The contents of this booklet should give you an idea of the Key Stage 4 courses on offer at La Retraite.

In this booklet, for each subject, there is:

» The qualification to be achieved;
» Assessment and examination information;
» An overview of the course content.
Business and Enterprise

**Qualification Achieved:** Level 2 Cambridge National Certificate in Business and Enterprise (Single Award)

**Syllabus and Board:** OCR

**Assessment:** 25% external assessment and 75% coursework

These qualifications will assess the application of business skills through their practical use, and an understanding of Business and Enterprise through both practical and knowledge-based activities. They will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects, with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The course has three mandatory units:

» Unit 1: Introduction to Business - written paper, OCR set and marked (30GLH)

» Unit 2: Planning to Work - centre-assessed tasks, OCR moderated (30 GLH)

» Unit 3: Setting up and Running an Enterprise - centre-assessed tasks, OCR moderated (60 GLH)

**Course Content:**

This course enables students to gain a solid understanding of what a Business and Enterprise is, and the influences that individuals and organisations can have upon them. Students will be able to learn in a practical and realistic way, and will be well prepared for further study on the world of work. Most importantly, students need to be able to think critically about situations and scenarios, and evaluate data in order to provide solutions to businesses.

Additionally, the course engages students to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team-working, working from a prescribed brief, working to deadlines, and presenting information effectively.

**Sixth Form Study and Career Opportunities:**

This course is especially suitable for students who want to access a wide range of careers and further education opportunities. There are many Business Studies courses to progress onto, both at A Level and degree level. A Cambridge National Certificate in Business and Enterprise is also suitable for anyone wishing to go straight into employment. Careers include: Entrepreneurs, Teachers, Accountants, Solicitors, Journalists, Market Analysts, and any vocational career.
Qualification Achieved: GCSE Computer Science

Syllabus and Board: OCR Level ½ GCSE (9-1) in Computer Science (J276)

Assessment:

» Examination (40% of total GCSE) in Computer Systems
  • Topics include: Systems Architecture, Memory, Storage, Wired and Wireless Networks, Network Topologies, Protocols and Layers, System Security, System Software, Ethical, Legal, Cultural and Environmental Concerns.

» Examination (40% of total GCSE) in Programming Theory
  • Topics include: Algorithms, Programming Techniques, Producing Robust Programs, Computational Logic, Translators and Facilitators of Languages, Data Representation.

» Programming Project (20% of total GCSE) in Computational Thinking, Algorithms and Programming
  • Topics include: Programming Techniques, Analysis, Design, Development, Testing, Evaluation and Conclusions.

Course Content:
A computer is any machine or device that can be programmed. Most computers with a CPU, such as smartphones and PCs, can be described as general purpose machines. Software enables a computer to be a games machine, web browser, word processor, and perform a wide range of functions. The first Sega Mega Drive (released in 1990) could be described as a special purpose machine, as such machines were designed to do just one thing - play games. Who makes these programs so that we can play games, use apps on smartphones? Learning and using programming languages is the essence of this course, training your brain to think analytically.

Sixth Form Study and Career Opportunities:
GCSE Computer Science has earned its reputation as a well-established, enduringly effective qualification. It has a proven track record in improving motivation and achievement among young learners. Additionally, it provides progression routes to the next stage of education or into employment. This qualification allows progression into general Post-16 education and provides candidates with a point of study at BTEC Level 3 ICT. The skills developed are programming in Python, gaining software application skills, and planning and managing projects. These skills are often transferable into Post-16 employment where ICT systems are used. Possible careers include: Computer Service Technician, IT Trainer, Software Developer/Programmer, Systems Analyst, and Internet Web Manager/Designer.

Please note that high achievement in GCSE Computer Science depends on students’ aptitude and skills learned in Mathematics at Key Stage 3. It is essential that a critical level of ability is achieved in the end of Year 9 assessments in Mathematics. There would be some preparation with extra-curricular lessons before the Summer break, and a small Summer project before the next Autumn Term.
Qualification Achieved: GCSE Art and Design - 3D Design

Syllabus and Board: AQA

Assessment: 60% coursework, 40% final practice examination (no written paper)

Course Content:
The 3-Dimensional course provides students with a wide range of creative and stimulating opportunities to explore their interests in designing products. Using a variety of techniques, students will learn and develop new manufacturing skills including: CAD/CAM, wood and metal techniques, textiles, enamelling, casting, and ceramics, as well as other traditional methods.

Coursework:
Students are expected to produce two coursework projects as outlined below. Both projects should demonstrate their knowledge and understanding of art and culture, including how they personally interpret responses to what they have researched and learned.

Assessment:
Assessment is divided into four different areas:
» AO1: Analyse & Evaluate - Artist, designer, and culture research (Drawing, Painting, and Written Information
» AO2: Develop & Explore - Various manufacturing techniques, including enamelling, wood lathe, cold enamel, CAD/CAM
» AO3: Record & Observe - Primary and secondary observational drawings, mind maps, and mood boards
» AO4: Personal Response - Final 3D outcome based on the research theme

Coursework is assessed regularly and students will receive a schedule of all expected work, including homework and deadlines, at the beginning of each term.

