



KENDRICK SCHOOL

YEAR 10 OPTIONS 2024

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INTRODUCTION

We are delighted to begin the GCSE options process with Year 9 students. This is an exciting time where students can choose the subjects **they** wish to study more thoroughly in the future. All GCSE courses are 2-year courses, except the science GCSEs which started in Year 9. All students are well equipped and placed to study any of the subjects offered and should choose the ones they **enjoy** most. There is a wealth of information and support available to guide students through this process and we look forward to working with them on this in the coming months.

GENERAL INFORMATION

At Key Stage 4, Kendrick School offers students a broad and balanced programme of study which retains the features of an academic curriculum as well as the opportunity to study subjects that are of a more vocational basis and have a practical element. Students are required to take a core set of subjects which we believe will equip them for most courses post 16, as well as more than adequately prepare them for A Levels and Higher Education. Students are advised to choose subjects from the option choice that they are interested in, that provide them with a good breadth and balance in terms of content and assessment requirements and, of course, subjects that they feel will stimulate and enthuse them for the course of the two years of study.

Students will be guided and supported in the choices they make by their subject staff, older students and of course their family and friends. We firmly believe that the choices students make at this stage must be what they would like to study and that they have a clear understanding of the expectations and requirements of the subjects they choose to pursue.

YEAR 10 and YEAR 11 SUBJECTS

This booklet gives a brief description of the subjects that students can study in Years 10 and 11 at Kendrick School which provides them with a balanced curriculum.

BALANCED CURRICULUM: At Kendrick, in order to give our students a balanced curriculum, our compulsory subjects include: English, Mathematics, Science (Biology; Chemistry; Physics), a Foreign Language (French; German) and a Humanity (Geography; History; Religious Studies). There is also an opportunity to select Art and Design; Art and Design - Textile Design; Business; Computer Science; Drama; Food Preparation and Nutrition; Latin; Music; Physical Education.

EXPECTATION: All subjects at Kendrick demand an equal amount of time and effort, there are no easy courses. On the whole it is better for a student to choose a subject that they like rather than one that they do not like.

DURATION OF COURSE: The GCSE course is a two year course, i.e. Years 10 and 11, with all accreditation at the end of Year 11. In a few instances where a serious mistake has been made in choosing a subject a student may make a change in the first few weeks of their first term in Year 10.

CHOICE OF SUBJECTS: While our aim is to give each student their chosen programme of subjects, this is not always possible because of subject combinations and staffing capacity. The present scheme is as flexible as possible, and most students are offered their first choice subject combination.

TUTOR GROUPS: In Year 10, students are placed in new tutor groups. This is an opportunity to make new friends and to integrate more fully as a year group.

GCSE examinations at Kendrick are administered by one of four Awarding Bodies: AQA, Edexcel, OCR or Eduqas. Each subject department has chosen the GCSE specification of an awarding body it considers suitable for Kendrick students. All examinations are taken at the end of the course in Year 11.

Awarding Body information

This booklet contains outline information about each GCSE course together with the examination board and subject code. More detailed information about the examination aspect of the courses can be accessed via the awarding body websites.

AQA: www.aqa.org.uk (Mathematics, Biology, Chemistry, Physics, French, German, Art and Design- Textile Design, Food Preparation and Nutrition, History, Religious Studies)

Pearson/Edexcel: <http://qualifications.pearson.com/en/home.html> (Business, Computer Science, Drama, Geography, Music)

OCR: www.ocr.org.uk (Latin, Physical Education)

Eduqas: www.eduqas.co.uk (Art and Design, English Language, English Literature)

The pathways vary from board to board, but as a general guideline, follow “Subjects” or “Qualifications” [GCSE], then specifications. Direct links to each subject’s specification are given within the subjects section on pages 7-22.

Non-exam assessment (NEA)

Some subject specifications include a component on Non-exam assessment (NEA). This has generally replaced coursework where students chose from a range of topics and researched and produced a major piece of work outside the classroom or examination room. Non-exam assessment is very similar in principle but the method of delivering the project is much more closely supervised and time bonded. Deadlines will still need to be met and a disciplined approach to preparing work for a supervised session will be essential, as will good attendance at these crucial times during the course.

Brief details about Non-exam assessment are set out in the subjects section of this booklet. Full details will be given to all students at the beginning of Year 10, both in general and in the respective subjects.

Examination Fees

These are normally paid by the school but parents are liable to pay fees if a student fails to complete Non-exam assessment or fails to attend the examination.

Student Profiling

All students’ progress is monitored and tracked across time and across subjects using the data collected across the school, departments and year groups. Staff work together to share and use this information to ensure early and accurate identification of underperformance and of improving performance. Data is shared with staff and students and is benchmarked where possible against national data. Students discuss their progress in formal Profiling Interviews twice a year with their tutors and informally with their subject teachers more frequently. Subject staff actively involve students in the setting and monitoring of their targets.

Tracking data is managed on a whole school basis as well as by subject and year group. All data is passed on at the change of an academic year to the appropriate staff. The Senior Leadership Team (SLT) track student progress across the school in all key stages at key reporting times and randomly throughout the year.

Trips and Activities

All trips and activities mentioned in this booklet will be subject to current health, safety and travel guidance.

