



# Year 9 Options Booklet



Excellence

Community

Perseverance

Character

Progression

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# The Options Process

## Chapter 1





# The Options Process

Dear Year 9 Students,

In the next few weeks you will be required to make a number of decisions about the curriculum that you will follow in Years 10 and 11 at Tomlinscote. This Options booklet is only one part of the Options process and is part of a wider programme. The key events and dates to note that will help you make your decisions are as follows:

Friday 15 <sup>th</sup> December 2023	Year 9 Reports to Parents/Carers
Monday 29 <sup>th</sup> January 2024	Options Evening in the Main Hall for Parents/Carers – 7pm
Tuesday 30 <sup>th</sup> January 2024	Year 9 students Options Assembly – 8.30am Parents/Carers and students can access the Options booklet
Friday 9 <sup>th</sup> February 2024	Second Year 9 Reports to Parents/Carers
Thursday 22 <sup>nd</sup> February 2024	Year 9 Progress Meetings Parents/Carers and students can access the Options portal online after the Progress Meetings evening
Friday 23 <sup>rd</sup> February 2024	Support with Mr Daniel for students who may be struggling to access the portal
Friday 1 <sup>st</sup> March 2024	Deadline for Option choices to be entered online

# The Key Stage 4 Overview

## Chapter 2





# The Key Stage 4 Overview

The Year 10 and Year 11 Curriculum is divided into two parts which lead to qualifications that have all been approved by the DfE.

1. **The Core Curriculum** – these subjects are compulsory for all students
2. **The OPTIONS Curriculum** – these are the subjects that students can choose from the Options list

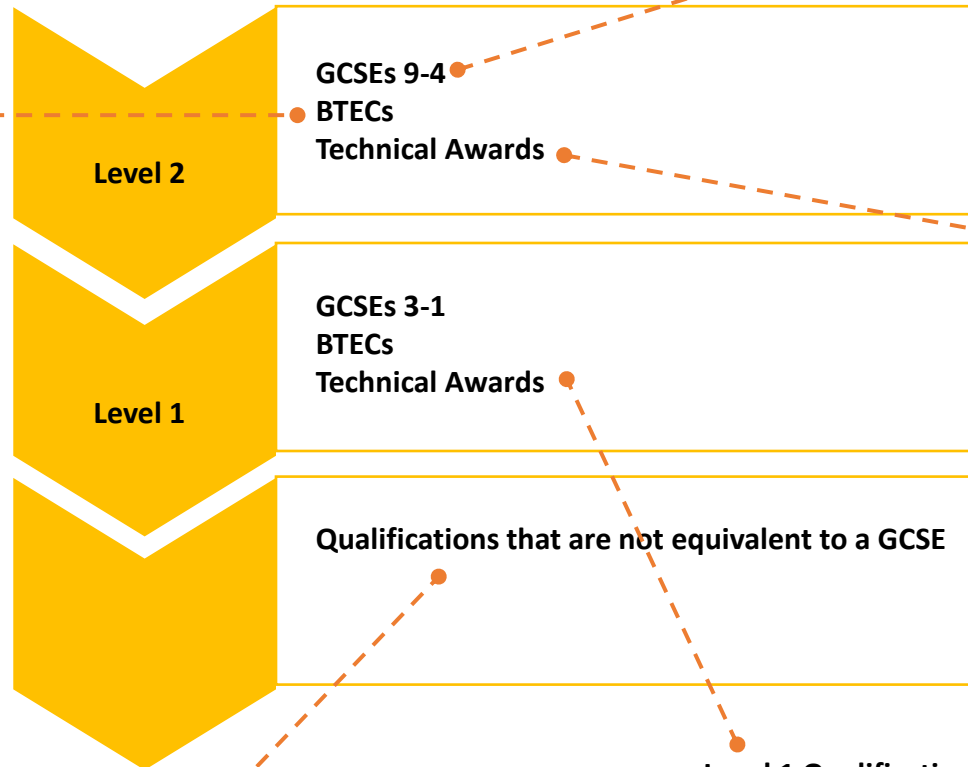
The Core Curriculum	Number of periods	Outcomes
English Language & English Literature	4	2 GCSEs
Mathematics	4	1 GCSE
Science	6	2 GCSEs (Combined Science) or 3 Separate GCSEs (Triple Science)
Physical Education	2	
PSHE	1	Non - examined
TOTAL	17	
The Options Curriculum		
Option Choice 1 (from the EBacc Option Block)	4	
Option Choice 2	4	
Option Choice 3	4	
TOTAL	12	



# What do the different qualifications mean?

## Level 2 BTECs

BTECs are career-based qualifications that are more practical in nature than traditional GCSEs. A BTEC develops a range of practical knowledge and skills. BTECs are graded using the Pass, Merit, Distinction and Distinction\* scale. The Pass grade is equivalent to a grade 4 at GCSE.



## GCSEs

GCSEs are graded from Grade 9 down to Grade 1. Grade 9 is the highest and Grade 7 is equivalent to the old A Grade. Grade 4 is regarded a “Standard” Pass (equivalent to the previous C Grade) and a Grade 5 as a “Strong” Pass.

## Level 2 Technical Awards

These are practical, vocational qualifications available for 14- to 16-year-olds to take alongside GCSEs. Technical Awards are designed to equip learners with the practical, transferrable skills and core knowledge they need to progress to further general or vocational study. They are graded using the Pass, Merit, Distinction and Distinction\* scale.

In a few cases where a student has specific learning needs we will enter them in a qualification that is suitable. This may be a functional skills course, for example.

## Level 1 Qualifications

These are equivalent to GCSEs graded at 3 or below (Grade D-G previously). Some of our BTEC and Technical Award courses are both Level 1 and Level 2 and therefore it depends upon the needs of the individual student.

# The Core Curriculum

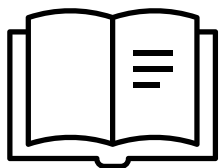
## Chapter 3



# The Core Curriculum

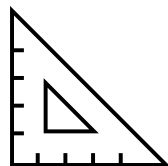


English Language, English Literature, Mathematics, Science, Physical Education and Personal, Social & Health Education (PSHE) are the compulsory courses



## English

English leads to two GCSE qualifications; one in English Language and another in English Literature.



## Mathematics

Maths builds on the skills that students have learnt at Key Stage 3. Students continue to be taught in sets and there are two tiers of entry: Higher and Foundation.



## Science

In Science, the majority of students will follow a Combined Science course leading to two GCSEs covering aspects of Biology, Chemistry and Physics. A further group of talented students who demonstrate the potential in the subject and the ability to cope under pressure have been offered the Triple Sciences, a GCSE in each separate Science.



## Physical Education

All students will receive two periods of core PE per week. As part of the PE departments Fit4Life philosophy students choose which activities they want to be involved in to maximise their enjoyment and learning of PE. The primary aim for students is to get into lifelong healthy exercise habits and to enjoy being physically active.



## PSHE

At Key Stage 4 all students follow the Personal, Social & Health Education programme.

# English Language

## AQA GCSE English Language – 8700



### Overview

Students will have to read and analyse both fiction and non-fiction texts, from different time periods. They will also have to write their own creative writing piece and an opinion piece.

Mrs A Ali – Head of English

### Course Content

For GCSE English Language, students should develop the following skills:

- Read and evaluate texts critically and make comparisons between texts.
- Summarise and synthesise information or ideas from texts.
- Use knowledge gained from wider reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.

### A Level Studies and Career Pathways

The study of GCSE English Language is an entry qualification required by all Sixth Form Colleges, business and universities. The study of Language and Linguistics at A Level builds upon and develops prior learning. It prepares students for all walks of life and opens doors to a range of career opportunities, both in the private and public sectors. All students must continue with the study of English if they fail to attain a Grade 4 in either Literature or Language at the end of Year 11.

# English Language

## AQA GCSE English Language – 8700



### Paper 1: Explorations in Creative Reading and Writing



### Paper 2: Writers' Viewpoints and Perspectives



### Non-examination Assessment: Spoken Language

#### What's assessed

##### Section A: Reading

- one literature fiction text

##### Section B: Writing

- descriptive or narrative writing

#### Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

#### Questions

##### Reading (40 marks) (25%) – one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

##### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

#### What's assessed

##### Section A: Reading

- one non-fiction text and one literary non-fiction text

##### Section B: Writing

- writing to present a viewpoint

#### Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

#### Questions

##### Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

##### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

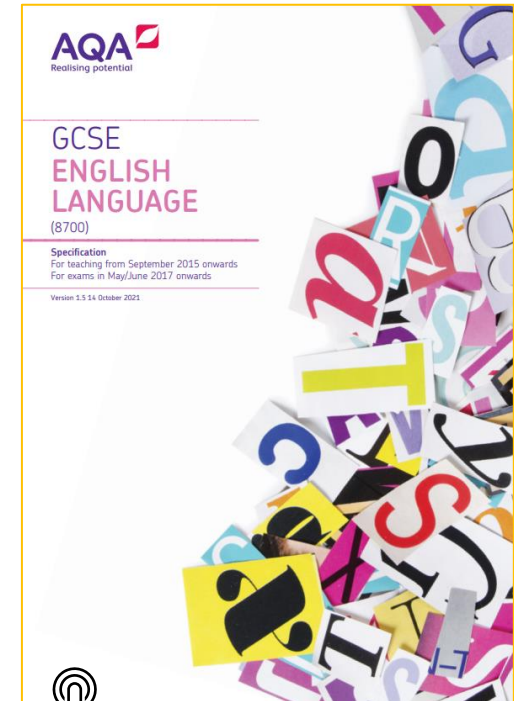
#### What's assessed

##### (AO7–AO9)

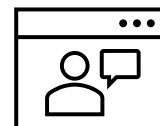
- presenting
- responding to questions and feedback
- use of standard English

#### Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)



Tap image to open  
specification booklet



Hear what Mrs Doherty has to say

# English Literature

## AQA GCSE English Literature – 8702



### Overview

Students will have to read and analyse a range of forms from novels, plays and poetry spanning across a range of societal, historical and cultural contexts. They will be expected to analyse characters and themes as well as make comparisons in poetry whilst recognising the writer's purpose and meaning within a text.

Mrs A Ali – Head of English

### Course Content

For GCSE English Literature, students should develop the following skills:

- Understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings.
- Evaluating different responses to a text and using understanding of writers' social, historical and cultural contexts to inform evaluation.
- Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation and context (where known), style and literary quality; comparing two texts critically.

### A Level Studies and Career Pathways

The study of English Literature at GCSE, A Level and Degree Level is a recognised element of a rounded education with a strong Arts focus. Literature develops both academic and emotional intelligences, creates a broad general knowledge, and develops sensitivity and an awareness of the human experience. English Literature is a respected, traditional A Level, which prepares students for university and those students considering applying for Oxbridge. All students must continue with the study of English if they fail to attain a Grade 4 in either Language or Literature at the end of Year 11.

# English Literature

## AQA GCSE English Literature – 8702



### Paper 1: Shakespeare and the 19th-century novel

#### What's assessed

- Shakespeare plays
- The 19<sup>th</sup>-century novel

#### How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

#### Questions

##### Section A Shakespeare –

students will answer one question on their play of choice. 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 19<sup>th</sup>-century novel:** students will answer one question on their novel of choice. 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: Writers' Viewpoints and Perspectives

#### What's assessed

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

#### How it's assessed

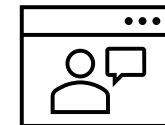
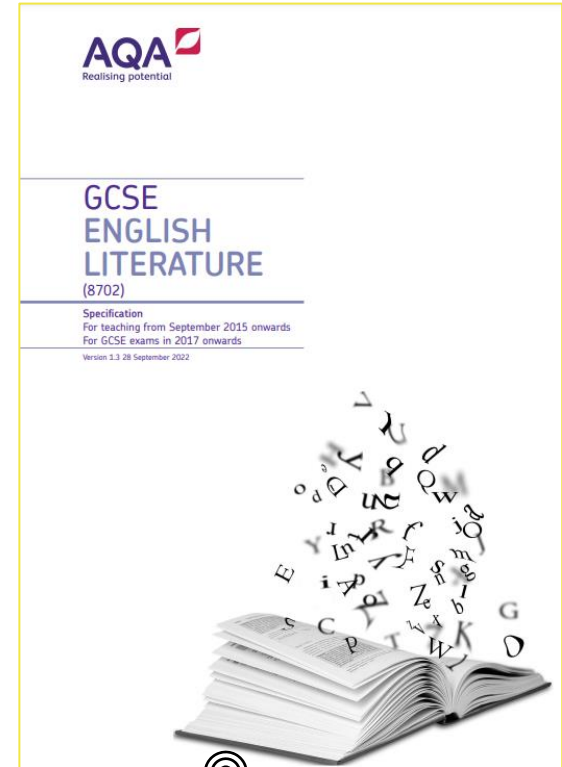
- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

#### Questions

**Section A Modern texts** – students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry** – students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen poetry** – students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



Tap image to open  
specification booklet

Hear what Mrs Doherty has to say

# Mathematics

## AQA GCSE Mathematics – 8300



### Overview

Mathematics is a subject that promotes the development of logical reasoning and problem solving skills and encourages analytical thought. Our aim is to ensure that each student on leaving school is numerate, has sufficient mathematical skills for the career of their choice and will understand and be able to use the mathematics likely to be encountered in daily adult life.

Mr S Hopcraft – Head of Mathematics

#### Course Content

Students are taught a range of topics in the strands of:

- Number
- Algebra
- Geometry and Measures
- Ratio
- Probability
- Statistics

The structure allows functional skills (skills used in everyday life) to be tested at the same time. There is also an increased element of written communication that shows an understanding of mathematical reasoning, particularly with problem solving tasks.

