



The HENRY
BEAUFORT *School*

OPTIONS BOOKLET

2024

Friday 20th October 2023

Straw Poll 1

Monday 8th January 2024

Straw Poll 2

W/B Monday 15th January 2024

Options Talk for Parents (online)

Friday 26th January 2024

Options Form issued

Monday 5th February 2024

Options Form deadline (noon)

January 2024

Dear Parent

This booklet aims to describe the elements of the curriculum that your child will study during Years 9, 10 and 11 (September 2024 to June 2027).

A large part of the curriculum is compulsory for all students but there are also elements of choice, meaning that students can shape their own learning programme according to their interests and their future education and career aspirations.

The Government introduced the 'English Baccalaureate' (EBacc for short) eight years ago. The students deemed to have achieved the EBacc will be those students passing at GCSE grade 5 or above in English, Mathematics, two Sciences (this can include a Computer Science), a language and either Geography or History. It is important to remember that the EBacc is not a qualification or a certificate; it is a specific combination of GCSEs. At The Henry Beaufort School we encourage the EBacc combination as it offers a broad and balanced set of GCSEs that equip students for further study.

One point we would like students and parents to consider is the number of terminal exams each child will sit as a result of their option choices. Depending on their option choices, this number can vary considerably. Before making your final choices, we would encourage you to have a look at page 33 where you will find details of the number of exams for each subject and the timings of the papers.

Whichever courses students eventually follow, the staff, with the help of parents, will encourage each individual to achieve his or her best in terms of being in a suitable position to progress to post-16 education.

Government legislation means that your daughter/son must now remain in full time education or employment with training (such as apprenticeship or employment with day release to college) until their 18th birthday.

I hope you find this booklet informative and helpful in assisting you to make the right choices with your child.

The deadline for submission of the Year 8 Options form is Monday 5th February 2024 at noon; this will be done online.



Yours sincerely,
Miss E Shelton
Deputy Headteacher

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INFORMATION ABOUT OPTIONS AND CAREER ADVICE

In order to make sound choices, students and their parents must be well-informed. Information supporting the options process can be obtained from a variety of sources.

The Careers Library and Careers Notice Board

The Careers section in the library and the Careers Notice Board in Winchester block contains many resources regarding a wide range of careers and post-16 opportunities. Here, students can find information on the four routes available to them post-16: College and 6th Form, Apprenticeships, Employment with Accredited Training and Traineeships.

Careers Practitioner

We have an external Careers Practitioner from EBP South (Education Business Partnership) who meets with students in 1:1 meetings and also runs small group sessions. The Careers Practitioner advises on a range of issues, from college choices, courses, apprenticeship routes and traineeships. Appointments can be made via tutors.

Personal Development Days

During our Personal Development Day's, Year 8 focus on the Options Process. They are able to experience four Taster Sessions in subjects they may not have previously been exposed to and may wish to choose as an option. In Year 9 students focus on Careers Goals and Skills, exploring the skills employers are looking for, reflecting on what we mean by the word 'Career' and discuss current career goals, identifying the skills needed for different jobs and tasks so that students can identify their own skills. On other Personal Development days, EBP run 'Employable Me' workshops for our students, and all students in Year 11 have a formal mock interview in preparation for their post-16 choices.

The Further Education Fair

Our annual fair has stands from a wide range of different post-16 settings. All students in Year 9, 10 and 11 attend the fair. Staff will often willingly discuss subject choices with young people and our young people are always keen to engage with professionals who support us at this event.

Subject Staff, Tutors and Heads of Year

Subject staff are available to tell students as much as they need to know about GCSE courses in their departments. Heads of Department and subject t

THE ENGLISH BACCALAUREATE (EBacc)

What is the Ebacc?

The English Baccalaureate (EBacc) is a performance measure for schools in England applied in school performance tables. It measures the achievement of pupils who have gained 5 (GCSE level) qualifications at Grade 5 or higher, in the following subjects:

- English (core curriculum)
- Mathematics (core curriculum)
- The Sciences; and (core curriculum)
- History or Geography (option subjects)
- French, German or Spanish (option subjects)

Every student studies Maths, English and Science as part of their core curriculum at GCSE. It is their 4 further option choices that will determine whether or not they achieve the EBacc combination.

How important is the EBacc?

The English Baccalaureate – though not a qualification in itself – is a measure of success in core academic subjects, specifically English, Mathematics, History or Geography, the sciences and a language. These subjects may be required or preferred for entry to some university degree courses and are ones that might keep the most doors open for students in the future.

Is the EBacc important when considering further education?

The Russell Group represents 24 leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector. These universities like to see that students have a broad range of subjects and students have achieved at least a grade 5 in most of the EBacc subject areas, depending on the course they wish to study.



NEW GCSE GRADING STRUCTURE

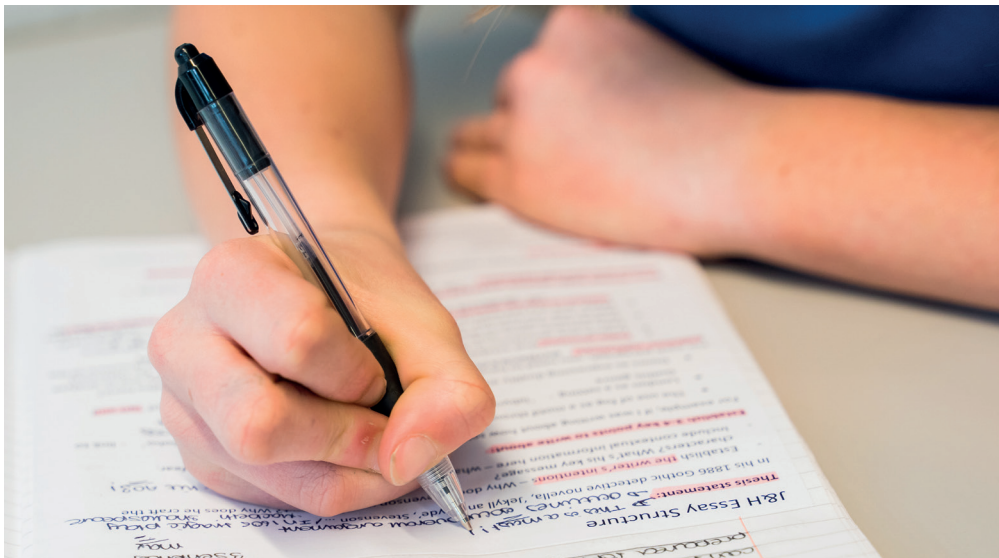
NEW GCSE GRADES	1	2	3	4	5	6	7	8	9	OLD GCSE GRADES
	F/G	E	D	C Bottom 2 thirds	B Bottom third C Top third	B Top 2 thirds	A	A*	A*	Top 20% Grade A and above

The bottom of Grade 1 will be aligned with the bottom of Grade G

Grade 5 is a 'strong pass' and is equivalent to a high Grade C

Broadly the same proportion of students achieve a Grade 7 and above as used to achieve a Grade A and above





EXAM BOARD
AQA

ASSESSMENT FORMAT

100% terminal examination

GRADE METHOD

9-1

POSSIBLE CAREERS AND FUTURE PATHWAYS

English Language underpins a wide variety of future pathways. As a core requirement, it will be studied by everyone, but post 16 it is useful for careers in law, journalism, advertising, teaching, public relations and marketing, amongst many others!

