## 風为 GATEWAYS SCHOOL

## GCSE OPTIONS INFORMATION

## INTRODUCTION

In September 2024, pupils will begin a four-year programme of study by embarking on the initial two-year GCSE courses, which will form the foundation of the skills and knowledge they will need to move on to A Levels and other further education courses thereafter.

We offer a programme of up to 9 GCSEs. This allows us to give sufficient curriculum time on timetable to cover all subject content thoroughly. This provides pupils with more than sufficient qualifications for entry to sixth form and further education. The old saying 'quality not quantity' really does apply.

Subjects at GCSE fall into two categories:
Core subjects - which are taken by everyone. Core subjects are those which are generally accepted as being essential to a broad and balanced education in the Fifth Form.

Optional Subjects - which lead to a full GCSE qualification and should be chosen to complement personal talents, skills and aspirations for the future. This includes the compulsory choice of one modern foreign language. This does not apply for those pupils with a specific agreement to have learning support.

The table below illustrates the programme of study for the Fifth Form. Brief details of all the courses can be found on the following pages.

| Core GCSE Examination Subjects |  |  |
| :---: | :---: | :---: |
| English Language <br> English Literature | Mathematics | Combined Science: Trilogy |

$+$

| One Modern Foreign Language |  |  |
| :---: | :---: | :---: |
| French | German |  |

$+$

| Three Optional Subjects |  |
| :---: | :---: |
| Art and Design | Geography |
| Hist: Photography | Listory |
| Art: Textiles | Latin |
| Three-Dimensional Design | $2^{\text {nd }}$ Modern Foreign Language: |
| Business Studies | French/German/Spanish |
| Classical Civilisation | Music |
| Computer Science | Physical Education |
| Drama | Religious Studies |
| Food Preparation and Nutrition | Triple Science |
|  |  |


| Personal Development Course |  |
| :---: | :---: |
| Personal Social \& Health Education covering: | Physical Education |
| Careers |  |
| Citizenship |  |
| Health |  |$\quad$.

## MAKING CHOICES

This may be the first time your child has been asked to make a decision which will affect their future. Make sure it is their decision and that it is not influenced by what their best friend is taking or what other people say they should study.

Few students are good at everything, but everyone is good at something. Pupils should think about their own strengths and weaknesses when they are choosing their subjects. Be honest and when they are making their choices, ensure these play to their personal strengths.

When making decisions, examine what you know:

- strong subjects
- weak subjects
- enjoyment of a subject
- attitude to learning in that subject
- ideas about careers.

A broad choice of GCSEs keeps future doors open.
Your child's choice of subjects will be an individual one, but make sure it is balanced. You can ensure this by including a creative/practical option, which develops problem-solving skills, creativity and practical expertise, as well as a humanities subject which develops proficiency in constructing an argument and reading, researching and presenting information.

The subjects on offer may be new to them or more demanding than they are currently studying. Read the subject descriptions carefully and ask the subject staff about them. The subject staff are here to help and are only too willing to ensure that your child is studying a suitable course.

Independent research about the relevance of certain subjects for future careers is also advisable.

We do try our best to allow everyone to follow their preferred choices. The option blocks are designed to give the maximum number of pupils their first choice. However, very occasionally this is not possible because:

- too few pupils may wish to take a course, so it is not viable.
- the choice made may not demonstrate the necessary balance of subjects.
- it is not possible to schedule all choices within the option block structure to create viable teaching groups.


## PERSONAL DEVELOPMENT PROGRAMME

The personal development programme aims to continue to promote spiritual, personal, moral and physical development, both at Gateways and in the wider society and to prepare pupils for the opportunities, responsibilities and experiences of adult life.

## Careers

Pupils will be assisted to compile curriculum vitae, me maps and personal action plans, as well as investigating current labour market information. Access to speakers and mentors from a wide range of professions and further and higher education providers is available, along with expert guidance in self-presentation and interview techniques. Upper 5 pupils will attend one-to-one guidance meetings with our school careers advisor who is available to support all pupils throughout their time at Gateways.

## Health Education

Topics covered include alcohol use and misuse, sex education and eating disorders using discussion groups, activities, videos and visiting speakers. This provides an opportunity to explore ideas, attitudes and approach to a healthy lifestyle.

## Personal and Social Development and Citizenship

This programme is designed to help make informed decisions, establish a sound knowledge of personal safety and build up a system of values based around respect for yourself, your family and others. Citizenship is also explored to develop an understanding of the law, parliament and human rights.

## Physical Education

Participation in Physical Education continues in the Fifth Form. The physical activities focus on competing or performing as well as developing physical fitness. Different roles are experienced, including performer, coach, choreographer, leader and official. Developing a level of skill and physical competence will increase confidence to become involved in exercise and activity out of school and in later life. A wide range of activities are offered.