#### Extra-curricular Activities

Some able mathematicians take part in the annual Maths Feast day, an opportunity to engage with other schools in a problem solving competition. Some students are entered for the UKMT Maths Challenge in which Tomlinson students, traditionally, do very well.

#### Further Education and Career Pathways

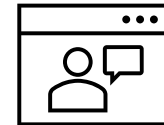
Maths is important in many forms of employment including Medicine (human and veterinary), Accountancy, Insurance, Engineering and Management and GCSE Maths is always important for your College/University applications. All students must continue with the study of Mathematics if they fail to attain a Grade 4 at the end of Year 11.

# Mathematics

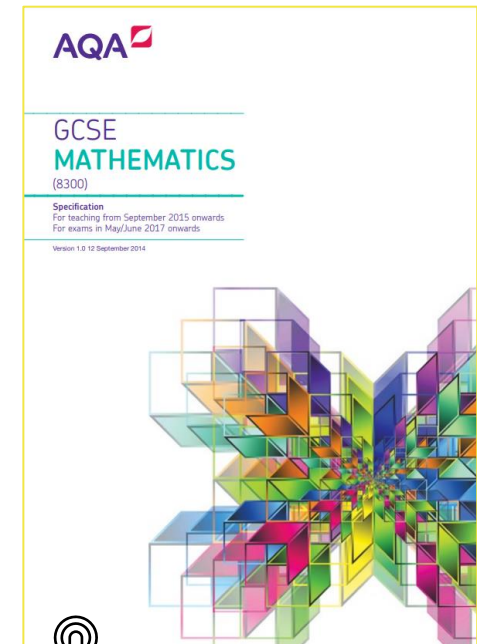
## AQA GCSE Mathematics – 8300



Paper 1: non-calculator	+	Paper 2: calculator	+	Paper 3: calculator
<b>What's assessed</b> Content from any part of the specification may be assessed		<b>What's assessed</b> Content from any part of the specification may be assessed		<b>What's assessed</b> Content from any part of the specification may be assessed
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>non-calculator</li> <li>33<math>\frac{1}{3}</math>% of the GCSE Mathematics assessment</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>calculator allowed</li> <li>33<math>\frac{1}{3}</math>% of the GCSE Mathematics assessment</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>written exam: 1 hour 30 minutes</li> <li>80 marks</li> <li>calculator allowed</li> <li>33<math>\frac{1}{3}</math>% of the GCSE Mathematics assessment</li> </ul>
<b>Questions</b> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		<b>Questions</b> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		<b>Questions</b> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.



Hear what Mr Hopcraft has to say



Tap image to open  
specification booklet

### Assessment

Mathematics is assessed in two tiers, Higher and Foundation, and it allows every candidate the opportunity to gain a Grade 4 or above. The course has only one assessment opportunity at the end of Year 11. The setting in Year 10 is based on ability and does not necessarily restrict students to a particular tier of entry at GCSE. There is a continuous review of students' progress within all sets and students can be moved between groups at almost any time, numbers permitting.

# Pearson Edexcel Science Combined or Separate



## Overview

For both pathways, Standard (5-1) and Higher (9-4) tier options will be available.

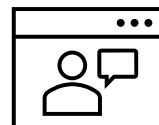
There will be no assessed coursework component. Instead, students will be expected to complete a series of Core Practical skills throughout the duration of the course.

The examinations will be written so that 40% of available marks are for demonstrating subject knowledge, 40% of available marks for being able to apply knowledge and a final 20% of marks will be allocated to analysing information and ideas.

All public examinations will be sat at the end of Year 11.

The Mathematical level of demand has been altered, with a renewed emphasis on recalling and applying formulae and being able to describe and explain scientific processes using functional mathematical skills.

Dr C Wiskin  
Head of Science

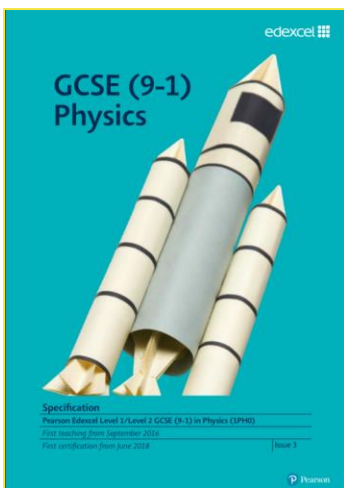
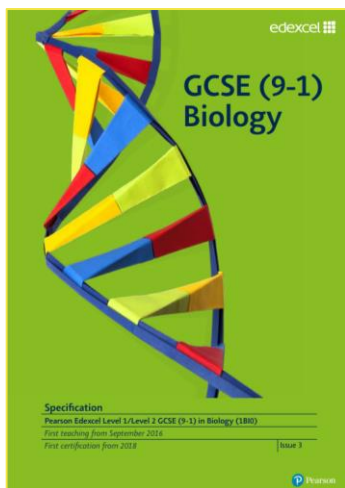
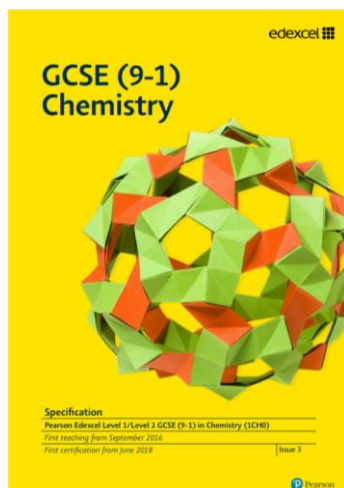
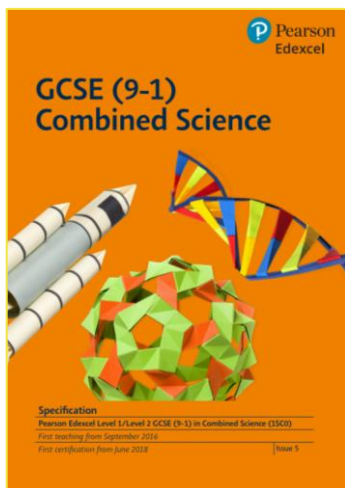


Hear what Dr Wiskin has to say

# Pearson Edexcel Science Combined or Separate



Click on each of the thumbnails below to open a copy of the specification



## Edexcel GCSE (9-1) Combined Science

Students will have two Combined Science GCSEs

Biology 1	Chemistry 1	Physics 1
Paper 1: 70 minutes, 60 marks	Paper 3: 70 minutes, 60 marks	Paper 5: 70 minutes, 60 marks
Biology 2	Chemistry 2	Physics 2
Paper 2: 70 minutes, 60 marks	Paper 4: 70 minutes, 60 marks	Paper 6: 70 minutes, 60 marks

## Edexcel GCSE (9-1) Separate Sciences (Biology, Chemistry and Physics)

Students will have three GCSEs:  
Biology, Chemistry and Physics

Biology 1	Chemistry 1	Physics 1
Paper 1: 105 minutes, 100 marks	Paper 1: 105 minutes, 100 marks	Paper 1: 105 minutes, 100 marks
Biology 2	Chemistry 2	Physics 2
Paper 2: 105 minutes, 100 marks	Paper 2: 105 minutes, 100 marks	Paper 2: 105 minutes, 100 marks

# Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Combined Science



## Chemistry

### Paper 3 – GCSE Combined Science

1. Key concepts in Chemistry
2. States of matter and mixtures
3. Chemical changes
4. Extracting metals and equilibria

### Paper 4 – GCSE Combined Science

1. Key Concepts in Chemistry
6. Groups in the Periodic Table
7. Rates of Reaction and Energy Changes
8. Fuels and Earth Science
9. Separate Chemistry

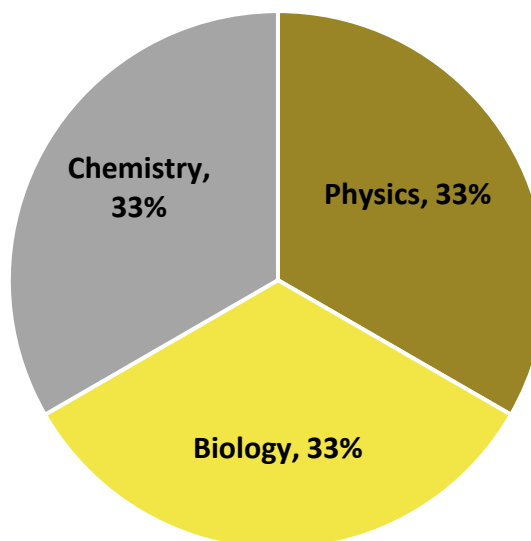
## Biology

### Paper 1 – GCSE Combined Science

1. Key concepts in Biology
2. Cells and control
3. Genetics
4. Natural selection and genetic modification
5. Health, disease and development of medicines

### Paper 2 – GCSE Combined Science

1. Key concepts in Biology
6. Plant structures and their functions
7. Animal coordination, control and homeostasis
8. Exchange and transport in animals
9. Ecosystems and material cycles



## Physics

### Paper 5 – GCSE Combined Science

1. Key concepts of Physics
2. Motion and forces
3. Conservation of energy
4. Waves
5. Light and the EM spectrum
6. Radioactivity

### Paper 6 – GCSE Combined Science

1. Key concepts of Physics
8. Energy – forces doing work
9. Forces and their effects
10. Electricity and circuits
11. Magnetism and the motor effect
12. Electromagnetic induction
13. Particle model
14. Forces and matter

Students will have two  
Combined Science GCSEs

# Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Biology, Chemistry and Physics



## Paper 1 – Chemistry

1. Key concepts in Chemistry
2. States of matter and mixtures
3. Chemical changes
4. Extracting metals and equilibria
5. Separate Chemistry

## Paper 2 – Chemistry

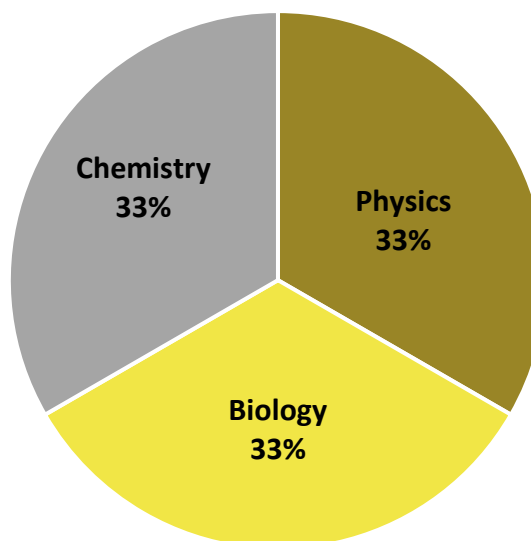
1. Key Concepts in Chemistry
6. Groups in the Periodic Table
7. Rates of Reaction and Energy Changes
8. Fuels and Earth Science
9. Separate Chemistry

## Paper 1 – Biology

1. Key concepts in Biology
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4. Natural selection and genetic modification
5. Health, disease and development of medicines

## Paper 2 – Biology

1. Key concepts in Biology
6. Plant structures and their functions
7. Animal coordination, control and homeostasis
8. Exchange and transport in animals
9. Ecosystems and material cycles



## Paper 1 – Physics

1. Key concepts of Physics
2. Motion and forces
3. Conservation of energy
4. Waves
5. Light and the EM spectrum
6. Radioactivity
7. Astronomy

## Paper 2 – Physics

1. Key concepts of Physics
8. Energy – forces doing work
9. Forces and their effects
10. Electricity and circuits
11. Magnetism and the motor effect
12. Electromagnetic induction
13. Particle model
14. Forces and matter

# Personal, Social and Health Education

## PSHE



### Overview

In PSHE we aim to provide our students with the information and skills they need to make informed and beneficial choices, for themselves and society, both now and in the future. PSHE is a subject area which aims to enable individuals to play an effective role in a democratic society. The ongoing challenge is to help develop and preserve a just, inclusive and cohesive society in which individuals have the knowledge, skills, confidence and motivation to engage effectively in their communities.

With this in mind, our specialist Religious Studies department lead the PSHE teaching on two of the Relationships and Sex Education units.

The first being community and values in Year 10, including the Equalities Act and protected characteristics; managing different views; challenging discrimination safely and recognising extreme and radical behaviour. The second unit in Year 11 focuses on the concept of family, pregnancy and parenthood. These units explore areas of belief, culture and diversity of relationships in society as part of our statutory teaching and are in addition to our Religious Studies GCSE.

Ms J Nicholson – Head of PSHE

### Year 10 Course Content

Taught during one period per week, this course is delivered by a team of staff with students rotating through several units. There is no examination for this course.

#### Units covered during Year 10:

- Health and Wellbeing – mental health and exploring influences
- Relationships and Sex Education – healthy relationships and community
- Living in a Wider World – work experience and financial decision-making

### Year 11 Course Content

Taught during one period per week, this course is delivered by a team of staff with students rotating through several units. There is no examination for this course.

#### Units covered during Year 11:

- Health and Wellbeing – building for the future and independent living
- Relationships and Sex Education – families and communication
- Living in a Wider World – goal-setting and post-16 plans

# Physical Education

## Core PE



### Overview

The PE department believe students should leave Tomlinscote with a love of physical activity. We want students to learn the key skills and knowledge they need to lead healthy, active lifestyles. We aim to achieve this by delivering our 'Fit4Life' programme in Years 10 and 11, which builds on the skills students have learnt in Key Stage 3.

The students enjoy a broad range of alternative and traditional activities. The key difference to Key Stage 3 is that students get to choose the activity they take part in for each term and through their chosen activity aim to develop one component of the 'Fit4Life' programme. The fundamental purpose of core PE is for students to enjoy taking part in physical activity and to leave Tomlinscote with a keen interest in exercise. The 'Fit4Life' core PE curriculum is broad and balanced and offers the students a chance to take ownership of their personal fitness and health.