Examination:
Practical Set Task - Question papers are issued to students in the second term of Year 11. Students will need to produce paper-based artistic work which relates solely to their chosen theme, and will also be expected to produce a final product within a 10-hour focussed exam setting.

Sixth Form Study and Career Opportunities:
Students can go on to study 3D Design at AS and A Levels.

Career Path:
Creative Arts - Art

Qualification Achieved: GCSE Art, Craft and Design

Syllabus and Board: AQA

Assessment: 60% coursework, 40% final practical examination

At La Retraite, Art is a dynamic subject enabling students to explore their ideas and imagination through visual, tactile, and sensory experiences. Projects are exciting and varied, covering a range of artists, styles, and cultures. The aim is to promote student self-awareness and aesthetic understanding, as well as the development of skills and techniques. Students are given opportunities to work in a wide range of media, such as Painting and Drawing, Printmaking, Batik, Silk Painting, Photography, Video, Mixed Media, Animation, Collage, Relief, 3D Construction, Casting, Ceramics, and Sculpture.

If you've enjoyed Art at Key Stage 3, then the chances are that you'll enjoy it even more at GCSE. That enjoyment factor is really important because that's what will drive your creative work over the course.

In the past, some students have been put off taking Art because they have assumed it would be too time consuming and would encroach on their homework time for other subjects. In fact, if you are efficient and decisive in your approach, then Art homework shouldn’t take any more time than any of your other subjects.

Is this the right subject for me?

If you're thinking that Art is just about making pretty pictures and has no relevance to life skills and the qualities that universities are looking for, then think again. Did you know that as a percentage of Gross Domestic Product, the UK had the largest creative industries sector in the world? Developing ideas, experimenting (this is one of the very few subjects that actually encourages you to genuinely take risks!), and recording what you see, think, and feel are what this course is all about. Your final challenge is then to bring all these elements together to produce art that really engages and excites the viewer, aesthetically, emotionally, and conceptually.

"More than ever, we are in dire need of people who can link their imagination and creativity to make practical contributions to our culture and our future. The answers we need to build a successful society are not all as scientific as we may believe... ‘Traditional’ subjects overlook the fastest growing industrial sector which is our creative businesses.”

- Professor John Kippin, Lecturer of Photography at the University of Sunderland
Qualification Achieved: GCSE Art and Design - Textiles

Syllabus and Board: AQA

Assessment: 60% coursework, 40% final practical examination (no written paper)

Course Content:
The Textiles course provides students with a wide range of creative, exciting, and stimulating opportunities to explore their interests in Fashion, Interiors, and Textiles, using a variety of experiences and textile media, techniques, and processes, including both traditional and new technologies.

Coursework:
Students are expected to produce a portfolio of work in the form of two coursework projects. Each project consists of artist and designer research, textile samples using a variety of textiles techniques, observational drawing and painting, and a final piece that demonstrate links with artists along with the students’ own creative ideas. Students’ final piece can be art, interior, or fashion related.

Assessment:
Assessment is divided into four different areas:
» AO1: Analyse & Evaluate - Artist, designer, and culture research (Drawing, Painting, and Written Information
» AO2: Develop & Explore - Surface decoration technique samples
» AO3: Record & Observe - Primary and secondary observational drawings, mind maps, and mood boards
» AO4: Personal Response - This can include art, interior, or fashion related products

Examination:
Practical Set Task - Question papers are issued to students in the second term of Year 11. Students will need to produce paper-based artistic work which relates solely to their chosen theme, and will also be expected to produce a final product within a 10-hour focussed exam setting.

Sixth Form Study and Career Opportunities:
Students can go on to study Textiles at AS and A Levels.

Other Careers Include:
Qualification Achieved: GCSE Drama

Syllabus and Board: AQA

Assessment: 60% practical and written coursework, 40% written examination

Course Content (subject to accreditation by OFQUAL):

GCSE Drama allows students to explore a wide range of themes and ideas, besides developing their knowledge of theatrical skills and techniques. The course aims to extend group and self-awareness, to develop imaginative, cognitive, and social skills, to increase confidence in communication skills and to foster an interest and understanding of the performance arts. The course includes a range of enjoyable theatre visits, which link directly to progress and achievement in the subject.

