



**Year 9  
KS4 Courses  
(Options) Booklet**

**February 2022**



Welcome to the Year 9 KS4 Courses (Options) Booklet 2022. We hope that the booklet provides you with the necessary information to help you to make the right choices. This is an exciting time in any young person's life, when you are given some choice for the first time about which subjects you will study.

At Notley High School & Braintree Sixth Form the Key Stage 4 curriculum has two aims:

- to provide opportunities for all students to learn and achieve;
- to equip all students with appropriate skills and knowledge to help them progress successfully to their next stage of education or training.

The preparation for GCSEs starts in Year 9, as you are introduced to some of the skills and knowledge you will need to successfully complete your studies. We believe that this provides you with the best possible chance to enjoy a wide range of experiences and opportunities in the subjects that you choose for GCSE or vocational courses.

As you may be aware, the Government has changed the way in which GCSEs are structured over the past few years. Some of the main things you need to be aware of are:

- Students will be assessed using grades 9-1 instead of grades A-E.
- For most subjects, students will now be assessed at the end of Year 11. Very few subjects now include coursework or controlled assessments.
- The Government are keen for as many students as possible to study the English Baccalaureate. This is to ensure that you have access to a broad and balanced curriculum that may allow you to make choices later in life. This means that there is an expectation that you will work towards achieving good passes in the following subjects:
  - English
  - Mathematics
  - Two Sciences
  - Humanities (History or Geography)
  - Foreign Language (French or Spanish).

We offer GCSE courses and a range of vocational courses. The courses that you follow in Key Stage 4 will clearly influence how you spend a proportion of your school week, as well as affecting the direction of your learning and personal development. Also, since the courses lead to qualifications, these choices may affect your options for education after the age of sixteen, including further and higher education, as well as having a bearing on career options. This means that the choices you make now are very important.

Although this process might feel daunting, there are lots of people available to support you in making these decisions: class teachers, tutors, support staff, friends and family.

#### KEY DATES

Wednesday 23 February 2022 – Year 9 Remote KS4 Courses (Options) Evening

- Presentations at 5pm and 6.30pm

Thursday 24 February 2022 – Email invite to Options Online sent to students

Thursday 3 March 2022 – 4pm deadline for return of KS4 Courses (Options) choices

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## Key Dates

<b>27 January 2022</b>	Year 9 Parents'/Carers' Consultation Evening.
<b>23 February 2022</b>	Year 9 Remote KS4 Courses (Options) Evening - this evening is an important step in the options process, enabling parents/carers and students to gain a good understanding of what we are offering at Key Stage 4 from September 2022. Introduction videos for each subject will be presented and staff will be available to answer questions.
<b>24 February 2022</b>	Email invite to Options Online sent to students
<b>3 March 2022</b>	4pm deadline to submit Year 9 KS4 Courses (Options) choices using Options Online.  This deadline allows us to ensure all students choices are submitted and give us the opportunity to have personalised conversations with students were required
<b>May 2022</b>	Students informed of options classes for September 2022.

## Who can help me in my decision making?

<b>Subject teachers &amp; Heads of Subject</b>	Speak to subject teachers about what the course is like in your subject. Think of important questions to ask them.
<b>Tutors and Raising Standards Leaders (RSLs)</b>	Speak to your tutors and RSLs about how the workload in each subject might be managed.
<b>Friends</b>	Speak to your friends about what might have influenced their decision making. They may have thought of things that you haven't!
<b>School support staff</b>	Speak to support staff in school about how your decisions might affect your pathways in the future.
<b>Internet and Resources</b>	Spend a little time researching and looking at different options. Use the internet to look at what you might need for the next step.
<b>Parents/carers and people at home</b>	Share your ideas and thought process with people at home. Try to answer the questions they ask of you. After all, they know you best!

