



Notley High School  
& Braintree Sixth Form

Enjoy, Enrich, Achieve, Aspire.

# **Year 9 KS4 Courses Booklet**

## **February 2025**

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## Qualification Types

### GCSE

GCSEs mainly involve studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. GCSEs are assessed mainly by written final examinations at the end of the course, although in some subjects there are also assessments taken during the course. Some subjects, like Art & Design, have ongoing portfolio work. GCSEs are graded 9 – 1, with 9 being the highest.

### Vocational Qualifications

These are industry-relevant and practical qualifications that develop and use a wide range of learning styles. They are **equivalent** to a GCSE in size and status, the main difference being the way they are assessed and graded. These qualifications will include both examination and coursework elements. Students are awarded a grade on the following scale:

Distinction\* at Level 2 (D\*2)  
Distinction at Level 2 (D2)  
Merit at Level 2 (M2)  
Pass at Level 2 (P2)

Distinction at Level 1 (D1)  
Merit at Level 1 (M1)  
Pass at Level 1 (P1)

*Level 2 pass or better is equivalent to a GCSE grade 4 or higher.*

### Post-16 Education

All young people in England must continue in education or training until their 18th birthday. This does not mean young people must stay in school; they will be able to choose one of the following options post-16:

- Full-time education, such as school, college or home education;
- An apprenticeship;
- Part-time education or training if they are employed, self-employed or volunteering full-time (which is defined as 20 hours or more a week).

Please see the Braintree Sixth Form prospectus for guidance on admission requirements for the sixth form ([www.braintreesixthform.com](http://www.braintreesixthform.com)).

### Post-18 Education

In considering their options, students who may wish to apply to university should consider their choices carefully and ensure that the decisions they make will support their aspirations. You may have heard of The Russell Group of 24 leading UK universities, and their guidance on what were termed 'facilitating subjects'. They recently revised this guidance and the most up-to-date advice they have, which refers to a broader range of subjects, can be found at <https://www.informedchoices.ac.uk/>. Some universities and courses do have specific requirements, such as a language at GCSE, and it is worthwhile researching these.

### Useful Contacts

Mrs M Robb, Head of Faculty - PDT, PSHE and Careers  
[michelle.robb@notleyhigh.com](mailto:michelle.robb@notleyhigh.com)

Ms S Howells, Deputy Headteacher – Sixth Form  
[siobhan.howells@notleyhigh.com](mailto:siobhan.howells@notleyhigh.com)

Ms A Brewis-Shephard, Deputy Head Sixth Form  
[alexandra.shephard@notleyhigh.com](mailto:alexandra.shephard@notleyhigh.com)

Mr L Burrows, Assistant Headteacher – Year 9 Options  
[burrowsl@bridgeacademytrust.org](mailto:burrowsl@bridgeacademytrust.org)

For further guidance, please see the Careers link on the Notley High School & Braintree Sixth Form website <https://www.notleyhigh.com/careers/careers-overview>

## **Core Subject Course Information**

### **ENGLISH LANGUAGE**

Qualification: GCSE

Examination Board: AQA

#### **Aims and Content of the Course**

Students are helped to develop their skills in speaking and listening, reading and writing. Whole class and small group discussions support the reading and interpretation of a wide variety of texts, comprising factual and imaginative texts from across the centuries and developing different forms of writing skills. Standard English written skills are enhanced through planning/drafting, and students are encouraged to write creatively about their own experiences and from their imaginations. Accuracy of spelling and punctuation is important, along with clear presentation and handwriting.

#### **Assessment/Examination**

Assessment is based on examined units in Year 11.

Examination – two papers – 100% of the overall mark:-

Paper 1 - 50% of the final GCSE

- Explorations in creative reading and writing.
- Students will explore one literary fiction text and will produce one piece of descriptive or narrative writing.

Paper 2 - 50% of the final GCSE

- Writers' viewpoints and perspectives.
- Students will explore a non-fiction text and a piece of literary non-fiction. They will also write to express a viewpoint.

There is a speaking and listening examination that will be certified but does not count towards the overall grade. This will require students to deliver a speech then answer questions about it afterwards in front of an audience.

#### **Future Progression beyond KS4**

Since English develops clarity of expression and understanding, it is considered essential for all careers. It is particularly important in management positions, and where a high standard of oral and written English skills is required.

Advanced courses in English Literature, English Language and Literature, Media, Law and any arts or humanities subjects will lead on from GCSE. Most courses post-16 will require a pass at a grade 4 or 5 in this subject, including apprenticeships and college courses.

Further details can be obtained from:

Mrs Laura Cosway [laura.cosway@braintreesixthform.com](mailto:laura.cosway@braintreesixthform.com)

## **ENGLISH LITERATURE**

Qualification: GCSE

Examination Board: AQA

### **Aims and Content of the Course**

A wide range of study, based on a range of literary works, develops students' personal and critical responses to texts. Students will cover a work by Shakespeare, a 19th century novel, modern prose and poetry. Students are shown how to develop a reasoned argument and how to refer to evidence to support a point. Texts are studied by the whole class, so that close reading and an attention to the authors' methods can be taught. Students will need to develop comparisons between texts and relate texts to social, cultural and historical contexts and literary traditions. Students are encouraged to purchase their own copies of texts so that they can annotate them. Examinations are 'closed book' so it is important for students to remember quotations and navigate a text for revision with ease, as they will not be permitted copies of the texts in the examination.

### **Assessment/Examination**

Assessment is based on examination in Year 11.

Paper 1 – Shakespeare and a 19th century novel - 40% of the overall mark.

What's assessed?