## OPTIONS TIMELINE

## Upper 4 Options Timeline

| November | U4 Report and GCSE Options Evening |
| :--- | :--- |
| December | Careers advice and guidance with Mrs <br> Sharrock <br> You will also explore careers in PSHE lessons. <br> Lessons will take you on a journey to <br> discover your potential through a <br> personalised experience based on your <br> interests and aspirations. |
| January | Pupils will experience a taster lesson in all <br> option subjects. This will also give pupils the <br> opportunity to ask further questions about <br> each qualification. |
| $\mathbf{1 0} \mathbf{l}^{\text {th }}$ January | Upper 4 Parents Evening <br> There will be careers representation and an <br> opportunity to ask for advice and guidance or <br> any final questions regarding option subjects. |
| $\mathbf{6}^{\text {th }}$ February | Option Choices Deadline |

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## ENGLISH LANGUAGE

Contact: Mrs Burns
Email: marae.burns@gatewaysschool.co.uk

Examination Board: AQA
Specification: 8700

## Aims of the course

\& To develop your ability to read, understand, enjoy and respond to all types of writing. The emphasis is on giving you access to the breadth of our written English language covering the 19th, 20th and 21st century time periods. You will look at how writers use narrative and descriptive techniques to
symbol mood climax theme freeverse mood sonet drama consonance blankverse speaker soliloquy alliteration protagoonist blankverse speakersotiocuy afsorifriaion protagonst imagely language iambicpentameter tone character crizzation ofigurative tragedy fabale ${ }^{\circ}$ onnotatition on foreshadow metaphor anechote dialogote exporitionstion myth
poetry
and engage readers and how writers present viewpoints and perspectives on issues or themes to influence the reader. You will also develop your capacity to offer critical responses to texts.
es To develop your ability to convey meaning in written language correctly and clearly, using a range of vocabulary and sentences structures.
\& To develop your understanding of the spoken word and your capacity to participate effectively in a variety of speaking and listening activities.

## Assessment

## 100\% Examination

All texts in the examination will be unseen.

## Paper 1: Creative Reading and Writing (50\% of GCSE)

Section A: Reading: one literature fiction text
Section B: Writing: descriptive or narrative writing

## Paper 2: Writers' Viewpoints and Perspectives (50\% of GCSE)

Section A: Reading: one non-fiction text and one literary non-fiction text
Section B: Writing: writing to present a viewpoint
Non-examination Assessment: Spoken Language (separate endorsement: 0\% of GCSE)
Assessed in class during the two years of the course. Consists of presentations to class, responding to questions and feedback, debates, role plays, using Standard English.

## ENGLISH LITERATURE

Contact: Mrs Burns
Email: marae.burns@gatewaysschool.co.uk

## Aims of the course

The syllabus is designed to enable you to develop your ability to read, understand and respond to all types of literary texts. You will develop your ability to appreciate the various ways in which authors affect their audiences and readers and the means by which they achieve their effects.
You will be introduced specifically to the following six categories of literature:
\& Pre-twentieth century prose

* Twentieth century prose
\& Pre- twentieth century poetry
\& Twentieth century poetry
- Pre- twentieth century drama

8 Twentieth century drama.


## Assessment

## 100\% Examination Assessment

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

## Paper 1: Shakespeare and the 19th-century novel (40\% of GCSE)

Section A: Shakespeare: answer one question on the play studied in class. Write in detail about an extract from the play and then write about the play as a whole.

Section B: The 19th-century novel: answer one question on the novel studied in class. Write in detail about an extract from the novel and then write about the novel as a whole.

## Paper 2: Modern texts and poetry (60\% of GCSE)

Section A: Modern texts: answer one essay question from a choice of two on a modern prose or drama text studied in class.

Section B: Poetry: answer one comparative question on one named poem printed on the paper and one other poem from the anthology cluster studied in class.

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

## MATHEMATICS

Contact: Mr Adegboro
Email: charles.adegboro@gatewaysschool.co.uk


Aims of the course
The course will enable pupils to:
\& develop their knowledge and understanding of mathematical concepts and techniques
8. acquire a foundation of mathematical skills for further study in the subject or related areas
\& enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems
e appreciate the importance of mathematics in society, employment and study.
The GCSE Mathematics qualification follows the Edexcel international GCSE (9 - 1) specification. The qualification is globally relevant, represents world-class best practice and maintains a consistent standard that is in line with the new reformed GCSE Mathematics in England. The qualification enables successful progression to A Level and beyond.

There are two tiers of entry - Higher and Foundation - that allow pupils to be entered for a level appropriate to them with questions in each tier that are accessible to pupils of all abilities within that tier.

| Higher Grades | 9 | 8 | 7 | 6 | 5 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Foundation Grades | 5 | 4 | 3 | 2 | 1 |  |

Grade 9 represents a new level of attainment for the very top performers and is higher than the old $\mathrm{A}^{*}$ grade. This means there is differentiation of the most able at the top end of the grading scale. There is also greater differentiation of middle performers, with three grades ( 4,5 and 6 ) aligned to the current $C$ and $B$ grades. This means that the $9-1$ grading scale rewards top grade $C$ pupils with a new grade 5 , and top $B$ grade pupils with a new grade 6 .

