



North Cestrian School

GCSE Options Booklet

September 2023 – July 2025

**A GUIDE FOR YEAR 9 PUPILS AND THEIR PARENTS
ON CHOICE OF SUBJECTS FOR KEY STAGE 4**

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Here is the information that pupils need to make informed choices about the subjects they will study in Year 10 and 11. This guidance enables pupils to select, from a range of subjects, those that they can show:

- a good track record and attitude to learning
- will suit their interests and career aspirations
- will open the door to further education, and ultimately a rich and fulfilling life.

All pupils will follow courses leading to a **minimum of nine GCSE or GCSE equivalent** (Level 2) qualifications. All pupils complete a non-examined PSHE Course which includes careers education and advice.

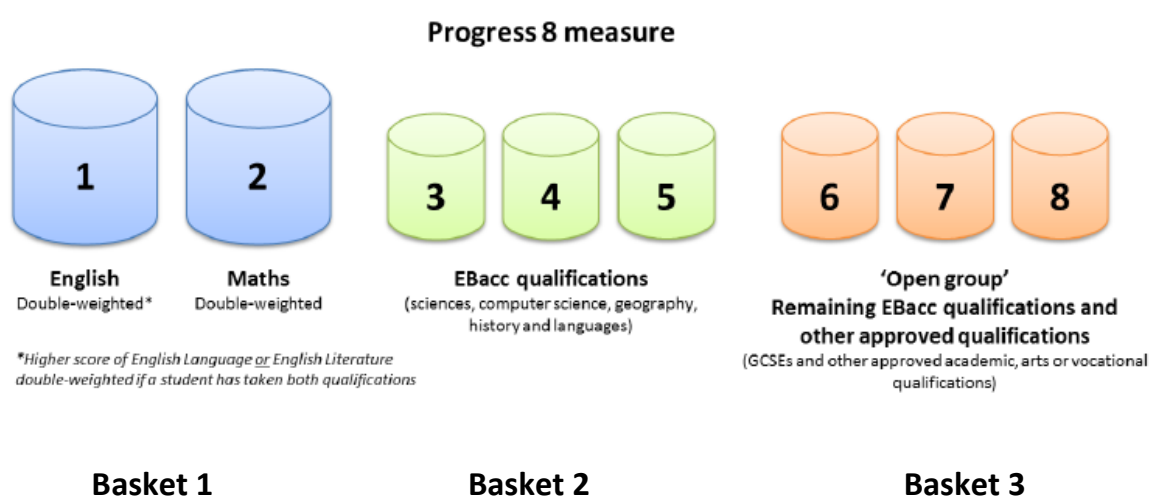
For your information

Our current Options selection process takes account of necessary Government measures and regimes whilst giving pupils a variety of pathways suitable for their needs (see page 4 and 5).

EBacc is a Government measure that indicates school performance in terms of the breadth and perceived quality of subject qualifications taken by individuals i.e. % pupils taking GCSEs in Sciences, modern foreign languages and humanities subjects (see below).

We expect all high ability pupils (including all other pupils with a flair and commitment to these subjects) to take the Spanish GCSE as well Geography and/or History to maintain breadth and hence greater choice in further education. All three Sciences are mandatory for all pupils (see page 26).

Progress 8 is the Government's measure of pupils' academic achievements in schools. Maths and English each carrying double weighting. Whilst all subjects we offer are eligible for the Progress 8 measure, pupils are also obliged to have a **balanced portfolio** in order to fulfil Progress 8 criteria. Pupils must therefore select both **Basket 2** and **Basket 3** subjects when making their 3 Option choices (see page 5).



The Selection & Application Process

There are limited numbers...

Art - 30	Business - 30	Computer Science - 60	Creative IMedia - 30	Engineering - 20
Food - 40	Geography - 60	Health and Social Care - 30	History -60	Media Studies - 30
Music - 30	Performing Arts - 30	Psychology - 30	Spanish - 90	Sport Science -30
				Statistics – 30

Pupils with the most suitable track record will be successful in applying for a course. Successful applicants will demonstrate flair and passion for a subject. Do you already show Role Model 'Quality of Class Work', 'Use of Feedback', 'Attitude', 'Growth Mindset' and 'Participation'?

1. Option Book Delivered on Tuesday 1 November 2022

- look at the Option Blocks below to see what combinations are available
- read the relevant subject course information
- [Subject Sales Pitches link](#) – pupils can click the link from their Office 365 account
- Subjects will be delivering taster lessons in December 2022

2. Send instructions for choices – delivered by email on Tuesday 31 January 2023,

- consider your latest evidence of progress and attitude to learning from your December 2022 Data Capture. Use this opportunity to directly ask teachers about suitability. Have you got any proof of flair and passion for a subject? Proof that you want to put in the hard-work? Are you getting Attitude to Learning 'Role Model'? Have you got a track record of performance?
- complete your choice of options by **13 February forms hyperlink to be released**. Include a backup choice as well (we need this in the event that an option cannot run due to small numbers or other unforeseen eventualities). **This may involve a second draft of the option blocks – modified to enable as many of the pupils' priority three choices as possible**

3. Virtual Parents' Consultation Evening – Zoom: Tuesday 7 February 2023 (1600-1800) OR In-Person Consultation Evening in the Vanstone Hall on Tuesday 7 February 2023 (1600-1800)

- for queries regarding the process and advice about combinations of subjects

4. North Cestrian will email pupils & parents your chosen subjects on 20 February 2023.

- complete the final form to accept these options or request a discussion

After that date, we begin to construct the timetable for next year *so late changes are normally refused*.