- One Shakespeare play
- The 19th century novel

Paper 2 – Modern texts and poetry - 60% of the overall mark.

What's assessed?

- Modern texts
- Poetry – pre-prepared
- Poetry - unseen

### **Future Progression beyond KS4**

Since English develops clarity of expression and understanding, it is considered essential for all careers. It is particularly important in management positions, and where a high standard of oral and written English skills are required.

Advanced courses in English Literature, English Language and Literature, Media, Law and any arts or humanities subjects will lead on from GCSE.

Further details can be obtained from:

Mrs Laura Cosway [laura.cosway@braintreesixthform.com](mailto:laura.cosway@braintreesixthform.com)

## **MATHEMATICS**

Qualification: GCSE

Examination Board: Pearson Edexcel

### **Aims and Content of the Course**

Mathematics develops students' understanding of number, algebra, geometry and measures, probability and statistics. An important aspect of the specification is that students can apply their knowledge to practical situations (problem solving and mathematical reasoning) and present their calculations accurately (quality of written communication).

### **Assessment/Examination**

All students will sit their GCSE Mathematics examination in Year 11. This consists of three papers, one non-calculator and two calculator papers, each being 1 hour 30 minutes in length. There is no coursework. Students will be entered at either the Higher or the Foundation tier. A final decision on tier of entry will not be made until Year 11.

### **Future Progression beyond KS4**

Mathematics is a vital qualification. Studies have shown that a good GCSE result in this subject has a beneficial effect on any career path. The course will provide support for a range of post-16 courses requiring differing levels of mathematical competence and is a pre-requisite for study at A Level. Most courses post-16 will require a pass at a grade 4 or 5 in this subject, including apprenticeships and college courses.

### **Further Mathematics**

Qualification: GCSE

Examination Board: AQA

Aims and Content of the Course:

Further Mathematics bridges the gap between GCSE mathematics and A Level. It is ideal for students who are wishing to study mathematics beyond GCSE. It is an invitation only option and will be decided in year 10. It consolidates knowledge and understanding of the mathematics GCSE as well as introducing new topics that will still require other basic mathematical skills.

Assessment/Examination:

Students taking further mathematics GCSE will take their examinations in Year 11 alongside their other GCSEs. There are two exams, one non-calculator and one calculator, both 1 hour 45 minutes long. There is no coursework.

Future Progression beyond KS4:

Mathematics on its own is a vital qualification. Having further mathematics alongside it, is beneficial when applying for sixth form if A Level mathematics is being considered and especially for A Level further mathematics, however it is not necessary.

Further details can be obtained from:

Miss L Wharfe – [laura.wharfe@notleyhigh.com](mailto:laura.wharfe@notleyhigh.com)

## **COMBINED SCIENCE: Trilogy**

Qualification: GCSE

Examination Board: AQA

### **Aims and Content of the Course**

The course comprises a double award qualification equivalent to two GCSEs, which covers the Key Stage 4 programme of study and combines topics in Biology, Chemistry and Physics. The course encourages students to develop a critical approach to scientific evidence and to explore the implications of science for society. The course adopts an explaining, theorising and modelling approach to science. It is good preparation for A Level Science courses but also provides a greater breadth of scientific knowledge, skills and understanding for students who do not wish to study Science further.

The course is delivered through the Ark Mastery curriculum, which is a continuation from Key Stage 3. This curriculum centres around 14 big ideas spread across the three science disciplines, which are revisited and built upon across the five years of study.

### **Assessment/Examination**

This course is assessed entirely by written examinations at the end of Year 11. There are six, equally weighted papers, which are all 1 hour and 15 minutes in duration. There are two Biology, two Chemistry and two Physics papers each comprising a mixture of multiple choice, structured, closed, open response and short answer question types.

### **Future Progression beyond KS4**

A wide range of courses exist which build upon the basis of KS4 Science e.g. A Level Science subjects in Biology, Chemistry, Physics, Earth Sciences, Electronics and Environmental Science; BTEC courses in Science, Engineering and a range of vocational courses including Beauty Therapy; other vocational Level 3 courses in science-related subjects.

Further details can be obtained from:

Mrs S Howells [siobhan.howells@notleyhigh.com](mailto:siobhan.howells@notleyhigh.com)

## **TRIPLE SCIENCE - Biology, Chemistry and Physics**

Qualification: GCSE

Examination Board: AQA

***Triple Science is available as an option for invited students***

### **Aims and Content of the Course**

The separate Sciences are taken together to cover the Key Stage 4 programme of study. The content that each Science covers is as follows:

**Biology:** Key concepts in biology, cells and control, genetics, natural selection and genetic modification, health, disease and the development of medicines, plant structures and their functions, animal co-ordination, control and homeostasis, exchange and transport in animals and ecosystems and material cycles.

**Chemistry:** Chemistry: Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources.

**Physics:** Energy, Electricity, Particle model of matter, atomic structure, Forces, Waves, Magnetism and electromagnets

Science encourages students to develop a critical approach to scientific evidence and to explore the implications of Science for society. It also adopts an explaining, theorising, and modelling approach to each area.

Students will sit assessments in Year 9 that will determine if they are offered the opportunity to study Triple Science at GCSE level. The outcomes of these assessments will be communicated with you. In Year 10, students will be assessed again to make sure that Triple Science will give them the best outcomes for their future.

### **Assessment/Examination**

Triple Science is assessed entirely by written examinations at the end of Year 11.

For each separate science, there are two, equally weighted papers (50% each), which are both of 1 hour and 45 minutes duration.

The papers each comprise a mixture of multiple choice, structured, closed, open response and short answer question types.