The course is divided into three units:

Component 1: Understanding Drama
Written examination (open book), 80 marks, 40% of GCSE
» Study of one set play (‘Noughts and Crosses’)
» Analysis and evaluation of the work of live theatre makers (visits to professional productions, including a West End show)
» Written examination paper is 1 hour, 45 minutes long, and split into 3 sections

Component 2: Devising Drama
Practical and written coursework, 80 marks, 40% of GCSE
» Practical group work, devising a piece of theatre from stimulus material
» Individual written devising log, which shows your input and ability to evaluate
» Performance of the devised piece, marked by teacher and moderated by the examination board

Component 3: Texts in Practice
Practical examination, 50 marks, 20% of GCSE
» Performance of two extracts from one play (‘Grimm Tales’)
» Your acting and performance ability is the main focus in the examination
» The performances are marked by a visiting examiner

Sixth Form Study and Career Opportunities:
Many previous students of GCSE Drama have pursued a variety of careers and educational opportunities, progressing from GCSE Drama. Drama is useful to study towards A Level Drama and Theatre Studies, and is a highly regarded subject at many prestigious universities. Career choices that related to Drama are very wide-ranging because the nature of the subject and the skills which are developed help to develop confidence and communication - necessary in all careers. More directly related vocations are in the Theatrical and Media industries, such as Acting, Directing, Stage Management, Theatre Administration, Advertising, Television, and Journalism. Other careers that relate to the subject are Social Work, Psychology, Museum or Art Gallery Curator, Teaching, and Business.
Qualification Achieved: GCSE Economics

Syllabus and Board: AQA

Assessment:
» Theme 1: How Market Works - written examination (1 hour, 45 minutes), 50% of GCSE
» Theme 2: How the Economy Works - written examination (1 hour, 45 minutes), 50% of GCSE

Course Content:
Theme 1: How Market Works
Students will look at economic foundations such as the nature and purpose of economic activity, the factors of production, and the importance of making choices. Students will also look at how resources are allocated using a market mechanism. The central aspect will be an investigation of how prices are determined. This introduces students to concepts such as supply and demand, inter-market relationships, and price elasticity.

Theme 2: How the Economy Works
Students are introduced to the wider economy from the perspective of the main economic groups: consumers, producers, and government. Students explore the significance of interest rates including their impact on saving, borrowing, and spending. The core of this unit will focus on government objectives and their role in managing the economy. A range of policies will be explored in relation to the objectives, highlighting the fact that pursuing one objective can have a detrimental effect on other objectives.

Sixth Form Study and Career Opportunities:
Studying GCSE Business and Economics will provide students with an opportunity to pursue any Business, Finance, or Economics A Level studies and University degrees. Future careers include Business Manager, Accountant, Solicitor, Economist, Teacher, Journalism, Politician, Entrepreneur, and many more.

Please note that this course requires students to be able to use high-level Mathematical skills. You should have a target grade of 6 or higher for GCSE Mathematics.
Qualification Achieved: GCSE English Language

Syllabus and Board: AQA

Assessment: 2 written examinations

» Paper 1: Literary Fiction, Descriptive OR Narrative Writing - 50% of GCSE
» Paper 2: Literary Non-Fiction, Writing to Present a Viewpoint - 50% of GCSE

Speaking and Listening - This is now recorded as a separate grade on the GCSE certificate. This section involves one individual presentation, and will be certified as a Pass, Merit, or Distinction.

Course Content:
All students will study this subject alongside GCSE English Literature as an integral part of their English course. They will study a variety of non-fiction and media texts for this part of the combined course. They will also learn how to improve the quality of their writing and to write in different forms and styles. We will also assess their reading comprehension and seek to develop their vocabulary and powers of inference. In speaking and listening, we will offer a variety of tasks including debating, presentations to the class, and role-play.

Sixth Form Study and Career Opportunities:
English Language is a very important examination to pass at grades 5 and above, as it is necessary for almost any kind of further study. Most employers and all Sixth Form colleges or schools will ask for grades 5 and above in English Language as a prerequisite for employment or enrolment on A Level courses. Unless students attain at least grade 5 in English Language, they will have to continue studying it in Year 12, even if they choose to leave La Retraite.

Qualification Achieved: GCSE English Literature

Syllabus and Board: AQA

Assessment: 2 written examinations

» Paper 1: ‘Macbeth’ and ‘Jane Eyre’ - 40% of GCSE
» Paper 2: ‘Lord of the Flies’, Love and Relationships - Poetry, and Unseen Poetry - 60% of GCSE

Course Content:
All students will study this subject alongside GCSE English Language as an integral part of their English course (it is not an option). They will read a variety of prose, poetry, and drama from both contemporary and Literary Heritage writers. It should all students to gain another GCSE in English, allowing them to pass both GCSE Language and GCSE Literature.

Sixth Form Study and Career Opportunities:
English Literature is a highly regarded qualification, and when students speak of studying English at University level, they generally mean reading English Literature. Many of our students have gone on to read English at University, and it continues to be one of the most popular subjects in the Sixth Form.
French

Qualification Achieved: GCSE French

Syllabus and Board: Edexcel

Assessment: 4 sections

Listening and Understanding in French
» Foundation tier - 35 minutes, Higher tier - 45 minutes
» For the first half of the exam, questions are to be answered in English, and the second half is to be answered in French.

Speaking in French
» Foundation tier - 7-9 minutes, Higher tier - 10-12 minutes
» Assessment includes a role-play, picture-based discussion, and general conversation.

Reading and Understanding in French
» Foundation tier - 45 minutes, Higher tier - 1 hour
» Exam includes some questions to be answered in English, some to be answered in French, and a translation from French into English.

