUCATION: GCSE



**Contact: Mr Reynolds**

As well as undertaking Core PE, which is compulsory for every student in Key Stage 4, students may choose to take GCSE PE within their options.

## Course Description

This award is designed for students who are serious about their sport; it is for those who enjoy and would like to know more about the theory behind sport. It is important to be aware that the majority of the assessment consists of the theoretical knowledge behind sport.

Students will be assessed on the following topics:

Component 1: The human body movement in physical activity and sport

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical training

Topic 4: Use of data

Component 2: Socio-cultural influences and wellbeing in physical activity in sport

Topic 1: Sport psychology

Topic 2: Socio-cultural influences of sport

Topic 3: Health, fitness, and wellbeing

Topic 4: Use of data

Component 3: Practical performance

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical training

Topic 4: Use of data

Written coursework:

Analysis and evaluation of practical performance

## Assessment

Component 1:

Examination worth 30% of the qualification

Component 2:

Examination worth 30% of the qualification

Component 3:

Practical performance worth 30% of the qualification

Written coursework worth 10% of the qualification

### **16+ Progression**

GCSE PE provides a good foundation for students in post-16 education and a suitable foundation for further study within the sector through progression on to other vocational and academic qualifications, such as BTEC Level 3 qualifications in sport or sport and exercise sciences and A Level PE. The underpinning knowledge, practical and vocational skills learnt will also enhance and support progression to a relevant competency-based qualification, such as the BTC Level 3 NVQ Diploma in sports development (QCF) or leisure management (QCF). Successful students at Level 2 (GCSE) may also consider general qualifications at Level 3 (A Level and BTEC), such as a GCE in PE or leisure studies.

### **Careers Information**

GCSE PE is beneficial for those wishing to enter the sport and leisure industry.



## **ADDITIONAL SUPPORT**

**Contact: Mr Sandelson**

### **Learning Support**

Learning Support lessons are offered to students who are taking fewer GCSE subjects. The extra time is used for additional literacy and numeracy input, to complete GCSE coursework and to develop study skills. Students may also be offered the opportunity to complete a Functional Skills English examination at Level 1 and if appropriate, will continue to Level 2 in Year 11.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

**Contact: Miss Shah**

### **Course Description**

This option is for students who have recently moved to the UK and are learning English as an Additional Language. You will gain further practice in reading, writing, speaking and listening.

The course will help you to develop the skills necessary for academic success in your other subjects. It is specifically designed to support the work done in GCSE English, Humanities and Science.

## **HERITAGE LANGUAGES**

**Contact: Mrs Sáenz**

### **Course Description**

We are delighted to be able to arrange for you in Year 11 to take a GCSE in a heritage language that you can speak, understand, read and write fluently. Although there are no taught lessons in these subjects, you will receive guidance in examination requirements and the necessary preparation to ensure that your language and examination skills are at an appropriate level.

In the past, students have taken GCSE heritage languages in:

Arabic            Polish  
French           Portuguese  
German          Spanish  
Japanese

We may also be able to arrange for you to take an A Level in a heritage language.  
This will be considered on a case-by-case basis.

For further information, please see Mrs Sáenz.

# College Courses

For some students, a college place may be appropriate for one day a week in Year 10 and Year 11. This is discussed at the end of Year 9 with individual students in accordance with individual needs.

# Qualification Codes & Controlled Assessments

Subjects	Exam Board	Specification Code	Qualification	Exams	Controlled Assessment (Provisional)
Citizenship	Pearson Edexcel	1CS0	Level 1/Level 2 GCSE (9-1) in Citizenship Studies	May 2027	None
English Language	AQA	8700	GCSE English Language	May 2027	None
English Literature	AQA	8702	GCSE (9-1) in English Literature	May 2027	None
Mathematics	Pearson Edexcel	1MA1	Level 1/Level 2 GCSE (9-1) in Mathematics	May 2027	None
Mathematics	AQA	8365	Certificate Level 2 in Further Mathematics	May 2027	None
Mathematics	AQA	5930	Entry Level Certificate	May 2027	Ongoing assessment
Religious Studies	AQA	8062	GCSE Religious Studies A	May 2027	None
Science (separate)	Pearson Edexcel	1BI0	Level 1/Level 2 GCSE (9-1) in Biology	May 2027	None
Science (separate)	Pearson Edexcel	1CH0	Level 1/Level 2 GCSE (9-1) in Chemistry	May 2027	None
Science (separate)	Pearson Edexcel	1PH0	Level 1/Level 2 GCSE (9-1) in Physics	May 2027	None
Science	Pearson Edexcel	1SC0	Level 1/Level 2 GCSE (9-1) in Combined Science	May 2027	None
Art & Design	Pearson Edexcel	1AD0	Level 1/Level 2 GCSE (9-1) in Art & Design: Art, Craft Design	None	Ongoing assessment
Textile Design	Pearson Edexcel	1TE0	Level 1/Level 2 GCSE (9-1) in Art & Design: Textile Design	None	Ongoing assessment
Graphic Communication	Pearson Edexcel	1GC0	Level 1/Level 2 GCSE (9-1) in Art & Design: Graphic Communication	None	Ongoing assessment
Fine Art	Pearson Edexcel	1FA0	Level 1/Level 2 GCSE (9-1) in Art & Design: Fine Art	None	Ongoing assessment
Photography	Pearson Edexcel	1PY0	Level 1/Level 2 GCSE (9-1) in Art & Design: Photography	None	Ongoing assessment
Three Dimensional Designs	Pearson Edexcel	1TD0	Level 1/Level 2 GCSE (9-1) in Art & Design: Three-Dimensional Design	None	Ongoing assessment
Design & Technology	AQA	8552	GCSE Design & Technology	May 2027	Ongoing assessment