## Assessment

## 100\% Examination

You will take two 2-hour papers at the end of Upper 5.
Each examination paper is equally weighted ( 100 marks) and calculators may be used in both papers. A formulae sheet is provided at each tier for both papers, with a small increase in problem-solving and mathematical reasoning in the assessment compared to the previous GCSE.

# FURTHER MATHEMATICS 

Contact: Mr Adegboro
Email: charles.adegboro@gatewaysschool.co.uk


## Aims of the course

The course will enable pupils to:
e. develop their knowledge, skills and understanding of mathematical methods and concepts beyond GCSE mathematics by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth
2. acquire and use problem solving strategies including the use of algebra as a tool for solving problems

- select, apply and link mathematical techniques and methods to solve challenging and nonroutine problems
\& reason mathematically, make deductions and inferences and draw conclusions
\& interpret and communicate mathematical information in a variety of forms appropriate to the information and context including rigorous use of algebraic argument and formal proof


## Content Summary

\& Number
\& Matrix Transformations
\& Algebra and calculus

- Geometry and trigonometry

The AQA Certificate Level 2 Further Mathematics provides pupils who would like to study beyond the Higher Tier IGCSE syllabus in mathematics and who can work above this level. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills. The syllabus is designed to broaden the mathematical experience of high attaining pupils. It also allows a foundation to be laid for the further study of mathematics or any science subject at A-Level. High-achieving students are introduced to AS topics that will help them develop skills in algebra, geometry, calculus, matrices, trigonometry, functions and graphs. The qualification is globally relevant, represents world-class best practice and maintains a consistent standard that is in line with the new reformed GCSE in England. The qualification enables successful progression to A Level and beyond.

## Assessment

100\% Examination
You will take two 1 hour 45 minutes papers at the end of Upper 5, available at Higher Tier only. Each examination paper is equally weighted, and calculators may be used in one of the papers. A formulae sheet is provided for both papers.

# COMBINED SCIENCE: TRILOGY 

Contact: Miss Ashurst
Email: kim.ashurst@gatewaysschool.co.uk

## Aims of the course

Science is a core, compulsory subject and the course will lead to two GCSE grades based on your overall performance in all three science subjects.

The AQA Combined Science: The main aim of the course is to give an appreciation of the scientific interpretation of the world. The skills, abilities, knowledge and awareness of science already acquired will be further developed in this course. It
 is also hoped that the course will encourage pupils to ask questions about the world around them, to care for and take an interest in their environment and, above all, to enjoy doing science.

Trilogy in Science forms a solid foundation for those who wish to go on to take any of the three sciences at A level, however, if you are already know you are keen to pursue science beyond GCSE, we would encourage you to take triple science.

The course incorporates Biology, Chemistry and Physics and leads to two GCSE grades.

## Assessment

## 100\% Examination

2 The scheme of assessment is linear, with 6 question papers which are all tiered.
\& Entry can be at Higher or Foundation level.
\& Each 1 hour 15 -minute written paper accounts for $16.67 \%$ of the final mark.
\& Pupils complete two papers for each Science subject.

## MODERN LANGUAGES: FRENCH, SPANISH, GERMAN

Contact: Mrs Wilson
Email: fiona.wilson@gatewaysschool.co.uk

Examination Board: AQA
Specification: French 8652
German 8662 Spanish 8692

## Aims of the course

The course will allow pupils to build on the topics, grammar and skills they have already learnt in order to give their opinions using language which is more complex, interesting and accurate. They will learn how to speak more fluently and spontaneously and apply their language skills to real-life situations. They will also develop the skills to understand a wider variety of listening and
tolerance friends enjoyment influence awareness
empowerment
Bhy learn an
Language
insight understanding
gadaptability
 Oadaptability advantages reading sources as well as extend their knowledge of the culture and countries where the language is spoken.

Three topic areas are covered in the course:
\& People and Lifestyle: Identity and relationships with others; Healthy living and lifestyle; Education and work
2 Popular Culture: Free-time activities; Customs, festivals and celebrations; Celebrity culture
\& Communication and the world around us: Travel and tourism, including places of interest; Media and technology; The environment and where people live

Assessment

## 100\% Examination

There are four attainment targets:
\& Listening (25\%) Written examination

- Speaking (25\%) Examination conducted by the teacher
\& Reading (25\%) Written examination
e Writing (25\%) Written examination
Pupils may do foundation or higher tier examinations. They must do all papers at either foundation or all papers at higher tier. Pupils will be given advice as to which tier would be more suitable to enter for the examinations in the second year of the GCSE, once there is evidence of each pupil's overall level of achievement.