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Key Stage 4 Option System for courses beginning September 2023

Option Block A	Option Block B	Option Block C
Geography GCSE	Geography GCSE	Computer Science GCSE
Spanish GCSE	History GCSE	History GCSE
Computer Science GCSE	Spanish GCSE	Spanish GCSE
Art GCSE	Music GCSE	Business GCSE
Food Preparation and Nutrition GCSE	Psychology GCSE	Food Preparation and Nutrition GCSE
Performing Arts BTEC	Media Studies GCSE	Creative iMedia Cambridge National
Sports Science Cambridge National	Statistics GCSE + Further Maths Level 2 Certificate	Engineering WJEC
	Statistics GCSE	
	Health & Social Care BTEC	

Option Rules

Your 3 choices **MUST** have:

- one course from each column A, B and C (if you are in the classes 9AX or 9BX for Spanish you are expected to select Spanish)
- at least one blue subject
- If you want EBACC – choose Geography and/or History as well as Spanish

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ART AND DESIGN - OCR J171 Fine Art

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning 'Role Model' or 'Positive' • Track record of performance • Art based Cultural capital and Character points • Ability to self-manage project work
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Why study Art?

Art and Design is a great choice for students who enjoy being creative, work hard and want to increase their practical skills and improve their analytical, communication and research abilities. The OCR Art and Design Course will help you develop your artistic skills and expand your creativity, imagination and independence. The skills students gain make it a great complement to other subjects. Art and design is a way of seeing things and making sense of the world around us. It can help with further study and prepare you for the world of work.

Students will explore ideas and convey experiences relating to a theme. Areas of study will include drawing, painting and mixed media in a wide range of types of media and materials.

What skills will I need?

Students will need to have consistently good effort in lessons and a positive attitude to improve. Good drawing and painting skills are needed but these will be a strong focus and will be developed during the course. Additional work students undertake to research or make will strengthen their sketchbook work. Quality artwork takes time to complete, students will need to be committed to succeed.

Course Content and Assessment

Component 1 Portfolio 60%	Students produce a portfolio of practical work covering each of the assessment objectives.
Component 2 Externally set task 40%	Work begins on the themes released by the exam board in January Y11. At the end of the preparatory period students spend 10 hours in exam conditions working on the final piece.

Both components are assessed against the following objectives:

AO1	Develop ideas through researching and investigating other artists' work
AO2	Exploring ideas by experimenting with media and techniques
AO3	Recording your own observations and planning your ideas towards a final piece
AO4	Creating your final piece that reflects your investigations and experimentations

All work is assessed internally and moderated externally.

How could it help with my future?

Art develops a wide range of transferable skills highly valued by employers. Students develop skills in project management, time planning, creative thinking and problem solving, investigation and research skills, the ability to develop, refine and present your ideas.

Art is a wide-ranging curriculum that allows for many creative and art-based avenues to be explored in Post-16 education. Studying art can lead to careers in interior design and architecture; product, graphic, and jewellery design; theatre and film set design, animation; advertising and publishing; retail design; fashion; journalism; illustration; professional artist and teaching.

BUSINESS – AQA 8132

Course Entry Requirement	<ul style="list-style-type: none"> • Maths and English Attitude to Learning is 'Role Model' or 'Positive' • Maths and English performance are above average • Business based Cultural capital and Character points
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Unlock the entrepreneur inside you: Leave your mark on the world

GCSE Business provides students opportunities to apply core business knowledge (marketing, finance, human resources and operations) supporting them to make rapid and sustained progress, whilst developing transferable skills. Students will develop skills such as problem solving, and analysis and evaluation. They will consider the impact of business, entrepreneurship and consumerism on their lives, as well as becoming more perceptive consumers.

Assessment

Paper 1: Influences of operations and HRM on business activity What's assessed <ul style="list-style-type: none"> • Business in the real world • Influences on business • Business operations • Human resources How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 90 marks • 50 % of GCSE Questions <ul style="list-style-type: none"> • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks. 	+	Paper 2: Influences of marketing and finance on business activity What's assessed <ul style="list-style-type: none"> • Business in the real world • Influences on business • Marketing • Finance How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 90 marks • 50 % of GCSE Questions <ul style="list-style-type: none"> • Section A has multiple choice questions and short answer questions worth 20 marks. • Section B has one case study/data response stimuli with questions worth approximately 34 marks. • Section C has one case study/data response stimuli with questions worth approximately 36 marks.
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Pupils will have the opportunity to build on the core skills that are required in business and everyday life. To support the development of these skills, students **must** engage in current affairs by reading, listening and watching any media that is advised.

Studying Business can support progression onto further education courses such as Accountancy, Business or Economics and to add to your CV you will have the opportunity to enter nationally recognized competitions such as The London Institute of Banking and Finance Student's Investor Challenge and the Manchester Airport's Dragons' Den Competition.

The transferable nature of the content and skills in Business ensures that a wide variety of careers such as (but not limited to) Chartered Accountancy, Insurance Underwriting, Trading, Public Relations, Marketing and Banking.

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Computer Science GCSE (9–1) OCR (J277)

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning 'Role Model' or 'Positive' • Flair and passion for the subject • KS3 Computer Science performance is above average • Computer Science based Cultural Capital and Character points
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Why should you take GCSE Computer Science?

The specification has been developed to build on the knowledge, understanding and skills learnt in Key Stage 3 (Years 7-9). Once completed, it should also enable students to progress onto AS Level Computer Science where they can gain an understanding of how Computer Science affects the world around us and, ultimately, a career in a Computer Science field.

ASSESSMENT OBJECTIVES

AO1	Demonstrate knowledge and understanding of the key concepts and principles of Computer Science.
AO2	Apply knowledge and understanding of key concepts and principles of Computer Science.
AO3	Analyse problems in computational terms: <ul style="list-style-type: none"> • to make reasoned judgements • to design, program, evaluate and refine solutions.

CONTENT OVERVIEW AND ASSESSMENT

J277/01: Computer systems This component will assess: <ul style="list-style-type: none"> • Systems architecture • Memory and storage • Computer networks, connections and protocols • Network security • Systems software • Ethical, legal, cultural and environmental impacts of digital technology 	Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks
J277/02: Computational thinking, algorithms and programming This component will assess: <ul style="list-style-type: none"> • Algorithms • Programming fundamentals • Producing robust programs • Boolean logic • Programming languages and Integrated Development Environments 	Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks
Practical Programming All students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study.	