FURTHER
INFORMATION
Miss Gist

WEBSITE

www.aqa.org.uk/subjects/english/gcse/english-language-8700

CORE GCSE ENGLISH LANGUAGE

The subject content of the syllabus relates directly to the programme of study for Years 10 and 11 of the National Curriculum.

Students will be expected to produce a variety of fiction and non-fiction writing, demonstrating an awareness of the use of language in appropriate forms. Students will also need to acquire skills in information retrieval in response to a range of fiction and non-fiction texts, from the 19th, 20th and 21st centuries.

Examinations:

Paper 1: Responding to one literature fiction text and writing descriptively (Explorations in creative reading and writing).

Paper 2: Responding to non-fiction texts and writing to present a specific viewpoint (Writers' viewpoints and perspectives).

Both papers will assess the skills of retrieving relevant information from a text; analysing language and structure of a text using appropriate subject terminology; comparing writers' ideas and perspectives; evaluating texts critically; communicating and organising information effectively; writing accurately using a varied range of vocabulary.

EXAM BOARD
AQA

ASSESSMENT FORMAT

100% terminal examination

GRADE METHOD

9-1

POSSIBLE CAREERS AND FUTURE PATHWAYS

English Literature is a core subject that is studied by all students at GCSE.

Post-16, it is useful for careers in media, journalism, publishing, advertising and PR, teaching, retail, law, marketing, sales and design.



CORE GCSE ENGLISH LITERATURE

The subject content of the syllabus relates directly to the programme of study for Years 10 and 11 of the National Curriculum.

Students will be expected to study 3 literature texts: a 19th century text, a modern prose and a Shakespearean play. They will also be expected to study a cluster from the AQA poetry Anthology 'Poems past and present' and respond to unseen poetry.

Examinations:

Paper 1: Shakespeare and the 19th-century novel

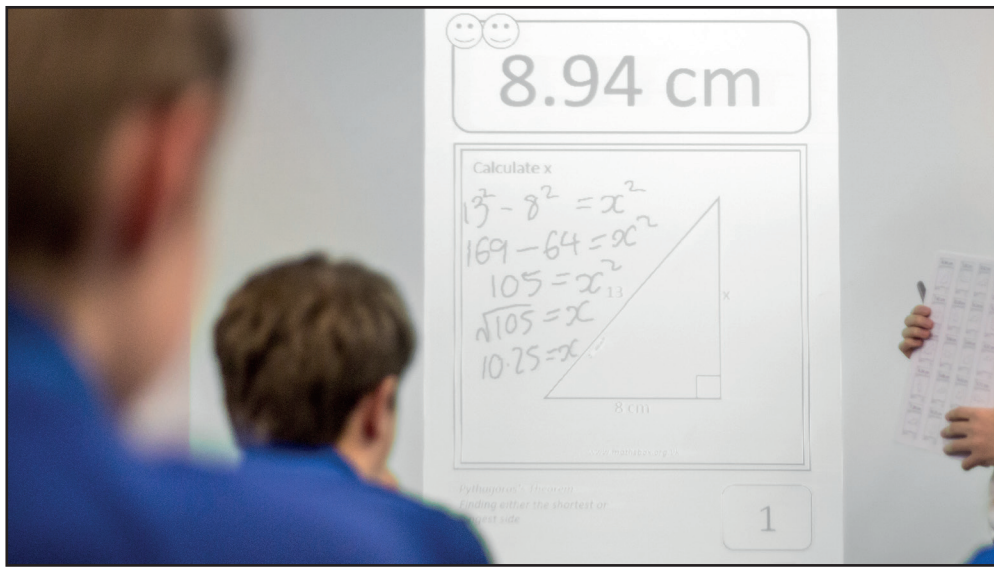
Paper 2: Modern texts and poetry

Both papers will assess the skills of: understanding and responding to texts; maintaining a critical style within a personal response; using textual references appropriately; analysing language and structure using subject terminology; showing understanding of relationships between texts and the contexts they were written in; writing accurately and with a clear sense of purpose.

WEBSITE

www.aqa.org.uk/subjects/english/gcse/english-literature-8702

FURTHER
INFORMATION
Miss Gist



EXAM BOARD
Higher - Edexcel
Foundation - Eduqas

ASSESSMENT FORMAT

Higher
3 terminal examination papers
(1 non-calculator, 2 calculator)

Foundation
2 terminal examination papers
(1 non-calculator, 1 calculator)

GRADE METHOD

9-1

POSSIBLE CAREERS AND FUTURE PATHWAYS

The understanding and use of maths underpins all future study and employment.

At secondary level, Maths is a core subject; beyond this it is useful for careers in architecture, engineering, finance, management, IT, the sciences and medicine. In addition, competence in Maths will be useful in a wide variety of jobs and careers.

CORE GCSE MATHS

The subject content of the syllabus relates directly to the programme of study for Years 10 and 11 of the National Curriculum.

The Mathematics course covers five different strands; Number, Algebra, Geometry, Statistics and Ratio. Students will study a variety of topics in each of these strands as appropriate for their tier of entry which will be examined at the end of the course.

Examinations: Higher: 3 terminal examination papers
(1 non-calculator, 2 calculator)

Foundation: 2 terminal examination papers
(1 non-calculator, 1 calculator)

Students will be entered for either the Higher or Foundation tier paper depending on the most suitable route for the student.

All Maths will assess students' ability to solve a variety of mathematical problems, both in familiar and unfamiliar contexts.

Students will be required to show their calculations clearly and present coherent explanations and justifications of their solutions.

WEBSITE

<http://qualifications.pearson.com/en/qualifications/edexcel-gcse/mathematics-2015.html>
<https://www.eduqas.co.uk/media/cosjcb1/eduqas-gcse-maths-spec-from-2015-e.pdf>

FURTHER INFORMATION
Miss Townsend

EXAM BOARD
AQA

ASSESSMENT FORMAT

100% terminal examination

GRADE METHOD

9-1

POSSIBLE CAREERS AND FUTURE PATHWAYS

Studying science can lead to a diverse range of further study and careers.

Both routes can include A-Levels in science, and careers in the STEM subjects - science, technology, engineering and mathematics.



CORE

GCSE COMBINED SCIENCE

Number of GCSEs: 2

Science is a core subject at GCSE and all students gain two or three GCSE qualifications by the end of Year 11. The trilogy route is divided into three units of study that cover Biology, Chemistry and Physics.

Throughout the three years, students will conduct detailed exploration of a wide variety of interests, including the study of genetics, reproduction and cloning, the Periodic Table, calculating chemical reactions and examining electricity and the wavelengths of the Electromagnetic Spectrum.