## ART AND DESIGN

Contact: Mrs Harrison
Email: della.harrison@gatewaysschool.co.uk

## Aims of the course

Throughout the course, pupils are expected to make informed connections to the work of artists, showing an understanding of context and theory. They are assessed against four main objectives:


AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3: Record ideas, observations and insights relevant to intentions as work progresses.
AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

The aims of the course are to develop:
es self-expression and personal responses;
es creative and imaginative ideas;
e the use of a range of art materials;
2. strategies to gather and collect information;
e. an understanding of artists and their work;
es an understanding of how and in what ways artwork represents ideas and cultures.
Students will learn how to:
2. look and record through drawing, written work and photography;
2. use line, tone, colour, texture, shape and form;
\& research, analyse and gather information;
\& select, edit and compose visual images;
4se the work of artists and other sources in order to further develop ideas;
2. use a wide range of art materials and artistic methods/processes;
e. Communicate their personal responses in visual form and through other means.

## Assessment

## 60\% Non-exam assessment (NEA)

The course is assessed through two components. Component one comprises of the portfolio unit and this will include a project from initial ideas to final intention. This component does not have a time limit and should include one sustained project with a selection of further work. Drawing and annotation should make up a large part of the final portfolio. This component is worth $60 \%$ of the final GCSE grade.

## 40\% Exam

Component two is an externally set assignment from AQA. The extended creative response must explicitly evidence pupils' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point, through to their realisation of intentions in the 10 hours of supervised time; This is called an Externally Set Task and accounts for the remaining $40 \%$. Unlimited preparation time prior to the exam is allowed, but the final piece must be completed within 10 hours of supervised time.

## ART: TEXTILES

Contact: Mrs Harrison
Email: della.harrison@gatewaysschool.co.uk

## Aims of the course

Textile design is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non- functional response. Throughout the course, pupils are expected to make informed connections to the work of artists, showing an understanding of context and theory. They are assessed against four
 main objectives:
AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3: Record ideas, observations and insights relevant to intentions as work progresses.
AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
The aims of the course are to develop: Stitch, distort and embellish fabrics
\& Arttextiles Use a range of techniques such as
\& Fashion design and illustration
\& Costume design

* Printed and dyed textiles. couching, quilting, lino printing, felting and pattern making

2 Soft furnishings
2. Digital textiles
\& Installed textiles

Pupils will learn how to:
\& Manipulate fabrics
\& Developideas
es Create textiles relevant to cultural, social, historical and contemporary contexts.
\& Explore how ideas, feeling and forms can generate, address and create personal responses.

## Assessment

## 60\% Non-exam assessment (NEA)

The course is assessed through two components. Component one comprises of the portfolio unit and this will include a project from initial ideas to final intention. This component does not have a time limit and should include one sustained project with a selection of further work. Development and annotation should make up a large part of the final portfolio. This component is worth $60 \%$ of the final GCSE grade.

## 40\% Exam

Component two is an externally set assignment from AQA. The extended creative response must explicitly evidence pupils' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point, through to their realisation of intentions in the 10 hours of supervised time; This is called an Externally Set Task and accounts for the remaining $40 \%$. Unlimited preparation time prior to the exam is allowed, but the final piece must be completed within 10 hours of supervised time.

## ART: PHOTOGRAPHY

Contact: Mrs Harrison
Email: della.harrison@gatewaysschool.co.uk

Examination Board: AQA
Specification: 8204

## Aims of the course

Photography is defined as the practice of producing images using lightsensitive materials such as photographic film, or digital methods of development and production to create static or moving images.
AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3: Record ideas, observations and insights relevant to intentions as work progresses.


AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

The aims of the course are to develop:
\& self-expression and personal responses;
$\star$ creative and imaginative ideas;
2. the use of a range of photography techniques ;
strategies to gather and collect information;
e an understanding of photographers and their work;
$\&$ an understanding of how and in what ways photography represents ideas and cultures.
Students will learn how to:
s look and record through experimental photography
e understand how to use a DSLR on manual settings.
e research, analyse and gather information;
2. Select, edit and compose contact sheets of images.
e explore lighting, viewpoint and depth of field.
\& use the work of artists and other sources in order to further develop ideas;
\& use Photoshop to develop images and ideas
\& communicate personal responses in visual form and through other means.

## Assessment

## 60\% Non-exam assessment (NEA)

Component one comprises of the portfolio unit and this will include a project from initial ideas to final intention. This component does not have a time limit and should include one sustained project with a selection of further work. Drawing and annotation should make up a large part of the final portfolio. This component is worth 60\% of the final GCSE grade.