Writing in French
» Foundation tier - 1 hour and 10 minutes, Higher tier - 1 hour and 20 minutes
» For Foundation tier, there will be three extended response questions and one translation into French
» For Higher tier, there will be two extended response questions and one translation into French

Course Content:
GCSE French requires students to develop their knowledge of vocabulary and structures in a range of settings which reflect, and are appropriate to the culture of countries and communities where the language is spoken. This qualification will require students to develop the ability to listen and understand spoken French in a range of contexts and variety of styles. They will communicate in writing for a variety of purposes. Students will understand and apply a range of vocabulary and structures, develop language learning and communication skills which can be applied broadly.

Topics/Theme Areas:
1. Identity and Culture: everyday life, customs, celebrations, music, sport, film, social media, family, friends
2. Local Area, Holiday and Travel: destinations, travel, accommodation, directions, weather, shopping
3. Schools: timetables, subjects, rules and pressure, school trips, events and exchanges
4. Future Aspirations, Study and Work: volunteering, travel, employment, jobs, careers and professions
5. International and Global Dimension: sports events, campaigns and charities, being ‘green’, natural resources
Sixth Form Study and Career Opportunities:
Achieving a grade A in French will allow student to enrol for A Levels. There are many opportunities in an almost limitless range of industries for people with language skills at all levels: Business Service, Media, Central Government, Public Services, Contact Centres, Travel and Tourism, Engineering, Interpreting, Event Manager, Language Teaching, Local Government, and Financial Services.

Some of the top 100 MFL graduate employers include:
BBC, NHS, HSBC, Shell, IBM, Microsoft, BT, Foreign Office, Google, Ministry of Defence, British Airways, Sony, Virgin, and the Civil Service.
Qualification Achieved: GCSE Geography

Syllabus and Board: AQA, Specification A

Assessment: Examination (3 written papers), no controlled assessment or coursework

Course Content:
Students will travel the world from their classroom, exploring case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs), and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power, and the challenge of sustainable resources. Students will be encouraged to understand their role in society by considering different viewpoints, values, and attitudes. Students will study topical issues and current affairs that will affect everyone both now and in the future. It is a subject about your world! With a new specification, the GCSE Geography syllabus has changed radically to meet the demands of the modern workplace. New units are exciting, interesting, and relevant, and cater for both physical and human geographers.

Unit 1: Living in the Physical Environment
This unit looks at the dynamic nature of our physical environment and human interaction with it. Topics covered, include tectonics, weather hazards, climate change, ecosystems, tropical rainforests, and cold environments.

Unit 2: Challenges in the Human Environment
This unit looks at human interactions, where we live, and the differences between nations. Topics covered include urbanisation, the development gap, and the challenges of food and water security.

Unit 3: Geographical Skills
This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding, and skills from the entire course. Fieldwork is an integral part of this unit, and students will be taken out for two days to undertake investigations. Previous locations include Dorset, the Lake District, and Brighton. There is also an opportunity to take part in an international expedition. Recently, we visited Iceland. Future destinations could include Italy or Spain.

Sixth Form Study and Career Opportunities:
Studying Geography allows students to develop skills which can be applied to a number of different study areas. Future careers include: Urban Planner, GIS Specialist, Climatologist, Writer/Researcher, teacher, Demographer, and more.
Health & Social Care

Qualification Achieved: Level 1/2 Cambridge Certificate Diploma in H&SC, equivalent to 1 GCSE

Syllabus and Board: OCR

Assessment: 1 examination unit and 3 coursework units

Course Content:
Cambridge Certificate in Health and Social Care will equip students with sound specialist knowledge and skills for everyday use. They will also challenge all students, including high attaining students, by introducing them to demanding materials and skills, encouraging independence and creativity, providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the current legislation requirements and the important of softer skills such as communication skills to ensure individuals’ right to independence and dignity). Students will also have essential knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both their personal development and future economic well-being.

Students will cover the following mandatory units:

» **R021: Essential values of care for use with individuals in care settings (external 1 hour exam)**
This mandatory unit focuses on the rights of individuals and will instil the values of care to be used when working in a Health, Social Care or Early Years environment. All good practice is based on these values, and enables those who use and work in care settings to apply quality practice. The unit also provides an overview of legislation and its impact on the care settings, and covers the hygiene, safety, and security matters that relate to promoting a health and safe environment.

» **R022: Communicating and working with individuals in Health, Social Care, and Early Years settings (internally assessed and moderated by OCR)**
This unit will provide students with the underpinning knowledge and understanding of how to communicate effectively, and what personal qualities will contribute to the creation of a caring environment when working with individuals in Health, Social Care, and Early Years settings. Effective communication is important to an individual’s well-being in every day life.