### **Future Progression beyond KS4**

A wide range of courses exist which build upon the basis of KS4 Science. A Levels in Physics, Biology and Chemistry benefit from having studied Triple Science at GCSE, however it is still possible to study Science A Levels after doing Combined Science.

Further details can be obtained from:

Mrs S Howells [siobhan.howells@notleyhigh.com](mailto:siobhan.howells@notleyhigh.com)



## **EBacc Subjects Course Information**

### **GEOGRAPHY**

Qualification: GCSE

Examination Board: OCR B

#### **Aims and Content of the Course**

The course encourages students to 'think like geographers' by developing an enquiry approach to contemporary topics of study. This qualification integrates fieldwork and geographical skills into the content and assessments giving a holistic approach to the subject

It enables learners to build on their Key Stage 3 knowledge and skills. It aims to encourage learners to think like geographers through an enquiry approach to contemporary topics of study. The enquiry questions allow learners to be engaged in the subject matter and understand how the content is relevant to them and it integrates fieldwork and geographical skills into the content and assessments.

#### **Assessment/Examination**

The course consists of two key units which are further subdivided into 4 physical and 4 human topics:-

##### **Our Natural World -1 hour 15 minutes written paper - 35% of total GCSE**

Global hazards; Changing climate; Distinctive landscapes; Sustaining ecosystems; Fieldwork; Geographical skills.

##### **People and Society - 1 hour 15 minutes written paper - 35% of total GCSE**

Urban futures; Dynamic development UK in the 21st century; Resource reliance; Fieldwork; Geographical skills.

##### **Geographical skills - decision making exercise - 1 hour 30 minutes written paper - 30% of total GCSE**

Geographical skills which come from the students completing compulsory fieldwork, a minimum one piece with a human focus and one with a physical focus, are built into the examinations and students will need to answer questions based on the fieldwork they completed as part of the examinations.

#### **Future Progression beyond KS4**

The course will provide learners with a solid grounding, whether they are going on to Further Education, Higher Education or the workplace. The qualification aims to inspire a passion for Geography within learners which encourages an interest in the subject beyond academic achievements, for the rest of their life.

By the end of the course, students will have developed a level of proficiency in a variety of transferable key skills (including literacy, numeracy, graphicacy, ICT, independent research, decision making, problem solving and teamwork) all of which are highly valued by most employers. These skills are essential in many careers such as personnel management, civil services, estate agents, public relations and hotel management.

Geography can also be studied at Key Stage 5 as an A Level.

Further details can be obtained from:

Miss K Wilcox [karen.wilcox@notleyhigh.com](mailto:karen.wilcox@notleyhigh.com)

## **HISTORY**

Qualification: GCSE

Examination Board: Edexcel

### **Aims and Content of the Course**

This course covers a wide range of history, blending both overview and depth studies; 1000 years of development and modern history. Medicine in Britain deals with a wide span of human history, from c1250 to the present day. The course considers changing ideas about the causes, treatment and prevention of illness from early ideas about balancing body fluids or humours to the high-tech medicine of today. A study of a historic environment is included in the course and for this topic the study is of the Western Front in World War One, which considers living conditions, changes in fighting methods and technology and their impact on soldiers and therefore on medicine.

The British depth study is Anglo-Saxon and Norman England c1060-88. Students learn about the last years of Edward the Confessor, the issue of succession and the Norman invasion and its impact.

The chosen period study is Superpower Relations and the Cold War 1941-1991 including its origins, crises and its end, and the Modern Depth study is Weimar and Nazi Germany 1918-39.

Alongside detailed knowledge of this content, the course aims to develop a student's ability to construct a balanced argument and reach logical evidence - based conclusions; the ability to understand the actions and values of people of a different time and place and the ability to understand the nature of change and continuity, cause and consequence and similarity and difference. Students also learn to critically evaluate material they encounter on the course including interpretations of the past.

### **Assessment/Examination**

Assessment is purely by examination and there are three examinations taken at the end of Year 11.

Paper 1: Historic Environment and Thematic Study, The Western Front in WW1 and Medicine

Paper 2: Period Study and British Depth Study, Cold War Anglo-Saxon and Norman England

Paper 3: Modern depth study, Weimar and Nazi Germany.

### **Future Progression beyond KS4**

History is very relevant to a wide range of careers. It is, of course, essential for employment as an archaeologist, a historical researcher, an archivist, a history teacher or a museum curator, but it is also highly valued in virtually any career which requires the kind of analytical and communication skills and abilities developed within this course.

Further details can be obtained from:

Mrs C Cheung [caroline.cheung@notleyhigh.com](mailto:caroline.cheung@notleyhigh.com)

## **MODERN FOREIGN LANGUAGES: FRENCH or SPANISH**

Qualification: GCSE

Examination Board: AQA

Students can choose to continue studying the language they are already studying in Year 9.

### **Aims and Content of the Course**

French/Spanish covers the skills of speaking, reading, listening and writing for practical purposes. The main objective of the course is to ensure that students feel confident in using French/Spanish and can communicate in everyday situations. These situations include all aspects of travel and staying in France/Spain or a French/Spanish-speaking country and involve the study of language needed for illness, lost property, eating out or shopping. Students learn to read and understand everyday signs and notices, magazines, newspaper articles, timetables and menus. They learn to understand what they hear, either in personal conversation or in public broadcasts and announcements. Written French/Spanish involves letters and messages as well as extended accounts of their lives in Britain or experiences abroad. The course seeks to develop an awareness of modern France/Spain and its culture.

The students will study three main topic areas.