GCSE PE and Health and Fitness Technical Award students can use the core PE time to refine their practical skills for their assessments. This allows these students to follow a broader range of topics and revisit activities in order to improve their practical marks.

Mr O Cochrane - Head of PE

### Course Content

The activities offered to students are ever changing based on their preferences. There are regular student voice surveys to gauge what activities will be most popular and our 'Fit4Life' week promotes less well-known sports/activities that may appeal to students. Typically, students follow a five-week unit of work on one sport and focus on one component of the 'Fit4Life' programme. Some activities covered include: Basketball, Handball, Badminton, Tag Rugby, Ultimate Frisbee, Gymnastics/Trampolining, Table Tennis, Fitness Training, Netball, Football, Orienteering, Dodgeball, Benchball, Rounders, Cricket, Softball, Athletics

### Enrichment

The core PE curriculum is mirrored by our extensive extracurricular programme. Students who want to refine their skills outside of timetabled lessons have a large menu of activities they can choose to take part in. There is always a good mix of traditional sports (e.g. football, netball etc.) alongside new and alternative activities (e.g. dodgeball, fitness training) that are suitable for students who want to enjoy taking part in exercise whilst also increasing their fitness.

# The Options Subjects

## Chapter 4



# The Options Subjects



We believe that it is important for students to maintain a broad and balanced curriculum for as long as possible. All students must make one subject choice from the EBacc Option Block and a further two Option choices from the following list of subjects. These option decisions must be put in priority order. Students must then make a further two reserve option choices that are different and put these in priority order as well. EBacc subjects are marked with an asterisk \*

**Art and Design**  
**Child Development**  
**Computer Science\***  
**Creative Media Production**  
**Design & Technology**  
**Drama**  
**Engineering**  
**Food Preparation & Nutrition**  
**French\***  
**Geography\***  
**German\***  
**Graphic Design**

**Hair & Beauty**  
**Health & Fitness**  
**History\***  
**Hospitality & Catering**  
**Music**  
**Photography**  
**Physical Education – GCSE**  
**Psychology (invitation only)**  
**Religious Studies**  
**Sociology**  
**Spanish\***

Wherever you see  
  
you can click or  
tap it to come back  
to this page

\*EBacc subjects

# Art and Design

## AQA GCSE Art and Design – 8201



### Overview

This course is designed to encourage you to explore your creative and imaginative abilities and your practical skills, to express ideas, feelings and meanings to gain knowledge and understanding of design in contemporary societies and in other times and cultures.

You will have the opportunity to use a range of materials and explore a wide range of techniques including; drawing, painting, photography, sculpture, printmaking, fashion, silk painting and information communication technology such as Photoshop to manipulate scanned images. You will be able to work in both 2D and 3D.

Mrs N Hayden

Head of Art

### Enrichment and Equipment ££

Currently, students have opportunities to visit a variety of London attractions, museums and galleries in Year 10 and Year 11 to develop their contextual understanding of art and artists.

You will be required to have your own set of art materials. We can supply an 'Art Pack' containing good quality art materials at trade price costing around £45.00

### Course Content Year 10

You will complete two projects that will contribute to 60% of your final GCSE grade.

These projects are designed to develop your confidence and ability across a range of techniques and materials including painting, printmaking and sculpture. Drawing from observation will form a starting point to all of this work. You will also develop knowledge and understanding of the work of artists and crafts people in relation to your work.

### Course Content Year 11

During this year, you will be able to develop a more individual approach to your work. You will be working on improving and refining your skills.

You will produce a Controlled Assignment and Final Examination project, which contributes to 40% of your final GCSE grade.

### Progression

You can progress onto A Level, Foundation courses and a Degree. Students have gone on to study Architecture, Graphic Communications, Teaching, Media, Film, Illustration, Fashion Design, Interior Design, Set Design, Landscaping and Advertising.

# Art and Design

## AQA GCSE Art and Design – 8201



### Component 1: Portfolio

#### What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

#### How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.



### Component 2: Externally-set assignment

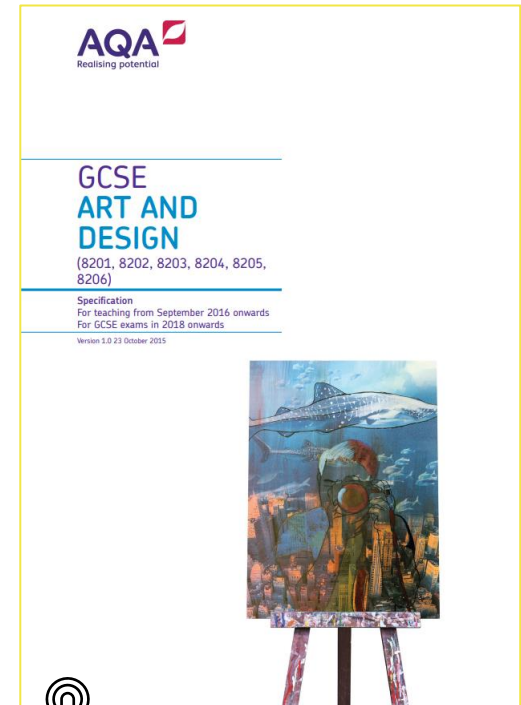
#### What's assessed

Students respond to their chosen starting point from an externally-set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

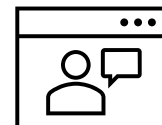
#### How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.



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Hear what Mrs Hayden has to say

# Child Development

## NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years



### Overview

This qualification provides the opportunity to gain a vocational qualification that gives an introduction to this sector. It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at students who wish to be introduced to the care and development of children aged 0-5 years. It gives learners an insight into the care of children, how to plan to meet their needs and the responsibilities of working in an early years setting.

Mr I Brotherton

Head of Technology

### Progression

Learners will be able to progress to further relevant Level 2 programmes of study or Level 3 qualifications in relevant fields such as Health and Social Care and Childcare and Education. Learners may also progress to an apprenticeship route in childcare.

### Course Content

In Year 10, students will look at the development of the child from birth to five years. They will discuss factors that can affect development, as well as looking at care routines, play and activities that support their development. Students will also consider how the early years settings work, including policies and procedures, and the role of the early years practitioner.

In Year 11, students continue to build on their knowledge of working with children and how to plan and assess their development before completing their Non-examined Assessment (coursework) and exam.

The course is broken down into nine content areas that students are assessed on:

1. Child development
2. Factors that influence the child's development
3. Care routines, play and activities to support the child
4. Early years provision
5. Legislation, policies and procedures in the early years
6. Expectations of the early years practitioner
7. Roles and responsibilities within early years settings
8. The importance of observations in early years childcare
9. Planning in early years childcare

# Child Development

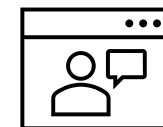
## NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years



Non-exam Assessment (NEA)		Examined Assessment (EA)	
Assessment method	Description	Assessment method	Description
NEA	50% of the technical award	EA	50% of the technical award
Externally set	92 marks	Externally set	Written examination:
Internally marked and externally moderated	The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target the following assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5	Written examination	<ul style="list-style-type: none"> <li>• 80 marks</li> <li>• 1 hour 30 minutes</li> <li>• A mixture of multiple-choice, short-answer and extended response questions</li> </ul>
NEA availability	<p>The learner should not undertake the NEA until all content areas have been delivered. This is to ensure learners are in a position to complete the NEA successfully.</p> <p>A different NEA brief will be released every September.</p>	Externally marked	<p>The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.</p>
		EA availability	<p>The examination date is expected to take place in May/June every year.</p> <p>Please refer to the external assessment timetable available on the NCFE website.</p>



Tap image to open qualification specification booklet



Hear what Mrs Parker has to say

### Enrichment

Within the Childcare department, there are a variety of enrichment activities that students can take part in, including gaining a recognised certificate in babysitting and helping local childcare settings with fundraising. Students may need to provide their own materials/ingredients for certain tasks.

# Computer Science

## AQA GCSE Computer Science – 8525



### Overview

21<sup>st</sup> Century students live in a rapidly changing world dominated by computer systems. Computer Science is a subject that reflects the dynamic and technical environment we inhabit. GCSE Computer Science aims to get students working with real world-programming concepts and provides a good understanding of the fundamentals and principles of computing.

Mr R Frampton  
Head of Computing

### Course Content

GCSE Computer Science covers subjects and skills including computational thinking, problem-solving, code tracing and applied computing; as well as theoretical knowledge of computer science in areas such as:

- 3.1: Fundamentals of Algorithms
- 3.2: Programming
- 3.3: Fundamentals of Data Representation
- 3.4: Computer Systems
- 3.5: Fundamentals of Computer Networks
- 3.6: Cyber Security
- 3.7: Relational Databases and structured query language (SQL)
- 3.8: Ethical, Legal and Environmental impacts of digital technology on wider society, including issues of privacy

### Progression

Computer Science is an academically challenging subject with a high degree of mathematics and syntax involved; this will suit students who enjoy the challenge of Mathematics and Physics. Students completing the course will be equipped with the logical and computational skills necessary to succeed at A Level. There is a wide scope of progression within Computer Science in terms of career prospects with the likes of analytical skills being put to test, along with problem solving which can be applied to a broad skill base of careers.

# Computer Science

## AQA GCSE Computer Science – 8525



### Paper 1: Computational thinking and programming skills

#### What's assessed

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from subject content 3.1 and 3.2 above.

#### How it's assessed

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

#### Questions

A mix of multiple choice, short answer and longer answer questions assessing programming practical problem-solving and computational thinking skills.



### Paper 2: Computing concepts

#### What's assessed

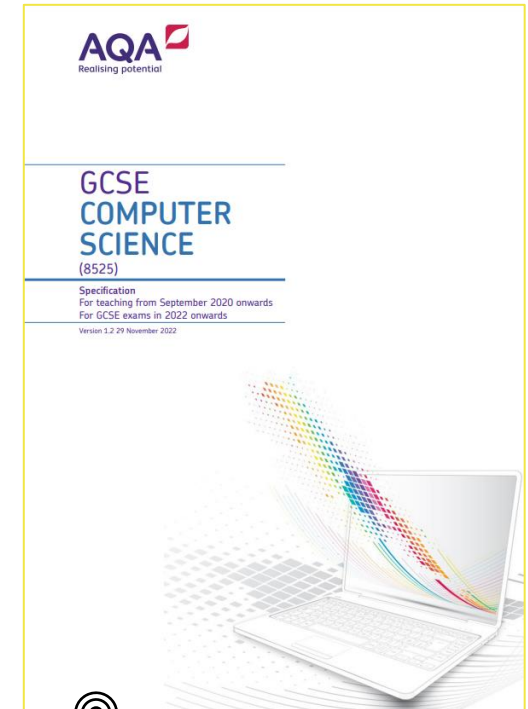
The content for this assessment will be drawn from subject content 3.3 to 3.8 above.

#### How it's assessed

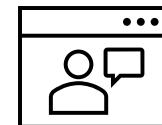
- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

#### Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.



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Hear what Mr Frampton has to say

# Creative Media Production

## Pearson BTEC Level 1/2 Tech Award in Creative Media Production



### Overview

This course is for learners who want to acquire technical knowledge and skills of media sectors and products through vocational contexts. They will apply learned knowledge and processes related to investigating, exploring and creating media products from the moving image sector (Film and TV).

The course reflects both the practical and theoretical nature of media and is examined through both internal and external coursework components. These coursework components prepare students for the skills and knowledge required both at Sixth Form Level and in the workplace.

Mrs L Ingleby  
Creative Media Teacher

### Course Content

#### Course Structure in Year 10

Students will study the key knowledge and skills for investigating and developing ideas through pre-production, production and post-production of media products in the moving image sector. They will produce coursework for the two internally assessed components. The exam board will release two set briefs for students to then produce work linked to a specific theme. This could include writing reports, presenting ideas, planning and producing a moving image short film or trailer and evaluating their skills and understanding.

#### Course Structure in Year 11

Students will use their knowledge and skills from Year 10 to understand the process of responding to a set brief. Students will plan and produce a product in a vocational context, and this will be examined externally

### Progression

The BTEC in Creative Media Production will allow students to progress to further vocational or academic study in media.

This could include

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Media, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector.

The course provides real-life working contexts so students get a full understanding of the industry and the roles and responsibilities within it.

# Creative Media Production

## Pearson BTEC Level 1/2 Tech Award

### in Creative Media Production



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	Guided Learning Hours	Weighting	Marks Available	Type of assessment
Component 1	36	30%	60	Internal assessment (PSA). External Moderation
Component 2	36	30%	60	Internal assessment (PSA). External Moderation
Component 3	36	40%	60	External assessment. Externally marked.

#### Enrichment

Students will have the opportunity to attend a one-off workshop and trip to the Warner Brothers Harry Potter studio tour where students will be able to see the production of a moving image. Throughout the year, students will be undertaking teacher-led workshops in the use of technical equipment and editing software. This includes a visit to Farnborough Sixth Form College to experience media at sixth form level.

#### Equipment and Other Information

All equipment is provided by the school. This will be used to store any footage and audio recorded throughout the coursework elements.

Due to the practical nature of the course, students will be expected to use their own time to gather additional footage to ensure their coursework is to the best of their ability.

# Design & Technology

## AQA GCSE Design & Technology – 8552



### Overview

AQA Design & Technology has been developed to best meet the needs of both young people and the country, in terms of employment and ability to function and contribute to an increasingly technological world. It provides students with the opportunity to design and make products in a broad range of materials using creativity and originality. The course requires students to develop core knowledge in all material areas, and then go on to specialise in a particular material specialism of their choice. In addition to this, students will have the opportunity to develop an understanding of electronics, mechanisms and the application of mathematics in design. Students will have use of new technologies such as CAD/CAM and Smart materials. They will be encouraged to consider and solve sustainability and moral problems through the design and development of products and prototypes.