## 40\% Exam

Component two is an externally set assignment from AQA. The extended creative response must explicitly evidence pupils' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point, through to their realisation of intentions; Unlimited preparation time prior to the exam is allowed, but the final piece must be completed within 10 hours of supervised time.

# BUSINESS STUDIES 

Contact: Mrs Farrington<br>Email: amy.farrington@gatewaysschool.co.uk

Examination Board: Edexcel<br>Specification: 1BSO

## Aims of the course

This subject explores the business world by looking at how companies are set up and run and how external factors can affect business decisions. The course uses real-life examples giving a sense of relevance and purpose to the subject enabling pupils to:
es know and understand business concepts, business
 terminology, business objectives, the integrated nature of business activity and the impact of business activity.
2. apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
2. develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
e. investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
e develop and apply quantitative skills relevant to business, including using and interpreting data.
2. Pupils taking the GCSE Business course are also encouraged to organise or help with enterprise / fund-raising activities in school.

Content of the course: The course is divided into two themes looking at different aspects of starting and growing a business as shown below:

## Theme 1 Investigating small business

1.1 Enterprise and entrepreneurship
1.2 Spotting a business opportunity
1.3 Putting a business idea into practice
1.4 Making the business effective
1.5 Understanding external influences on business

Theme 2 Building a business
2.1 Growing the business
2.2 Making marketing decisions
2.3 Making operational decision
2.4 Making financial decisions
2.5 Making human resource decisions

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# CLASSICAL CIVILISATION 

Contact: Mr Crosby
Email: joshua.crosby@gatewaysschool.co.uk

Examination Board: OCR
Specification: J199

## Aims of the course

The GCSE Classical Civilisation course is designed to give pupils an immersive look at the literature, culture and mythology of the classical world, including aspects from both Greek and Roman civilisation. It aims to provide an understanding of the legacy of the Classical world, whilst developing pupils' skills in analysis of texts, selecting and using evidence and constructing an argument.


## Content of the course

The topics set for the examination are chosen from the following options. One topic is chosen from the following two options:
2. Thematic Study: Myth and Religion. This looks at the depiction and role of the Greek and Roman gods, the myths surrounding Heracles/Hercules in Greek and Roman culture, the use of temples, festivals, beliefs about death and burial, the mythic journeys to the underworld, the mythic founding stories of Athens and Rome and the depiction of myth in art.
e Thematic Study: Women in the Ancient World. This looks at women as depicted in several Greek and Roman legends, the role of women in society, the home and religion, attitudes towards women who did not meet social expectations, the exclusion of women from politics, the mythic stories of warrior women and women whom the Greeks and Romans feared.

Another topic is chosen from the following three options:
Literature and Culture: The Homeric World. This looks at the archaeological evidence for the age in which Homer's tales were set, including the art and tombs, to discover what life was like for the people of those societies. It also looks at the stories of Odysseus, including how the story was written and the portrayal of the characters. This includes his adventures against the Cyclops and the witch Circe, as well as his disguise in his palace.
\& Literature and Culture: Roman City Life. This looks at the life of different people living in Rome from different parts of society, where they lived, their education and what they did for leisure and entertainment. It also looks at Roman satire and fiction set in Rome and the letters of Pliny.
2. Literature and Culture: War and Warfare. This looks at the wars of Athens and Sparta in the $5^{\text {th }}$ Century BC and the Romans at war under the emperors. It explores the military tactics, the composition of the armies, what made a hero, the impact of the battles and the way they were commemorated.

[^1]
## COMPUTER SCIENCE

Contact: Mrs Titman
Email: karen.titman@gatewaysschool.co.uk

Examination Board: AQA
Specification: 8525

## Aims of the course

\& build on their knowledge, understanding and skills established through the computer science elements of the programme of study for computing at Key Stage 3
\& meet the computer science elements of computing at Key Stage 4
\& enable pupils to progress into further
 learning and/or employment
e 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,
es including designing, writing and debugging programs
\& think creatively, innovatively, analytically, logically and critically
e. 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 wider society
\& apply mathematical skills relevant to computer science.

## Subject Content

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
Assessment
$100 \%$ across two examinations, $50 \%$ on each paper.
e Paper 1: 2 hours: 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.
e Paper 2: - 1 hour 45 minutes: The content for this assessment will be drawn from subject content 3.3 to 3.8 above.

Contact: Mrs Hamlyn
Email: gemma.hamlyn@gatewaysschool.co.uk


## Aims of the Course

Drama GCSE is an enjoyable course that encourages pupils to explore and experience a wide range of performance styles and techniques. The starting point for most drama lessons is a text, topic or theme that is then explored using drama techniques. As often as possible, pupils develop their work into performances that are shared with other classes or are presented in assembly. The course develops: communication skills, self-confidence, team work, creativity and critical thinking skills.

Pupils will attend theatre visits during the course and these will provide inspiration for their own practical work. These visits are enjoyable and thought-provoking and lead to interesting discussions and a written evaluation.