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1. COMPULSORY SUBJECTS (Leading to Examinations)

- English Language
- English Literature
- Mathematics
- Science (Biology, Chemistry and Physics)
- Modern Foreign Language (French or German)
- Humanity (Geography, History or Religious Studies)

2. COMPULSORY SUBJECTS (Non-examination)

- Tutor Period
- PSHCE
- Work Related Learning (WRL)
- Physical Education
- Computing Skills
- Religious Studies

3. OPTIONS

All students will study a further **three** examination subjects from the following list:

- Art & Design
- Art & Design – Textile Design
- Business
- Computer Science
- Drama
- Food Preparation and Nutrition
- French
- Geography
- German
- History
- Latin
- Music
- Physical Education
- Religious Studies

GRADING

All GCSEs will be awarded grades according to the 9—1 grading system with 9 being the highest grade.

These relate to the 'old' GCSE grading system of A*-G as detailed below.

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COMPULSORY SUBJECTS (leading to examination)

ENGLISH LANGUAGE AND ENGLISH LITERATURE

Exam Board: Eduqas: English Language – Qualification Accreditation no: 601/4505/5
Eduqas: English Literature – Qualification Accreditation no: 601/5246/1

All students will be prepared for the GCSE qualifications in English Language and English Literature.
All students are entered for both GCSEs, leading to certification in both subjects.

The Literature specification will involve studying a Shakespeare play, an anthology of poetry, a twentieth century novel or play, a nineteenth century novel and a variety of unseen poetry. All texts are assessed through essay questions in a final examination.

In the Literature specification students are taught to develop an informed personal response based on a close reading, to understand the relationships between texts and contexts and to explore writers' techniques closely.

For the English Language examinations students answer questions of varying lengths on twentieth century unseen prose literature and nineteenth and twenty first century non-fiction unseen passages in order to assess their reading. They also produce an extended piece of creative writing and two non-fiction pieces, again all in the final examinations.

In the Language specification they are taught to interpret implicit and explicit information and ideas, to evaluate evidence and compare texts, to evaluate critically and to explore language technically, while writing fluently and effectively.

Spoken English will be assessed in a separate certificate but reported as part of the qualification. Students prepare a formal persuasive speech on a topic of their choice.

The English Literature specification forms an excellent preparation for the English Literature A Level, which many go on to study.

For further information on the courses, please go to

https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_keydocuments for English Language

https://www.eduqas.co.uk/qualifications/english-literature-gcse/#tab_keydocuments for English Literature

MATHEMATICS

Exam Board: AQA GCSE Mathematics (8300)

All students will be prepared for the GCSE qualification in Mathematics at the Higher tier.
Students will sit three examination papers.

The course fulfils the requirements of the National Curriculum and builds on the Mathematics taught at KS3.

We aim to encourage the students to develop the following skills and abilities:

- * a positive attitude to Mathematics, including confidence, enjoyment and perseverance
- * an ability to think mathematically: precisely, logically and creatively
- * a willingness and ability to work independently and co-operatively
- * an ability to understand mathematical ideas and to communicate them in a variety of modes
- * an appreciation of the interdependence of different branches of Mathematics
- * an appreciation of the ways Mathematics is used
- * the knowledge, skills and understanding needed to apply a range of mathematical concepts to situations which may arise in their own lives

- * the skill to investigate mathematical ideas, and to test and prove their own hypotheses
- * an ability to use Mathematics across the curriculum
- * a firm foundation for appropriate further study.

For further information on the course, please go to

<http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300>

SCIENCE

Exam Board: AQA. Separate Sciences consisting of: AQA GCSE Biology (8461), AQA GCSE Chemistry (8462) and AQA GCSE Physics (8463)

All students study Biology, Chemistry and Physics as three separate GCSE subjects in Years 9, 10 and 11 and follow the programme of study set out in the National Curriculum for Science following the AQA GCSE courses.

For each Science, examination is by two written papers (1 hour 45 minutes and 100 marks) containing a mixture of multiple choice, structured, closed short answer and open response questions. The questions will be testing understanding of both the content of the topics and the core practical tasks specified in the syllabus that are carried out to support the teaching of these topics. The two written papers account for 50% each of the final grade.

The topics in each specification are as follows:

AQA GCSE Biology (8461)

Paper 1: 1. Cell biology; 2. Organisation; 3. Infection and response; 4. Bioenergetics

Paper 2: 5. Homeostasis and response; 6. Inheritance, variation and evolution; 7. Ecology

AQA GCSE Chemistry (8462)

Paper 1: 1. Atomic structure and the periodic table; 2. Bonding, structure, and the properties of matter; 3. Quantitative chemistry; 4. Chemical changes; 5. Energy changes

Paper 2: 6. The rate and extent of chemical change; 7. Organic chemistry; 8. Chemical analysis
9. Chemistry of the atmosphere; 10. Using resources

AQA GCSE Physics (8463)

Paper 1: 1. Energy; 2. Electricity; 3. Particle model of matter; 4. Atomic structure

Paper 2: 5. Forces; 6. Waves; 7. Magnetism and electromagnetism; 8. Space Physics

A separate grade for Biology, Chemistry and Physics will be awarded.

From these qualifications all students will be able to follow Advanced Level courses in any, or all, of the Sciences if they so wish and these lead to many possible university courses and careers. During the course students will develop their knowledge and understanding of Science and its effects on society. They will also develop and apply their knowledge and understanding of the nature of Science and of scientific processes. Through a variety of activities, they will increase and apply their observation, practical, modelling, enquiry and problem-solving skills and understanding in the laboratory and other learning environments.