Mr I Brotherton  
Head of Technology

### Course Content

#### Year 10

In Year 10, students undertake a number of designs and make mini projects using a variety of materials, which aims to build on the knowledge and skills learnt at KS3 in all material areas. Students will be given opportunities to further develop knowledge in their chosen material specialism. These projects provide all students with the platform for more independent work which is carried out in Year 11. Coupled with this, theory-based lessons will support the practical work carried out in the workshops.

#### Year 11

The majority of Year 11 is dedicated to the GCSE Controlled Assessment work. Students are required to undertake a major design and make a project in their chosen specialism. These specialisms include Timbers (wood), Polymers (plastics), Metals, Textiles and Electronics. This design task or problem is provided by the examining board and contributes to 50% of the final GCSE grade. The project includes a 20-25 sheet design folder and a practical outcome in the form of a product or prototype.

#### Key Principles

- Investigating the design context
- Development of design proposals (including modelling)
- Making
- Testing and evaluation

# Design & Technology

## AQA GCSE Design & Technology – 8552



Paper 1	Non-exam assessment (NEA)
<b>What's assessed</b> <ul style="list-style-type: none"> <li>Core technical principles</li> <li>Specialist technical principles</li> <li>Designing and making principles</li> </ul>	<b>What's assessed</b> <p>Practical application of:</p> <ul style="list-style-type: none"> <li>Core technical principles</li> <li>Specialist technical principles</li> <li>Designing and making principles</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 2 hours</li> <li>100 marks</li> <li>50% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Non-exam assessment (NEA): 30-35 hours approx</li> <li>100 marks</li> <li>50% of GCSE</li> </ul>
<b>Questions</b> <p><b>Section A – Core technical principles (20 marks)</b></p> <p>A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding</p> <p><b>Section B – Specialist technical principles (30 marks)</b></p> <p>Several short answer questions (2-5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p> <p><b>Section C – Designing and making principles</b></p> <p>A mixture of short answer and extended response questions.</p>	<b>Task(s)</b> <ul style="list-style-type: none"> <li>Substantial design and make task</li> <li>Assessment criteria: <ul style="list-style-type: none"> <li>Identifying and navigating design possibilities</li> <li>Producing a design brief and specification</li> <li>Generating design ideas</li> <li>Developing design ideas</li> <li>Realising design ideas</li> <li>Analysing and evaluating</li> </ul> </li> <li>In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner</li> <li>Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA</li> <li>Students will produce a prototype and a portfolio of evidence</li> <li>Work will be marked by teachers and moderated by AQA</li> </ul>

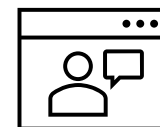
### Progression

Students who study this course may go on to further study at A Level and degree, then moving on to a wide range of related careers, such as, Product design, Engineering (mechanical, electrical and civil), 3D Design, Fashion and Textiles design.

### Important Information

All students who select this as an option subject will be required to provide their own materials for their GCSE Controlled Assessment project in Year 11. The actual cost of these materials will depend largely on the scale of the product and the types of materials that the students wish to use within their design. Support in purchasing these materials will be provided for those students who qualify for free school meals.

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specification booklet



Hear what Mr Jones has to say

# Drama

## AQA GCSE Drama – 8261



### Overview

Drama is an exciting, creative and challenging course that reflects the practical and analytical nature of the subject. GCSE Drama offers students the opportunity to advance their imagination, creative and social skills and further stimulate their interest and understanding of Drama as an art form.

Mrs R Frater  
Head of Drama

### Course Content

Throughout the course students will have the opportunity to practically explore improvisation techniques, script interpretation and devised theatre alongside the technical aspects of performance (lighting and sound).

Students will develop their knowledge and understanding of a wide range of different styles and genres in Drama, ways in which performers communicate meaning to an audience and a range of theatre conventions and Drama terminology. They will also explore how plays are constructed and realised, how to create, interpret and communicate a character in role and how social, historical and cultural contexts impact on a performance.

### Progression

The course will provide a stepping stone to study Drama and the Performing Arts at A Level or equivalent courses. The AQA A Level in Theatre Studies will continue to build on the skills mastered at the GCSE level. Students have progressed onto degree courses in Drama at a variety of Universities around the country.

Furthermore, the transferable skills developed in this course such as communication, confidence, teamwork, self-reflection, and presentation skills will support students in any further education qualifications and career choices.

### Enrichment

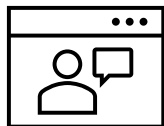
Throughout the course students will have the opportunity to attend various theatre trips and workshops. The theatre trips will aid in answering the Live Theatre section of the exam paper as well as broadening students' ideas for their own pieces of theatre. The workshops will support both the theoretical and practical skills they need to develop throughout the course.

# Drama

## AQA GCSE Drama – 8261



Component 1: Understanding drama	Component 2: Devising drama (practical)	Component 3: Texts in practice (practical)
<b>What's assessed</b> <ul style="list-style-type: none"> <li>Knowledge and understanding of drama and theatre</li> <li>Study of one set play from a choice of six</li> <li>Analysis and evaluation of the work of live theatre makers</li> </ul>	<b>What's assessed</b> <ul style="list-style-type: none"> <li>Process of creating devised drama</li> <li>Performance of devised drama (students may contribute as performer or designer)</li> <li>Analysis and evaluation of own work</li> </ul>	<b>What's assessed</b> <ul style="list-style-type: none"> <li>Knowledge and understanding of drama and theatre</li> <li>Study of one set play from a choice of six</li> <li>Analysis and evaluation of the work of live theatre makers</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour and 45 minutes</li> <li>Open book</li> <li>80 marks</li> <li>40% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Devising log (60 marks)</li> <li>Devised performance (20 marks)</li> <li>80 marks in total</li> <li>40% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Performance of Extract 1 (20marks) and Extract 2 (20 marks)</li> <li>40 marks in total</li> <li>20% of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>Section A: multiple choice (4 marks)</li> <li>Section B: four questions on a given extract from the set play chosen (44 marks)</li> <li>Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)</li> </ul>	<p>This component is marked by teachers and moderated by AQA.</p>	<p>This component is marked by AQA.</p>



Hear what Mrs Frater has to say

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specification booklet



### Other Information

Due to the practical and group work nature of the course there is an expectation that students will attend extracurricular rehearsals when preparing for their controlled assessments. Students will have the responsibility to organise and attend these rehearsals.

# Engineering

## AQA GCSE Engineering – 8852



### Why choose GCSE Engineering?

The sky's the limit. Engineering is an increasingly innovative and exciting area to work in. It affects every aspect of modern life – from skyscrapers to smart phones, cars to carrier bags. The GCSE introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, maths and problem-solving.

If you study GCSE engineering you will learn about a variety of processes. These include how to create design briefs, how businesses convert design briefs to design specifications, and the application of technology to manufacturing.

The engineering industry is vast and varied and there are many different businesses you could potentially work for within it. Some of the main aims and objectives of this GCSE are to understand emerging technologies, learn about proper health and safety procedures, and be mindful of sustainable development. Specifically you will learn how to solve problems using a logical and systematic approach, using all kinds of charts and diagrams to do so.

You will also get familiar with various computer-based programmes to help solving problems, which can be fun to interact with.

You can find out about Engineering qualifications at [aqa.org.uk/engineering](http://aqa.org.uk/engineering)

Mr I Brotherton – Head of Technology

### Course Content

#### Year 10

In Year 10, students undertake a number of designs and make mini projects using a variety of materials and skills, which aims to build on the knowledge and skills learnt at KS3 in relevant material areas and skill sets. Students will be given opportunities to further develop knowledge in their chosen material specialism. These projects provide all students with the platform for more independent work which is carried out in Year 11. Coupled with this, theory-based lessons will support the practical work carried out in the workshops.

#### Year 11

The majority of Year 11 is dedicated to the GCSE Controlled Assessment work. Students are required to undertake a major design and make a project in their chosen specialism - both electrical/electronic and mechanical which accounts for 40% of the final GCSE grade. The project includes a 20-25 sheet design folder and a practical outcome in the form of an engineered product or prototype.

#### Core content (click links below for further information)

- [Engineering materials](#)
- [Engineering manufacturing processes](#)
- [Systems-testing and investigation](#)
- [The impact of modern technologies](#)
- [Practical engineering skills](#)

# Engineering

## AQA GCSE Engineering – 8852



### Question paper: Externally assessed

#### What's assessed

Sections 1–6 from the subject content.

Though the 'Practical engineering skills' section will predominantly be assessed through the NEA, some questions in the written exam will relate to practical contexts and students will need to apply their understanding within these contexts.

#### How it's assessed

- Written exam: 2 hours
- 120 marks
- 60% of GCSE

#### Questions

- Multiple choice questions assessing breadth of knowledge.
- Short answer questions assessing in depth knowledge, including calculations.
- Multiple choice questions related to the application of practical engineering skills.
- Extended response questions drawing together elements of the specification.

### Non-exam assessment: Practical engineering

#### What's assessed

- Application of skills, knowledge and understanding in a practical context.
- Analysis and evaluation of evidence.

#### How it's assessed

- A brief set by AQA released on 1 June in the first year of study.
- 80 marks
- 40% of GCSE

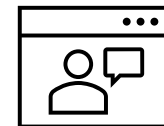
#### Questions

Students produce:

- engineering drawings or schematics to communicate a solution to the brief.
- an engineering product that solves a problem.



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specification booklet



Hear what Mr Jones has to say

### Progression

Students who study this course may go on to further study at A Level and degree, then moving on to a wide range of related careers in Engineering such as:

- mechanical engineer
- manufacturing engineer
- materials engineer
- electrical engineer
- electronics engineer
- petroleum engineer
- chemical (process) engineer
- biomedical engineer

### Important Information

All students who select this as an option subject will be required to provide their own materials for their GCSE Controlled Assessment project in Year 11. The actual cost of these materials will depend largely on the scale of the product and the types of materials that the students wish to use within their design. Support in purchasing these materials will be provided for those students who qualify for free school meals.

# Food Preparation & Nutrition

## AQA GCSE Food Preparation & Nutrition – 8585



### Overview

AQA Food Preparation and Nutrition provides students with the opportunity to learn an array of culinary techniques, as well as develop knowledge of nutrition and food science, safety, choices and provenance. The science behind food is explored in great detail and students will conduct and design a range of experiments to show how the functions of ingredients are key to creating successful products.

Mr I Brotherton – Head of Technology

### Course Content – Year 10

In Year 10, students will learn new skills and will cook almost every week; this aims to build on the practical skills learnt at KS3. Coupled with this, theory based lessons will support the work completed in the practical lessons. This provides all students with the platform for more independent work, which is carried out in Year 11.

### Course Content --Year 11

The majority of Year 11 is dedicated to non-examination assessment (NEA) work (Controlled Assessment). The NEA is divided into two tasks: Task 1: Food Investigation (10 hours of lesson time) which is completed in Sept – Nov. Task 2: Food Preparation Assessment (20 hours), which is completed in Nov – Feb. The remainder of the year is focused on preparing for the written exam.

### Progression

This GCSE will provide a foundation to study at Level 3 in Food Science and Nutrition or equivalent. Students can also then progress onto degree courses, which focus on food and nutrition including Dietetics, Nutrition and Food Technology. There are also many transferable skills developed throughout the course such as time management, confidence, teamwork and presentation skills that will support students in a variety of different career pathways.

### Further information

All students who select this as an option subject will be required to provide their own ingredients for all practical lessons throughout the two years, including the NEA tasks. The actual cost of these ingredients will depend largely on the student's choice of recipes.

# Food Preparation & Nutrition

## AQA GCSE Food Preparation & Nutrition – 8585



### Paper 1

#### What's assessed

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

#### How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

#### Questions

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

### Non-exam assessment (NEA)

#### What's assessed

**Task 1:** Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

**Practical investigations are a compulsory element of this NEA task.**

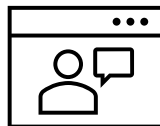
**Task 2:** Food preparation assessment (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

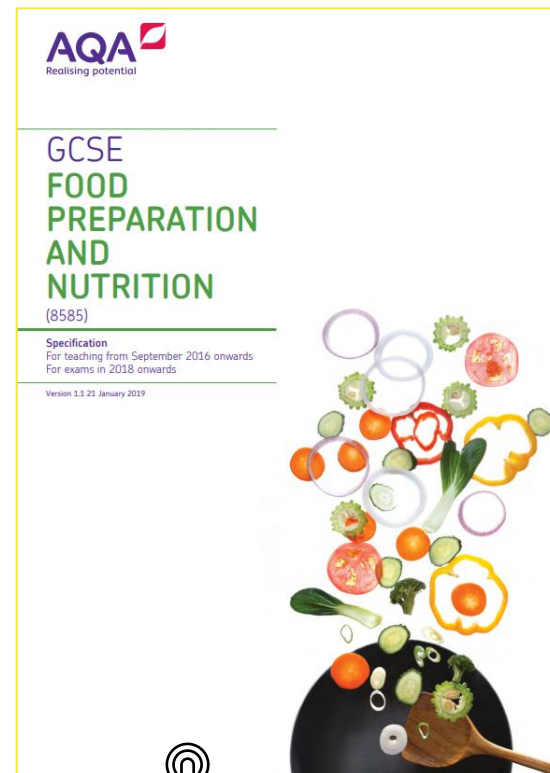
Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

#### How it's assessed

- **Task 1:** Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.
- **Task 2:** Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.



Hear what Mrs Randhawa has to say



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specification booklet

# French

## AQA GCSE French – 8652



### Overview

Internationalism and language learning are embraced wholeheartedly at Tomlinson and the students here are extremely fortunate in enjoying enhanced facilities in this area of the curriculum.

French is the student's first foreign language i.e. the one which has received more curriculum time since the beginning of Year 7.