This qualification provides students with two GCSEs.

CORE

GCSE TRIPLE SCIENCE

Number of GCSEs: 3

Students will be examined separately in Biology, Chemistry and Physics. Each separate discipline will have two terminal exams each marked at 50% of the GCSE.

Final decisions about which students will sit the triple science GCSE will be taken after dialogue between staff, students and parents following mock exams in Year 11. If students are keen to study triple science they should endeavour to secure test scores at 75% or above throughout their work in Year 9, 10 and 11 and ensure they position themselves in the top third of the year group.

WEBSITE

GCSE Science <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>
GCSE Triple Science [http://www.aqa.org.uk/subjects/science/gcse \(select three individually\)](http://www.aqa.org.uk/subjects/science/gcse(select%20three%20individually))

FURTHER
INFORMATION
Mrs Atkins

ASSESSMENT FORMAT

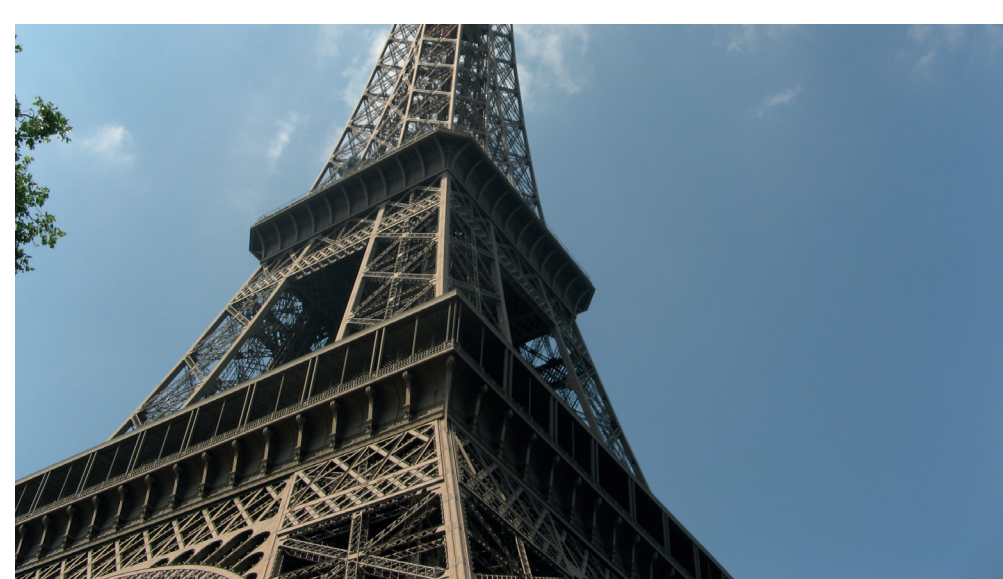
100% terminal examination

GRADE METHOD

9 -1

POSSIBLE CAREERS
AND FUTURE
PATHWAYS

Learning a foreign language can be advantageous for many aspects of your life: travelling, making new friends, further study and work. Having a foreign language will make you stand out in a job application process. Languages can be useful in a wide range of career sectors such as travel, technology, engineering, trade, business, education and many more!

EBACC
GCSE FRENCH

Being able to understand and communicate in a language other than English is becoming increasingly more valuable in today's ever-changing world. In addition to being useful for holidays and travel, the ability to speak another language also has positive benefits in the world of work. Having a language as a qualification will stand out to potential employers in the UK, across Europe or worldwide.

Language learning will also bring with it a vast and valuable skill set and can unlock the key to other cultures. Learning a foreign language does not come without hard work and commitment but it is something that you will continue to develop and grow throughout your life. Language learning is a skill that will stay with you forever.

Over the course of the GCSE, students will study the following topics:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

GCSE French has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. Decisions about tiers will be made in conjunction with the class teacher in Year 11.

Unit 1: Listening (25%)

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

Paper 2: Speaking (25%)

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- Marks (for each of Foundation tier and Higher tier)
- Carried out by your teacher.

Paper 3: Reading (25%)

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- Marks (for each of Foundation tier and Higher tier)

Paper 4: Writing (25%)

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

To successfully study French at GCSE you will need to be organised and be able to meet deadlines. Regular, independent learning of vocabulary and your own written answers will be essential, and you must be able to dedicate your time to this important aspect of the course.

You can only choose to study French if you have studied it in Year 7 and 8.

Learning a foreign language can be advantageous for many aspects of your life: travelling, making new friends, further study and work. Having a foreign language will make you stand out in a job application process. Languages can be useful in a wide range of career sectors such as travel, technology, engineering, trade, business, education and many more!



EBACC

GCSE GERMAN

Being able to understand and communicate in a language other than English is becoming increasingly more valuable in today's ever-changing world. In addition to being useful for holidays and travel, the ability to speak another language also has positive benefits in the world of work. Having a language as a qualification will stand out to potential employers in the UK, across Europe or worldwide.

Language learning will also bring with it a vast and valuable skill set and can unlock the key to other cultures. Learning a foreign language does not come without hard work and commitment but it is something that you will continue to develop and grow throughout your life. Language learning is a skill that will stay with you forever.

Over the course of the GCSE, students will study the following topics:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

GCSE German has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. Decisions about tiers will be made in conjunction with the class teacher in Year 11.

Unit 1: Listening (25%)

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

Paper 2: Speaking (25%)

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- Marks (for each of Foundation tier and Higher tier)
- Carried out by your teacher.

Paper 3: Reading (25%)

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- Marks (for each of Foundation tier and Higher tier)

Paper 4: Writing (25%)

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

To successfully study German at GCSE you will need to be organised and be able to meet deadlines. Regular, independent learning of vocabulary and your own written answers will be essential, and you must be able to dedicate your time to this important aspect of the course.

You can only choose to study German if you have studied it in Year 7 and 8.



EXAM BOARD
AQA

ASSESSMENT FORMAT

100% terminal examination

GRADE METHOD

9 -1

POSSIBLE CAREERS AND FUTURE PATHWAYS

Learning a foreign language can be advantageous for many aspects of your life: travelling, making new friends, further study and work. Having a foreign language will make you stand out in a job application process. Languages can be useful in a wide range of career sectors such as travel, technology, engineering, trade, business, education and many more!

EBACC GCSE SPANISH

Being able to understand and communicate in a language other than English is becoming increasingly more valuable in today's ever-changing world. In addition to being useful for holidays and travel, the ability to speak another language also has positive benefits in the world of work. Having a language as a qualification will stand out to potential employers in the UK, across Europe or worldwide.

Language learning will also bring with it a vast and valuable skill set and can unlock the key to other cultures. Learning a foreign language does not come without hard work and commitment but it is something that you will continue to develop and grow throughout your life. Language learning is a skill that will stay with you forever.

Over the course of the GCSE, students will study the following topics:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

GCSE Spanish has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. Decisions about tiers will be made in conjunction with the class teacher in Year 11.

Unit 1: Listening (25%)

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

Paper 2: Speaking (25%)

- Non-exam assessment (NEA)
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- Marks (for each of Foundation tier and Higher tier)
- Carried out by your teacher.