We are living in an increasingly scientific and technological world and there will be an enhanced need for people to be scientifically literate. Students should be able to evaluate claims based on Science through critical analysis and apply their skills in communication, mathematics and use of technology to scientific contexts.

Lessons will involve a variety of learning and teaching styles including theory, practical, field work, IT, research, discussion, modelling, student-led presentations and debate activities.

All students will be required to provide their own lab coats and safety goggles/glasses. Lab coats can be the overalls worn in the lower school or as they need replacing, they can be replaced with standard white laboratory coats. Safety goggles/glasses can be bought from the Science technicians at school and must be of the required standard. There are no compulsory trips or additional costs planned but additional activities may be offered as appropriate.

For further information on the courses, please go to

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461> for Biology

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462> for Chemistry

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463> for Physics

MODERN FOREIGN LANGUAGE

Examination Board: French: AQA (8652); German: AQA (8662)

All students must study at least one modern foreign language (French or German) at Key Stage 4. Although this is often their first language, every year many students choose their second language and are equally successful. Students can continue with two languages by choosing the other language as one of their free option choices.

Each of the key language skills is assessed individually at the end of the two-year GCSE course: Listening (Paper 1), Speaking (Paper 2), Reading (Paper 3) and Writing (Paper 4) are all equally weighted i.e. each worth 25% of the GCSE qualification.

The course includes both topics that will be familiar, as well as new ones that will inspire students who are interested in the culture of France and/or Germany as well as French-speaking and German-speaking communities and countries. It aims to build on the practical communication skills acquired in Years 7 to 9 and prepares students for higher level attainment in all four linguistic skills. A typical lesson offers students the opportunity to develop each skill, using materials that replicate examination board tasks. The course is delivered predominantly in the target language. With entry requirements into Higher Education becoming increasingly demanding, being able to offer an A Level in a foreign language is now regarded as a distinct advantage. Beyond university likewise, when applying for jobs, candidates with an additional language are more marketable than those without.

The Modern Foreign Language (MFL) Department offers to students in Year 10 the opportunity to participate in an educational visit to either Germany or France.

For further information on this course please go to:

<https://www.aqa.org.uk/subjects/languages/gcse/french-8652> for French

<https://www.aqa.org.uk/subjects/languages/gcse/german-8662> for German

HUMANITIES

Exam Board: See separate subject entries

It is school policy that every student must study one of the Humanities (History, Geography or Religious Studies) as a full GCSE subject. Students are able to study another humanity or all 3 humanity subjects by choosing further humanity subjects as part of their free choice options. Please see separate subject entries for details.

COMPULSORY SUBJECTS (NON-EXAMINATION)

TUTOR PERIOD: In addition to Personal, Social, Health and Citizenship Education (PSHCE), students in Key Stage 4 (KS4) have a period with their form tutors once during the two-week cycle. During this time, they are given guidance and instruction in areas such as study skills, careers guidance, options post-16, etc. The Citizenship course is also taught during this period (see below). Much of this work as well as other information about life in KS4 is contained in a student handbook which is issued in Year 10.

PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION (PSHCE): All students follow a course of PSHCE during both Years 10 and 11. The course aims to develop the awareness and skills necessary to make informed decisions about various personal and social issues. Topics covered include First Aid, Personal Relationships and Responsibility, Drug and Alcohol Misuse, Emotional and Mental Health, Young People and Finances and Work Related Learning/Careers. There are some visits by outside speakers e.g. from Berkshire Women's Aid. As well as providing factual information, the course provides regular opportunities for discussion and debate in large and small group sessions.

PSHCE is also taught in the Thursday Week B tutor period. Students learn more about time management as well as target setting and mindfulness. There is more about the nature of changing Personal Relationships and maintaining a healthy and safe lifestyle.

In groups the students research and present a topic to do with Citizenship or current affairs. This develops students' knowledge of the workings of political movements. They may learn about the economy, censorship, globalisation, and ethical issues. Some of their citizenship research will be conducted through IT. This work enhances their ability to present the topics they research effectively to their classmates and their participation in activities involving decision-making and helping others.

In Year 11 students extend their knowledge of global politics and learn more about racial discrimination, individual responsibility, peacekeeping and negotiation. Other topics include the media and the use and abuse of statistics. They are encouraged to express their views clearly and sensitively, especially through researched presentations to their classmates, and to participate responsibly in activities for the benefit of the community.

WORK RELATED LEARNING: All students will receive an integrated programme of Work Related Learning/Careers Education and Guidance throughout Years 10 and 11. This will include an organised work experience in the summer term of Year 10.

The students need to acquire a variety of skills in order to prepare them for adult life and to effectively enter into their chosen higher education/career choices.

Kendrick School is working in line with the Gatsby Framework for CEIAG and has various engaging and relevant ways of delivering challenging and exciting initiatives to ensure this is done.