Creative iMedia (OCR Cambridge Nationals J834)

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning 'Role Model' or 'Positive' • in KS3 Computer Science • Flair and passion for digital media and design • Computer Science based Cultural capital and Character points
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Why should you take Creative iMedia?

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- developing visual identities for clients
- planning and creating original digital graphics
- planning, creating and reviewing original digital media products

This will help you to develop independence and confidence in using skills that would be relevant to the media industry.

Grading: All results are awarded on the following scale:

Level 2 Grades	Level 1 Grades
Distinction* at Level 2 (*2)	Distinction at Level 1 (D1)
Distinction at Level 2 (D2)	Merit at Level 1 (M1)
Merit at Level 2 (M2)	Pass at Level 1 (P1)
Pass at Level 2 (P2)	

CONTENT OVERVIEW AND ASSESSMENT

Mandatory Units - All students will study:

R093: Creative iMedia in the media industry	Written paper OCR set and marked 1 hour 30 mins – 70 marks
Unit R094: Visual identity and digital graphics	Centre-assessed tasks OCR-moderated Approx. 10-12 hours – 50 marks

Students will then complete 1 additional unit, most likely to be R097 or R095. These units are worth 70 marks and are assessed internally but moderated by OCR. However, the additional unit could be one of the following:

R095: Characters and comics	R097: Interactive digital media
R096: Animation and audio	R098: Visual imaging
	R099: Digital games

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ENGINEERING Level 1-2 Award WJEC

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning 'Role Model' or 'Positive' • Track record of performance in Engineering • Engineering based Cultural capital and Character points • Ability to self-manage project work
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The Level 1 / 2 Award in Engineering is a Technical Award recognised by the DfE as a more practical alternative to GCSE. The award will be graded Level 1 Pass, Level 2 Pass, Merit, Distinction or Distinction*.

Why study Engineering?

Studying Engineering can lead to exciting career prospects and top salaries across a wide range of industries. Problem solving is critical to working in engineering. Finding solutions to problems to ensure a product is fit for purpose involves: learning about materials, design and engineering processes, the safe use of tools and equipment and the mathematics that engineers use.

What will I study?

The course is devised around the concept where pupils are offered a learning experience through purposeful and relevant sector related tasks with the characteristics of real work. They plan activities, carry out acquiring and applying knowledge, skills and understanding in order to complete activities and finally review the outcomes and learning. Pupils will consider how the impact of their learning impacts individuals, employers, society and the environment, alongside a range of generic and transferable skills. Pupils will learn how to analyse an engineered product to identify manufacturing criteria such as the materials to use; read engineering drawings to create a working plan of production to make a product; a range of hand, machine and computer aided design and manufacture operations to produce products.

Summary of Assessment	
Unit 1: Manufacturing Engineering Products Controlled assessment: 20 hours 40% of qualification	80 marks
An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.	
Unit 2: Designing Engineering Products Controlled assessment: 10 hours 20% of qualification	40 marks
An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.	
Unit 3: Solving Engineering Problems Written examination: time of exam - 1 hour 30 minutes 40% of qualification	80 marks
Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.	

Assessment:

What skills will I need?

- Determination and good problem-solving skills to help work independently.
- The ability to complete in-depth written work related to the projects.
- The ability to communicate and develop design ideas.
- Good ICT & maths skills.
- The ability to work accurately with tools and equipment to make quality products.
- Follow instructions and be able to act on advice given from staff.

Further course information: [WJEC Engineering course details](#)

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FOOD PREPARATION & NUTRITION GCSE - AQA 8585

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning 'Role Model' or 'Positive' • Track record of performance • Food based Cultural capital and Character points • Ability to self-manage project work
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Website: <https://www.aqa.org.uk › subjects › food-preparation-and-nutrition-8585>

Why study food preparation and nutrition:

- You will be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- You will develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- You will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- You will understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- You will demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- You will 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.

Course Content & assessment:

1. Diet & Nutrition
2. Cooking Methods
3. Food Science
4. Food Safety
5. Food Choices
6. Food Provenance
7. Cooking Skills

How is it Assessed?

- **Written paper** 1 hr 45 mins 50% of GCSE Externally marked
- **Non-Exam Assessment:** 2 NEA tasks 50% of GCSE Internally marked (Moderated by AQA)

NEA Task 1

Written report (1,500 – 2,000 words) including photographic evidence of a practical investigation in Food Science. [completed Oct-Dec Y11].

NEA Task 2

Food preparation assessment. Students will prepare, cook and present a final menu of three dishes, planning in advance how this will be achieved - (3-hour practical session and written portfolio including photographic evidence of three dishes. [completed by Jan-March Y11]

Career Opportunities:

Food and Nutrition qualifications can provide a good background for work in catering, as a dietician in health services or commercial food production; food scientist; health & fitness roles; food & health journalism and publishing.

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GEOGRAPHY GCSE - AQA (8035)

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning 'Role Model' or 'Positive' • Geography based Cultural capital and Character points
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Website: <https://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF>

Why study Geography?

The study of Geography enables students to gain a broad range of skills that are relevant to all careers. Statistics show that geographers are very employable, because they possess the abilities and skills that employers value. Geography is very important in our world with issues arising from people, places and environments. Geography will give you the knowledge, skills and understanding to enjoy, manage and sustain the future of the Earth.

Geography courses provide employers with people who have:-

- good communication skills – Written/oral skills, projects and presentations.
- can work in a team – Fieldwork to develop teamwork and leadership skills.
- can analyse – Geographical investigations test hypotheses and involve analysis.
- can ask questions and then find the answers – Pose problems and then investigate the answers; looking at complex systems in a straight-forward way, developing leadership and problem-solving skills allowing them to undertake complex decision-making exercises using information.
- are computer literate – Use ICT for data collection, research and analysing spread sheets.
- are spatially aware – Geographers use maps all the time on many different scales from many different sources including satellites and GIS.
- are environmentally and socially aware - understanding the links between places and people.

Course Content and Assessment - 100% Examination via three written exams at the end of Year 11.