Ms Merle

Head of French

### Course Content

#### Theme 1: People and lifestyle

Theme 1 covers the following three topics

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

#### Theme 2: Popular culture

Theme 2 covers the following three topics

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

#### Theme 3: Communication and the world around us

Theme 3 covers the following three topics

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

### Extracurricular Activities and Career Prospects

The MFL Department has very successful and established links with the Collège/Lycée Notre Dame de la Paix in Lille, Northern France. There is strong evidence that participation in an exchange visit enhances students' final grades.

In a landscape where language learning in schools is declining, a language qualification is a fantastic USP. British businesses have acknowledged that they are desperate for employees with at least a GCSE in a modern foreign language. By taking a language at GCSE our students will improve their job prospects and leave Tomlinson with a skill which will help them to stand out in a crowd.

# French

## AQA GCSE French – 8652



### Paper 1: Listening

#### What's assessed

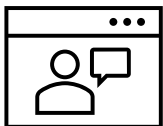
- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

#### How it's assessed

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE
- Recording controlled by the invigilator with built-in repetitions and pauses.
- Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

#### Questions

- Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)
- Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)



Hear what Ms Merle has to say

### Paper 2: Speaking

#### What's assessed

- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

#### How it's assessed

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

#### Questions

The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.

- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
  - Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
  - Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
  - Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
  - Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)



Tap image to open specification booklet

Proceed to next page to see Papers 3 and 4

# French

## AQA GCSE French – 8652



### Paper 3: Reading

#### What's assessed

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from French into English

#### How it's assessed

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

#### Questions

- Section A – reading comprehension questions in English, to be answered in English or nonverbally (40 marks)
- Section B – translation from French into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

### Paper 4: Writing

#### What's assessed

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French

#### How it's assessed

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

#### Questions

##### Foundation tier

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into French, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

##### Higher tier

- Question 1 – translation of sentences from English into French, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

# Geography

## Edexcel GCSE Geography – Specification B



### Overview

The new GCSE Geography course gives students the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen the understanding of geographical processes, illuminate the impact of change and of complex people–environmental interactions, highlight the dynamic links and inter-relationships between places and environments at different scales. It will develop the students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

Students are very well supported by a strong team of Geography teachers who work together to ensure the success of all students. The subject is taught with a great deal of enthusiasm and the concepts will be illustrated through the use of very current case studies often making use of current news stories to illustrate the Geographical theory.

Miss S Woodward – Head of Geography

### Progression

Geography is a unique subject in that it is a combination of the Arts and the Sciences. It therefore combines extremely well with many other subjects.

Geography allows students to develop a wide range of skills such as decision making, data recording and presenting, communication, interpretation, analysis and problem solving. Along with these skills, having an understanding of the world and how it works makes Geography highly valued by employers.

### Extracurricular Activities ££

An exciting aspect of making Geography real is the opportunity of fieldwork. Students will be required to participate in fieldwork as it is a component of the Paper 2 exam. Two contrasting fieldwork enquiries are a requirement and this is a compulsory part of the Geography course. These are carried out over two separate days in Years 10 and 11 at Juniper Hall (rivers fieldwork) and Guildford (Urban fieldwork). Within the Geography course there will be a small charge for the compulsory field trips. Geography also offers an optional three-day residential visit to Dorset.

# Geography

## Edexcel GCSE Geography – Specification B



### Component 1: Global Geographical Issues (\*Paper 1 code: 1GB0/01)

**Written examination: 1 hour and 30 minutes**  
**37.5% of the qualification**  
**94 marks**

#### Content overview

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

#### Assessment overview

An externally-assessed written exam with three 30-mark sections. Of the 94 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.

#### Section A: Hazardous Earth

#### Section B: Development dynamics

#### Section C: Challenges of an urbanising world

The exam includes multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions.

### Component 3: People and Environment Issues – Making Geographical Decisions (\*Paper 3 code: 1GB0/03)

**Written examination: 1 hour and 30 minutes**  
**25% of the qualification**  
**64 marks**

#### Content overview

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

#### Assessment overview

An externally-assessed written exam with four sections. Of the 64 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and their of specialist terminology.

#### Section A: People and the biosphere

#### Section B: Forests under threat

#### Section C: Consuming energy resources

#### Section D: Making a geographical decision

The exam includes multiple-choice questions, short open, open response and extended writing questions. Section C will include 8-mark extended writing questions and Section D will offer a choice of **one** from three decisions assessed through a 12-mark extended writing question.

### Component 2: UK Geographical Issues (\*Paper 2 code: 1GB0/02)

**Written examination: 1 hour and 30 minutes**  
**37.5% of the qualification**  
**94 marks**

#### Content overview

- Topic 4: The UK's evolving physical landscape – including sub-topics 4A: Coastal change and conflict and 4B: River processes and pressures.
- Topic 5: The UK's evolving human landscape – including a Case Study - Dynamic UK cities.
- Topic 6: Geographical investigations – including **one** physical fieldwork investigation and **one** human fieldwork investigation linked to Topics 4 and 5.

#### Assessment overview

An externally-assessed written exam with three sections. Of the 94 marks available up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.

#### Section A: The UK's evolving physical landscape

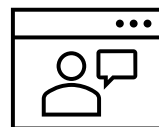
#### Section B: The UK's evolving human landscape

#### Section C: Geographical investigations

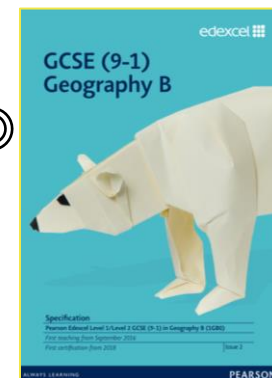
- C1: Students choose one from two optional questions (Coastal change and conflict or River processes and pressures)
- C2: Students choose one from two- optional questions (Dynamic urban areas or Changing rural areas).

The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions.

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specification booklet



Hear what Miss Woodward has to say



# German

## AQA GCSE German – 8668



### Overview

Internationalism and language learning are embraced wholeheartedly at Tomlinson and the students here are extremely fortunate in enjoying enhanced facilities in this area of the curriculum.

German is the individual student's first foreign language i.e. the one which has received more curriculum time since the beginning of Year 7.

Mrs R Savochkin  
Head of German

### Course Content

#### Year 10

##### **Theme 1: Identity and Culture**

Me, my family and friends  
Technology in everyday life  
Free-time activities  
Customs and festivals

##### **Theme 2 Local, national, international and global areas of interest**

Home, town, neighbourhood and region  
Social issues  
Global issues

#### Year 11

##### **Theme 2: Local, national, international and global areas of interest**

Holidays and travel

##### **Theme 3: Study and employment**

Life at school and college  
Jobs, career choices and ambitions

### Extracurricular Activities and Career Prospects

The MFL Department has very successful and established links with the Robert-Bosch Gymnasium in Wendlingen, near Stuttgart, Germany. There is strong evidence that participation in an exchange visit enhances students' final grades.

German students benefit from our relationship with the Goethe Institut which provides students with additional opportunities including visits to Germany.

In a landscape where language learning in schools is declining, a language qualification is a fantastic USP. British businesses have acknowledged that they are desperate for employees with at least a GCSE in a modern foreign language. By taking a language at GCSE our students will improve their job prospects and leave Tomlinson with a skill which will help them to stand out in a crowd.

# German

## AQA GCSE German – 8668



### Paper 1: Listening

#### What's assessed

Understanding and responding to different types of spoken language

#### How it's assessed

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

#### Questions

##### Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in German, to be answered in German or non-verbally

### Paper 2: Speaking

#### What's assessed

Communicating and interacting effectively in speech for a variety of purposes

#### How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

#### Questions

##### Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

### Paper 3: Reading

#### What's assessed

Understanding and responding to different types of written language

#### How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

#### Questions

##### Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in German, to be answered in German or non-verbally
- Section C – translation from German into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)

### Paper 4: Writing

#### What's assessed

Communicating and interacting effectively in speech for a variety of purposes

#### How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

#### Questions

##### Foundation Tier

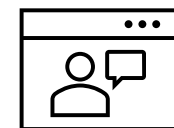
- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into German (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

##### Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into German (minimum 50 words) – 12 marks



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Hear what Mrs  
Savochkin has to say

# Graphic Design

## NCFE Level 1/2 Technical Award in

### Graphic Design 603/7011/7



#### Overview

This qualification is intended for students interested in using graphic based materials in a practical and imaginative way.

Through project work, students will develop an understanding of the key components and disciplines within graphic design and an awareness of careers within the industry.

The Level 1/2 Technical Award in Graphic Design is designed for learners who want an introduction to graphic design that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the graphic design sector or progress onto further study.

Mr I Brotherton  
Head of Technology

#### Course Content

Content area 1	Components of graphic design
Content area 2	Work of graphic designers
Content area 3	Requirements of a graphic design brief
Content area 4	Planning, development and experimentation
Content area 5	Graphic design production
Content area 6	Design, present and promote graphic design work

# Graphic Design

## NCFE Level 1/2 Tech Award in Graphic Design

### 603/7011/7



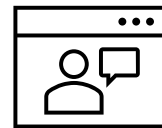
#### Assessment Breakdown

<ul style="list-style-type: none"> <li>1 hour 30 minutes examined assessment</li> <li>17 hours 30 minutes non-exam assessment</li> </ul>		
Non-exam Assessment (NEA)	Weighting 60%	Externally set, internally marked and externally moderated <ul style="list-style-type: none"> <li>Synoptic project</li> </ul>
Examined Assessment (EA)	Weighting 40%	Externally set and externally marked <ul style="list-style-type: none"> <li>Written exam</li> </ul>
Total	100%	Overall qualification grades: L1P, L1M, L2P, L2M, L2D, L2D*

#### Progression

The skills and knowledge gained will allow students to progress onto a wide range of courses such as A Level or Level 3 Vocational qualifications, Art & Design Foundation courses and then onto degree level.

Equally, students may wish to enter the world of work undertaking an apprenticeship or junior level employment in a graphic design related area.



Hear what Mr Brotherton has to say



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# Hair & Beauty

## City & Guilds Level 2

### Technical Award in the Study of Hair & Beauty



#### Overview

The qualification will prepare learners to progress onto qualifications related to the hair and beauty sector, such as the T Level in Hair, Beauty and Aesthetics; learners may also progress onto broader areas of study. It is a vocational qualification equivalent to GCSE grades 9-1.

Mrs Buckland-Speller  
Hair and Beauty Teacher

#### Course Content

The Award consists of three mandatory units:

- 201 - Exploring the world of hair and beauty
- 202 - Science of hair and beauty
- 203 - Design in the hair and beauty sector

Learners will explore design skills and techniques used within the hair and beauty sector to develop their skills in planning, carrying out research and presenting design brief ideas. They will also explore the business aspect of the hair and beauty sector and have the opportunity to investigate the principles of marketing and how entrepreneurship supports the hair and beauty sector, including how to select and design promotional activities and materials and carry out practical assessments on hair, makeup and nails.

# Hair and Beauty

## City & Guilds Level 2

### Technical Award in the Study of Hair & Beauty



#### Qualification Structure

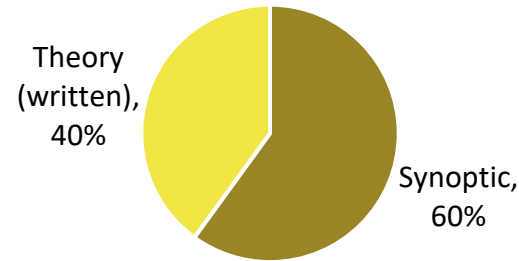
The overall qualification grade is calculated using a rigorous synoptic assessment method. This consists of an externally set and marked assessment by examination (external written exam) and an externally set, internally marked non-exam assessment (synoptic assignment). This will help to ensure the qualification offers a comparable level of challenge to academic qualifications.

Synoptic assessment is at the heart of this qualification. The assessment method will assist learners to make connections between the units, increase the level of learner engagement and provide centre staff with the opportunity to adopt a holistic approach to delivering the units.

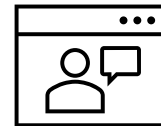
Learners will plan how to best meet the brief by

- making decisions on use of products depending on client specification
- understanding the target audience for image use
- demonstrating technical hair and beauty skills appropriate to the brief.

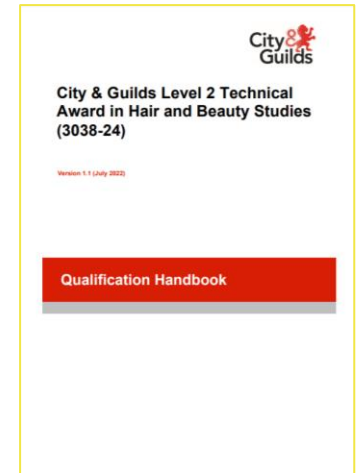
Learners will evaluate the suitability of their proposals against the brief.



#### Mandatory assessment requirements



Hear what Mrs Buckland-Speller has to say



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specification booklet



#### Progression

This qualification covers a wide range of subject areas and will complement related subjects including Maths, English, Science, Fashion, Travel and Tourism and Business Studies in further education. It will assist with apprenticeships within the Hair and Beauty Industry, or Further Vocational Education within a Technical College or T level.

# Health & Fitness

## 603/7007/5 – NCFE Level 1/2 Tech Award in Health and Fitness



### Overview

This qualification is designed for students with an interest in health and fitness. It will provide them with the opportunity to develop and experience their own fitness programme. This qualification aims to focus on an applied study of the health and fitness industry sector.

Mr O Cochrane  
Head of Physical Education

### Course Content

#### **Unit 01 Introduction to body systems and principles of training in health and fitness**

This unit provides students with the underpinning knowledge and understanding required for Health and Fitness. Students will develop their knowledge and understanding of the structure and function of key body systems. Students will know and understand the short and long-term effects that health and fitness activities can have on the body as well as the components of fitness and the principles of training.