1. People and lifestyle which includes family and relationships, healthy living and lifestyle and education and work
2. Popular Culture which covers free time activities, customs and festivals and celebrity culture
3. Communication and the world around us which covers travel and tourism, places of interest, media and technology and the environment and where people live.

### **Assessment/Examination**

French/Spanish is assessed by an end-of-course examination in listening, speaking, reading and writing. All skill areas are examined at the end of the course and have an equal weighting of 25% each. French/Spanish has a Foundation tier (grades 5 - 1) and a Higher tier (grades 9 - 4). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

### **Future Progression beyond KS4**

A modern foreign language qualification is an increasingly important asset in many careers. A GCSE in a modern foreign language is a requirement for A Level. Many universities favour students with a qualification in languages.

Further details can be obtained from:

Mrs Z Coxon [zena.coxon@notleyhigh.com](mailto:zena.coxon@notleyhigh.com)

## **COMPUTER SCIENCE**

Qualification: GCSE

Examination Board: OCR

### **Aims and Content of the Course**

Students will study the methodologies of computing, alongside the technological advances, which make it such a dynamic subject.

During the course students will study:

#### **Component 01: Computer systems**

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

#### **Component 02: Computational thinking, algorithms and programming**

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

#### **Practical programming**

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

#### **Assessment/Examination**

There are two written examination paper covering

- Computer systems
- Computational thinking, algorithms and programming

#### **Future Progression beyond KS4**

There is a growing demand for professionals who are qualified in this field. The course is also an excellent preparation to study or work in areas that rely on the skills that will be developed, especially where they are applied to technical problems.

These areas include computer scientist, Programmer, web designing, engineering, financial and resource management, science and medicine.

Further details can be obtained from:

Mr A Wilson [alan.wilson@notleyhigh.com](mailto:alan.wilson@notleyhigh.com)

## **Other Subject Course Information**

### **DESIGN AND TECHNOLOGY**

The design and technology programme enables students to understand the technological world in which they find themselves. Students will apply the knowledge and skills that are developed during the course to practical situations and will have the opportunity to work with a range of materials and specialist equipment. Four technology courses are offered that blend design and practical elements in several specialised areas. This provides the students with the opportunity to select a course best suited to build upon strengths identified in the lower school course.

Students will receive guidance as to the most appropriate options for them.

### **PRODUCT DESIGN**

Qualification: GCSE

Examination Board: AQA

#### **Aims and Content of the Course**

The course is designed to prepare students in an increasingly technological world. Students will gain awareness and learn from wider influences including, social, cultural and environmental factors.

Students will study core technical and designing and making principles, including a broad range of design processes, materials techniques, and equipment. They have the opportunity to design and make products with creativity and originality, using a wide range of materials and techniques including wood, metal, and plastic. They will also study specialist technical principles and explore commercial manufacturing methods in greater depth.

#### **Assessment/Examination**

Students will complete an extended design project which will count for 50% of the total GCSE. The further 50% takes the form of a formal examination.

Further details can be obtained from:

Mr J Burge [jonathan.burge@notleyhigh.com](mailto:jonathan.burge@notleyhigh.com)

## **CONSTRUCTION**

Qualification: Level 1/2 Award  
Examination Board: WJEC

### **Aims and Content of the Course**

This course has been designed to enable students to learn construction techniques, health and safety rules and regulations and how to plan construction projects.

During the course, students will have the opportunity to make projects in which they will develop their skills in a variety of different construction areas.

### **Assessment/Examination**

The award is made up of two internally assessed units in Year 10 and one internally assessed unit and one externally assessed unit in Year 11.

At the end of the course, students achieve either a Level 1 pass, merit, Distinction or Distinction\*, Level 2 pass, merit, distinction or distinction\*. These levels are directly in line with current GCSE grades 8.5 – 1. The WJEC Award is a nationally recognised qualification. This qualification meets all Ofqual and DfE requirements for rigour and balanced assessment.

Further details can be obtained from:

Mr J Burge [jonathan.burge@notleyhigh.com](mailto:jonathan.burge@notleyhigh.com)

There are two Food-related qualifications offered. If you choose Food, the school will select the course you follow.

## **FOOD PREPARATION AND NUTRITION**

Qualification: GCSE

Examination Board: OCR

### **Aims and Content of the Course**

The course equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now and later in life.

- Food commodities;
- Principles of nutrition;
- Diet and good health;
- The science of food;
- Where food comes from;
- Cooking and food preparation.

Food investigation projects will require learners to plan and carry out investigations into the characteristics, function, and chemical properties of ingredients through practical experimentation. Learners will also have opportunities to plan, prepare, cook and present a selection of dishes to meet requirements such as dietary need or lifestyle choice.

### **Assessment/Examination**

Component 1: Principles of food preparation and nutrition 50%

1 hour 30 mins written examination

Component 2: Food preparation and nutrition in action 50%

Non-Exam assessment 1: 8 hours

Non-Exam assessment 2: 12 hours

### **Future Progression beyond KS4**

The course is intended to offer opportunities for progression through a variety of routes in Further Education e.g., Advanced Level GCE, Diplomas, VRQs, NVQs, training (modern apprenticeships) or employment.

Further details can be obtained from:

Mrs J White [Joanna.white@notleyhigh.com](mailto:Joanna.white@notleyhigh.com)

## **HOSPITALITY & CATERING**

Qualification: Level 1/2 Vocational Award Hospitality and Catering

Examination Board: WJEC

### **Aims and Content of the Course**

Unit 1: The Hospitality and Catering industry

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry. Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Hospitality and Catering in action.