1. Living with the Physical Environment (35%)

Subtopics may include Section A - The Challenge of Natural Hazards (Natural Hazards, Tectonic Hazards, Weather Hazards, Climate Change). Section B - The Living World (Ecosystems, Tropical Rainforests, Cold Environments). Section C (UK Physical Landscapes, River Landscapes in the UK, Glacial Landscapes in the UK).

2. Challenges in the Human Environment (35%)

Subtopics may include Section A – Urban Issues and Challenges, Section B – the Changing Economic World, Section C – the Challenge of Resource Management (Resource Management, Food).

3. Geographical Applications (30%)

Subtopics may include Issue Evaluation and Fieldwork.

Students are required to develop and demonstrate skills including cartographic, graphical, numerical and statistical, literacy, the use of qualitative and quantitative data, and formulating enquiry and argument throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

Fieldtrips

There are many opportunities for fieldtrips throughout the course. The **compulsory trip** is to Wales to study glaciation in Cwm Idwal and collect data for tourism in Betws-y-coed and for river characteristics on the River Glaslyn.

Access to Further and Higher Education

AS/A Level or degree in Geography, where the subject can be linked with many other subjects to develop an Arts or Science based understanding.

Career Opportunities

There are some jobs where a qualification in Geography is of direct relevance, but a lot of employers and higher education courses ask for geography in combination with one or two other subjects. This can lead to careers in surveying, meteorology, geology and environmental science. Geography studied alongside economics or politics can lead to careers in social work, retail and personnel. Recent graduates have entered diverse areas, for example, marketing, teaching, IT, environmental planning and engineering the police, finance and banking. [Back to Menu](#)

HEALTH AND SOCIAL CARE (BTEC Level 1 and 2 Tech Award)

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning 'Role Model' or 'Positive' • Interest in Health and Social Care service • Science based Cultural capital and Character points
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Examination Board: Pearson - Edexcel

Specification: <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-tech-award-health-and-social-care-spec.pdf>

Why Study Health and Social Care?

In this course you will explore the foundations of the Health and Social Care sector. This includes growth and development, Health and Social Care services, care services and values, health and wellbeing. This gives the pupil a broad introduction to the sector and explore realistic vocational contexts. Pupils will learn about physical, lifestyle, social, cultural, economic and environmental factors. This will help the pupils in a range of careers from social care to social work including many different sectors in the health care profession.

Component 1 – Human Lifestyle Development

- Explore different aspects of growth and development
- Explore different events that can impact on an individual's physical, intellectual, emotional and social development
- How individuals cope with and are supported through changes caused by life events

Internally assessed (Coursework) – 30%

Component 2 – Health and Social Care Services and Values

- Explore health and care services
- How these services meet the needs of the services user.
- Study the skills, attributes and values required when giving care

Internally assessed (Coursework) – 30%

Component 3 – Health and Well Being

- Explore factors that affect health and well being
- Study physiological and lifestyle indicators
- Apply approaches to make recommendations to improve an individual's health and well being

Externally assessed (Exam) – 40%

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HISTORY GCSE – AQA 8145

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning ‘Role Model’ or ‘Positive’ • History based Cultural capital and Character points • KS3 History and English performance is above average
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Website: <http://www.aqa.org.uk/subjects/history/gcse/history-8145>

Why study History?

History is a fascinating subject, and it teaches you to think in ways not found in any other discipline. History is one of the most mobile and versatile of academic qualifications. There are many things you can do with a GCSE in History. The qualification shows that you have a high level of literacy and that you are able to analyse complex information.

Assessment and units of study:

Paper 1

* **Germany 1890-1945:** Democracy and Dictatorship - the development and collapse of democracy and the rise and fall of Nazism. Study Germany pre-Hitler, Hitler’s take-over of power, life in Nazi Germany and the Holocaust

* **Conflict and Tension 1918-39** - seeking peace through the Treaty of Versailles post WWI and the role of Hitler’s aggressive foreign policy in causing World War 2.

Paper 1: Understanding the modern world
What's assessed In Section A there is a choice of four period studies, each with a focus on two key developments in a country's history over at least a 50 year period. In Section B there is a choice of five wider world depth studies. These focus on international conflict and tension.
How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 84 marks (including 4 marks for spelling, punctuation and grammar) • 50% of GCSE
Questions <ul style="list-style-type: none"> • Section A – six compulsory questions (40 marks) • Section B – four compulsory questions (40 marks) • Plus 4 marks for spelling, punctuation and grammar

Paper 2

* **Britain: Health and the People, c1000 to the Present Day** - the importance of war, superstition and religion, government, and science and technology, in changes to medicine and health over time.

* **Elizabethan England, c1568–c1603** - discover the leadership of Elizabeth I and her Golden Age – religion, exploration, poverty and crime, Mary Queen of Scots and the Spanish Armada

Paper 2: Shaping the nation
What's assessed In Section A there is a choice of three thematic studies, which look at key developments in Britain over a long period. In Section B there is a choice of four British depth studies incorporating the study of a specific historic environment.
How it's assessed <ul style="list-style-type: none"> • Written exam: 2 hours • 84 marks (including 4 marks for spelling, punctuation and grammar) • 50% of GCSE
Questions <ul style="list-style-type: none"> • Section A – four compulsory questions (40 marks) • Section B – four compulsory questions (40 marks) • Plus 4 marks for spelling, punctuation and grammar



Access to Further and Higher Education: Provides access to A level and AS History in school sixth forms or at college. It is also a very well-respected GCSE that is appreciated for candidates applying for courses such as English Literature, Media Studies, Philosophy, Psychology, Politics, Art, etc.

Career Opportunities: Strong research and communication skills make historians much in demand in today’s competitive job market. Studying History provides good preparation for a wide range of careers, for example: the legal profession, local government, journalism, publishing, the police force and many other careers involving people, such as teaching, social work, banking and finance.