## Why take drama?

Drama develops life skills that can be used for all career aspirations, such as negotiation skills, critical thinking, team work, creativity, problem solving and presentation skills. It is also a stimulating, interesting and practical subject that creates independent, critical thinkers with enquiring minds. It also provides the opportunity to experience the highs of performing to an audience and explore the impact of drama in society.

## Assessment

60\% Non-Examination Assessment 40\% Examination
GCSE Drama consists of two coursework components and one externally examined paper.
The specification for GCSE Drama is broken down into three components:
e Devising - Performance of an original devised piece of drama based on a stimulus or design realisation for this performance. Coursework will support this unit of work, showing the development of the drama process.
\& Performance from Text-Pupils will either perform in and/or design for two key extracts from a performance text. The pupils will study elements of the text then learn how to translate key themes, ideas and characters onto the stage. (Externally assessed).
25 Theatre Makers in Practice - Written examination: 1 hour 30 minutes Practical exploration and study of one complete performance text. The pupils will answer questions from a section of the play, looking at how to analyse themes, characters, style, semiotics and symbols. They will also answer a question based on the effectiveness of the production values of a live theatre evaluation they have seen.

# FOOD PREPARATION AND NUTRITION 

Contact: Mrs Holmes
Email: sara.holmes@gatewaysschool.co.uk

Examination Board: AQA
Specification: 8585

## Aims of the course

Food Preparation and Nutrition is an exciting and creative course which focuses on practical skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.


## Course Content

Food preparation skills are integrated into five core topic areas:
2. Food, nutrition and health - Macro \& Micro nutrients, nutritional needs \& health
2. Food science - cooking of food \& heat transfer, functional and chemical properties of food
2. Food Safety - food spoilage \& contamination, principles of food safety
\& Food Choice - factors affecting food choice, British \& international cuisines, sensory evaluation, food labelling \& marketing
\& Food Provenance - environmental impact \& sustainability of food, food processing and production

## Assessment

## 50\% Non-Exam Assessment (NEA)

2. Task 1: Food Investigation (30 marks) - understanding of the working characteristics, functional and chemical properties of ingredients.
Written report (1500-2000 words) including photographic evidence of the practical investigation.

* Task 2: Food preparation assessment (70 marks) - knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.
Written portfolio including photographic evidence of the three final dishes.


## 50\% Examination

e 1 hour 45-minute examination based on the theoretical knowledge of food preparation and nutrition from the five core topic areas.
2 Multiple choice questions (20 marks). Five questions each with a number of sub questions ( 80 marks).

## GEOGRAPHY

Contact: Mrs Hayward
Email: elizabeth.hayward@gatewaysschool.co.uk

Examination Board: AQA
Specification: 8035

## Aims of the Course

The course is designed to allow you to study the world from the classroom, exploring case studies in the United Kingdom, newly emerging economies and lower income countries. It adopts a people-environment approach and develops a sound understanding of geographical themes, issues and skills, encouraging you to understand your role in society by considering different viewpoints, values and attitudes


## Course Content

## Paper 1: Living with the physical environment

2 The challenge of natural hazards - earthquakes, volcanoes, tropical storms, flooding and climate change.
\& Physical landscapes in the UK - coastal environments and river environments.
2. The living world - ecosystems, the tropical rainforest and hot deserts.

## Paper 2: Challenges in the human environment

es Urban issues and challenges - the growth of cities around the world and the effects of this growth.
2. The changing economic world - reasons for the growth of countries and how to reduce variations in development in different countries.
es The challenge of resource management - the global distribution of food, water and energy.

## Paper 3: Geographical applications

\& Issue evaluation - using sources such as graphs or photographs to examine changes and reach conclusions. These sources will be available to you two months before your final examination and will be discussed in lessons so that you are familiar with them.
\& Fieldwork
\& Geographical skills

## Fieldwork

Two pieces of fieldwork will be undertaken during the two-year course with each trip examining physical and human geography elements. These will allow you to collect sufficient data to allow the study of a local area in preparation for your unit 3 examination.

## Assessment

100\% Examination - Each examination will consist of a variety of questions including multiple choice, short answer, levels of response and extended prose.

Paper $1=35 \%$ ( 1 hr 30 ) Living with the physical environment
Paper $2=35 \%(1 \mathrm{hr} 30) \quad$ Challenges in the human environment
Paper $3=30 \%(1 \mathrm{hr} 15)$ Geographical applications

## HISTORY

## Aims of the Course

The aim of the historian, like that of the artist, is to enlarge our picture of the world, to give us a new way of looking at things (James Joll).

This course develops the history skills already learned, such as analysis of sources, note making, and writing
 an argument, and introduces pupils to a wider knowledge and understanding.