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

### **Assessment/Examination**

- Unit 1: The hospitality and catering industry
  - Written Exam: 1 hour 20 minutes
  - 80 marks (40% of the qualification)
- Unit 2: Hospitality and catering in action
  - Controlled assessment: Approximately 12 hours
  - 120 marks (60% of the qualification)

### **Future Progression beyond KS4**

The hospitality industry offers a wide range of exciting opportunities which includes:

*Chef de partie, Commis chef, Concierge, Executive chef, Front of house manager, Head waiter, Housekeeper Maitre d'hôte, Pastry chef, Receptionist, Sous chef.*

Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The sector is a major contributor to the UK economy, employing 2.9 million people and generating £130bn in economic activity, while paying £38bn in taxation to fund important local and national services. Hospitality is the 3rd largest private sector employer in the UK; double the size of financial services and bigger than automotive, pharmaceuticals and aerospace combined.

Businesses which make up the hospitality sector include hotels, restaurants, coffee shops, pubs and bars, leisure parks, stadia, nightclubs, contract caterers, food service operators, entertainment and visitor attractions. Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains. Some of these roles require further education and training either through apprenticeships or further and higher education.

<https://www.ukhospitality.org.uk>

Further details can be obtained from:

Mrs J White [Joanna.white@notleyhigh.com](mailto:Joanna.white@notleyhigh.com)



## **CHILD DEVELOPMENT**

Qualification: CAMBRIDGE NATIONAL CERTIFICATE LEVEL 1/2

Examination Board: OCR

### **Aims and Content of the Course**

The specification is designed to give learners an opportunity to extend and apply their skills, knowledge and understanding of the development and care of children from conception to the age of 5 years, within a variety of contexts. The course also promotes an understanding of the social, physical and intellectual development of the child.

### **Assessment/Examination**

#### **Unit 1 Health and well-being for child development. Examination: 1 hour 15 minutes (40%)**

Topics include:

- pre-conception health and reproduction
- antenatal care and preparation for birth
- postnatal checks, postnatal care and the conditions for development
- childhood illnesses and a child safe environment.

#### **Unit 2 Create a safe environment and understand the nutritional needs of children from birth to five years. OCR set assignment. 60 marks (30%)**

In this unit students will learn how to create a safe environment for children from birth to five years in childcare setting and choose equipment that is suitable and safe for use. They will also learn about children's nutrition and dietary needs.

#### **Unit 3 Understand the development of a child from one to five years. OCR set assignment. 60 marks (30%)**

In this unit students will learn the physical, intellectual and social development norms for children from one to five years. They will learn about the stages and types of play and how play benefits development. They will understand the importance of creating plans and providing different play activities to support children in their development.

### **Future Progression beyond KS4**

It is a very relevant qualification for students interested in professional careers such as teaching, nursery care, medicine, nursing, midwifery, social work and education.

Further details can be obtained from:

Mrs S Woodward – [sally.woodward@braintreesixthform.com](mailto:sally.woodward@braintreesixthform.com)

## **ART, CRAFT AND DESIGN**

Qualification: GCSE

Examination Board: Eduqas

### **Aims and Content of the Course**

This is an excellent introduction to the study of art, craft and design. It is ideal for students who wish to express themselves in a creative manner and develop ideas that are personal to themselves. Students will look at different approaches to art and a range of different media, techniques and materials; both 2D and 3D. As learning is developed through practical exercises and refinement, students will be encouraged to be independent and develop their own ideas.

Areas that can be covered:

Fine art • Printmaking • Media experimentation • Observational drawings • Three-dimensional design • Critical and contextual studies.

Throughout the course there is an emphasis on the development of students' skills both practical and analytical. Students need to be able to demonstrate an awareness of how images and artefacts relate to their social, historical and cultural context which they can interpret into a personal outcome. This course will allow students to develop valuable transferable skills. They will work independently and develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Visits are made to study major art collections.

### **Assessment/Examination**

Students will be required to complete sustained projects and sit an examination for the externally set assignment. Coursework carries 60% of the mark and the externally set assignment, 40%. Students are given preparation time, plus ten hours of supervised time for the externally set assignment.

A significant part of this work will be completed as home learning.

### **Future Progression beyond KS4**

After following the course students have the option of a range of courses, appropriate to their abilities and needs at A Level and BTEC. These courses can be broadly based or specialised in one particular discipline.

Art and design opens the door to lots of exciting careers, including; architecture, advertising, graphic design, publishing design, animation and media.

Further details can be obtained from:

Miss E Anthony [elysia.anthony@notleyhigh.com](mailto:elysia.anthony@notleyhigh.com)

There are two Business-related qualifications offered. If you choose Business, the school will select the course you follow.

## **BUSINESS**

Qualification: GCSE

Examination Board: Edexcel

### **Aims and Content of the Course**

This is an exciting and wide-ranging GCSE in Business. It uses an enterprise and skills approach, and covers two broad themes:

#### **Theme 1: Investigating Small Businesses**

This theme enables students to explore how business ideas come about and businesses start up. It will include:

- Enterprise and entrepreneurship – role of business & risks and rewards.
- Spotting a business opportunity – market research and customer needs.
- Putting an idea into practice – aims, financial calculations, cash flow & sources of finance.
- External constraints – technological, economic and legal aspects of business and how businesses are influenced by world around them.

#### **Theme 2: Building a Business**

This theme builds on some of the Theme 1 concepts and explores the opportunities and challenges businesses face as they grow.

- Growing a business – globalisations, mergers & takeovers
- Making marketing decisions – product, place, promotion & price
- Making operational decisions – working with suppliers, managing quality & sales process
- Making financial decisions – business calculations & understanding performance
- Making human resources decisions – organisations structures, motivation, recruitment and training.