#### **Unit 02 Preparing and Planning for Health and Fitness**

This unit provides students with the knowledge and understanding to be able to prepare and plan for health and fitness. Students will know and understand the impact of lifestyle on health and fitness and be able to apply health and fitness analyses to set goals. Students will know and understand how to test and develop components of fitness and understand how to structure a health and fitness programme as well as preparing safely for health and fitness activities.

### Progression

Students who achieve at Level 2 might consider progression to Level 3 qualifications post-16 such as:

Level 3 Applied Generals in sport studies, sport and physical activity or sport and exercise science. Students could also study Level 3 Technical Levels in sport and physical activity, personal training or fitness services. Studying A Level in Physical Education and Sport will support progression to higher education. Students could also progress into employment or onto an apprenticeship in the health and fitness sector.

### Enrichment

A general interest in sport, health and fitness is highly recommended for students wanting to select this course. All Health and Fitness students are expected to attend extracurricular clubs in the sports they enjoy alongside the schools “Fitness Club”.

# Health & Fitness

## NCFE Level 1/2 Tech Award in Health & Fitness

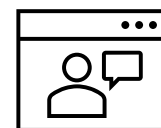
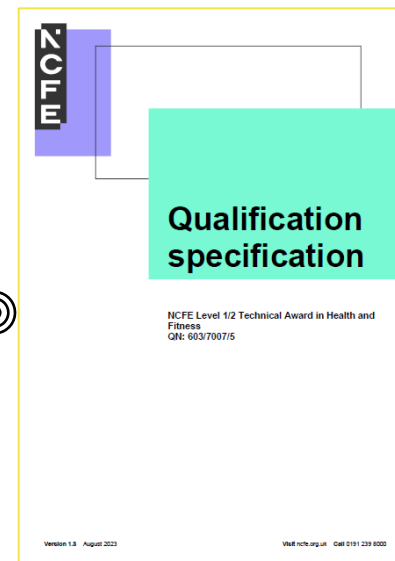


### Assessment Breakdown

	Examined Assessment	Examined Assessment
Assessments	<p>40% of technical award</p> <p>Written examination:</p> <ul style="list-style-type: none"> <li>• 80 marks</li> <li>• 1 hour 30 minutes</li> <li>• A mixture of multiple-choice, short-answer and extended response questions</li> <li>• Some questions include use of numeracy skills</li> <li>• Extended response questions require use of literacy skills and ability to write essay-style answers</li> </ul>	<p>60% of the technical award</p> <p>Synoptic Project:</p> <ul style="list-style-type: none"> <li>• 88 marks</li> <li>• The completion time for the projects is 22 hours plus 2 hours preparation and research time</li> </ul>
What's assessed	<ul style="list-style-type: none"> <li>• Structure and function of body systems</li> <li>• Effects of health and fitness activities on the body</li> <li>• Health and fitness and the components of fitness</li> <li>• Principles of training</li> <li>• Testing and developing components of fitness</li> <li>• Impact of lifestyle on health and fitness</li> <li>• Applying health and fitness analysis and setting goals</li> <li>• Structure of a health and fitness programme and how to prepare safely</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Testing a Client</li> <li>• General Assessment of Clients Health</li> <li>• Setting Appropriate Goals</li> <li>• Development of Health and Fitness Training Programme</li> <li>• Development of a Diet Plan</li> <li>• Delivering a Health and Fitness Training Programme</li> <li>• Reviewing the Health and Fitness Training Programme</li> </ul>



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specification booklet



Hear what Mr Cochrane has to say

### Important Information

All students are expected to bring relevant Tomlinson PE kit to all practical lessons and, in addition, be prepared in the most appropriate way for all theory lessons.

# History

## AQA GCSE History – 8145



### Overview

Are you willing to accept the challenge that History provides? In studying History, you will gain an understanding of why the world is as it is today.

Mrs V Kennedy  
Head of History

### Course Content

#### **Period Study – America 1920-1973: Opportunity and inequality**

Boom and bust in post war America, racial segregation and the fight for equality in America.

#### **Period Study – Conflict and tension, 1945-1972**

The origins and development of the Cold War.

#### **Thematic Study – Britain: Health and the people c1000 to the present day**

The development of medicine and public health from ancient to modern times.

#### **Depth Study – Elizabethan England c1568-1603**

Elizabeth's court, parliament, religious problems and life in Elizabethan times.

### Progression

History is relevant, interesting and exciting. It will enable you to gain transferable skills which are highly sought after in today's workplace. Some of these are analytical skills, decision making skills, problem-solving skills, empathy, interpretation of evidence and the ability to “read between the lines”. It helps students develop communication skills (both oral and written) and the presentation and justification of an argument.

Many employers value the skills above which you will develop through the study of History, these are just a few examples:

- Law
- Accountancy
- Teaching
- Media
- Journalism
- Marketing
- Research

# History

## AQA GCSE History – 8145



### 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

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

#### Questions

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

### 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

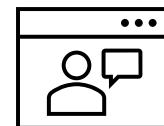
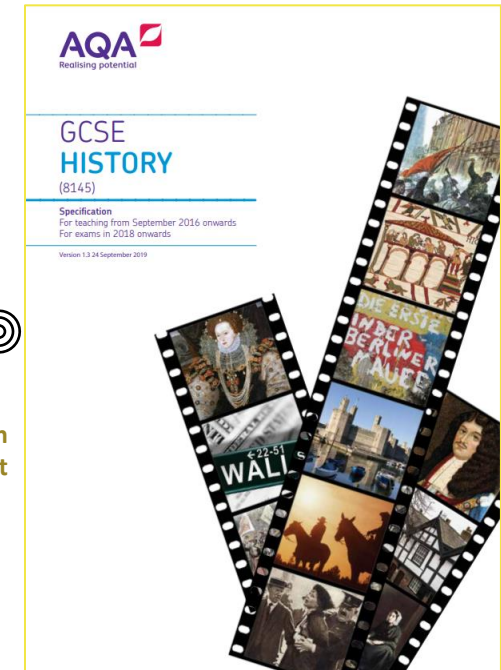
- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

#### Questions

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar



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specification booklet



Hear what Mrs Kennedy has to say

# Hospitality and Catering

## WJEC Vocational Award Hospitality & Catering (Technical Award)



### Overview

Hospitality & Catering is Britain's fourth largest industry and accounts for around 10% of the workforce (British Hospitality Association). This Level 1/2 award has been designed to support students who want to learn about this sector and the potential it can offer for possible careers and further study.

Students will develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. All students who select this as an option subject will be required to provide their own ingredients. The actual cost of these ingredients will depend largely on the student's choice of recipe.

Mrs K Randhawa  
Head of Food and Textiles

### Course Content – Year 10

In Year 10 students will learn new practical skills aimed at building on the skills learnt during Years 7-9 in Food Tech. Theory based lessons will focus on developing knowledge of the hospitality and catering industry. A range of practice assessments will be completed to prepare for internal and external assessments.

### Course Content – Year 11

In Year 11, students will continue to develop practical and theoretical skills and knowledge, and will complete the Unit 1 written examination, and Unit 2 coursework. Both Unit 1 and Unit 2 will be graded and both units must be passed to receive the qualification.

# Hospitality and Catering

## WJEC Vocational Award Hospitality & Catering (Technical Award)



### Summary of Assessment

Unit 1: The hospitality and catering industry  
Written examination: 1 hour 20 minutes  
40% of qualification

80 marks

Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

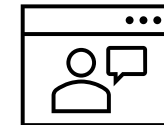
Unit 2: Hospitality and catering in action  
Controlled assessment: approximately 12 hours  
60% of qualification

120 marks

An assignment brief will be provided by WJEC Secure Website.



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specification booklet



Hear what Mrs Randhawa has to say

### Progression

This qualification supports students to develop essential employability skills that are valued by employers and further and higher education.

Successful completion of this qualification together with GCSEs in English, Maths and Science can support entry to Level 3 qualifications relevant to the hospitality and catering sector.

There are a wide range of employment opportunities in hospitality and catering from catering assistants to chefs, hotel and bar managers to food technologists in food manufacturing.

# Music

## OCR GCSE Music – J536



### Overview

This course will provide a contemporary, accessible and creative approach in Music with an integrated focus on the three main elements – performing, composing and appraising. The course will aim to appeal to, and cater for, a wide range of interests, instruments, personalities and directions. Students will have the opportunity to explore instruments and Areas of Study depending on their personal preference and ability. There is no minimum instrumental grade needed, but students must already play an instrument/ be having instrumental lessons, as they cannot access the 'performance' element of the course, or its marks.

Mr L Frater  
Head of Music

### Course Content

Students will be able to continue to study for an A Level in Music.

Students will have laid the foundation for any number of music-related careers such as performing in bands, orchestras and choirs, conducting, composing and arranging, working for film, television and radio, sound engineering, education and music therapy.

Further information about careers with Music can be found here: <https://www.careersinmusic.com>

### Course Content

Students will study five Areas of Study. Across these areas, students will study music from the past and present, from the western tradition and other world cultures. The Areas of Study also provide opportunities for students to further their understanding of musical styles of their own choosing. Students will compose two pieces of music: one of the pieces will be set to a brief by OCR; the other will be set to a brief by the student.

In addition, students will be required to perform regularly as a soloist and as part of a group. They will also be expected to prepare performances with their instrumental teacher, at home and in class time. However, final recordings must take place at school in the presence of the teacher.

### Enrichment

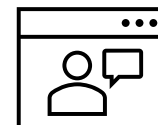
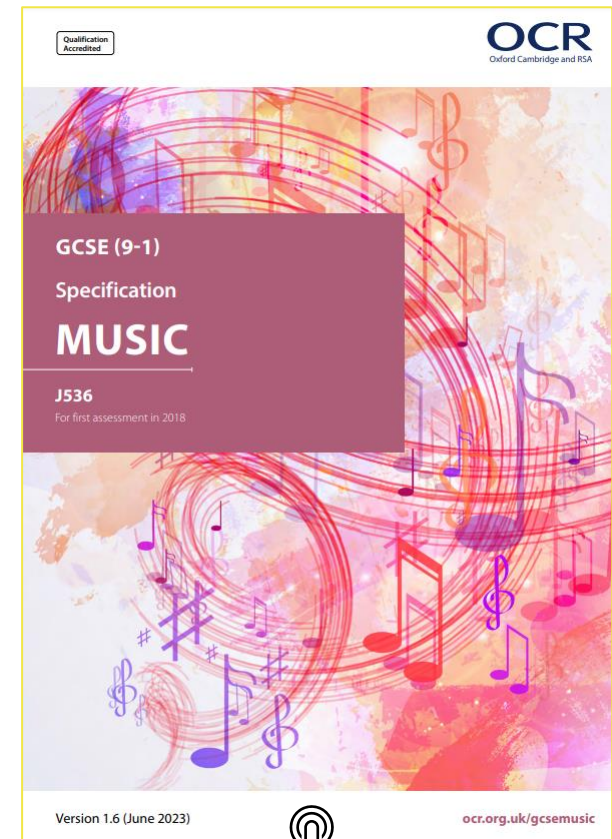
The study of Music encourages students to develop wide-ranging skills and personal attributes that are highly regarded by employers and further and higher education establishments (whether or not students aspire to a career in the Music industry). In addition to the specific musical skills of performing, composing and listening, students will develop their confidence, self-discipline, social skills, capacity for independent study, organisation and time-management.

# Music

## OCR GCSE Music – J536



Content overview	Assessment overview	
<b>Unit 1: Integrated Portfolio (Coursework)</b>  <b>1 solo</b> performance – perform <b>any</b> piece of music you wish (no grade requirements) on an instrument (including voice)  <b>1 free choice</b> composition – compose a piece of music in <b>any</b> style/genre you wish	Unit 1: Marks  Up to 30 marks   Up to 30 marks	Unit 1: Percentage = 15%   =15%  <b>30% of the overall GCSE</b>
<b>Unit 2: Practical Component (Coursework)</b>  <b>1 ensemble</b> performance – perform any piece of music you with at least 1 other person live  <b>1 set brief</b> composition – compose a piece of music linked to Area of Study 2, 3, 4 or 5, and using a given stimuli	Unit 2: Marks  Up to 30 marks   Up to 30 marks	Unit 2: Percentage = 15%   =15%  <b>30% of the overall GCSE</b>
<b>Unit 3: Listening &amp; Appraising (Exam)</b>  A <b>90 minute written paper</b> with a CD, testing Aural recognition and context from music within Areas of Study 2, 3, 4 and 5.	Unit 3: Marks   Up to 80 marks	<b>Unit 3: Percentage</b>   <b>40% of the overall GCSE</b>



Hear what Mr Frater has to say



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# Photography

## OCR GCSE Photography – J173



### Overview

During the two-year course you will have the opportunity to explore a range of different photographic skills and techniques. You will each have access to a digital SLR camera which we will learn to use in fully manual mode. You will each have access to a laptop with the full Adobe Master Suite and will learn a vast range of Photoshop techniques. The department has a photographic studio equipped with two backdrops and lights, a range of light boxes, tripods and different lenses for you to explore. Throughout the course you will learn to develop your own creativity and individual style, working through different projects in Year 10, leading to projects of your choice in Year 11. We aim to work outside of the classroom when we can, taking part in a range of photography shoots around the school.

Miss E Watson  
Head of Photography

### Course Content – Year 10

There will be a number of different workshops and projects throughout the year, teaching you a range of different styles and techniques.

- How to use the digital cameras
- Post production editing mainly through Photoshop
- Developing concept and meaning in your work
- Understanding the key elements of Photography (framing, composition, focus)

### Course Content – Year 11

During Year 11 there will be two major projects that you will work on throughout the year. Using the skills and knowledge learnt throughout Year 10, you will now need to use your own creativity to produce creative and individual projects. There will be two practical exams at the end of each project, each lasting 10 hours (spread over two school days).