### **What do I need to think about?**

There are many issues to think about, but you should answer at least some of the following questions before making your choices:

- Which subjects do I like?
- Which subjects might be especially useful to me?
- Which subjects do teachers/tutors think I should take?
- Which subjects might I need if I go on to 'A' Level?
- Which subjects do I need if I want to go on to Further or Higher Education of any type?
- Which subjects do I need for my career? (See "Future Progression" below)
- Which subjects might also give me something for life, as well as for a career or examination?

### **Remember...**

- Find out as much information as you can about the subjects you are considering choosing. Subjects are not always the same in Key Stage 4 as they are in Key Stage 3.
- Use the information in this booklet, the videos presented at the Year 9 Remote KS4 Courses (Options) Evening and the opportunity to interact with staff in the Q&A to find out what you would be studying at GCSE and how you will be assessed.

### **Should I be thinking about my career?**

You should be starting to think about it, but at this stage of your school career it is important you give yourself as broad a curriculum as possible through your options choice. In making option choices, there are very few careers which you rule out by choosing the wrong subjects for Key Stage 4. It is true, however, that to study a subject at 'A' Level, it would be beneficial to have studied it at GCSE.

### **What should I do next?**

- Think about what you enjoy and what you are good at
- Talk to the people who are going to help you – parents/carers, friends, tutors

### **And remember, preparation is everything... ‘**

‘By failing to prepare, you are preparing to fail’

*Benjamin Franklin*

### What does the school offer?

Our Key Stage 4 curriculum is made up of compulsory (core) subjects and option subjects that will enable students to follow courses appropriate to their interests and abilities. Students will follow a total of four option choices in all.

In addition, students will have four lessons of Physical Education (PE) over a two-week timetable and two lessons of personal development time (PDT), which includes a focus on careers education.

### Compulsory (Core) Subjects

English (Language and Literature)	Two GCSEs
Mathematics	One GCSE
Science (Biology, Chemistry, Physics) Combined Science: Trilogy Triple Science (as an option for invited students)	Two GCSEs Three GCSEs

### The Option Subjects

Students will be asked to express an ordered preference of four subjects (options) and to nominate one reserve subject. The school will endeavour to provide students with their chosen subjects. In most cases, students will be allocated the courses that they choose.

Students will choose:

- One subject from the EBacc Subjects
  - History, Geography, French, Spanish and Computer Science
- Three from the full selection of subjects, including the EBacc Subjects.

A small number of students will choose three subjects and will have Learning Support as the fourth option. This has been discussed with parents/carers where appropriate.

We strongly recommend that students take subjects from different areas, as this will help provide a broad and balanced education. Because of this, there are some subject combinations we do not encourage students to take:

- Business Studies and Enterprise & Marketing
- Computer Science and Information Technology
- Product Design and Construction

## 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 – BTEC, Level 1/2 Certificate or Award

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)

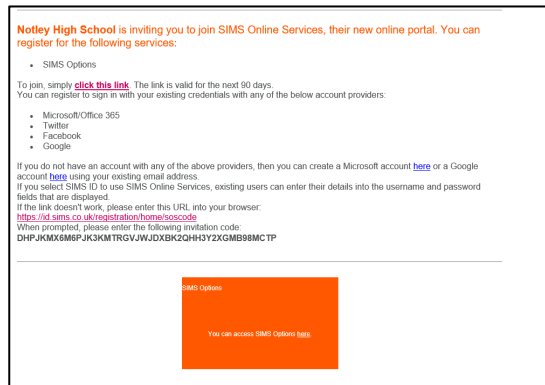
*Level 2 pass or better is equivalent to a GCSE grade 4 or higher.*

## How do you submit your choices online?

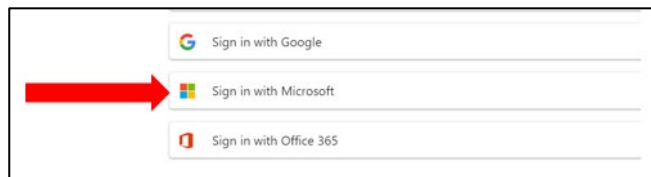
We use an online system for students submitting the subjects they would like to choose.