Paper 3: Reading (25%)

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- Marks (for each of Foundation tier and Higher tier)

Paper 4: Writing (25%)

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

To successfully study Spanish at GCSE you will need to be organised and be able to meet deadlines. Regular, independent learning of vocabulary and your own written answers will be essential, and you must be able to dedicate your time to this important aspect of the course.

You can only choose to study Spanish if you have studied it in Year 7 and 8.

WEBSITE

www.aqa.org.uk/subjects/languages/gcse/spanish-8698

FURTHER
INFORMATION
Mrs McMillan



**EXAM BOARD
OCR**

ASSESSMENT FORMAT

100% terminal examination

GRADE METHOD

9-1

**POSSIBLE CAREERS
AND FUTURE
PATHWAYS**

Geography encourages students to apply their knowledge and skills to provide solutions to contemporary problems. Therefore it assists with a range of careers and further study of other subjects. It is a humanities subject with a scientific nature and therefore complements subjects from the arts and the sciences at GCSE, A-Level and beyond.

EBACC

GCSE GEOGRAPHY

Geography is a subject that encourages curiosity about the world we live in and the desire to understand the global and regional challenges and opportunities we face. Students will explore contemporary global issues such as climate change, poverty, globalisation, urbanisation, and environmental degradation. Students will actively investigate a variety of geographical enquiries which include undertaking fieldwork on a coastline and in a city.

Throughout the course students will:

- Investigate the causes and consequences of natural weather and tectonic hazards.
- Explore a range of social, economic and environmental impacts of climate change worldwide and within the UK.
- Gain a deep understanding of the geomorphic processes that shape river and coastal landscapes.
- Evaluate the threats posed to the World's major biomes and examine how humans are attempting to manage them for a sustainable future.
- Understand how and why our urban areas (cities) are growing at an unprecedented rate. Students will examine differing 'ways of life' in two contrasting cities.
- Examine why some countries are richer than others. Students investigate the development journey of one low income developing country.
- Investigate how the UK is changing in the 21st Century.
- Assess whether we can feed the World's population of nine billion people by 2050.

Examinations:

- Paper 1 (35%) – Our Natural World (physical geography) - 75 minutes
- Paper 2 (35%) – People and Society (human geography) - 75 minutes
- Paper 3 (30%) – Synoptic skills based exam with a decision-making exercise - 90 minutes

WEBSITE

www.ocr.org.uk/qualifications/gcse-geography-b-geography-for-enquiring-minds-j384-from-2016/

**FURTHER
INFORMATION**
Mrs Legg



EXAM BOARD
Edexcel

ASSESSMENT FORMAT

100% terminal examination

GRADE METHOD

9-1

POSSIBLE CAREERS AND FUTURE PATHWAYS

History underpins a wide variety of future pathways. As an EBacc requirement, it will be can be studied as a Humanities option, but post 16 it is useful for careers in law, teaching, the civil service and research based jobs.

EBACC GCSE HISTORY

History GCSE has been designed so that students can engage with a broad and diverse study of the history of Britain and the wider world and give them broad skills that will support progression to further study of history and a wide range of other subjects and careers.

Clear and coherent structure – History has a straightforward structure with four elements, assessed through three externally examined papers.

Thematic study and historic environment – this topic examines Medicine through Time c1250 to Modern Day, featuring a case study about medicine on the Western Front 1914-1918.

A Period study that provide an unfolding narrative – this topic will follow the story of the Superpowers after 1945 and the development of the Cold War.

A Medieval and early modern British depth study – here we examine how Anglo-Saxon Britain changed after the Norman conquest 1060-1088, with the focus on political, social, economic and religious changes.

A Modern non-British depth study – this topic examines the popular topic of inter-war Germany and the Rise of the Nazi Party 1918-1939. There is a focus on interpretations of history in this in- depth study.

Builds on learning from Years 7 and 8; the GCSE is designed to extend students' knowledge by studying new areas of content and by revisiting and deepening their knowledge of content studied previously.

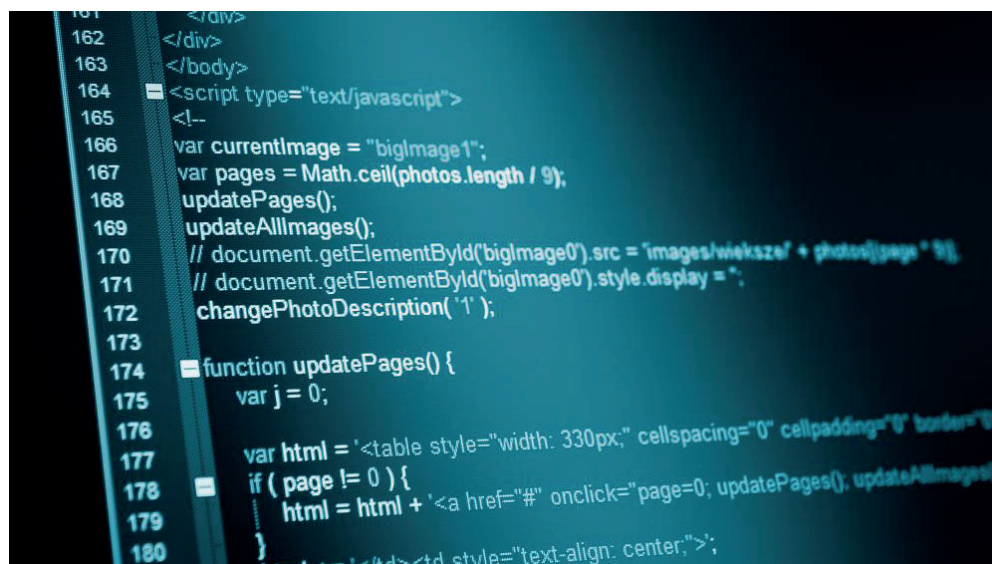
Supports progression to A Level – the GCSE and A Level specifications have been planned together. This ensures sensible progression of content from GCSE to A Level and similar approaches to assessment, so that students will have a coherent and diverse experience of history if they take both an Edexcel GCSE and A Level in History.

WEBSITE

<http://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html>

FURTHER
INFORMATION
Mrs Bruins

The skills covered in the GCSE will be the best preparation for learners who want to go on to study Computer Science at AS or A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills. Computing supports a number of further education and career pathways and is very well respected academically and will be a strong support to students intending to study medicine, law, engineering, computing, foreign languages, physical sciences or maths based courses at university.



EBACC

GCSE COMPUTER SCIENCE

Computer Science is an incredibly academic and challenging subject. Students considering this course must be highly adept at thinking analytically, in order to cope with the two theory papers covering topics such as: algorithmic thinking, systems architecture, programming techniques and data representation. If you choose this option, your maths teacher will be asked to verify that you are able to cope with the demands of the course.

Computer Science is a subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. Pupils should be aware that this is not ICT as they have been studying in Years 7, 8 and 9.