Students can study the following optional units:

» **R025: Understanding life stages (internally assessed and moderated by OCR)**
Our passage through life does not always run smoothly or to a set pattern; it can often be uneven, with many people and circumstances influencing it such as the birth of siblings, marriage, divorce, death of close relatives, health, employment, etc. This unit will allow students to investigate the main life processes that will occur with each life stage: develop an awareness and understanding of the key events that may happen and the effects of these during the lifespan of an individual, helping to identify the need for additional support. A sensitive approach as to why progress through a life stage may be different will allow thoughtful debate.
R029: Understanding the nutrients needed for good health (internally assessed and moderated by OCR)

This unit gives students an overview of the important of diet throughout the life stages, giving them the knowledge and skills enable them to make choices which will affect their body throughout their lives. Food is essential to our health and social well-being, throughout our daily lives from birth to old age. What we eat is often determined by a considerable number of factors, such as work-life balance, finance, where we live, food preparation skills, our health, and religion.

Progression:

- Apprenticeship Framework (Level 2 & 3)
- Cambridge Technicals in Health and Social Care (Level 2 & 3)
- A Level Health and Social Care Home Economics (Level 3)
- Qualifications (QCF) Certificate in Preparing to Work in Adult Social Care (Level 2 & 3)
- Students who successfully complete the qualification will be well equipped to move onto degrees and Higher National Diplomas or NVQs
- BTEC National Diploma in Health and Social Care
History

Qualification Achieved: GCSE History

Syllabus and Board: Edexcel GCSE (9-1) History

Assessment: 100% examination (three written papers), no controlled assessment or coursework

Course Content:
GCSE History allows students to develop many skills including building a logical argument, being open-minded, problem-solving, and developing sensitivity to historical problems. It also helps students to become independent thinkers and make sense of the world that we live in today, whilst also developing their communication and presentation skills.

Paper 1: Thematic Study and Historic Environment
» 30% of the qualification (52 marks: 16 for Historic Environment, 36 for the Thematic Study)
» Written examination; 1 hour and 15 minutes
This paper comprises a thematic study (medicine in Britain from 1250 to present) and a study of an historic environment (the British sector of the Western Front, 1914-1918: surgery and treatment). During the course, there is an opportunity to join a field trip to the Battlefields of World War One in Belgium and France.

Paper 2: Period Study and British Depth Study
» 40% of the qualification (64 marks: 32 for Period Study, 32 for Depth Study)
» Written examination; 1 hour and 45 minutes
Period Study on British America 1713-1783: empire and revolution. British Depth Study (B4) on early Elizabethan England 1558-1588

Paper 3: Modern Depth Study
» 30% of the qualification, 52 marks
» Written examination; 1 hour and 15 minutes
Weimar and Nazi Germany 1918-1939

Sixth Form Study and Career Opportunities:
Employers and Universities recognise that History is an academic subject and the challenge this brings with it. It is on the ‘Russell Group’ list of subjects due to this. There are a wide variety of jobs that require the skills that you will develop as a historian. These skills can help you become a Lawyer, Journalist, Economist, Teacher, TV Presenter, Civil Servant, Actor, Publicist, Social Worker, Politician, and Conservationist, to name a few. If you want to be a Scientist, you will need to develop your analytical and communication skills. The Council of Europe has said that “historical awareness should be an essential part of the education of young people”. We look forward to seeing your in GCSE History next year.
Qualification Achieved: GCSE Mathematics

Syllabus and Board: Edexcel syllabus 1MA1 (first teaching from September 2014, first examination June 2017)

» Higher Tier - Grades 9 - 4, with Grade 3 allowed
» Foundation Tier - Grades 5 - 1

Assessment: Both tiers assessed by three 1½ hour examinations (one non-calculator paper, and two calculator papers)

New Specification Content:
Six content areas:

» Number - foundation 25%, higher 15% of grade
» Algebra - foundation 20%, higher 30% of grade
» Ratio, Proportion, Rates of Change - foundation 25%, higher 20% of grade
» Geometry - foundation 15%, higher 20% of grade
» Probability & Statistics (two areas) - foundation 15%, higher 15% of grade

Qualification Aims & Assessment Objectives:
The aims and objectives of the Pearson Level 1/Level 2 GCSE (9-1) in Mathematics are to enable students to:

» Develop fluent knowledge, skills, and understanding of mathematical methods and concepts;
» Acquire, select, and apply mathematical techniques to solve problems;
» Reason mathematically, make deductions and inferences, and draw conclusions;
» Comprehend, interpret, and communicate mathematical information in a variety of forms appropriate to the information and context.