“We are born into history. History is around us everywhere we look. The life of each person on our planet is affected by history. There is no getting away from it.” Edward Carr

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MUSIC GCSE– EDUCAS/WJEC 601/8131/X*

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning ‘Role Model’ or ‘Positive’ in Music and Performing Arts • Track record of performance in music in/out of school • Music based Cultural capital and Character points • Commitment to participate in school productions
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This specification enables learners to develop knowledge and understanding of Music through four interrelated areas of study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

The specification has three components based on the three skills of performing, composing and appraising. An integrated approach to the three skills is encouraged through each area of study and serves to highlight the importance of the relationship between composer, performer and audience. Knowledge and understanding of each area of study is assessed explicitly in Component 3. However, learners are also required to perform and compose music using conventions, styles or idioms linked to at least one area of study. Learners may choose the same or different areas of study for Components 1 and 2. Learners will also have the opportunity to follow their own musical interests in composition and performance.

Assessment:

Component 1 Performing	A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.	Non-exam assessment: internally assessed, externally moderated 30% of qualification
Component 2 Composing	Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.	Non-exam assessment: internally assessed, externally moderated 30% of qualification
Component 3 Appraising	This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music Two of the eight questions are based on extracts set by WJEC.	Written examination: 1 hour 15 minutes (approximately) 40% of qualification

- This is a new course to NCS. We are also investigating Pearson L1-2 BTEC qualifications

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PERFORMING ARTS (Acting)

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning 'Role Model' or 'Positive' • Track record of performance • Performing Arts based Cultural capital and Character points • Commitment to participate in future productions
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Examination Board: Pearson - Edexcel

Examination: BTEC Technical Award (Level 2)

Online Resources: BBC Bitesize Edexcel Website

Why Study Performing Arts?

In this course you will explore the Performing Arts industry, looking at a variety of styles and practitioners' work. The course will demonstrate your ability to work well with others and show your commitment to fulfilling a brief. It will help improve your confidence and presentation skills as well as developing your acting and directing skills. During the course you will work with external practitioners who will lead workshops in school and you will attend trips to the theatre.

Component 1 – Exploring the Performing Arts

- Look at three styles of acting in existing plays/productions.
- Understand, through existing repertoire, the approaches of practitioners, exploring how they create and influence performance material and their processes.
- Practise of roles, responsibilities and application of skills and techniques.

Internally assessed – 36 hours – 30%

Component 2 – Develop Skills and Technique in Performing Arts

- Perform existing repertoire.
- Take part in workshops.
- Develop acting skills and techniques.
- Apply skills in rehearsals and performance.
- Review own development.

Internally assessed – 36 hours – 30%

Component 3 – Performing to a Brief

- Brief and stimulus provided by Pearson/Edexcel
- 12-week preparation window
 - Ideas log – 1hr supervised – 15marks
 - Skills log – 1hr supervised – 15marks
 - Development of ideas and workshop performance – 8hrs – 18marks
 - Evaluation report – 1hr supervised – 12marks

Externally assessed – 48hrs – 60 marks – 40%

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PSYCHOLOGY GCSE – Edexcel 1PS0

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning ‘Role Model’ or ‘Positive’ in English and Science • Psychology based Cultural capital and Character points • KS3 English and Science performance is above average
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Psychology is the science of the mind. The human mind is the most complex machine on Earth. It is the source of all thought and behaviour.

GCSE Psychology in Edexcel is designed to inspire and engage pupils by developing critical analysis, independent thinking and research skills in the fundamentals of Psychology. Psychology is an extremely popular A Level and Degree choice, and by offering at GCSE level, we are looking to give our students the edge in future applications to colleges and university. GCSE Psychology provides students opportunities to apply core skills (from English, Maths and Science) to understand the ideas and values that characterise the self, and society. Students will also develop highly desirable skills such as research, analysis and evaluation, as well as transferable skills that will prepare them for their future.

Assessment

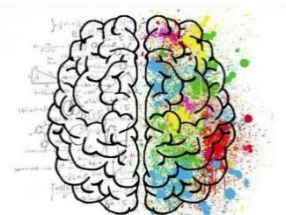
Paper 1 (*Paper code: 1PS0/01)
Written examination: 1 hour and 45 minutes
55% of the qualification
98 marks
Content overview
These topics are in Section A of the content. This paper may also draw on knowledge and understanding of investigations from Section C.
<ul style="list-style-type: none"> • Topic 1: Development – How did you develop? • Topic 2: Memory – How does your memory work? • Topic 3: Psychological problems – How would psychological problems affect you? • Topic 4: The brain and neuropsychology – How does your brain affect you? • Topic 5: Social Influence – How do others affect you?
Assessment overview
<ul style="list-style-type: none"> • This is a written examination in which all questions must be answered. • The paper consists of six sections. The first five sections each cover one of the topics listed above. These sections will include multiple-choice, short-open and open-response questions. • The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.

Paper 2 (Paper code: 1PS0/02)
Written examination: 1 hour and 20 minutes
45% of the qualification
79 marks
Content overview
Topics 6 to 10 are optional; students must study two of them. Topic 11 is compulsory.
<ul style="list-style-type: none"> • Topic 6: Criminal psychology – Why do people become criminals? • Topic 7: The self – What makes you who you are? • Topic 8: Perception – How do you interpret the world around you? • Topic 9: Sleep and dreaming – Why do you need to sleep and dream? • Topic 10: Language, thought and communication – How do you communicate with others? • Topic 11: Research methods – How do you carry out psychological research?
Assessment overview
Students must answer:
All questions from Section A.
All questions from two sections – B to F.
Section A: Research methods – How do you carry out psychological research?
This section will focus primarily on Topic 11: Research methods – How do you carry out psychological research?, although it can draw on material from Topics 1 to 5 from Paper 1. It will contain question types that include calculations, multiple-choice, short-open and open-response questions, and one extended open-response question.
Sections B to F: Optional topics
Each of these sections covers one of the optional Topics 6 to 10. These sections will include multiple-choice, short-open and open-response questions, and one extended open-response question.
Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 2: Calculators</i> .

Paper 2 optional topics will be:

- Topic 6: Criminal Psychology
- Topic 8: Perception

There are a plethora of reasons to study Psychology; it helps us to understand ourselves better, you will develop critical thinking and it gives us a greater understanding of human relationships. Moreover, it is exciting, challenging and above all, inspiring!