Throughout the course students are expected to show an understanding of recent business events and students should be encouraged to use real world examples wherever possible to contextualise their understanding.

### **Assessment/Examination**

At the end of the course students will sit two 1 hour 45-minute examinations

- Investigating Small Business
- Building a Business

### **Future Progression beyond KS4**

This course should prepare students to make informed decisions about further learning opportunities and career choices including a range of Level 3 Business courses and Economics. Successful students can progress to Higher Education and work in business, marketing accountancy, financial studies and management fields.

Further details can be obtained from:

Mr A Wilson [alan.wilson@notleyhigh.com](mailto:alan.wilson@notleyhigh.com)

## **RETAIL BUSINESS**

Qualification: Technical Award

Examination Board: Eduqas

### **Aims and Content of the Course**

This is an exciting and wide-ranging NEW technical award in vocational Business – retail business. It uses a skills approach, and covers a wide range of business ideas and concepts.

#### **Unit 1 The business of retail (40%)**

This theme enables students to explore the retail industry. It will include:

- Introduction to retail businesses
- The business environment
- Using data and recommending solutions to retail business issues.

#### **Unit 2 Customer service for retail business (30%)**

This theme builds on some of the Theme 1 concepts and explores the importance of customer service to retail organisations.

- Introduction to customer service
- Meeting customer expectations
- Investigating customer experiences in retail business

#### **Unit 3 Merchandising and marketing retail products (30%)**

This unit introduces learners to the importance of visual merchandising and marketing to retail organisations. It will include designing and creating:

- Visual merchandising for retail business
- Marketing retail businesses and products

### **Assessment/Examination**

At different points in the course students will

- Sit an examination for unit 1 – 1 ½ hours written examination
- Complete a set coursework assignment for unit 2 (6 hours)
- Complete a set coursework assignment for unit 3 (8 hours)

### **Future Progression beyond KS4**

This course should prepare students to make informed decisions about further learning opportunities and career choices including a range of Level 3 Business courses and Economics. Successful students can progress to Higher Education and work in business, marketing accountancy, financial studies and management fields.

Further details can be obtained from:

Mr A Wilson [alan.wilson@notleyhigh.com](mailto:alan.wilson@notleyhigh.com)

## **DRAMA**

Qualification: GCSE

Examination Board: Eduqas

### **Aims and Content of the Course**

This course is designed to build on the students' prior learning in Years 7 – 9. It has a three-component structure and students are assessed in a practical and documentary way. This course is for any student who has a passion for the subject and wants to develop this interest. Students will learn why drama matters and be inspired, moved and changed by following a broad, rich and coherent programme of study. Imagination is crucial and an ability to work extremely well with others is required.

### **Assessment/Examination**

Coursework will be completed under controlled conditions and all students must demonstrate commitment both when completing practical and written work.

There will be 3 components - Devising Theatre, 40%, Performing from a Text, 20% and Interpreting Theatre, 40% (written examination, 1 hour 30 minutes).

There will be 2 sections – a set text and a live theatre review.

### **Future Progression beyond KS4**

The benefits of studying Drama should not be thought of as just preparation for a post-16 course or even as training for a career in the theatre. The breadth of the subject matter investigated during the course allows individuals to examine and explore their own feelings and others' strengths and weaknesses and provides the students with opportunities to learn how best to present their thoughts to an audience, whether in discussions or in more technical styles. An ability to listen, think and speak honestly and clearly on a topic is a skill vital to all future careers as is the ability to compromise, investigate, and to work in a group or independently.

Further details can be obtained from:

Miss L White [lauren.white@notleyhigh.com](mailto:lauren.white@notleyhigh.com)

## **TECHNICAL ICT (By Invite Only)**

Qualification: EDUQAS VOCATIONAL TECHNICAL AWARD IN ICT

Examination Board: EDUQAS

### **Aims and Content of the Course**

Information Technology is increasingly impacting on our everyday life and work. Everyone needs to know how to successfully use and understand the impact of IT.

This qualification gives students a great and real understanding of the use of IT and various software packages and will enable them to create digital solutions to real problems. The course is highly practical and therefore at the end of the course students will have highly developed IT skills across Microsoft Office products and multimedia software.

Throughout the course, students will need to refer to real life examples from smart watches and music apps to cybersecurity and fake news.

The Technical award is open to students of all abilities. The course is graded Distinction\*, Distinction, Merit and Pass and is of equal value to GCSE grades 9 - 1.

### **Assessment/Examination**

The course consists of two units:

#### **Unit 1: ICT in society.**

This unit covers:

- How it is used by organisations and individuals
- How data is used and transferred
- Legal, moral, ethical and environmental impact of IT and cyber security.

This unit is assessed through an external on-screen examination. It is worth 40% of the total qualification.

#### **Unit 2: ICT in context**

This unit will enable you to apply some the ICT knowledge, understanding and skills gained throughout the course.

You will asked to:

- Plan, create, modify and use databases
- Plan, create and modify spreadsheets
- Plan, create and modify automate documents
- Plan, create and manipulate and store images.

This unit is assessed through an internal controlled assessment (coursework). The examinations board publish an assignment brief and you will be expected to complete a series of tasks based on it. It is worth 60% of the total qualification.

### **Future Progression beyond KS4**

This course is an excellent preparation for A Levels or Level 3 courses in IT, applied IT and digital media. This course is not preparation for A Level Computing. It can support an apprenticeship and will provide an excellent grounding in IT for whatever employment students wish to follow.