» AO1 - Use and apply standard techniques (foundation 50%, higher 40%)
» AO2 - Reason, interpret and communicate mathematically (foundation 25%, higher 30%)
» AO3 - Solve problems within mathematics and other contexts (foundation 25%, higher 30%)

Sixth Form Study and Career Opportunities:
Mathematics is a human activity; it is challenging work, often fun and very rewarding intellectually. The main reason for studying Mathematics at an advanced level is that it is interesting and enjoyable. People like its challenge, its clarity, and the fact that you know you are right. Finding the solution to a problem is exciting and satisfying. You will discover these aspects at AS and A Level. Universities and employers look very favourably on students who have achieved Mathematics at AS or A Level. Those who go on to qualify in Mathematics are in the fortunate position of having a wide range of career opportunities with lucrative salaries, such as IT, Finance, and Accountancy, to name a few.
Qualification Achieved: GCSE Music

Syllabus and Board: Edexcel (accredited for first teaching September 2016)

Prerequisites: Students must either sing OR play a musical instrument in order to cope with the course

Assessment:
» Performing - You will perform as a soloist and also as part of a group (30% of the qualification)
» Composing - You will create two original pieces of music, either using ‘real’ instruments or the software on the iMacs (30% of the qualification)
» Appraising - You will study the music from the following categories: Instrumental Music (1700-1820), Vocal Music, Music for Stage and Screen, and Fusions (40% of the qualification)

Course Content:
There are four ‘Areas of Study’ in GCSE Music. These are broken up in the following ways:
1. Instrumental Music (1700-1820): We will study two pieces of music by the famous composers Bach and Beethoven.
2. Vocal Music: We will study one piece of music by the composer Purcell, and the song ‘Killer Queen’ by the band Queen.
3. Music for Stage and Screen: We will study the song ‘Defying Gravity’ by S. Schwartz from the musical ‘Wicked’. We will also go on a class trip to see the show. We will also study two pieces of music from ‘Star Wars: Episode IV - A New Hope’ by John Williams.
4. Fusions: We study the song ‘Release’ by Afro Celt Sound System, and ‘Samba Em Preludio’ by Esperanza Spalding.

The aim of the course is to:
» Encourage enjoyment of music through involvement in performing, composing, and listening;
» Appreciate a wide range of music from different times and places;
» Improve communication skills, self-confidence, and creativity;
» Support the ability to work independently and as part of a group.

The GCSE (9-1) Music qualification has been designed to give all students the opportunity to develop their knowledge, understanding, and skills of music, whatever their previous experience. The qualification supports and encourages students coming from KS3 to want to progress to GCSE Music and beyond.

Sixth Form Study and Career Opportunities:
The study of Music at GCSE can allow you to continue your study at A Level. It can also lead you to a number of areas where you are directly employed in the music industry. But importantly, studying music improves your confidence, communication skills, and brings out your creative side. These are all qualities that Universities and employers look for in people, regardless of your chosen career or choice of study.
Physical Education

Qualification Achieved: La Retraite Introduction to Leadership Award Optional, in Physical Education

Syllabus and Board: School-based award with community recognition

Location: Core PE and after-school clubs

Assessment:
10 hours of volunteering, leading sports/dance activities. Candidates will be assessed in PE lessons and extra-curricular activities. To qualify, candidates must lead a minimum of 30 minutes of a sport/dance activity, in which the student has to be the sole planner and organiser. This 30 minute session can be spread over a period of time, i.e. 2 15-minute sessions, or 3 10-minute sessions.

Course Content:
This is a non-examined course. There is, however, the possibility for enthusiastic and dedicated students to work towards many sports leadership courses:
» Introduction to Netball Umpiring course;
» Key Steps Introduction to Gymnastic Judging course;
» Multi-Skills Primary Level Officiating course;
» Games Force Leader course;
» Level 1 Sports Leaders UK Award in Physical Education, in either sport or dance.

All students will be involved in various recreational and competitive activities, applying their knowledge of skills, techniques, and effective performance. They decide whether to get involved in physical activity that is mainly focussed on competing or performing, on promoting health and well-being, or on developing personal fitness. They also decide on which roles suit them best, including Performer, Coach, Choreographer, Leader, and Official.

Community Qualification Links within PE in 2016/2017:

Sports and Dance Level 1 Award in Leadership
This Level 1 Award in Sports/Dance Leadership provides the ideal starting point for learners aged 13 years and over who wish to develop their leadership skills, whilst under the direct supervision of their Tutor/Assessor, or other suitably qualified adult. The syllabus is designed to develop general leadership skills that can be applied to a variety of sports and/or recreational situations as well as contributing to the personal development of the learner.

» Age: 13 years and over
» Guided Learning Hours: 33 hours, including 1 hour demonstration of leadership
» Cost: To be confirmed
Games Force Leaders Qualification

This award is to help provide high-quality training to young volunteers who play such an important role in shaping the experience for the school’s games events. The course is divided into 4 sections:

» Understanding volunteering roles and responsibilities;
» What makes a good volunteer?;
» Developing my skills and knowledge of being an event volunteer;
» Reviewing, planning, and progressing.

Students who complete the Award (30 volunteering hours) have the opportunity to apply to volunteer at Level 3 events across the London Youth Games even calendar, where they will gain volunteer experience at county-level events on some occasions at large-scale multi-sport events.