Examinations:

- Paper 1 Computer systems (50%)
- Paper 2 Computational thinking, algorithms and programming (50%)
- This paper has two sections: Section A and Section B, questions assess Students' ability to write and refine algorithms.

OCR's GCSE in Computer Science will encourage learners to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programmes
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to a wider society; apply mathematical skills relevant to Computer Science



EXAM BOARD
Edexcel

ASSESSMENT FORMAT

60% personal portfolio

40% externally set
assignment

GRADE METHOD

9-1

POSSIBLE CAREERS AND FUTURE PATHWAYS

Studying GCSE Art can lead to a
number of creative pathways:

Fashion design:

Merchandiser, Display, Illustrator,
Textile design

Studio arts:

Teacher/lecturer, Gallery Director,
Ceramist, Printmaker, Painter,
Forensic artist, Photographer,
Public Artist, Gallery and museum
assistant, Fine artist, Theatre
design, Product design

Art History:

Art dealer, Art education, Magazine
editor, Publishing

Design:

Graphic Designer, Web designer,
Advertising, Illustrator, Book
designer, Digital Artist, Creative
Director, Design consultant,
Internet designer, Architecture,
Brand designer

OPTION

GCSE ART, CRAFT & DESIGN

(ART & DESIGN)

GCSE Art contains two components:

The Personal Portfolio 60%

- Students will work on projects from themes which are set by your teachers.
- For each project students will produce supporting studies (sketchbook work) and personal responses (final pieces).

The Externally Set Assignment 40%

- Students will work on an externally set theme
- Students will produce sketchbook work and preparatory studies for around 10 weeks
- Students will have 10 hours of sustained focus to produce personal response(s)

Within each project/component students will use and experiment with a diverse range of materials, media and techniques and explore and respond to work from a wide range of artists and craftspeople. Students will need to be able to meet deadlines and work independently, imaginatively and creatively.

Please note: This option cannot be taken with Photography.

WEBSITE

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

FURTHER
INFORMATION
Mrs Wybraniec



OPTION

LIMITED SPACES

VTCT LEVEL 1 DIPLOMA: Introduction to Hair and beauty Sector

The VTCT Level 1 Diploma in Hairdressing & Beauty Therapy (QCF) will equip students with the skills and knowledge in both hair and beauty modules. There are 2 mandatory units;

- Introduction to the hair and beauty sector
- Present a professional image in a salon
- Students will then be able to select other modules which may include: plaiting and twisting hair, hand and skin care, themed face painting, basic make up application, nail art application, providing basic manicure, colour hair using temporary colour and salon reception duties. A popular module is creating an image which all our students find very exciting. It allows them to develop a complete total look with a theme they have chosen using the hair and beauty skills they have learnt throughout the course

Once students have achieved their qualification, they can progress on to Level 2 at a college of their choice, should they wish to take this as their chosen career.

The students will work on each other, and on occasion staff and family members. To enhance their employability we will also visit local beauty salons to develop work related skills in a live salon during Year 11.

100% of this course is theory, where the students will learn different aspects of both Hair and Beauty, including health and safety, physiology and anatomy, structure and growth cycle of hair and how to contribute effectively to the development of working as a team.

These are invaluable skills for students to attain and will help develop their confidence whatever their chosen career path.

**EXAM BOARD
VTCT**

ASSESSMENT FORMAT

Practical treatment assessments

Externally assessed portfolio

GRADE METHOD

Pass/Merit/Distinction

POSSIBLE CAREERS AND FUTURE PATHWAYS

Studying Beauty Therapy Level 1 can lead on to further study in the area, such as completing levels 2 and 3 at college, or a BTEC National.

This can then lead to a career in hairdressing or beauty therapy, including working in a spa, salon, on cruise ships, self employment or make up artistry as well as teaching or lecturing, a career in the cosmetics industry and much more!

WEBSITE

<https://qualifications.vtct.org.uk/finder/qualfinder/qual.php?qual=CO2A5>

**FURTHER
INFORMATION**
Mr Webber



EXAM BOARD
OCR

ASSESSMENT FORMAT

40% examination

60% non-examination assessment

GRADE METHOD

Distinction* - Pass

POSSIBLE CAREERS AND FUTURE PATHWAYS

Plenty of skills are covered in this course, from observation to research, analysis to building case studies.

This makes it a great choice for students wishing to pursue careers in primary school teaching, child psychology or childcare.

OPTION CNC CHILD DEVELOPMENT

This Cambridge National Certificate (CNC) is the equivalent of a GCSE and comprises of an examination at the end of Year 11, alongside two pieces of coursework that are completed during Year 10 and 11.

The topics covered in the course are:

- Understanding reproduction and the roles and responsibilities of parenthood
- Understanding antenatal care and preparation for birth
- Understanding postnatal checks, postnatal provision and conditions for development
- Understanding how to recognise, manage and prevent childhood illnesses
- Understanding child safety
- Understanding the equipment and nutritional needs of children from birth to five years
- Understanding the physical, intellectual and social development norms of a child from birth to five years

Unit 1: Written paper - *Health and Wellbeing for Child Development*
1hr 15mins, 80 marks, 40%

Unit 2: NEA Unit - *Create a safe environment and understand the nutritional needs of children from birth to five years* **30%**

Unit 3: NEA Unit - *Understand the development norms of a child from birth to five years* **30%**

WEBSITE

<https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/>

FURTHER
INFORMATION
Miss Colebourn



OPTION

GCSE DESIGN & TECHNOLOGY

LIMITED SPACES

The Design and Technology GCSE encompasses a range of different materials: textiles, graphics, wood, metal, plastics, paper and electronics. There will be the opportunity to 'specialise' in your preferred material area if you choose this option.

Design & Technology is a subject that brings learning to life, requiring learners to apply their learning to real life situations.

Students will study:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Non Exam Assessment 50%

The NEA task will be undertaken in Year 10 and 11. Students research their chosen brief and design a product which they prototype, test, develop and evaluate. Students will be expected to find a 'client' who will help them develop their idea.

Example of briefs:

- a high profile event
- addressing the needs of the elderly
- the contemporary home
- children's learning and development
- the world of travel and tourism

Please note: This option cannot be taken with Food or Engineering



EXAM BOARD
Edexcel

ASSESSMENT FORMAT

- 40% terminal examination
- 20% performance exam
- 40% controlled assessment
(combination of written and practical)

OPTION

GCSE DRAMA

GCSE Drama introduces students to a wide variety of genres and practitioners. GCSE Drama encourages students to develop critical thinking skills and become effective and independent learners. With the focus on working imaginatively, collaborating creatively and communicating effectively, GCSE Drama provides a solid foundation for further Drama studies and vocational opportunities.

Students will create performances based on different stimuli and will develop their acting and analytical skills. It is a course suitable for all students who enjoy performing and watching plays.