“When we are open to new possibilities, we find them. Be open and sceptical of everything”.

Todd Kashdan

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SPANISH GCSE - AQA 8698

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning 'Role Model' or 'Positive' • Track record of performance • Languages based Cultural Capital and Character points
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- ✓ Languages teach you communication skills and adaptability
- ✓ Languages combine well with virtually any subject for further study
- ✓ Learning languages gives you greater opportunities to travel and work abroad
- ✓ Languages give you the edge in the job market
- ✓ Languages are a life skill
- ✓ Languages are a social skill
- ✓ Languages teach you cultural awareness
- ✓ Languages give you a sense of achievement
- ✓ Language learning gives you transferable skills like memory training and literacy; and a better awareness of your first language



Understand spoken language	Listening exam	25% (40 marks at Foundation Tier/50 marks at Higher Tier)
Understand written language	Reading exam	25% (60 marks)
Speak	Speaking exam	25% (60 marks)
Write	Writing exam	25% (50 marks at Foundation Tier/ 60 marks at Higher Tier)

During the 2 years' study, every effort will be made to ensure that maximum progress is achieved in the four skills mentioned above, and pupils will be entered for the examination at levels appropriate to their attainment.

The course topics are:

Me, My Family and Friends; Technology in Everyday Life; Free-time Activities; Customs and Festivals; Home, Town and Region; Social Issues; Global Issues; Travel and Tourism; My Studies; Life at School; Education and Career Choices.

During the 2 years, pupils are encouraged to support their learning in the classroom by independent study at home. Recommended activities are reading Spanish magazines or newspapers either in paper form or online. Accessing authentic Spanish listening materials such as the daily news programmes which are available for viewing online will also support the pupil's development of the language.

Visit the link below to see why learning another Language matters:

<http://www.whystudylanguages.ac.uk/ks4/video/>

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SPORTS SCIENCE – OCR

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning ‘Role Model’ or ‘Positive’ in KS3 PE and Science • Sports based Cultural Capital and Character points • KS3 PE and Science performance is close to year average • Commitment to represent the school in sport
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OCR Cambridge National: Sport Science Level 1/2 Award/Certificate - J828

Unit		Guided Learning hours & assessment		
Both MANDATORY Units	<i>R180: Reducing the risk of sports injuries and dealing with common medical conditions: In this unit, students will learn how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring; prepare them to be able to react to common injuries that can occur during sport and physical activity and to recognise the symptoms of some common medical conditions.</i>	70 marks	1 hour 15 mins	48 hours Written paper , OCR –set and marked
	<i>R181: Applying the principles of training: fitness and how it affects skill performance: In this unit, students will learn how to conduct a range of fitness tests, what they test and their advantages and disadvantages. They will also learn how to design, plan and evaluate a fitness training programme. This will give them the background knowledge they need to be able to plan and deliver appropriate fitness tests, some of which will be adapted to suit the skills of the sporting activity.</i> Students will then interpret the data collected from fitness tests and learn how best to feed this back so that participants can go on to make informed decisions about their fitness training.	80 marks	Approx. 16 hours	48 hours Centre-assessed Task , OCR moderated
Plus ONE of the following OPTIONAL units for Certificate	<i>R182: The body’s response to physical activity and how technology informs this: In this unit, students will learn to understand how both the cardio-respiratory and musculoskeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both of these systems.</i>	40 marks	Approx. 8-10 hours	24 hours Centre-assessed task , OCR moderated
	<i>R183: Nutrition and sports performance: In this unit, students will learn to consider the composition of healthy, balanced nutrition. They will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge gained will be used to produce an appropriate, effective nutrition plan for a performer.</i>	40 marks	Approx. 8-10 hours	24 hours Centre-assessed task , OCR moderated

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Statistics GCSE - Edexcel 1STO

Course Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning 'Role Model' or 'Positive' in Maths • Statistics based Cultural capital and Character points • KS3 Maths performance is above average
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Subject Content <https://qualifications.pearson.com/content/dam/pdf/GCSE/Statistics/2017/specification-and-sample-assessments/gcse-9-1-statistics-specification.pdf>

Statistics is a science which can help us to understand our past and make reliable predictions about the future, informing our decisions where there is uncertainty. It is a versatile area of Maths that gives students the skills to collect and analyse data in different fields, monitor and interpret patterns, draw conclusions, and make forecasts.

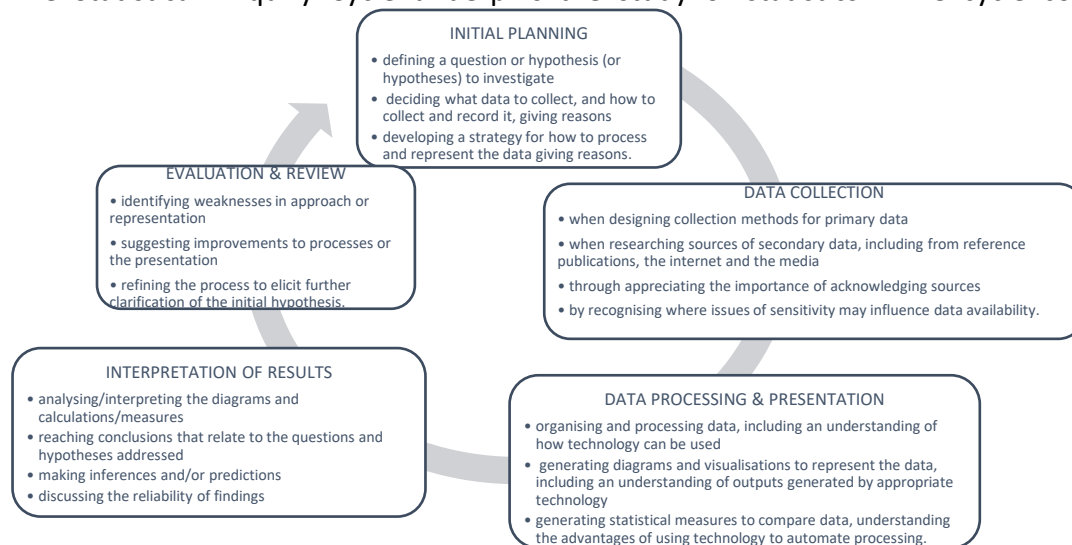
You will be encouraged to:

- use statistical techniques in a variety of authentic investigations, use real world data in contexts such as, but not limited to, populations, climate, sales etc.
- identify trends through carrying out appropriate calculations and data visualisation techniques
- apply statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside of the classroom in the world in general
- critically evaluate data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- understand how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors
- apply appropriate mathematical and statistical formulae

Key Information

- Assessed at the end of the course; 100% Exam at the end of Year 11.
 - 2 equally weighted papers; 80 marks each, both 1 hour and 30 minutes.
- Pupils will sit either the Higher or Foundation tier.
 - Higher tier awards grades 9-4; Foundation tier awards grades 5-1.

The Statistical Enquiry Cycle underpins the study of statistics. The cycle covers five stages:



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Statistics GCSE plus Level 2 Certificate in Further Mathematics - Edexcel 1STO & AQA 8365 - (This is a double qualification opportunity for Advanced Mathematicians)

Course Entry Requirements	<ul style="list-style-type: none"> • Attitude to Learning 'Role Model' or 'Positive' in Maths • Maths predicted GCSE grade of 7 or above • Prepared to carry out independent work
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This is a unique opportunity for higher-level mathematicians to gain two qualifications; a GCSE in Statistics and a Level 2 Certificate in Further Mathematics.

Who is this option suitable for?

- Higher Level Mathematicians – there is cross over content with some of the GCSE supporting you attain a top GCSE grade
- Those considering A-Level Maths – it acts as a great foundation and transition for the A-level Maths course.
- Mathematicians with a curiosity and interest in the subject that are willing to work hard – you will be expected to carry out additional independent work.

Statistics: <https://qualifications.pearson.com/content/dam/pdf/GCSE/Statistics/2017/specification-and-sample-assessments/gcse-9-1-statistics-specification.pdf>

Statistics is a science which can help us to understand our past and make reliable predictions about the future, informing our decisions where there is uncertainty. It is a versatile area of Maths that gives students the skills to collect and analyse data in different fields, monitor and interpret patterns, draw conclusions, and make forecasts.

Course Content

1. The collection of data
2. Processing, representing and analysing data
3. Probability

Assessment

- Assessed at the end of the course; 100% Exam at the end of year 11.
- 2 equally weighted papers; 80 marks each, both 1 hour and 30 minutes.
- Pupils will sit either the higher or the foundation tier.

Further Maths: <https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365>

The specification content is set out in six distinct topic areas although the questions asked will range across these topics.

Course Content

- 1 Number
- 2 Algebra
- 3 Coordinate Geometry (2 dimensions only)
- 4 Calculus
- 5 Matrix Transformations
- 6 Geometry

Assessment

- Assessed at the end of the course; 100% Exam at the end of year 11.
- 2 equally weighted papers; one non-calculator and one calculator allowed, 80 marks each, both 1 hour and 45 minutes.
- The papers are made up of a mix of question styles, from short, single mark questions to multi-step problems. The difficulty increases, as a student progresses through the paper.

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Media Studies GCSE – (AQA 8572)

Course Entry Requirement	Attitude to Learning 'Role Model' or 'Positive' in English English prediction of 5 or above Flair and passion for communication and different types of media English/Media Studies based Cultural capital and Character points
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Overview - We believe that the study of Media is essential to any young person as it helps you to think analytically about the world of media 'product' that surrounds and profoundly influences us, for positive, or negative.

We teach pupils the skills to dissect agendas, and have much more agency and control over their own lives, in areas such as advertising and social media. Pupils are very engaged with Media as it is a contemporary and interactive subject that encourages creativity, analytical, research, and communication skills, through exploring a range of media forms and perspectives.

We study television, film, gaming, apps, radio, magazines, newspapers, advertising and social media, amongst others; 18 separate Media 'texts' plus the chance to create their own in coursework.

Many pupils choose GCSE Media Studies for its relevance to their lives and for the opportunities it provides for exploring issues through the use of different media in creative and practical ways.

If your interests, skills or career ambitions match any of these Media Studies is for you:

- Journalism and publishing
 - Broadcast media
 - Advertising and marketing
 - Public relations
 - Sociology
 - Philosophy
 - Psychology
 - Gaming
 - Social Media
 - Communication
 - Film
 - Government and politics
 - Performing arts
 - Art and design
 - Information technology
 - English Language and/or Literature

Subject content:



Assessments

Media One – Exam	Media Two – Exam	Non-exam assessment:
<p><u>What's assessed</u> Section A will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"> magazines advertising and marketing newspapers online, social and participatory media and video games. <p>Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"> radio music video newspapers online, social and participatory media and video games film (industries only). <p><u>How it's assessed</u> Written exam: 1 hour 30 minutes 84 marks 35% of GCSE A range of questions relating to an unseen source and Close Study Products. An extended response question (20 marks).</p>	<p><u>What's assessed</u> Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework. Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.</p> <p><u>How it's assessed</u> Written exam: 1 hour 30 minutes 84 marks 35% of GCSE Questions: Short, medium and extended response questions assessing depth of knowledge and understanding of the course.</p>	<p>Creating a media product</p> <p><u>What's assessed</u> Application of knowledge and understanding of the theoretical framework. Ability to create media products.</p> <p><u>How it's assessed</u> A choice of one of five annually changing briefs, set by AQA.</p> <p>60 marks 30% of GCSE Assessed by teachers Moderated by AQA</p>

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MANDATORY CORE SUBJECTS

English Language - AQA (8700)

The course is designed to inspire and motivate, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are, as far as possible, accessible to all students. It enables students to develop the skills they need to read, understand and analyse a wide range of different texts and write clearly.