The main objectives of Careers Guidance for Key Stage 4 are:-

- To provide careers information; evaluating occupational and labour market information to investigate opportunities;
- To consider the changing patterns of work and careers;
- To help students to analyse their own interests, aptitudes and attainment;
- To network with outside speakers and other sources of help available;
- To learn tips to apply for work and prepare for job interviews;
- To be aware of the options available at the end of Year 11;
- To acquire skills required in the transition from school to work (mainly through Work Experience)
- To explore various exit routes from Kendrick, including university, apprenticeships and GAP years.
- To consider Health & Safety in the workplace, ready for any Work Experience.

Key Resources:

Careers Library

School email correspondences

Posters in form rooms and notice boards

PSHCE Scheme of work and supporting booklet for Year 10

Events: Opportunities to attend extra-curricular sessions to hear career presentations and participate in workshops as events occur

Work Experience in Year 10 (Term 6)

Post 16 Conference: To prepare Year 11 students for A level and future choices (Term 2)

Meeting a range of employers: Interactive event outsourced and provided by 'Learning to Work'

'Design Your Future' Careers Fair

Subject teachers: to inspire students to see connections with the subject content to possible careers.

PHYSICAL EDUCATION (P.E.) For their weekly core P.E. lessons at Key Stage 4, students follow a programme of different sports, some of which they have done previously and some which are new activities to them. Each activity is taught for approximately six weeks during Years 10 and 11.

In addition to this, students have a fortnightly lesson allowing them to consolidate their skills in activities covered lower down the school.

Non examination courses are separate from the GCSE course.

COMPUTER SKILLS: The computing skills taught at Key Stage 3 will be further developed in Key Stage 4 through curriculum and enrichment activities. Computing prepares students to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing computer technologies. Students use Information Technology (IT) and computing tools to find, explore, analyse, exchange and present information responsibly, creatively and without discrimination. They learn how to employ IT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures in a safe way. Increased capability in the use of IT promotes initiative and independent learning, with students being able to make informed judgements about when and where to use IT to best effect, and to consider the implications for home and work both now and in the future.

RELIGIOUS STUDIES (R.S.): All students will have compulsory Religious Studies during Key Stage 4. This is a non-examination course, not to be confused with GCSE Religious Studies. Students will discuss a variety of topics and ethical issues and how these are regarded by major world religions.

GCSE OPTIONS

ART AND DESIGN

Exam Board: Eduqas (C650QS)

The GCSE in Art, Craft and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two – dimensional and three – dimensional media, materials, techniques and processes.

GCSE Art, Craft and Design provides the opportunity for students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- become confident in taking risks and learn from experience when refining ideas, exploring and experimenting with ideas, processes, media, materials and techniques
- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- acquire technical skills and use visual language critically as appropriate to their own creative intentions through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- apply an understanding and awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work

This qualification holds the broad-based title of **Art, Craft and Design**, meaning that students are required to demonstrate the ability to realise creative intentions relevant to areas of study drawn from a variety of the following titles: • **Fine art** • **Graphic communication** • **Textile design** • **Three-dimensional design** • **Photography** • **Critical and contextual studies**.

The Art, Craft and Design GCSE consists of two internally assessed and externally moderated components:

Component 1: Personal Portfolio 60% (internally set) This component comprises of one coursework project, the title of which is set by the teacher. This project consists of a sketchbook showcasing the development of an idea through experimentation and research and is completed with a final piece.

Component 2: Externally Set Assignment 40% This component comprises of one project, the title of which is set by the Exam Board in January of Year 11. This project consists of a sketchbook completed in lesson, with a final piece completed in a 10-hour exam set over the course of two days. The exam usually falls before all other subject exams, towards the end of April in Year 11.

Working time in the department is increased, so an element of consistency is applied to projects but self-initiated extra-curricular work, in and outside of the department, is essential if the experiences provided in class are to be beneficial.

Visits to major galleries and museums will be organised to help expand the students' knowledge and understanding of artists, designers, movements and styles, enhancing the depth of their coursework and exam projects.

For further information on the course, please go to https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab_keydocuments

ART AND DESIGN – Textile Design

Exam Board: AQA (8204)

Textile Design is defined as the creation of designs and products from woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Students are required to work in one or more area of textiles design, including: fashion design and illustration, art textiles, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embossed textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.

Students are required to develop many skills through the use of appropriate media, processes, techniques and technologies relevant to textile design including:

The way sources inspire the development of ideas, relevant to textile design.

The ways in which meanings, ideas and intentions relevant to textile design can be communicated include the use of:

- Figurative and non-figurative representations, stylisations, simplification, surface embellishments, constructional considerations and imaginative interpretation.
- Visual and tactile elements, such as colour, line, form, tone, texture, shape, pattern, etc.

Within the context of textile design, students must demonstrate the ability to:

- Use textile design techniques and processes, appropriate to students' personal intentions, such as weaving, felting, stitching, appliqué, construction methods, printing.
- Use media and materials, as appropriate to students' personal intentions, for example inks, yarns, threads, fibres, fabrics, textile materials, digital imagery.

Drawing: Drawing is an important skill in the development process of textile design and students must provide evidence of drawing in both components 1 and 2.

Assessment Overview

- Component 1: Personal Portfolio (internally set), 60% of the qualification
- Component 2: Externally Set Assignment, 40% of the qualification
- All non-examined assessment (NEA) is marked internally and moderated by a visiting moderator.