<b>Subjects</b>	<b>Exam Board</b>	<b>Specification Code</b>	<b>Qualification</b>	<b>Exams</b>	<b>Controlled Assessment (Provisional)</b>
Food Nutrition	OCR	J309B	GCSE (9-1) Food Preparation and Nutrition	May 2027	Varies
English as an Additional Language	Varies	Varies	GCSE or AS in a heritage language	May 2027	Varies
EMA option	AQA	8721 8726	Functional Skills Level 1 Functional Skills Level 2 English	January, March & June 2027	None
Drama	Eduqas	C690QS	Level 1/Level2 (9-1) GCSE in Drama	Written exam May 2027. Performance March 2027	Practical and Written June 2026
Geography	AQA	Geography (8035)	GCSE Geography	May 2027	None
History	Pearson Edexcel	1HI0	Level 1/Level 2 (9-1) GCSE in History	May 2027	None
Computer Science	OCR	J277	GCSE (9-1) Computer Science	May 2027	None
OCR Cambridge National In Creative iMedia	OCR	J834	Level 1/2 Cambridge National Certificate in Creative iMedia	May 2027	Ongoing assessment
French	Pearson Edexcel	1FR0	Level 1/Level2 (9-1) GCSE in French	May 2027	None
Spanish	Pearson Edexcel	1SP0	Level 1/Level2 (9-1) GCSE in Spanish	May 2027	None
Media Studies	AQA	8572	GCSE in Media Studies	May 2027	1 out of 3 units internal assessment
Music	AQA	8271	Level 1/Level2 (9-1) GCSE in Music	May 2027	Continual assessment performance and composition
Health and Social Care	Pearson Edexcel	NA	Level 1/Level2 Technical Award in Health and Social Care	January & May 2027	2 of 3 units controlled assessment
Physical Education	AQA	8582	GCSE in Physical Education	May 2027	Ongoing assessment
Music Technology	NCFE	N/A	NCFE Level 2 Technical Award in Music Technology	May 2027	17 hours controlled assessment (plus two hours preparation time)

# Year 8 Options Form 2024

## EBacc Route

*Students will be given the appropriate options form for their pathway.*

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

**CORE** All students study English, literature, mathematics, science, citizenship, core PE and religious studies.

**1. Modern Foreign Language:**

You **must** select the language you have studied in Years 7 and 8. Tick the right one below:

French	Spanish

**2. Humanities:**

Choose **ONE** of these. Tick it:

Geography	History

**3. The Arts:**

Choose **ONE** of these **plus a reserve**. Tick your first choice *and* also write R in your reserve choice (your second choice).

Art*	Drama	Music	Music Technology

\* Within Art you will work with staff from the art department to select your specialism from the following list: photography/graphic design, textiles, sculpture and fine art.

**4. Open Choice:**

Choose **ONE** of these **PLUS ONE reserve**. Tick your first choice *and* also write R in your reserve choice (your second choice).

**You cannot select any subject below if you have already selected it above.**

Art*	Computing	Creative iMedia	Drama	Food Technology	Geography	Health and Social Care
History	Media Studies	Music	Music Technology	Physical Education	Product Design	

**5. Religious Studies or Citizenship:** All students will study both Religious Studies and Citizenship, however they will specialise, and sit a GCSE in one of these only. Where there is competition for spaces in a subject, those with the highest attitude to learning score in the subject will be prioritised. Please select your first choice below.

Choose **ONE** of these. Tick it:

Religious Studies	Citizenship

Signed: \_\_\_\_\_ (student) \_\_\_\_\_ (parent/carer)

Where possible, students will be given their first choices, but they should think carefully about reserves as these may be needed. Remember that all courses offered are subject to availability of staff and group sizes.