You will receive an email to your school email address inviting you to join SIMS Online Services.

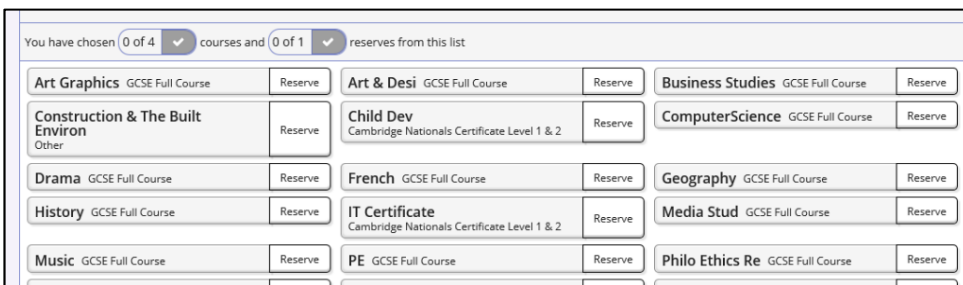
If you have difficulty accessing the system, please contact [changes@notleyhigh.com](mailto:changes@notleyhigh.com) for support.



Once you click the link in the email, you will need to “Sign in to SIMS Options” by choosing “Sign in with Microsoft” and log in with your school email address and password.



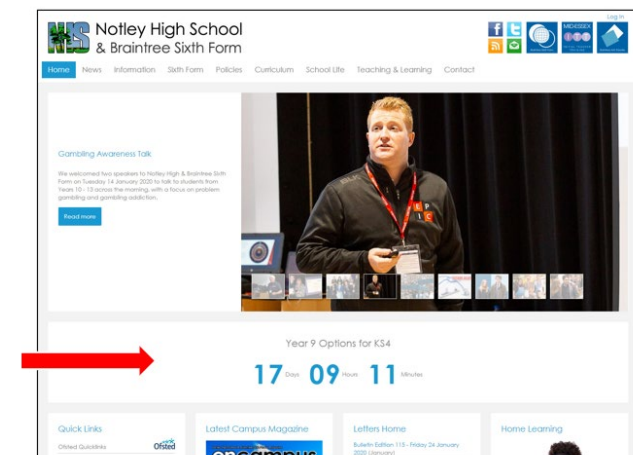
You will be presented with a screen like the one below. You can then make your choices and put one choice as a reserve.



When the choices and the reserve are selected, please make sure to click ‘Save’ at the top of the screen.



If you want to access the system again, you must use the link on the school website, **not** the link in the original email.





## **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 details can be obtained from:

Mr S Johnson [samuel.johnson@notleyhigh.com](mailto:samuel.johnson@notleyhigh.com)

## **COMBINED SCIENCE: Trilogy**

Qualification: GCSE

Examination Board: Edexcel

### **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.

### **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 10 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 Luxon [sarah.luxon@notleyhigh.com](mailto:sarah.luxon@notleyhigh.com)

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

Qualification: GCSE

Examination Board: Edexcel

*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:** Key concepts in chemistry, states of matter and mixtures, chemical changes, extracting metals and equilibria, separate chemistry 1, groups in the periodic table, rates of reaction and energy changes, fuels and earth science, separate chemistry 2.

**Physics:** Key concepts of physics, motion and forces, conservation of energy, waves, light and the electromagnetic spectrum, radioactivity, astronomy, energy - forces doing work, forces and their effects, electricity and circuits, static electricity, magnetism and the motor effect, electromagnetic induction, particle model, forces and matter.