Component 1 Devising Drama - 40%

- Creation of an original devised performance (10%)
- Written log – written (30%)

Component 2 Performance from Text – 20%

- Performance of a scripted play

Component 3 Understanding Drama – 40%

1 hour 45 min written exam

- Knowledge of Drama
- Study of a set text
- Evaluation of a live production

GRADE METHOD

9-1

**POSSIBLE CAREERS
AND FUTURE
PATHWAYS**

Drama provides students with the skills needed to work in the performing arts industry whether that be Acting, Directing, working in Film, Television or Journalism.

Drama also promotes transferrable skills such as public speaking and cooperation that are vital for many roles.

WEBSITE

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

**FURTHER
INFORMATION**
Mrs Miles

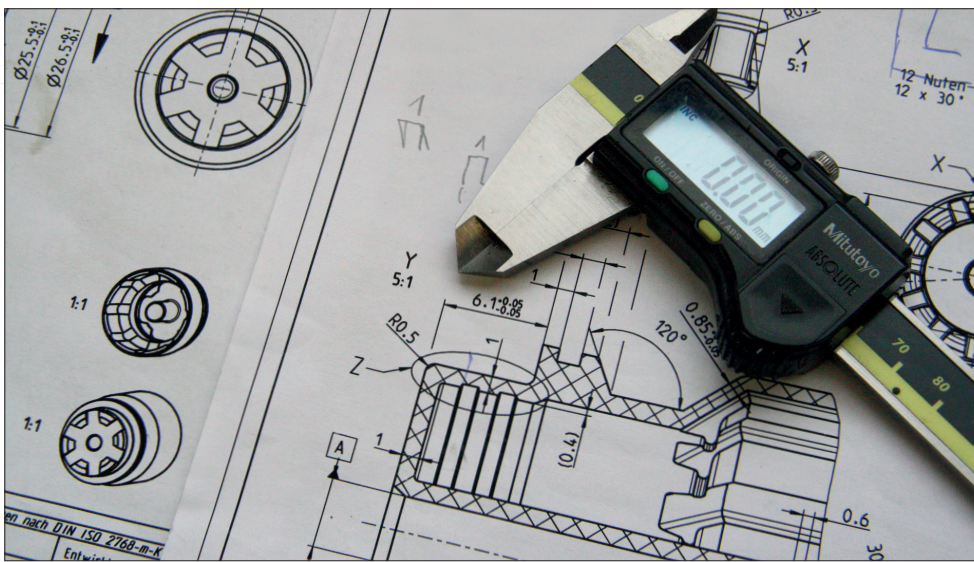
60% examination

40% non-examination
assessment

9-1

Engineering provides pathways to design, architecture, science and most technology focussed careers.

FE possibilities are very broad: apprenticeships, A-level or full time vocational courses would all follow on well from this engineering GCSE.



OPTION

GCSE ENGINEERING

Engineering is an incredibly academic and challenging subject. Students considering this course must be highly adept at thinking analytically, in order to cope with the two theory papers covering topics such as: algorithmic thinking, systems architecture, programming techniques and data representation. If you choose this option, your maths teacher will be asked to verify that you are able to cope with the demands of the course.

Engineering is a mathematically demanding option. Focusing heavily on electrical and mechanical systems, this theoretical course relies heavily on a deep grasp of the principles of physics. This course is suitable for students who are expected to achieve at least a grade 6 in mathematics and science.

GCSE Engineering introduces students to a host of new technologies, helping them to gain practical skills and understanding, inspiring a lifelong interest in the world of engineering. This innovative qualification offers learners access to 'real-life' aspects of engineering practices. They have the opportunity to work with a wide range of engineering materials and processes, including 3D CAD and 3D printing to develop accurately made engineered products.

The development of practical engineering skills is central to the non-examination assessment. AQA release a new brief every year and the students are expected to apply their knowledge of engineering. They will investigate a problem, use mathematical and scientific principles to create a range of designs, manufacture a prototype, and then evaluate their chosen solution.

During the course students are expected to demonstrate a strong knowledge and understanding of mathematical and scientific principles, in relation to engineering. The use of mathematical skills is a key requirement and is tested in the examination (20% of written paper). A sound grasp of underlying scientific principles is expected.

Please note: This option cannot be taken with Design and Technology or Food. If you choose this course, your maths and science teachers will be asked to verify that you are able to cope with the demands of the course.



EXAM BOARD
AQA

ASSESSMENT FORMAT

50% terminal examination

50% non-examination
assessment
NEA 1 = 15%
NEA 2 = 35%

GRADE METHOD

9-1

OPTION

LIMITED SPACES

GCSE FOOD PREPARATION & NUTRITION

This course focuses on nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

The five core topics studied are:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Terminal exam: 50%
Testing theoretical knowledge of food preparation and nutrition.

Non-exam assessment:
TASK 1 Food Investigation - 15%
A written/electronic report (1,500 – 2000 words). Assessing an understanding of the working characteristics, functionality and chemical properties of ingredients. For example, looking at the effect of different types of flour on the thickening of a sauce and experimenting to find out the best results.
TASK 2 Food Preparation Assessment – 35%
Students will plan, prepare and cook a final menu of three high skills dishes within a three hour time limit. The students will plan in advance how this will be achieved. The exam board will give a choice of briefs to the students, for example focusing on dishes which are rich in iron, or on international street food.

Please note: This option cannot be taken with Design and Technology or Engineering

POSSIBLE CAREERS
AND FUTURE
PATHWAYS

A GCSE in Food Preparation and Nutrition would be a great foundation for any future study where the well-being and health of individuals is of concern.

This GCSE would also be a great springboard into the hospitality and catering industry.

WEBSITE

www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition

FURTHER
INFORMATION
Mrs Golding



EXAM BOARD
OCR

ASSESSMENT FORMAT

60% non-examined assessment
(practical coursework)

40% written listening and
appraising exam

GRADE METHOD

9-1

OPTION GCSE MUSIC

OCR's GCSE in Music will provide a creative education in Music with an integrated approach to performing, composing and listening. Students are encouraged to be creative and to broaden their musical horizons and musical understanding. GCSE Music will enable students to explore performance and composition with a focus on their own instrument and own choice of musical genre. It also offers opportunities for students to explore new musical areas and skills.

In GCSE Music students will develop performing skills, develop composing skills, broaden musical experience and interests both in and outside the classroom. They will also study a wide range of musical styles and traditions of music alongside developing their knowledge and understanding of music theory and music history.

Performance: 30% (non-examined assessment throughout Year 10 & Year 11)

Students will record two performances, one solo and one ensemble. These are each worth 15% of the final GCSE.

Composition – 30% (non-examined assessment throughout Year 10 & Year 11)

Students will compose and record two compositions, one free choice and one set by the exam board. These are each worth 15% of the final GCSE.

Listening and Appraising Exam – 40% (listening exam in Year 11)

Students will learn about a wide range of musical genres and styles, including the history and theory of music, throughout Year 10 and 11. At the end of Year 11 students will sit a listening exam which will test their theoretical knowledge and understanding of the musical genres and styles that they have studied.

When studying GCSE Music we require students to have instrumental/vocal tuition. These lessons can be with our teachers at The Henry Beaufort School or done privately outside school. We also encourage students to lead an active musical life and ask them to join in with extra-curricular activities and performance opportunities in the music department at school.