Subject Content

Explorations in Creative Reading and Writing

Writers' Viewpoints and Perspectives

Spoken Language Endorsement (non-examination assessment)

Paper 1: Explorations in Creative Reading and Writing 50% of GCSE

Written Examination 1hour 45 minutes

Section A – Reading (25%): Students answer four questions on one literature fiction text.

Section B – Writing (25%): Students answer one question, writing to describe or narrate.

Paper 2: Writers' Viewpoints and Perspectives 50% of GCSE

Written Examination 1hour 45 minutes

Section A - Reading (25%): Students answer four questions on two linked non-fiction texts.

Section B - Writing (25%): Students answer one question, writing to present a viewpoint.

Non-Examination Assessment: Spoken Language Separate endorsement (0% of GCSE)

- Presenting
- Responding to questions and feedback
- Presenting

Teacher set and assessed throughout course.

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English Literature - AQA (8702)

A course designed to inspire, challenge and motivate every student, no matter what a pupil's level of ability.

Subject Content

Shakespeare – '*Macbeth*'

The Nineteenth Century Novel – *The Strange Case of Dr Jekyll and Mr Hyde* - R.L Stevenson

Modern Prose or Drama – *An Inspector Calls* - J.B Priestley

Poetry Anthology/Unseen Poetry – Power and Conflict Cluster

Paper1: Shakespeare and the Nineteenth Century Novel 40% of GCSE

Written Examination 1hour 45 minutes

Section A - Shakespeare: Students answer one question. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B - The Nineteenth Century Novel: Students answer one question. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern Texts and Poetry 60% of GCSE

Written Examination 2 hours 15 minutes

Section A - Modern Texts: Students answer one essay question from a choice of two on their studied modern prose or drama text.

Section B - Poetry: Students answer one question comparing one named poem and one other poem from their chosen anthology cluster.

Section C - Unseen Poetry: Students answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Note: This course is now separate from English Language, but students benefit hugely from its transferable skills.

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MATHEMATICS - AQA 8300

Key Information

- Assessed at the end of the course; 100% Exam at the end of Year 11.
- 3 equally weighted papers;
 - 80 marks each.
 - 2 calculator papers and 1 non-calculator paper.
 - Each paper is 1 hour and 30 minutes.
- Pupils will sit either the Higher or Foundation tier – teacher/Faculty decision
 - **Higher tier awards Grades 9-4**
 - **Foundation tier awards Grades 5-1**

Subject Content

- Number
 - Structure and calculation
 - Fractions, decimals and percentages
 - Measures and accuracy
- Algebra
 - Notation, vocabulary and manipulation
 - Graphs
 - Solving equations and inequalities
 - Sequences
- Ratio, proportion and rates of change
- Geometry and measures
 - Properties and constructions
 - Mensuration and calculation
 - Vectors
- Probability
- Statistics

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Religious Studies GCSE - AQA 8062

Course Overview:

- To explore a wide range of fundamental issues around our local and global community.
- To develop skills, knowledge and understanding of religions and beliefs by exploring the significance, the teachings and the practices of different belief systems.
- To enable learners to develop their own attitudes and opinions towards beliefs and religions.

Religious Studies is a mandatory subject at North Cestrian School. All students begin their course of study at Easter of Year 9 and take their GCSE exam at the end of Year 11.

Course Content

Paper 1 – Study of Religions: Christianity & Islam.

- Christianity: Beliefs and Teachings
- Christianity: Practices
- Islam: Beliefs and Teachings
- Islam: Practices

Paper 2 – Thematic Studies

- Theme A: Relationships and families
- Theme B: Religion and life
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment

How the course will be assessed:

Students will have full course examinations at the end of Year 10 -2x 1hr 45-minute papers will be sat by all students.

What can you do next with this subject?

A GCSE in Religious Studies can allow progression to study an A Level in the very popular options of Philosophy and Ethics, Religious Studies or Theology . A knowledge of Religious Studies will build strong foundations for a career path in any of the following areas due to the transferable skills and community awareness provided in this course. These areas include Law, Politics and Government, International Relations, Theology, Journalism and Media.

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GCSE SCIENCES
AQA Combined Science 8464 (Double Award, 2 GCSEs)
Biology 8461, Chemistry 8462, Physics 8463 (Separate Sciences, 3 GCSEs)

Science is mandatory for all pupils – there is no Option choice to be made.
 All pupils study Biology, Chemistry and Physics

GCSE Science provides the foundations for understanding the material world and helps students to develop curiosity about the natural world, insight into how science works, and a greater appreciation of its relevance to their everyday lives. GCSE science should enable students to develop:

- scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
- understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- their ability to learn and apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

All students are assessed via 6 written examinations at the end of the two-year course. There is no coursework or teacher assessment in the new science GCSE. The examinations cover knowledge and understanding of both the science content and a series of embedded skills such as mathematics (10-40%) and those relating to knowledge and understanding of practical work (20%).

All students will study one of two science pathways which both cover aspects of biology, chemistry and physics: Either

- **Combined Science** (2 GCSEs from average performance in Biol/Chem/Phys)
- **Separate Sciences** (3 different GCSEs in Biology, Chemistry and Physics)

The pathway is based on prior performance, aptitude and interest in the subject as the **separate Science pathway is taught at a much faster pace** in order to cover the extra content of the third GCSE in the same curriculum time. The common foundations of both GCSE science pathways are taught in Year 9 & Year 10. In the summer term of Year 9, staff allocate pupils to each pathway via Y9 performance and discussion with pupils. This is reviewed and finalized at the end of Year 10. Examination entries for each pathway can be made at either **Higher (Grades 9-4, confident Level 5+)** or **Foundation (Grades 5-1)** tier. This decision will be made by the faculty based on the performance and confidence of individual students after the first year of study. Final GCSE entries will be made in February of Year 11.

Triple Science Entry Requirement	<ul style="list-style-type: none"> • Attitude to Learning ‘Role Model’ or ‘Positive’ in Science • KS3 target of 6+ in Science, Maths and English • Ability to work at faster pace and commitment to independent study • Track record throughout Y10/11 of Grades 6+ for HIGHER TIER entry
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