## Course Content

## Paper 1: Understanding the Modern World

\& America - Expansion and Consolidation, 1840-1895. This half century was an exciting period of expansion westwards and then the consolidation of the United States as a nation. Pupils will study key events such as the Gold Rush, American Civil War and the migration west of the early pioneers and the homesteaders. They will also study how the lives of the Plains Indians were irrevocably changed through contact with the white man.

* Conflict and Tension, 1918-1939. The wider world depth study enables pupils to understand the complex and diverse interests of different individuals and states. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.


## Paper 2: Shaping the Nation

\& Britain - Health and the People, c.1000-present day. This will enable pupils to gain an understanding of how medicine and public health developed in Britain. We look at medicine from the Middle Ages to today, studying events such as the impact of the Black Death, Renaissance and WWI, and key figures such as Ibn Sina and AI-Razi, Vesalius, Jenner and Marie Curie.
2 Elizabethan England, c.1568-1603. An in-depth study of the last 35 years of Elizabeth's I's reign. The study will focus on major events of Elizabeth's reign considered from economic, religious, political, social and cultural standpoints. It includes the story of the Spanish Armada, the threat to Elizabeth from Mary, Queen of Scots and the study of a Tudor historic environment.

## Assessment

## 100\% Examination

\& Paper 1 - 'Understanding the Modern World' 50\%
\& Paper 2 -'Shaping the Nation' 50\%

## LATIN

Contact: Mr Crosby
Email: joshua.crosby@gatewaysschool.co.uk

Examination Board: OCR
Specification: J282

## Aims of the Course

The GCSE course is designed for pupils to improve their knowledge of Latin vocabulary and grammar, their appreciation of Latin literature and their understanding of Roman culture and society, including its relevance to the modern world. It aims to develop their linguistic skills, their communication skills and their ability to analyse and reflect upon texts.

The topics set for the examination are chosen from
 the following options. Pupils MUST study the following:
\& Latin Language: this covers the grammar and syntax of the language and pupils are expected to be able to translate unseen passages as well as answering comprehension questions. They are also expected to demonstrate their understanding of the language's grammar.

The must also study any TWO of the following:
2 Prose Literature: translation and analysis of selected prose texts. This will either include a study of the story of the Boudiccan rebellion or a report of the witches of Thessaly.
2 Verse Literature: translation and analysis of selected verse texts. This will include a study of the story of Echo and Narcissus or a study from Virgil's Aeneid, covering Aeneas' decent into the underworld.
2. Literature and Culture: two topics covering Roman Civilisation and Culture. These are a study of life in Roman Britain and a study of the entertainment of the Romans.

## Assessment

100\% Examination
Paper 1, 'Latin Language', is worth $50 \%$ of the overall GCSE grade.
Paper 2 \& 3 are chosen from the optional list above are equally weighted, each contributing $50 \%$ to the overall GCSE grade.

## MUSIC

Contact: Mr Lenihan
Email: ian.lenihan@gatewaysschool.co.uk

Examination Board: Eduqas
Specification: C660U30

## Aims of the Course

If you have imagination, musicianship and the ability to work on your own, then GCSE Music should be an interesting and stimulating choice. The course provides opportunities for a greater understanding of music through participation in the three main activities: listening, performing and composing. The Eduqas specification has been devised so that pupils with musical ability, however modest, will be able to demonstrate their talent in a very wide range of activities. During the course, a wide range of musical genres are studied in reasonable depth, while a good deal of time is given to pursue the creative side of music:
 performing and composing.

## Course Content

The Eduqas GCSE in Music comprises three units.

## Component 1: Performing

Pupils perform a combination of solo and ensemble music for at least four minutes combined duration. Each performance music be at least one minute in duration.
\& Solo performance
\& Ensemble performance

## Component 2: Composing Music

Pupils compose two pieces, one to a set brief and one as a free composition, with a combined duration of at least 3 minutes. The composing unit is internally assessed and externally moderated.

## Component 3: Understanding Music

The content of musical elements, musical contexts and musical language is taught using examples of different music styles and genres and is examined through a listening exam, lasting one hour and fifteen minutes. The exam has eight questions in total, two on each of the four areas of study:
es Musical forms and devices
2. Music for Ensemble
e Film Music

- Popular Music


## PHYSICAL EDUCATION

Contact: Mrs Braithwaite
Email: laura.braithwaite@gatewaysschool.co.uk

Specification: 8582


## Aims of the Course

This course is appropriate for pupils who enjoy:
$\&$ Applied anatomy and physiology
\& Movement analysis
2. Physical training
2. Use of data

Sports psychology
\& Socio-cultural influences
Health, fitness and well-being

## Course Content

## The course will:

\& Develop knowledge and practical skills in a range of activities
2. Examine the effects of exercise and how training can improve performance
es. Understand the demands of exercise on the energy systems and how our body reacts to these demands
\& Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity and cultural and social factors
e. Identify ways in which the media portrays different sports.