Component 1: Portfolio

Students create a personal portfolio of work that demonstrates knowledge, skills and/or understanding. The theme is set by the school and should include:

- A sustained project evidencing the journey from initial engagement with an idea to the realisation of intentions.
- A selection of further work resulting from trials, experiments, mini-projects, responses to gallery visits, etc.

Component 2: Externally Set Assignment

Students produce an extended creative response to an externally set assignment. This component also allows students opportunities to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Possible career paths include: Fashion Design, Textiles Design, Interior Design, Textiles Marketing, Textiles Management, Textiles Science and Technology, Textiles Innovation and Design.

For further information on the course, please go to <http://www.aqa.org.uk/subjects/art-and-design/gcse>

Exam Board: Edexcel (1BS0)

Knowledge of how and why businesses operate is of great relevance to young people as they finish their education and enter the world of work. The course theory is contextualised using many real-life and class discussions often explore current and contemporary issues, which encourages students to be intellectually curious and in touch with the contemporary issues around them.

Whether it is Netflix, TikTok, British Airways, Instagram, McDonalds, Cadburys, KFC or Apple (to name just a few), whilst also analysing a range of smaller businesses from TV shows such as Dragons' Den. GCSE Business lessons are deliberately planned to allow students to access and relate to the concepts being discussed.

The Edexcel GCSE Business course begins by looking at small start-up businesses. We will look at all aspects of running and starting small businesses, including legal ownership, mergers and takeovers, productivity and pricing. Students will also learn how to manage the finances of a business, through identify the types of costs, profit and management of cash flow. As a business starts to grow, we also discuss methods of growth and how to finance growth, including sell shares, crowd funding and the implications of selling shares on the stock market.

Of course, not everything is within an entrepreneur's control, and we will examine how exchange rates, interest rates, levels of unemployment and the environment can all affect business. This section of the course will allow students to offer their views on a range of topical questions, such as the impacts of Brexit upon UK businesses and how recessions and the value of the pound can influence business profits and decision-making.

The course comprises two themes:

Theme 1: Investigating small business (Paper code: 1BS0/01)

Written examination: 1 hour and 30 minutes - 50% of the qualification (90 marks)

Theme 2: Building a business (Paper code: 1BS0/02)

Written examination: 1 hour and 30 minutes - 50% of the qualification (90 marks)

All students receive a copy of an Edexcel endorsed GCSE textbook and can access lesson resources from home to support their learning.

All slides and activities are created by the department to provide clear, colourful and engaging resources to support learning. They are bespoke and created to support the specific needs of our students.

The course provides a solid basis for studying Economics at A Level but is definitely not a pre-condition for entry onto the Economics course.

Throughout the GCSE course, technique is taught and integrated alongside content. Those that go onto study Economics (or other Humanities subjects) will find that their analytical, evaluation and extended writing skills are developed from Year 10 with A-Level in mind.

We teach GCSE Business in such a way that each command word is addressed individually, using focussed and designated 'exam technique lessons'. This means that subsequently all command words are covered by the end of Year 10. This allows plenty of time for students to develop and nurture their writing skills.

For further information on the course, please go to <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Exam Board: Edexcel (1CP2)

The Computer Science course introduces students to the theoretical and practical elements of computer science, combining mathematical understanding with individual creativity of problem solving. Through puzzles and projects, students are taught how to decompose a problem and develop their own solution using a programming language. This specification allows students to delve into the details of modern computational systems while exploring the effects of computing technology on the world. This course helps turn the behind-the-scenes 'magic' of computers into something real and tangible that students can explain.

The logical thinking skills gained from computer science courses are widely sought after in higher education and beyond. Computer science itself is highly regarded and in high demand across a broad range of fields; from diagnosing diseases via image analysis to developing safe programs to drive our cars to enhancing the accuracy of ball tracking in cricket.

The Edexcel Course:

The newest Edexcel specification has brought in an on-screen programming exam, as well as maintaining a theoretical knowledge exam. Our students are particularly well-equipped for these new on-screen coding exams, having developed a strong basis of programming skills since Year 8.

Topics Overview:

- **Paper 1: Principles of Computer Science:**

This component is all about teaching students about the growing technological world around them and learning the benefits and drawbacks of these alongside a detailed knowledge of modern computer systems. This will involve students learning new information as well as learning how to implement specific algorithmic and mathematical processes. The topics we cover are listed below:

- **Topic 1:** Computational thinking – follow, amend and write algorithms; Boolean logic.
- **Topic 2:** Data – binary; data representation; data storage and compression.
- **Topic 3:** Computers – hardware and software components of computer systems; characteristics of programming languages.
- **Topic 4:** Networks – different computer networks; network security.
- **Topic 5:** Issues and impact – awareness of emerging trends in computing technologies; the ethical, legal and ownership impacts of computing on individuals, society and the environment.

- **Paper 2: Application of Computational Thinking:**

While this section appears shorter at first glance, it requires a lot of time and practice to perfect. This section focuses on the development of programming skills. Students will learn the programming language Python and practice a range of techniques through multiple creative tasks.

- **Topic 6:** Problem solving with programming - how to decompose and analyse problems; ability to read, write, refine and evaluate programs.

Assessment Overview:

- **Paper 1: Principles of Computer Science.** Paper-based, written examination – 1 hour 30 minutes – 50% of the qualification.
- **Paper 2: Application of Computational Thinking.** On-screen examination – 2 hours – 50% of the qualification.