» **Age:** 13 years and over
» **Guided Learning Hours:** 33 hours, including 1 hour demonstration of leadership
» **Cost:** To be confirmed

Duke of Edinburgh - Bronze Qualification

A bronze DofE programme has 4 sections: Volunteering, Physical, Skills, and Expedition. Students must do a minimum of 3 months’ activity for each of the Volunteering, Physical, and Skills sections, and plain, train for, and complete a 2-day, 1-night Expedition. Students also have to spend an extra three months on one of the Volunteering, Physical, or Skills sections. It is the student’s choice of which section they complete, and, though they can change their mind later, students should decide which section they want to do for longer at the beginning of the course. Knowing how long they’re going to do it for will help students to choose their activity and set their goals for each sections. It will usually take students at least 6 months to complete their Bronze programme.

» **Age:** 14 years and over
» **Guided Learning Hours:** 4 Twilight sessions, 1 First Aid weekend session, 1 Weekend day orienteering practice session, 6 months of volunteering/skills/physical sessions (1 hour each per week), and 2 Expedition weekends (1 practice, 1 qualifying)
» **Cost:** To be confirmed

Sixth Form Study and Career Opportunities:

The transferable skills learned within PE enables students to take up a range of professions both inside and outside of the field of sport and exercise. More directly-related vocations are in the Sports industries, such as: Sports Performer, Coaching, Journalism, Doctor, Fitness Manager, Personal Trainer, Sports Psychology, Physiotherapy Teacher, Nurse, College Lecturer, Sports Development, Sports Massage. Some students begin careers as Fitness Instructors, Consultants in Sport Physiology/Psychology, and in the Health professions. Some choose to do further study related to teacher (PGCE), to research (MPhil/PhD), or to Sport Masters courses.
Religious Education

**Qualification Achieved:** GCSE Religious Education

**Assessment:** 100% written examination

**Course Content:**

GCSE Religious Studies allows students to develop their understanding of the fundamentals of their faith and its relevance in the world today. It generates a greater degree of understanding of the Scriptures and Church Doctrine and ethics, whilst encouraging open-mindedness, moral reasoning, and the ability to empathise through a greater use of case-studies, discussion, and debate. Students will also gain an understanding of another faith tradition. They will be able to engage critically, looking at similarities and differences between Islam and Christianity, as well as other non-Christian perspectives. Students complete exams in a Catholic Christian paper and an Islam paper.

**Sixth Form Study and Career Opportunities:**

More and more top Universities are seeking to take on Philosophy and Theology A Level students due to the rigorous academic training and intellectuals skills it develops in students. As such, it provides an excellent grounding for further study and eventually employment in a wide range of fields including Law, Medicine, Journalism, Teaching, Social Work, Health, Media, and the worlds of Business and Politics. Some may choose to take up the subject at University.

To put it simply, you can train to be a doctor, but what makes a good doctor is more than the science. The skill to decide what is the best way to weigh up moral choices and dilemmas that one would face when practicing medicine are developed in philosophy. And, if one day, you want to run a hospital, having a moral and analytical mind that can develop a system that is both scientist and ethical, comes from the skills one develops in this field.

On the course, students will study Philosophy and Theology. In Philosophy, we will explore issues concerning matters of life after death, religious language, the challenges religion poses to science (and vice versa), and a lot more.

This course is for you particularly if you have a desire to explore complex and dizzying issues, if you enjoy reading and trying to work out what you truly believe, and can evaluate meanings and arguments with a firm theoretical basis. It may be wise not to apply if you do not like writing essays and being pushed to think beyond your comfort zone. If this does not faze you, taking Philosophy and Theology will leave enriched and challenged, and a better thinker for it.
Qualification Achieved: 2 x GCSE in Combined Science

Syllabus and Board: AQA GCSE Combined Science Trilogy (Draft 8464)

Location: Core PE and after-school clubs

Assessment:
Students will sit a total of 6 exams at the end of the course: 2 Biology exams, 2 Chemistry exams, and 2 Physics exams. Each of the papers will assess knowledge and understanding from distinct topic areas. Each exam has equal weighting and makes up 16.7% of the qualification, and is made up of multiple choice, structured, closed short answer, and open response styled questions.

Course Content:
During the course, students will study all of the Sciences - Biology, Chemistry, and Physics. There is no coursework element but students will be doing a range of required practicals throughout the course, and aspects of the practical skills will be included in the written exams.

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Sixth Form Study and Career Opportunities:
An ‘A’ grade in GCSE trilogy allows students to study A Level Physics, Chemistry, and Biology courses. Students who progress to A Level Courses in the Sciences go on to study degree courses such as Medicine, Dentistry, Biochemistry, Engineering, Nursing, Midwifery, Biomedical Sciences, Chemistry, and Biology.
Science - Triple Award

Qualification Achieved: 3 x GCSE in Combined Science - one each in Biology, Chemistry and Physics

Syllabus and Board:
- AQA GCSE Biology - Specification Draft 8461
- AQA GCSE Chemistry - Specification Draft 8462
- AQA GCSE Physics - Specification Draft 8463

Assessment:
Students will study 2 Biology units, 2 Chemistry units, and 2 Physics units. For each subject, there will be 2 written exams, which will be taken at the end of the course (at the end of Year 11). The exams are 1 hour and 45 minutes each, and each exam is worth 50% of the GCSE in that subject. The exams contain questions which are a mixture of multiple choice, structured, closed short answer, and open response questions.