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 Luxon [sarah.luxon@notleyhigh.com](mailto:sarah.luxon@notleyhigh.com)

## **EBacc Subjects Course Information**

### **GEOGRAPHY**

Qualification: GCSE

Examination Board: OCR

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

OCR's GCSE (9–1) in Geography B (Geography for Enquiring Minds) will enable 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**

By the end of the GCSE 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:

Ms N Hill [nicole.hill@notleyhigh.com](mailto:nicole.hill@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. Identity and culture which includes family and relationships, marriage and partnerships, new technology and social media and free time activities.
2. Local, national, international and global areas of interest which covers social issues such as healthy living and global issues such as the environment.
3. Future study and employment which covers life at school, post-16 education and future employment.

### **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: Pearson Edexcel

### **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:

- Computational thinking
- Problem solving and coding
- Algorithms
- Programming
- Data
- Components of computer systems
- Networks and network security
- Social and environmental impact
- The Bigger Picture of Computer Science

### **Assessment/Examination**

There is one written exam paper covering theory aspects and one online coding exam paper where students will demonstrate their ability to code a solution to a problem.

### **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 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:

Mrs E Currie [emma.currie@notleyhigh.com](mailto:emma.currie@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, Level 2 pass, merit, distinction or distinction\*. These levels are directly in line with current GCSE grades 8.5 – 3. 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)

## **FOOD PREPARATION AND NUTRITION**

Qualification: GCSE

Examination Board: Eduqas

### **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 ¾ hour 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:

Mr A Curtis [andrew.curtis@notleyhigh.com](mailto:andrew.curtis@notleyhigh.com)

## **TEXTILES**

Qualification: GCSE

Examination Board: Eduqas

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

This course is ideal for students who take a creative and innovative approach to designing and have an interest in fashion and textile design. It offers practical, hands on opportunities to explore and develop skills and techniques, to be used in the design and development of both fabrics and garments.

Students choosing the course will be encouraged to work with a wide range of textiles, fabrics and components in pursuing their chosen areas of interest: garment design, home furnishings and even exhibit installation style pieces.

Skills covered will include:

- Fabric embellishment e.g., printing, dyeing, embroidery;
- Fabric manipulation e.g., gathers and pleats; 3D shibori;
- Textile construction e.g., joining and edge-finishing fabrics e.g., seams and hems;
- Using commercial patterns and adapting block patterns;
- Development of ideas through practical trials;
- Using artist/designer research to inform direction of work.

Students will, of course, have ample opportunities to work with a variety of textiles machinery including lockstitch sewing machines, overlockers and embroidery machines; and will benefit from opportunities of visits to industry shows for the purpose of research and fabric sourcing.

As the course is taught through extended practical activities, students will develop the valuable life skills of independence and self-motivation in their project planning, as they enjoy seeing their own design ideas come to life as completed products.

### **Assessment/Examination**

Students will be required to complete a portfolio showcasing their creative and design endeavours, and sit an externally set, and timed, assignment.

The portfolio carries 60% of the marks and the externally set assignment carries the remaining 40%. Students are given preparation time, plus ten hours of supervised time for the externally set assignment.

### **Further Progression beyond Key Stage 4**

This qualification provides an excellent foundation for further studies in fashion design including A Levels and degree courses, and a career in the fashion industry.

Further details can be obtained from:

Mr A Curtis [andrew.curtis@notleyhigh.com](mailto:andrew.curtis@notleyhigh.com)

## **CHILD DEVELOPMENT**

Qualification: CAMBRIDGE NATIONAL CERTIFICATE LEVEL 1/2

Examination Board: OCR

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

Please note that due to coursework requirements, this course is only suitable for students that can organise observations with a child that they know, under the age of 5. This could be a relative, neighbour or family friend etc.

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 M Robb [michelle.robbs@notleyhigh.com](mailto:michelle.robbs@notleyhigh.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 • Graphic communication • Textile design • 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:

Mrs B Roper [bryony.roper@notleyhigh.com](mailto:bryony.roper@notleyhigh.com)

## **BUSINESS STUDIES**

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 the financial, marketing 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. Larger businesses could include larger private limited companies, relative to those considered in Theme 1 and public limited companies.