## Assessment

## 40\% Non-Examination Assessment

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). Analysis and evaluation of performance to bring about improvement in one activity.

## 60\% Examination

Externally assessed, through 2 written papers of 1 hour and 15 minutes each worth $30 \%$ each.

## RELIGIOUS STUDIES

Contact: Mr Reeves
Email: daniel.reeves@gatewaysschool.co.uk

Examination Board: AQA
Specification: 8062


## Aims of the course

e To study two world religions in depth [Christianity and Islam]
2. To study Ethics, from both a religious and non-religious perspective.
2. To identify, investigate and respond to philosophical questions about the meaning and purpose of life and existence.
e To consider religious and other responses to moral issues, including abortion, euthanasia, animal rights, crime and punishment, war, and forgiveness.
\& To develop pupils' ability to construct well-argued, balanced and structured written arguments, demonstrating depth and breadth of understanding
To allow pupils to reflect and develop their own values, beliefs and attitudes
\& To prepare pupils for adult life in a pluralistic society and global community
This course is designed to be accessible to pupils of any religious persuasion or none, as all points of view are listened to and discussed in great depth

## Assessment

## 100\% Examination

Two written examination papers ( $13 / 4$ hours duration)
One examination will focus on the religions of Christianity and Islam, the other will deal with philosophical and ethical issues.

# TRIPLE SCIENCE: GCSE BIOLOGY, CHEMISTRY \& PHYSICS 

Contact: Miss Ashurst<br>Email: kim.ashurst@gatewaysschool.co.uk<br>Examination Board: AQA<br>Specification: Biology 8461<br>Chemistry 8462 Physics 8463

## Aims of the course

Triple science is the route allowing students to study biology, chemistry and physics as separate subjects. This leads to three distinct GCSE awards. Triple science has been championed by the government and industry for the way it prepares students for the world of STEM employment.

The Triple science course consists of the core of the science content of Combined Science: Trilogy with
 some additional sections that extend the topics.

The specification is designed to allow teachers and pupils to work in a way that concentrates on detailed study of scientific knowledge. There are lots of opportunities for development of the skills of scientific enquiry essential to science. It is an excellent springboard for those interested in any of the sciences at A level.

## Example Course Content

\& The brain, the eye and temperature control in the body.
\& How the concentration of an acid or alkali can be found by titration.
2. How the trends in the Periodic table can be explained by atomic structure.
\& How can ultrasonic waves be used in medicine?
How can lenses be used to correct simple eye defects?

## Assessment

100\% Examination
2. The Scheme of Assessment is linear, with two 1 hour 45-minute question papers for each science subject.
2. Each paper consists of multiple choice, structured, closed short answer and open response questions and is worth $50 \%$ of the final marks.
2. Entry for Triple Science can be at foundation or higher level.

# THREE-DIMENSIONAL DESIGN 

Contact: Mrs Hazelden<br>Email: sarah.hazelden@gatewaysschool.co.uk<br>Examination Board: AQA<br>Specification: 8205

## Aims of the course

Three-dimensional design is defined as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills. In Component 1 and Component 2 students are required to work in one or more area of architectural design:

- product design
- jewellery and body adornment

- exhibition design
- designs for theatre, film and television

The aims of the course are to develop:
\& knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.
\& understanding of how sources inspire the development of ideas relevant to threedimensional design
\& the ways in which meanings, ideas and intentions relevant to three-dimensional design can be communicated.
Students will learn how to:
\& use three-dimensional techniques and processes such as model making, constructing, surface treatment, assembling and modelling.
es use media and materials such as drawing materials, clay, wood, metal, plaster, plastic and found materials.
\& communicate ideas and intentions effectively through a range of drawing techniques, prototyping and annotation.

## Assessment

## 100\% Non-Examination Assessment.

Component one comprises of the portfolio unit and this will include projects from initial ideas to final intention. This component does not have a time limit and should include one sustained project with a selection of further work. Drawing and annotation should make up a large part of the final portfolio. This component is worth $60 \%$ of the final GCSE grade.

Component two is an externally set assignment from AQA. The extended creative response must explicitly evidence pupils' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point, through to their realisation of intentions. This accounts for the remaining $40 \%$ and must be completed within 10 hours of supervised time.


[^0]:    Assessment
    There are two case study-based examination papers consisting of calculations, multiple-choice, short-answer and extended-writing questions. Pupils should be confident in handling numerical information as the course requires the study and interpretation of financial data.

    Written examination paper 1-1 hour 45 minutes - Investigating small business - $50 \%$ of GCSE Written examination paper 2-1 hour 45 minutes - Building a business - $50 \%$ of GCSE

[^1]:    Assessment
    100\% Examination - Paper 1, the 'Thematic Study' and Paper 2, 'Literature and Culture' are equally weighted, each contributing $50 \%$ to the overall GCSE grade.