**Fill in and return to your form tutor by Wednesday, 27 March 2024**

For more information, please see your options booklet. For support and guidance, speak to your tutor, Safe Worker or Year 8 Leader.

# Year 8 Options Form 2024

## Supported Curriculum Route

Name:

Tutor Group:

*Students will be given the appropriate options form for their pathway.*

**CORE** All students study English, literature, mathematics, science, curriculum support, citizenship, core PE and religious studies.

### Additional Support Option

You will not study a Modern Foreign Language. You will have additional classes to support you in succeeding across the Key Stage 4 curriculum. Talk to your tutor, SAFE worker or Year Leader if you would like to discuss this.

#### 1. Humanities:

Choose **ONE** of these. Tick it:

Geography	History

#### 2. The Arts:

Choose **ONE** of these plus a reserve. Tick your first choice and also write R in your reserve choice (your second choice).

Art*	Drama	Music	Music Technology

\* Within Art you will work with staff from the art department to select your specialism from the following list: Photography/Graphic Design, Textiles, Sculpture and Fine Art.

#### 3. Open Choice:

Choose **ONE** of these **PLUS ONE** reserve. Tick your first choice and also write R in your reserve choice (your second choice).

**You cannot select any subject below if you have already selected it anywhere above.**

Art*	Computing	Drama	Media Studies	Food Technology	Creative iMedia	Health and Social Care
History	Music Technology	Music	Physical Education	Product Design	Geography	Additional Support (non-qualification)

**4. Religious Studies or Citizenship:** All students will study both Religious Studies and Citizenship, however they will specialise, and sit a GCSE in one of these only. Where there is competition for spaces in a subject, those with the highest attitude to learning score in the subject will be prioritised. Please select your first choice below.

Choose **ONE** of these. Tick it:

Religious Studies	Citizenship

Signed: \_\_\_\_\_ (student) \_\_\_\_\_ (parent/carer)

Where possible, students will be given their first choices, but they should think carefully about reserves as these may be needed. Remember that all courses offered are subject to availability of staff and group sizes.

**Fill in and return to your form tutor by Wednesday, 27 March 2024**

For more information, please see your options booklet. For support and guidance, speak to your tutor, Safe Worker or Year 8 Leader.

# Contacts

Staff name	Subject/Department	Email address
Mr Walsh	Year 8 Leader	<a href="mailto:m.walsh@brentsidehigh.ealing.sch.uk">m.walsh@brentsidehigh.ealing.sch.uk</a>
Ms Nagra	Assistant Head Teacher	<a href="mailto:s.nagra@brentsidehigh.ealing.sch.uk">s.nagra@brentsidehigh.ealing.sch.uk</a>
Miss Naeem	Art & Design Design Technology – Product Design Media Studies Food Preparation and Nutrition	<a href="mailto:h.naeem@brentsidehigh.ealing.sch.uk">h.naeem@brentsidehigh.ealing.sch.uk</a>
Ms Rosenblatt	Citizenship	<a href="mailto:m.rosenblatt@brentsidehigh.ealing.sch.uk">m.rosenblatt@brentsidehigh.ealing.sch.uk</a>
Mrs Colagrossi	English Language English Literature	<a href="mailto:t.colagrossi@brentsidehigh.ealing.sch.uk">t.colagrossi@brentsidehigh.ealing.sch.uk</a>
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Mr Reynolds	Physical Education	<a href="mailto:c.reynolds@brentsidehigh.ealing.sch.uk">c.reynolds@brentsidehigh.ealing.sch.uk</a>
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Mrs Sáenz	Heritage Languages	<a href="mailto:i.saenz@brentside.ealing.sch.uk">i.saenz@brentside.ealing.sch.uk</a>
Ms Northcott	Drama	<a href="mailto:f.northcott@brentsidehigh.ealing.sch.uk">f.northcott@brentsidehigh.ealing.sch.uk</a>
Ms Shah	Geography	<a href="mailto:s.shah@brentsidehigh.ealing.sch.uk">s.shah@brentsidehigh.ealing.sch.uk</a>
Mr Kamoga	History	<a href="mailto:a.kamoga@brentsidehigh.ealing.sch.uk">a.kamoga@brentsidehigh.ealing.sch.uk</a>
Mrs Sáenz	Modern Foreign Languages	<a href="mailto:i.saenz@brentside.ealing.sch.uk">i.saenz@brentside.ealing.sch.uk</a>
Mrs Reddaway	Music	<a href="mailto:h.reddaway@brentsidehigh.ealing.sch.uk">h.reddaway@brentsidehigh.ealing.sch.uk</a>
Ms Lane	Health & Social Care	<a href="mailto:a.lane@brentsidehigh.ealing.sch.uk">a.lane@brentsidehigh.ealing.sch.uk</a>