Further details can be obtained from:

Mr A Wilson [alan.wilson@notleyhigh.com](mailto:alan.wilson@notleyhigh.com)

## **MEDIA STUDIES**

Qualification: GCSE

Examination Board: EDUQAS (WJEC)

### **Aims and Content of the Course**

Media Studies allows students to examine the influence of the mass media upon themselves and different groups of people. Through examining how the media work they also learn how to create their own media texts and evaluate their success.

Students will learn about a selection of the following media areas in our society:-

Television, film and cinema, radio, popular music, newspapers, magazines, advertising, online media – websites.

They also learn practical skills such as the effects of different camera shots, writing copy using appropriate media language, using ICT to design media texts, editing photographs/Adobe photoshop.

### **Assessment/Examination**

There will be two components, both with an exam lasting 1 hour 30 minutes, one worth 40% and one 30% of the total marks.

Component 1 - Exploring the Media (language, representation, audience and industry).

Component 2 - Understanding Media Forms and Products (TV/Music).

There is a third component which relates to coursework, 30% of the total mark.

### **Future Progression beyond KS4**

Media Studies carries the same value as any other option subject in terms of college or employment requirements. The course is particularly suited to anyone interested in a future career in journalism or a media orientated job. The qualification will also help students who want to progress to the more demanding A Level Media Studies, BTEC or other further qualifications.

Further details can be obtained from:

Mr J Leeke [joseph.leeke@notleyhigh.com](mailto:joseph.leeke@notleyhigh.com)

## **MUSIC**

Qualification: GCSE

Examination Board: OCR

### **Aims and Content of the Course**

This course is designed to offer students opportunities to develop their skills in four main areas: performing, composing, listening and appraising. There are four areas of study prescribed by the examination board which integrates these skills. The only pre-requisite of the course is the ability to play a musical instrument or sing.

### **Assessment/Examination**

#### **Component 1: Integrated Portfolio 30%**

Students are required to perform one piece of their own choice (15%) and to write one composition for any instrument in any style (15%). This is completed as coursework across Years 10 and 11.

#### **Component 2: Practical Component 30%**

Students are required to perform one piece in a group (15%) and compose one piece to an examination board set brief (15%). This is completed as coursework in Year 11.

Total performance time over components 1 and 2 must be at least 4 minutes; and total composition time over components 1 and 2 must be at least 3 minutes.

#### **Component 3: Listening and Appraising 40%**

Component 3 is a listening exam based on all areas of study lasting approximately 1 hour 30 minutes. Students listen to music and answer a variety of questions about what they hear. The areas of study for the listening exam are:

- Conventions of Pop
- Rhythms of the World
- Concerto through Time
- Film and video game music

#### **Future Progression beyond KS4**

There are many outlets through music. Some take music as a profession; singers, composers and instrumentalists. Others become instrumental or class teachers. Music can be used as a foundation for employment both in music and other industries. Manufacturing, publishing (including music journalism in newspapers and magazines), TV and radio (including production, distribution and retailing), administration and management as well as the Armed Forces can involve music.

Further details can be obtained from:

Mrs R Swan [rebecca.swan@notleyhigh.com](mailto:rebecca.swan@notleyhigh.com)



There are two sports-related qualifications offered. If you choose Physical Education, the school will select the course you follow.

## **PHYSICAL EDUCATION**

Qualification: GCSE

Examination Board: Edexcel

### **Aims and Content of the Course**

The aim of the PE course is to improve students' awareness of the impact that sport has on participants. Students will learn how to set up and follow a training programme, looking at different training methods and styles. The course also improves students' practical ability, although the sports chosen will be dictated by the PE staff and will vary each term. The content of the course involves practical lessons and theory lessons. We expect students to take part in sport outside of lesson time, either at school or away from school.

We expect students to take part in at least 1 sport outside of school, as well as attending extra-curricular clubs in school.

### **Assessment/Examination**

For the practical component, students will cover a variety of activities including football, handball, netball, trampolining, badminton, athletics and health related fitness etc. One must be a team activity, one an individual activity and the third is a free choice. Students who have excellence in a sport that is not offered in school may still have an opportunity to be assessed in that sport.

Students will be assessed in practical performance and 2 written examinations. There is a Personal Exercise Programme (PEP) which is a six-week training programme that the students must plan and follow.

### **Future Progression beyond KS4**

This could help lead students into a career in the services, police force, ground maintenance, sports journalism, coaching, instructing or even PE teaching. Further studies may include following a BTEC, AS or A Level at a Further Education institution.

Further details can be obtained from:

Miss C Trafford [claire.trafford@notleyhigh.com](mailto:claire.trafford@notleyhigh.com)

**BTEC FIRST SPORT**  
**Examination Board: Pearson**

**Aims and Content of the Course:**

<b>Component 1</b>	<ul style="list-style-type: none"> <li>Participants to take part in Sport and Physical activity - this includes the different types of physical activity and providers, the needs of participants, barriers to participation and ways to overcome these barriers.</li> <li>Equipment and technology required to take part in sport is also included.</li> <li>Learners will also develop an applied understanding of physiology and anatomy as they learn how to plan and deliver a warmup to prepare participants to take part in sport and physical activity.</li> </ul>
<b>Component 2</b>	<ul style="list-style-type: none"> <li>Taking part and improving other participants sporting performance - this includes the components of fitness and how they are used in different types of sport; practical participation in sport and the rules and regulations in sport and ways to improve other participants sporting performance through planning and delivery of sports drills and conditioned practices.</li> </ul>
<b>Component 3</b>	<ul style="list-style-type: none"> <li>Developing Fitness to improve other participants performance in sport and physical activity - this covers fitness testing, training and programming for different types of participants to improve their sport and physical activity performance.</li> </ul>

**Assessment/Examination:**

<b>Pearson BTEC Level1/Level 2 Tech Award in Sport</b>			
<b>Component Number</b>	<b>Component Title</b>	<b>Level</b>	<b>How assessed</b>
1	Preparing Participants to Take Part in Sport and Physical Activity	1 / 2	Internally – 3 written & 1 practical
2	Taking Part in Improving Other Participants Sporting Performance	1 / 2	Internally – 3 written & 2 practical
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	1 / 2	External Written Exam

**Future Progression beyond KS4:**

Once you have completed this qualification, you will have developed a practical understanding of the sport industry. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the sport industry is for you, and if so, which part of it you might want to study further.