POSSIBLE CAREERS AND FUTURE PATHWAYS

Studying Music can lead to many career paths.

These range from being a performer, composer, songwriter, conductor, recording engineer, music manager, music promoter, music producer, music journalist and much more!

ASSESSMENT FORMAT

60% personal portfolio

40% externally set
assignment

GRADE METHOD

9-1

POSSIBLE CAREERS AND FUTURE PATHWAYS

Studying GCSE Photography
could lead to a number of
exciting pathways.

These include: Commercial
portrait photographer, photo
journalism, commercial industrial
photography, advertising and
marketing, scientific and medical
photography, film making and
fashion photography.



OPTION **LIMITED SPACES** GCSE PHOTOGRAPHY (ART & DESIGN)

GCSE Photography contains two components:

The Personal Portfolio 60%

- Students will work on photographic projects from themes which are set by their teachers.
- For each project students will produce supporting studies – artist/photographer research, contact sheets, analysis and annotation, manipulation and editing using computer software as well as their final photographs.

The Externally Set Assignment 40%

- Students will work on an externally set theme
- Students will produce preparatory research, photographic studies and experimentation/development for around 10 weeks
- Students will have 10 hours of sustained focus to produce their personal responses – finished photographs

Before starting their personal portfolio projects we will firstly explore photographic principles and techniques to enable students to access the specific skills required for the course. Students will be required to work independently and creatively and have an active interest in all aspects of photography.

Please note: This option cannot be taken with Art, Craft & Design.

WEBSITE

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

**FURTHER
INFORMATION**
Mrs Wybraniec

EXAM BOARD
AQA

ASSESSMENT FORMAT

60% examination

30% practical assessment

10% non-examined coursework

GRADE METHOD

9-1

POSSIBLE CAREERS AND FUTURE PATHWAYS

The course builds on the knowledge, understanding and skills established in year 7 and year 8 Physical Education.

It will give students exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle.

GCSE PE develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in areas such as recreational management, leisure activities, coaching, officiating, the fitness industry, the armed forces and teaching.



OPTION

GCSE PHYSICAL EDUCATION

Theory:

The theory elements will cover topics such as anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio[1] cultural influence and health, fitness and wellbeing.

Practical:

The expectation is that students participate in a minimum of one sport outside of school as well as attending an extra-curricular sports club. Students will be practically assessed in three different activities (one being a team activity, one as an individual and a third in either a team or in an individual event).

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

- Exam; 1 hour 15 mins 30% of GCSE (78 marks completed at the end of year 11)

•

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

- Exam; 1 hour 15 mins 30% of GCSE (78 marks completed at the end of year 11)

Practical assessment: 3 different physical activities as the role of the performer (25 marks each sport).

Analysis and evaluation of performance coursework (25 marks)

- 40% of GCSE (100 marks)

WEBSITE

www.aqa.org.uk/subjects/physical-education/gcse/physical-education-4890

FURTHER
INFORMATION
Mr Donaldson

ASSESSMENT FORMAT

100% terminal examination

GRADE METHOD

9-1

POSSIBLE CAREERS AND FUTURE PATHWAYS

Religious Studies can be a useful qualification for any career, which involves working with diverse groups of people. With the globalisation of many careers in the UK, RS can help prepare students for working alongside people from different cultural and religious backgrounds. In particular, it can be useful for Teaching Law, Social Services, Police Forces, Armed Forces, Health Care, Journalism.



OPTION

GCSE RELIGIOUS STUDIES

The Religious Studies GCSE gives students a chance to reflect, engage and discuss ethical and philosophical issues which impact our complex modern religious landscape.

Religious Studies investigates the difficult questions, enabling students to develop insights that can work to challenge stereotypes, promote understanding and cohesion and provides the students with the ability to analyse, contextualise, evaluate and communicate one's own and others' ideas on the many issues relevant to the world today.

Students will study the beliefs and practices of Christianity and Islam. Students will also discuss their own views and those of different religions regarding ethical issues in four key topics: relationships, life & death, good & evil and human rights.

Exam 1: Philosophy and Ethics (50%)

- Relationships
- Life and Death
- Good and Evil
- Human Rights

Exam 2: Christianity (25%)

- Beliefs and Teachings
- Practices

Exam 3: Islam (25%)

- Beliefs and Teachings
- Practices

WEBSITE

https://www.eduqas.co.uk/qualifications/religious-studies-gcse/#tab_keydocuments

FURTHER
INFORMATION
Miss McMahon



EXAM BOARD
Edexcel

ASSESSMENT FORMAT

100% terminal examination

GRADE METHOD

9 - 1

OPTION

GCSE STATISTICS

Statistics is a subject about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret and present data as well as investigating lots of different types of problems!

There are two exam papers for this subject:

Paper 1 (50%)

Written exam: 1 hour 30 minutes

- Tiered Higher and Foundation
- 80 marks

Paper 2 (50%)

Written exam: 1 hour 30 minutes

- Tiered Higher and Foundation
- 80 marks

Courses coverage will include the ability to:

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

POSSIBLE CAREERS AND FUTURE PATHWAYS

Actuarial analyst
Actuary
Civil Service fast streamer
Data analyst
Data scientist
Financial risk analyst
Investment analyst
Market researcher
Operational researcher
Statistician Business analyst
Chartered accountant
Economist
Financial manager
Financial trader
Insurance underwriter
Machine learning engineer
Researcher

WEBSITE

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

**FURTHER
INFORMATION**
Miss Townsend

GLOSSARY OF TERMS

A-Level	'Advanced Level' qualification that students can study at Sixth Form College.
Apprenticeship	Apprenticeships mix on-the-job training with classroom learning. They provide students with the skills they need for their chosen careers that will also lead to nationally recognised qualifications. As an apprentice you earn while you learn.
Core curriculum	The subjects studied by every child in Years 10 and 11: English, Maths, Science, PE (not assessed), PSHE (not assessed), IT (not assessed), RE (not assessed).
EBacc	The English Baccalaureate is a performance measure and recognises where students have secured a grade 5 or above across a range of academic subjects - English, Maths, History or Geography, the sciences and a language. <i>More information can be found on page 5</i>
Exam boards	These bodies run GCSE and other examinations. They are responsible for deciding the curriculum content and examination methods of each subject.
Further Education (FE)	The qualification students can study beyond 16, which may be in a Further Education College.
GCSE	General Certificate in Secondary Education.
Higher Education (HE)	University or other degree-awarding institution.
CNC - Cambridge National Certificate	Cambridge Nationals are the successor to OCR Nationals, available in a range of engaging subjects that are equivalent in size to GCSEs. The most popular subjects are recognised in DfE performance tables and Progress 8 measures. They provide an excellent start for vocational study and enable progression to Level 3 vocational qualifications, such as our Cambridge Technicals, A Levels or Apprenticeships.
NEA - Non Examination Assessment	Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. In some new specifications where non exam assessment is required, these will replace Controlled Assessments. <i>More information can be found on page 31-32</i>
NVQ - National Vocational Qualification	The NVQ is a work based qualification which recognises the skills and knowledge a person needs to do a job. The candidate needs to demonstrate and prove their competency in their chosen role or career path.
Russell Group	The Russell Group represents 24 leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience and unrivalled links with business and the public sector. Website: www.russellgroup.ac.uk