# Photography

## OCR GCSE Photography – J173

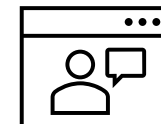
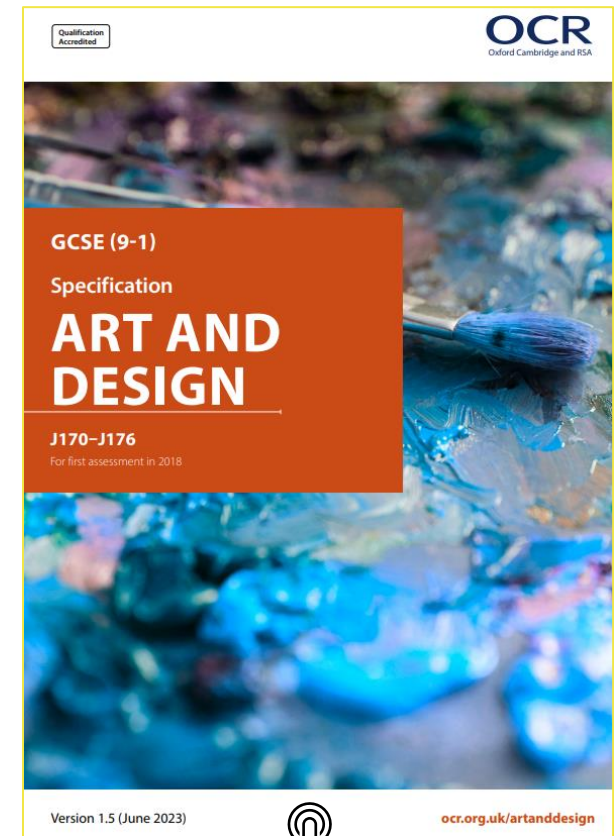


### Important Information

You will need to have access to a camera outside of school in order to complete the Home Learning tasks. This can either be a Bridge camera or an SLR. During school you will be using Canon DSLR cameras, we mainly use the Canon 450Ds but also have a range of newer versions including the 600D and 1300D.

You will have the opportunity to take part in a range of different trips to enrich and help develop your skills. Trips that have previously taken place include Kew Gardens and the Tate Modern.

Component	Marks	Duration	Weighting
<b>Portfolio (01)</b>			
Non-exam assessment	120	–	60%
<b>Externally set task (02)</b>			
Non-exam assessment	80	10 hours	40%



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Hear what Miss Carels-Watson has to say

# Physical Education

## AQA GCSE Physical Education – 8582



### Overview

Theoretical and practical elements of the Physical Education course are linked to enable you to gain knowledge and understanding of what is required to lead a healthy and active lifestyle. You will be required to have a good level of motor (practical) skills across a range of activity areas and show in depth understanding for analysing and evaluating performance, suggesting effective plans for improvement.

All students who select GCSE Physical Education as an option will have at least 50% of their lessons undertaking theoretical work, as the course is now only 40% practical. Students will study a broad range of activities however, their best three areas will be put forward to be externally assessed.

The following are key questions that **MUST** be considered before choosing GCSE PE:

- Do you have a genuine interest in the theory of sport and are you really enthusiastic about PE and sport in general?
- Do you represent a school team and/or participate in extracurricular clubs?
- Are you willing to commit to attending GCSE clinic after school? Most students need to attend GCSE clinic to develop their practical and theory grades.
- Are you competent in at least three sports? Not only as a performer but you also need a good knowledge of the rules and must have the ability to take the lead in activities and critically analyse performances.
- Do you see Science as a strength? There is a lot of Biology and Physics in the theory content.

Mr O Cochrane  
Head of Physical Education

### Course Content

Theory elements include seven areas of study which total 60% of the overall grade for the course:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

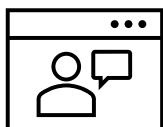
Practical elements will include individual and team-based sports. Three sports will make up the overall assessment totalling 40% of the whole course.

# Physical Education

## AQA GCSE Physical Education – 8582



Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport	Non-exam assessment: Practical performance in physical activity and sport
<b>What's assessed</b> <ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Movement analysis</li> <li>Physical training</li> <li>Use of data</li> </ul>	<b>What's assessed</b> <ul style="list-style-type: none"> <li>Sports psychology</li> <li>Socio-cultural influences</li> <li>Health, fitness and well-being</li> <li>Use of data</li> </ul>	<b>What's assessed</b> <ul style="list-style-type: none"> <li>Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</li> <li>Analysis and evaluation of performance to bring about improvement in one activity.</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 15 minutes</li> <li>78 marks</li> <li>30% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 15 minutes</li> <li>78 marks</li> <li>30% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Assessed by teachers</li> <li>Moderated by AQA</li> <li>100 marks</li> <li>40% of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>Answer all questions.</li> <li>A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</li> </ul>	<b>Questions</b> <ul style="list-style-type: none"> <li>Answer all questions.</li> <li>A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.</li> </ul>	<b>Questions</b> <ul style="list-style-type: none"> <li>For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).</li> <li>Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</li> </ul>



Hear what Mr Cochrane has to say

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### Important Information

All students are expected to bring relevant Tomlinson PE kit to all practical lessons and in addition be prepared in the most appropriate way for all theoretical lessons. Students who take this option cannot take Level 2 Health & Fitness. **Students who select GCSE PE will need to participate in sports both in and outside of school to be successful. Where this is not the case students will be allocated the more appropriate qualification in Health and Fitness.**

# Psychology

## AQA GCSE Psychology – 8182



### Overview

Psychology is the study of people: how they think, how they act, react and interact. Psychology is concerned with all aspects of behaviour and the thoughts, feelings and motivations underlying such behaviour.

For more information, please email Ms Roy ([groy@tomlincoteschool.com](mailto:groy@tomlincoteschool.com)).

Ms G Roy  
Head of Humanities

### Course Content

Paper 1 – Cognition and Behaviour  
Memory, perception, development,  
research methods and data handling.

Paper 2 – Social Context and Behaviour  
Social influence, language, thought and  
communication, brain and  
neuropsychology and psychological  
problems.

### Progression

Psychology is a varied and interesting subject because it develops understanding of key contemporary issues such as mental health, as well as improving your knowledge of areas such as methodology and scientific evaluation.

You will gain skills such as evaluation, analytical skills, application of knowledge, presenting and justifying an argument, research skills and methodological/research skills.

Psychology is an excellent subject to study because it ensures you have access to a wide and varied curriculum, leaving all options open for your academic future or employment.

The study of Psychology, and the skills it will enable you to develop, is seen as beneficial for all sorts of careers:

Medicine, Criminology, Health Industry, Therapy/counselling, Education and Business.

# Psychology

## AQA GCSE Psychology – 8182



### Paper 1: Cognition and behaviour

#### What's assessed

- Memory
- Perception
- Development
- Research methods

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

#### How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

#### Questions

- Section A: multiple choice, short answer and extended writing (25 marks)
- Section B: multiple choice, short answer and extended writing (25 marks)
- Section C: multiple choice, short answer and extended writing (25 marks)
- Section D: multiple choice, short answer and extended writing (25 marks)

### Paper 2: Social context and behaviour

#### What's assessed

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

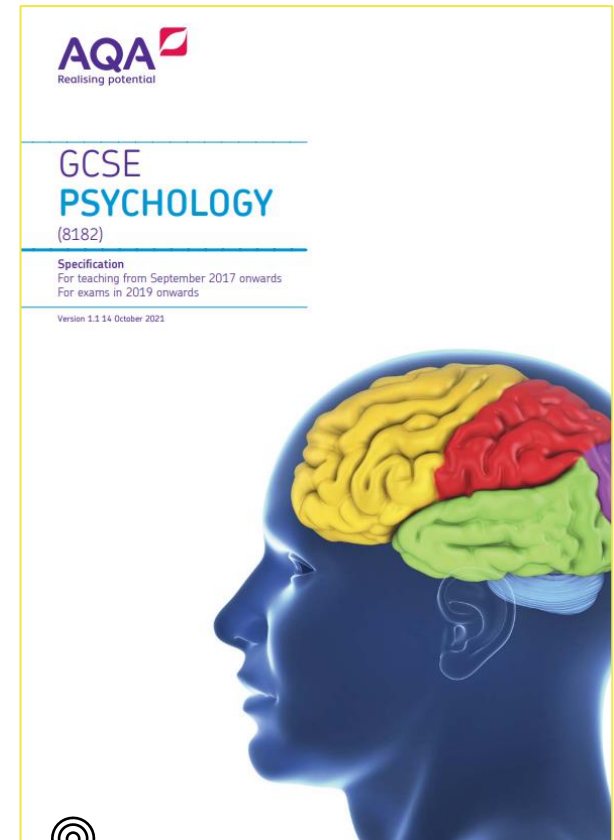
Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

#### How it's assessed

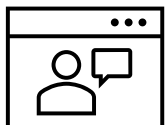
- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

#### Questions

- Section A: multiple choice, short answer and extended writing (25 marks)
- Section B: multiple choice, short answer and extended writing (25 marks)
- Section C: multiple choice, short answer and extended writing (25 marks)
- Section D: multiple choice, short answer and extended writing (25 marks)



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Hear what Ms Roy has to say

# Religious Studies

## AQA GCSE Religious Studies – 8062



### Overview

In GCSE Religious Studies we learn about the beliefs and practices of Christianity and Islam. This forms Paper 1 of the GCSE. Students are expected to know how a person practices their faith, and the beliefs which underpin those practices. Paper 2 examines Themes in society, drawing on knowledge of Year 9 curriculum such as crime and justice, the sanctity of life, human rights and social justice, as well as other themes.

GCSE Religious Studies encourages students to reflect on their role as valuable members of society and to learn to discuss both religious, ethical and philosophical matters in a forum of tolerance and sensitivity. Students are welcome to raise and discuss current religious and existential questions and we find that RS provides the perfect platform for both philosophical and spiritual development. Students will be given one piece of Retrieval Home Learning per week to embed the week's learning through a variety of tasks.

Previous students have chosen RS because:

“It is interesting to explore other religions and how they practice it.”

“You can find out more about your own religion.”

“It's the best option to take at GCSE”

Miss K Allan

Head of Religious Studies and Sociology

### Course Content

The RS GCSE which students will follow is the AQA Specification A. There is no coursework requirement. Students will sit two 1 hour 45 minute papers, one for each component at the end of Year 11. The two components that will be studied are:

- The study of religions: beliefs, teachings and practices
- Thematic studies
- Within Component 1 students will study:
  - Christianity
  - Islam
- Within Component 2 students will study:
  - Relationships and families
  - Religion and life
  - The existence of God and revelation
  - Religion, peace and conflict
  - Religion, crime and punishment
  - Religion, human rights and social justice

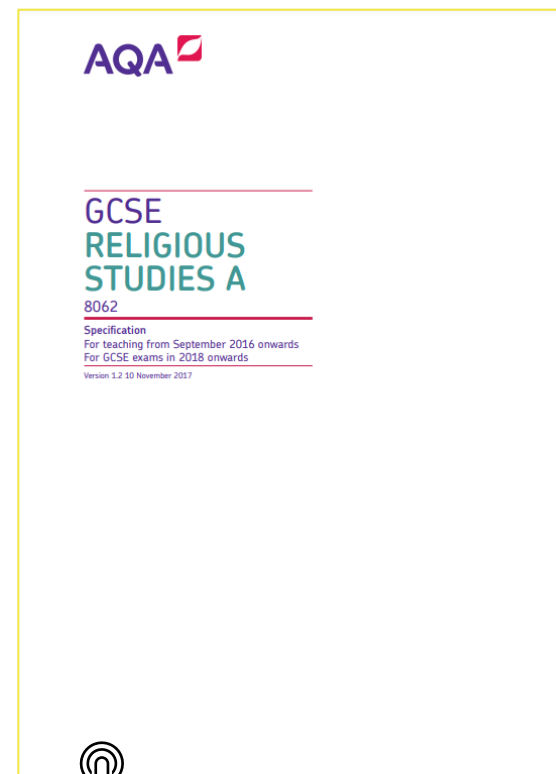
# Religious Studies

## AQA GCSE Religious Studies – 8062

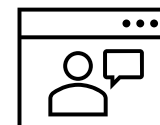


Component 1: The study of religions: beliefs, teachings and practices	Component 2: Thematic studies
<b>What's assessed</b> <ul style="list-style-type: none"> <li>Beliefs, teachings and practices of two from: <ul style="list-style-type: none"> <li>Buddhism</li> <li>Christianity</li> <li>Catholic Christianity</li> <li>Hinduism</li> <li>Islam</li> <li>Judaism</li> <li>Sikhism</li> </ul> </li> </ul> <p>Christianity and Catholic Christianity is a prohibited combination</p>	<b>What's assessed</b> <p><b>Either</b> four religious, philosophical and ethical studies themes or two religious, philosophical and ethical studies themes and two textual studies themes.</p> <p>Religious, philosophical and ethical studies themes:</p> <ul style="list-style-type: none"> <li>Theme A: Relationships and families.</li> <li>Theme B: Religion and life.</li> <li>Theme C: The existence of God and revelation.</li> <li>Theme D: Religion, peace and conflict.</li> <li>Theme E: Religion, crime and punishment.</li> <li>Theme F: Religion, human rights and social justice.</li> </ul> <p>Textual studies themes:</p> <ul style="list-style-type: none"> <li>Theme G: St Mark's Gospel – the life of Jesus.</li> <li>Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths.</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 45 minutes</li> <li>96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)</li> <li>50% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 45 minutes</li> <li>96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)</li> <li>50% of GCSE</li> </ul>
<b>Questions</b> <p>Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.</p> <p>Each religion is marked out of 48</p>	<b>Questions</b> <p>Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.</p> <p>Each theme is marked out of 24.</p>

Please contact Miss Allan if you have any queries or require more information about this subject ([kallan@tomlinscoteschool.com](mailto:kallan@tomlinscoteschool.com))



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Hear what Mr Henry has to say

# Sociology

## AQA GCSE Sociology – 8192



### Overview

Sociology is the study of society, how it is organised and structured, and how it operates. Sociologists examine individual social experiences as well as investigating the larger patterns in society. Through the use of theoretical perspectives, Sociology explores how society might be based around conflict between groups of people, as well as the organic way different social institutions have developed over time.