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**

There will be two units - Investigating Small Business and Building a Business each with a 1 ½ hour examination.

### **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)



## **ENTERPRISE & MARKETING**

Examination Board: Edexcel

Qualification: BTEC

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

The course is made up of three components:

#### **Component 1: Exploring enterprises**

During Component 1, students will examine the characteristics of enterprises, explore how market research helps enterprises meet customer needs and understand competitor behaviour. Students will also investigate the factors that contribute to the success of an enterprise and develop transferable skills, such as research, and data analysis to interpret their findings.

#### **Component 2: Planning for and Pitching an Enterprise Activity**

During Component 2, students will explore ideas and plan for a micro-enterprise activity. Students will pitch a micro-enterprise activity and review their own pitch. Students will develop their planning and research, presentation, communication and self-reflection skills.

#### **Component 3: Promotion and Finance for Enterprise**

During Component 3, students will demonstrate knowledge and understanding of elements of promotion and finance. Students will interpret and use promotional and financial information in relation to a given enterprise. Students will make connections between different factors influencing a given enterprise. Students will also advise and provide recommendations to a given enterprise on ways to improve its performance.

#### **Assessment/Examination**

Component 1: Portfolio of evidence internally assessed. 30% of final grade.

Component 2: Portfolio of evidence internally assessed. 30% of final grade.

Component 3: Externally assessed, synoptic exam. 40% of final grade.

#### **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.

Successful students can progress to the Vocational Business course offered in Braintree Sixth Form. They would be able to work in business in industries such as marketing, accountancy or events planning.

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)

## **INFORMATION TECHNOLOGY**

Qualification: CAMBRIDGE NATIONAL CERTIFICATE LEVEL 1/2

Examination Board: OCR

### **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 Cambridge National certificate is open to students of all abilities. The course is graded Distinction, Merit and Pass and is of equal value to GCSE grades 9 - 1.

### **Assessment/Examination**

There will be an examination (1 hour 45 minutes) which is equal to 50% of the qualification.

There will be two assessments - Understanding Tools, Techniques, Methods and Processes for Technological Solutions and Developing Technological Solutions.

There is a coursework task set by the exam board (which will take approximately 20 hours to complete in supervised class time), to be completed by December of Year 11 at the latest, which is equal to 50% of the 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:

Ms J Shepherd [jo.shepherd@braintreesixthform.com](mailto:jo.shepherd@braintreesixthform.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 (15%) and to write one composition for any instrument (15%).

Component 2: Practical Component 30%

Students are required to perform in a group (15%) and compose one piece to an examination board set brief (15%).

Component 3: Listening and Appraising 40%

A listening paper 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.

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

### **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 D Hanna [deborah.hanna@notleyhigh.com](mailto:deborah.hanna@notleyhigh.com)

## **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.

### **Assessment/Examination**

For the practical component, students will cover a variety of activities including rounders, rugby, netball, trampolining, badminton 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:

Mr A Cunningham [antony.cunningham@notleyhigh.com](mailto:antony.cunningham@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)

## **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. Most university courses will require a minimum of 5 GCSEs at grade 4 or above, including GCSE English and Mathematics (plus any other course specific GCSE subjects as appropriate).

## **Useful Contacts**

Mrs M Robb, Head of Faculty - PDT, PSHE and Careers  
01376 556333  
[michelle.robb@notleyhigh.com](mailto:michelle.robb@notleyhigh.com)

Ms C Dunton, Head of Sixth Form  
01376 556300  
[catherine.dunton@braintreesixthform.com](mailto:catherine.dunton@braintreesixthform.com)

Mrs M Townsend, Deputy Headteacher  
01376 556353  
[melanie.townsend@notleyhighschool.com](mailto:melanie.townsend@notleyhighschool.com)

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