Further studies may include following the BTEC Sport route, either on its own or with a combination of other subjects, or even A Level PE.

**Subjects that will complement this course:**

This course builds on and uses the knowledge and skills you learn in your GCSEs, particularly in Biology. It can also be complimentary to Business.

Further details can be obtained from:

Miss C Trafford [claire.trafford@notleyhigh.com](mailto:claire.trafford@notleyhigh.com)

## **RELIGIOUS STUDIES (PHILOSOPHY, ETHICS AND RELIGION)**

Qualification: GCSE

Examination Board: Edexcel

### **Aims and Content of the Course**

Over the course the students will study a variety of modules in Religious Studies from the perspectives of Christianity, Islam and secular arguments to help students formulate their own opinions on a variety of contemporary issues. There is a strong emphasis on students' response to the course topics, and after being guided on the central issues, students are allowed to explain their opinions with a variety of reasons.

The course is divided into two units - Philosophy and Ethics and Religion, Peace and Conflict. Within each unit there are various modules: Belief in God, Marriage and the family, Living the religious life, Matters of life and death, Peace and conflict, Crime and punishment.

There is a diverse range of topics to be studied within modules, with many questions for the students to explore such as What are women's rights? Is there a God?, How do the media present information with religious content?, What different attitudes to homosexuality are there?, Why do some people not believe in life after death?

### **Assessment/Examination:**

This is 100% examination. There are two papers, equally weighted.

### **Future Progression beyond KS4**

The skills learned from completing a Religious Studies (Philosophy, Ethics and Religion) course can be used across many areas. It helps students to understand others' backgrounds and sharpen their focus on many contemporary issues. As it supports students in understanding different cultures locally, nationally and in the wider world, the course is especially useful in any future careers working with the general public. Religious Studies GCSE counts towards a further or Higher Education course. It can help to qualify for A Levels and further education and is highly regarded by academic institutions and employers.

Further details can be obtained from:

Mrs L Fouche [lindsay.fouche@notleyhigh.com](mailto:lindsay.fouche@notleyhigh.com)

## LABOUR MARKET INFORMATION

Labour Market Information (LMI) is a valuable tool for understanding the future job market, especially for young people making career decisions. It helps identify in-demand roles, required skills, and employer expectations. Key insights from LMI include:

- Jobs that are easiest and hardest to find
- Key employers and their hiring trends
- In-demand skills and skill shortages
- Salary expectations for various roles
- Working conditions
- Useful qualifications for specific careers
- Predictions about future job opportunities, including roles that may disappear

For Year 9 students choosing GCSEs, LMI is essential in making informed decisions about future careers. By considering LMI when selecting GCSEs, students can focus on developing the skills and qualifications necessary for a successful future.

The following resources offer Labour Market Information in Essex:

- **Where Next? booklet** provides information on eight key sectors in Essex and progression routes into them

<https://greateressexcareershubs.co.uk/wp-content/uploads/2022/11/career-hub-lmi-booklet-final.pdf>

- **The National Careers Service** offers over 800 job profiles on its website. Under each profile you'll learn about the average salary, working hours, typical duties, and routes into the profession.

<https://nationalcareers.service.gov.uk/explore-careers>

- **Unifrog:** All students have access to local labour market information via the Unifrog platform. This provides an insight into local sectors of growth, salaries and skills that employers are looking for.

<https://www.unifrog.org/>

- **Job Portals and Recruitment Websites:** Websites like Indeed, Reed, and Totaljobs show job vacancies in Essex, providing insights into in-demand skills and salary ranges.

Industries with growing job opportunities in Essex include technology, health and social care, and construction. These sectors are expanding, creating new roles and increasing the demand for specific skills. Staying informed through LMI ensures students are preparing for a successful career by focusing on industries with strong prospects.

# Labour Market Information

Greater Essex  
CAREERS HUB

THE CAREERS &  
ENTERPRISE  
COMPANY

## Braintree

### Employment

78.3% of people are employed. Higher than the national average of 75.5%



### Unemployment

2.7% of people are unemployed. Lower than the national average of 3.6%

### Salary



The average income is £28,200 per year

### Qualifications

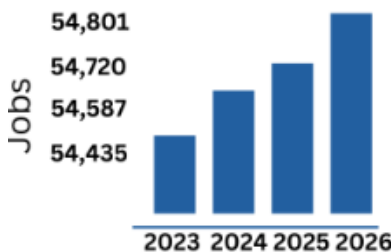
23.7% of Braintree residents have a Degree or higher (9.9% below the national average)

### In Demand Skills

- Marketing
- Warehousing
- Invoicing
- Engineering Drawings
- Power Tool Operations



### Predicted Job Growth



The current top paid industry in Braintree is Information and Communication, exceeding £40,000 per year

### Sectors set to grow

- Construction
- Education
- Health and Social work
- Wholesale and Retail trade

### Where are most the jobs now?



Repair of Motor Vehicles and Motorcycles

Education



Manufacturing

Construction



Health and Social Care