For further information on the course, please go to: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html>

DRAMA

Exam Board: Edexcel GCSE Drama (1DRO)

This specification gives students the opportunity to gain an in-depth knowledge of theatrical techniques, both practical and theoretical, which will be assessed through written examination and a group devised NEA piece. They will also perform two scripted extracts from a published play and learn about all aspects of the theatre by attending live performances and as part of their curriculum lessons.

Specification at a glance:

The Edexcel GCSE in Drama is comprised of three components:

Component 1: Devising (Component Code 1DRO/01)

Coursework (40% of qualification); internally assessed and externally moderated.

Students will devise a piece of theatre from a stimulus for performance. They will submit a written portfolio of approximately 2000 words, covering the creation, development and analysis of this process. They may act or work as a designer in either costume, lighting, set or sound design.

Component 2: Performance from a Text (Component Code 1DRO/02)

Coursework (20% of qualification); externally assessed by visiting examiner.

Students will perform/design two key extracts from a performance text in a contrasting style/time period to that of Component 3. Students may choose to act for both extracts, design for both extracts, or do a combination of the two.

Component 3: Theatre Makers in Practice (Component Code 1DRO/03)

Written examination: 1 hour 45 minutes (40% of qualification)

Students will be assessed on their study of one complete performance text and their evaluation of a live theatre production.

Aims: This specification aims to give students the opportunities to:

- apply knowledge and understanding when devising, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context, including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.

For further information on the course, please go to <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

FOOD PREPARATION AND NUTRITION

Exam Board: AQA (8585)

GCSE Food Preparation and Nutrition Specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

The majority of the specification should be delivered through preparation and making activities. Students must be able to make the connections between theory and practice and apply their understanding of food and nutrition to practical preparation.

Topics and themes have been grouped. The topics are:

- 1 Food, nutrition and health
- 2 Food science
- 3 Food safety
- 4 Food choice
- 5 Food provenance

Method of Assessment:

A One written paper in the summer term of Year 11 approximately 1 hour 45 mins. 50% of final mark.

B Non-Exam Assessments (NEA):

Task 1 Food Investigation (Experimentation) task set by AQA in September of Year 11. 1,500 – 2,000 word report. Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2 Food Preparation Assessment set by AQA in October/November of Year 11. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Written portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

For further information on the course, please go to

<http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

GEOGRAPHY

Exam Board: Edexcel GCSE (9-1) Geography B (1GB0)

The GCSE Geography course aims to further develop the skills and concepts learnt during Key Stage 3, as well as providing a sound basis for the students who go on to study the subject at a higher level. The chosen specification is contemporary, so we make use of up-to-date examples and material; students are therefore developing their understanding of the world in which we live and the skills that they need to be successful in that world.

Paper 1 – Global Geographical Issues

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

Paper 2 – UK Geographical Issues

- Topic 4 The UK's evolving physical landscape including coasts and rivers
- Topic 5 The UK's evolving human landscape – including a Case Study – Dynamic UK cities
- Topic 6 Geographical investigations – **one** physical fieldwork investigation and **one** human fieldwork investigation linked to Topics 4 and 5

Paper 3 – People and the Environment Issues – Making Geographical Decisions

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

Fieldwork is an essential part of the course and will give students the opportunity to learn how to plan investigations and collect data that they can then present and interpret.

As a broad-based subject Geography helps to keep your options open as it contains both arts and science components. Geography provides the opportunity to improve both your applied numeracy skills, as well as enhancing your skills of extended writing and communication. Geography is a well-respected subject at GCSE and A level and is highly valued by universities.

Geography lessons at Kendrick are varied and about the world around you. They will include, among other things, discussion, debate and research; the course will help you become an independent thinker and learner.

For further information on the course, please go to

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

HISTORY

Exam Board: AQA Modern World History B (8145)

This course offers great diversity of study of the past:

- different societies from British, European and world history
- different timescales from development studies dating back to 1000AD to modern events
- different aspects of the past including political, social, economic and cultural.

Students learn how to appreciate the diversity of the different societies studied and the experiences of the people within these societies, giving a better understanding of the world in which we live.

There is no unit of controlled assessment or coursework, so the full qualification is assessed on the two exam papers taken at the end of Year 11.

Paper 1: Understanding the modern world – studied in Year 10; worth 50% of overall qualification

Section A: Germany, 1890-1945: Democracy and Dictatorship

- Influence of the First World War on Germany
- Problems with democracy, 1918-1933
- Life in Nazi Germany, 1933-1945

Section B: Conflict and tension between East and West, 1945-1972

- The origins, development and transformation of the Cold War 1945-1972
- Origins of the Cold War in Europe and crises in China, Korea, Vietnam and Cuba
- Contribution of technology to the Cold War in nuclear weapons, spying and in space

Paper 2: Shaping the nation – studied in Year 11; worth 50% of overall qualification

Section A: thematic study looking at key developments in Britain over a long period

Health and the people, c.1000AD to the present day

- Medicine and health in the medieval, early modern and modern periods
- The role of factors such as war, religion, government, science and luck in causing advances
- The role of key individuals such as Vesalius, Edward Jenner and Louis Pasteur

Section B: British depth study

Elizabethan England, c.1568-1603

- Elizabeth's court and Parliament - including difficulties of a female ruler and marriage
- Life in Elizabethan times – including fashions, theatre, poverty and exploration
- Troubles at home and abroad – including religion, Mary Queen of Scots and the Armada
- A case study of a historic site that reflects themes in Elizabethan England

History is a well-respected and academic subject at both GCSE and A level and links well with many other subjects. It is highly valued by universities and is seen as an asset for a wide range of careers, including law, politics, civil service, heritage (museums, galleries), teaching, journalism, diplomatic service, writing, medicine and nursing, television and media.