Course Content:

**Biology Topics**
- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and Response
- Inheritance, Variation, and Evolution
- Ecology

**Chemistry Topics**
- Atomic Structure and the Periodic Table
- Bonding, Structure, and the Properties of Matter
- Quantitative Chemistry
- Chemical Changes
- Energy
- The Rate and Extent of Chemical Change
- Organic Chemistry
- Chemical Analysis
- Chemistry of the Atmosphere
- Using Resources

**Physics Topics**
- Forces
- Energy
- Waves
- Electricity
- Magnetism and Electromagnetism
- Particle Model of Matter
- Atomic Structure

Sixth Form Study and Career Opportunities:
A ‘B’ grade or higher in separate sciences allows students to study A Level Physics, Chemistry, and Biology sources. Students who progress to A Level courses in the Sciences go on to study degree courses such as Medicine, Dentistry, Biochemistry, Engineering, Nursing, Midwifery, Biomedical Sciences, Chemistry, and Biology.
Spanish

Qualification Achieved: GCSE Spanish

Syllabus and Board: Edexcel

Assessment: 4 sections

Listening and Understanding in Spanish
» Foundation tier - 35 minutes, Higher tier - 45 minutes
» For the first half of the exam, questions are to be answered in English, and the second half is to be answered in Spanish.

Speaking in Spanish
» Foundation tier - 7-9 minutes, Higher tier - 10-12 minutes
» Assessment includes a role-play, picture-based discussion, and general conversation.

Reading and Understanding in Spanish
» Foundation tier - 45 minutes, Higher tier - 1 hour
» Exam includes some questions to be answered in English, some to be answered in Spanish, and a translation from Spanish into English.

Writing in Spanish
» Foundation tier - 1 hour and 10 minutes, Higher tier - 1 hour and 20 minutes
» For Foundation tier, there will be three extended response questions and one translation into Spanish
» For Higher tier, there will be two extended response questions and one translation into Spanish

Course Content:
The Edexcel GCSE in Spanish requires students to develop their knowledge of vocabulary and structures in a range of settings which reflect, and are appropriate to the culture of countries and communities where the language is spoken. This qualification will require students to develop the ability to listen and understand spoken Spanish in a range of contexts and variety of styles. They will communicate in speech for a variety of purposes. Students will understand and apply a range of vocabulary and structures, develop language learning and communication skills which can be applied broadly.

Topics/Theme Areas:
1. Identity and Culture: everyday life, customs, celebrations, music, sport, film, social medial, family, friends
2. Local Area, Holiday and Travel: destinations, travel, accommodation, directions, weather, shopping
3. Schools: timetables, subjects, rules and pressure, school trips, events and exchanges
4. Future Aspirations, Study and Work: volunteering, travel, employment, jobs, careers and professions
5. International and Global Dimension: sports events, campaigns and charities, being ‘green’, natural resources
Sixth Form Study and Career Opportunities:

A grade ‘A’ in Spanish will allow students to enrol for A Levels. There are many opportunities in an almost limitless range of industries for people with language skills at all levels: Business Service, Media, Central Government, Public Services, Contact Centres, Travel and Tourism, Engineering, Interpreting, Evening Management, Language Teaching, Local Government, and Financial Services.

Some of the top 100 MFL graduate employers include:

BBC, NHS, HSBC, Shell, IBM, Microsoft, BT, Foreign Office, Google, Ministry of Defence, British Airways, Sony, Virgin, and the Civil Service.
Qualification Achieved: GCSE Sociology

Syllabus and Board: AQA GCSE (9-1) Sociology

Assessment: 100% examination (two written papers)

Course Content:

Sociology involves the study of human social life, groups and societies in a systematic way. Sociologists investigate and explain the social world and our behaviour in it. They are particularly interested in understanding the ways in which societies influence us and shape our daily lives. It is an academic subject which students find challenging yet interesting and as a Sociology student you will explore and ask questions about the type of society in which you live as you draw on, and make sense of your own experiences. Sociology is thought provoking and encourages you to think carefully about your views and assumptions as it taps into historical, contemporary and sometimes controversial issues.

By studying sociology, students will develop transferable skills including how to:
» Investigate facts and make deductions
» Develop opinions and new ideas on social issues
» Analyse and better understand the social world.

Paper 1: The sociology of families and education
What’s assessed?
» The sociology of families
» The sociology of education
» Relevant areas of social theory and methodology
Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Paper 2: The sociology of crime and deviance and social stratification
What’s assessed?
» The sociology of crime and deviance
» The sociology of social stratification
» Relevant areas of social theory and methodology
Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Sixth Form Study and Career Opportunities:
Employers and Universities recognise that Sociology is an academic subject. Successful completion of the Sociology course leads well onto a range of A Level courses including Sociology, Psychology, Philosophy and History. With further study Sociology can be useful for students considering careers in teaching, law or any public service, journalism and the media.