Subject	Type	Grade Method	Exams	Duration of Exams	Number of Exam Papers	Limited Space	You cannot choose this with:
English Language	Core	9-1	Terminal Exams	3 hrs 30 mins	2		
English Literature	Core	9-1	Terminal Exams	4 hrs	2		
Maths	Core	9-1	Terminal Exams	4 hrs 30 mins	F2 / H3		
Combined Science	Core	9-1	Terminal Exams	7 hrs 30 mins	6		
Triple Science	Core	9-1	Terminal Exams	10hrs 30mins	6		
French	EBACC	9-1	Terminal Exams	2 hrs 29 mins(F) 3 hrs 12 mins(H)	4		
German	EBACC	9-1	Terminal Exams	2 hrs 29 mins(F) 3 hrs 12 mins(H)	4		
Spanish	EBACC	9-1	Terminal Exams	2 hrs 29 mins(F) 3 hrs 12 mins(H)	4		
Geography	EBACC	9-1	Terminal Exams	4 hrs	3		
History	EBACC	9-1	Terminal Exams	4 hrs 20 mins	3		
Computing**	EBACC	9-1	Terminal Exams*	3 hrs	2	20	
Religious Studies	GCSE	9-1	Terminal Exams	4 hrs	3		
Art, Craft and Design	GCSE	9-1	60% Personal Portfolio 40% External Set Assignment	2 days	1		Photography
Child Development	Cambridge National Certificate	Distinction* - Pass	50% Centre Assessed Tasks	1 hr 15 mins	1	20	
Design and Technology	GCSE	9-1	50% Non-Exam Assessment	2 hrs	1	18	Engineering or Food
Drama	GCSE	9-1	60% Non-Exam Assessment	1hr 45 mins	1		
Engineering**	GCSE	9-1	40% Non-Exam* Assessment	2 hours	1	18	Design and Technology or Food
Food Preparation and Nutrition	GCSE	9-1	50% Non-Exam Assessment	1hr 45 mins	1	20	Design and Technology or Engineering
Music	GCSE	9-1	60% Practical Coursework	1hr 30 mins	1		
Photography	GCSE	9-1	60% Personal Portfolio 40% Externally Set Assignment	2 days	1	25	Art
Physical Education	GCSE	9-1	60% Examination 30% Practical Assessment 10% Non-Exam Assessment	2hr 30 mins	2		
Statistics	GCSE	9-1	40% Practical Assessment	1hr 30 mins	2		

**To be offered a place on Computing or Engineering we would expect students to be working towards grade 6 or above in maths and science.

Please note sometimes details on this page may be subject to change.

Course Examination & Non-Examination Assessment Breakdown

QUALIFICATION	SUBJECT	EXAM BOARD	EXAM	TIME	%	NEA
GCSE	English Language	AQA 8700	Paper 1	1hr 45mins	50%	
			Paper 2	1hr 45mins	50%	
GCSE	English Literature	AQA 8702	Paper 1	1hr 45mins	40%	
			Paper 2	2hr 15mins	60%	
GCSE	Mathematics	Edexcel 1MA1	Paper 1	1hr 30mins	33.33%	
			Paper 2	1hr 30mins	33.33%	
			Paper 3	1hr 30mins	33.33%	
			Paper 1	2hr 15mins	50%	
GCSE	Mathematics	Eduqas C300PF	Paper 2	2hr 15mins	50%	
			Biology Paper 1	1hr 15mins	16.7%	
GCSE	Science (Trilogy)	AQA 8464	Biology Paper 2	1hr 15mins	16.7%	
			Chemistry Paper 1	1hr 15mins	16.7%	
			Chemistry Paper 2	1hr 15mins	16.7%	
			Physics Paper 1	1hr 15mins	16.7%	
			Physics Paper 2	1hr 15mins	16.7%	
			Paper 1	1hr 45mins	50%	
GCSE	Biology	AQA 8461	Paper 2	1hr 45mins	50%	
			Paper 1	1hr 45mins	50%	
	Chemistry	AQA 8462	Paper 2	1hr 45mins	50%	
			Paper 1	1hr 45mins	50%	
	Physics	AQA 8463	Paper 2	1hr 45mins	50%	
			Paper 1	1hr 45mins	50%	
GCSE	French, German, Spanish	AQA 8658, 8668, 8698	Paper 2	1hr 45mins	50%	
			Paper 1 – Listening	Foundation – 35mins Higher – 45mins	25%	
			Paper 2 – Speaking	Foundation – 7-9mins Higher – 10-12mins	25%	
			Paper 3 – Reading	Foundation – 45mins Higher – 1hr	25%	
			Paper 4 – Writing	Foundation – 1hr Higher – 1hr 15mins	25%	
			Paper 1	1hr 15mins	35%	
			Paper 2	1hr 15mins	35%	
			Paper 3	1hr 30mins	30%	
GCSE	History	Edexcel 1H10	Paper 1	1hr 15mins	30%	
			Paper 2	1hr 45mins	40%	
			Paper 3	1hr 20mins	30%	

Course Examination & Non-Examination Assessment Breakdown

QUALIFICATION	SUBJECT	EXAM BOARD	EXAM	TIME	%	NEA
GCSE	Computer Science	OCR J277	Paper 1	1hr 30mins	50%	Programming project
GCSE Cambridge National Certificate	Art & Design Child Development	Edexcel 1AD0 OCR J818	Paper 2	1hr 30mins	50%	
			Externally Set Assignment	10 hours over two days	40%	60% Portfolio
			Unit 1	1hr 15mins	50%	50% Centre Assessed, externally moderated
GCSE	Drama	Edexcel 1DR0	Paper 1	1hr 45mins	40%	40% Devised performance 20% Performance
GCSE	Design & Technology	AQA 8552	Paper 1	2hrs	50%	50% NEA
GCSE	Engineering	AQA 8852	Paper 1	2hr	60%	40% NEA
GCSE	Food Preparation & Nutrition	AQA 8585	Paper 1	1hr 45mins	50%	50% NEA
GCSE	Music	OCR J536	Paper 1	1hr 30mins	40%	30% Integrated portfolio 30% Practical component
GCSE	Photography	Edexcel 1PY0	Externally Set Assignment	10 hours over two days	40%	60% Portfolio
GCSE	Physical Education	AQA 8582	Paper 1	1hr 15mins	30%	40% Practical performance
GCSE	Religious Studies	Eduqas C120	Paper 2	1hr 15mins	30%	
			Component 1	2hrs	50%	
			Component 2	1hr	25%	
GCSE	Statistics	Edexcel 1STO	Component 3	1hr	25%	
			Paper 1	1hr 30mins	50%	
			Paper 2	1hr 30mins	50%	