Miss K Allan

Head of Religious Studies and Sociology

### Course Content

#### Year 10

- Introduction to Sociology
- How is Society Researched?
- Families
- Education (1)

#### Year 11

- Education (2)
- Crime and Deviance
- Social Stratification

### Key Questions Sociologists ask:

What are the reasons for inequality in society?

Who has power? Why?

Why do we have families and schools? What would happen if they didn't exist?

Are the inequalities deliberate or a product of natural social evolution?

Is society better today compared to 100 years ago?

How might society change in a further 100 years?

Is my experience in society the same/similar to yours?

Are there patterns in society that might help me understand why things are the way they are, or perhaps even to change things for the better?

If any of these questions are of interest to you, then Sociology is the subject for you!

### Progression

If you enjoy studying the GCSE, you may like to continue studying the subject at A Level. Some students enjoy combining Sociology with other social sciences and may also like to consider studying Psychology, Economics, or perhaps Politics.

It is possible to study Sociology, or a variant of Sociology, up to undergraduate and even postgraduate level at university.

Sociology students learn the skill of academic and social research which opens up routes into other academic subjects, academic research, criminology and various forms of social work. Due to the eclectic nature of the subject, Sociology opens up a number of opportunities.

For further information about how Sociology can help your progression click the link below:

[www.britsoc.co.uk/what-is-sociology/what-dosociologists-do/](http://www.britsoc.co.uk/what-is-sociology/what-dosociologists-do/)

# Sociology

## AQA GCSE Sociology – 8192



### Paper 1: The sociology of families and education

#### What's assessed

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

#### How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

#### Questions

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

### Paper 2: The sociology of crime and deviance and social stratification

#### What's assessed

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

#### How it's assessed

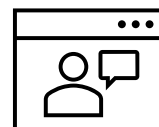
- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

#### Questions

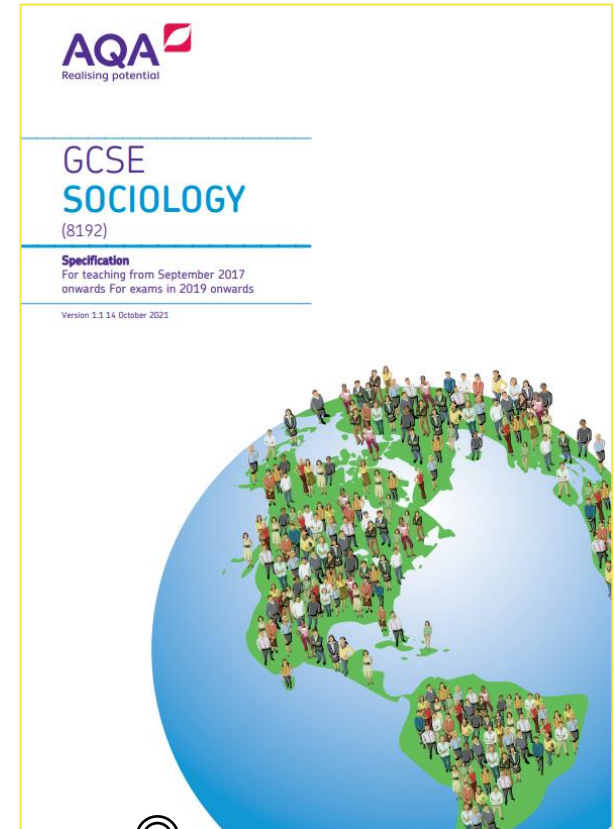
- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.



**Please contact Miss Allan if you have any queries or require more information about this subject**



Hear what Miss Allan has to say



**Tap image to open specification booklet**

# Spanish

## AQA GCSE Spanish – 8692



### Overview

Internationalism and language learning are embraced wholeheartedly at Tomlinson and the students here are extremely fortunate in enjoying enhanced facilities in this area of the curriculum.

Further advice on the choice of language to be studied may be sought from the Head of Spanish, Mrs Metcalfe, or the Head of Modern Foreign Languages, Mrs Savochkin.

Mrs Metcalfe  
Head of Spanish

#### Course Content

##### **Theme 1: People and lifestyle**

Topic 1: Identity and relationships with others

Topic 2: Healthy living and lifestyle

Topic 3: Education and work

##### **Theme 2: Popular culture**

Topic 1: Free-time activities

Topic 2: Customs, festivals and celebrations

Topic 3: Celebrity culture

##### **Theme 3: Communication and the world around us**

Topic 1: Travel and tourism

Topic 2: Media and technology

Topic 3: The environment and where people live

#### Extracurricular Activities and Career Prospects

All students following GCSE Spanish are strongly recommended to undertake a visit to a country where the language is spoken during Year 10 or 11. The Modern Foreign Language Department has links with IES Alhamilla in Almeria.

Those students contemplating foreign language study in Higher Education or envisaging a career requiring a specialised knowledge of languages are strongly advised to continue the study of both their Key Stage 3 languages to full GCSE Level in Years 10 and 11.

In a landscape where language learning in schools is declining, a language qualification is a fantastic USP. British businesses have acknowledged that they are desperate for employees with at least a GCSE in a modern foreign language. By taking a language at GCSE our students will improve their job prospects and leave Tomlinson with a skill which will help them to stand out in a crowd.

# Spanish

## AQA GCSE Spanish – 8692



### Paper 1: Listening

#### What's assessed

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

#### How it's assessed

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)
- 25% of GCSE

Recording controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording for students to check their work.

#### Questions

- Section A – listening comprehension questions in English, to be answered in English or non-verbally (32 marks at Foundation tier and 40 marks at Higher tier)
- Section B – dictation where students transcribe short sentences, including a small number of words from outside the prescribed vocabulary list (8 marks at Foundation tier and 10 marks at Higher tier)

### Paper 2: Speaking

#### What's assessed

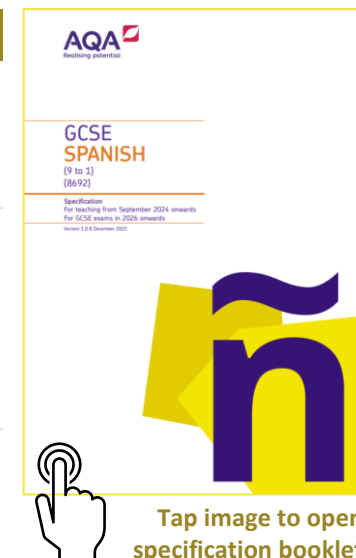
- Speaking using clear and comprehensible language to undertake a Role-play
- Carry out a Reading aloud task
- Talk about visual stimuli

#### How it's assessed

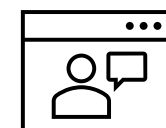
- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

#### Questions

- The format is the same at Foundation tier and Higher tier, but with different stimulus materials for the Role-play and the Reading aloud task. For the Photo card task, the same photos are used at both tiers.
- Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers)
- Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier)
  - Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
  - Short unprepared conversation
- Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier)
  - Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier)
  - Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)



**Proceed to next page  
to see Papers 3 and 4**



Hear what Mrs  
Metcalf has to say

# Spanish

## AQA GCSE Spanish – 8692



### Paper 3: Reading

#### What's assessed

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they are embedded in written sentences
- Translating from Spanish into English

#### How it's assessed

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

#### Questions

- Section A – reading comprehension questions in English, to be answered in English or nonverbally (40 marks)
- Section B – translation from Spanish into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

### Paper 4: Writing

#### What's assessed

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into Spanish

#### How it's assessed

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)
- 25% of GCSE

#### Questions

##### *Foundation tier*

- Question 1 – student produces five short sentences in response to a photo (10 marks)
- Question 2 – student produces a short piece of writing in response to five compulsory bullet points, approximately 50 words in total (10 marks)
- Question 3 – student completes five short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into Spanish, minimum 35 words in total (10 marks)
- Question 5 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)

##### *Higher tier*

- Question 1 – translation of sentences from English into Spanish, minimum 50 words in total (10 marks)
- Question 2 (overlap question) – student produces a piece of writing in response to three compulsory bullet points, approximately 90 words in total. There is a choice from two questions (15 marks)
- Question 3 – open-ended writing task (student responds to two bullets, producing approximately 150 words in total). There is a choice from two questions (25 marks)

# Careers Information

## Chapter 5



# Careers



## Starting Point

This is an important and exciting time for Year 9 students, as you now have the freedom to start making choices about what you would like to study in Years 10 and 11.

You may, or may not, have some clear career aspirations at this point and these may change between now and when you leave school. However, your strengths, interests and preferred learning styles are more likely to be similar. Consider the questions below; reflect on the answers and think about how this may influence your GCSE options as well as the kind of study, training and career options that are best suited to you.

Ask yourself:

- What are your favourite subjects and why? Are these subjects you would like to study beyond GCSE?
- Are there any topics that you would like to study in more detail?
- Do you enjoy classroom learning and theory or practical hands-on activities? Or a mixture of both?
- Do you prefer more project-based coursework or more ongoing theoretical learning?

## Research

It is really important that you research the subjects you are considering taking at GCSE. First and foremost, talk to your teachers to find out about the course content and the skills required. Think about whether you are interested in the topics studied across the two years and also about how will you be assessed and whether these things suit your learning style.

Visit useful websites such as:

- icould.com provides lots of really useful video clips and quizzes to get you thinking about choosing your Options  
<https://icould.com/explore/#advice-and-guides>
- The National Careers Service provides an outline of most careers and under the job profiles section it lists GCSE requirements  
<https://nationalcareersservice.direct.gov.uk/job-profiles/home>
- Stidental.com has in-depth information and advice for all students on GCSEs, A Levels, Apprenticeships, Enterprise and applying to University  
<https://www.stidental.com/GCSEs/choosing-your-GCSE-subject-options>
- Careerpilot offers useful information for choices at age 14-18. This link will take you to the choices at age 14 sections but you may explore the other age sections as well to help you forward plan. <https://careerpilot.org.uk/information/your-choices-at-14>

# Careers



## In-school Research and Support

There are a number of things you can do in school to help with your research and planning. Make use of all the resources and people available to you who can help to support and guide your choices.

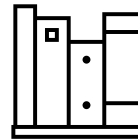
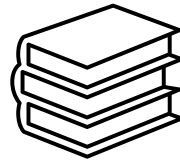


### Check the “Careers and Post-16 Progression display board”:

Located on the “down” stairs stairwell on C1, it has a huge amount of Careers information that is regularly updated, as well as details of all the careers related focus groups, workshops and assemblies taking place each term. Scan the QR code to find out about lots of employment sectors.

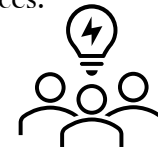
### Visit the Careers Corner in the LRC:

There are lots of useful resources there to help you with your career research and option choices. There are lots of publications about the varying employment sectors as well as university/college prospectuses.



### Focus groups and workshops:

These are regularly advertised each half term and are linked to different employment sectors and industries. Sign up for any in areas that you are interested in to find out more. These offer great tips on choosing options and how to get into different sectors as well as some general tips about careers and making choices.



### Speak to Miss Livesey

Miss Livesey oversees Careers and Post-16 progression. You can go and speak to her directly (her office is located on the ground floor in A block) or she could arrange a Careers interview for you with a qualified independent Careers Advisor.

Remember that you have a work experience week in Year 10 and a one to one guidance interview with a Careers Advisor in either Year 10 or Year 11 to support your next steps.

# Making Your Options Choices

Chapter 6





# Making Your Options Choices

## Look for balance

Try to choose a broad and balanced programme of subjects. This will help with future choices, whether this is A Level, BTEC, Apprenticeship or University choices.

## Remember, we are all different

Make choices based on your interests and aspirations rather than choosing something just because your friends are or because you like a certain teacher. Listen carefully to all the advice given. Remember it is not possible to change your options after you have started the course.

## Deadline

When you have decided on your Option choices, keep a record of your choices and ensure that you enter them online by **Friday 1st March 2024**. Any submissions after this date will mean that the student will only be added to classes if there is still space available.

## Completing the Options Form

We have every intention of running all the courses on offer here, provided that a reasonable number of students choose them. However, if only a very small number of students opt for one subject, we may have to consider withdrawing that course. Furthermore, in certain subjects, the limited extent of our equipment or Health & Safety issues means there is a restriction on the numbers who can take the course. If we are unable to meet your choices then Mr Daniel will speak to you.

*Reminder: Students are unable to select the following combinations:*

- Engineering and Design Technology
- Health & Fitness and Physical Education (students will be allocated the most appropriate course based on their participation in sports both in and outside of school)
- Art and Graphics
- Food Preparation & Nutrition and Hospitality & Catering
- Psychology (unless invited to do so)

You should select your Options choices using the online Options system. This will be opened after the Progress Meetings on **Thursday 22<sup>nd</sup> February 2024** and can be found at [www.sims-options.co.uk](http://www.sims-options.co.uk) You must choose three Option courses. You must choose one subject from the EBacc Block and then a further two Option choices from the list of subjects. Please put them in priority order. Then choose a further two Option courses as your reserve choices. These must also be in priority order and be different to the first three that you choose.