The aim of the course is to stimulate interest and enthusiasm for the study of the past. The lessons are varied, with discussion and debate being important aspects of the course. Role play, individual and group presentations, games and contemporary film clips are all used in lessons. Students will continue to learn how to evaluate a wide variety of historical sources – never more important than in our world of fake news and polarised debate. They will develop the transferable historical skills of analysis, interpretation and the ability to argue a viewpoint and support it with evidence.

For further information on the course, please go to <http://www.aqa.org.uk/subjects/history/gcse/history-8145>

LATIN

Exam Board: OCR Latin (J282)

Students continue to study the Cambridge Latin Course, building on the work done in Years 8 and 9. In Year 10 the emphasis is on learning and consolidating understanding of grammar and syntax; increasing contextual knowledge; and improving translation and comprehension skills. In addition to continued language learning, we begin our study of the content for the literature and culture paper, covering the 'Myths and Belief' module content in Year 10. This includes studying the Roman Gods, temples, ritual sacrifice, beliefs on the Afterlife and Rome's mythical foundation.

The aim is that by the end of the year students have reached the standard required for the language component of GCSE. From the summer term of Year 10, the Verse literature set text is studied in addition to the language work. In Year 11, we continue our study of all 3 components, starting the 'Entertainment and Leisure' module in the first months. We continue our study of the verse literature and continue to consolidate language knowledge throughout the year with revision and translation practice using John Taylor's Essential GCSE Latin.

This option combines well with all humanities subjects as well as Mathematics and the Sciences. In addition, students have found studying Latin extremely beneficial in their learning of the Modern Languages they study at GCSE, this is applicable for both French and German.

Examination is through three written papers:

- Language paper (1.5 hours: unseen translation, comprehension, English derivations, analysis and explanation of accident and syntax).
- Verse Literature paper (1 hour: a combination of translation and analysis of content and literary style).
- Literature and Culture paper (1 hour: testing knowledge of the Roman world and analysis of sources from the period).

For further information on the course, please go to

<http://www.ocr.org.uk/qualifications/gcse-latin-j282-from-2016/>

MODERN FOREIGN LANGUAGE

See Page 9

MUSIC

Exam Board: Edexcel Music (1MU0)

We explore topics which include:

- Area of Study 1 - Instrumental Music: 1700-1820
- Area of Study 2 - Vocal Music
- Area of Study 3 - Music for Stage and Screen
- Area of Study 4 - Fusions

Students choosing this course should have an interest in broadening their knowledge and experience of genres of music throughout musical history, not only as performers, but also in composing and listening and analysing written scores. They will be introduced to a variety of techniques in each of these areas which will enable them to perform and compose in a range of styles. As well as performing set works and individual/ensemble pieces in lessons, they will also have the chance to see professional concerts and musicals. Further to this, students will learn about careers in the music industry and how to organise and host their own chamber concert.

The component requirements are:

Component 1: Performing (30%)

Students will need to complete one solo performance and one ensemble performance (Non-Examined Assessment) in Year 11. Students may perform on any instrument for this course, including the voice, and do not need to have instrumental/vocal lessons, although it may help them in this area. The minimum grade students would need to be by Year 11 is Grade 3. They don't need to be higher than the equivalent of Grade 5 or play a second instrument. Some knowledge of music theory would be an advantage, although not necessary.

Component 2: Composition (30%)

Over the course of the GCSE, students will be required to write two compositions (Non-Examined Assessments). One will be a free composition and can be written in any style and for any instrument(s)/voice(s). The second composition will be written to a set brief of which there will be four choices, each linking to a different area of study. These will be released in the year of certification.

Component 3: Listening and Appraising (40%)

Students will study eight pieces in total over the two-year course. At the end of the course, they will sit a 1hr 45-minute written paper based on these set works, and pieces that link to them.

Students will learn how to develop the following skills:

- listen to and read music analytically
- compose and arrange individually
- use music technology
- perform as a soloist and in an ensemble
- improvise
- work in a group, improving inter-personal skills
- communicate effectively
- analyse and evaluate

This course is suitable for all students who are enthusiastic and open-minded about music.

For further information on the course, please go to:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

PHYSICAL EDUCATION

Exam Board: OCR Physical Education (J587)

The GCSE PE course aims to further develop the skills and concepts learnt during Key Stage 3, as well as providing a sound basis for the students who go on to study the subject at a higher level.

There are theoretical and practical elements:

Paper 1: Physical factors affecting performance (01)

Applied anatomy and physiology

Physical training

Written examination 1hr - 30% (60 marks)

Paper 2: Socio-cultural issues and sports psychology (02)

Socio-cultural influences

Sports psychology

Health, fitness and well-being

Written examination 1hr - 30% (60 marks)

Examination papers will be a mixture of *multiple choice/objective test questions, short answer questions and extended answer questions.*

Non-exam assessment: Performance in physical education (03)

| | |
|---|-----------------------|
| Practical activity assessment in 3 different activities | 1 team activity |
| | 1 Individual activity |
| | 1 team or individual |

Analysing and Evaluating Performance (AEP)

Assessed in school, moderated by examiners from OCR - 40% (80 marks)

Practical assessments will be assessed in skills, progressive drills and full game/performance (20 marks)

Students will be assessed on their analysis and evaluation (20 marks)

For further information on the course, please go to:

<https://ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>

Exam Board: AQA Religious Studies A (8062)

Why Study Religion, Philosophy and Ethics

Whether one is religious or not, no-one would dispute the idea that religion and religious beliefs have a significant impact on the world. This course gives students the opportunity to study the two largest world religions, including what they do and the beliefs that lie behind those actions. This, combined with Philosophy and Ethics, makes for a course that encourages deep reflection on the way we and others view the world and how we respond to it.

This multi-disciplinary approach helps develop a variety of skills and subject knowledge that enriches student experiences in other fields of study. Philosophy is one of the oldest and most well-respected academic disciplines and feeds into multiple subjects up to university level. Ethics influences politics, law and medicine and, therefore, those with an interest in such areas may find the Religious Studies course to be of great value.

The course is comprised of two components:

1. **The study of religions: beliefs, teachings and practices.**
2. **Thematic studies.**

For the study of religions, we will specialise in Christianity and Islam and explore the key beliefs, teachings and practices of these two major world religions.

For the thematic studies, we will explore four themes that focus on philosophical and ethical issues. Each of these themes gives students the opportunity to apply two or more religious or non-religious attitudes to each of the following issues:

- **Relationships and families**
 - Issues relating to sexual relationships.
 - Marriage and divorce.
 - The purpose of families.
 - Roles of men and women and gender equality.
- **Religion and life**
 - Abortion
 - Euthanasia
 - Animal experimentation/rights.
 - Religious and scientific ideas about the origins of the universe and the origins of life.
 - Environmental ethics.
- **The existence of God and revelation**

Religious and non-religious attitudes towards:

 - Philosophical arguments for God's existence.
 - Miracles
 - Evil and suffering
 - Scientific arguments about the origins of the world and life
 - Revelation; visions; special revelation; enlightenment.
- **Religion, peace and conflict.**
 - Peace, justice and forgiveness.
 - Violence and violent protest.
 - Terrorism
 - Reasons for war.
 - Pacifism.
 - Nuclear war and weapons of mass destruction.

There are two examinations, each 1hr 45min in length.

Paper 1: Study of religions (Christianity/Islam): Written examination: 1hr 45min – 50%

Paper 2: Thematic Studies: Written examination: 1hr 45min – 50%

This is an exciting course that will incite debate and discussion.

For further information on the course, please go to
<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

NOTES

- It may not be possible for every student to have their top choices of subjects. Therefore, it is important that every student states choices in order of preference.
 - If too few students choose a subject, it may not be possible to offer it.
 - All subjects, particularly practical ones are limited by the numbers who can be accommodated.
 - We cannot guarantee that there will be no changes made to the options offered.
 - No final choices should be made until after consultation with form tutors and subject staff.
 - Changes of subjects are not normally possible and can only be considered in exceptional circumstances during the first few weeks of the first term in Year 10
-

IMPORTANT DATES

| | | |
|--|-----|---|
| Wednesday 28 th February 2024 | ... | Option details given to Year 9 parents/carers, |
| Thursday 29 th February 2024 | ... | Option details given to Year 9 students |
| Tuesday 5 th March 2024 | ... | Parents' Remote Consultation Afternoon, 3.45pm |
| Monday 25 th March 2024, 9 am | ... | Deadline for completion of Option Form via a Google docs form |

KENDRICK SCHOOL
YEAR 10 OPTIONS 2024: PLEASE COMPLETE VIA GOOGLE.DOCS

https://docs.google.com/forms/d/e/1FAIpQLSd6V5cXz6VJK1kHXb-zy3D9Gz2ccJkxooiAJf1cRFdenEmw2Q/viewform?usp=sf_link

Please note:

- Students must study at least one modern foreign language (French/German)- they can study both by choosing the other one in options 3-7
- Students must study at least one of the humanities (Geography/History/Religious Studies) - they can study two or all three by choosing the other one(s) in options 3-7
- Please list **seven** of the following subjects in order of preference:

| | | | |
|-------------------------------|--------------------------------|---------|--------------------|
| Art & Design | Drama | German | Music |
| Art & Design - Textile Design | Food Preparation and Nutrition | History | Physical Education |
| Business | French | Latin | Religious Studies |
| Computer Science | Geography | | |

1st choice (MFL) 5th choice

2nd choice (Humanity) 6th choice

3rd choice 7th choice

4th choice

- A language (French/German) and a Humanities (Geography/History/RS) **must** be included in the first two choices
- As far as possible, *your first five choices* will be the subjects you study, **but** it must be realised that not all combinations of subjects will be possible.
- The school cannot guarantee that there will be no changes made in the options offered.

This form must be completed on

https://docs.google.com/forms/d/e/1FAIpQLSd6V5cXz6VJK1kHXb-zy3D9Gz2ccJkxooiAJf1cRFdenEmw2Q/viewform?usp=sf_link

by 9am on Monday 25th March 2024